

# PISA RELEASED ITEMS - READING

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Project Consortium:

Australian Council for Educational Research  
(ACER)

Netherlands National Institute for Educational  
Measurement (CITO)

National Institute for Educational Policy  
Research (NIER, Japan)

Westat



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## LAKE CHAD

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

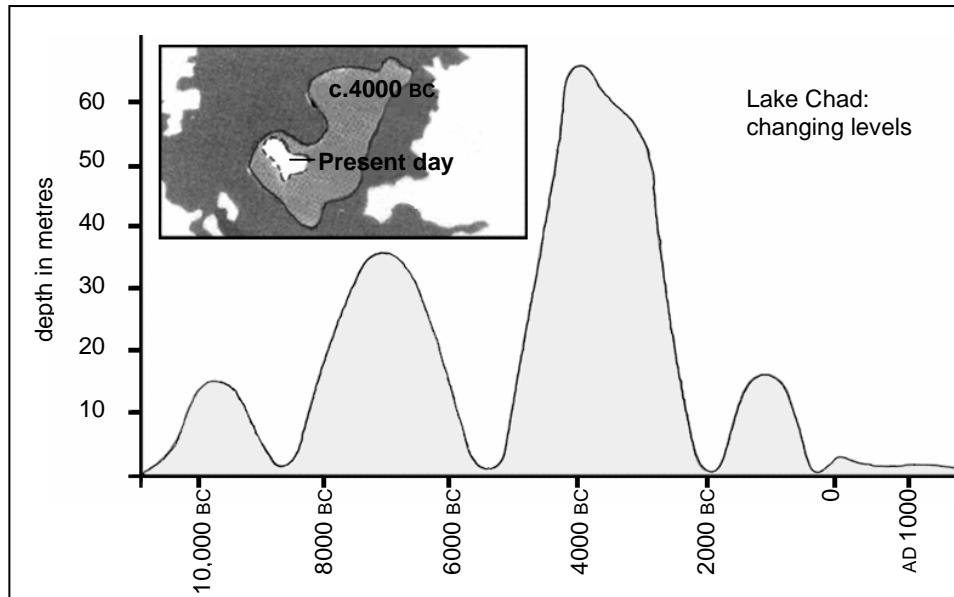


Figure 1

Figure 2 shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

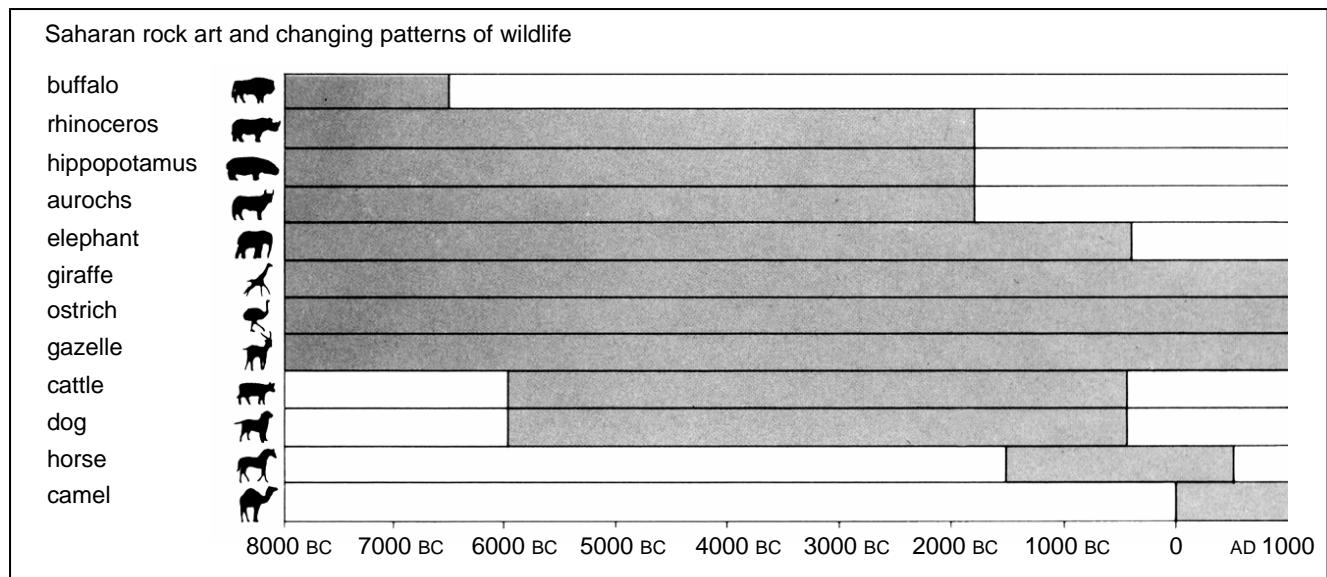


Figure 2

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

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### 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.*]
- ~~41000 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.

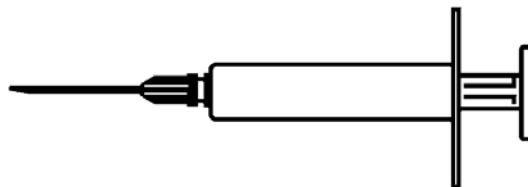
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# FLU

## 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.

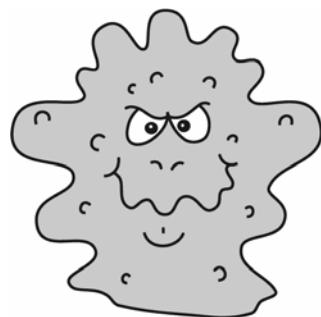
The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.



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 responses.

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.

.....  
.....  
.....

## 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 responses.

Code 9: Missing.

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## 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.

.....

.....

.....

.....

## 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 2: 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.]*

### ***Partial credit***

Code 1: 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]*

### ***No credit***

Code 0: 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.

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## 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 the Content of a Text: 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 responses.

Code 9: Missing.

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## 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.

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## 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.

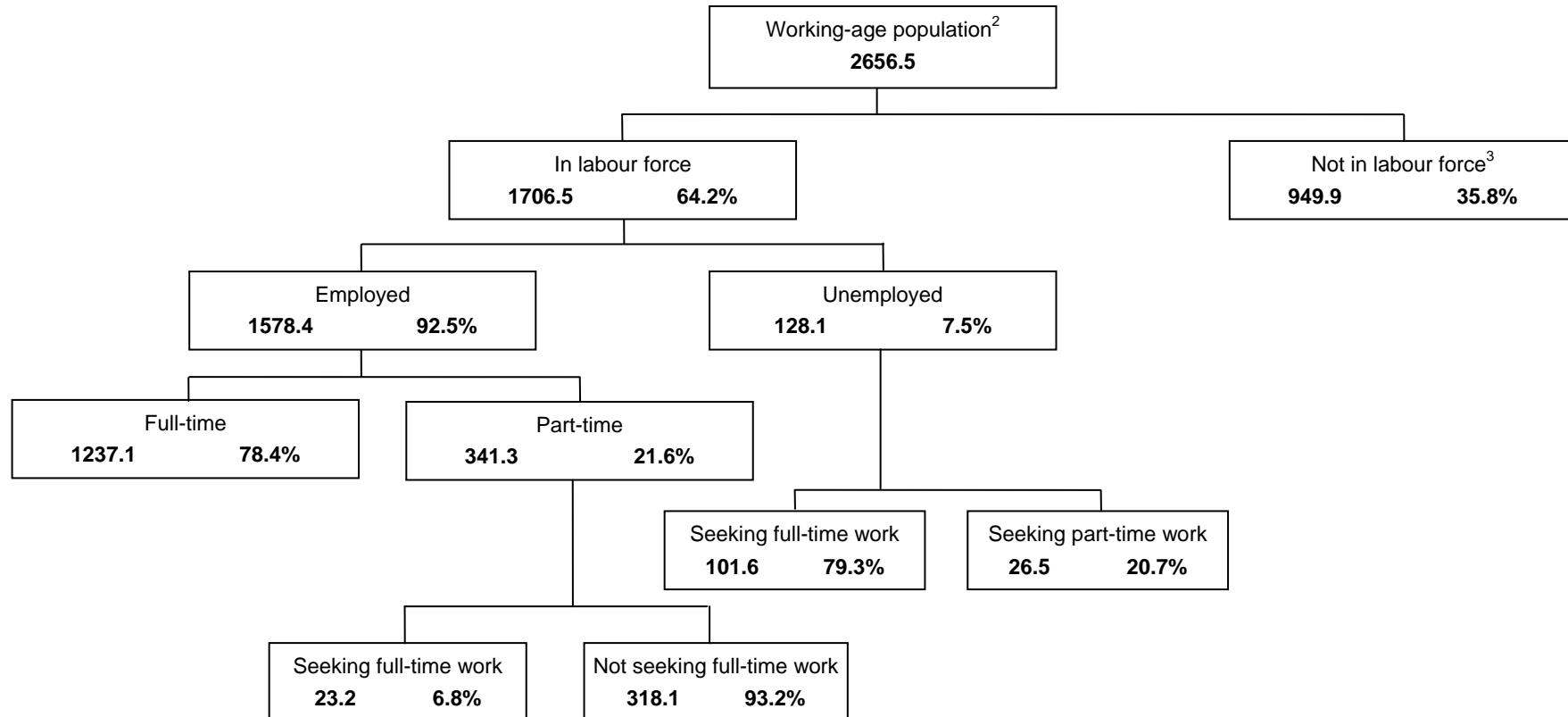
- Helga's is better written. She works step by step through the problem and then, on the basis of that, she comes to a logical conclusion.
- Sophia because she kept her position to herself until the end of her letter.

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)<sup>1</sup>***



### 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 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 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(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.

- 35.8%
- 7.50%

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: unemployed"	"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: unem-ployed"	"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***

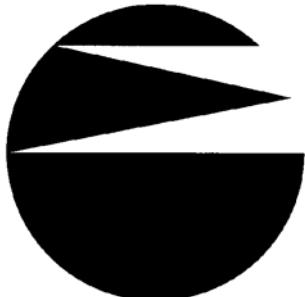
Code 0: Other responses.

Code 9: Missing.

---

# MORELAND

*The Moreland Library System gives new library members a bookmark showing its*



Moreland Library System

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

*Hours of Opening. Refer to the bookmark to answer the questions which follow.*

---

## Question 1: MORELAND

*R091Q01- 0 1 8 9*

What time does the Fawkner Library close on Wednesday?

---

### MORELAND SCORING 46

QUESTION INTENT: Retrieving Information

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

Code 0: Other responses.

Code 8: Off task.

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 47**

QUESTION INTENT: Retrieving Information

***Full credit***

Code 1: Coburg Library

***No credit***

Code 0: Other responses.

Code 9: Missing.

# PLAN INTERNATIONAL

## PLAN International Program Results Financial Year 1996

### Region of Eastern and Southern Africa

RESA

#### **Growing up Healthy**



Health posts built with 4 rooms or less

	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	1085	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

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

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	<b>20 997</b>
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	<b>494</b>

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.

## 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?***

*Microscope in a police laboratory*

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



Geneticists are therefore able to

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.

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.

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

### *Warranty Text 1*

<b>Camera Shots</b> <b>Video House</b>		CAMERA SHOTS VIDEO HOUSE 89 ELIZABETH STREET MELBOURNE VIC 3000 9670 9601					
89 ELIZABETH STREET, MELBOURNE 3000 PHONE: 9670 9601 FAX: 9602 5527 <a href="http://www.camerashots.com.au">http://www.camerashots.com.au</a>		INVOICE 26802   DATE 18/10/99   TIME 12:10					
<b>CUSTOMER</b> SARAH BROWN 151 GLENLYON STREET BRUNSWICK VIC 3057		ACCOUNT 195927   SALES 24 RAY   REG. 16					
PRODUCT	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

### 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).

PLEASE PRINT CLEARLY

NO. M 409668

Camera – Model

.....  
Serial No:

Name of Owner: *SARAH BROWN*

Address: *151 GLENLYON STREET  
BRUNSWICK VIC 3057*

Date Purchased:

Purchase Price:

*Rubber Stamp of Dealer*

PLEASE NOTE:

Post Immediately – Postage Stamp Necessary

This warranty card should be completed and returned to Video House within 10 days of purchase.

**International Warranty Card issued on request.**

---

## 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 1

### **No credit**

Code 9: Missing. Use this code only if there is no attempt on any part of the Warranty form. Write "9" once next to item code

## **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.

- 18.10.97. *[Inaccurate year notation (wrong year).]*

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.

- (\$ 254.74

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: Reflecting on the Form of a Text

***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***

Code 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

### **Just Judge Text**

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.

### JUST JUDGE 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.

#### JUST JUDGE 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 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 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.

Code 8: Off task.

Code 9: Missing.

### **Example responses**

Code 4:

- No, some of the crimes were worse than others. [*Minimal Code 4 answer: gives a criterion ("worse") for the varying punishments.*]
- Yes, they all lied.

Code 0:

- 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. (compare first example under code 4).*]
- 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.*]

---

## 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.

### JUST JUDGE 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?

.....  
.....

### JUST JUDGE 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.
- 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.

### ***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.

### ***Example responses***

Code 1:

- The 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 judgment, consistent with accurate understanding of the story.]*

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.]*

Code 8: Off task.

Code 9: Missing.

### **Example responses**

Code 1:

- A board of 12 judges – a jury – is used instead of a single judge.
- There weren't any lawyers or a jury.
- No jury or hard evidence.
- The judge's word was final.
- We do the judging inside the courtroom.
- The judges don't use little "tests" like the just judge.
- The story had a just judge. *[States or implies value judgment or opinion about national legal system. Answer is consistent with accurate understanding of the story, so credit even though it happens to be identical with the story's title.]*

Code 0:

- The outcome, the rulings.
- Don't wear wigs.

---

## **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.

### **JUST JUDGE 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.

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.

### ***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.

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.

Code 8: Off task.

Code 9: Missing.

### ***Example responses***

Code 4:

- People spending less money on chocolate and more on the overseas sick. *[Limited sense of aid, but still gets main thrust.]*
- That people don't spend all their money on chocolate rather than overseas. *[Poorly expressed but has some sense of the interrelationship Jago refers to. Contains elements of Code 4 and Code 1, so choose higher code. Assume that "overseas" was supposed to be "overseas aid".]*
- 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. *[Mixed answer: elements of Codes 1, 2 and 4 – choose Code at the top of hierarchy.]*
- People instead of buying and eating chocolate should give to a good cause and not be so self-indulgent. *[Only vague reference to overseas aid but "spend on something useful and not on something trivial" is the emphasis, which is closest to Code 4.]*

Code 3:

- 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.]*

Code 1:

- He would like to see us doing more with ourselves than pigging out on chocolate. *[Misses the main point of what the "something else" is; emphasis is on eating.]*

Code 0:

- 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.]*

---

# BULLYING

## ***Bullying Text***

### **PARENTS LACK 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 been 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 a note saying that he was bullied in many hurtful ways. 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 and for parents and teachers to keep a close eye on 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 gone unnoticed. *[Can't make sense of it. confuses cause and effect.]*

Code 8: Off task.

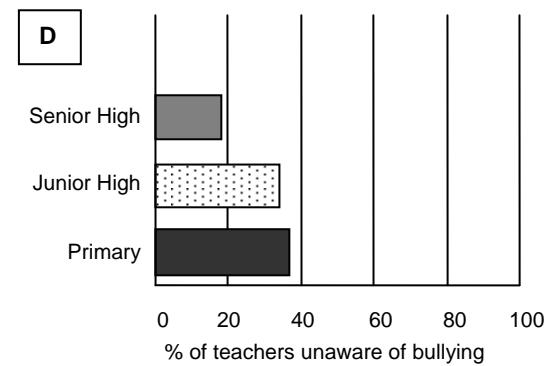
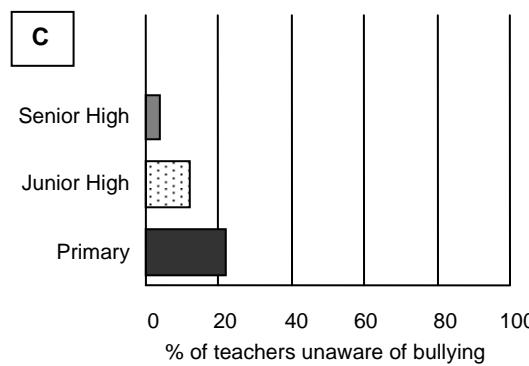
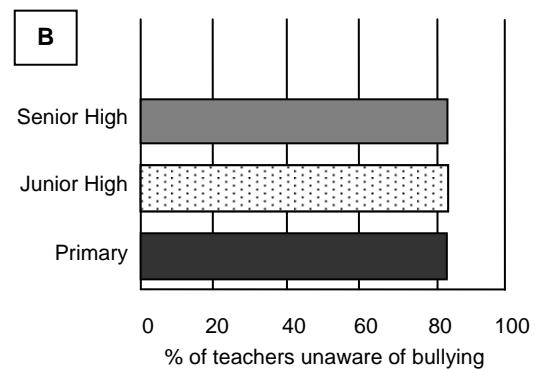
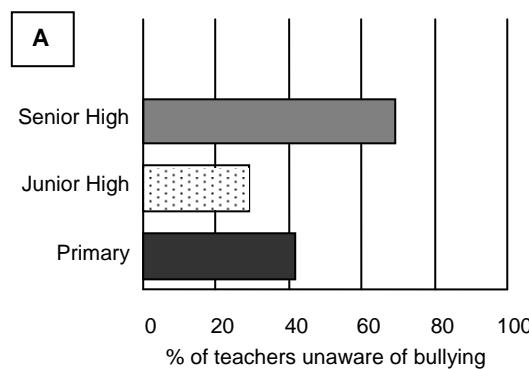
Code 9: Missing.

### Question 3: BULLYING

R118Q03

What percentage of teachers at each type of school was not aware 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.

---

# GIFT

## 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.

As far as she could see, to the treetops where the opposite banks had been, the 10 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 25 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 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. As long as she guarded the window and kept the cat hemmed in by the wall and 55 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 110 flood. Drawing her door open, she saw through the torn screen a different world. The 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 responses.

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 responses.

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.

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**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 responses.

Code 9: Missing.

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 2: 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.

#### *Partial credit*

Code 1: 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.

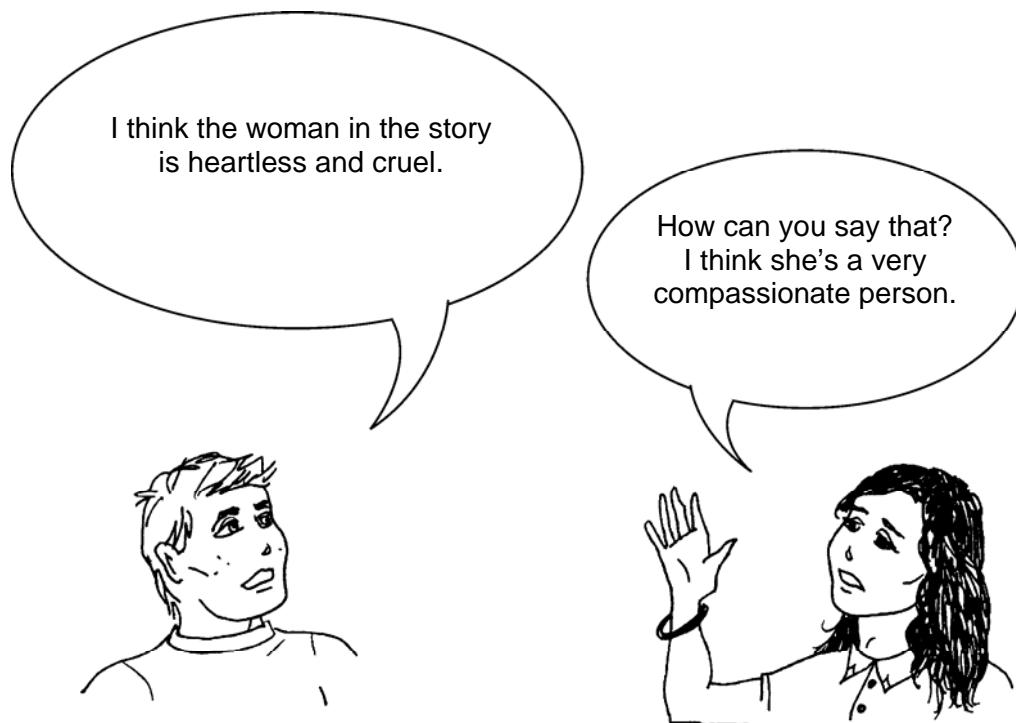
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### Question 9: GIFT

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 the Content of a Text: 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.

---

# AMANDA AND THE DUCHESS

## Text 1

### AMANDA AND THE DUCHESS

**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 responses.

- 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.

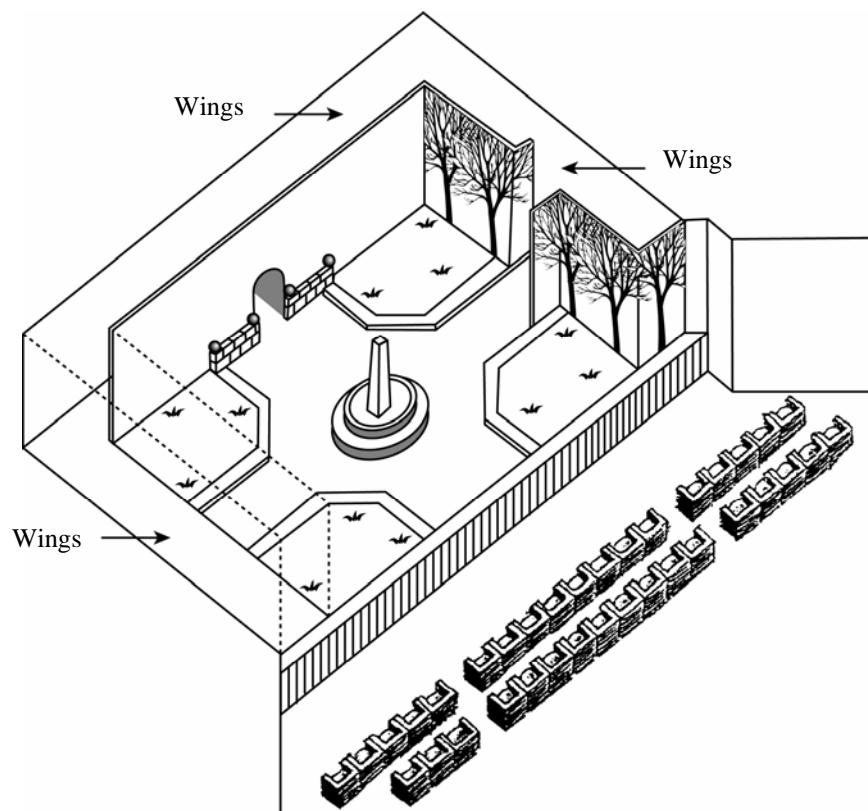
---

**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.

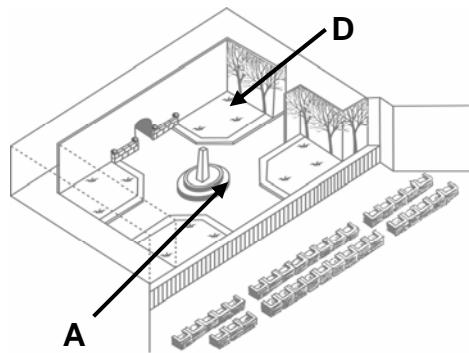
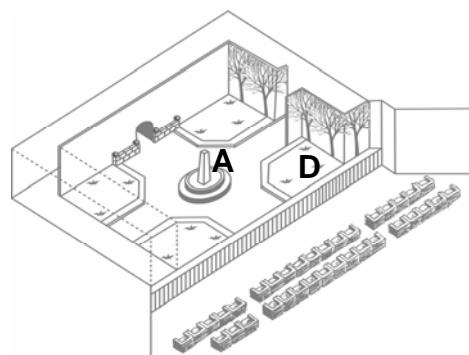
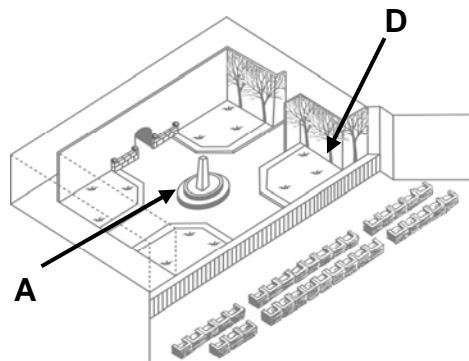
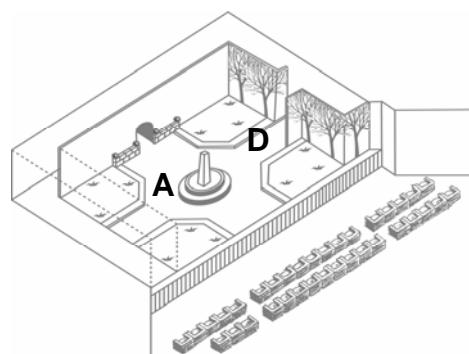
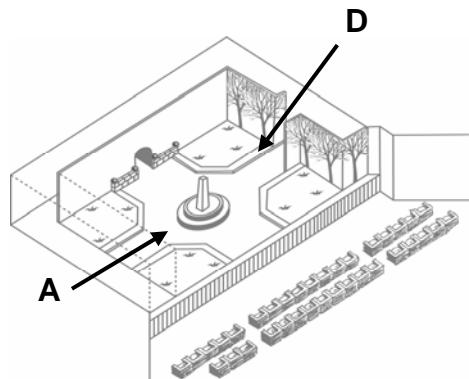


## AMANDA AND THE DUCHESS SCORING 4

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

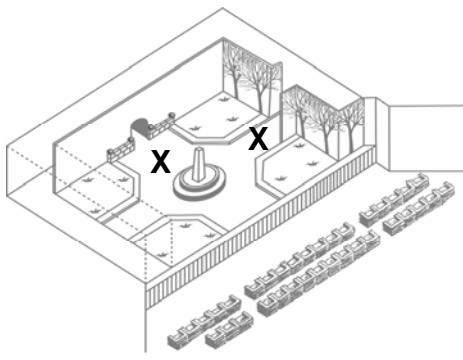
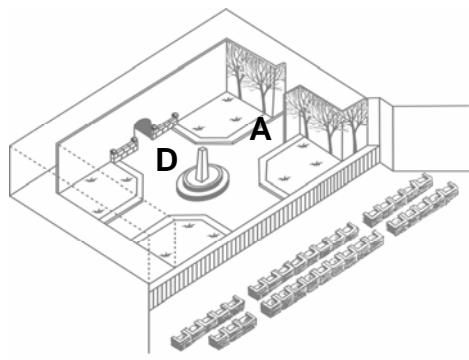
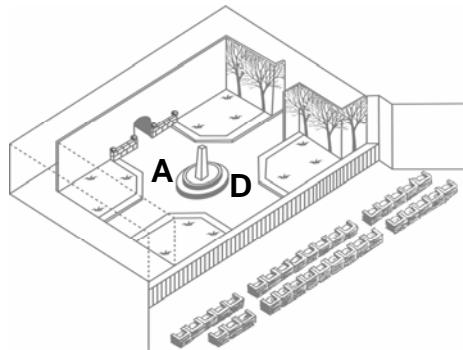
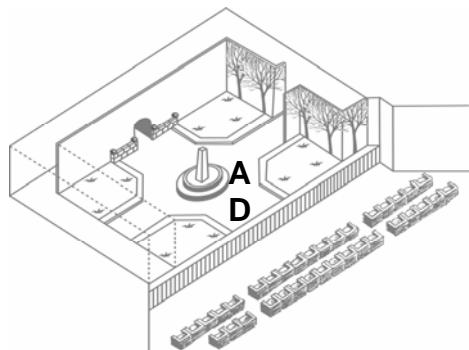
***Full credit***

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

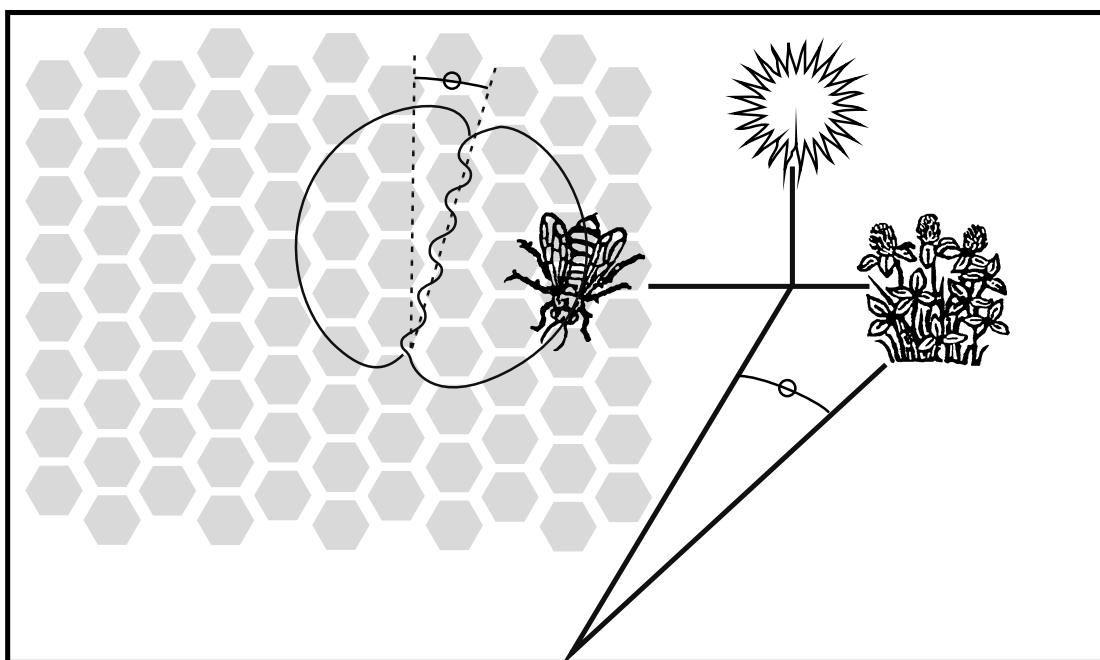
## Bees Text

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 a 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 responses.

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

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.

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.

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**

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.

- CANCO Manufacturing company

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.

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## NEW RULES

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*EDITORIAL*

# Technology creates the need for new rules

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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

- [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 (see paragraph 2 under Code 1). 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.

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# SOURCE PUBLICATIONS FOR RELEASED ITEMS

## OECD Sources (available [www.pisa.oecd.org](http://www.pisa.oecd.org))

### Test Questions

(1) Interactive Web examples: <http://pisa-sq.acer.edu.au>

### Publications

(2) **OECD (Organisation for Economic Co-operation and Development)** (2002), *Sample Tasks from the PISA 2000 Assessment: Reading, Mathematical and Scientific Literacy*, OECD, Paris.

(3) **OECD** (2000), *Measuring Student Knowledge and Skills - The PISA 2000 Assessment of Reading, Mathematical and Scientific Literacy*, OECD, Paris.

Code	Title	Unit			Source		
		(1) Interactive Web Examples	(2) PISA 2000 Sample Tasks	(3) PISA 2000 Measuring Student K&S	(1) Interactive Web Examples	(2) PISA 2000 Sample Tasks	(3) PISA 2000 Measuring Student K&S
R040	Lake Chad	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R077	Flu	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R081	Graffiti	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R088	Labour	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R091	Moreland	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R099	Plan International	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R100	Police	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R107	Warranty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R109	A Just Judge	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R110	Runners	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R112	In Poor Taste	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R118	Bullying	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R119	Gift	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R216	Amanda and the Duchess	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R217	Bees	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
R234	Personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
R236	New Rules	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>