

PISA RELEASED ITEMS - READING

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(ACER)

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Use the information about Lake Chad on the opposite page to answer the questions below.

Question 2: LAKE CHAD

R040Q02

What is the depth of Lake Chad today?

- A About two metres.
- B About fifteen metres.
- C About fifty metres.
- D It has disappeared completely.
- E The information is not provided.

LAKE CHAD SCORING 2

QUESTION INTENT: Developing an Interpretation: integrating information in text and graph

Full credit

Code 1: About two metres.

No credit

Code 0: Other responses

Code 9: Missing

Question 3A: LAKE CHAD

R040Q03A- 0 1 9

In about which year does the graph in Figure 1 start?

.....

LAKE CHAD SCORING 3A

QUESTION INTENT: Retrieving Information

Full credit

- Code 1: 11,000 BC (or approximation between 10,500 and 12,000; or other indication that the student has extrapolated from the scale)
- 11,000
 - 11,000 BC
 - 10,500 BC
 - Just before 10,000 BC
 - About 12,000
 - About 11,000 BC

No credit

- Code 0: Other responses, including arrow pointing to the starting point of the graph.
- 10,000 BC [*Failure to extrapolate from the scale.*]
 - 20,000 BC

- 8000 BC [*Has looked at wrong figure.*]
- ~~44000 BC~~ 4000 BC [*Ignore crossed-out answer.*]
- 0

Code 9: Missing

Question 3B: LAKE CHAD

R040Q03B- 0 1 9

Why has the author chosen to start the graph at this point?

.....

.....

LAKE CHAD: SCORING 3B

QUESTION INTENT: Reflecting on the Form of a Text: inferring the reason for an authorial decision

Full credit

- Code 1: Refers to reappearance of lake. Note: answer may receive full credit even if previous answer is incorrect.
- Lake Chad reappeared in 11,000 BC after disappearing completely around 20,000 BC.
 - The lake disappeared during the Ice Age and then came back at about this time.
 - It reappeared then.
 - About 11,000 BC it came back.
 - Then the lake reappeared after being gone for 9000 years.

No credit

- Code 0: Other responses
- This is when animals started to appear.
 - 11,000 BC is when humans began to do rock art.
 - 11,000 BC was when the lake (first) appeared.
 - Because at that time Lake Chad was completely dried up.
 - Because that was the first movement on the graph.

Code 9: Missing

Question 4: LAKE CHAD

R040Q04

Figure 2 is based on the assumption that

- A the animals in the rock art were present in the area at the time they were drawn.
- B the artists who drew the animals were highly skilled.
- C the artists who drew the animals were able to travel widely.
- D there was no attempt to domesticate the animals which were depicted in the rock art.

LAKE CHAD SCORING 4

QUESTION INTENT: Forming a Broad Understanding: recognising the underlying idea of a chart

Full credit

Code 1: the animals in the rock art were present in the area at the time they were drawn.

No credit

Code 0: Other responses

Code 9: Missing

Question 6: LAKE CHAD

R040Q06

For this question you need to draw together information from Figure 1 and Figure 2.

The disappearance of the rhinoceros, hippopotamus and aurochs from Saharan rock art happened

- A at the beginning of the most recent Ice Age.
- B in the middle of the period when Lake Chad was at its highest level.
- C after the level of Lake Chad had been falling for over a thousand years.
- D at the beginning of an uninterrupted dry period.

LAKE CHAD SCORING 6

QUESTION INTENT: Developing an Interpretation: integrating information across two non-continuous texts

Full credit

Code 1: after the level of Lake Chad had been falling for over a thousand years.

No credit

Code 0: Other responses

Code 9: Missing

MACONDO

Dazzled by so many and such marvellous inventions, the people of Macondo did not know where their amazement began. They stayed up all night looking at the pale electric bulbs fed by the plant that Aureliano Triste had brought back when the train made its second trip, and it took time and effort for them to grow accustomed to its obsessive toom-toom. They became indignant over the living images that the prosperous merchant Don Bruno Crespi projected in the theatre with the lion-head ticket windows, for a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one. The audience, who paid two centavos apiece to share the difficulties of the actors, would not tolerate that outlandish fraud and they broke up the seats. The mayor, at the urging of Don Bruno Crespi, explained by means of a proclamation that the cinema was a machine of illusions that did not merit the emotional outburst of the audience. With that discouraging explanation many felt that they had been the victims of some new and showy gypsy business and they decided not to return to the movies, considering that they already had too many troubles of their own to weep over the acted-out misfortunes of imaginary beings.

The passage on the opposite page is from a novel. In this part of the story, the railway and electricity have just been introduced to the fictional town of Macondo, and the first cinema has opened.

Refer to the passage to answer the questions below.

Question 1: MACONDO

R061Q01 – 0 1 2 9

What feature of the movies caused the people of Macondo to become angry?

.....

.....

.....

MACONDO SCORING 1**QUESTION INTENT:**

- Integrate and interpret: Develop an interpretation
- Infer a reason for characters' behaviour

Full credit

Code 2: Refers to the fictional nature of movies or more specifically to actors reappearing after they have "died". May quote directly from the third sentence ("...a character who had died and was buried in one film, and for whose misfortune tears of affliction had been shed, would reappear alive and transformed into an Arab in the next one ...") or the last phrase ("the acted-out misfortunes of imaginary beings.").

- People who they think have died came back to life.
- They expected the films to be true and they aren't.
- They think that the man in the film has pretended to die, and that they are being taken for fools.
- A character who had died and was buried in one film would reappear alive in the next one.
- They don't understand that the films are fiction.
- Because actors whose characters had died in the previous film returned as new characters in the next film. The audience felt they were being robbed of their emotions. [*Elements of both 2 and 1.*]
- They thought they had enough problems of their own without watching pretend people act out problems. [*Clear understanding of the part "fiction" plays in the people's anger, though has taken it a stage further.*]
- Because one of the actors was buried in the film and he came back as an Arab. [*Marginal: very specific.*]

Partial credit

Code 1: Refers to fraud or trickery, or to the audience's thwarted expectations. May quote directly "that outlandish fraud" or "the victims of some new and showy gypsy business".

- They think they are being defrauded.
- Because they feel they have wasted their emotions for nothing.
- They felt they had been the victims of some new and showy gypsy business.

- They would not tolerate that outlandish fraud.
- Because they paid 2 centavos apiece for that outlandish fraud they could not tolerate. [*Partly direct quotation from lines 9-10; not specific reference to the nature of the fraud.*]
- Because they were unaware of the workings of it. [*Take as a way of saying “fraud” (general).*]

No credit

Code 0: Gives insufficient or vague answer.

- They were angry with Bruno Crespi.
- They didn't like the films.
- They want to get their money back.
- They thought they had been victims.
- They were violent.
- They were stupid.
- They are expressing their feelings.
- They paid 2 centavos and didn't get what they wanted. [*“What they wanted” is too vague.*]

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- They felt they shouldn't be bothered with other people's problems. [*Wrong: the people DID want to be bothered with REAL people's problems.*]
- It's the only way they have of protesting at wasting their money.
- They were angry because they had to see a person that was dead and buried. [*The quoted section gives the sense of “they did not like seeing dead people in films” – incorrect interpretation.*]

Code 9: Missing.

Question 3: MACONDO

R061Q03

At the end of the passage, why did the people of Macondo decide not to return to the movies?

- A They wanted amusement and distraction, but found that the movies were realistic and depressing.
- B They could not afford the ticket prices.
- C They wanted to save their emotions for real-life occasions.
- D They were seeking emotional involvement, but found the movies boring, unconvincing and of poor quality.

MACONDO SCORING 3

QUESTION INTENT:

- Integrate and interpret: Form a broad understanding
- Infer motives for characters' actions

Full credit

Code 1: C. They wanted to save their emotions for real-life occasions.

No credit

Code 0: Other.

Code 9: Missing.

Question 4: MACONDO

R061Q04

Who are the “imaginary beings” referred to in the last line of the passage?

- A Ghosts.
- B Fairground inventions.
- C Characters in the movies.
- D Actors.

MACONDO SCORING 4

QUESTION INTENT:

- Integrate and interpret: Develop an interpretation
- Interpret a referent when the antecedent is implied rather than stated

Full credit

Code 1: C. Characters in the movies.

No credit

Code 0: Other.

Code 9: Missing.

Question 5: MACONDO

R061Q05 – 0 1 9

Do you agree with the final judgement of the people of Macondo about the value of the movies? Explain your answer by comparing your attitude to the movies with theirs.

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MACONDO SCORING 5

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text
Compare characters' attitudes with personal knowledge and experience

Full credit

Code 1: Refers to attitudes to "realism" and/or emotional involvement in the movies.

Answer must be consistent with the idea that the people of Macondo are looking for realism in the movies. Comparison between Macondo and personal experience/attitude may be implied or stated.

- Once you realise it's not real you can just use the cinema for escapism. There's no need to get so involved in the lives of the characters.
- Yes, I agree, there's enough suffering in the world without making it up.
- No, people understand that when you go to the movies what happens on the screen isn't real.
- Unlike the Macondo people, I can cry my eyes out during the film, but I forget about it when I leave the cinema.
- I agree with them. Why do people want to upset themselves about movies? That's why I'm doing science, because it's about fact not fantasy.
- I enjoy the movies because it makes me focus on other people's problems and not mine.
- It depends. If the film is rubbish I feel like walking out, but if it's good you are caught up in it and don't mind that it's not true.
- No, I enjoy movies for entertainment.
- Yes the movies are just made up. It's way better when you see people acting things out live.
- No, in movies events are usually exaggerated.
- I do not agree with their reactions because movies are a form of entertainment and are not to be taken too seriously. However the people of Macondo do not know any better and so I understand how they would feel.

OR: Refers to social, historical or cultural context, for example in terms of comparative familiarity with technology, changes in social experience. Answer must be consistent with the idea that the people of Macondo are looking for realism in the movies. Comparison between Macondo and personal experience/attitude may be implied or stated.

- The people of Macondo were primitive and reacted emotionally. I and most other people nowadays are more sophisticated.
- They started to watch the films from a wrong position. They didn't understand that this was not the news, but entertainment. From that point of view their reaction is understandable. Films are of course to be seen as entertainment. That is the point with them.
- People these days don't get upset by films.
- Yes, I would agree if I were one of them because they had never seen it before.

No credit

Code 0: Gives insufficient or vague answer.

- I'm like the people of Macondo because I often think that the movies are a waste of time.
- I love the movies. I can't understand their reaction.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Yes, it seems the movies, rather than being relaxing and easy to watch, were realistic and emotional. Movies are a form of entertainment, a scape-goat and a way of forgetting the troubles of real-life for a laugh. The people of Macondo were disappointed because the movies they saw were not relaxing but rather quite full-

on and they wanted something that would entertain them. *[First two sentences by themselves are not relevant to the question. Last sentence indicates a misunderstanding of the text.]*

- No, they should be more expensive and have cup holders, popcorn, frozen coke and lollies. The arm rests should lift up, footrests, surround sound. *[Maybe a joke, but if not – a misreading of the text.]*
- These days there are laws against damaging property in cinemas. *[Answer focuses on behaviour rather than attitude.]*
- We have better cinemas now. *[Irrelevant]*
- Yes because the movie wasn't very good and would have made them nervous. *[Misunderstood the question.]*

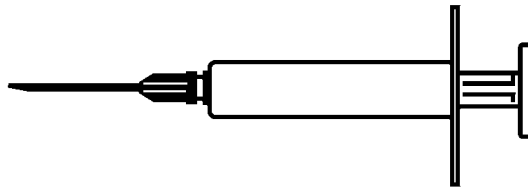
Code 9: Missing.

FLU

ACOL VOLUNTARY FLU IMMUNISATION PROGRAM

As you are no doubt aware the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks.

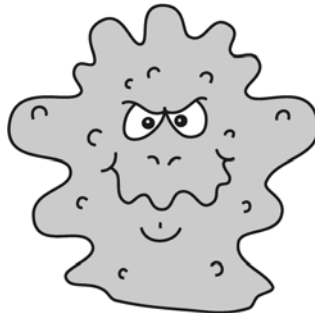
The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.



ACOL has decided to offer staff the opportunity to be immunised against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunisations at ACOL, during a half-day session in work hours in the week of May 17. This program is free and available to all members of staff.

Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects.

Medical advice indicates that the immunisation does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.



WHO SHOULD BE IMMUNISED?

Anyone interested in being protected against the virus.

This immunisation is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions.

In an office environment ALL staff are at risk of catching the flu.

WHO SHOULD NOT BE IMMUNISED?

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women.

Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection.



If you would like to be immunised in the week of May 17 please advise the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunised for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers.

For further information please contact Fiona on ext. 5577.

*Enjoy
Good Health*

Fiona McSweeney, the personnel officer at a company called ACOL, prepared the information sheet on the previous two pages for ACOL staff. Refer to the information sheet to answer the questions which follow.

Question 2: FLU

R077Q02

Which one of the following describes a feature of the ACOL flu immunisation program?

- A Daily exercise classes will be run during the winter.
- B Immunisations will be given during working hours.
- C A small bonus will be offered to participants.
- D A doctor will give the injections.

FLU SCORING 2

QUESTION INTENT: Retrieving Information: cycling through text to find explicitly stated information

Full credit

Code 1: Immunisations will be given during working hours.

No credit

Code 0: Other

Code 9: Missing

Question 3: FLU

R077Q03- 0 1 2 9

We can talk about the **content** of a piece of writing (what it says).

We can talk about its **style** (the way it is presented).

Fiona wanted the **style** of this information sheet to be friendly and encouraging.

Do you think she succeeded?

Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics.

.....

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FLU SCORING 3

QUESTION INTENT: Reflecting on the Form of a Text: identifying features relating the style and purpose of a text

Full credit

Code 2: Refers accurately to the text and relates style to purpose, consistent with “friendly and encouraging”. The answer must do AT LEAST ONE of the following:

- (1) refer to one of the features in detail (layout, style of writing, pictures or other graphics; or other similar) – that is, to a specific part or quality of a feature; AND/OR
- (2) use evaluative terms other than “friendly” and “encouraging”. (Note that such terms as “interesting”, “easy to read” and “clear” are not considered to be adequately specific.)

Opinion about whether Fiona succeeded may be stated or implied.

- No, it was a bad idea to put a picture of a syringe near the beginning. That looks scary. [*Refers to one specific part of the design: a particular picture (1). Uses own evaluative term: “scary” (2).*]
- Yes, the pictures break up the writing and make it easy to read. [*Describes a specific aspect of layout (1).*]
- The cartoon-like picture of the virus is friendly. [*Refers to a specific aspect (“cartoon-like”) of one illustration (1).*]
- No, the pictures are childish and irrelevant. [*Uses own terms (“childish”, “irrelevant”) to evaluate one of the features mentioned in the stem (2).*]
- Yes, the written style is relaxed and informal. [*Uses own terms (“relaxed”, “informal”) to evaluate one of the features mentioned in the stem (2).*]
- Yes, the style was warm and inviting. [*Uses own terms to evaluate style (2).*]
- There is too much writing. People wouldn’t bother reading it. [*Refers to a relevant feature of the presentation: amount of text (1). Uses own evaluative terms (2).*]
- She doesn’t put pressure on people to get the injection, and that would encourage people. [*Implicit reference to manner or register: an aspect of style (2).*]
- No, the writing style is very formal. [*Debatable but plausible application of own evaluative term: “formal” (2).*]

Partial credit

Code 1: Refers accurately to the text and relates purpose to information and content (rather than style), consistent with “friendly and encouraging”.

Opinion about whether Fiona succeeded may be stated or implied.

- No, there is no way that a message about having an injection could be friendly and encouraging.
- Yes she succeeded. She’s giving many opportunities and arranging times for a flu immunisation. She also gave suggestions about health.

No credit

Code 0: Gives insufficient or vague answer.

- Yes, it makes it sound as if it would be a good idea.
- Yes it is friendly and encouraging. [*Terms not applied to specific features.*]
- No, it doesn’t work.
- No because some of the information is not correct. [*Refers to content without making any connection to the idea of “friendly and encouraging”.*]

- Yes, the illustrations are encouraging and the style of the announcement is also acceptable. [*“Illustrations are encouraging” does not go beyond the terms of the question. “The style of the announcement is also acceptable” is too vague.*]
- She succeeded, easy to read, and clear. [*The terms used are not specific enough.*]
- I think that she has succeeded well. She has selected pictures and written interesting text. [*Pictures are not evaluated in any way, and “interesting text” is too vague.*]

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Yes everyone should have the injection. [*Irrelevant and inaccurate.*]
- No, the pictures have nothing to do with the message. [*Inaccurate*]
- Yes, because she wants people to be worried about getting the flu. [*Conflicts with the idea of “friendly and encouraging”.*]
- It’s good but it’s only one opinion. [*Irrelevant*]
- Yes, it gave brief information on what they will do to stop flu. [*Irrelevant – refers to content in a non-specific way.*]
- Yes, she just tells the facts. [*Irrelevant*]
- Yes, because more people should be immunised. [*Gives a general opinion on the subject of immunisation, does not refer to the style or to details of content.*]
- Yes I do because no-one wants to be sick. Everyone wants good health. [*Irrelevant*]

Code 9: Missing

Question 4: FLU

R077Q04

This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

- A more effective than exercise and a healthy diet, but more risky.
- B a good idea, but not a substitute for exercise and a healthy diet.
- C as effective as exercise and a healthy diet, and less troublesome.
- D not worth considering if you have plenty of exercise and a healthy diet.

FLU SCORING 4

QUESTION INTENT: Developing an Interpretation: integrating several parts of the text

Full credit

Code 1: a good idea, but not a substitute for exercise and a healthy diet.

No credit

Code 0: Other

Code 9: Missing

Question 5: FLU

R077Q05- 0 1 2 9

Part of the information sheet says:

WHO SHOULD BE IMMUNISED?

Anyone interested in being protected against the virus.

After Fiona had circulated the information sheet, a colleague told her that she should have left out the words “Anyone interested in being protected against the virus” because they were misleading.

Do you agree that these words are misleading and should have been left out?

Explain your answer.

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.....

FLU SCORING 5

QUESTION INTENT: Reflecting on the Content of a Text: evaluating appropriateness of a section of the text in relation to its overall meaning and purpose

Full credit

Code 1: Evaluates the section of text in relation to the term “misleading” by indicating that there is a potential contradiction. (“Who should be immunised? Anyone...” vs “Who should not be immunised?”). May or may not explain what the contradiction is.

Agreement or disagreement may be stated or implied.

- Yes, because it would be dangerous for some people to have the immunisation (e.g. pregnant women). [*Describes contradiction.*]
- No, because you only have to read another couple of lines to realise that some people shouldn’t have the injection, and on the whole she wants people to have it.
- Yes, because she says “anyone” can and later she states the people who should not be immunised. [*Contradiction identified.*]
- This line suggests that all people should get the vaccine, which is untrue. [*Contradiction briefly indicated.*]
- Yes, to some extent! Maybe: “Anyone interested in being protected against the virus, but who doesn’t suffer from any of the following symptoms or diseases.” [*Suggested rewording implies recognition of the contradiction.*]

OR: Evaluates the section of text in relation to the term “misleading” by indicating that the statement may be an exaggeration. (*i.e.* Not everyone needs the immunisation, or the immunisation does not offer complete

protection.) May or may not explain what the exaggeration is. Agreement or disagreement may be stated or implied.

- Leave out because having the immunisation is not a guarantee that you won't get the flu.
- I don't agree, even though it makes it sound as if you will definitely get the flu if you don't have the injection.
- Having the injection is not a complete protection.
- Leave out because not everyone gets the flu, especially if you are fit and well.
- Yes I agree because it makes the shot sound better than it is. *[Implies an exaggeration, though unspecified.]*

No credit

Code 0: Evaluates the section of text, but not in relation to the term "misleading".

- (1) Indicates that the statement is strong, effective and/or encouraging without mentioning potential contradiction or misleading element; OR
(2) Indicates that the statement "Anyone interested in being protected against the virus" is redundant because it is stating the obvious.

- It was good to put it in, because it would encourage people. *[1]*
- It should be there because it makes the message stand out. *[1]*
- I think that these words should have been left out because it goes without saying that everyone wants to be protected against the virus, even if this is not accomplished through immunisation. *[2]*

OR: Gives insufficient or vague answer, or restates "misleading" without explanation.

- Leave it in, it's good. *[No explanation.]*
- They should have put another picture there instead of the heading. *[No explanation.]*
- Yes, this sentence is misleading and it could cause problems. *[No explanation]*

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- It should have been left out because everyone has the right to decide for themselves. *[Misunderstanding of register of the text: it is not an order.]*
- I think the word FLU should have been put in between THE and VIRUS, because people just taking a glance at it might think that they are talking about another virus and not the flu. *[Implausible explanation for "misleading".]*
- Yes, people may be interested but may have a fear of needles. *[Irrelevant]*

Code 9: Missing

Question 6: FLU

R077Q06

According to the information sheet, which one of these staff members should contact Fiona?

- A Steve from the store, who does not want to be immunised because he would rather rely on his natural immunity.
- B Julie from sales, who wants to know if the immunisation program is compulsory.
- C Alice from the mailroom who would like to be immunised this winter but is having a baby in two months.
- D Michael from accounts who would like to be immunised but will be on leave in the week of May 17.

FLU SCORING 6

QUESTION INTENT: Reflecting on Content: applying a set of criteria given in a text to other cases

Full credit

Code 1: Michael from accounts who would like to be immunised but will be on leave in the week of May 17.

No credit

Code 0: Other

Code 9: Missing

GRAFFITI

I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.

Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they? Instead they seek funding and gain fame through legal exhibitions.

In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Helga

There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no.

Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer.

Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn't it all just a question of communication – your own name, the names of gangs and large works of art in the street?

Think about the striped and chequered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colours were stolen directly from the flowery concrete walls. It's quite amusing that these patterns and colours are accepted and admired but that graffiti in the same style is considered dreadful.

Times are hard for art.

Sophia

The two letters on the opposite page come from the Internet and are about graffiti. Graffiti is illegal painting and writing on walls and elsewhere. Refer to the letters to answer the questions below.

Question 1: GRAFFITI

R081Q01

The purpose of each of these letters is to

- A explain what graffiti is.
- B present an opinion about graffiti.
- C demonstrate the popularity of graffiti.
- D tell people how much is spent removing graffiti.

GRAFFITI SCORING 1

QUESTION INTENT: Forming a Broad Understanding: recognising the purpose of text

Full credit

Code 1: present an opinion about graffiti.

No credit

Code 0: Other responses

Code 9: Missing

Question 5: GRAFFITI

R081Q05- 0 1 9

Why does Sophia refer to advertising?

.....
.....

GRAFFITI SCORING 5

QUESTION INTENT: Developing an Interpretation: inferring an intended relationship

Full credit

- Code 1: Recognises that a comparison is being drawn between graffiti and advertising. Answer is consistent with the idea that advertising is a legal form of graffiti.
- To show us that advertising can be as invasive as graffiti.
 - Because some people think advertising is just as ugly as spray-painting.
 - She's saying that advertising is just a legal form of graffiti.
 - She thinks advertising is like graffiti.

- Because they don't ask your permission to put up billboards. *[The comparison between advertising and graffiti is implicit.]*
- Because advertisements are placed in society without our permission, as is graffiti.
- Because the billboards are like graffiti. *[A minimal answer. Recognises a similarity without elaborating on what the similarity is.]*
- Because it is another form of display.
- Because advertisers stick posters on the wall and she thinks it is graffiti as well.
- Because it is on the walls too.
- Because they are equally nice or ugly to look at.
- She refers to advertising because it is acceptable unlike graffiti. *[Similarity of graffiti and advertising is implied by contrasting attitudes to the two.]*

OR: Recognises that referring to advertising is a strategy to defend graffiti.

- So that we will see that graffiti is legitimate after all.

No credit

Code 0: Gives insufficient or vague answer.

- It's a way of making her point.
- Because she wants to, she mentions it as an example.
- It's a strategy.
- Company logos and shop names.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- She's describing the graffiti.
- Because people put graffiti on them.
- Graffiti is a kind of advertising.
- Because graffiti is advertising for a certain person or gang. *[Comparison goes in the wrong direction i.e. graffiti is a form of advertising.]*

Code 9: Missing

Question 6A: GRAFFITI

R081Q06A- 0 1 9

Which of the two letter writers do you agree with? Explain your answer by using **your own words** to refer to what is said in one or both of the letters.

.....

.....

.....

GRAFFITI SCORING 6A

QUESTION INTENT: Reflecting on the Content of a Text: justifying own point of view

Full credit

Code 1: Explains point of view by referring to the content of one or both letters. May refer to the writer's general position (*i.e.* for or against) or to a detail of her argument. Interpretation of writer's argument must be plausible. Explanation may take the form of paraphrase of part of the text, but must not be wholly or largely copied without alteration or addition.

- I agree with Helga. Graffiti is illegal and that makes it vandalism.
- Helga because I am against graffiti. *[Minimum answer]*
- Sophia. I think it's hypocritical to fine graffiti artists and then make millions by copying their designs.
- I sort of agree with both of them. It should be illegal to paint over walls in public places but these people should be given the opportunity to do their work somewhere else.
- Sophia's because she cares about art.
- I agree with both. Graffiti is bad but advertising is just as bad so I won't be hypocritical.
- Helga because I don't really like graffiti either but I understand Sophia's point of view and how she didn't want to condemn people for doing something they believe in.
- Helga's because it really is a pity to spoil the reputation of young people for nothing. *[Borderline case: some direct quotation, but embedded in other text.]*
- Sophia. It is true that patterns and colours stolen from graffiti appear in stores and are accepted by people who consider graffiti dreadful. *[The explanation is a combination of phrases from the text, but the amount of manipulation indicates that it has been well understood.]*

No credit

Code 0: Support for own point of view is confined to a direct quotation (with or without quotation marks).

- Helga because I agree that people should find ways to express themselves that do not inflict extra costs upon society.
- Helga. Why spoil the reputation of young people?

OR: Gives insufficient or vague answer.

- Sophia's because I think Helga's letter doesn't back her argument with reasons (Sophia compares her argument to advertising etc.) *[Answers in terms of style or quality of argument.]*
- Helga because she used more details. *[Answers in terms of style or quality of argument.]*
- I agree with Helga. *[No support for opinion.]*
- Helga's because I believe what she is saying. *[No support for opinion.]*
- Both, because I can understand where Helga is coming from. But Sophia is also right. *[No support for opinion.]*

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- I agree more with Helga. Sophia doesn't seem to be sure what she thinks.
- Helga's because she thinks some have talent. *[Misinterpretation of Helga's argument.]*

Code 9: Missing

Question 6B: GRAFFITI

R081Q06B- 0 1 9

We can talk about **what** a letter says (its content).

We can talk about **the way** a letter is written (its style).

Regardless of which letter you agree with, in your opinion, which do you think is the better letter? Explain your answer by referring to **the way** one or both letters are written.

.....

.....

.....

GRAFFITI SCORING 6B

QUESTION INTENT: Reflecting on the Form of a Text: evaluating the quality of two letters

Full credit

Code 1: Explains opinion with reference to the style or form of one or both letters. Refers to criteria such as style of writing, structure of argument, cogency of argument, tone, register used, strategies for persuading audience. Terms like “better arguments” must be substantiated.

- Helga’s. She gave you lots of different points to consider and she mentioned the environmental damage that graffiti artists do which I think is very important.
- Helga’s letter was effective because of the way she addressed the graffiti artists directly.
- I think Helga’s letter was the better one of the two. I thought Sophia’s was a bit biased.
- I thought Sophia put forward a very strong argument but Helga’s was structured better.
- Sophia, because she didn’t really aim it at anyone. *[Explains his/her choice in terms of quality of content. Explanation is intelligible when interpreted as “Doesn’t attack anyone”.]*
- I like Helga’s letter. She was quite dominant getting her opinion out.

No credit

Code 0: Judges in terms of agreement or disagreement with the writer’s position, or simply paraphrases content.

- Helga. I agree with everything she said.
- Helga’s was the better letter. Graffiti is costly and wasteful, just as she says.

OR: Judges without sufficient explanation.

- Sophia’s letter was the best.
- Sophia’s was easier to read.
- Helga had a better argument.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Helga’s is better written. She works step by step through the problem and then, on the basis of that, she comes to a logical conclusion.

- Sophia because she kept her position to herself until the end of her letter.

Code 9: Missing

LABOUR

The tree diagram below shows the structure of a country's labour force or "working-age population". The total population of the country in 1995 was about 3.4 million.

The Labour Force Structure year ended 31 March 1995 (000s)¹



Notes

1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People "Not in labour force" are those not actively seeking work and/or not available for work.

Use the information about a country's labour force on the opposite page to answer the questions below.

Question 1: LABOUR

R088Q01

What are the two main groups into which the working-age population is divided?

- A Employed and unemployed.
- B Of working age and not of working age.
- C Full-time workers and part-time workers.
- D In the labour force and not in the labour force.

LABOUR SCORING 1

QUESTION INTENT: Forming a Broad General Understanding: recognising main organising principle of information

Full credit

Code 1: In the labour force and not in the labour force.

No credit

Code 0: Other responses

Code 9: Missing

Question 3: LABOUR

R088Q03- 0 1 2 9

How many people of working age were not in the labour force? (Write the **number** of people, not the percentage.)

.....

LABOUR SCORING 3

QUESTION INTENT: Retrieving Information: combining two pieces of explicitly stated information

Full credit

Code 2: Indicates that the number in the tree diagram AND the "000s" in the title/footnote have been integrated: 949,900. Allow approximations between 949,000 and 950,000 in figures or words. Also accept 900,000 or one million (in words or figures) with qualifier.

- 949,900
- just under nine hundred and fifty thousand
- 950,000
- 949.9 thousand
- almost a million
- about 900 thousand

- 949.9 X 1000
- 949,900
- 949(000)

Partial credit

Code 1: Indicates that number in tree diagram has been located, but that the “000s” in the title/footnote has not been correctly integrated. Answers 949.9 in words or figures. Allow approximations comparable to those for Code 2.

- 949.9
- 94,900
- almost a thousand
- just under 950
- about 900
- just under 1000

No credit

Code 0: Other responses

Code 9: Missing

Question 4: LABOUR

R088Q04

In which part of the tree diagram, if any, would each of the people listed in the table below be included?

Show your answer by placing a cross in the correct box in the table.

The first one has been done for you.

	“In labour force: employed”	“In labour force: unem-ployed”	“Not in labour force”	Not included in any category
A part-time waiter, aged 35	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A business woman, aged 43, who works a sixty-hour week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A full-time student, aged 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A man, aged 28, who recently sold his shop and is looking for work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A woman, aged 55, who has never worked or wanted to work outside the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A grandmother, aged 80, who still works a few hours a day at the family’s market stall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

LABOUR SCORING 4

QUESTION INTENT: Reflecting on the Content of a Text: applying a set of criteria given in a text to other cases

	"In labour force: employed"	"In labour force: unemployed"	"Not in labour force"	Not included in any category
A part-time waiter, aged 35	<input checked="" type="checkbox"/>			
A business woman, aged 43, who works a sixty-hour week	<input checked="" type="checkbox"/>			
A full-time student, aged 21			<input checked="" type="checkbox"/>	
A man, aged 28, who recently sold his shop and is looking for work		<input checked="" type="checkbox"/>		
A woman, aged 55, who has never worked or wanted to work outside the home			<input checked="" type="checkbox"/>	
A grandmother, aged 80, who still works a few hours a day at the family's market stall				<input checked="" type="checkbox"/>

Full credit

Code 3: 5 correct

Partial credit

Code 2: 4 correct

Code 1: 3 correct

No credit

Code 0: 2 or fewer correct

Question 5: LABOUR

R088Q05

Suppose that information about the labour force was presented in a tree diagram like this every year.

Listed below are four features of the tree diagram. Show whether or not you would expect these features to change from year to year, by circling either “Change” or “No change”. The first one has been done for you.

Features of Tree Diagram	Answer
The labels in each box (e.g. “In labour force”)	Change / <u>No change</u>
The percentages (e.g. “64.2%”)	Change / No change
The numbers (e.g. “2656.5”)	Change / No change
The footnotes under the tree diagram	Change / No change

LABOUR SCORING 5

QUESTION INTENT: Reflecting on the Content of a Text: understanding the status of elements in a diagram

Features of Tree Diagram	Answer
The labels in each box (e.g. “In labour force”)	No change
The percentages (e.g. “64.2%”)	Change
The numbers (e.g. “2656.5”)	Change
The footnotes under the tree diagram	No change

Full credit

Code 1: 3 correct

No credit

Code 0: 2 or fewer correct

Question 7: LABOUR

R088Q07

The information about the labour force structure is presented as a tree diagram, but it could have been presented in a number of other ways, such as a written description, a pie chart, a graph or a table.

The tree diagram was probably chosen because it is especially useful for showing

- A changes over time.
- B the size of the country's total population.
- C categories within each group.
- D the size of each group.

LABOUR SCORING 7

QUESTION INTENT: Reflecting on the Form of a Text: recognising the advantage of a particular format for its purpose/in relation to content

Full credit

Code 1: categories within each group.

No credit

Code 0: Other responses

Code 9: Missing

MORELAND

The Moreland Library System gives new library members a bookmark showing its Hours of Opening. Refer to the bookmark to answer the questions which follow.

 Moreland Library System	HOURS OF OPENING					<i>Effective from February 1 1998</i>
	Brunswick Library	Campbell Turnbull Library	Coburg Library	Fawkner Library	Glenroy Library	
Sunday	1pm-5pm	Closed	2pm-5pm	Closed	2pm-5pm	
Monday	11am-8pm	11am-5.30pm	1pm-8pm	11am-5.30pm	10am-5.30pm	
Tuesday	11am-8pm	11am-8pm	11am-8pm	11am-8pm	10am-8pm	
Wednesday	11am-8pm	11am-5pm	10am-8pm	11am-5pm	10am-8pm	
Thursday	11am-8pm	11am-5.30pm	10am-8pm	11am-5.30pm	10am-8pm	
Friday	11am-5pm	11am-5pm	10am-8pm	11am-5pm	10am-5.30pm	
Saturday	10am-1pm	10am-1pm	9am-1pm	10am-1pm	9am-1pm	

Question 1: MORELAND

R091Q01 - 0 1 8 9

What time does the Fawkner Library close on Wednesday?

.....

MORELAND SCORING 1

QUESTION INTENT: Retrieving Information

Full credit

Code 1: 5 p.m. / 5 o'clock

No credit

Code 0: Other responses

Code 9: Missing

Question 2: MORELAND

R091Q02

Which library is still open at 6 p.m. on Friday evening?

- A Brunswick Library
- B Campbell Turnbull Library
- C Coburg Library
- D Fawkner Library
- E Glenroy Library

MORELAND SCORING 2

QUESTION INTENT: Retrieving Information

Full credit

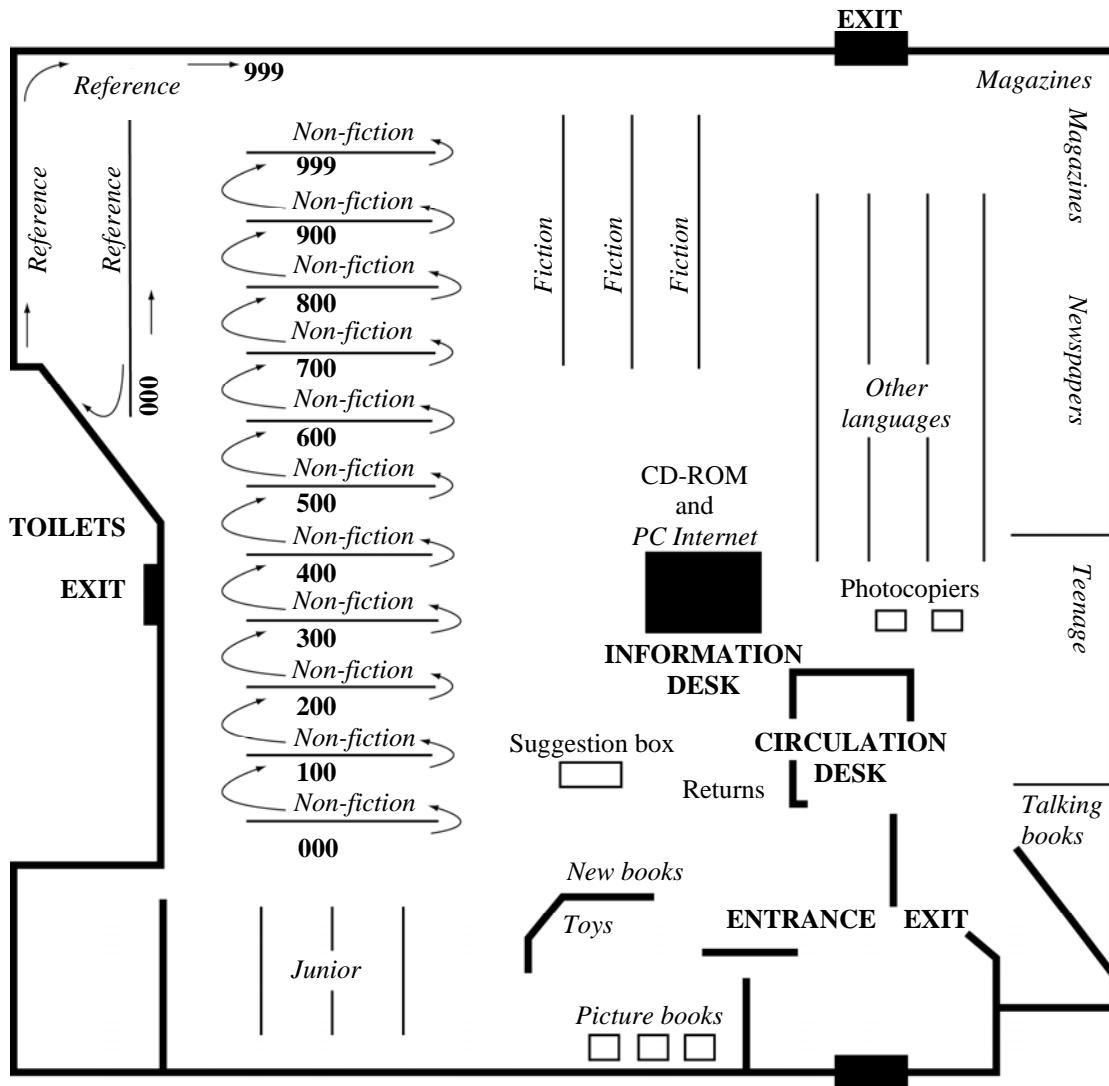
Code 1: Coburg Library

No credit

Code 0: Other responses

Code 9: Missing

LIBRARY MAP



On the opposite page is a map of a library. Use it to answer the questions below.

Question 5: LIBRARY

R091Q05 - 0 1 9

For school you need to read a novel in French. On the map draw a circle around the section where you would be most likely to find a suitable book to borrow.

LIBRARY SCORING 5

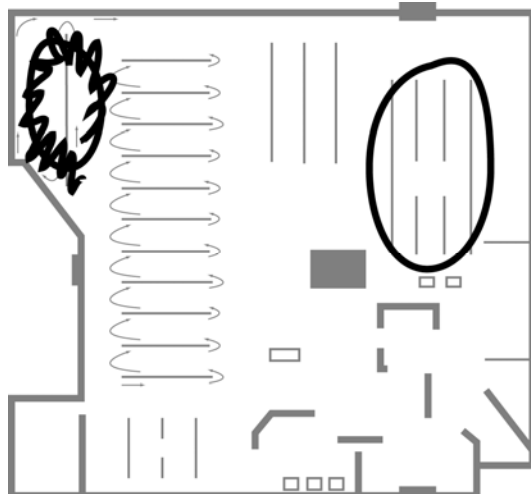
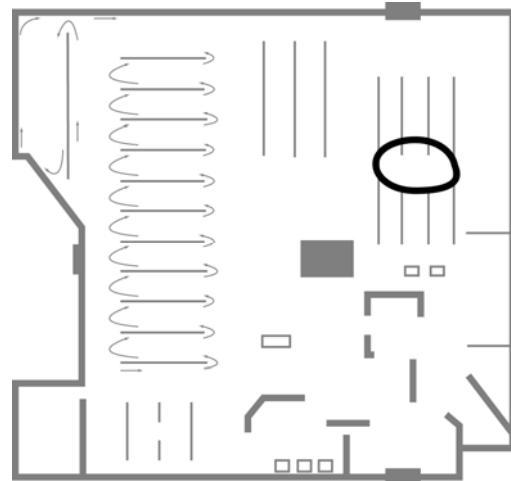
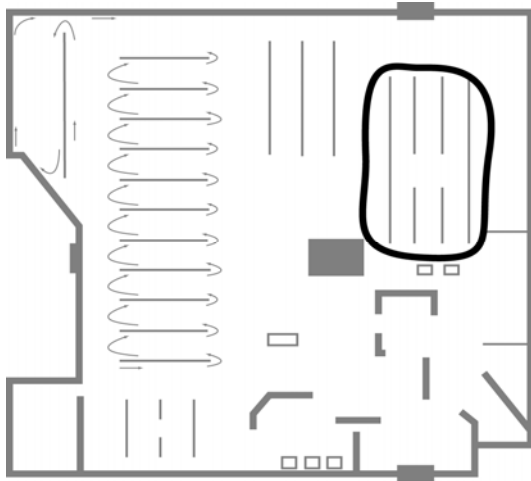
QUESTION INTENT:

Access and retrieve: retrieve information

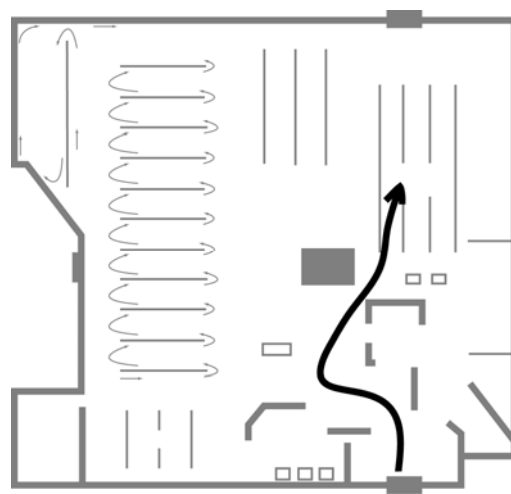
Locate information that matches on one factor using low-level inference

Full credit

Code 1: Circles the words "other languages" or the lines (shelves) near the words.

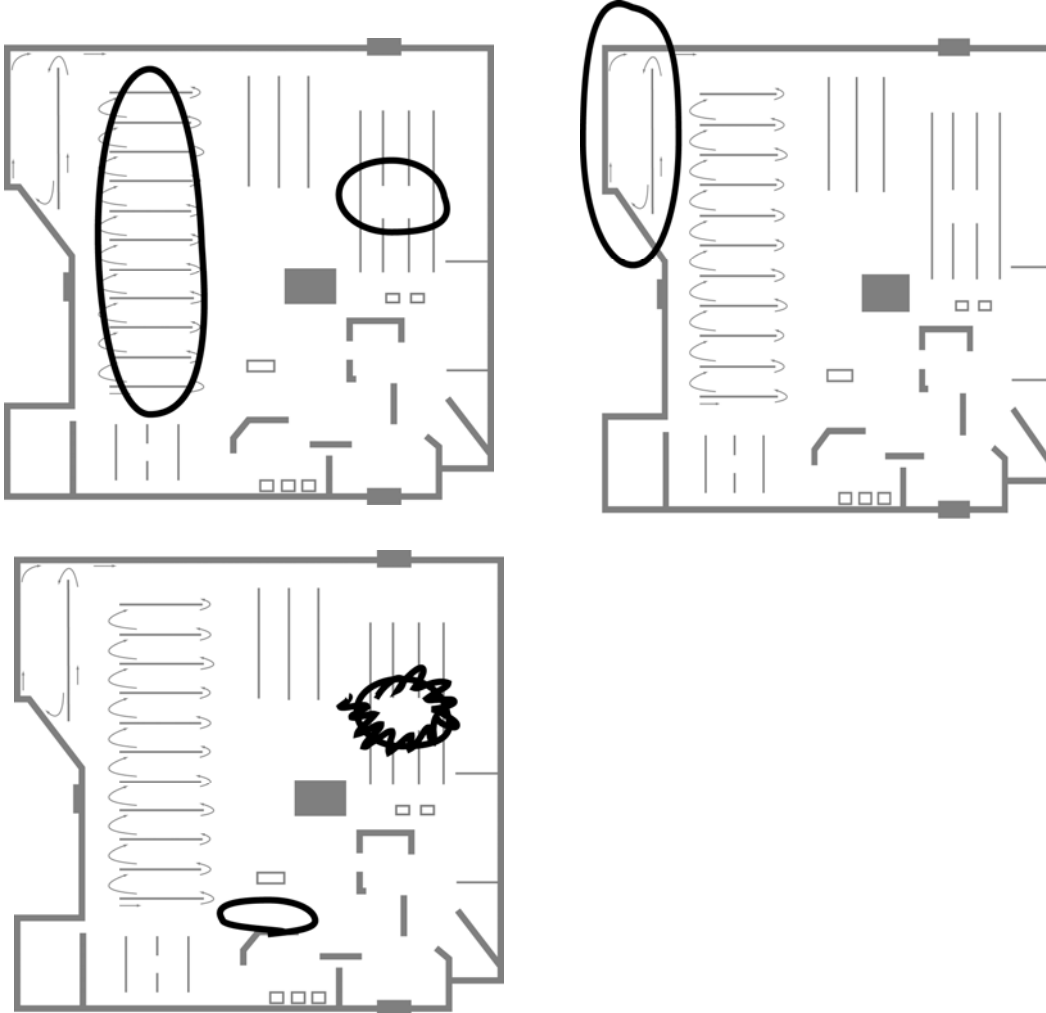


[Ignore crossed-out answer.]



No credit

Code 0: Other, including circling which includes any other feature of the map completely.



Code 9: Missing

Question 7A: LIBRARY

R091Q07A

Where are *New books* located?

- A In the fiction section.
- B In the non-fiction section.
- C Near the entrance.
- D Near the information desk.

LIBRARY SCORING 7A

Note: The correct answer is C: "Near the entrance". This question is for information only and will not independently contribute to the student's score. The answer is taken into account in assessing the response to Question 7B.

Question 7B: LIBRARY

R091Q07B - 0 1 2 9

Explain why this location might have been chosen for *New books*.

.....
.....

LIBRARY SCORING 7B**QUESTION INTENT:**

Reflect and evaluate: Reflect on and evaluate the content of a text
Hypothesise about the location of a feature of a map drawing on personal knowledge and experience

Full credit

Code 2: Answer to Part A correct. Gives an explanation which is consistent with the answer "near the entrance".

- People will see them as soon as they walk in.
- They are away from the other books, and people will find them easily.
- So people can look at them first. [*Implies recognition that the new books are near the entrance.*]
- So they are very visible.
- They are clearly visible and not hidden away among the bookshelves so that you have to search for them.
- You pass it on your way to fiction.

OR: Answer to Part A correct. Gives an explanation which shows understanding of the location of the new books in relation to a part of the library other than the entrance.

- It gives children a chance to play while adults look around. [*Recognises that the new books are near the Toys section.*]
- When people are returning books they will see the new ones.

Partial credit

Code 1: Answer to Part A incorrect. Gives an explanation which is consistent with the answer given for Part A.

- [Answer to Part A: In the fiction section.] Because this is the part of the library that most people would be using, so they would notice the new books.
- [Answer to Part A: Near the information desk.] Because they are next to the Information Desk, the librarian can answer questions about them.

No credit

Code 0: Gives insufficient or vague explanation regardless of whether answer to Part A is correct or incorrect.

- Because it's the best place.
- They are near the entrance too. *[States where the new books are, without offering explanation.]*
- The New Books are near the suggestion box. *[States where the new books are, without offering explanation.]*

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant explanation, regardless of whether answer to Part A is correct or incorrect.

- So people would notice them when they were looking at the newspapers. *[Inaccurate—implies that new books are near the newspapers.]*
- Because there is nowhere else to put them. *[Implausible]*
- Some people like to read new books. *[Answer irrelevant to question.]*
- [Answer to Part A: In the fiction section.] So that they are easy to find. *[Answer irrelevant to answer given for Part A.]*

Code 9: Missing

PLAN INTERNATIONAL

PLAN International Program Results Financial Year 1996

Region of Eastern and Southern Africa

RESA

Growing up Healthy



	EGYPT	ETHIOPIA	KENYA	MALAWI	SUDAN	TANZANIA	UGANDA	ZAMBIA	ZIMBABWE	TOTALS
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	26
Health workers trained for 1 day	1 053	0	719	0	425	1 003	20	80	1 085	4 385
Children given nutrition supplements > 1 week	10 195	0	2 240	2 400	0	0	0	0	251 402	266 237
Children given financial help with health/dental treatment	984	0	396	0	305	0	581	0	17	2 283

Learning



Teachers trained for 1 week	0	0	367	0	970	115	565	0	303	2 320
School exercise books bought/donated	667	0	0	41 200	0	69 106	0	150	0	111 123
School textbooks bought/donated	0	0	45 650	9 600	1 182	8 769	7 285	150	58 387	131 023
Uniforms bought/made/donated	8 897	0	5 761	0	2 000	6 040	0	0	434	23 132
Children helped with school fees/a scholarship	12 321	0	1 598	0	154	0	0	0	2 014	16 087
School desks built/bought/donated	3 200	0	3 689	250	1 564	1 725	1 794	0	4 109	16 331
Permanent classrooms built	44	0	50	8	93	31	45	0	82	353
Classrooms repaired	0	0	34	0	0	14	0	0	33	81
Adults receiving training in literacy this financial year	1 160	0	3 000	568	3 617	0	0	0	350	8 695

Habitat



Latrines or toilets dug/built	50	0	2 403	0	57	162	23	96	4 311	7 102
Houses connected to a new sewage system	143	0	0	0	0	0	0	0	0	143
Wells dug/improved (or springs capped)	0	0	15	0	7	13	0	0	159	194
New positive boreholes drilled	0	0	8	93	14	0	27	0	220	362
Gravity feed drinking water systems built	0	0	28	0	1	0	0	0	0	29
Drinking water systems repaired/improved	0	0	392	0	2	0	0	0	31	425
Houses improved with PLAN project	265	0	520	0	0	0	1	0	2	788
New houses built for beneficiaries	225	0	596	0	0	2	6	0	313	1 142
Community halls built or improved	2	0	2	0	3	0	3	0	2	12
Community leaders trained for 1 day or more	2 214	95	3 522	232	200	3 575	814	20	2 693	13 365
Kilometres of roadway improved	1.2	0	26	0	0	0	0	0	53.4	80.6
Bridges built	0	0	4	2	11	0	0	0	1	18
Families benefited directly from erosion control	0	0	1 092	0	1 500	0	0	0	18 405	20 997
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	494

Source: Adapted from PLAN International Program Output Chart financial year 1996, appendix to Quarterly Report to the International Board first quarter 1997

The table on the opposite page is part of a report published by PLAN International, an international aid organisation. It gives some information about PLAN's work in one of its regions of operation (Eastern and Southern Africa). Refer to the table to answer the questions below.

Question 4a: PLAN INTERNATIONAL

R099Q04A

What does the table indicate about the level of PLAN International's activity in Ethiopia in 1996, compared with other countries in the region?

- A The level of activity was comparatively high in Ethiopia.
- B The level of activity was comparatively low in Ethiopia.
- C It was about the same as in other countries in the region.
- D It was comparatively high in the Habitat category, and low in the other categories.

PLAN INTERNATIONAL SCORING 4A

Note: The correct answer is B: "The level of activity was comparatively low in Ethiopia". This question is for information only and will not independently contribute to the student's score. The answer is taken into account in assessing the response to Question 4B.

Question 4B: PLAN INTERNATIONAL

R099Q04B- 0 1 2 3 9

In 1996 Ethiopia was one of the poorest countries in the world.

Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International's activities in Ethiopia compared with its activities in other countries?

.....

.....

.....

PLAN INTERNATIONAL SCORING 4B

QUESTION INTENT: Reflecting on the Content of a Text: drawing on knowledge and experience to form a hypothesis which is consistent with given information

Full credit

Code 3: Student has answered Question 4A correctly (Key B). Explains the level of PLAN's activity by drawing on ALL the information supplied, with explicit or implicit reference to the type of activity conducted in Ethiopia by PLAN. Answer must also be consistent with (though does not need to refer to) BOTH of the following:
(1) PLAN's low level of activity in Ethiopia (information supplied in the

table); AND

(2) Ethiopia's poverty (information given in the stem).

- Aid organisations often start their work in a country by training local people so I would say PLAN had just started working in Ethiopia in 1996.
- Training community workers might be the only kind of aid they can give there. There might not be the hospitals or schools in which they could base the other kinds of aid work.
- Other foreign aid groups might be helping with medicine etc. and PLAN sees they need to know how to run the country. *[Implicitly refers to training community leaders.]*

Partial credit

Code 2: Student has answered Question 4A correctly (Key B). Explains the level of PLAN's work by drawing on MOST of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:

(1) PLAN's low level of activity in Ethiopia (information supplied in the table); AND

(2) Ethiopia's poverty (information given in the stem).

- It might be hard to distribute aid there because things are in such a mess.
- There may be a war on so it would be hard to give aid.
- They don't know how to help there.
- If other organisations are helping in Ethiopia, there is less for PLAN to do.
- I could imagine that the other countries received help first and that Ethiopia will be helped in the near future.
- The people of Ethiopia may have a certain culture which makes it difficult to interact with foreigners.
- I think they are giving a bit too much help in other countries and Ethiopia is missing out. Plan International might not have enough funding and money for all the countries in need.

Code 1: Student has answered Question 4A correctly (Key B). Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) PLAN's low level of activity in Ethiopia (information supplied in the table).

- Ethiopia does not need PLAN's help as much as the other countries. *[Draws on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.]*
- Ethiopia is not as poor as the other countries so it doesn't need PLAN's help as much. *[Draws on information in the table but is inconsistent with information about Ethiopia's relative poverty supplied in the stem.]*
- Ethiopia might only need more help with their community leaders than other countries. *[Draws in detail on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.]*

OR: Student has answered Question 4A incorrectly (not Key B). Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:

(1) the level of activity in Ethiopia which the student has indicated in Question 4A (the explanation itself need not be true); AND

(2) Ethiopia's poverty (information given in the stem).

- [Answer to Question 4A: The level of activity is comparatively high in Ethiopia.] Ethiopia is poorer than other countries in the region and therefore needs more help.

- [Answer to Question 4A: It is about the same as in other countries in the region.] Aid is distributed equally so there is no rivalry between countries.

No credit

Code 0: Gives insufficient or vague answer.

- They don't do as much work in Ethiopia. *[Restates information in Key to 4A without attempting to explain it.]*
- PLAN hardly does anything in Ethiopia.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- They should be giving more to Ethiopia. *[Expresses an opinion rather than suggesting an explanation.]*
- They are only training community workers. They don't seem to be doing anything for health or learning of the people there. *[Does not explain the level of activity.]*
- The level of PLAN International's activities in Ethiopia compared with its activities in other countries is higher. *[Restates information in distractor to 4A without attempting to explain it.]*
- PLAN gives the same amount to every country. *[Restates information in distractor to 4A without attempting to explain it.]*

Code 9: Missing

POLICE

Scientific Police Weapons

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him... The police and the judge are convinced that he is not telling the truth. But how to prove it?

At the crime scene, investigators have gathered every possible shred of evidence imaginable: fibres from fabrics, hairs, finger marks, cigarette ends... The few hairs found on the victim's jacket are red. And they look strangely like the suspect's. If it could be proved that these hairs are indeed his, this would be evidence that he had in fact met the victim.

Every individual is unique

Specialists set to work. They examine some cells at the root of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings

of pearls. Imagine that these pearls come in four different colours and that thousands of coloured pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body: those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card.

Geneticists are therefore able

to compare the suspect's genetic identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the suspect did in fact go near the victim he said he'd never met.

Just one piece of evidence

More and more often in cases of sexual assault, murder, theft or other crimes, the police are having genetic analyses done. Why? To try to find evidence of contact between two people, two objects or a person and an object. Proving such contact is often very useful to the investigation. But it does not necessarily provide proof of a crime. It is just one piece of evidence amongst many others.

Anne Versailles

We are made up of billions of cells

Every living thing is made up of lots of cells. A cell is very small indeed. It can also be said to be microscopic because it can only be seen using a microscope which magnifies it many times. Each cell has an outer membrane and a nucleus in which the DNA is found.

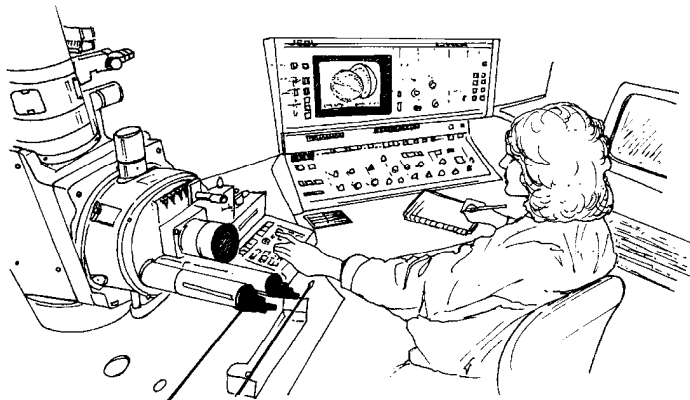
Genetic what?

DNA is made up of a number of genes, each consisting of thousands of "pearls". Together these genes form the genetic identity card of a person.

How is the genetic identity card revealed?

The geneticist takes the few cells from the base of the hairs found on the victim, or from the saliva left on a cigarette end. He puts them into a product which destroys everything around the DNA of the cells. He then does the same thing with some cells from the suspect's blood. The DNA is then specially prepared for analysis. After this, it is placed in a special gel and an electric current is passed through the gel. After a few hours, this produces stripes similar to a bar code (like the ones on things we buy) which are visible under a special lamp. The bar code of the suspect's DNA is then compared with that of the hairs found on the victim.

Microscope in a police laboratory



Refer to the magazine article on the opposite page to answer the questions below.

Question 4: POLICE

R100Q04

To explain the structure of DNA, the author talks about a pearl necklace. How do these pearl necklaces vary from one individual to another?

- A They vary in length.
- B The order of the pearls is different.
- C The number of necklaces is different.
- D The colour of the pearls is different.

POLICE SCORING 4

QUESTION INTENT: Retrieving Information: locating explicitly stated information

Full credit

Code 1: The order of the pearls is different.

No credit

Code 0: Other responses

Code 9: Missing

Question 5: POLICE

R100Q05

What is the purpose of the box headed “How is the genetic identity card revealed”?

To explain

- A what DNA is.
- B what a bar code is.
- C how cells are analysed to find the pattern of DNA.
- D how it can be proved that a crime has been committed.

POLICE SCORING 5

QUESTION INTENT: Developing an Interpretation: drawing an inference

Full credit

Code 1: how cells are analysed to find the pattern of DNA.

No credit

Code 0: Other responses

Code 9: Missing

Question 6: POLICE

R100Q06

What is the author's main aim?

- A To warn.
- B To amuse.
- C To inform.
- D To convince.

POLICE SCORING 6

QUESTION INTENT: Forming a Broad Understanding: identifying the general purpose

Full credit

Code 1: To inform.

No credit

Code 0: Other responses

Code 9: Missing

Question 7: POLICE

R100Q07

The end of the introduction (the first shaded section) says: "But how to prove it?"

According to the passage, investigators try to find an answer to this question by

- A interrogating witnesses.
- B carrying out genetic analyses.
- C interrogating the suspect thoroughly.
- D going over all the results of the investigation again.

POLICE SCORING 7

QUESTION INTENT: Developing an Interpretation: drawing an inference

Full credit

Code 1: carrying out genetic analyses.

No credit

Code 0: Other responses

Code 9: Missing

WARRANTY

Camera Shots

Video House

89 ELIZABETH STREET, MELBOURNE 3000
 PHONE: 9670 9601 FAX: 9602 5527
<http://www.camerashots.com.au>

CUSTOMER
 SARAH BROWN
 151 GLENLYON STREET
 BRUNSWICK VIC 3057

CAMERA SHOTS VIDEO HOUSE		
89 ELIZABETH STREET		
MELBOURNE VIC 3000		
9670 9601		
INVOICE 26802	DATE 18/10/99	TIME 12:10
ACCOUNT 195927	SALES 24 RAY	REG. 16

DESCRIPTION	SERIAL No	LIST	QTY	NET	TOTAL	EX.
150214 ROLLY FOTONEX 250 ZOOM	30910963		1	249.08	249.08	X
33844 TRIPOD			1	5.66	5.66	X
Transaction Amount Change			Sub-Total		254.74	
Visa/Bank Card \$254.74			Total		254.74	

Thank you for your business

On the opposite page is the receipt that Sarah received when she bought her new camera. Below is the warranty card for the camera. Use these documents to answer the questions which follow.

WARRANTY TEXT 2

<p>ONE YEAR WARRANTY: (Private Users) VALID ONLY IN AUSTRALIA VIDEO HOUSE & COMPANY PTY LTD – ACN 008 458 884 ('VIDEO HOUSE') warrants to the initial owner that the camera is free of any defects in material or workmanship. This warranty is not transferable. Video House will service, repair or replace at its election, and free of charge, any part which is found upon inspection by Video House to be defective in material or workmanship during the warranty period(s).</p>
<p>PLEASE PRINT CLEARLY</p> <p style="text-align: right;">NO. M 409668</p> <p>Camera – Model</p> <p>Serial No:.....</p> <p>Name of Owner: <i>SARAH BROWN</i></p> <p>Address: <i>151 GLENLYON ROAD</i></p> <p style="text-align: center;"><i>BRUNSWICK VIC. 3057</i></p> <p>Date Purchased:</p> <p>Purchase Price:</p>
<p><i>Rubber Stamp of Dealer</i></p>
<p>PLEASE NOTE: <i>Post Immediately – Postage Stamp Necessary</i> This warranty card should be completed and returned to Video House within 10 days of purchase. International Warranty Card issued on request.</p>

Question 1: WARRANTY

R107Q01

Use the details on the receipt to complete the warranty card.

The name and address of the owner have already been filled in.

WARRANTY SCORING 1A (MODEL)

QUESTION INTENT: Retrieving Information: Using information from another source to fill out a form.

Full credit

- Code 1: Correctly identifies model.
- Rolly Fotonex 250 zoom.
 - Rolly Fotonex.
 - Fotonex.

No credit

- Code 0: Other responses
- 150214. *[Product number rather than camera name and model.]*
 - Rolly fotonex 250 Zoom Tripod. *[Includes redundant and potentially confusing information. Shows poor understanding of the organisation and substance of the receipt.]*

Code 8: Off task.

WARRANTY SCORING 1B (SERIAL NUMBER.)

QUESTION INTENT: Retrieving Information: Using information from another source to fill out a form.

Full credit

Code 1: 30910963.

No credit

Code 0: Other responses

Code 8: Off task.

WARRANTY SCORING 1C (DATE OF PURCHASE)

QUESTION INTENT: Retrieving Information: Using information from another source to fill out a form.

Full credit

- Code 1: 18/10/99.
Date may be given in another form, but must include date, month and year.
- 18 October 1999
- May give redundant related information (time).
- 18/10/99, 12.10 pm

No credit

Code 0: Other responses

Code 8: Off task.

WARRANTY SCORING 1D (PURCHASE PRICE)

QUESTION INTENT: Retrieving Information: Using information from another source to fill out a form.

Full credit

Code 1: (\$) 249.08

No credit

Code 0: Other responses

Code 8: Off task

Question 2: WARRANTY

R107Q02 - 0 1 8 9

How long does Sarah have, to return the warranty card?

.....

WARRANTY SCORING 2

QUESTION INTENT: Retrieving Information: Literal match.

Full credit

Code 1: Indicates 10 days.

- ten days.
- Within 10 days of purchase.

No credit

Code 0: Other responses

Code 8: Off task.

Code 9: Missing.

Question 3: WARRANTY

R107Q03 - 0 1 8 9

What else did Sarah buy while she was in the store?

.....

WARRANTY SCORING 3

QUESTION INTENT: Retrieving Information

Full credit

Code 1: a tripod.

No credit

Code 0: Other responses

Code 8: Off task

Code 9: Missing

Question 5: WARRANTY

R107Q05 - 0 1 8 9

The words "Thank you for your business" are printed on the bottom of the receipt. One possible reason for this is simply to be polite. What is another possible reason?

.....

WARRANTY SCORING 5

QUESTION INTENT: RF

Full credit

Code 1: Refers either explicitly or implicitly to development of the business–customer relationship.

- It's good for business to be nice to you.
- To create a good relationship with the customer.
- They want you to come back.

No credit

Score 0: Other responses

- They're being polite.
- They're glad you bought the camera from them.
- They want you to feel special.
- To let the customers know they are appreciated.

Code 8: Off task

Code 9: Missing

A JUST JUDGE

Refer to the story A Just Judge, which starts on the next page, to answer the questions which follow it.

A JUST JUDGE

An Algerian king named Bauakas wanted to find out whether or not it was true, as he had been told, that in one of his cities lived a just judge who could instantly discern the truth, and from whom no rogue was ever able to conceal himself. Bauakas exchanged clothes with a merchant and went on horseback to the city where the judge lived.

At the entrance to the city a cripple approached the king and begged alms of him. Bauakas gave him money and was about to continue on his way, but the cripple clung to his clothing.

“What do you wish?” asked the king. “Haven’t I given you money?”

“You gave me alms,” said the cripple, “now grant me one favour. Let me ride with you as far as the city square, otherwise the horses and camels may trample me.”

Bauakas sat the cripple behind him on the horse and took him as far as the city square. There he halted his horse, but the cripple refused to dismount.

“We have arrived at the square, why don’t you get off?” asked Bauakas.

“Why should I?” the beggar replied. “This horse belongs to me. If you are unwilling to return it, we shall have to go to court.”

Hearing their quarrel, people gathered around them shouting:

“Go to the judge! He will decide between you!”

Bauakas and the cripple went to the judge. There were others in court, and the judge called upon each one in turn. Before he came to Bauakas and the cripple he heard a scholar and a peasant. They had come to court over a woman: the peasant said she was his wife, and the scholar said she was his. The judge heard them both, remained silent for a moment, and then said:

“Leave the woman here with me, and come back tomorrow.”

When they had gone, a butcher and an oil merchant came before the judge. The butcher was covered with blood, and the oil merchant with oil. In his hand the butcher held some money, and the oil merchant held onto the butcher’s hand.

“I was buying oil from this man,” the butcher said, “and when I took out my purse to pay him, he seized me by the hand and tried to take all my money away from me. That is why we have come to you—I holding onto my purse, and he holding onto my hand. But the money is mine, and he is a thief.”

Then the oil merchant spoke. “That is not true,” he said. “The butcher came to me to buy oil, and after I had poured him a full jug, he asked me to change a gold piece for him. When I took out my money and placed it on a bench, he seized it and tried to run off. I caught him by the hand, as you see, and brought him here to you.”

The judge remained silent for a moment, then said: “Leave the money here with me, and come back tomorrow.”

When his turn came, Bauakas told what had happened. The judge listened to him, and then asked the beggar to speak.

“All that he said is untrue,” said the beggar. “He was sitting on the ground, and as I rode through the city he asked me to let him ride with me. I sat him on my horse and took him where he wanted to go. But when we got there he refused to get off and said that the horse was his, which is not true.”

The judge thought for a moment, then said, “Leave the horse here with me, and come back tomorrow.”

The following day many people gathered in court to hear the judge’s decisions.

First came the scholar and the peasant.

“Take your wife,” the judge said to the scholar, “and the peasant shall be given fifty strokes of the lash.”

The scholar took his wife, and the peasant was given his punishment.

Then the judge called the butcher.

“The money is yours,” he said to him. And pointing to the oil merchant he said: “Give him fifty strokes of the lash.”

He next called Bauakas and the cripple.

“Would you be able to recognise your horse among twenty others?” he asked Bauakas.

“I would,” he replied.

“And you?” he asked the cripple.

“I would,” said the cripple.

“Come with me,” the judge said to Bauakas.

They went to the stable. Bauakas instantly pointed out his horse among the twenty others. Then the judge called the cripple to the stable and told him to point out the horse. The cripple recognised the horse and pointed to it. The judge then returned to his seat.

“Take the horse, it is yours,” he said to Bauakas. “Give the beggar fifty strokes of the lash.”

When the judge left the court and went home, Bauakas followed him.

“What do you want?” asked the judge. “Are you not satisfied with my decision?”

“I am satisfied,” said Bauakas. “But I should like to learn how you knew that the woman was the wife of the scholar, that the money belonged to the butcher, and that the horse was mine and not the beggar’s.”

“This is how I knew about the woman: in the morning I sent for her and said: ‘Please fill my inkwell.’ She took the inkwell, washed it quickly and deftly, and filled it with ink; therefore it was work she was accustomed to. If she had been the wife of the peasant she would not have known how to do it. This showed me that the scholar was telling the truth.

“And this is how I knew about the money: I put it into a cup full of water, and in the morning I looked to see if any oil had risen to the surface. If the money had belonged to the oil merchant it would have been soiled by his oily hands. There was no oil on the water; therefore, the butcher was telling the truth.

“It was more difficult to find out about the horse. The cripple recognised it among twenty others, even as you did. However, I did not take you both to the stable to see which of you knew the horse, but to see which of you the horse knew. When you approached it, it turned its head and stretched its neck toward you; but when the

cripple touched it, it laid back its ears and lifted one hoof. Therefore I knew that you were the horse's real master."

Then Bauakas said to the judge: "I am not a merchant, but King Bauakas, I came here in order to see if what is said of you is true. I see now that you are a wise judge. Ask whatever you wish of me, and you shall have it as reward."

"I need no reward," replied the judge. "I am content that my king has praised me."

Question 1: JUST JUDGE

R109Q01

Near the beginning of the story we are told that Bauakas exchanged clothes with a merchant.

Why didn't Bauakas want to be recognised?

- A He wanted to see if he would still be obeyed when he was an "ordinary" person.
- B He planned to appear in a case before the judge, disguised as a merchant.
- C He enjoyed disguising himself so he could move about freely and play tricks on his subjects.
- D He wanted to see the judge at work in his usual way, uninfluenced by the presence of the king.

JUSTJUDGE SCORING 1

QUESTION INTENT: Developing an Interpretation: Inferring a character's motives or intentions.

Full credit

Code 1: He wanted to see the judge at work in his usual way, uninfluenced by the presence of the king.

No credit

Code 0: Other responses

Code 9: Missing

Question 3: JUST JUDGE

R109Q03

How did the judge know that the woman was the wife of the scholar?

- A By observing her appearance, and seeing that she did not look like a peasant's wife.
- B By the way the scholar and the peasant told their stories in court.
- C By the way she reacted to the peasant and the scholar in court.
- D By testing her skill in work that she needed to perform for her husband.

JUSTJUDGE SCORING 3

QUESTION INTENT: Retrieving Information: Synonymous match.

Full credit

Code 1: By testing her skill in work that she needed to perform for her husband.

No credit

Code 0: Other responses

Code 9: Missing

Question 4: JUST JUDGE

R109Q04 - 0 1 2 3 4 8 9

Do you think it was fair of the judge to give the SAME punishment for all the crimes?

Explain your answer, referring to similarities or differences between the three cases in the story.

.....

.....

.....

.....

JUST JUDGE SCORING 4

QUESTION INTENT: Reflecting on the Content of a Text: Testing a mental representation of what happens in the text against a belief based on prior information.

Full credit

Code the following

Code 4: Evaluates the fairness of the punishments in relation to each other, in terms of similarity or difference of offences. Shows accurate understanding of the crimes.

- No, it is a much more serious crime to try to steal someone's wife than to steal their money or their horse.
- All three criminals tried to cheat someone and then lied about it, so it was fair that they were punished in the same way.
- It's hard to say. The peasant, the oil merchant and the beggar all wanted to steal something. On the other hand the things they wanted to steal were not equally valuable.
- No, some of the crimes were worse than others. [*Minimal correct answer: gives a criterion ("worse") for the varying punishments.*]
- Yes, they all lied.

No credit

Code 3: Shows accurate understanding of the crimes and /or the punishments without evaluating them.

- The judge gave fifty strokes to the three criminals. Their crimes were stealing a woman, stealing money and stealing a horse.

Code 2: Demonstrates a misunderstanding of the crimes or the punishments.

- I think the case of the peasant and the scholar was different from the other two because it was more like a divorce, where the other two were thefts. So the peasant should not have been punished.

Code 1: Evaluates the fairness of the punishment per se (ie. answers as if the question were, "Is fifty strokes of the lash a just punishment?")

- No, fifty lashes is much too harsh a punishment for any of these crimes.

- Yes, severe punishments are necessary because that way the criminals won't try to do it again.
- No, I don't think the punishments were strong enough.
- He was too severe.

Code 0: Answers irrelevantly or vaguely, without explanation or with inadequate explanation or in a way which is inconsistent with the content of the story.

- Yes, I think it was fair.
- No because I could be a petty criminal and you could get life.
- Yes because he was a just judge. [*Post hoc argument (begging the question).*]
- I don't think it was fair to have the same punishment because they were all different cases. [*"Different" is not a sufficient evaluation of the crimes to explain why the punishments should be different.*]
- No because there were different circumstances involved.
- Yes, all the three cases had a good and bad person, the so-called baddie should've been punished for doing the wrong thing. [*Not an evaluation of the offences.*]

Code 8: Off task

Code 9: Missing.

Question 5: JUST JUDGE

R109Q05

What is this story mainly about?

- A Major crimes.
- B Wise justice.
- C A good ruler.
- D A clever trick.

JUSTJUDGE SCORING 5

QUESTION INTENT: Forming a Broad Understanding: Identifying the main theme of a story.

Full credit

Code 1: Wise justice.

No credit

Code 0: Other responses

Code 9: Missing

Question 9: JUST JUDGE

R109Q09 - 0 1 8 9

For this question you need to compare law and justice in your country with the law and justice shown in the story.

In the story crimes are punished under the law. What is another way in which law and justice in your country are **SIMILAR** to the kind of law and justice shown in this story?

.....
.....

In the story the judge gives fifty strokes of the lash for all the crimes. Apart from the kind of punishment, what is one way in which law and justice in your country are **DIFFERENT** to the kind of law and justice shown in this story?

.....
.....

JUSTJUDGE SCORING 9

QUESTION INTENT: Reflecting on the Content of a Text: Drawing comparisons between concepts represented in the story and own knowledge

Consider the first part of the response only (“similar”). Enter code for R109Q09a.

Full credit

Code 1: Describes one similarity. Shows accurate comprehension of the story. Comparison with a feature of the national legal system is either explicitly stated or may be readily inferred. Accurate knowledge of national legal systems is not essential, but take into account what background knowledge about the law in your country it would be reasonable to expect of a 15 year old.

- Rulings made on evidence.
- Both sides allowed to give their version of the truth.
- People who lie or do bad things are punished.
- Equality before the law (it doesn't matter who you are).
- There is a judge presiding over the court.
- The same punishment is given for similar offences.
- That people in court are judged by different evidence which can be found.
- Each person gets to have their say.
- That they were taken to court to discuss the outcome.
- The justice system in this story has an impartial person to decide the truth, the judge.
- Court system. [*Unlike “punishment” (code 0) not all systems of law have courts.*]
- Both people's arguments were heard.
- Judges also have to be wise and just in our system. [*Value judgement, consistent with accurate understanding of the story.*]

No credit

- Code 0: Other responses including vague, inaccurate and irrelevant answers.
- Don't know right from wrong.
 - Even important rulers of countries can be called to court.
 - Punishment. *[Excluded by the question.]*

Code 8: Off task.

Code 9: Missing.

Consider the second part of the response only (“different”). Enter code for R109Q09b.

Full credit

- Code 1: Describes one difference. Shows accurate comprehension of the story. Comparison with a feature of the national legal system is either explicitly stated or may be readily inferred. Accurate knowledge of national legal systems is not essential. (For example “no jury” may be accepted as a “difference”, although in some modern courts there is no jury.) Take into account what background knowledge about the law in your country it would be reasonable to expect of a 15 year old.
- No lawyers.
 - Judge carries out his own investigation.
 - It's very quick, whereas in modern courts usually cases take weeks.
 - No jury; there doesn't seem to be any way of appealing.
 - The punishment is much harsher. *[A qualitative comment on the kind of punishment.]*
 - The same punishment is given regardless of the offence.

No credit

- Code 0: Other responses, including vague, inaccurate and irrelevant answers.
- Punishment.
 - Old fashioned.
 - Court system.
 - People do not receive the lash. *[Excluded by question.]*
 - The outcome, the rulings.
 - Don't wear wigs.

Code 8: Off task.

Code 9: Missing.

Question 10: JUST JUDGE

R109Q10

Which one of the following best describes this story?

- A A folk tale.
- B A travel story.
- C An historical account.
- D A tragedy.
- E A comedy.

JUSTJUDGE SCORING 10

QUESTION INTENT: Reflecting on the Form of a Text: Recognising the genre of a story.

Full credit

Code 1: A folk tale.

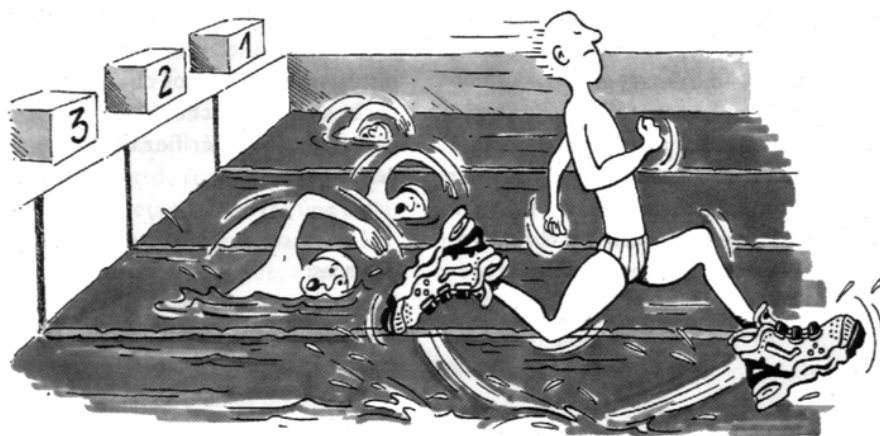
No credit

Code 0: Other responses

Code 9: Missing

RUNNERS

FEEL GOOD IN YOUR RUNNERS



For 14 years the Sports Medicine Centre of Lyon (France) has been studying the injuries of young sports players and sports professionals. The study has established that the best course is prevention ... and good shoes.

Knocks, falls, wear and tear...

Eighteen per cent of sports players aged 8 to 12 already have heel injuries. The cartilage of a footballer's ankle does not respond well to shocks, and 25% of professionals have discovered for themselves that it is an especially weak point. The cartilage of the delicate knee joint can also be irreparably damaged and if care is not taken right from childhood (10–12 years of age), this can cause premature osteoarthritis. The hip does not escape damage either and, particularly when tired, players run the risk of fractures as a result of falls or collisions.

According to the study, footballers who have been playing for more than ten years have bony

outgrowths either on the tibia or on the heel. This is what is known as "footballer's foot", a deformity caused by shoes with soles and ankle parts that are too flexible.

Protect, support, stabilise, absorb

If a shoe is too rigid, it restricts movement. If it is too flexible, it increases the risk of injuries and sprains. A good sports shoe should meet four criteria:

Firstly, it must *provide exterior protection*: resisting knocks from the ball or another player, coping with unevenness in the ground, and keeping the foot warm and dry even when it is freezing cold and raining.

It must *support the foot*, and in particular the ankle joint, to avoid sprains, swelling and

other problems, which may even affect the knee.

It must also provide players with good *stability* so that they do not slip on a wet ground or skid on a surface that is too dry.

Finally, it must *absorb shocks*, especially those suffered by volleyball and basketball players who are constantly jumping.

Dry feet

To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections), the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in. The ideal material for this is leather, which can be water-proofed to prevent the shoe from getting soaked the first time it rains.

Use the article on the opposite page to answer the questions below.

Question 1: RUNNERS

R110Q01

What does the author intend to show in this text?

- A That the quality of many sports shoes has greatly improved.
- B That it is best not to play football if you are under 12 years of age.
- C That young people are suffering more and more injuries due to their poor physical condition.
- D That it is very important for young sports players to wear good sports shoes.

RUNNERS SCORING 1

QUESTION INTENT: Forming a Broad Understanding

Full credit

Code 1: That it is very important for young sports players to wear good sports shoes.

No credit

Code 0: Other responses

Code 9: Missing

Question 4: RUNNERS

R110Q04- 0 1 9

According to the article, why should sports shoes not be too rigid?

.....

RUNNERS SCORING 4

QUESTION INTENT: Retrieving Information: selecting explicitly stated information

Full credit

Code 1: Refers to restriction of movement.

- They restrict movement.
- They prevent you from running easily.

No credit

Code 0: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- To avoid injuries.
- They can't support the foot.
- Because you need to support the foot and ankle.

OR: Gives insufficient or vague answer.

- Otherwise they are not suitable.

Code 9: Missing

Question 5: RUNNERS

R110Q05- 0 1 9

One part of the article says, “A good sports shoe should meet four criteria.”

What are these criteria?

.....

.....

.....

.....

RUNNERS SCORING 5

QUESTION INTENT: Retrieving Information

Full credit

Code 1: Refers to the four criteria in italics in the text. Each reference may be a direct quotation, a paraphrase or an elaboration of the criterion. Criteria may be given in any order. The four criteria are:

- (1) To provide exterior protection
- (2) To support the foot
- (3) To provide good stability
- (4) To absorb shocks
- 1 Exterior protection
- 2 Support of the foot
- 3 Good stability
- 4 Shock absorption
- It must provide exterior protection, support the foot, provide the player with good stability and must absorb shocks.
- Protect, support, stabilise, absorb [*Quotes sub-heading of this section of text.*]

No credit

Code 0: Other responses

- 1. Protect against knocks from the ball or feet.
 - 2. Cope with unevenness in the ground.
 - 3. Keep the foot warm and dry.
 - 4. Support the foot.
- [*First three points in this response are all part of criterion 1 (provide exterior protection).*]

Code 9: Missing

Question 6: RUNNERS

R110Q06

Look at this sentence from near the end of the article. It is presented here in two parts:

“To avoid minor but painful conditions such as blisters or even splits or athlete’s foot (fungal infections),...” *(first part)*

“...the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in.” *(second part)*

What is the relationship between the first and second parts of the sentence?

The second part

- A contradicts the first part.
- B repeats the first part.
- C illustrates the problem described in the first part.
- D gives the solution to the problem described in the first part.

RUNNERS SCORING 6

QUESTION INTENT: Developing an Interpretation: recognising the relationship between two sentences, without explicit markings (connectors)

Full credit

Code 1: gives the solution to the problem described in the first part.

No credit

Code 0: Other responses

Code 9: Missing

IN POOR TASTE

from Arnold Jago

Did you know that in 1996 we spent almost the same amount on chocolate as our Government spent on overseas aid to help the poor?

Could there be something wrong with our priorities?

What are you going to do about it?

Yes, you.

Arnold Jago,

Mildura

The letter on the opposite page appeared in an Australian newspaper in 1997. Refer to the letter to answer the questions below.

Question 1: IN POOR TASTE

R112Q01

Arnold Jago's aim in the letter is to provoke

- A guilt.
- B amusement.
- C fear.
- D satisfaction.

IN POOR TASTE SCORING 1

QUESTION INTENT: Reflecting on the Form of a Text: Identifying the writer's intent.

Full credit

Code 1: guilt.

No credit

Code 0: Other responses

Code 9: Missing

Question 3: IN POOR TASTE

R112Q03 - 0 1 2 3 4 8 9

What kind of response or action do you think Arnold Jago would like his letter to prompt?

.....

.....

.....

IN POOR TASTE SCORING 3

QUESTION INTENT: Reflecting on the Content of a Text

Full credit

- Code 4: Government / individuals should spend more on (overseas) aid.
- People donating more money to overseas aid.
 - Donate money to charities.
 - People should spend less on chocolate and more on the poor.
 - People spending less money on chocolate and more on the overseas sick.
[Limited sense of aid, but still gets the main thrust.]
 - That people don't spend their money on chocolate rather than overseas.
[Poorly expressed but has some sense of the interrelationship Jago refers to.]

- An increase in the spending of people and Government towards overseas aid to help the poor. He also wants people to feel guilty and buy less chocolate or to donate money to overseas aid for the poor.
- People instead of buying and eating chocolate should give to a good cause and not be so self-indulgent.

Code 3: Government / individuals should change their priorities or awareness.

- Change our priorities.
- He would like people to raise their awareness about how we spend our resources.
- People stirred up to think more of helping others than indulging in personal pleasures. [*Focuses on attitude (“think more”) rather than action.*]
- People’s awareness that the poor need our help, for people to do something about it. [*Emphasis on awareness.*]

No credit

Code 2: Identifies the writer’s strategy, to make the reader feel guilty.

- Feel guilty / ashamed.

Code 1: Spend less on chocolate / be less greedy.

- Not buy any more chocolate.
- Stop eating junk food.
- He would like to see us do more with ourselves than pigging out on chocolate. [*Misses the main point of what the “something else” is; emphasis is on eating.*]

Code 0: Other responses, including vague, inappropriate or irrelevant answers.

- He would like the government to be sacked.
- He would like people to say, “I will donate all my money to charity.”
- Nothing.
- I don’t agree with Arnold Jago.
- Agree with him.
- I think he wants other people to agree and to start to do something about it. [*Too vague.*]
- I think he would like letters with written opinions and what they should do to help this problem. [*Vague unspecified support/discussion of the issue. Equivalent to “Agree with him”.*]
- He may like to see people’s suggestions on how to fund raise for overseas using chocolate or to see a general response to his letter about our priorities. [*Response shows basic misunderstanding of the argument.*]

Code 8: Off task.

Code 9: Missing.

BULLYING

PARENTS LACKING AWARENESS OF BULLYING

Only one in three parents polled is aware of bullying involving their children, according to an Education Ministry survey released on Wednesday.

The survey, conducted between December 1994 and January 1995, involved some 19,000 parents, teachers and children at primary, junior and senior high schools where bullying has occurred.

The survey, the first of its kind conducted by the Ministry, covered students from the fourth grade up. According to the survey, 22 per cent of the primary school children polled said they face bullying, compared with 13 per cent of junior high school children and 4 per cent of senior high school students.

On the other hand, some 26 per cent of the primary school children said they have bullied, with the percentage decreasing to 20 per cent for junior high school children and 6 per cent for senior high school students.

Of those who replied that they have been bullies, between 39 and 65 per cent said they also have been bullied.

The survey indicated that 37 per cent of the parents of bullied primary school children were aware of bullying targeted at their children. The figure was 34 per cent for the parents of junior high school children and 18 per cent for those of the senior high

school students.

Of the parents aware of the bullying, 14 per cent to 18 per cent said they had been told of bullying by teachers. Only 3 per cent to 4 per cent of the parents learned of the bullying from their children, according to the survey.

The survey also found that 42 per cent of primary school teachers are not aware of bullying aimed at their students. The portion of such teachers was 29 per cent at junior high schools and 69 per cent at senior high schools.

Asked for the reason behind bullying, about 85 per cent of the teachers cited a lack of education at home. Many parents singled out a lack of a sense of justice and compassion among children as the main reason.

An Education Ministry official said the findings suggest that parents and teachers should have closer contact with children to prevent bullying.

School bullying became a major issue in Japan after 13-year-old Kiyoteru Okouchi hanged himself in Nishio, Aichi Prefecture, in the fall of 1994, leaving a note saying that classmates had repeatedly dunked him in a nearby river and extorted money from him.

The bullying-suicide prompted the Education Ministry to issue a report on bullying in March 1995 urging teachers to order bullies not to come to school.

The article on the opposite page appeared in a Japanese newspaper in 1996. Refer to it to answer the questions below.

Question 2: BULLYING

R118Q02 - 0 1 8 9

Why does the article mention the death of Kiyoteru Okouchi?

.....

.....

BULLYING SCORING 2

QUESTION INTENT: Developing an Interpretation: Linking local and global cohesion.

Full credit

- Code 1: Relates the bullying-suicide incident to public concern and / or the survey OR refers to the idea that the death was associated with extreme bullying. Connection may be explicitly stated or readily inferred.
- To explain why the survey was conducted.
 - To give the background to why people are so concerned about bullying in Japan.
 - He was a boy who committed suicide because of bullying.
 - To show how far bullying can go.
 - It was an extreme case.
 - He hanged himself and he left s note saying that he was bullied in many hurtful easy. E.g. bullies took his money and they also dunked him in a nearby stream many times. *[A description of the extremity of the case.]*
 - This is mentioned because they feel it is important to try and stop bullying snf got parents and teachers to keep a close eye in the children because they might do the same thing if it goes on for too long without help. *[A very long winded way of saying that the incident showed how much public awareness needed to be raised]*

No credit

- Code 0: Vague or inaccurate answer, including suggestion that the mention of Kiyoteru Okouchi is sensationalist.
- He was a Japanese school boy.
 - There are many cases like this all over the world.
 - It's just to grab your attention
 - Because he was bullied. *[Seems to be answering the question, "why did he commit suicide?", not why is it mentioned in the article, so fails to define connection. Not implicit enough.]*
 - Because the extent of bullying has gone unnoticed. *[Can't make sense of it. Confuses cause and effect.]*

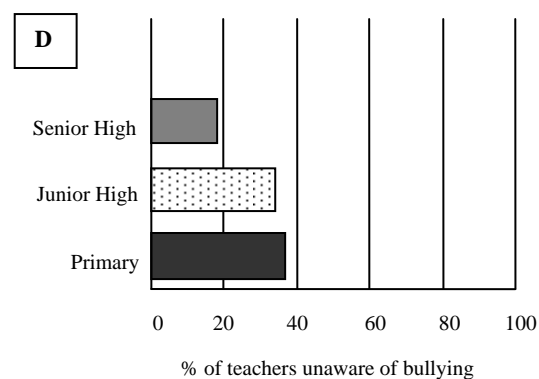
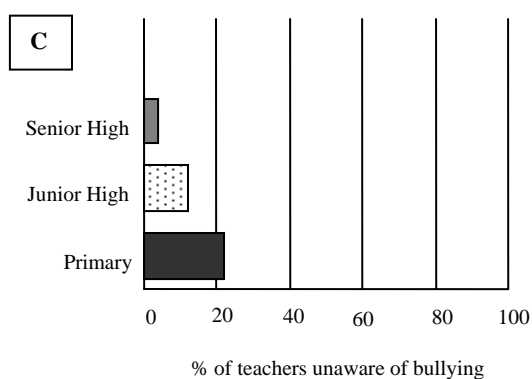
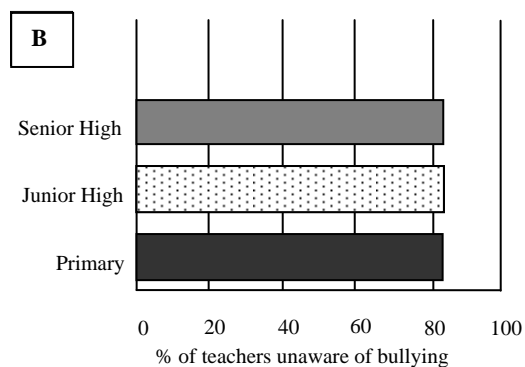
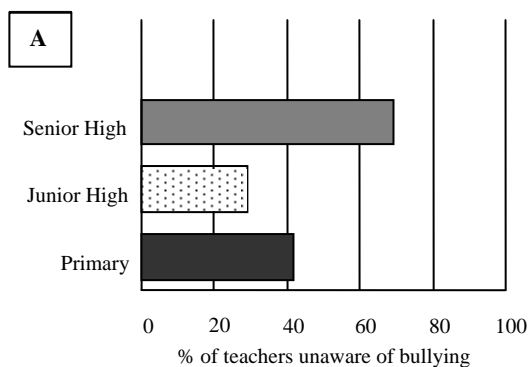
Code 8: Off task.

Code 9: Missing.

BULLYING QUESTION 3

What percentage of teachers at each type of school was unaware that their students were being bullied?

Circle the alternative (A, B, C or D) which best represents this.



BULLYING SCORING 3

QUESTION INTENT: Developing an Interpretation: recognising graphical representation of information given in written text.

Full credit

Code 1: Circles A (letter A or graph).

No credit

Code 0: Other responses

Code 9: Missing

THE GIFT

How many days, she wondered, had she sat like this, watching the cold brown water inch up the dissolving bluff. She could just faintly remember the beginning of the rain, driving in across the swamp from the south and beating against the shell of her house. Then the river itself started rising, slowly at first until at last it paused to turn
5 back. From hour to hour it slithered up creeks and ditches and poured over low places. In the night, while she slept, it claimed the road and surrounded her so that she sat alone, her boat gone, the house like a piece of drift lodged on its bluff. Now even against the tarred planks of the supports the waters touched. And still they rose.

10 As far as she could see, to the treetops where the opposite banks had been, the swamp was an empty sea, awash with sheets of rain, the river lost somewhere in its vastness. Her house with its boat bottom had been built to ride just such a flood, if one ever came, but now it was old. Maybe the boards underneath were partly rotted away. Maybe the cable mooring the house to the great live oak would snap loose and let her go turning downstream, the way her boat had gone.

15 No one could come now. She could cry out but it would be no use, no one would hear. Down the length and breadth of the swamp others were fighting to save what little they could, maybe even their lives. She had seen a whole house go floating by, so quiet she was reminded of sitting at a funeral. She thought when she saw it she knew whose house it was. It had been bad seeing it drift by, but the owners must
20 have escaped to higher ground. Later, with the rain and darkness pressing in, she had heard a panther scream upriver.

Now the house seemed to shudder around her like something alive. She reached out to catch a lamp as it tilted off the table by her bed and put it between her feet to hold it steady. Then creaking and groaning with effort the house struggled up from
25 the clay, floated free, bobbing like a cork and swung out slowly with the pull of the river. She gripped the edge of the bed. Swaying from side to side, the house moved to the length of its mooring. There was a jolt and a complaining of old timbers and then a pause. Slowly the current released it and let it swing back, rasping across its resting place. She caught her breath and sat for a long time feeling the slow
30 pendulous sweeps. The dark sifted down through the incessant rain, and, head on arm, she slept holding on to the bed.

Sometime in the night the cry awoke her, a sound so anguished she was on her feet before she was awake. In the dark she stumbled against the bed. It came from
35 out there, from the river. She could hear something moving, something large that made a dredging, sweeping sound. It could be another house. Then it hit, not head on but glancing and sliding down the length of her house. It was a tree. She listened as the branches and leaves cleared themselves and went on downstream, leaving only the rain and the lappings of the flood, sounds so constant now that they seemed a part of the silence. Huddled on the bed, she was almost asleep again when another
40 cry sounded, this time so close it could have been in the room. Staring into the dark, she eased back on the bed until her hand caught the cold shape of the rifle. Then crouched on the pillow, she cradled the gun across her knees. "Who's there?" she called.

The answer was a repeated cry, but less shrill, tired sounding, then the empty
45 silence closing in. She drew back against the bed. Whatever was there she could hear it moving about on the porch. Planks creaked and she could distinguish the sounds of objects being knocked over. There was a scratching on the wall as if it would tear its way in. She knew now what it was, a big cat, deposited by the uprooted tree that had passed her. It had come with the flood, a gift.

50 Unconsciously she pressed her hand against her face and along her tightened
throat. The rifle rocked across her knees. She had never seen a panther in her life.
She had heard about them from others and heard their cries, like suffering, in the
distance. The cat was scratching on the wall again, rattling the window by the door.
55 As long as she guarded the window and kept the cat hemmed in by the wall and
water, caged, she would be all right. Outside, the animal paused to rake his claws
across the rusted outer screen. Now and then, it whined and growled.

When the light filtered down through the rain at last, coming like another kind of
dark, she was still sitting on the bed, stiff and cold. Her arms, used to rowing on the
river, ached from the stillness of holding the rifle. She had hardly allowed herself to
60 move for fear any sound might give strength to the cat. Rigid, she swayed with the
movement of the house. The rain still fell as if it would never stop. Through the grey
light, finally, she could see the rain-pitted flood and far away the cloudy shape of
drowned treetops. The cat was not moving now. Maybe he had gone away. Laying
the gun aside she slipped off the bed and moved without a sound to the window. It
65 was still there, crouched at the edge of the porch, staring up at the live oak, the
mooring of her house, as if gauging its chances of leaping to an overhanging branch.
It did not seem so frightening now that she could see it, its coarse fur napped into
twigs, its sides pinched and ribs showing. It would be easy to shoot it where it sat, its
long tail whipping back and forth. She was moving back to get the gun when it turned
70 around. With no warning, no crouch or tensing of muscles, it sprang at the window,
shattering a pane of glass. She fell back, stifling a scream, and taking up the rifle,
she fired through the window. She could not see the panther now, but she had
missed. It began to pace again. She could glimpse its head and the arch of its back
as it passed the window.

75 Shivering, she pulled back on the bed and lay down. The lulling constant sound of
the river and the rain, the penetrating chill, drained away her purpose. She watched
the window and kept the gun ready. After waiting a long while she moved again to
look. The panther had fallen asleep, its head on its paws, like a housecat. For the
first time since the rains began she wanted to cry, for herself, for all the people, for
80 everything in the flood. Sliding down on the bed, she pulled the quilt around her
shoulders. She should have got out when she could, while the roads were still open
or before her boat was washed away. As she rocked back and forth with the sway of
the house a deep ache in her stomach reminded her she hadn't eaten. She couldn't
remember for how long. Like the cat, she was starving. Easing into the kitchen, she
85 made a fire with the few remaining sticks of wood. If the flood lasted she would have
to burn the chair, maybe even the table itself. Taking down the remains of a smoked
ham from the ceiling, she cut thick slices of the brownish red meat and placed them
in a skillet. The smell of the frying meat made her dizzy. There were stale biscuits
from the last time she had cooked and she could make some coffee. There was
90 plenty of water.

While she was cooking her food, she almost forgot about the cat until it whined. It
was hungry too. "Let me eat," she called to it, "and then I'll see to *you*." And she
laughed under her breath. As she hung the rest of the ham back on its nail the cat
growled a deep throaty rumble that made her hand shake.

95 After she had eaten, she went to the bed again and took up the rifle. The house
had risen so high now it no longer scraped across the bluff when it swung back from
the river. The food had warmed her. She could get rid of the cat while light still hung
in the rain. She crept slowly to the window. It was still there, mewling, beginning to
move about the porch. She stared at it a long time, unafraid. Then without thinking
100 what she was doing, she laid the gun aside and started around the edge of the bed to
the kitchen. Behind her the cat was moving, fretting. She took down what was left of
the ham and making her way back across the swaying floor to the window she

shoved it through the broken pane. On the other side there was a hungry snarl and something like a shock passed from the animal to her. Stunned by what she had
105 done, she drew back to the bed. She could hear the sounds of the panther tearing at the meat. The house rocked around her.

The next time she awoke she knew at once that everything had changed. The rain had stopped. She felt for the movement of the house but it no longer swayed on the flood. Drawing her door open, she saw through the torn screen a different world. The
110 house was resting on the bluff where it always had. A few feet down, the river still raced on in a torrent, but it no longer covered the few feet between the house and the live oak. And the cat was gone. Leading from the porch to the live oak and doubtless on into the swamp were tracks, indistinct and already disappearing into the soft mud. And there on the porch, gnawed to whiteness, was what was left of the ham.

Use the story “The Gift” on the previous three pages to answer the questions which follow. (Note that line numbers are given in the margin of the story to help you find parts which are referred to in the questions.)

Question 1: GIFT

R119Q01

What is the woman’s situation at the beginning of the story?

- A She is too weak to leave the house after days without food.
- B She is defending herself against a wild animal.
- C Her house has been surrounded by flood waters.
- D A flooded river has swept her house away.

GIFT SCORING 1

QUESTION INTENT: Forming a Broad Understanding: recognising the setting of a story

Full credit

Code 1: Her house has been surrounded by flood waters.

No credit

Code 0: Other

Code 9: Missing

Question 4: GIFT

R119Q04

When the woman says, “and then I’ll see to *you*” (line 92) she means that she is

- A sure that the cat won’t hurt her.
- B trying to frighten the cat.
- C intending to shoot the cat.
- D planning to feed the cat.

GIFT SCORING 4

QUESTION INTENT: Developing an Interpretation: identifying a character’s motive or intention

Full credit

Code 1: intending to shoot the cat.

No credit

Code 0: Other

Code 9: Missing

Question 5: GIFT

R119Q05-0 1 2 3 9

Do you think that the last sentence of “The Gift” is an appropriate ending?

Explain your answer, demonstrating your understanding of how the last sentence relates to the story’s meaning.

.....

.....

.....

.....

GIFT SCORING 5

QUESTION INTENT: Reflecting on the Form of a Text: evaluating an author’s use of a particular text feature

Full credit

Code 3: Goes beyond a literal interpretation of the story while interpreting it in a way which is consistent with accurate literal comprehension. Evaluates the ending in terms of thematic completeness, by relating the last sentence to central relationships, issues or metaphors in the story. Answer may refer, for example, to the relationship between the panther and the woman; to survival; or to a gift or thanks. Opinion about appropriateness may be stated or implied.

- Yes. The story has brought the woman into contact with what is really essential in life, and the clean white bone is a symbol of that.
- Yes. I suppose that what was left of the ham by the panther was also a gift, the message being “live and let live”.
- Yes. The bone is like a gift, and that is the theme of the story.
- Yes. The ham bone reminds us of what could have happened to the woman.
- It is appropriate because the animal sort of thanked her for the ham.

Partial credit

Code 2: Goes beyond a literal interpretation of the story while interpreting it in a way which is consistent with accurate literal comprehension. Evaluates the ending in terms of style or mood, by relating the last sentence to the general style or mood of the rest of the story. Opinion about appropriateness may be stated or implied.

- Yes, it fits the matter-of-fact telling of the story.
- Yes, it continues the effect of something eerie.
- No, it is too abrupt when most of the story is given in great detail.

Code 1: Responds at a literal level, in a way which is consistent with accurate literal comprehension of the story. Evaluates the ending in terms of narrative sequence, by relating the last sentence to explicit events, (e.g. the cat having eaten the meat; the visit of the panther to the house; the subsiding of the flood). Opinion about appropriateness may be stated or implied.

- Yes it gives you an answer to the question of whether the cat ate the food.
- No. The part about the meat was already finished.

- It is finished because the meat is finished and so is the story.
- Yes. Now that the flood has subsided and it has eaten the meat, there is no reason for the cat to stay.
- I think it was a good ending because it proves that she had a panther on her porch. *[Understanding at a literal level that the events in the story “really happened”.]*
- No, it is not a suitable end, it was not a gift, but it was very dangerous. *[Indicates a wholly literal reading.]*
- It is appropriate to describe that it was after the rain. *[Reference to the end of the flood.]*

No credit

Code 0: Gives insufficient or vague answer.

- It is more than effective. It is really striking.
- No, the gift does not relate to the end.
- No. It would be better to finish with something more exciting. *[Does not relate the ending to the rest of the story.]*
- It ends by describing the bone.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Yes, it showed that it was all just a dream. *[Implausible]*
- No, because the reader does not know why the cat has vanished. *[Indicates lack of comprehension.]*

Code 9: Missing

Question 6: GIFT

R119Q06

“Then creaking and groaning with effort the house struggled up ...” (line 24)

What happened to the house in this part of the story?

- A It fell apart.
- B It began to float.
- C It crashed into the oak tree.
- D It sank to the bottom of the river.

GIFT SCORING 6

QUESTION INTENT: Retrieving Information: literal match

Full credit

Code 1: It began to float.

No credit

Code 0: Other

Code 9: Missing

Question 7: GIFT

R119Q07- 0 1 2 3 9

Here are some of the early references to the panther in the story.

“the cry awoke her, a sound so anguished...” (line 32)

“The answer was a repeated cry, but less shrill, tired sounding...” (line 44)

“She had...heard their cries, like suffering, in the distance.” (lines 52–53)

Considering what happens in the rest of the story, why do you think the writer chooses to introduce the panther with these descriptions?

.....

.....

.....

.....

GIFT SCORING 7

QUESTION INTENT: Reflecting on the Form of a Text: demonstrating ability to detect nuances in language which colour interpretation

Full credit

Code 3: Recognises that the descriptions are intended to evoke pity. Reference to writer’s intention or effect on the reader may be stated or implied. Reference to what happens in the rest of the story may be stated or implied. May suggest that:

- (1) the descriptions quoted link the panther with the woman (or humans generally) in suffering; OR
- (2) the descriptions quoted prepare for the woman’s later compassionate behaviour towards the panther; OR
- (3) the panther is presented as an object of compassion.
 - The panther sounds almost like a human, so it is like the woman, and you feel sorry for both of them. *[Explicit reference to the link between the panther and the woman/humans. (1) Explicit reference to the effect on the reader.]*
 - It makes you realise straight away that the panther is also a victim of the flood. *[Implicit reference to the link between the panther and humans in “also”. (1) Explicit reference to the effect on the reader.]*
 - The woman seems to feel sorry for it before she knows what it is. *[Links the extracts with the the woman’s later compassionate behaviour (2), without explicit reference to intention or effect.]*
 - It makes you feel sorry for the panther. *[Implied accurate understanding of descriptions’ nuances. (3) Explicit reference to effect on reader.]*
 - It sounds sad and distressed. *[Implied understanding of descriptions’ nuances (3), with implicit reference to author’s intention.]*

Partial credit

Code 2: Refers to possible intentions (or effects) of the quoted descriptions, other than that of evoking pity. Comment is consistent with comprehension of the text. Reference to writer’s intention or effect on the reader may be stated or

implied. References to what happens in the rest of the story may be stated or implied. May refer to:

- (1) the intention/effect of creating suspense or mystery (Note that such terms as “frightening” and “scary” are considered to show lack of comprehension of the quoted descriptions; and “interesting”, “easy to read” and “clear” are not considered to be adequately specific); OR
- (2) the idea that the panther is presented from the woman’s point of view.
 - Because it creates suspense. You don’t really know what was crying. [1]
 - It introduces the panther slowly. [1]
 - It’s exciting. [1]
 - You don’t know what it is, just like the woman. [Combination of (1) and (2).]
 - It describes the woman’s feelings about the panther. [2]

Code 1: Refers to the literal information given in the quoted descriptions. Comment is consistent with comprehension of the text. Reference to writer’s intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may be stated or implied. May refer to:

- (1) the realistic depiction of the panther; OR
- (2) the way the descriptions fit with the literal setting and situation.
 - The panther is a wild animal and wild animals cry. [1]
 - The panther was hungry, and these animals make a noise when they are hungry. [1]
 - She would notice the sounds it made because it was dark so she couldn’t see it. [2]
 - Hearing the panther now makes her remember when she has heard one before. [2]

No credit

Code 0: Gives insufficient or vague answer.

- It makes it more interesting.
- It is strong descriptive language.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- The panther sounds vicious as though it is waiting to get her. [Implausible]
- These descriptions present the panther in such a way as to frighten the reader. [Inaccurate]
- She is telling the story from the panther’s point of view. [Inaccurate]

Code 9: Missing

Question 8: GIFT

R119Q08- 0 1 2 9

What does the story suggest was the woman's reason for feeding the panther?

.....

.....

.....

.....

GIFT SCORING 8

QUESTION INTENT: Developing an Interpretation: inferring a character's motive

Full credit

Code 1: Recognises the implication that the woman is motivated by pity or empathy towards the panther. May also mention that the woman does not consciously understand her own motivation.

- She felt sorry for it.
- Because she knew what it felt like to be hungry.
- Because she's a compassionate person.
- To help it live.

OR: Recognises that the story does not explicitly explain the woman's motivation and/or that she does not consciously understand it.

- She wasn't thinking what she was doing
- Out of whim.
- Instinct
- She didn't know.
- The story doesn't say.

OR: Answers in terms of the panther's physical need for food or help, without referring to the woman's motivation.

- Because it was hungry.
- Because it cried.

No credit

Code 0: Gives insufficient or vague answer.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer. May describe the woman's motivation in terms of self-protection or fear.

- She thought it would go away if she fed it.
- Because she was frightened of it.
- She wanted to make it her pet. *[Implausible]*
- To make friends with it. *[Implausible]*
- Because she loved it. *[Implausible]*

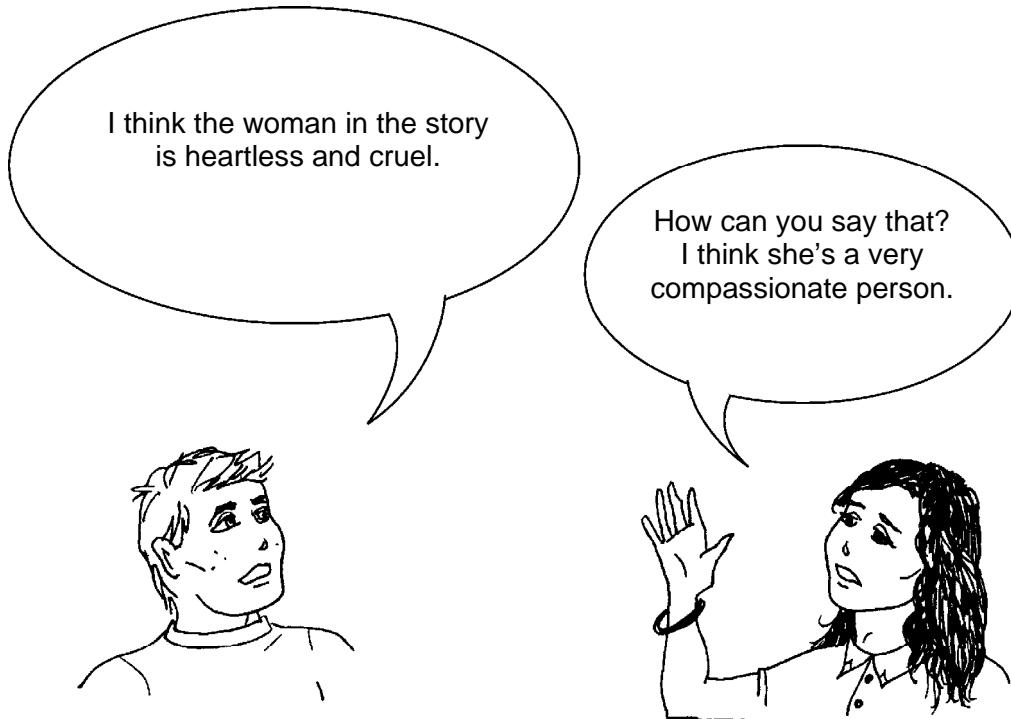
Code 9: Missing

Question 9: GIFT

R119Q09A- 0 1 9

R119Q09B- 0 1 9

Here is part of a conversation between two people who read “The Gift”:



Give evidence from the story to show how each of these speakers could justify their point of view.

Speaker 1

.....

Speaker 2

.....

GIFT SCORING 9

QUESTION INTENT: Reflecting on Content: drawing on relevant information from the text to support a given argument

GIFT SCORING 9A (Speaker 1 – “heartless and cruel”)

Full credit

Code 1: Provides evidence from the story to support the idea that the woman is heartless and cruel. May refer to her intention to shoot the panther, or to the fact that she actually shoots at the panther. May use quotation or close paraphrase.

- She tries to shoot the panther.

- She's cruel because her first thought is to kill the panther.
- She laughs when she thinks about killing the cat.
- When she was eating she laughed at the cat's whining.
- And taking up the rifle she fired it through the window. *[Quotation]*

No credit

Code 0: Gives insufficient or vague answer.

- She's unkind to the panther.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- She's cruel because she keeps the cat locked outside. *[Implausible that she should do otherwise, given the danger the cat represents in the story.]*
- He thinks that the woman should show more compassion. *[Irrelevant: explains what the boy in the dialogue is saying, rather than referring to the story.]*

Code 9: Missing

GIFT SCORING 9B (Speaker 2 – “compassionate”)

Full credit

Code 1: Provides evidence from the story to support the idea that the woman is compassionate. May refer to her action in feeding the panther, or to suggestions about her capacity for compassion towards the panther or more generally. May use quotation or close paraphrase.

- She's generous because she shares her food with the cat.
- She gives it ham.
- She took down what was left of the ham and shoved it through the broken pane. *[Quotation]*
- When she first hears the panther she thinks it sounds sad, not scary. *[Evidence of capacity for compassion towards the panther.]*
- It says “she wanted to cry, for herself, for all the people, for everything in the flood”. *[Quoted evidence of more general compassion.]*

No credit

Code 0: Gives insufficient or vague answer.

- She acts in a compassionate way.
- She is kind.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- She thinks that the woman was a loving person. *[Irrelevant: explains what the girl in the dialogue is saying, rather than referring to the story.]*

Code 9: Missing

STUDENT OPINIONS

There are so many people out there dying from hunger and disease, yet we are more concerned about future advancements. We are leaving these people behind as we attempt to forget and move on. Billions of dollars are poured into space research by large companies each year. If the money spent on space exploration was used to benefit the needy and not the greedy, the suffering of millions of people could be alleviated.

Ana

The challenge of exploring space is a source of inspiration for many people. For thousands of years we have been dreaming of the heavens, longing to reach out and touch the stars, longing to communicate with something we only imagine could exist, longing to know... Are we alone?

Space exploration is a metaphor for learning, and learning is what drives our world. While realists continue to remind us of our current problems, dreamers stretch our minds. It is the dreamers' visions, hopes and desires that will lead us into the future.

Beatrice

We ruin rain forests because there is oil under them, put mines in sacred ground for the sake of uranium. Would we also ruin another planet for the sake of an answer to problems of our own making? Of course!

Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment. Human beings will continue to feel at liberty to abuse natural resources like rivers and rain forests if we know there is always another planet around the corner waiting to be exploited.

We have done enough damage on Earth. We should leave outer space alone.

Dieter

The earth's resources are quickly dying out. The earth's population is increasing at a dramatic rate. Life cannot be sustained if we continue to live in such a way. Pollution has caused a hole in the ozone layer. Fertile lands are running out and soon our food resources will diminish. Already there are cases of famine and disease caused by over-population.

Space is a vast empty region which we can use to our benefit. By supporting exploration into space, one day we may find a planet that we can live on. At the moment this seems unimaginable, but the notion of space travel was once thought of as impossible. Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view. We must learn to think not only for this generation but for the generations to come.

Felix

To ignore what the exploration of space has to offer would be a great loss to all mankind. The possibilities of gaining a greater understanding of the universe and its beginnings are too valuable to waste. The study of other celestial bodies has already increased our understanding of our environmental problems and the possible direction Earth could be heading in if we don't learn to manage our activities.

There are also indirect benefits of research into space travel. The creation of laser technology and other medical treatments can be attributed to space research. Substances such as teflon have come out of mankind's quest to travel into space. Thus new technologies created for space research can have immediate benefits for everyone.

Kate

The passages on the previous two pages were written by students in their final year of school. Refer to them to answer the questions which follow.

Question 1: STUDENT OPINIONS

R120Q01

Which of the following questions do the students seem to be responding to?

- A What is the major problem facing the world today?
- B Are you in favour of space exploration?
- C Do you believe in life beyond our planet?
- D What recent advances have there been in space research?

STUDENT OPINIONS SCORING 1

QUESTION INTENT:

Integrate and interpret: Form a broad understanding
Identify a common theme across several short texts

Full Credit

Code 1: B. Are you in favour of space exploration?

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 3: STUDENT OPINIONS

R120Q03

Which one of the writers **most directly** contradicts Felix's argument?

- A Dieter.
- B Ana.
- C Kate.
- D Beatrice.

STUDENT OPINIONS SCORING 3

QUESTION INTENT:

Integrate and interpret: Develop an interpretation
Recognise a counter-argument

Full Credit

Code 1: A: Dieter

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 6: STUDENT OPINIONS

R120Q06 – 0 1 9

Thinking about the main ideas presented by the five students, which student do you agree with most strongly?

Student's name:

Using your own words, explain your choice by referring to your own opinion **and** the main ideas presented by the student.

.....

.....

.....

.....

STUDENT OPINIONS SCORING 6**QUESTION INTENT:**

- Reflect and evaluate: Reflect on and evaluate the content of a text
- Assess claims made in a text against personal knowledge and values

Full Credit

- Code 1: Shows accurate comprehension of the chosen student's position regarding space exploration AND explains reason for agreeing with it. Must identify an argument or set of arguments which is unique to the chosen student (e.g. needs to do more than say whether the student is for or against space research). Must explicitly or implicitly refer to one of the main arguments of the chosen student, by:
- (1) introducing own supporting argument (in this case the answer may also quote or closely paraphrase the text); AND/OR
 - (2) using own words to interpret or summarise the chosen student's argument.

Summaries of each student's main argument(s) follow:

Ana: Must state or imply that Ana is against space exploration and refer explicitly or implicitly to her argument that we should use resources to help humans (in need) rather than for space research.

- It is more important to help people on earth than to waste money on space technology. [*Uses own words to rephrase Ana's argument.*]
- Ana – I feel that we should take care of what is going on in our own world before we blow all our money on space exploration. I understand the importance of some exploration but I think disease and famine need to be helped out of this world first. [*Summarises Ana's argument in own words and adds own comment.*]

Beatrice: Must state or imply that Beatrice is in favour of space exploration and refer explicitly or implicitly to her argument that space research is a positive expression of human endeavour. May refer to Beatrice's concern for taking a long-term view but must explicitly or implicitly distinguish her position from Felix's.

- Beatrice – “Space exploration is a metaphor for learning”. I think it does not harm to widen our horizon. *[Quotes from passage and adds own supporting argument in the second sentence.]*

Dieter: Must state or imply that Dieter is against space exploration and refer explicitly or implicitly to his argument that space exploration is connected with environmental damage OR that humans will damage space if they have a chance OR that exploring space encourages us to do more damage to Earth. Accept answers which suggest that Dieter’s priority is to improve Earth’s environment OR that we need to change ourselves or our attitudes.

- Dieter – I agree with him because he is concerned with the environment and he thinks that we should leave outer space alone. *[Uses own words to summarise a main part of Dieter’s argument.]*
- Dieter: Dieter says that we should stop wrecking the environment. I think this is the most important question facing our planet. *[Summarises one of Dieter’s main points and adds supporting comment. Shows implicit understanding of Dieter’s position on space research.]*

Felix: Must state or imply that Felix is in favour of space exploration and refer explicitly or implicitly to his argument that humans need to find another planet to live on AND/OR that life on earth cannot be sustained. May refer to Felix’s concern about the environment but must explicitly or implicitly distinguish his position from Dieter’s. May refer to his concern that we take a long-term view but must explicitly or implicitly distinguish his position from Beatrice’s.

- Felix: I agree with Felix because unless we are willing to face extinction, there is no other place to go after we have wrecked the earth. *[Rephrases one of Felix’s main arguments.]*

Kate: Must state or imply that Kate is in favour of space exploration and refer explicitly or implicitly to her argument that space exploration leads to an increase in knowledge AND/OR we can apply what we learn from space exploration to other things.

- Kate: We are expanding our knowledge all the time in different ways because of space research. *[Summarises Kate’s main argument.]*

No Credit

Code 0: Gives insufficient or vague answer or focuses on a (trivial) detail of the argument.

- Ana: We should not leave people behind as we attempt to forget and move on. *[Does not go beyond close paraphrase.]*
- Ana: I agree with Ana because the money spent on space research should be used to benefit those in need. *[Does not go beyond close paraphrase.]*
- Kate: Because she gives the best arguments. *[Vague]*
- Felix: Felix says that life cannot be sustained on earth, so we need to find another planet to live on. *[Does not go beyond close paraphrase.]*
- Felix – the coolest. *[Vague answer.]*
- Ana – her article is true and it is right. *[Gives no account of main ideas of argument.]*
- Felix because the hole in the ozone layer is a serious problem. *[Focuses on a detail of the argument.]*
- Felix – he is really concerned about the environment. And he is a cool guy who respects nature. *[Does not distinguish Felix’s position from Dieter’s: they are both concerned about the environment.]*
- Beatrice because I agree that exploring space is important for our future. *[Does not distinguish Beatrice’s position from Felix’s: they are both in favour of space research and both refer to a long-term view.]*

OR: Shows inaccurate comprehension of the material or gives an implausible or

irrelevant answer.

- Beatrice: The human race will not be able to survive on planet earth much longer, so we need to move somewhere else. [*Inaccurate account of Beatrice's argument.*]
- Kate – she is right because earth will soon run out of resources and then what will we do? [*Inaccurate summary of Kate's argument (seems to confuse it with Felix's).*]
- Challenge – I like challenges over all. [*Irrelevant answer.*]

Code 9: Missing.

Question 7: STUDENT OPINIONS

R120Q07

Some statements are matters of opinion, based on the ideas and values of the writer. Some statements are matters of fact, which may be tested objectively and are either correct or incorrect.

Draw a circle around “matter of opinion” or “matter of fact” next to each of the quotations from the students’ writing listed below.

The first one has been done for you.

Quotation from students’ writing	Matter of opinion or matter of fact?
“Pollution has caused a hole in the ozone layer.” (Felix)	Matter of opinion / Matter of fact
“Billions of dollars are poured into space research by large companies each year.” (Ana)	Matter of opinion / Matter of fact
“Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment.” (Dieter)	Matter of opinion / Matter of fact
“Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view.” (Felix)	Matter of opinion / Matter of fact

STUDENT OPINIONS SCORING 7

QUESTION INTENT:

- Reflect on and evaluate: Reflect on and evaluate the form of a Text
- Distinguish fact from opinion

Quotation from students' writing	Matter of opinion or matter of fact?
"Pollution has caused a hole in the ozone layer." (Felix)	Matter of fact
"Billions of dollars are poured into space research by large companies each year." (Ana)	Matter of fact
"Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment." (Dieter)	Matter of opinion
"Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view." (Felix)	Matter of opinion

Full Credit

Code 1: 3 correct.

No Credit

Code 0: 2 or fewer correct.

Code 9: Missing.

AMANDA AND THE DUCHESS

TEXT 1

Summary: Since Léocadia's death, the Prince, who was in love with her, has been inconsolable. At a shop called *Réséda Soeurs*, the Duchess, who is the Prince's aunt, has met a young shop assistant, Amanda, who looks amazingly like Léocadia. The Duchess wants Amanda to help her set the Prince free from the memories which haunt him.

A crossroads in the castle grounds, a circular bench around a small obelisk...evening is falling...

AMANDA

I still don't understand. What can I do for him, ma'am? I can't believe you could possibly have thought...And why me? I'm not particularly pretty. And even if someone were very pretty—who could suddenly come between him and his memories like that?

THE DUCHESS

No-one but you.

AMANDA, *sincerely surprised*

Me?

THE DUCHESS

The world is so foolish, my child. It sees only parades, gestures, badges of office...that must be why you have never been told. But my heart hasn't deceived me—I almost cried out at *Réséda Soeurs* the first time I saw you. To someone who knew more of her than just her public image, you are the living likeness of Léocadia.

A silence. The evening birds have now taken over from the afternoon birds. The grounds are filled with shadows and twittering.

AMANDA, *very gently*

I really don't think I can, ma'am. I have nothing, I am nothing, and those lovers...that was **my** fancy, don't you see?

She has got up. As if about to leave, she has picked up her small suitcase.

THE DUCHESS, *gently also, and very wearily*
Of course, my dear. I apologise.

She in turn gets up, with difficulty, like an old woman. A bicycle bell is heard in the evening air; she gives a start.

Listen...it's him! Just show yourself to him, leaning against this little obelisk where he first met her. Let him see you, even if it's just this once, let him call out, take a sudden interest in this likeness, in this stratagem which I shall confess to him tomorrow and for which he will hate me—in anything but this dead girl who'll take him away from me one of these days, I'm sure...*(She has taken her by the arm.)* You will do that, won't you? I beg you most humbly, young lady. *(She looks at her, beseechingly, and quickly adds:)* And then, that way, you'll see him too. And...I can feel that I'm blushing again from saying this to you—life is just too mad! That's the third time I've blushed in sixty years, and the second time in ten minutes—you'll see him; and if he could ever (why not him, since he's handsome and charming and he wouldn't be the first?) if he could ever have the good fortune, for himself and for me, to take your fancy for one moment...*The bell again in the shadows, but very close now.*

AMANDA, *in a whisper*

What should I say to him?

THE DUCHESS, *gripping her arm*

Simply say: "Excuse me, Sir, can you tell me the way to the sea?"

She has hurried into the deeper shadows of the trees. Just in time. There is a pale blur. It is the Prince on his bicycle. He passes very close to the pale blur of Amanda by the obelisk. She murmurs.

AMANDA

Excuse me, Sir...

He stops, dismounts from the bicycle, takes off his hat and looks at her.

THE PRINCE

Yes?

AMANDA

Can you tell me the way to the sea?

THE PRINCE

Take the second turning on your left.

He bows, sadly and courteously, gets back on the bicycle and rides away. The bell is heard again in the distance. The Duchess comes out of the shadows, very much an old woman.

AMANDA, *gently, after a while*

He didn't recognise me...

THE DUCHESS

It was dark...And then, who knows what face

he gives her now, in his dreams? (*She asks timidly:*) The last train has gone, young lady. In any case, wouldn't you like to stay at the castle tonight?

AMANDA, *in a strange voice*

Yes, ma'am.

It is completely dark. The two of them can no longer be seen in the shadows, and only the wind can be heard in the huge trees of the grounds.

THE CURTAIN FALLS

TEXT 2

DEFINITIONS OF SOME THEATRICAL OCCUPATIONS

Actor: plays a character on stage.

Director: controls and oversees all aspects of a play. He not only positions the actors, arranges their entrances and exits and directs their acting, but also suggests how the script is to be interpreted.

Wardrobe staff: produce the costumes from a model.

Set designer: designs models of the sets and costumes. These models are then transformed into their full size in the workshop.

Props manager: in charge of finding the required props. The word “props” is used to mean everything that can be moved: armchairs, letters, lamps, bunches of flowers, etc. The sets and costumes are not props.

Sound technician: in charge of all sound effects required for the production. He is at the controls during the show.

Lighting assistant or lighting technician: in charge of lighting. He is also at the controls during the show. Lighting is so sophisticated that a well-equipped theatre can employ up to ten lighting technicians.

On the previous two pages there are two texts. Text 1 is an extract from the play *Léocadia* by Jean Anouilh and Text 2 gives definitions of theatrical occupations. Refer to the texts to answer the questions which follow.

Question 1: AMANDA AND THE DUCHESS

R216Q01

What is this extract from the play about?

The Duchess thinks of a trick

- A to get the Prince to come and see her more often.
- B to get the Prince to make up his mind finally to get married.
- C to get Amanda to make the Prince forget his grief.
- D to get Amanda to come and live at the castle with her.

AMANDA AND THE DUCHESS SCORING 1

QUESTION INTENT: Forming a Broad Understanding: understanding the main topic

Full credit

Code 1: to get Amanda to make the Prince forget his grief.

No credit

Code 0: Other responses

Code 9: Missing

Question 2: AMANDA AND THE DUCHESS

R216Q02- 0 1 9

In the script of the play, in addition to the words to be spoken by the actors, there are directions for the actors and theatre technicians to follow.

How can these directions be recognised in the script?

.....

AMANDA AND THE DUCHESS SCORING 2

QUESTION INTENT: Reflecting on the Form of a Text: identifying the use of a text feature

Full credit

- Code 1: Refers to *italics*. Allow non-technical descriptions. May mention parentheses as well as italics.
- (They are in) italics.
 - Slanting writing.
 - Like this: [Imitates italic style.]
 - Handwriting.
 - Writing in italics and also the use of brackets.

- They are in a skinny type of writing.

No credit

Code 0: Gives insufficient or vague answer.

- Stage directions are in brackets. *[Reference to brackets is correct for some stage directions, but answer does not refer to italics.]*
- Written in a different style
- Another print

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- Bold print *[Inaccurate]*
- Small print *[Inaccurate]*
- By the director *[Irrelevant]*

Code 9: Missing

Question 3: AMANDA AND THE DUCHESS

R216Q03A- 0 1 9
R216Q03B- 0 1 9
R216Q03C- 0 1 9

The table below lists theatre technicians involved in staging this extract from *Léocadia*. Complete the table by indicating one stage direction from TEXT 1 which would require the involvement of each technician.

The first one has been done for you.

Theatre technicians	Stage direction
Set designer	A circular bench around a small obelisk
Props manager	
Sound technician	
Lighting technician	

AMANDA AND THE DUCHESS SCORING 3

QUESTION INTENT: Developing an Interpretation: linking information across two texts

AMANDA AND THE DUCHESS SCORING 3A (Props manager)

Full credit

Code 1: Indicates suitcase OR bicycle. May quote a phrase from the stage directions.

- Her small suitcase
- Bicycle

No credit

Code 0: Other

- Bicycle bell
- Obelisk
- A circular bench

Code 9: Missing

AMANDA AND THE DUCHESS SCORING 3B (Sound technician)

Full credit

Code 1: Indicates bird song OR (evening) birds OR twittering OR bicycle bell OR wind OR silence. May quote a phrase from the stage directions.

- A bicycle bell is heard in the evening air.
- Only the wind can be heard.
- Evening birds
- The evening birds have now taken over.

No credit

Code 0: Other responses

Code 9: Missing

AMANDA AND THE DUCHESS SCORING 3C (Lighting technician)

Full credit

Code 1: Indicates shadows OR pale blur OR [completely] dark OR evening

- The grounds are filled with shadows.
- The deeper shadows of the trees
- Evening is falling.
- In the evening air

No credit

Code 0: Other responses

Code 9: Missing

Note: The following is for information only. (It is not part of the marking guide.)

Score 1: Completes all parts correctly.

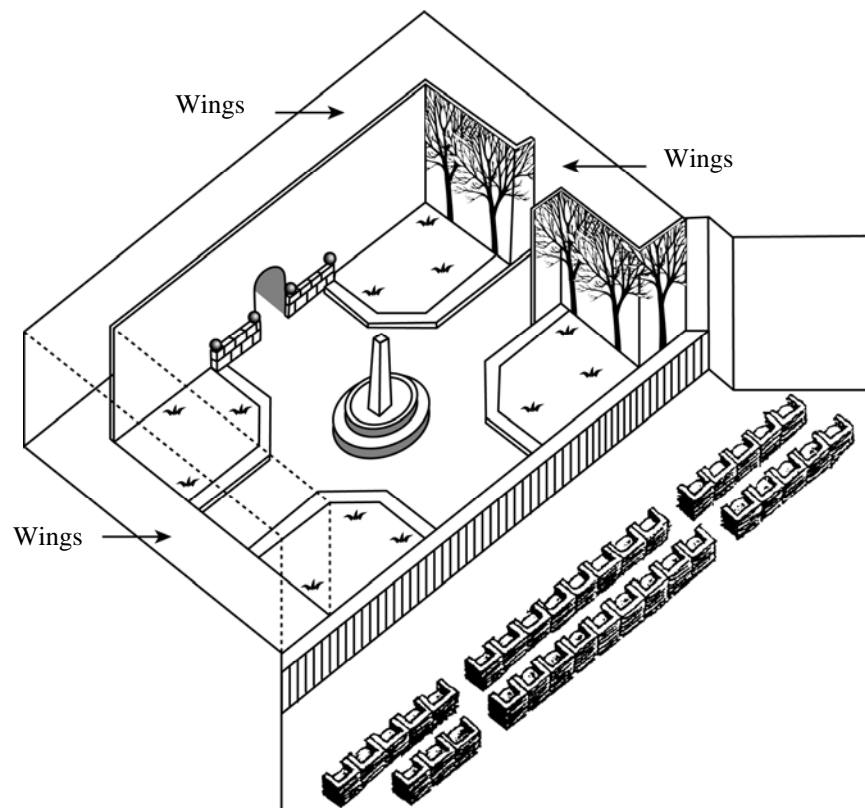
Score 0: One or more parts incorrect.

Question 4: AMANDA AND THE DUCHESS

R216Q04- 0 1 9

The director positions the actors on the stage. On a diagram, the director represents Amanda with the letter A and the Duchess with the letter D.

Put an A and a D on the following diagram of the set to show approximately where Amanda and the Duchess are when the Prince arrives.

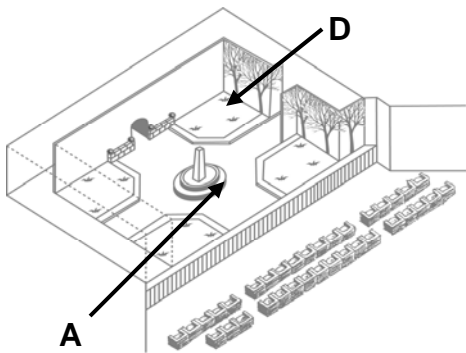
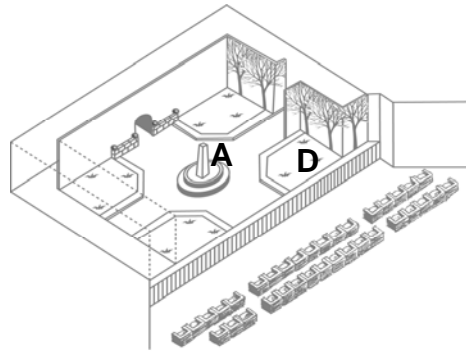
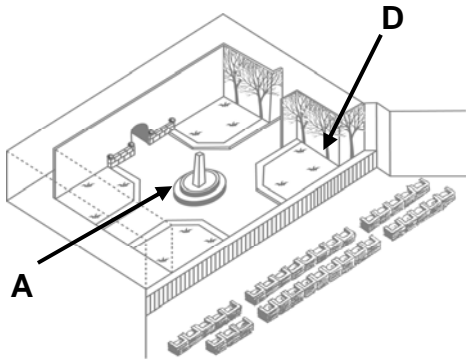
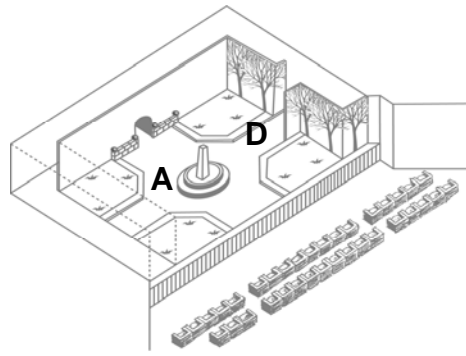
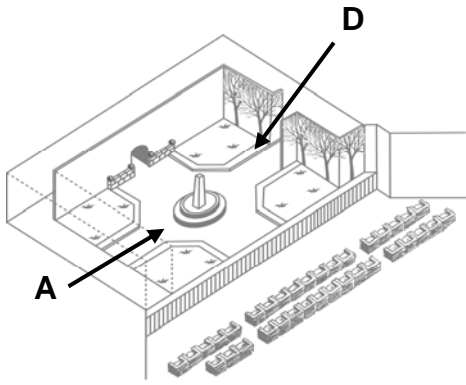


AMANDA AND THE DUCHESS SCORING 4

QUESTION INTENT: Developing an Interpretation: integrating text and graphical material

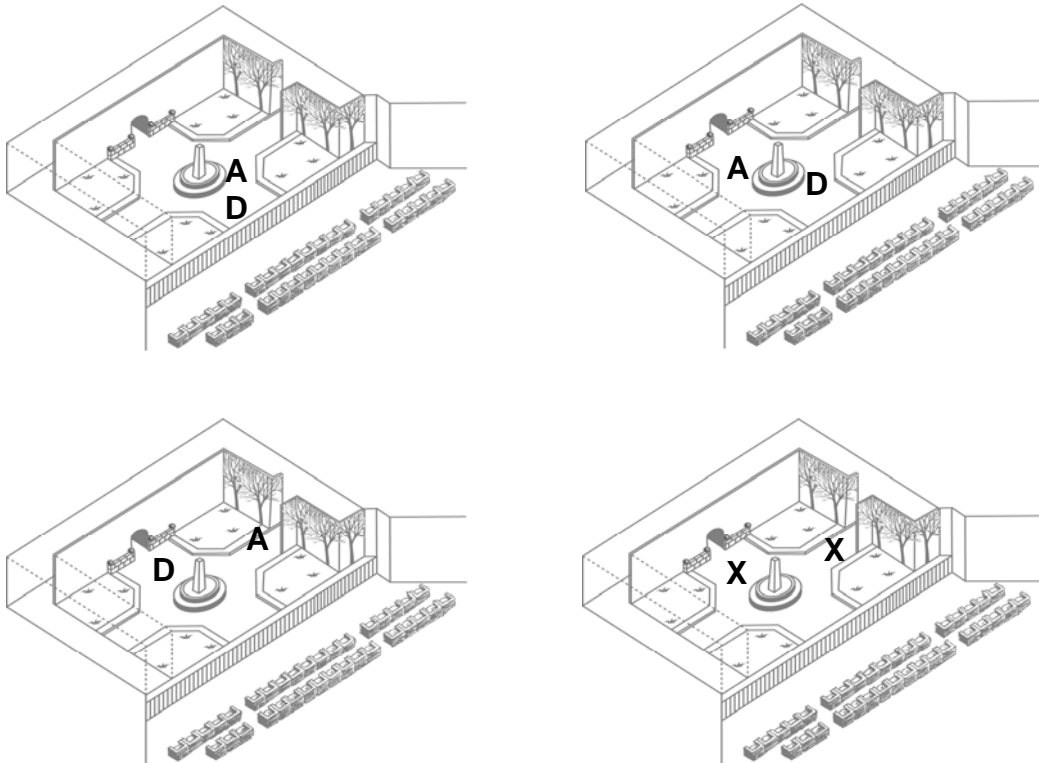
Full credit

Code 1: Marks A by the obelisk **and** D behind or near the trees.



No credit

Code 0: Other responses



Code 9: Missing

Question 6: AMANDA AND THE DUCHESS

R216Q06

Towards the end of the extract from the play, Amanda says, “He didn’t recognise me...”.

What does she mean by that?

- A That the Prince didn’t look at Amanda.
- B That the Prince didn’t realise that Amanda was a shop assistant.
- C That the Prince didn’t realise that he’d already met Amanda.
- D That the Prince didn’t notice that Amanda looked like Léocadia.

AMANDA AND THE DUCHESS SCORING 6

QUESTION INTENT: Developing an Interpretation: linking information

Full credit

Code 1: That the Prince didn’t notice that Amanda looked like Léocadia.

No credit

Code 0: Other responses

Code 9: Missing

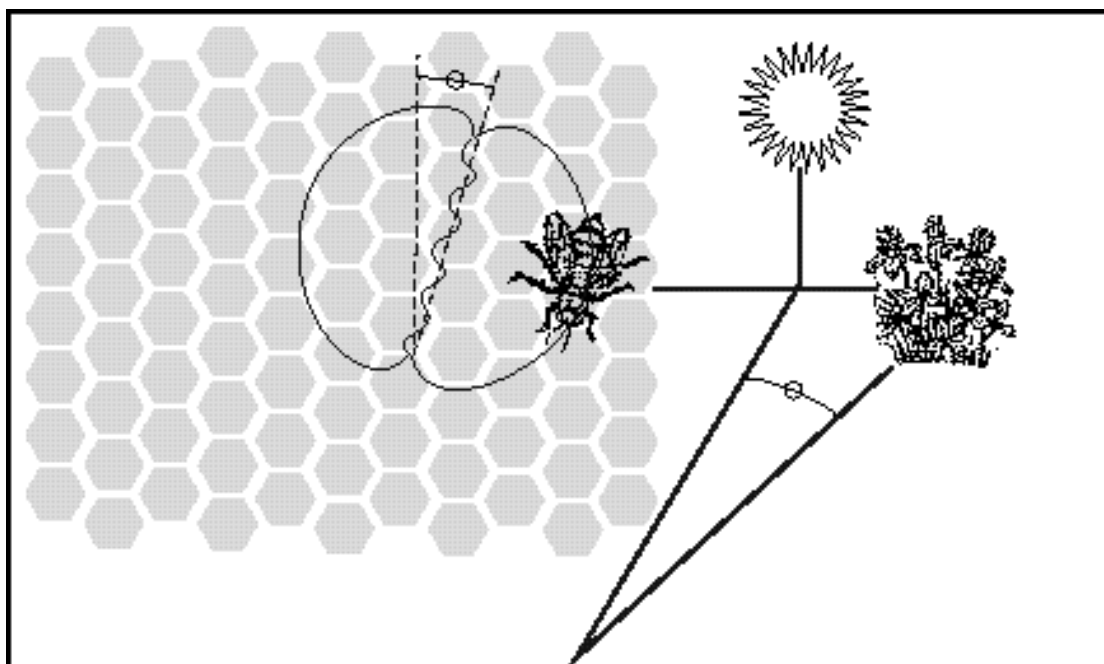
BEES

The information on this page and the next page is from a booklet about bees. Refer to the information to answer the questions which follow it.

COLLECTING NECTAR

Bees make honey to survive. It is their only essential food. If there are 60,000 bees in a hive about one third of them will be involved in gathering nectar which is then made into honey by the house bees. A small number of bees work as foragers or searchers. They find a source of nectar, then return to the hive to tell the other bees where it is.

Foragers let the other bees know where the source of the nectar is by performing a dance which gives information about the direction and the distance the bees will need to fly. During this dance the bee shakes her abdomen from side to side while running in circles in the shape of figure 8. The dance follows the pattern shown on the following diagram.



The diagram shows a bee dancing inside the hive on the vertical face of the honeycomb. If the middle part of the figure 8 points straight up it means that bees can find the food if they fly straight towards the sun. If the middle part of the figure 8 points to the right, the food is to the right of the sun.

The distance of the food from the hive is indicated by the length of time that the bee shakes her abdomen. If the food is quite near the bee shakes her abdomen for a short time. If it is a long way away she shakes her abdomen for a long time.

MAKING HONEY

When the bees arrive at the hive carrying nectar they give this to the house bees. The house bees move the nectar around with their mandibles, exposing it to the warm dry air of the hive. When it is first gathered the nectar contains sugar and minerals mixed with about 80% water. After ten to twenty minutes, when much of the excess water has evaporated, the house bees put the nectar in a cell in the honeycomb where evaporation continues. After three days, the honey in the cells contains about 20% water. At this stage, the bees cover the cells with lids which they make out of beeswax.

At any one time the bees in a hive usually gather nectar from the same type of blossom and from the same area. Some of the main sources of nectar are fruit trees, clover and flowering trees.

GLOSSARY

house bee	<i>a worker bee which works inside the hive.</i>
mandible	<i>mouth-part.</i>

Question 1: BEES

R217Q01

What is the purpose of the bees' dance?

- A To celebrate the successful production of honey.
- B To indicate the type of plant the foragers have found.
- C To celebrate the birth of a new Queen Bee.
- D To indicate where the foragers have found food.

BEES SCORING 1

QUESTION INTENT: Forming a Broad Understanding: Understanding the main idea of a self-contained section of a text.

Full credit

Code 1: To indicate where the foragers have found food.

No credit

Code 0: Other

Code 9: Missing

Question 2: BEES

R217Q02 - 0 1 8 9

Write down three of the main sources of nectar.

1. _____
2. _____
3. _____

BEES SCORING 2

QUESTION INTENT: Retrieving Information: Literal match, no distracting information.

Base Codes on the following responses:

- a: fruit trees
- b: clover
- c: flowering trees
- d: trees
- e: flowers

Full credit

Code 1: (in any order) abc, abe, bde.

No credit

Code 0: Other responses, combinations of a,b,c,d and e, or other answers.

- Fruit

Code 8: Off task

Code 9: Missing

Question 3: BEES

R217Q03

What is the main difference between nectar and honey?

- A The proportion of water in the substance.
- B The proportion of sugar to minerals in the substance.
- C The type of plant from which the substance is gathered.
- D The type of bee which processes the substance.

BEES SCORING 3

QUESTION INTENT: Developing an Interpretation: Inferring relationship between a sequence of facts.

Full credit

Code 1: The proportion of water in the substance.

No credit

Code 0: Other responses

Code 9: Missing

Question 5: BEES

R217Q05 - 0 1 2 8 9

In the dance, what does the bee do to show how far the food is from the hive?

.....
.....

BEES SCORING 5

QUESTION INTENT: Retrieving Information: Finding explicit information in a text.

Full credit

- Code 2: Indicates that information is given BOTH by shaking of abdomen AND by the length of time the abdomen is shaken.
- How long the bee shakes her abdomen for.
 - It shakes its abdomen for a certain length of time.

Partial credit

- Code 1: Mentions shaking of abdomen only. (Answer may be partly inaccurate.)
- She shakes her abdomen.
 - She shows how far it is by how fast she shakes her abdomen.

- OR:
- Mentions length of time without mentioning shaking of abdomen
 - How long she dances for.

No credit

- Code 0: Irrelevant, inaccurate, incomplete or vague answer.
- How fast the bee runs around in the figure 8.
 - How big the figure 8 is.
 - How the bee moves.
 - The dance.
 - The abdomen.

Code 8: Off task

Code 9: Missing

PERSONNEL



CANCO Manufacturing Company
Personnel Department

CENTRE ON INTERNAL AND EXTERNAL MOBILITY

What is CIEM?

CIEM stands for Centre on Internal and External Mobility, an initiative of the personnel department. A number of workers of this department work in CIEM, together with members from other departments and outside career consultants.

CIEM is available to help employees in their search for another job inside or outside the Canco Manufacturing Company.

What does CIEM do?

CIEM supports employees who are seriously considering other work through the following activities:

- **Job Data Bank**

After an interview with the employee, information is entered into a data bank that tracks job seekers and job openings at Canco and at other manufacturing companies.

- **Guidance**

The employee's potential is explored through career counselling discussions.

- **Courses**

Courses are being organized (in collaboration with the department for information and training) that will deal with job search and career planning.

- **Career Change Projects**

CIEM supports and coordinates projects to help employees prepare for new careers and new perspectives.

- **Mediation**

CIEM acts as a mediator for employees who are threatened with dismissal resulting from reorganisation, and assists with finding new positions when necessary.

How much does CIEM cost?

Payment is determined in consultation with the department where you work. A number of services of CIEM are free. You may also be asked to pay, either in money or in time.

How does CIEM work?

CIEM assists employees who are seriously considering another job within or outside the company.

That process begins by submitting an application. A discussion with a personnel counsellor can also be useful. It is obvious that you should talk with the counsellor first about your wishes and the internal possibilities regarding your career. The counsellor is familiar with your abilities and with developments within your unit.

Contact with CIEM in any case is made via the personnel counsellor. He or she handles the application for you, after which you are invited to a discussion with a CIEM representative.

For more information

The personnel department can give you more information.

Use the announcement from a personnel department on the opposite page to answer the questions below.

Question 1: PERSONNEL

R234Q01- 0 1 9

According to the announcement, where could you get more information about CIEM?

.....

PERSONNEL SCORING 1

QUESTION INTENT: Retrieving Information

Full credit

- Code 1 Mentions at least ONE of the following:
- (1) From the personnel department
 - (2) From the personnel counsellor
 - Personnel department
 - The personnel counsellor can give you more information.

No credit

Code 0: Other responses

Code 9: Missing

Question 2: PERSONNEL

R234Q02- 0 1 9

List two ways in which CIEM helps people who will lose their jobs because of a departmental reorganisation.

.....

.....

PERSONNEL SCORING 2

QUESTION INTENT: Retrieving Information

Full credit

- Code 1: Mentions BOTH of the following:
- (1) They act as a mediator for employees OR mediation
 - (2) They assist with finding new positions. [*Don't accept: "Job Data Bank", "Guidance", "Courses", or "Career Change Projects".*]
 - mediator
assists with finding new positions when necessary
 - acts as a mediator
helps you to find a new job

No credit

Code 0: Other responses

- 1. Mediation 2. career change projects
- career change projects courses
- track/job seekers/job openings mediation
- application or discussion with personnel counsellor

Code 9: Missing

EDITORIAL

Technology creates the need for new rules

SCIENCE has a way of getting ahead of law and ethics. That happened dramatically in 1945 on the destructive side of life with the atomic bomb, and is now happening on life's creative side with techniques to overcome human infertility.

Most of us rejoiced with the Brown family in England when Louise, the first test-tube baby, was born. And we have marveled at other firsts — most recently the births of healthy babies that had once been embryos frozen to await the proper moment of implantation in the mother-to-be.

It is about two such frozen embryos in Australia that a storm of legal and ethical questions has arisen. The embryos were destined to be implanted in Elsa Rios, wife of Mario Rios. A previous embryo implant had been unsuccessful, and the Rioses wanted to have another chance at becoming parents. But before they had a second chance to try, the Rioses perished in an airplane crash.

What was the Australian hospital to do with the frozen embryos? Could they be implanted in someone else? There were numerous volunteers. Were the embryos somehow entitled to the Rioses' substantial estate? Or should the embryos be destroyed? The Rioses, understandably, had made no provision for the embryos' future.

The Australians set up a commission to study the matter. Last week, the commission made its report. The embryos should be thawed, the panel said, because donation of embryos to someone

else would require the consent of the "producers," and no such consent had been given. The panel also held that the embryos in their present state had no life or rights and thus could be destroyed.

The commission members were conscious of treading on slippery legal and ethical grounds. Therefore, they urged that three months be allowed for public opinion to respond to the commission recommendation. Should there be an overwhelming outcry against destroying the embryos, the commission would reconsider.

Couples now enrolling in Sydney's Queen Victoria hospital for in vitro fertilization programs must specify what should be done with the embryos if something happens to them.

This assures that a situation similar to the Rioses won't recur. But what of other complex questions? In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband's frozen sperm. How should such a request be handled? What should be done if a surrogate mother breaks her child-bearing contract and refuses to give up the infant she had promised to bear for someone else?

Our society has failed so far to come up with enforceable rules for curbing the destructive potential of atomic power. We are reaping the nightmarish harvest for that failure. The possibilities of misuse of scientists' ability to advance or retard procreation are manifold. Ethical and legal boundaries need to be set before we stray too far.

Use the newspaper editorial “Technology creates the need for new rules” on the opposite page to answer the questions below.

Question 1: NEW RULES

R236Q01- 0 1 9

Underline the sentence that explains what the Australians did to help decide how to deal with the frozen embryos belonging to a couple killed in the plane crash.

NEW RULES SCORING 1

QUESTION INTENT: Developing an Interpretation

Full credit

Code 1: Underlines OR circles the sentence OR a part of the sentence that contains at least ONE of the following:

- (1) “set up a commission”
 - (2) “three months be allowed for public opinion to respond to the commission recommendation...”
- [Underlining] ...The Australians set up a commission to study the matter... [Student has underlined one of the relevant sentences.]
 - [Underlining] ...The Australians set up a commission to study the matter... and ...they urged that three months be allowed for public opinion to respond to the commission recommendation... [Student has underlined both of the relevant sections of the text.]
 - [Underlining] ...The Australians set up a commission to study the matter... and ...In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband’s frozen sperm... [One section of the text is correctly underlined; the other underlining seems to be related to answering the next question, so accept.]

No credit

Code 0: Other responses

- [Underlining] ...The embryos should be thawed, the panel said, because donation of embryos to someone else would require the consent of the “producers,” and no such consent had been given... [Student has underlined an irrelevant section of text.]
- [Underlining] ...The Australians set up a commission to study the matter... and ...The possibilities of misuse of scientists’ ability to advance or retard procreation are manifold... [One section of the text is correctly underlined; the other underlining cannot be construed as an answer to the next question, so do not accept.]

Code 9: Missing

Question 2: NEW RULES

R236Q02- 0 1 2 9

List two examples from the editorial that illustrate how modern technology, such as that used for implanting frozen embryos, creates the need for new rules.

.....
.....

NEW RULES SCORING 2

QUESTION INTENT: Developing an Interpretation

Full credit

Code 2: Mentions at least TWO of the following:

- (1) When the Rioses died, there was a controversy over what was to be done with the embryos.

[Don't accept controversies in paragraph 4 (e.g., "What was the hospital to do with the frozen embryos?" "Were the embryos entitled to the estate?") unless the respondent explicitly links these controversies to the death of the embryo donors (the Rioses).]

- (2) A woman in France had to go to court to be allowed to use her deceased husband's sperm.

- (3) What should the rules be for a surrogate mother who refused to give up the infant she bore?

- It showed a need for the producer to specify what should be done to the embryos if something happens to them, and for laws about what is to be done should a surrogate mother refuse to give up the child.

Partial credit

Code 1: Mentions ONE of the examples given above relating to bio-technology ((1), (2) or (3)) AND (the destructive potential of) atomic power.

No credit

Code 0: Other responses

- They have frozen the sperm and it should be kept frozen until used. *[Irrelevant answer.]*
- — are the embryos part of the estate
— could they be implanted in someone else. *[Unclear which part of the article these refer to. If both about Rios case, disallowed. If French case is referred to in the second point, it is a misinterpretation since the wife is not "someone else".]*

Code 9: Missing

Note: The following is for information only. (It is not part of the marking guide.). Code 2 and Code 1 will both be recoded as 1 for student scores.

SUPERMARKET NOTICE

Peanut Allergy Alert

Lemon Cream Biscuits

Date of alert: 04 February

Manufacturer's Name: Fine Foods Ltd

Product Information: 125g Lemon Cream Biscuits (Best before 18 June and Best before 01 July)

Details: Some biscuits in these batches may contain pieces of peanut, which are not included in the ingredient list. People with an allergy to peanuts should not eat these biscuits.

Consumer action: If you have bought these biscuits you may return the product to the place of purchase for a full refund. Or call 1800 034 241 for further information.

The notice on the previous page was displayed in a supermarket.

Use the notice to answer the questions that follow.

Question 2: SUPERMARKET NOTICE

R401Q02

What is the purpose of this notice?

- A To advertise Lemon Cream Biscuits.
- B To tell people when the biscuits were made.
- C To warn people about the biscuits.
- D To explain where to buy Lemon Cream Biscuits.

SUPERMARKET NOTICE SCORING 2

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Recognise the main idea of a short text by combining adjacent pieces of information

Full Credit

Code 1: C. To warn people about the biscuits.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 3: SUPERMARKET NOTICE

R401Q03 – 0 1 9

What is the name of the company that made the biscuits?

.....

SUPERMARKET NOTICE SCORING 3

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate a synonymous match in a short text

Full credit

Code 1: Correctly identifies the manufacturer's name.

- Fine Foods.
- Fine foods Ltd

No Credit

Code 0: Gives an insufficient or vague response.

- the manufacturer
- somebody
- the company

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Lemon Cream
- supermarket
- the baker

Code 9: Missing.

Question 5: SUPERMARKET NOTICE

R401Q05 – 0 1 9

What would you do if **you** had bought these biscuits?

.....

Why would you do this?

Use information from the text to support your answer.

.....

.....

SUPERMARKET NOTICE SCORING 5

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text

Hypothesise about a personal course of action in response to the information in a text

Scoring Note: Code responses as a single item. In the coding guide below, 5A refers to the first part, 5B refers to the second part.

Full Credit

Code 1: 5A: Provides a response that is consistent with an understanding that the biscuits may be returned with a refund. May refer to eating the biscuits, not eating the biscuits, returning them or getting rid of them in some other way
AND

5B: Gives an explanation consistent with the text and the response in 5A. Must be consistent with the idea that the peanuts pose a potential threat.

- (5A)
ask for my money back.
- (5B)
it tells me to
I'm allergic to peanuts
they did something wrong.
there might be something (else) wrong

I don't like peanuts

- (5A)
Throw them away.
(5B)
I'm allergic to peanuts
there might be something wrong
- (5A)
Eat them.
(5B)
peanuts won't harm me
I'm not allergic to peanuts
I like peanuts
- (5A)
Give them to my classmate,
(5B)
she's not allergic to peanuts
- (5A)
Nothing.
(5B)
I'm not allergic to peanuts
I can't be bothered to go back to the shop

5A: Quotes from or paraphrases an appropriate section of the text without further explanation (implying that the text tells you what to do and that no further explanation is required).

5B: No response.

- (5A) Return the product to the place of purchase for a full refund. Or call 1800 034 241 for further information.
(5B) (no response)
- (5A) Return the product to the place of purchase for a full refund.
(5B) (no response)
- (5A) Call 1800 034 241 for further information
(5B) (no response)
- (5A) Call the number for more information
(5B) (no response)

5A: no response AND 5B: gives explanation for taking no action. Must be consistent with the idea that the peanuts pose a potential threat.

- (5A) (no response)
(5B) I'm not allergic to peanuts
- (5A) (no response)
(5B) I can't be bothered to go back to the shop

No Credit

Code 0: Gives an insufficient or vague response.

- (5A) I don't know
(5B) they might have peanuts
- (5A) eat them
(5B) there might be peanuts

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- (5A) (no response)

- (5B) check them for nuts
- (5A) eat them
(5B) they look good enough to eat
- (5A) give them to someone
(5B) it doesn't matter
- (5A) (no response)
(5B) I'm allergic to peanuts
- (5A) (no response)
(5B) peanuts can be dangerous
- (5A) throw them away
(5B) They're past their Best before date

Code 9: Missing.

Question 6: SUPERMARKET NOTICE

R401Q06 – 0 1 9

Why does the notice include “Best before” dates?

.....

.....

SUPERMARKET NOTICE SCORING 6**QUESTION INTENT:**

Integrate and interpret: Develop an interpretation
Identify the purpose of a conventional feature included in a short text

Full Credit

Code 1: Refers to the fact that the Best before dates identify the batches of biscuits that are affected.

- to identify the batch(es)
- so you know which packets have peanuts

No Credit

Code 0: Refers to when the biscuits should be eaten.

- because that’s when you eat them
- to tell you when to eat the biscuits
- so you don’t keep them too long
- to tell you when they expire

Gives an insufficient or vague response.

- it’s the date.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- So you know when the notice is irrelevant.

Code 9: Missing.

THE MOTORCYCLE

Have you ever woken up feeling that something was wrong?
It was a day like that for me.
I sat up in bed.
A little later I opened the curtains.
It was terrible weather – the rain was pouring down.
Then I looked down into the yard.
Yes! There it was – the motorcycle.
It was just as wrecked as last night.
And my leg was starting to hurt.

Use the story “The Motorcycle” above to answer the questions that follow.

Question 1: THE MOTORCYCLE

R402Q01

Something had happened to the person in the story the night before. What was it?

- A The bad weather had damaged the motorcycle.
- B The bad weather had stopped the person from going outside.
- C The person had bought a new motorcycle.
- D The person had been in a motorcycle accident.

THE MOTORCYCLE SCORING 1

QUESTION INTENT:

Integrate and interpret: Develop an interpretation
Infer prior events using information in a short story

Full Credit

Code 1: D. The person had been in a motorcycle accident.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 2: THE MOTORCYCLE

R402Q02

“It was a day like that for me.”

What kind of day did this turn out to be?

- A A good day.
- B A bad day.
- C An exciting day.
- D A boring day.

THE MOTORCYCLE SCORING 2

QUESTION INTENT:

- Integrate and interpret: Develop an interpretation
- Relate a descriptive phrase to events implied in a very short story

Full Credit

Code 1: B. A bad day.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 6: THE MOTORCYCLE

R402Q06

Why does the writer begin the story with a question?

- A Because the writer wants to know the answer.
- B To involve the reader in the story.
- C Because the question is hard to answer.
- D To remind the reader that this kind of experience is rare.

THE MOTORCYCLE SCORING 6

QUESTION INTENT:

- Reflect and evaluate: Reflect on and evaluate the form of a text
- Recognise the purpose of beginning a story with a rhetorical question

Full Credit

Code 1: B. To involve the reader in the story.

No Credit

Code 0: Other responses.

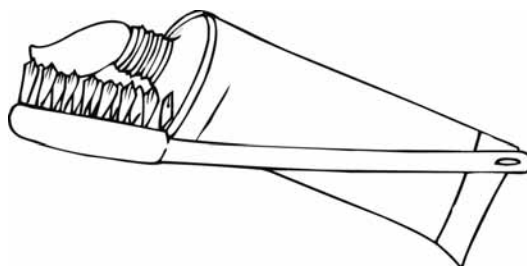
Code 9: Missing.

BRUSHING YOUR TEETH

Do our teeth become cleaner and cleaner the longer and harder we brush them?

British researchers say no. They have actually tried out many different alternatives, and ended up with the perfect way to brush your teeth. A two minute brush, without brushing too hard, gives the best result. If you brush hard, you harm your tooth enamel and your gums without loosening food remnants or plaque.

Bente Hansen, an expert on tooth brushing, says that it is a good idea to hold the toothbrush the way you hold a pen. "Start in one corner and brush your way along the whole row," she says. "Don't forget your tongue either! It can actually contain loads of bacteria that may cause bad breath."



"Brushing your Teeth" is an article from a Norwegian magazine.

Use "Brushing Your Teeth" above to answer the questions that follow.

Question 1: BRUSHING YOUR TEETH

R403Q01

What is this article about?

- A The best way to brush your teeth.
- B The best kind of toothbrush to use.
- C The importance of good teeth.
- D The way different people brush their teeth.

BRUSHING YOUR TEETH SCORING 1

QUESTION INTENT:

Integrate and interpret: Form a broad understanding
Recognise the main idea of a short descriptive text

Full Credit

Code 1: A. The best way to brush your teeth.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 2: BRUSHING YOUR TEETH

R403Q02

What do the British researchers recommend?

- A That you brush your teeth as often as possible.
- B That you do not try to brush your tongue.
- C That you do not brush your teeth too hard.
- D That you brush your tongue more often than your teeth.

BRUSHING YOUR TEETH SCORING 2

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate a synonymous match in a short descriptive text

Full Credit

Code 1: C. That you do not brush your teeth too hard.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 3: BRUSHING YOUR TEETH

R403Q03 – 0 1 9

Why should you brush your tongue, according to Bente Hansen?

.....

.....

BRUSHING YOUR TEETH SCORING 3

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information in a short descriptive text

Full CreditCode 1: Refers either to the bacteria OR getting rid of bad breath, OR both.

Response may paraphrase or quote directly from the text.

- To get rid of bacteria.
- Your tongue can contain bacteria.
- Bacteria.
- Because you can avoid bad breath.
- Bad breath.
- To remove bacteria and therefore stop you from having bad breath. *[both]*
- It can actually contain loads of bacteria that may cause bad breath. *[both]*
- Bacteria can cause bad breath.

No Credit

Code 0: Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- You should brush it like you hold a pen.
- Don't brush it too hard.
- So you don't forget.
- To loosen food remnants.
- To remove plaque.

Code 9: Missing.

Question 4: BRUSHING YOUR TEETH

R403Q04

Why is a pen mentioned in the text?

- A To help you understand how to hold a toothbrush.
- B Because you start in one corner with both a pen and a toothbrush.
- C To show that you can brush your teeth in many different ways.
- D Because you should take tooth brushing as seriously as writing.

BRUSHING YOUR TEETH SCORING 4

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the form of a text
Recognise the purpose of an analogy in a short descriptive text

Full Credit

Code 1: A. To help you understand how to hold a toothbrush.

No Credit

Code 0: Other responses.

Code 9: Missing.

MOBILE PHONE SAFETY

Are mobile phones dangerous?

Key Point

Conflicting reports about the health risks of mobile phones appeared in the late 1990s.

Key Point

Millions of pounds have now been invested in scientific research to investigate the effects of mobile phones.

Yes	No
1. Radio waves given off by mobile phones can heat up body tissue, having damaging effects.	Radio waves are not powerful enough to cause heat damage to the body.
2. Magnetic fields created by mobile phones can affect the way that your body cells work.	The magnetic fields are incredibly weak, and so unlikely to affect cells in our body.
3. People who make long mobile phone calls sometimes complain of fatigue, headaches, and loss of concentration.	These effects have never been observed under laboratory conditions and may be due to other factors in modern lifestyles.
4. Mobile phone users are 2.5 times more likely to develop cancer in areas of the brain adjacent to their phone ears.	Researchers admit it's unclear this increase is linked to using mobile phones.
5. The International Agency for Research on Cancer found a link between childhood cancer and power lines. Like mobile phones, power lines also emit radiation.	The radiation produced by power lines is a different kind of radiation, with much more energy than that coming from mobile phones.
6. Radio frequency waves similar to those in mobile phones altered the gene expression in nematode worms.	Worms are not humans, so there is no guarantee that our brain cells will react in the same way.

If you use a mobile phone ...

Key Point

Given the immense numbers of mobile phone users, even small adverse effects on health could have major public health implications.

Key Point

In 2000, the Stewart Report (a British report) found no known health problems caused by mobile phones, but advised caution, especially among the young, until more research was carried out. A further report in 2004 backed this up.

Do

Keep the calls short.

Carry the mobile phone away from your body when it is on standby.

Buy a mobile phone with a long “talk time”. It is more efficient, and has less powerful emissions.

Don't

Don't use your mobile phone when the reception is weak, as the phone needs more power to communicate with the base station, and so the radio-wave emissions are higher.

Don't buy a mobile phone with a high “SAR” value¹. This means that it emits more radiation.

Don't buy protective gadgets unless they have been independently tested.

¹ SAR (specific absorption rate) is a measurement of how much electromagnetic radiation is absorbed by body tissue whilst using a mobile phone.

“Mobile Phone Safety” on the previous two pages is from a website.

Use “Mobile Phone Safety” to answer the questions that follow.

Question 2: MOBILE PHONE SAFETY

R414Q02

What is the purpose of the **Key points**?

- A To describe the dangers of using mobile phones.
- B To suggest that debate about mobile phone safety is ongoing.
- C To describe the precautions that people who use mobile phones should take.
- D To suggest that there are no known health problems caused by mobile phones.

MOBILE PHONE SAFETY SCORING 2

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Recognise the purpose of a section (a table) in an expository text

Full Credit

Code 1: B. To suggest that debate about mobile phone safety is ongoing.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 11: MOBILE PHONE SAFETY

R414Q11

“It is difficult to prove that one thing has definitely caused another.”

What is the relationship of this piece of information to the Point 4 **Yes** and **No** statements in the table **Are mobile phones dangerous?**

- A It supports the Yes argument but does not prove it.
- B It proves the Yes argument.
- C It supports the No argument but does not prove it.
- D It shows that the No argument is wrong.

MOBILE PHONE SAFETY SCORING 11

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text

Recognise the relationship between a generalised statement external to the text and a pair of statements in a table

Full Credit

Code 1: C. It supports the No argument but does not prove it.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 6: MOBILE PHONE SAFETY

R414Q06 – 0 1 9

Look at Point 3 in the **No** column of the table. In this context, what might one of these “other factors” be? Give a reason for your answer.

.....

MOBILE PHONE SAFETY SCORING 6

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text
Use prior knowledge to reflect on information presented in a text

Full Credit

Code 1: Identifies a factor in modern lifestyles that could be related to fatigue, headaches, or loss of concentration. The explanation may be self-evident, or explicitly stated.

- Not getting enough sleep. If you don't, you will be fatigued.
- Being too busy. That makes you tired.
- Too much homework, that makes you tired AND gives you headaches.
- Noise – that gives you a headache.
- Stress.
- Working late.
- Exams.
- The world is just too loud.
- People don't take time to relax anymore.
- People don't prioritise the things that matter, so they get grumpy and sick.
- Computers.
- Pollution.
- Watching too much TV.
- Drugs.
- Microwave ovens.
- Too much emailing.

No Credit

Code 0: Gives an insufficient or vague response.

- Fatigue. [*Repeats information in the text.*]
- Tiredness. [*Repeats information in the text.*]
- Loss of concentration. [*Repeats information in the text.*]
- Headaches. [*Repeats information in the text.*]
- Lifestyle. [*vague*]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Sore ears.
- Egg cups.

Code 9: Missing.

Question 9: MOBILE PHONE SAFETY

R414Q09

Look at the table with the heading **If you use a mobile phone ...**

Which of these ideas is the table based on?

- A There is no danger involved in using mobile phones.
- B There is a proven risk involved in using mobile phones.
- C There may or may not be danger involved in using mobile phones, but it is worth taking precautions.
- D There may or may not be danger involved in using mobile phones, but they should not be used until we know for sure.
- E The **Do** instructions are for those who take the threat seriously, and the **Don't** instructions are for everyone else.

MOBILE PHONE SAFETY SCORING 9

QUESTION INTENT:

Integrate and interpret: Develop an interpretation

Recognise an assumption in part of an expository text

Full Credit

Code 1: C. There may or may not be danger involved in using mobile phones, but it is worth taking precautions.

No Credit

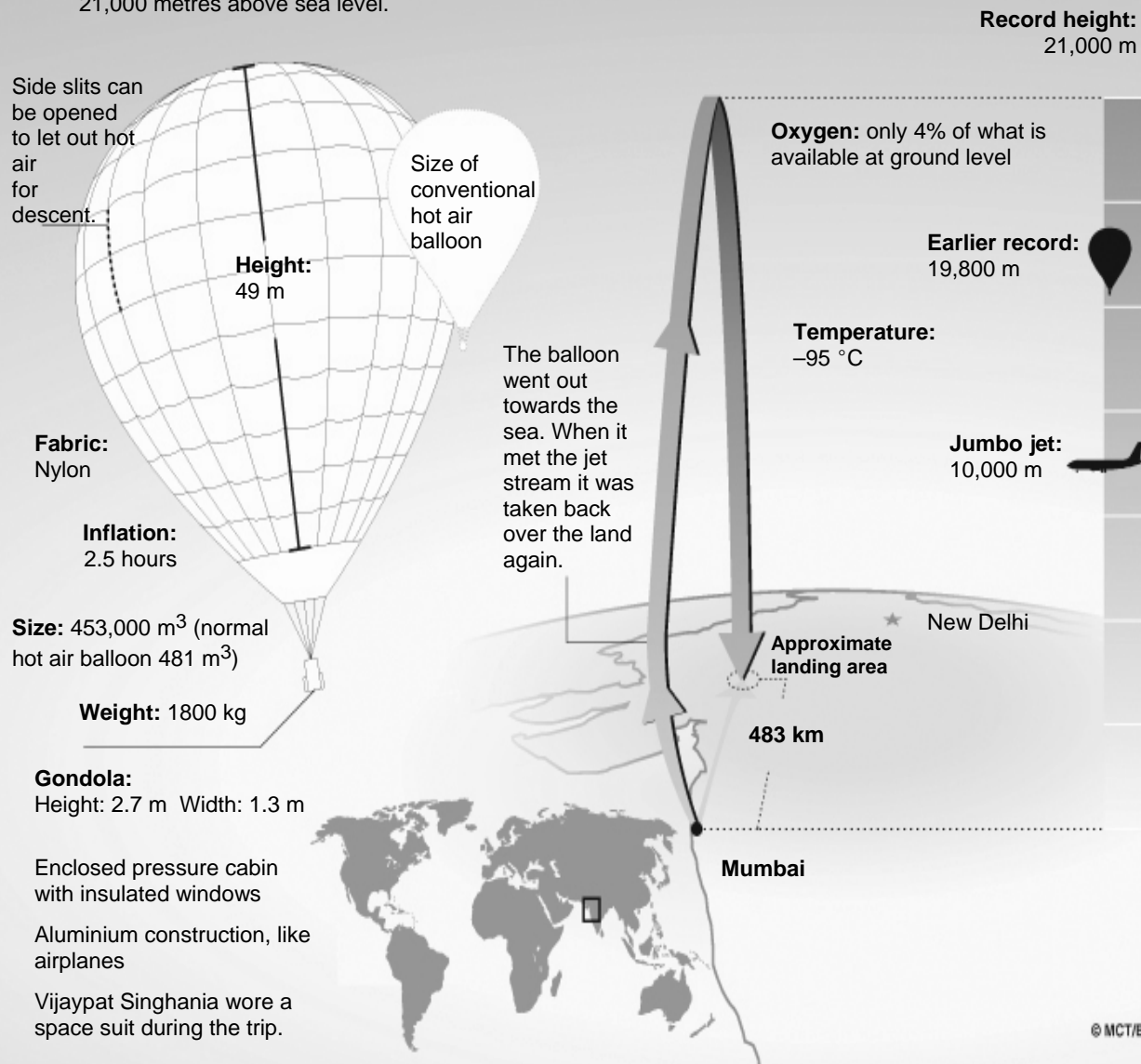
Code 0: Other responses.

Code 9: Missing.

BALLOON

Height record for hot air balloons

The Indian pilot Vijaypat Singhania beat the height record for hot air balloons on November 26, 2005. He was the first person to fly a balloon 21,000 metres above sea level.



Use "Balloon" on the previous page to answer the questions that follow.

Question 8: BALLOON

R417Q08

What is the main idea of this text?

- A Singhania was in danger during his balloon trip.
- B Singhania set a new world record.
- C Singhania travelled over both sea and land.
- D Singhania's balloon was enormous.

BALLOON SCORING 8

QUESTION INTENT:

Integrate and interpret: Form a broad understanding
Recognise the main idea of a diagrammatic descriptive text

Full Credit

Code 1: B. Singhania set a new world record.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 3: BALLOON

R417Q03-0 1 2 9

Vijaypat Singhania used technologies found in two other types of transport. Which types of transport?

1.
2.

BALLOON SCORING 3

QUESTION INTENT:

Access and retrieve: Retrieve information
Locate two pieces of information that are explicitly stated in a diagrammatic descriptive text

Full Credit

Code 2: Refers to BOTH airplanes AND spacecraft (in either order). *[can include both answers on one line]*

- 1. Aircraft
2. Spacecraft
- 1. Airplanes
2. space ships

- 1. Air travel
 - 2. space travel
- 1. Planes
 - 2. space rockets
- 1. jets
 - 2. rockets

Partial Credit

Code 1: Refers to EITHER airplanes OR spacecraft.

- spacecraft
- space travel
- space rockets
- rockets
- Aircraft
- Airplanes
- Air travel
- jets

No Credit

Code 0: Gives an insufficient or vague response.

- Things that fly.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Space suits. [*not a type of transport*]
- Jumbos. [*The specificity is not justified by the text – the reference to jumbo jets is not relevant to this question.*]
- Airships.

Code 9: Missing.

Question 4: BALLOON

R417Q04 – 0 1 9

What is the purpose of including a drawing of a jumbo jet in this text?

.....

.....

BALLOON SCORING 4

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text
 Identify the purpose of an illustration in a diagrammatic descriptive text

Full Credit

Code 1: Refers explicitly or implicitly to the height of the balloon OR to the record.
 May refer to comparison between the jumbo jet and the balloon.

- To show how high the balloon went.

- To emphasise the fact that the balloon went really, really high.
- To show how impressive his record really was – he went higher than jumbo jets!
- As a point of reference regarding height.
- To show how impressive his record really was. [*minimal*]

No Credit

Code 0: Gives an insufficient or vague response.

- As a comparison.

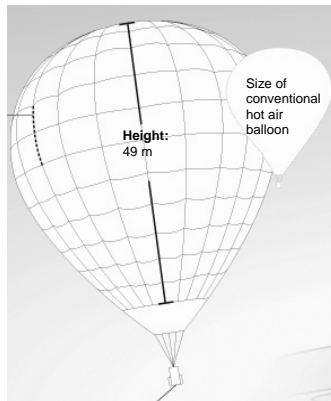
Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Both balloons and jumbo jets fly.
- To look nice.

Code 9: Missing.

Question 6: BALLOON

R417Q06



Why does the drawing show two balloons?

- A To compare the size of Singhanian's balloon before and after it was inflated.
- B To compare the size of Singhanian's balloon with that of other hot air balloons.
- C To show that Singhanian's balloon looks small from the ground.
- D To show that Singhanian's balloon almost collided with another balloon.

BALLOON SCORING 6**QUESTION INTENT:**

Reflect and evaluate: Reflect on and evaluate the content of a text

Recognise the purpose of linked illustrations in a diagrammatic descriptive text

Full Credit

Code 1: B. To compare the size of Singhanian's balloon with that of other hot air balloons.

No Credit

Code 0: Other responses.

Code 9: Missing.

TALL BUILDINGS

“Tall buildings” is an article from a Norwegian magazine published in 2006.

Figure 1: Tall buildings of the world

Figure 1 shows the number of buildings of at least 30 storeys that have been built, or are under construction. This includes buildings that have been proposed since January 2001.

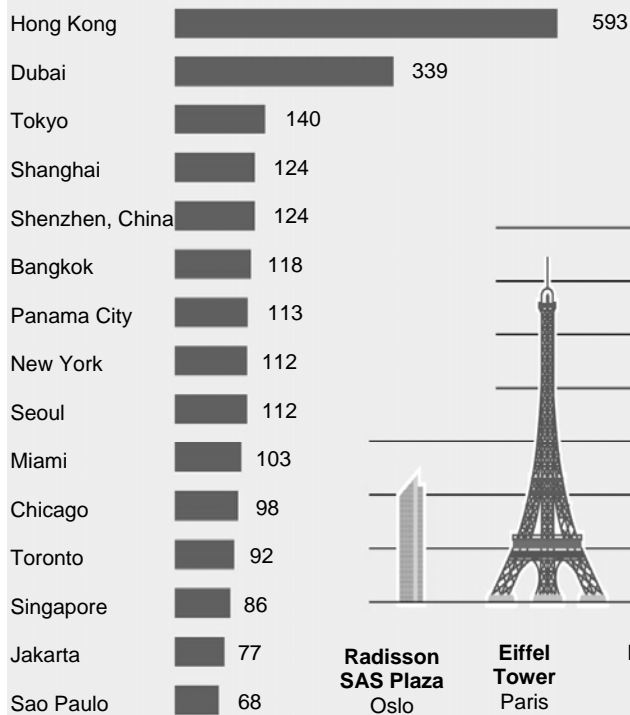
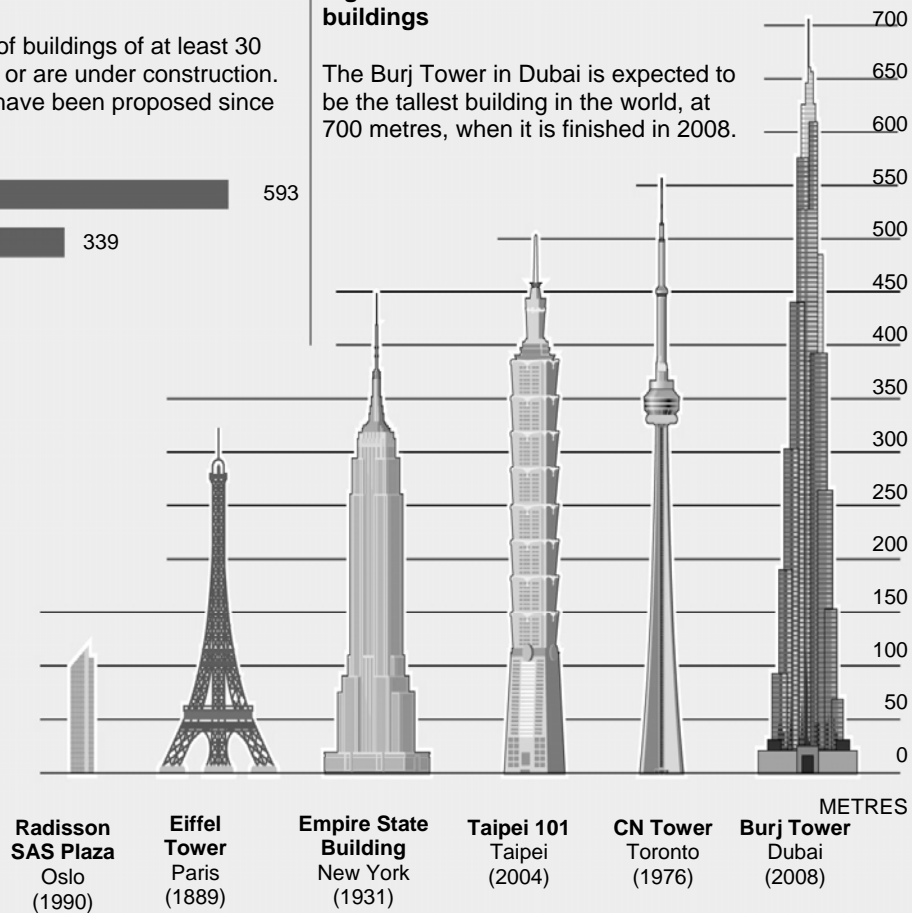


Figure 2: Some of the world's tallest buildings

The Burj Tower in Dubai is expected to be the tallest building in the world, at 700 metres, when it is finished in 2008.



Use "Tall buildings" on the previous page to answer the questions that follow.

Question 1: TALL BUILDINGS

R419Q01 – 0 1 9

When the magazine article was published, which of the buildings in Figure 2 was the tallest completed building?

.....

TALL BUILDINGS SCORING 1

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly stated in a graph

Full Credit

Code 1: The CN Tower.

No Credit

Code 0: Other responses.

- The Burj Tower

Code 9: Missing.

Question 4: TALL BUILDINGS

R419Q04

What kind of information does Figure 1 provide?

- A A comparison of the heights of different buildings.
- B The total number of buildings in different cities.
- C The number of buildings above a certain height in various cities.
- D Information about styles of buildings in different cities.

TALL BUILDINGS SCORING 4

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Generalise about the type of information presented in a graph

Full Credit

Code 1: C. The number of buildings above a certain height in various cities.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 5: TALL BUILDINGS

R419Q05 – 0 1 9

The Radisson SAS Plaza in Oslo, Norway is only 117 metres tall. Why has it been included in Figure 2?

.....

.....

TALL BUILDINGS SCORING 5**QUESTION INTENT:**

Reflect and evaluate: Reflect on and evaluate the content of a text

Recognise the influence of reader's perspective on the way a text is constructed.

Full Credit

Code 1: Refers to the fact that the article is from a Norwegian magazine or that the readers are likely to be Norwegian.

- It's from a Norwegian magazine.
- It's written for people in Norway, so it's to give them a sense of perspective.
- To show the people in Norway that they really don't have very tall buildings!

Refers to the SAS Plaza being a point of reference or comparison without referring to Norwegian readers.

- For comparison.
- To have a reference point.
- So you get an understanding of what the scale means.

No Credit

Code 0: Gives an insufficient or vague response.

- 117 metres is still pretty tall.
- Because it is one of the tallest buildings in the world.
- It's 30 or more storeys high.
- It's the tallest building in Norway. *[too vague –does not link with the audience of the text]*
- Because it's Norwegian. *[too vague –does not link with the audience of the text]*

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- It's the only one that's a hotel. *[true, but not why it is included in this text]*
- It's the only one without a spire. *[true, but not why it is included in this text]*

Code 9: Missing.

Question 9: TALL BUILDINGS

R419Q09

Suppose that information about tall buildings was presented again in an article like this in twenty years' time.

Listed below are two features of the original article. Show whether or not these features are likely to change in twenty years' time, by circling either "Yes" or "No" in the table below.

Feature of Article	Is it likely to change in twenty years?
The title of Figure 2.	Yes / No
The numbers of buildings shown in Figure 1.	Yes / No

TALL BUILDINGS SCORING 9**QUESTION INTENT:**

Reflect and evaluate: Reflect on and evaluate the content of a text

Distinguish between structural features and content of a set of graphs

Full credit

Code 1: Both correct: No, Yes in that order.

No credit

Code 0: Other responses.

Code 9: Missing.

BLOOD DONATION NOTICE



Blood donation is essential.

There is no product that can fully substitute for human blood. Blood donation is thus irreplaceable and essential to save lives.

In France, each year, 500,000 patients benefit from a blood transfusion.

The instruments for taking the blood are sterile and single-use (syringe, tubes, bags).

There is no risk in giving your blood.

Blood donation:

It is the best-known kind of donation, and takes from 45 minutes to 1 hour.

A 450-ml bag is taken as well as some small samples on which tests and checks will be done.

- A man can give his blood five times a year, a woman three times.
- Donors can be from 18 to 65 years old.

An 8-week interval is compulsory between each donation.

“Blood Donation Notice” on the previous page is from a French website.

Use “Blood Donation Notice” to answer the questions that follow.

Question 11: BLOOD DONATION NOTICE

R429Q11

What is the main purpose of the text “Blood Donation Notice”?

- A To encourage people to donate blood.
- B To describe the risks of donating blood.
- C To explain where you can go to donate blood.
- D To prove that many people regularly donate blood.

BLOOD DONATION NOTICE SCORING 11

QUESTION INTENT:

- Integrate and interpret: Form a broad understanding
- Recognise the main purpose of an advertisement

Full Credit

Code 1: A. To encourage people to donate blood.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 8: BLOOD DONATION NOTICE

R429Q08 – 0 1 9

An eighteen-year-old woman who has given her blood twice in the last twelve months wants to give blood again. According to “Blood Donation Notice”, on what condition will she be allowed to give blood again?

.....
.....

BLOOD DONATION NOTICE SCORING 8

QUESTION INTENT:

- Integrate and interpret: Develop an interpretation
- Make links across a short text to reach a conclusion

Full Credit

- Code 1: Identifies that enough time must have elapsed since her last donation.
- Depends whether it has been 8 weeks since her last donation or not.
 - She can if it has been long enough, otherwise she can't.

No Credit

Code 0: Gives an insufficient or vague response.

- time

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- If she is old enough she can.
- As long as she hasn't given blood too many times this year, she can.

Code 9: Missing.

Question 9: BLOOD DONATION NOTICE

R429Q09

The text says: "The instruments for taking the blood are sterile and single-use ..."

Why does the text include this information?

- A To reassure you that blood donation is safe.
- B To emphasise that blood donation is essential.
- C To explain the uses of your blood.
- D To give details of the tests and checks.

BLOOD DONATION NOTICE SCORING 9

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text
Recognise the persuasive purpose of a phrase in an advertisement

Full Credit

Code 1: A. To reassure you that blood donation is safe.

No Credit

Code 0: Other responses.

Code 9: Missing.

THE MISER AND HIS GOLD

A fable by Aesop

A miser sold all that he had and bought a lump of gold, which he buried in a hole in the ground by the side of an old wall. He went to look at it daily. One of his workmen observed the miser's frequent visits to the spot and decided to watch his movements. The workman soon discovered the secret of the hidden treasure, and digging down, came to the lump of gold, and stole it. The miser, on his next visit, found the hole empty and began to tear his hair and to make loud lamentations. A neighbour, seeing him overcome with grief and learning the cause, said, "Pray do not grieve so; but go and take a stone, and place it in the hole, and fancy that the gold is still lying there. It will do you quite the same service; for when the gold was there, you had it not, as you did not make the slightest use of it."

Use the fable "The Miser and his Gold" on the previous page to answer the questions that follow.

Question 1: MISER

R433Q01 – 0 1 9

Read the sentences below and number them according to the sequence of events in the text.

The miser decided to turn all his money into a lump of gold.

A man stole the miser's gold.

The miser dug a hole and hid his treasure in it.

The miser's neighbour told him to replace the gold with a stone.

MISER SCORING 1

QUESTION INTENT:

Integrate and interpret: Develop an interpretation
Sequence the events in a narrative

Full Credit

Code 1: All four correct: 1,3,2,4 in that order.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 7: MISER

R433Q07 – 0 1 9

How did the miser get a lump of gold?

.....

MISER SCORING 7

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly stated at the beginning of a short text

Full Credit

Code 1: States that he sold everything he had. May paraphrase or quote directly from the text.

- He sold all he had.
- He sold all his stuff.
- He bought it. [*implicit connection to selling everything he had*]

No credit

Code 0: Gives an insufficient or vague response.

- It was his.
- He earned it.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- He stole it.

Code 9: Missing.

Question 5: MISER

R433Q05 – 0 1 9

Here is part of a conversation between two people who read “The Miser and his Gold”.

Speaker 1

The neighbour was nasty. He could have recommended replacing the gold with something better than a stone.

Speaker 2

No he couldn't. The stone was important in the story.

What could Speaker 2 say to support his point of view?

.....

.....

MISER SCORING 5**QUESTION INTENT:**

Integrate and interpret: Develop an interpretation
Relate a detail of a fable to its main idea

Full Credit

Code 1: Recognises that the message of the story depends on the gold being replaced by something useless or worthless.

- It needed to be replaced by something worthless to make the point.
- The stone is important in the story, because the whole point is he might as well have buried a stone for all the good the gold did him.
- If you replaced it with something better than a stone, it would miss the point because the thing buried needs to be something really useless.
- A stone is useless, but for the miser, so was the gold!
- Something better would be something he could use – he didn't use the gold, that's what the guy was pointing out.
- Because stones can be found anywhere. The gold and the stone are the same to the miser. [*“can be found anywhere” implies that the stone is of no special value*]

No credit

Code 0: Gives an insufficient or vague response.

- The stone was important in the story. [*Repeats stem.*]
- It needed to be a stone. [*Lacks explanation.*]
- It wouldn't have been the same. [*vague*]
- The stone has a symbolic value in the story. [*Does not explain what the symbolic value is.*]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- It had to be a stone because a stone is heavy.

Code 9: Missing.

Question 2: MISER

R433Q02

What is the main message of this story?

- A Do not store up wealth that can be stolen.
- B Trusting in other people is a mistake.
- C Failing to use what you have is the same as not having it.
- D Do not grieve over things that cannot be changed.

MISER SCORING 2

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Recognise the main idea of a fable

Full Credit

Code 1: C. Failing to use what you have is the same as not having it.

No Credit

Code 0: Other responses.

Code 9: Missing.

DEMOCRACY IN ATHENS

PART A

Thucydides was a historian and military man who lived in the fifth century BC, during the Classical Greek period. He was born in Athens. During the Peloponnesian War (431 BC to 404 BC) between Athens and Sparta he was in command of a fleet whose mission was to protect the city of Amphipolis in Thrace. He failed to reach the city in time. It fell into the hands of Brasidas, the Spartan general, which forced Thucydides into a twenty-year exile. This granted him the opportunity of collecting detailed information from the two warring factions and the possibility of doing research for his work *History of the Peloponnesian War*.

Thucydides is regarded as one of the great historians of Ancient times. He focuses on natural causes and the behaviour of each individual rather than on fate or the intervention of divinities to explain the evolution of History. In his work, facts are not presented as mere anecdotes; rather, they are explained in an attempt to find out the reasons that led the main characters to act as they did. Thucydides' emphasis on the behaviour of individuals is why he sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters.

PART B

Thucydides attributes to Pericles (fifth century BC), the Athenian ruler, the following speech in honour of the soldiers who fell in the first year of the Peloponnesian War.

Our system of government does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Our system is called democracy, since its administration depends on the many instead of the few. Our laws afford equal rights to all in their private affairs, whereas the prestige in public life depends on merit rather than on social class.

Social class does not prevent a person from holding any public position either (...). And, at the same time that we do not interfere in private affairs, we do not break the law as regards public matters. We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break.

Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry; while the many inhabitants of the city draw the produce of the world into Athens, so that to the Athenian the fruits of other countries are as familiar as those of his own.

Use "Democracy in Athens" on the previous page to answer the questions that follow.

Question 4: DEMOCRACY IN ATHENS

R443Q04

Why was Thucydides forced into exile?

- A He was unable to achieve victory for the Athenians at Amphipolis.
- B He took over a fleet in Amphipolis.
- C He collected information from the two warring factions.
- D He deserted the Athenians to fight with the Spartans.

DEMOCRACY IN ATHENS SCORING 4

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly stated in a dense text

Full Credit

Code 1: A. He was unable to achieve victory for the Athenians at Amphipolis.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 3: DEMOCRACY IN ATHENS

R443Q03 – 0 1 2 9

One purpose of the speech in part B was to honour soldiers who fell in the first year of the Peloponnesian War.

What was ANOTHER purpose of this speech?

.....
.....

DEMOCRACY IN ATHENS SCORING 3

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Identify the purpose of an argumentative text by linking it to its context

Full Credit

Code 2: Refers to (political) motivation attributed to Pericles. May refer to: persuading soldiers to continue the struggle; consoling the families of the dead; fostering pride in the citizens of Athens; or stressing the virtues of Athens compared to Sparta or other cities. Response must be plausible and

consistent with the text.

- To make people proud of Athens.
- To promote democracy.
- To explain benefits of the Athenian democracy
- Making people think Athens is still ok, despite the fact that they are in trouble right now.
- To reinforce positive thinking and positive attitudes.
- To rouse the people.
- To promote patriotism.
- To win the next election.
- To get more popular.
- To make people aggressive against Spartans.

Refers to Thucydides' purpose of understanding Pericles' motivation or way of thinking.

- To explain Pericles' motivation/psychology.
- To explain why he did what he did.

Partial Credit

Code 1: Response refers only to explaining how democracy works.

- To introduce democracy.
- To explain democracy to the people.

No Credit

Code 0: Gives an insufficient or vague response.

- To honour the dead soldiers [*Repeats stem.*]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Athens was the subject of the speech. [*purpose not mentioned*]
- To make people laugh [*inaccurate*]

Code 9: Missing.

Question 5: DEMOCRACY IN ATHENS

R443Q05 – 0 1 9

Who wrote the speech in Part B? Refer to the text to support your answer.

.....

.....

DEMOCRACY IN ATHENS SCORING 5

QUESTION INTENT:

- Integrate and interpret: Develop an interpretation
- Recognise the relationship between two texts by integrating information provided

Full Credit

Code 1: Identifies Thucydides (explicitly or implicitly) as the author of the speech AND refers to Thucydides attributing the speech to Pericles. May paraphrase or quote the text directly.

- Thucydides. It says “Thucydides attributes to Pericles”.
- Thucydides. “He sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters.”
- It tells you that Thucydides made up speeches for the people he was writing about.

No Credit

Code 0: Identifies Thucydides as the author the speech without explanation.

- Thucydides.
- A historian and military man.

Gives an insufficient or vague response.

- Somebody else. [*too vague*]

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Pericles.
- He was writing in the Peloponnesian War.

Code 9: Missing.

Question 6: DEMOCRACY IN ATHENS

R443Q06

According to the text, what made Thucydides different from the other historians of his time?

- A He wrote about everyday people, not heroes.
- B He used anecdotes rather than mere facts.
- C He explained historical events by referring to their supernatural causes.
- D He focused on what made people act the way they did.

DEMOCRACY IN ATHENS SCORING 6

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly stated in a dense text

Full Credit

Code 1: D. He focused on what made people act the way they did.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 7: DEMOCRACY IN ATHENS

R443Q07

Look at this part of the text, from near the end of Part B:

“Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry.”

Which of these sentences best summarises this part of the text?

- A The system of government in Athens allows any person to create laws.
- B Entertainment and beauty are part of the good life you can have in Athens.
- C Athenians live in too much luxury and cannot take life seriously.
- D Public and private life are seen as the same thing.

DEMOCRACY IN ATHENS SCORING 7

QUESTION INTENT:

Integrate and interpret: Develop an interpretation

Construe a sentence from an argumentative text

Full Credit

Code 1: B. Entertainment and beauty are part of the good life you can have in Athens.

No Credit

Code 0: Other responses.

Code 9: Missing.

DESTINATION BUENOS AIRES

And so the three mail planes from Patagonia¹, Chile and Paraguay were returning from the South, the West and the North to Buenos Aires. Their cargo was awaited there so that the plane for Europe could take off, around midnight.

Three pilots, each behind an engine casing heavy as a barge, lost in the night, were contemplating their flight and, approaching the immense city, would descend slowly out of their stormy or calm sky, like strange peasants descending from their mountain.

Rivière, who was responsible for the entire operation, was pacing up and down on the Buenos Aires landing-ground. He remained silent, for until the three planes had arrived, the day held a sense of foreboding for him. Minute by minute, as the telegrams reached him, Rivière was conscious that he was snatching something from fate, gradually reducing the unknown, hauling in his crews out of the night, towards the shore.

One of the men came up to Rivière to give him a radioed message:

Chile mail reports that he can see the lights of Buenos Aires.

Good.

Before long, Rivière would hear this plane; already the night was surrendering one of them, just as a sea, swollen with ebbing and flowing and mysteries, surrenders to the shore the treasure it has tossed around for such a long time. And later on, it would give back the other two.

Then this day's work would be over. Then the worn-out crews would go and sleep, to be replaced by fresh crews. But Rivière would have no rest: the mail from Europe, in its turn, would fill him with apprehension. And so it would always be. Always.

Antoine de Saint-Exupéry. *Vol de Nuit*. © Éditions Gallimard

¹ Southern region of Chile and Argentina

“Destination Buenos Aires” on the previous page is an extract from a novel that was written in 1931. The novel is based on the author’s experiences as a mail pilot in South America.

Use the extract to answer the questions that follow.

Question 3: DESTINATION BUENOS AIRES

R444Q03 – 0 1 2 9

How does Rivière feel about his job? Use the text to give a reason to support your answer.

.....
.....

DESTINATION BUENOS AIRES SCORING 3

QUESTION INTENT:

- Integrate and interpret: Develop an interpretation
- Link information across a narrative to generalise about a character’s state of mind, providing evidence to support the generalisation

Full Credit

Code 2: Describes Rivière’s feeling about his job by referring to stress, persistence, being burdened, or being committed to doing his duty; AND gives an explanation referring to a relevant section of the text. May refer to the text generally, or may paraphrase or quote the text directly. The quotation must match the stated emotion.

- He is overwhelmed by it all, you can see in the last line, he never gets to rest.
- He is stressed. The day has “held a sense of foreboding for him”.
- He is weighed down by it. All day he worries about those three planes, then he has to worry about the Europe one!
- He is resigned. You can see from that last “always” that he thinks things will never change.
- He really cares about his job. He can’t relax until he knows that everyone is safe. [Includes a general reference to the text.]

Partial Credit

Code 1: Describes Rivière’s feeling about his job by referring to stress, persistence, being burdened, or being committed to doing his duty, without an explanation that refers to the text.

- He feels really responsible for the things that happen.
- He’s stressed.

No Credit

Code 0: Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- He likes his job because he is in control of lots of things. *[not supported by the text]*
- He thinks it is cool because he can watch planes. *[not supported by the text]*

Code 9: Missing.

Question 5: DESTINATION BUENOS AIRES

R444Q05 – 0 1 9

“Destination Buenos Aires” was written in 1931. Do you think that nowadays Rivière’s concerns would be similar? Give a reason for your answer.

.....
.....

DESTINATION BUENOS AIRES SCORING 5

QUESTION INTENT:

- Reflect and evaluate: Reflect on and evaluate the content of a text
- Hypothesise about the effect on a character of a change in a narrative’s context

Full Credit

Code 1: Answers (or implies) Yes OR No and refers to a time-based comparison AND supports their answer. May refer to material concerns such as technological progress or improvements in security OR to psychological concerns such as anxiety. Answer must be consistent with an accurate reading of the text.

- Now, pilots (planes) have very sophisticated tools intended for orientation, making up for technical issue when the weather conditions are bad.
- No, nowadays, planes have radars and automatic piloting systems, which can help them to escape from dangerous situations.
- Yes, planes are still dangerous, just like any other means of transport. The risks of crash or engine failure are never eradicated.
- Now, new technologies and technical progress are very important, in the planes as well as on the ground.
- Yes, there is still a risk of crashing.
- No, before, there was no fear of terrorist attacks.

No Credit

Code 0: Gives an insufficient or vague response.

- No, the fears are different today.
- Yes, some progress has been made.
- In a way, yes, but in the modern day context. *[vague]*
- Over the years, people would have changed it. *[vague]*

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- No, because you don’t travel by night nowadays. *[inaccurate about the world]*

- No, because nowadays, pilots are much better trained. *[irrelevant]*
- No, Rivière is really happy with his job but nowadays there are terrorists to worry about. *[inaccurate reading of the text]*

Code 9: Missing.

Question 7: DESTINATION BUENOS AIRES

R444Q07

What happens to the main character in this text?

- A He has an unpleasant surprise.
- B He decides to change his job.
- C He waits for something to happen.
- D He learns to listen to others.

DESTINATION BUENOS AIRES SCORING 7

QUESTION INTENT:

Integrate and interpret: Form a broad understanding
Recognise the main action in a narrative text

Full Credit

Code 1: C. He waits for something to happen.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 8: DESTINATION BUENOS AIRES

R444Q08

According to the second last paragraph (“Before long ...”), in what way are the night and a sea similar?

- A Both hide what is in them.
- B Both are noisy.
- C Both have been tamed by humans.
- D Both are dangerous to humans.
- E Both are silent.

DESTINATION BUENOS AIRES SCORING 8**QUESTION INTENT:**

Integrate and interpret: Develop an interpretation
Understand the point of comparison in a metaphor

Full Credit

Code 1: A. Both hide what is in them.

No Credit

Code 0: Other responses.

Code 9: Missing.

THE PLAY'S THE THING

Takes place in a castle by the beach in Italy.

FIRST ACT

Ornate guest room in a very nice beachside castle. Doors on the right and left. Sitting

5 *room set in the middle of the stage: couch, table, and two armchairs. Large windows at the back. Starry night. It is dark on the stage.*

When the curtain goes up we hear men conversing loudly behind the door on the left.

10 *The door opens and three tuxedoed gentlemen enter. One turns the light on immediately.*

They walk to the centre in silence and stand around the table. They sit down together, Gál in the armchair to the left, Turai in the one on

15 *the right, Ádám on the couch in the middle. Very long, almost awkward silence.*

Comfortable stretches. Silence. Then:

GÁL

Why are you so deep in thought?

20

TURAI

I'm thinking about how difficult it is to begin a play. To introduce all the principal characters in the beginning, when it all starts.

ÁDÁM

25 I suppose it must be hard.

TURAI

It is – devilishly hard. The play starts. The audience goes quiet. The actors enter the stage and the torment begins. It's an eternity,

30 *sometimes as much as a quarter of an hour before the audience finds out who's who and what they are all up to.*

GÁL

35 Quite a peculiar brain you've got. Can't you forget your profession for a single minute?

TURAI

That cannot be done.

GÁL

40 Not half an hour passes without you discussing theatre, actors, plays. There are other things in this world.

TURAI

There aren't. I am a dramatist. That is my curse.

45

GÁL

You shouldn't become such a slave to your profession.

TURAI

50 If you do not master it, you are its slave. There is no middle ground. Trust me, it's no joke starting a play well. It is one of the toughest problems of stage mechanics.

Introducing your characters promptly. Let's look at this scene here, the three of

55 us. Three gentlemen in tuxedos. Say they enter not this room in this lordly castle, but rather a stage, just when a play begins.

They would have to chat about a whole lot of uninteresting topics until it came out

60 who we are. Wouldn't it be much easier to start all this by standing up and introducing ourselves? *Stands up.* Good evening. The three of us are guests in this castle. We have just arrived from the

65 dining room where we had an excellent dinner and drank two bottles of champagne. My name is Sándor Turai, I'm a playwright, I've been writing plays for thirty years, that's my profession. Full stop. Your turn.

70

GÁL

Stands up. My name is Gál, I'm also a playwright. I write plays as well, all of them in the company of this gentleman

75 here. We are a famous playwright duo. All playbills of good comedies and operettas read: written by Gál and Turai. Naturally, this is my profession as well.

80

GÁL and TURAI

80 *Together.* And this young man ...

ÁDÁM

Stands up. This young man is, if you allow me, Albert Ádám, twenty-five years old, composer. I wrote the music for these kind

85 gentlemen for their latest operetta. This is my first work for the stage. These two

elderly angels have discovered me and now,
with their help, I'd like to become famous.
They got me invited to this castle. They got
90 my dress-coat and tuxedo made. In other
words, I am poor and unknown, for now.
Other than that I'm an orphan and my
grandmother raised me. My grandmother has
passed away. I am all alone in this world. I
95 have no name, I have no money.

TURAI

But you are young.

GÁL

And gifted.

100

ÁDÁM

And I am in love with the soloist.

TURAI

You shouldn't have added that. Everyone in
the audience would figure that out anyway.

105 *They all sit down.*

TURAI

Now wouldn't this be the easiest way to
start a play?

110

GÁL

If we were allowed to do this, it would be
easy to write plays.

TURAI

115 Trust me, it's not that hard. Just think of
this whole thing as ...

GÁL

All right, all right, all right, just don't start
talking about the theatre again. I'm fed up
with it. We'll talk tomorrow, if you wish.

“The Play’s the Thing” is the beginning of a play by the Hungarian dramatist Ferenc Molnár.

Use “The Play’s the Thing” on the previous two pages to answer the questions that follow. (Note that line numbers are given in the margin of the script to help you find parts that are referred to in the questions.)

Question 3: THE PLAY’S THE THING

R452Q03 – 0 1 9

What were the characters in the play doing **just before** the curtain went up?

.....

THE PLAY’S THE THING SCORING 3

QUESTION INTENT:

Integrate and interpret: Develop an interpretation
Identify an event in the world of the play in relation to other events in the play and an event in the ‘real’ world.

Full Credit

Code 1: Refers to dinner or drinking champagne. May paraphrase or quote the text directly.

- They have just had dinner and champagne.
- “We have just arrived from the dining room where we had an excellent dinner.” *[direct quotation]*
- “An excellent dinner and drank two bottles of champagne.” *[direct quotation]*
- Dinner and drinks.
- Dinner.
- Drank champagne.
- Had dinner and drank.
- They were in the dining room.

No Credit

Code 0: Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- The three of us are guests in this castle.
- They converse loudly behind the door. *[This is part of the first act, not before it.]*
- They got Adam’s dress-coat and tuxedo made for him. *[not **just** before the events of the text]*
- Got ready to come on stage. *[Refers to the actors rather than the characters.]*
- Takes place in a castle by the beach in Italy.
- Talking about the theatre.

Code 9: Missing.

Question 4: THE PLAY'S THE THING

R452Q04

"It's an eternity, sometimes as much as a quarter of an hour ... " (lines 29-30)

According to Turai, why is a quarter of an hour "an eternity"?

- A It is a long time to expect an audience to sit still in a crowded theatre.
- B It seems to take forever for the situation to be clarified at the beginning of a play.
- C It always seems to take a long time for a dramatist to write the beginning of a play.
- D It seems that time moves slowly when a significant event is happening in a play.

THE PLAY'S THE THING SCORING 4

QUESTION INTENT:

Integrate and interpret: Develop an interpretation

Infer the meaning of a phrase in a play using contextual references

Full Credit

Code 1: B. It seems to take forever for the situation to be clarified at the beginning of a play.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 6: THE PLAY'S THE THING

R452Q06 – 0 1 9

A reader said, “Ádám is probably the most excited of the three characters about staying at the castle.”

What could the reader say to support this opinion? Use the text to give a reason for your answer.

.....
.....

THE PLAY'S THE THING SCORING 6**QUESTION INTENT:**

Integrate and interpret: Develop an interpretation

Support an opinion by construing a character's motivation in a play

Full Credit

Code 1: Indicates a contrast between Ádám and the other two characters by referring to one or more of the following: Ádám's status as the poorest or youngest of the three characters; his inexperience (as a celebrity).

- Ádám is poor, he must be excited to stay at a fancy castle.
- He must be happy to be with the two guys who can make him famous.
- He is writing music with two really famous people.
- He is young, and young people just get more excited about things, it's a fact!
- He's young to stay at the castle. *[minimal]*
- He has the least experience. *[minimal]*

No Credit

Code 0: Gives an insufficient or vague response.

- He is excited. *[Repeats stem.]*

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- He is an artist.
- He has fallen in love. *[not an explanation of why he is excited to be staying at the castle]*
- Ádám must be excited; surely the soloist will show up. *[no support in the text]*
- He has been given a tuxedo. *[an explanatory detail, not the reason itself]*

Code 9: Missing.

Question 7: THE PLAY'S THE THING

R452Q07

Overall, what is the dramatist Molnár doing in this extract?

- A He is showing the way that each character will solve his own problems.
- B He is making his characters demonstrate what an eternity in a play is like.
- C He is giving an example of a typical and traditional opening scene for a play.
- D He is using the characters to act out one of his own creative problems.

THE PLAY'S THE THING SCORING 7

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Recognise the conceptual theme of a play

Full Credit

Code 1: D. He is using the characters to act out one of his own creative problems.

No Credit

Code 0: Other responses.

Code 9: Missing.

TELECOMMUTING

The way of the future

Just imagine how wonderful it would be to “telecommute”¹ to work on the electronic highway, with all your work done on a computer or by phone! No longer would you have to jam your body into crowded buses or trains or waste hours and hours travelling to and from work. You could work wherever you want to – just think of all the job opportunities this would open up!

Molly

Disaster in the making

Cutting down on commuting hours and reducing the energy consumption involved is obviously a good idea. But such a goal should be accomplished by improving public transportation or by ensuring that workplaces are located near where people live. The ambitious idea that telecommuting should be part of everyone’s way of life will only lead people to become more and more self-absorbed. Do we really want our sense of being part of a community to deteriorate even further?

Richard

¹ “Telecommuting” is a term coined by Jack Nilles in the early 1970s to describe a situation in which workers work on a computer away from a central office (for example, at home) and transmit data and documents to the central office via telephone lines.

Use “Telecommuting” above to answer the questions that follow.

Question 1: TELECOMMUTING

R458Q01

What is the relationship between “The way of the future” and “Disaster in the making”?

- A They use different arguments to reach the same general conclusion.
- B They are written in the same style but they are about completely different topics.
- C They express the same general point of view, but arrive at different conclusions.
- D They express opposing points of view on the same topic.

TELECOMMUTING SCORING 1

QUESTION INTENT:

Integrate and interpret: Form a broad understanding

Recognise the relationship between two short argumentative texts (contrast)

Full Credit

Code 1: D. They express opposing points of view on the same topic.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 7: TELECOMMUTING

R458Q07 – 0 1 9

What is one kind of work for which it would be difficult to telecommute? Give a reason for your answer.

.....
.....

TELECOMMUTING SCORING 7

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text

Use prior knowledge to generate an example that fits a category described in a text

Full Credit

Code 1: Identifies a kind of work and gives a plausible explanation as to why a person who does that kind of work could not telecommute. Responses **MUST** indicate (explicitly or implicitly) that it is necessary to be physically present for the specific work.

- Building. It's hard to work with the wood and bricks from just anywhere.
- Sports person. You need to really be there to play the sport.
- Plumber. You can't fix someone else's sink from your home!
- Digging ditches because you need to be there.
- Nursing – it's hard to check if patients are ok over the Internet.

No Credit

Code 0: Identifies a kind of work but includes no explanation OR provides an explanation that does not relate to telecommuting.

- Digging ditches.
- Fire fighter.
- Student.
- Digging ditches because it would be hard work. [*Explanation does not show why this would make it difficult to telecommute.*]

Gives an insufficient or vague response.

- You need to be there.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- Manager. No-one takes any notice of you anyway. [*irrelevant explanation*]

Code 9: Missing.

Question 4: TELECOMMUTING

R458Q04

Which statement would **both** Molly and Richard agree with?

- A People should be allowed to work for as many hours as they want to.
- B It is not a good idea for people to spend too much time getting to work.
- C Telecommuting would not work for everyone.
- D Forming social relationships is the most important part of work.

TELECOMMUTING SCORING 4

QUESTION INTENT:

Integrate and interpret: Develop an interpretation

Recognise a common position expressed in two short argumentative texts

Full Credit

Code 1: B. It is not a good idea for people to spend too much time getting to work.

No Credit

Code 0: Other responses.

Code 9: Missing.

AFRICAN TREK

The Northern Drakensberg Trek: South Africa / Lesotho



Fact file

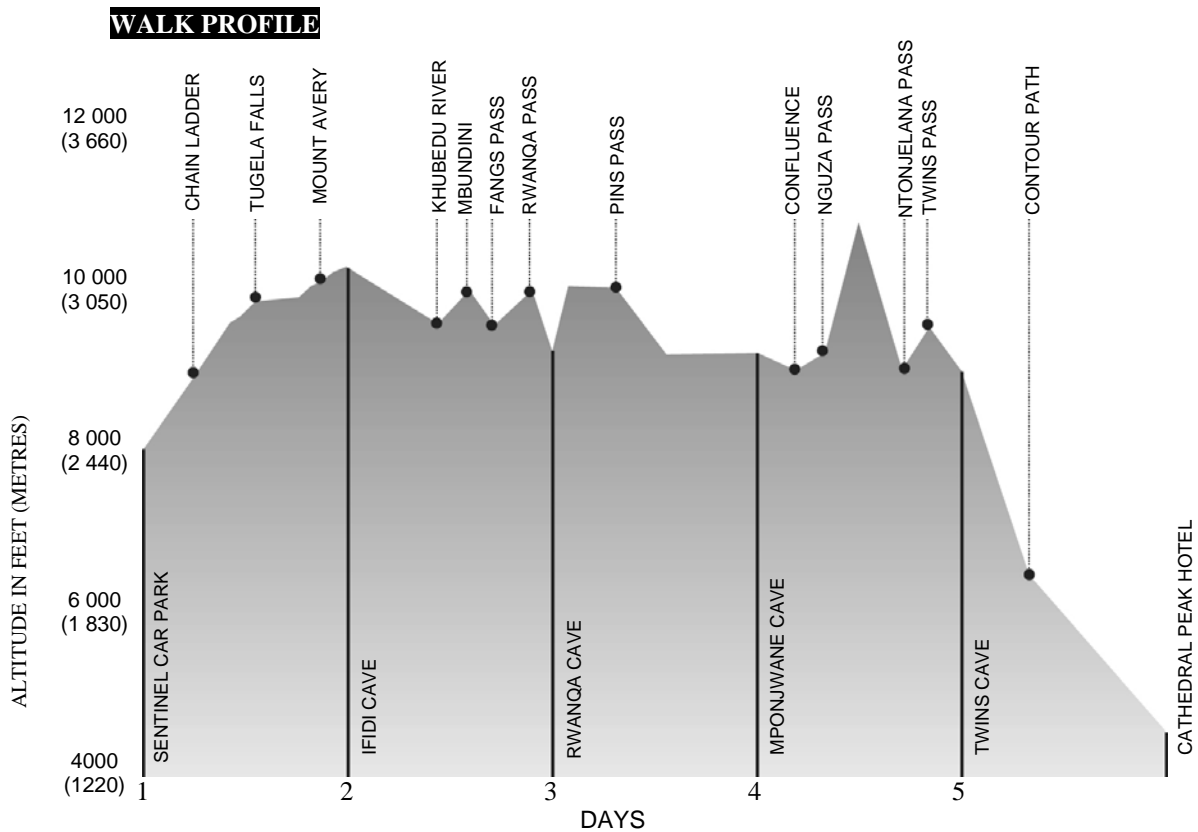
OVERVIEW

- The Northern Drakensberg Trek involves crossing the northern Drakensberg escarpment at high altitudes. The route, which is approximately 40 miles (65km) long, straddles the border between South Africa and Lesotho, taking 5 strenuous days to complete. The Trek is filled with highlights, including breathtaking views over the Amphitheatre to the Devil's Tooth as you make your way to the Chain Ladder, and sunrise seen from Mponjwane, which is well worth setting your alarm for.
- Start: The Sentinel car park, Royal Natal National Park.
- Finish: The Cathedral Peak Hotel.
- Difficulty and Altitude: This is a high-mountain walk in one of the more remote areas of the Drakensberg Range. The going can be quite tough and the days long. Good navigation skills are essential for safe crossing.

TIMING AND SEASONALITY

- Best Months to Visit: April, May, June or September, October, November.
- Climate: Summers in the Drakensberg can be very hot and very wet. The winters are much drier, but there is always a chance of precipitation, which will probably take the form of snow on the high ground. In spring and autumn the daytime temperatures are ideal (between 60°F/15°C and 70°F/20°C), but at night will frequently drop below freezing point.

TEMPERATURE AND PRECIPITATION												
Average daily maximum temperature												
(°F)	72	70	70	66	63	60	60	63	66	68	70	70
(°C)	22	21	21	19	17	15	15	17	19	20	21	21
Average daily minimum temperature												
(°F)	55	55	54	48	46	41	41	43	46	48	52	54
(°C)	13	13	12	9	8	5	5	6	8	9	11	12
Average monthly precipitation												
(Inches)	9.3	8.5	7.7	3.1	1.1	0.6	0.5	1.3	2.4	4.0	6.5	7.9
(Millimetres)	237	216	196	78	29	14	12	33	62	101	165	201
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC



“African Trek”, above and on the previous page, is an excerpt from the book *Classic Treks*.

Use “African Trek” to answer the questions that follow.

Question 2: AFRICAN TREK

R459Q02 – 0 1 9

At what altitude is the Sentinel Car Park? Give your answer in feet and metres.

.....feet

.....metres

AFRICAN TREK SCORING 2

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly stated in a graphic

Full Credit

Code 1: Answers 8000 (feet) AND 2440 (metres).

No Credit

Code 0: Other responses.

- 8000 metres, 2440 feet.
- 6000 metres, 1830 feet.

Code 9: Missing.

Question 7: AFRICAN TREK

R459Q07

According to the information provided, where would you stay after the second day of walking?

- A At the Sentinel Car Park.
- B At Ifidi Cave.
- C At Rwanqa Cave.
- D At Mponjwane Cave.
- E At Twins Cave.
- F At the Cathedral Peak Hotel.

AFRICAN TREK SCORING 7

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information that is explicitly displayed in a mixed format descriptive text

Full Credit

Code 1: C. At Rwanqa Cave.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 8: AFRICAN TREK

R459Q08 – 0 1 9

Which day of the trek do you think would be the most difficult? Use the information provided to give a reason to support your answer.

.....
.....

AFRICAN TREK SCORING 8

QUESTION INTENT:

Reflect and evaluate: Reflect on and evaluate the content of a text

Support an opinion using information from a mixed format descriptive text

Full Credit

Code 1: Refers to Day 1; Day 2; Day 3; Day 4 OR Day 5 AND gives a reason that is plausible, and consistent with the text. Must refer (explicitly or implicitly) to the text.

- Day 1. It's uphill all the way.
- Day 2. For me, to go up, then down, then up, then down is worse than consistently going up or down.
- Day 3. There's a horrible peak.
- Day 4. That peak looks pretty harsh.
- Day 5. It's downhill all the way.

No Credit

Code 0: Gives a response that does not refer to the text.

- Day 1, you won't be used to it yet. *[no reference to the text]*
- Day 5. You'd be absolutely exhausted by then! *[no reference to the text]*

Gives a response with no explanation.

- Day 2. *[no explanation]*

Gives an insufficient or vague response.

- Day 1 because it would be difficult. *[vague]*
- Day 3, that's the middle, so it would be the most difficult. *[insufficient]*

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

Code 9: Missing.

Question 9: AFRICAN TREK

R459Q09

On the morning of which day of the trek would you see the sunrise mentioned in the overview?

- A Day 1.
- B Day 2.
- C Day 3.
- D Day 4.
- E Day 5.

AFRICAN TREK SCORING 9**QUESTION INTENT:**

Access and retrieve: Retrieve information

Locate information by linking information presented in words with information presented in a graphic in a mixed format descriptive text

Full Credit

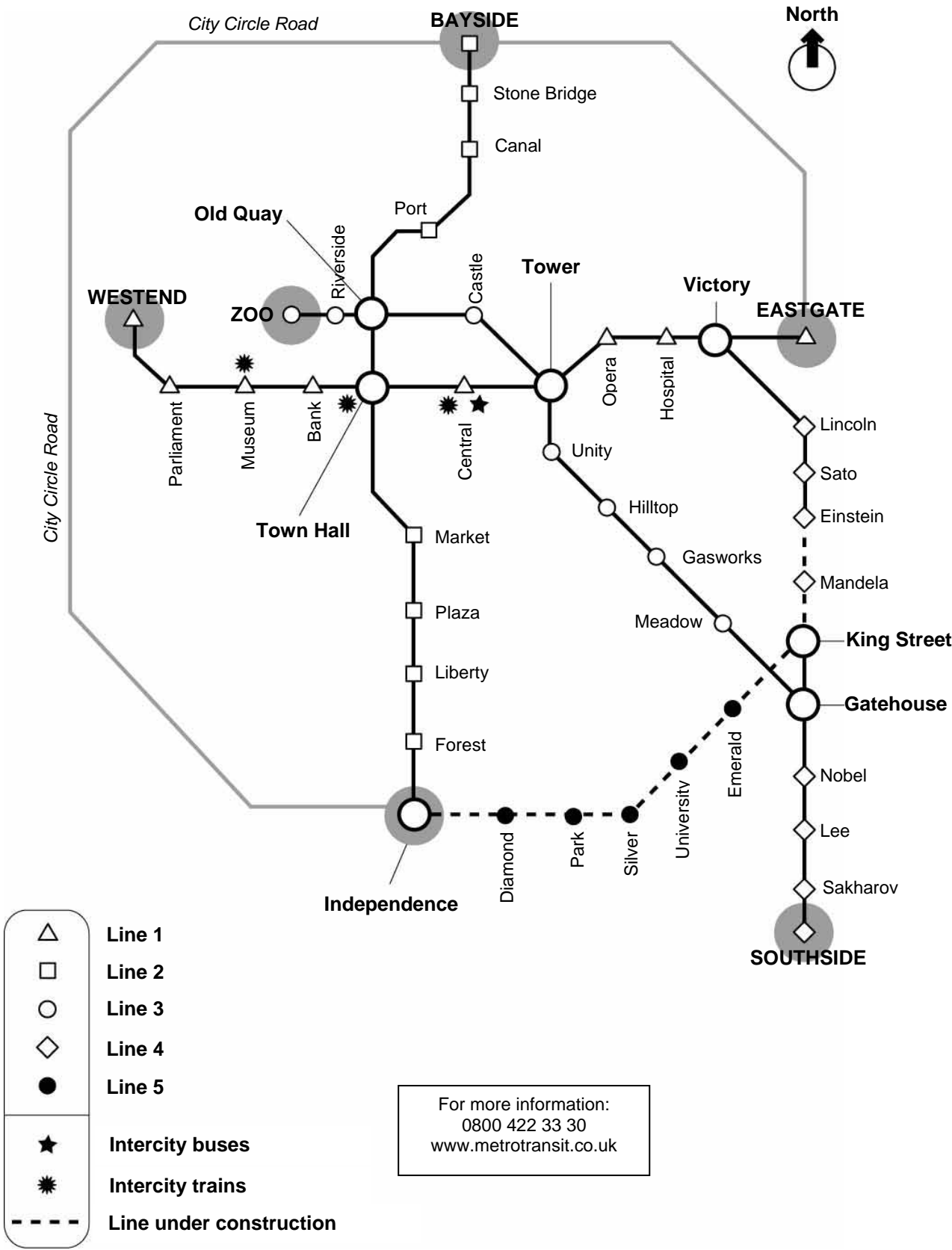
Code 1: D. Day 4.

No Credit

Code 0: Other responses.

Code 9: Missing.

METROTRANSIT



“Metrotransit” on the previous page gives information about an underground rail system.

Use “Metrotransit” to answer the questions that follow.

Question 1: METROTRANSIT

R464Q01 – 0 1 9

From which Metrotransit station is it possible to take both intercity buses and intercity trains?

.....

METROTRANSIT SCORING 1

QUESTION INTENT:

Access and retrieve: Retrieve information

Locate information by making links across a map

Full Credit

Code 1: Refers explicitly to Central Station. May mention the line.

- Central Station.
- Central.
- Central (Eastgate)
- Central (Line 1)

No Credit

Code 0: Other responses.

- At the station.
- Tower.
- Line 1.

Code 9: Missing.

Question 2: METROTRANSIT

R464Q02

If you are at Zoo Station and you want to go to Stone Bridge Station, at which station would you change lines?

- A Town Hall.
- B Riverside.
- C Bayside.
- D Old Quay.

METROTRANSIT SCORING 2

QUESTION INTENT:

Access and retrieve: Retrieve information

Identify a junction on a map where there is some competing information

Full Credit

Code 1: D. Old Quay.

No Credit

Code 0: Other responses.

Code 9: Missing.

Question 3: METROTRANSIT

R464Q03 – 0 1 9

Some stations like Westend, Zoo and Independence have grey shading around them. What does the shading show about these stations?

.....

METROTRANSIT SCORING 3

QUESTION INTENT

Reflect and evaluate: Reflect on and evaluate the form of a text
Identify the purpose of a graphical feature in a map

Full Credit

Code 1: Refers to the fact that these stations are at the end or the start of a line.

- End of the line.
- Terminus.

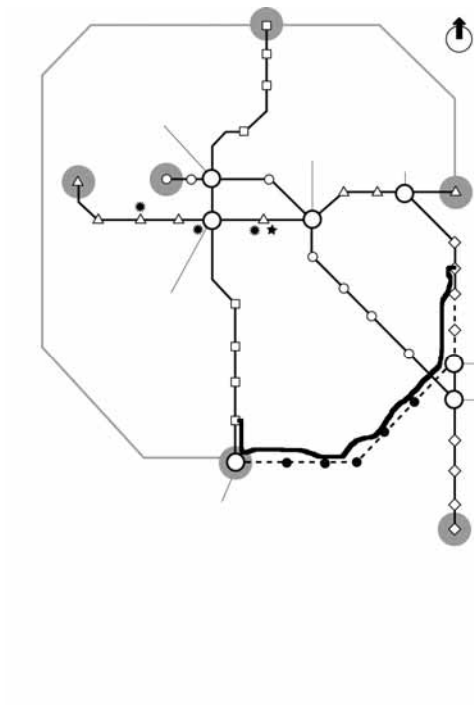
No Credit

Code 0: Gives an insufficient or vague response.

Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

- You can get buses there. *[possibly, but not what the shading shows]*
- They are the busiest stations.
- They are the biggest stations.

Code 9: Missing.



No Credit

Code 0: Other responses.

Code 9: Missing.