

# SESSION 4

## EXPOSURE TO TEXT TYPES

### TAKE THE TEST ( Part- 1 )

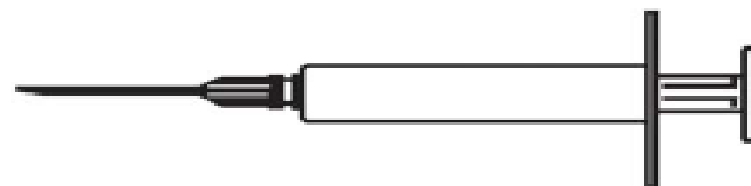
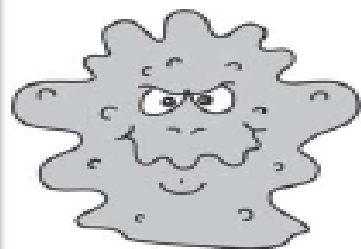


## READING UNIT 2: FLU

### 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.

# FLU QUESTION 2.1

▶ 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 2.1

### Full credit:

B. Immunisations will be given during working hours.

### No credit:

Other responses and missing.

## Framework

**2.1**

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

## Characteristics

**Public**

**Mixed**

**Descriptive**

**Locate Information**

**Simple MCQ**

**1(b)**

## QUESTION 2.2

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 2.2

## Full credit: -

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 (“cartoonlike”) 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: “form

**Partial credit: - 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: - 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.]

**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



## Framework

2.2

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Public

Mixed

Descriptive

Evaluate

Open constructed response

L 4

## **QUESTION 2.3**

**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 2.3

### Full credit:

B. a good idea, but not a substitute for exercise and a healthy diet.

### No credit:

Other responses and missing

## Framework

2.3

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
  
- Proficiency Level

Public

Mixed

Descriptive

Generate Inferences

Complex multiple choice

L 3

## QUESTION 2.4

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 2.4**

### **Full credit: -**

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.]

**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]

## **FLU SCORING 2.4**

### **No credit:**

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]

**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]

## Framework

2.4

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
  
- Proficiency Level

Public

Mixed

Descriptive

Integrate and Generate

Short response

L 5



## **QUESTION 2.5**

**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 2.5

**Full credit:**

- ▶ **D.** Michael from accounts who would like to be immunised but will be on leave in the week of May 17.

**No credit:** Other responses and missing.

<u>Framework</u>	2.5	<u>Characteristics</u>
• Scenario		Public
• Text format		Mixed
• Type		Descriptive
• Process		Locate
information		
• Item		Simple MCQ
• Proficiency Level		L 1(b)

# READING UNIT 5: PLAN INTERNATIONAL

## PLAN International Program Results Financial Year 1996

### Region of Eastern and Southern Africa

### RESA

#### Growing up Healthy

	EGYPT	ETHIOPIA	KENYA	MALAWI	SUDAN	TANZANIA	UGANDA	ZAMBIA	ZIMBABWE	TOTALS
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	26
Health workers trained for 1 day	1 053	0	719	0	425	1 003	20	80	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	0	0	367	0	970	115	565	0	303	2 320
School exercise books bought/donated	667	0	0	41 200	0	69 106	0	150	0	111 123
School textbooks bought/donated	0	0	45 650	9 600	1 182	8 769	7 285	150	58 387	131 023
Uniforms bought/made/donated	8 897	0	5 761	0	2 000	6 040	0	0	434	23 132
Children helped with school fees/a scholarship	12 321	0	1 598	0	154	0	0	0	2 014	16 087
School desks built/bought/donated	3 200	0	3 689	250	1 564	1 725	1 794	0	4 109	16 331
Permanent classrooms built	44	0	50	8	93	31	45	0	82	353
Classrooms repaired	0	0	34	0	0	14	0	0	33	81
Adults receiving training in literacy this financial year	1 160	0	3 000	568	3 617	0	0	0	350	8 695

#### Habitat

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

## QUESTION 5.1

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 5.1 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 5.2.

**Framework**

- Scenario
- Text format
- Type
- Process
  
- Item
- Proficiency Level

**5.1**

**Characteristics**

Public  
Non Continuous  
Narration  
Locate, Access and  
retrieve target information  
  
Simple MCQ  
1 b

## QUESTION 5.2

**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?**

### Framework

**5.2**

### Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

**Public**

**Non Continuous**

**Narration**

**Evaluate and reflect**

**Open constructed response**

## PLAN INTERNATIONAL SCORING 5.2

**This answer suggests an efficient reader who has been able to analyze, apply SCHEMA about aid organizations: has an idea about training community leaders**

Full credit: 2

Student has answered Question 5.1 correctly. 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: - 1--The answers are a little vague at places yet the student is trying to draw some good inferences**

- Student has answered Question 5.1 correctly. 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.**

- Score 0—No credit
- Student has answered Question 5.1 correctly. But the answer does not take into account the information supplied about Ethiopia's relative poverty. For example:
  - 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]



- Score 0—No credit
- **Student has answered Question 5.1 incorrectly.**
- but gives an insufficient or vague or inaccurate answer. For example: • They don't do as much work in Ethiopia. [Restates information in Answer B in question 11 without attempting to explain it.]
- • PLAN hardly does anything in Ethiopia.
- • PLAN gives the same amount to every country. [Contradicts information in Answer B in question 11.]

## No credit: -

Only 11 % across OECD countries  
students could answer

Gives insufficient or vague answer. /missing

- 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.

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.]

## READING UNIT 6: POLICE

*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?*

### *Scientific Police Weapons*

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

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

#### **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.

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

Geneticists are therefore able to compare the suspect's genetic

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

#### **Just one piece of evidence**

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

*Anne Versailles*



*Microscope in a police laboratory*

#### **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.

### QUESTION 6.1

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.

# READING UNIT 6—POLICE--SUMMARY

- ▶ A murder has been committed--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.
- ▶ They examine some cells at the root of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings of pearls.
- ▶ In each individual this order is exactly the same in all the cells in the body: 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.

# POLICE SCORING 6.1

## POLICE SCORING 6.1

**Full credit:**

B. The order of the pearls is different.

**No credit:** Other responses and missing

student might get confused as to why additional information has been given might try to find links between mixed texts to answer

TIP: Confidence building measures through practice

Framework	6.1	Characteristics
Scenario		Public
Text format		Mixed
Type		Narration
Process		Retrieve information
Item		Simple MCQ
Proficiency Level		1a
61% answered correctly		

### **QUESTION 6.2**

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

**To explain**

**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.**

**A. what DNA is.**

### **POLICE SCORING 6.2**

**Full credit: C. How cells are analysed to find the pattern of DNA.**

**No credit: Other responses and missing**

## Framework

6.2

## Characteristics

- |                     |  |
|---------------------|--|
| • Scenario          | Public   |
| • Text format       | Mixed  |
| • Type              | Narration                                      |
| • Process           | Understand—interpret<br>and generate inference |
| • Item              | Complex MCQ                                    |
| • Proficiency Level | 2  |

**58% answered correctly**

**student may get fixed on the word “genetic” and get confused if he is unable to think of the purpose why the box headed so has been included**

**QUESTION 6.3**

**What is the author's main aim?**

**A. To warn.**

**B. To amuse.**

**C. To inform.**

**D. To convince.**



## POLICE SCORING 6.3

80% answered correctly

Full credit:

C. To inform.

No credit: Other responses and missing

### Framework

6.3

### Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Public

Mixed

Narration

Understand—interpret  
generate inference

Simple MCQ

1a

### **QUESTION 6.4**

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 6.4 81% answered correctly**

**Full credit: B. carrying out genetic analyses.**

**No credit: Other responses and missing.**

### Framework

6.4

### Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Public

Mixed

Narration

Understand—interpret  
generate inference

Simple MCQ

1a

Although it is a simple MCQ the amount of reading that the student has to do might scare him/her—has to understand to answer the question correctly..might look for info at the wrong places

**tip: tell students that sometimes the answer may be right there—have the patience to read everything carefully**

## 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 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 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.

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 have escaped to higher ground. Later, with the rain and darkness pressing in, she had heard a panther scream upriver.

Now the house seemed to shudder around her like something alive. She reached out to catch a lamp as it tilted off the table by her bed and put it between her feet to hold it steady. Then creaking and groaning with effort the house struggled up from 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 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 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 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 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.

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 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 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 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 rapped 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 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.

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 everything



## READING UNIT 8--THE GIFT

- ▶ Gift is a story about a girl whose house is surrounded by flood waters and a panther.
- ▶ Text size is unusually large and requires sustained reading ability.
- ▶ Vocabulary that obstructs comprehension

**Tip: Encourage students to do a lot of extensive reading—fiction and non fiction and draft similar questions from stories of O' Henry/Guy de Maupassant/Saki**

## **QUESTION 8.1**

**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 8.1**

**Full credit:**

**C. Her house has been surrounded by flood waters.**

**No credit: Other responses and missing.**

## Framework 8.1

## Characteristics

• Scenario	Personal
• Text format	Continuous
• Type	Narration
• Process	Understand, interpret integrate
• Item	Simple MCQ
• Proficiency Level	1b

• 73 % answered correctly

• Although the answer is right there students who have restricted vocabulary may get lost in the maze of words

## QUESTION 8.2

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 8.2

Full credit:

C. intending to shoot the cat.

No credit:

Other responses and missing



## Framework

8.2

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Personal  
Continuous  
Narration  
Understand, interpret  
  
Complex MCQ  
2

- 40 % answered correctly
- The span of reading that the student has to cover is from first paragraph to line 92—if not a sustained reader, he might look for target words and lose the meaning
- Tip:--Train students to ensure a thorough first reading and then make connections between parts

### **QUESTION 8.3**

**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.**

## Framework

8.3

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item

Personal

Continuous

Narration

Evaluate and reflect

Open Constructed  
response

- Proficiency Level

3

- 37 % answered correctly

**Challenging question.....only efficient readers will be able to answer**

## GIFT SCORING 8.3

### Full credit:

**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: -

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

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:

- 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.
- 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.]*

## **QUESTION 8.4**

**“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 8.4**

### **Full credit:**

**B. It began to float.**

### **No credit:**

**Other responses and missing**

## Framework

8.4

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Personal

Continuous

Narration

Locate, access and  
retrieve information

Simple MCQ

1b

- 85 % answered correctly
- Students may not be familiar with the phrase struggled up and so may answer incorrectly
- Tip—Use vocabulary enhancement strategies consistently



## QUESTION 8.5

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 51–52)

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 8.5

### Full credit:

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 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: -**

**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 ---Important—make NOTE**
- (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**

**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: -**

**Gives insufficient or vague answer.**

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

**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]

## Framework

8.5

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Personal  
Continuous  
Narration  
Understand, interpret  
integrate  
Open constructed  
response  
2

- 43 % answered correctly

- Not a “right there question”—panthers are rarely associated with compassion
  - Also make a note of the exhaustive scoring key

### **Gift QUESTION 8.6**

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

## GIFT SCORING 8.6

Full credit: - 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.

No credit: - Gives insufficient or vague answer.

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]

## Framework

8.6

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Personal

Continuous

Narration

Understand, interpret  
integrate

Open Constructed  
Response

2

- 57 % answered correctly

- Although the answer is right there students who have restricted vocabulary may get lost in the maze of words



### QUESTION 8.7

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

I think the woman in the story  
is heartless and cruel.



How can you say that?  
I think she's a very  
compassionate person.



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

Speaker 1.....

.....

Speaker 2.....

.....

## GIFT SCORING 8.7

### GIFT SCORING 8.7A (Speaker 1 – “heartless and cruel”)

**Full credit:** 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:

- Gives insufficient or vague answer.
  - She’s unkind to the panther.
- 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.]*

**GIFT SCORING 8.7 B** (Speaker 2 – “compassionate”)

**Full credit:** 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:**

- Gives insufficient or vague answer.
  - She acts in a compassionate way.
  - She is kind.
- 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.]*

## Framework 8.7

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Personal

Continuous

Narration

Reflect and Evaluate

Open Constructed  
response

3

- 64 % answered correctly
- note that , not only is the student expected to interpret the story but also use application skills to debate an issue based on it. Requires higher order reflection and evaluation skills
- can we picture our 15 year olds answering it or do we need to prepare them better

## READING UNIT 15: 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***

*Source: The Age newspaper, Melbourne, Australia ,1<sup>st</sup> April, 1997.*

The letter above appeared in an Australian newspaper in 1997. Refer to the letter to answer the questions below.

### **QUESTION 15.1**

**Arnold Jago's aim in the letter is to provoke**

- a) guilt.**
- b) amusement**
- c) fear.**
- d) Satisfaction**

### **IN POOR TASTE SCORING 15.1**

**Full credit:** A. Guilt.

**No credit:** Other responses and missing

## Framework

15.1

## Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

Public

Continuous

Report

Reflect and Evaluate

Complex MCQ

3

- Note that , although it is a very short text the student is expected to interpret the letter and before he does that he has to contextualize it. Our students are not used to these kind of texts.
- Can we picture our 15 year olds answering it or do we need to prepare them better

**QUESTION 15.2**

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

---

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<u>Framework</u>	15.2	<u>Characteristics</u>
<ul style="list-style-type: none"><li>• Scenario</li><li>• Text format</li><li>• Type</li><li>• Process</li><li>• Item</li><li>• Proficiency Level</li></ul>		Public Continuous Report Reflect and Evaluate Complex MCQ 3
<ul style="list-style-type: none"><li>• Student may wonder who the ‘you’ is here. He has to think on his own and formulate a response</li><li>• What need we do??</li></ul>		



## IN POOR TASTE SCORING 15.2

### **Full credit:**

#### **Government/individuals should spend more on (overseas) aid.**

- People donating more money to overseas aid.
- Donate money to charities.
- People should spend less on chocolate and more on the poor.
- People spending less money on chocolate and more on the overseas sick. [Limited sense of aid, but still gets 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.]
- An increase in the spending of people and Government towards overseas aid to help the poor. He also wants people to feel guilty and buy less chocolate or to donate money to overseas aid for the poor.
- People instead of buying and eating chocolate should give to a good cause and not be so self-indulgent.

#### **Government/individuals should change their priorities or awareness.**

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

**No credit:**

- **Identifies the writer's strategy, to make the reader feel guilty.**
  - Feel guilty / ashamed.
- **Spend less on chocolate / be less greedy.**
  - Not buy any more chocolate.
  - Stop eating junk food.
  - 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.]
- **Other responses., including vague, inappropriate or irrelevant answers.**
  - He would like the government to be sacked.
  - He would like people to say, "I will donate all my money to charity."
  - Nothing. I don't agree with Arnold Jago.
  - Agree with him.
  - I think he wants other people to agree and to start to do something about it. [Too vague.] I think he would like letters with written opinions and what they should do to help this problem. [Vague unspecified support/discussion of the issue. Equivalent to "Agree with him".]
  - He may like to see people's suggestions on how to fund raise for overseas using chocolate or to see a general response to his letter about our priorities. [Response shows basic misunderstanding of the argument.]
- **Off task and missing**

## READING UNIT 17 : 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.

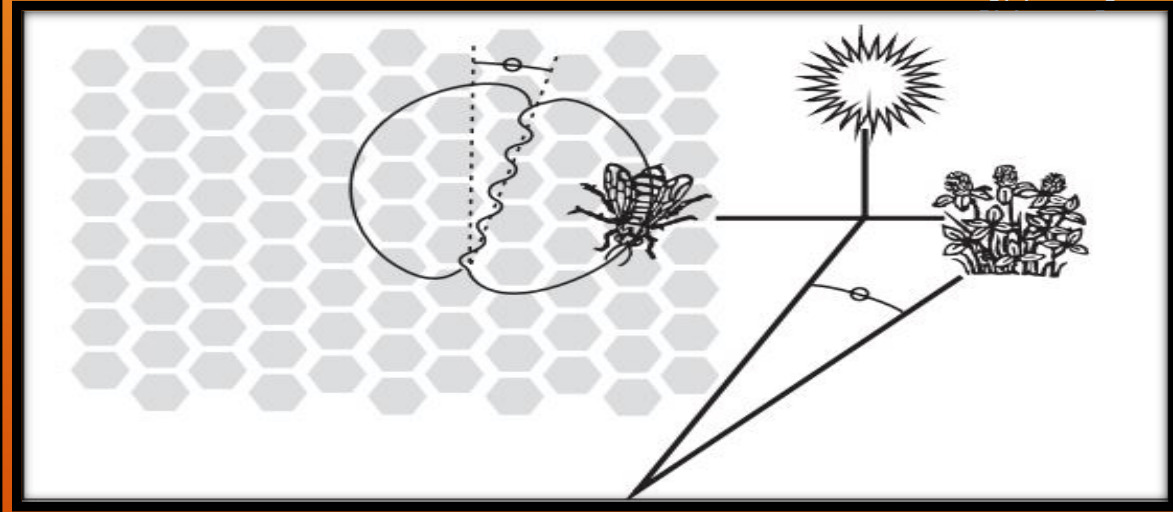
### Collecting Nectar

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.

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 a worker bee which works inside the hive. mandible mouth-part.



## QUESTION 17.1

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.

### Framework

- Scenario
- Text format
- Type
- Process
  
- Item
- Proficiency Level

### Characteristics

Educational  
Mixed  
Description  
Locate information  
  
Simple MCQ  
1 (b)

## BEES SCORING 17.1

Full credit: B. To indicate where the foragers have found food.

No credit: Other responses and missing.

## QUESTION 17.2

Write down three of the main sources of nectar.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Framework

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

### Characteristics

Educational  
Mixed  
Description  
Locate Access and  
retrieve target information  
Short answer  
1( b)

## BEES SCORING 17.2

Base scoring on the following responses:

a: fruit trees

b: clover

c: flowering trees

d: trees

e: flowers

Full credit: abc, abe, bde (in any order)

No credit:

- Other responses, combinations of a,b,c,d and e, or other answers.
  - Fruit
- Off task and missing

## QUESTION 17.3

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.

### Framework

- Scenario
- Text format
- Type
- Process
  
- Item
- Proficiency Level

### Characteristics

Educational  
Mixed  
Description  
Retrieve information  
  
Complex MCQ  
L 2



## BEES SCORING 17.3

Full credit: A. The proportion of water in the substance.

No credit: Other responses and missing

QUESTION 17.4

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

.....

.....

.....

.....

Framework	Characteristics
• Scenario	Educational
• Text format	Mixed
• Type	Description
• Process	Locate—Scan and retrieve                      information
• Item	Closed constructed response
• Proficiency Level	2

## BEES SCORING 17.4

Full credit: Indicates that information is given BOTH by shaking of abdomen AND by the length of time the abdomen is shaken.

- How long the bee shakes her abdomen for.
- It shakes its abdomen for a certain length of time.

### Partial credit:

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

### No credit:

- 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.
- Off task and missing.

Bees QUESTION 17.5

What is the secondary product that the bees produce? How is it useful?

.....

.....

Framework

- Scenario
- Text format
- Type
- Process
  
- Item
- Proficiency Level

Characteristics

Educational

Mixed

Description

Locate—Scan and  
Retrieve information, generate inference

Open constructed response

L 2

## BEES SCORING 17.5

Full credit: Bee-Wax, is non-toxic, also edible, used as a lubricant and an ingredient in cosmetics, also used in making candles

Partial credit:  
for making candles

- .

No credit:

- Irrelevant, inaccurate, incomplete or vague answer.
  - - Off task and missing.

### QUESTION 17.6

The text mentions honey as an essential food for the bees? Have you ever wondered what the bees eat once all the honey from the honeycomb is taken away by human beings?

.....

.....

#### Framework

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level

#### Characteristics

Educational

Mixed

Description

Evaluate and reflect

Open constructed response

L3

## **BEES SCORING 17.6**

**Full credit: Most bees use nectar and the protein rich pollen as their food.  
Worker bees and queen bee feeds on royal jelly**

**Partial credit: Nectar**

**No credit:**

- Irrelevant, inaccurate, incomplete or vague answer. eg
- Off task and missing.