

Passage 1

Macondo

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

Macondo is a piece of prose from the novel *One Hundred Years of Solitude* by the Colombian author Gabriel Garcia Márquez. It is classified as belonging to the *personal* situation because it was written for readers' interest and pleasure. The Macondo unit in PISA is introduced with a brief paragraph to orientate the reader: "The passage on the opposite page is from a novel. In this part of the story, the railway and electricity have just been introduced to the fictional town of Macondo, and the first cinema has opened." The people's reaction to the cinema is the focus of the passage. While the historical and geographical setting of the extract is exotic for most readers, going to the movies is within the experience of 15-year-olds, and the characters' responses are at the same time intriguing and humanly familiar. Within the *continuous* text format category, *Macondo* is an example of narrative writing in that it shows, in a manner typical of this text type, why characters in stories behave as they do. It records actions and events from the point of view of subjective impressions.

question 1: mAcondo

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

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Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Infer a reason for characters' behaviour
Item format	Open constructed response

CODING GUIDE

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

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

Partial credit

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

- *They think they are being defrauded.*
- *Because they feel they have wasted their emotions for nothing.*
- *They felt they had been the victims of some new and showy gypsy business.*
- *They would not tolerate that outlandish fraud.*
- *Because they paid 2 centavos apiece for that outlandish fraud they could not tolerate. [Partly direct quotation from lines 9-10; not specific reference to the nature of the fraud.]*
- *Because they were unaware of the workings of it. [Take as a way of saying “fraud” (general).]*

No credit

Code 0: Gives *insufficient or vague* answer.

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

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

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

Code 9: Missing.

The text positions the reader at a distance - albeit a sympathetic distance - from the people of Macondo. To gain full credit for this item, it is necessary to stand outside the text and recognise the difficulty these unsophisticated villagers have in coming to grips with the difference between fiction and real life. For most modern readers, this difficulty would seem unusual, and contrary to expectations. Just over half of the students in the field trial were able to demonstrate that they could develop this interpretation. The partial credit response requires a less challenging imaginative act on the reader's part: understanding that people get angry if they feel that they are being tricked is, for most people, quite easy to imagine. This kind of answer gains partial credit because it is not wrong - but it only tells part of the story. Although a relatively small percentage of students in the field trial gave this kind of response, their overall reading ability was substantially lower than that of those who gained full credit.

question 3: mAcondo

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

- A. They wanted amusement and distraction, but found that the movies were realistic and depressing.
- B. They could not afford the ticket prices.
- C. They wanted to save their emotions for real-life occasions.

They were seeking emotional involvement, but found the movies boring, unconvincing and of poor quality. **CODING GUIDE**

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Infer motives for characters' actions
Item format	Multiple choice

credit

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

No credit

Code 0: Other.

Code 9: Missing.

Ful

This task requires integrating and interpreting to form a broad understanding. In order to gain credit, students need to synthesise elements across the text to identify the reason that the characters in the story behaved as they did at the end. In selecting alternative C, they must reject some reasons that could plausibly explain why people might decide not to go the movies, represented by distractors that are based on preconceptions rather than on the text.

question 4: mAcondo

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

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

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Interpret a referent when the antecedent is implied rather than stated</i>
<i>Item format</i>	<i>Multiple choice</i>

CODING GUIDE

Full credit

Code 1: C. Characters in the movies.

No credit

Code 0: Other.

Code 9: Missing.

To gain credit for this item, students need to follow a chain of references that begins about one-third of the way into the passage. Almost three quarters of the students who took part in the field trial were able to identify the “imaginary beings” with the characters who are first referred to as “living images”. The need to make connections across the text explains the item’s classification in the [integrate and interpret](#) aspect category. Most of those who did not select the correct alternative chose option D, apparently confusing the fictional with the real.

question 5: mAcondo

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

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Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Compare characters' attitudes with personal knowledge and experience
Item format	Multiple choice

CODING GUIDE

Full credit

Code 1: *Referstoattitudesto“realism”and/or emotional involvement* in the movies. Answer must be consistent with the idea that the people of Macondo are looking for realism in the movies. Comparison between Macondo and personal experience/attitude may be implied or stated.

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

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

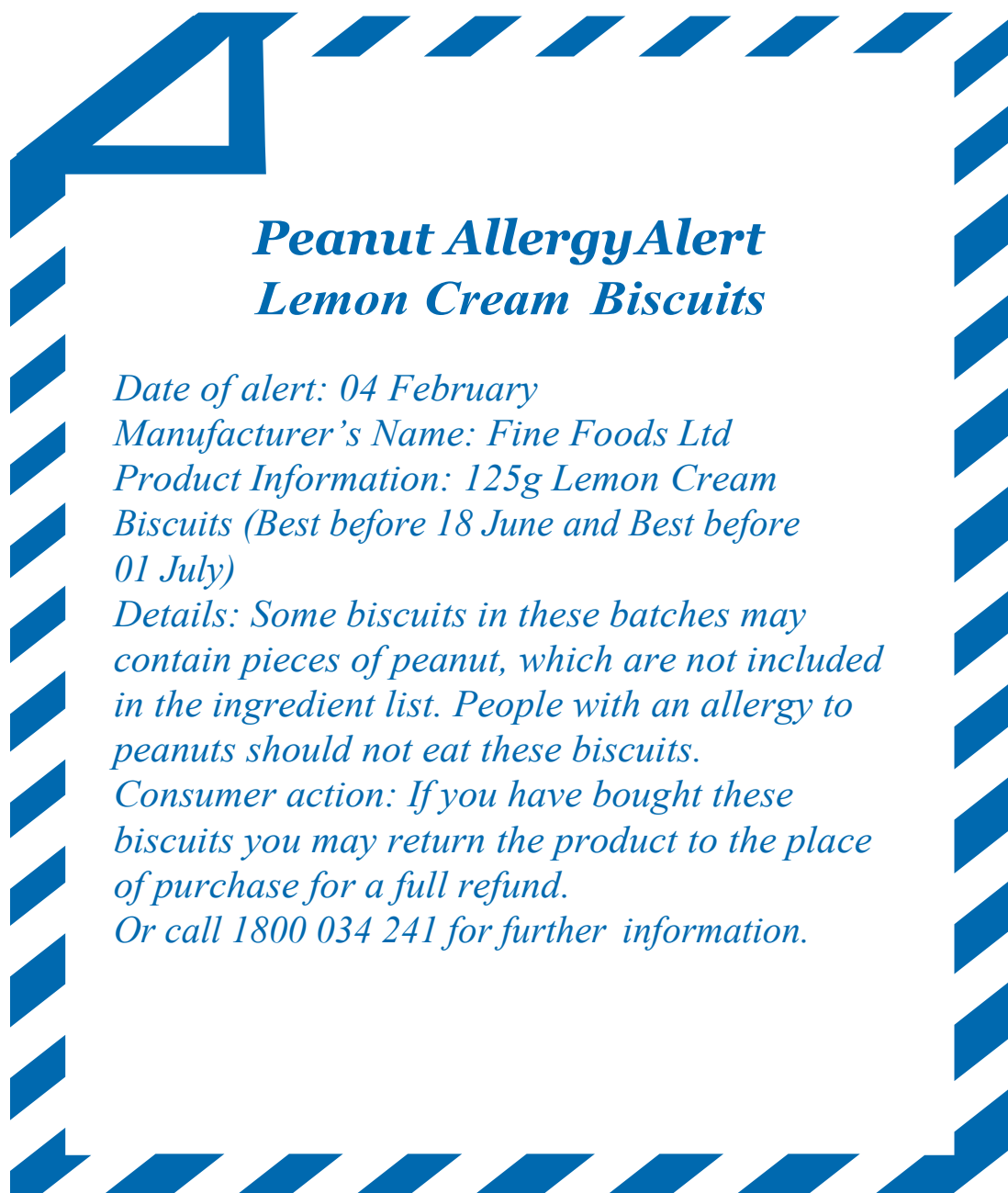
- *The people of Macondo were primitive and reacted emotionally. I and most other people nowadays are more sophisticated.*
- *They started to watch the films from a wrong position. They didn't understand that this was not the news, but entertainment. From that point of view their reaction is understandable.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

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

- *Yes, it seems the movies, rather than being relaxing and easy to watch, were realistic and emotional. Movies are a form of entertainment, a scape-goat and a way of forgetting the troubles of real-life for a laugh. The people of Macondo were disappointed because the movies they saw were not relaxing but rather quite full-on and they wanted something that would entertain them. [First two sentences by themselves are not relevant to the question. Last sentence indicates a misunderstanding of the text.]*
- *No, they should be more expensive and have cup holders, popcorn, frozen coke and lollies. The arm rests should lift up, footrests, surround sound. [Maybe a joke, but if not – a misreading of the text.]*
- *These days there are laws against damaging property in cinemas. [Answer focuses on behaviour rather than attitude.]*
- *We have better cinemas now. [Irrelevant]*
- *Yes because the movie wasn't very good and would have made them nervous. [Misunderstood the question.]*

Code 9: Missing.

This is a good example of a *reflect and evaluate* item that asks readers to draw on their own experience and ideas and compare them with those provided in the text. To gain credit for this item students must assess the views attributed to the people of Macondo against their own knowledge of the world, providing some evidence that they have an understanding of what is said and intended in the text. While this kind of item does not demand critical evaluation in the sense of applying any kind of formal analysis or reasoning, it does require that readers engage with the narrative to the extent that they compare or contrast its content with personal beliefs. The coding guide indicates that contradictory responses can gain full credit as long as there is evidence of understanding of the issue in focus, and of their own reflection (for example, compare “Yes, I agree, there's enough suffering in the world without making it up” and “No, people understand that when you go to the movies what happens on the screen isn't real”). About half of the students in the field trial sample gained credit for this item.



This public notice consists of a very short text that has an everyday function: to warn about the possible danger of a product to consumers and to give advice to return the product for a refund. While the formatting of the stimulus reflects the international standard for product recall notices, many students may not have seen this kind of notice. Nevertheless, the content of the warning is clearly set out and a minimum number of words is used. Lemon biscuits were chosen as the product because of their familiarity and likely appeal. In developing very short easy items, the test developers sought to use simple pieces of stimulus with familiar content. This was not only to make the cognitive load of the items lighter, but also to present texts that were unlikely to intimidate students with low reading proficiency, since such readers can easily be discouraged from even attempting to read something that they believe looks too hard or too long. The text format classification of the supermarket notice is **non-continuous**, as it consists of a list of described features. In terms of text type, the notice is instructional: it provides directions on what to do if you have bought the product.

question 2: suPerMArket notice

What is the purpose of this notice?

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

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Recognise the main idea of a short text by combining adjacent pieces of information
Item format	Multiple choice

CODING GUIDE

Full Credit

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

No Credit

Code 0: Other responses.

Code 9: Missing.

To answer this question correctly, students must form a global understanding of the text to recognise its overall purpose. In particular, to reject distractors A and D, students must recognise that although the text is about a particular product, it is not an advertisement, but a warning. This item was easy. The easiness of this item comes in part from the fact that the whole text is very short.

question 3: suPermArket notice

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

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Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Access and retrieve: Retrieve information
Question intent	Locate a synonymous match in a short text
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1: Fine Foods Ltd

No Credit

Code 0: Other responses.

Code 9: Missing.

To answer this question successfully the student needs to locate a single explicitly stated piece of information in the text, using a synonymous match between the task direction and the text (company / manufacturer). The fact that the whole text is very short, and that the needed information is near the beginning of the text, adds to the easiness of the task. The response format for the task is described as closed constructed response, since only one answer (with a small range of variants: Fine Foods or Fine Foods Ltd.) is given full credit.

question 5: suPerMArket notice

What would you do if you had bought these biscuits?

.....

Why would you do this?

Use information from the text to support your answer.

.....

.....

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Instruction
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about a personal course of action in response to the information in a text
Item format	Open constructed response

CODING GUIDE

Full Credit

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

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

for my money back. (5B)

It tells me to.

I'm allergic to peanuts.

They did something wrong.

There might be something (else) wrong.

I don't like peanuts.

- (5A)

Throw them away.

(5B)

I'm allergic to peanuts.

There might be something wrong.

- (5A)

Eat them.

(5B)

Peanuts won't harm me .

I'm not allergic to peanuts.

I like peanuts.

- (5A)

Give them to my classmate,

- (5B)

She's not allergic to peanuts.

- (5A)

Nothing.

(5B)

I'm not allergic to peanuts.

I can't be bothered to go back to the shop.

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

5B: No response.

- (5A) Return the product to the place of purchase for a full refund. Or call 1800 034 241 for further information.

(5B) (no response)

- (5A) Return the product to the place of purchase for a full refund. (5B) (no response)

- (5A) Call 1800 034 241 for further information. (5B) (no response)

- (5A) Call the number for more information. (5B) (no response)

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

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

No Credit

Code 0: Gives an *insufficient or vague* response.

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

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

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

Code 9: Missing.

This question requires students to hypothesise about their likely personal response to the information in the text. Since the question requires a judgement based on personal preferences, or likely behaviours, the question is classified as *reflect and evaluate*. The coding guide indicates that a wide range of responses can receive full credit, so long as the response is consistent with two central ideas of the text: firstly, that it is possible to return the biscuits, and secondly that the biscuits pose a potential threat. The item is easy, with over four-fifths of the field trial respondents gaining full credit. The easiness of the item can be explained in part by the low level of reflection to be done: no specialised knowledge is required in order to explain a personal preference about a course of action regarding the familiar topic of food.

<i>Situation</i>	<i>Public</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Instruction</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question Intent</i>	<i>Identify the purpose of a conventional feature included in a short text</i>
<i>Item format</i>	<i>Open constructed response</i>

CODING GUIDE

Full Credit

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

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

No Credit

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

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

Gives an *insufficient or vague* response.

- *it's the date.*

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

- *so you know when the notice is irrelevant.*

Code 9: Missing.

This question was answered correctly by less than one-third of students. Given the shortness and simplicity of the text, this illustrates the fact that the characteristics of a text only partly explain the difficulty of an item. The question requires students to identify the purpose of a specified part of the text, namely, the "best before dates". The difficulty of the item comes from the fact that students must focus on the purpose of the feature *in this particular text*. Students who answer by giving the usual purpose of this feature (that is, to tell the consumer when the product should be used by) do not receive credit for this item. In this respect the full credit response is contrary to expectations, an established marker of item difficulty

The Motorcycle

Have you ever woken up feeling that something was wrong?

It was a day like that for me.

I sat up in bed.

A little later I opened the curtains.

It was terrible weather - the rain was pouring down.

Then I looked down into the yard.

Yes! There it was - the motorcycle.

It was just as wrecked as last night.

And my leg was starting to hurt.

Like the Supermarket Notice, this short, self-contained story was included in order to target students with low reading proficiency. Both the topic and the shortness of this text contribute to its likely appeal. The items that relate to this text focus on the interpretation both of specific parts of the text, and of the overall action of the text (a motorcycle accident and its aftermath), which although strongly implied, is never directly stated. As with all narrative texts, this piece is classified as *personal* in terms of situation, and as *continuous* in text format. All items relating to this text functioned well in the field trial. The text was not chosen for inclusion in the main survey because the narrative text type was already well covered by other pieces.

question 1: the motorcycle

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

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

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Infer prior events using information in a short story
Item format	Multiple choice

CODING GUIDE

Full Credit

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

No Credit

Code 0: Other responses.

Code 9: Missing.

All three items relating to this text were easy, and this item was the easiest. The item requires students to make an inference about events that happened before the time of the story by using the information that is given in the story. The item stem gives a general statement: students are not directed to the part of the story containing the critical information (the final two lines). However, the fact that the whole text is very short makes it easier for students to locate the information relevant to the task. Having located the relevant information, matching the words “motorcycle”, “wrecked” and “hurt” in the text to “motorcycle accident” in the response, is a simple inference.

question 2: the motorcycle

“It was a day like that for me.”

What kind of day did this turn out to be?

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

Framework Characteristics

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Relate a descriptive phrase to events implied in a very short story</i>
<i>Item format</i>	<i>Multiple choice</i>

CODING GUIDE

Full Credit

Code 1: B. A bad day.

Code 9: Missing.

This item was very easy. The item requires students to use their understanding of the whole story to interpret the descriptive phrase “It was a day like that for me”. Students who receive full credit for the item recognise that the event implicitly referred to in the story (a motorcycle accident) suggests a bad day. The three incorrect distractors were chosen with about equal frequency. Again, the overall shortness of the text contributes to the easiness of this item, making it accessible even to students of low proficiency.

question 6: the motorcycle

Why does the writer begin the story with a question?

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

Framework Characteristics

<i>Situation</i>	<i>Personal</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Narration</i>
<i>Aspect</i>	<i>Reflect and evaluate: Reflect on and evaluate the form of a text</i>
<i>Question intent</i>	<i>Recognise the purpose of beginning a story with a rhetorical question</i>
<i>Item format</i>	<i>Multiple choice</i>

CODING GUIDE

Full Credit

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

No Credit

Code 0: Other responses.

Code 9: Missing.

The final item relating to this text was the hardest item in the set, but it was still easy, with over four-fifths of the trial test participants gaining full credit. The item requires students to [reflect on the form of the text](#) by recognising the author's purpose in beginning the story with a rhetorical question. To answer this question correctly, students must interpret the rhetorical question both as a literary device and in terms of its specific content. Distractors A and C outline two common purposes of rhetorical questions that are not the purpose of the device in this text. Distractor D relates the rhetorical question to the content of the text, but suggests a position that is opposite to that implied in the text: the story suggests that the kind of experience the writer is having is not rare, but common.

Tall Buildings

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

Figure 1: Tall buildings of the world

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

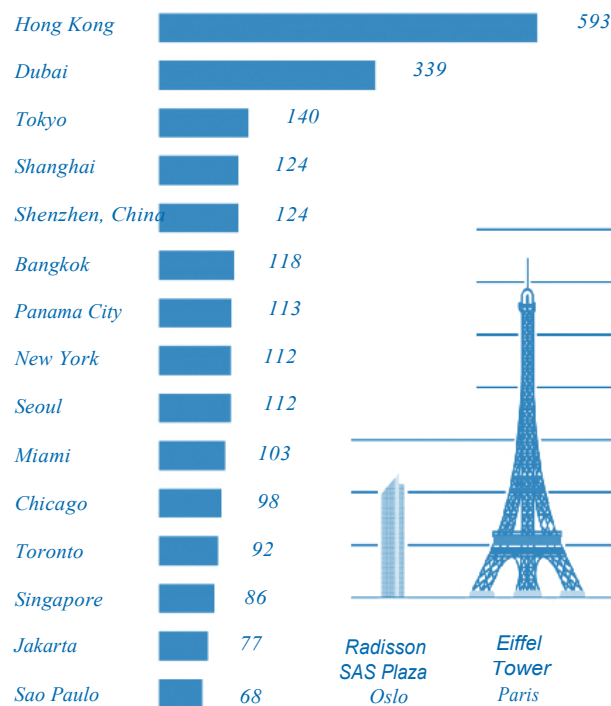
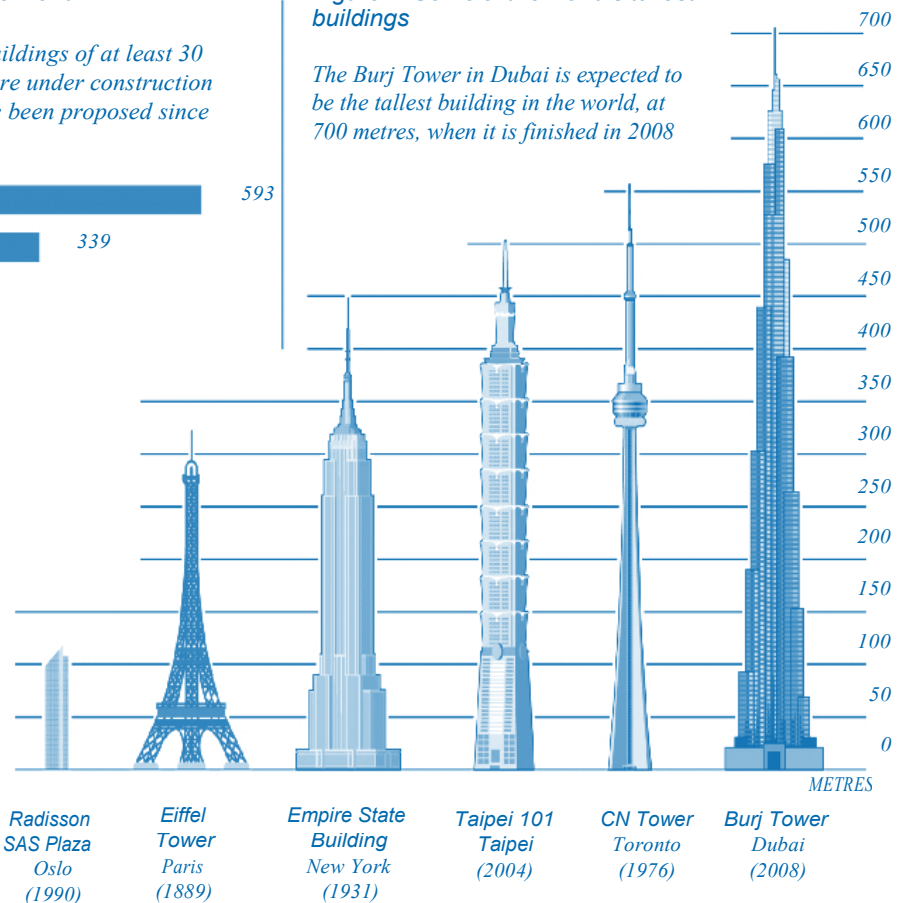


Figure 2: Some of the world's tallest buildings

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



This text juxtaposes two figures that are loosely related in terms of their content. Both figures are about tall buildings in the world: Figure 1 shows the number of tall buildings in various cities, proposed or already built, while Figure 2 shows some of the world's tallest buildings. Both Figure 1 and Figure 2 are graphs. Although each figure is introduced by a small piece of explanatory prose, the substantive information of this text is given in the two figures, making the overall text format *non-continuous*. The text type is *description*, while the situation of this text is *educational*, since it appeared in a magazine for students. The piece begins with a brief introduction explaining its context, both in terms of time (the piece was published in 2006) and place (the magazine is Norwegian). One of the reasons why this unit was not chosen for inclusion in the main survey was because of concerns about the ephemeral nature of the material: as more and more tall buildings are built in the world, the material will very quickly become out-dated.

question 1: tAll Buildings

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

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Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Access and retrieve: Retrieve information</i>
<i>Question intent</i>	<i>Locate information that is explicitly stated in a graph</i>
<i>Item format</i>	<i>Closed constructed response</i>

CODING GUIDE

Full Credit

Code 1: The [CN Tower](#).

No Credit

Code 0: Other responses.

- The Burj Tower.

Code 9: Missing.

This item was answered correctly by about two-thirds of students. The difficulty in this item comes from the need to integrate information from more than one place in the text. To receive credit, students must connect the information in the question (“when the magazine article was published” and “completed building”) with the introduction to Figure 1. This introduction explains that, at the time of the article’s publication, the Burj Tower was not yet complete, and so eliminates this apparently plausible option as a correct answer. Students could also arrive at the correct answer by relating the date in the introduction to the unit (“Tall buildings” is an article from a Norwegian magazine published in 2006) to the date given for “Burj Tower” in Figure 2 (2008) to eliminate this as a possible answer. Students who read only “tallest building” in the item stem, and answer by referring to the tallest building in Figure 2 (the Burj Tower), do not receive credit for this item.

question 4: tAll Buildings

What kind of information does Figure 1 provide?

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

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Integrate and interpret: Form a broad understanding</i>
<i>Question intent</i>	<i>Generalise about the type of information presented in a graph</i>
<i>Item format</i>	<i>Multiple choice</i>

CODING GUIDE

Full Credit

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

No Credit

Code 0: Other responses.

Code 9: Missing.

Like the first item in this unit, this item was moderately difficult. It was answered correctly by about two-thirds of students. While the question stem specifically directs students to Figure 1, and the introduction to Figure 1 is a synonymous match with the key, C, about half of those who did not gain credit for the item selected alternative A, which relates to Figure 2.

question 5: tAll Buildings

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

.....

.....

Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Non-continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Reflect and evaluate: Reflect on and evaluate the content of a text</i>
<i>Question intent</i>	<i>Recognise the influence of reader's perspective on the way a text is constructed</i>
<i>Item format</i>	<i>Multiple choice</i>

Full Credit

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

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

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

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

No Credit

Code 0: Gives an *insufficient or vague* response.

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

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

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

Code 9: Missing.

This item was difficult. Only about one-quarter of students answered correctly. The coding guide outlines two kinds of answers that would each receive full credit. In the Field Trial, these two kinds of answers were given different codes, but the field trial data showed that there was little difference between the abilities of the groups of students who answered in these two different ways. Therefore if it had been included in the main survey selection, this item would have been coded with a single full credit code as shown here. Both kinds of full credit answer require student to recognise that the purpose for including a specified building in Figure 2 is to give a point of reference to the reader. In the first kind of full credit answer, students do this by relating the information in the introduction (that the article was published in a Norwegian magazine) to the author's decision to include the tallest building in Norway (the Radisson SAS Plaza) in Figure 2. In the second kind of full credit answer, the idea of perspective is expressed in general, rather than specific terms

question 9: tAll Buildings

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

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

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

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Non-continuous
Text type	Exposition
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Distinguish between structural features and content of a set of graphs
Item format	Complex multiple choice

CODING GUIDE

Full Credit

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

No Credit

Code 0: Other responses.

Code 9: Missing.

In this complex multiple-choice item, students are required to make a decision about two elements in the text, in each case choosing the correct response from two options. Students receive full credit only if the correct answer is identified for both elements. The item was easy, with nearly three-quarters of students receiving full credit. This item requires students to draw on their own knowledge and apply it to the text, and is therefore classified as *reflect and evaluate*. Students must decide whether each of the features listed is stable, or whether it would change over time. The first item in the list refers to part of the conceptual structure of the text. The second is about ephemeral content, the record of a point in time.

Destination Buenos Aires

And so the three mail planes from Patagonia,¹ Chile and Paraguay were returning from the South, the West and the North to Buenos Aires. Their cargo was awaited there so that the plane for Europe could take off, around midnight.

Three pilots, each behind an engine casing heavy as a barge, lost in the night, were contemplating their flight and, approaching the immense city, would descend slowly out of their stormy or calm sky, like strange peasants descending from their mountain.

Rivière, who was responsible for the entire operation, was pacing up and down on the Buenos Aires

landing-ground. He remained silent, for until the three planes had arrived, the day held a sense of foreboding for him. Minute by minute, as the telegrams reached him, Rivière was conscious that he was snatching something from fate, gradually reducing the unknown, hauling in his crews out of the night, towards the shore.

One of the men came up to Rivière to give him a radioed message:

Chile mail reports that he can see the lights of Buenos Aires.

Good.

Before long, Rivière would hear this plane; already the night was surrendering one of them, just as a sea, swollen with ebbing and flowing and mysteries, surrenders to the shore the treasure it has tossed around for such a long time. And later on, it would give back the other two.

Then this day’s work would be over. Then the worn-out crews would go and sleep, to be replaced by fresh crews. But Rivière would have no rest: the mail from Europe, in its turn, would fill him with apprehension. And so it would always be. Always.

Antoine de Saint-Exupéry, *Vol de Nuit*, © Éditions Gallimard

1. Southern region of Chile and Argentina

Destination Buenos Aires is an extract from Antoine de Saint-Exupéry’s 1931 novel *Vol de Nuit* (published in English as *Night Flight*). The only addition to the original text for its appearance in PISA was an explanatory footnote relating to “Patagonia”, as students would certainly have differing levels of familiarity with this place name. The explanation gives context which might help students to negotiate the text. The extract takes place at a landing-ground in Buenos Aires, and is a self-contained portrait of Rivière, a man weighed down by the responsibility of his job. Though the novel was written in 1931, the human themes remain familiar.

question 3: destinAtion Buenos Aires

How does Rivière feel about his job? Use the text to give a reason to support your answer.

.....

.....

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Link information across a narrative to generalise about a character’s state of mind, providing evidence to support the generalisation
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 2: Describes Rivière’s feeling about his job by referring to *stress, persistence, being burdened, or being committed to doing his duty*; AND gives an explanation referring to a relevant section of the text. May refer to the text generally, or may paraphrase or quote the text directly. The quotation must match the stated emotion.

- He is overwhelmed by it all, you can see in the last line, he never gets to rest.
- He is stressed. The day has “held a sense of foreboding for him”.
- He is weighed down by it. All day he worries about those three planes, then he has to worry about the Europe one!
- He is resigned. You can see from that last “always” that he thinks things will never change.
- He really cares about his job. He can’t relax until he knows that everyone is safe. [Includes a general reference to the text.]

Partial Credit

Code 1: Describes Rivière’s feeling about his job by referring to *stress, persistence, being burdened, or being committed to doing his duty*, without an explanation that refers to the text.

- He feels really responsible for the things that happen.
- He’s stressed.

No Credit

Code 0: Gives an *insufficient or vague* response.

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

- He likes his job because he is in control of lots of things. [not supported by the text]
- He thinks it is cool because he can watch planes. [not supported by the text]

Code 9: Missing.

The coding guide for this item shows that there are two kinds of response that receive credit. Full credit responses are those which accurately respond to the question and give an explanation using the text. Partial credit responses are those which accurately respond to the question, but fail to give an explanation for the response. The partial credit code recognises that an incomplete answer is superior to an inaccurate one. In the field trial, less than half of the students received full credit for this item, but an additional one quarter received partial credit, meaning that about three-quarters of students received some credit (either full or partial) for this item. This question is classified as *integrate and interpret*, because although students are required to generate a response that is not given explicitly in the text, all the information necessary to answer the question is contained within the text

question 5: destinAtion Buenos Aires

“Destination Buenos Aires” was written in 1931. Do you think that nowadays Rivière’s concerns would be similar? Give a reason for your answer.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about the effect on a character of a change in a narrative’s context
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1: Answers (or implies) **Yes OR No** and refers to a **time-based comparison** AND **supports their answer**. May refer to material concerns such as technological progress or improvements in security OR to psychological concerns such as anxiety. Answer must be consistent with an accurate reading of the text.

- *Now, pilots (planes) have very sophisticated tools intended for orientation, making up for technical issue when the weather conditions are bad.*
- *No, nowadays, planes have radars and automatic piloting systems, which can help them to escape from dangerous situations.*
- *Yes, planes are still dangerous, just like any other means of transport. The risks of crash or engine failure are never eradicated.*
- *Now, new technologies and technical progress are very important, in the planes as well as on the ground.*
- *Yes, there is still a risk of crashing.*
- *No, before, there was no fear of terrorist attacks.*

No Credit

Code 0: Gives an **insufficient or vague** response.

- *No, the fears are different today.*
- *Yes, some progress has been made.*
- *In a way, yes, but in the modern day context. [vague]*
- *Over the years, people would have changed it. [vague]*

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

- *No, because you don't travel by night nowadays. [inaccurate about the world]*
- *No, because nowadays, pilots are much better trained. [irrelevant]*
- *No, Rivière is really happy with his job but nowadays there are terrorists to worry about. [inaccurate reading of the text]*

Code 9: Missing.

This item was moderately difficult. Just over one-half of students answered correctly. The item requires students to reflect on the context in which a text was written and compare that context to their own. The object of the question is to encourage reflection. Therefore, so long as the response is consistent with an accurate reading of the text, and expresses a plausible position about the modern day context, a wide range of responses receive full credit, regardless of the position adopted.

question 7: destinAtion Buenos Aires

What happens to the main character in this text?

- A. He has an unpleasant surprise.
- B. He decides to change his job.
- C. He waits for something to happen.
- D. He learns to listen to others.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Recognise the main action in a narrative text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: C. He waits for something to happen.

No Credit

Code 0: Other responses.

Code 9: Missing.

This item was easy. About three-quarters of students answered correctly. The item requires students to demonstrate a broad understanding of the text by identifying its main idea. The item requires making links across the text and generalising about its overall action. The easiness of the item comes from the fact that the main idea of the text is implied and reinforced across the whole text.

question 8: destinAtion Buenos Aires

According to the second last paragraph (“Before long ...”), in what way are the night and a sea similar?

- A. Both hide what is in them.
- B. Both are noisy.
- C. Both have been tamed by humans.
- D. Both are dangerous to humans.
- E. Both are silent.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Continuous
Text type	Narration
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Understand the point of comparison in a metaphor
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: A. Both hide what is in them. **No**

Credit Code 0: Other responses.

Code 9: Missing

Democracy in Athens

Part A

Thucydides was a historian and military man who lived in the fifth century BC, during the Classical Greek period. He was born in Athens. During the Peloponnesian War (431 BC to 404 BC) between Athens and Sparta he was in command of a fleet whose mission was to protect the city of Amphipolis in Thrace. He failed to reach the city in time. It fell into the hands of Brasidas, the Spartan general, which forced Thucydides into a twenty-year exile. This granted him the opportunity of collecting detailed information from the two warring factions and the possibility of doing research for his work *History of the Peloponnesian War*.

Thucydides is regarded as one of the great historians of Ancient times. He focuses on natural causes and the behaviour of each individual rather than on fate or the intervention of divinities to explain the evolution of History. In his work, facts are not presented as mere anecdotes; rather, they are explained in an attempt to find out the reasons that led the main characters to act as they did. Thucydides' emphasis on the behaviour of individuals is why he sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters.

Part B

Thucydides attributes to Pericles (fifth century BC), the Athenian ruler, the following speech in honour of the soldiers who fell in the first year of the Peloponnesian War.

Our system of government does not copy the laws of neighbouring states; we are rather a pattern to others than imitators ourselves. Our system is called democracy, since its administration depends on the many instead of the few. Our laws afford equal rights to all in their private affairs, whereas the prestige in public life depends on merit rather than on social class.

Social class does not prevent a person from holding any public position either (...). And, at the same time that we do not interfere in private affairs, we do not break the law as regards public matters. We give our obedience to those whom we put in positions of authority, and we obey the laws themselves, especially those which are for the protection of the oppressed, and those unwritten laws which it is an acknowledged shame to break.

Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry; while the many inhabitants of the city draw the produce of the world into Athens, so that to the Athenian the fruits of other countries are as familiar as those of his own.

Democracy in Athens consists of two fairly short but dense texts. The first is classified as expository, although the first paragraph if considered alone could better be described as narration, since it gives an account of when something happened, referring to a sequence of events in a person's life. However, in the context of the whole of Part A, the biographical paragraph serves as an introduction to the more substantial second paragraph, which places Thucydides in the context of ideas, describing his originality as an historian. Part A as a whole, then, provides an explanation of concepts or mental constructs, which is a marker of expository texts.

Part B presents a sample of one of the "fictitious speeches" written by Thucydides that are referred to in Part A. Part B is an argumentative text, words imagined as having been spoken by Pericles in a speech of political persuasion. Part of the challenge of reading the stimulus as a whole is understanding the relationship between the two texts: it is not stated explicitly but can be inferred from the last sentence of Part A and the introduction to Part B. Other features that make this stimulus likely to be relatively difficult for 15-year-olds are its remoteness from their everyday experience, the abstractness of the language and the formal register, particularly of the rendition of Thucydides' writing. On the other hand it is reasonable to suppose that most students at the end of their compulsory schooling are fairly familiar with history as a concept, and some notion - even if not necessarily articulated - of what democracy might be. This assumed background was judged to provide sufficient context for students to approach the *Democracy in Athens* material.

question 3: democrAcy in Athens

One purpose of the speech in Part B was to honour soldiers who fell in the first year of the Peloponnesian War.

What was ANOTHER purpose of this speech?

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Exposition
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Identify the purpose of an argumentative text by linking it to its context
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 2: Refers to (political) motivation attributed to Pericles. May refer to: persuading soldiers to continue the struggle; consoling the families of the dead; fostering pride in the citizens of Athens; or stressing the virtues of Athens compared to Sparta or other cities. Response must be plausible and consistent with the text.

- To make people proud of Athens.
- To promote democracy.
- To explain benefits of the Athenian democracy.
- Making people think Athens is still ok, despite the fact that they are in trouble right now.
- To reinforce positive thinking and positive attitudes.
- To rouse the people.
- To promote patriotism.
- To win the next election.
- To get more popular.
- To make people aggressive against Spartans.

Refers to Thucydides' purpose of understanding Pericles' motivation or way of thinking.

- To explain Pericles' motivation/psychology.
- To explain why he did what he did.

Partial Credit

Code 1: Response refers only to explaining how democracy works.

- To introduce democracy.
- To explain democracy to the people.

No Credit

Code 0: Gives an insufficient or vague response.

response.

- Athens was the subject of the speech. [purpose not mentioned]
- To make people laugh. [inaccurate]

Code 9: Missing.

question 4: democrAcy in Athens

Why was Thucydides forced into exile?

- A. He was unable to achieve victory for the Athenians at Amphipolis.
- B. He took over a fleet in Amphipolis.
- C. He collected information from the two warring factions.
- D. He deserted the Athenians to fight with the Spartans.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a dense text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: A. He was unable to achieve victory for the Athenians at Amphipolis.

No Credit

Code 0: Other responses.

Code 9: Missing.

This item was moderately difficult. About two-thirds of students answered correctly. While the information required is explicitly stated, the match between the key “He was unable to achieve victory for the Athenians at Amphipolis” and the relevant part of the text is far from synonymous, and students must make connections within the text to retrieve it. To answer correctly, students need to understand both Thucydides’ position within the Peloponnesian War (he was Athenian) and his mission during that conflict (to protect the city of Amphipolis). They must then establish the referent for “it” (It fell into the hands of Brasidas, the Spartan general, which forced Thucydides into a twenty-year exile) to identify the causal relationship between the events in the text. Another source of difficulty in this item lies in the fact that it relates to a dense text, containing complex ideas that are likely to be unfamiliar.

This is coded as a partial credit item. To gain full credit, the response needs to identify the purpose of Pericles' speech by linking it to its context, which is partly provided in the expository text as well as more directly by the speech itself and by its introduction. The full credit response thus needs to be underpinned by a full and detailed understanding of both texts, and to use a high level of inference in an unfamiliar context, dealing with some ambiguity (about the authorship of the speech). Responses in this category refer to the political motivation attributed to Pericles, possibly by mentioning such purposes as persuading soldiers to continue the struggle; consoling the families of the dead; fostering pride in the citizens of Athens; or stressing the virtues of Athens compared to Sparta or other cities. Alternatively full credit answers could refer to the more abstract level of meaning implied in Part A: Thucydides' purpose of understanding Pericles' psychology or way of thinking. Full-credit answers do not need to be long or elaborate yet just over a quarter of responses in the field trial were in this category. About one-fifth of participants in the field trial were able to demonstrate a partial understanding of the text, indicating that its substantial content was about democracy but without registering the persuasive intent.

question 5: democrAcy in Athens

Who wrote the speech in Part B? Refer to the text to support your answer.

.....

.....

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Exposition
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Recognise the relationship between two texts by integrating information provided
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1: Identifies **Thucydides** (explicitly or implicitly) as the author of the speech AND **refers to Thucydides attributing the speech to Pericles**. May paraphrase or quote the text directly.

- Thucydides. It says "Thucydides attributes to Pericles".
- Thucydides. "He sometimes introduces fictitious speeches: these help him explain the motivations of the historical characters."
- It tells you that Thucydides made up speeches for the people he was writing about.

No credit

Code 0: Identifies **Thucydides** as the author of the speech without explanation.

- Thucydides.
 - A historian and military man.
- Gives an insufficient or vague response.

- *Pericles.*
- *He was writing in the Peloponnesian War.*

Code 9: *Missing.*

This item was very difficult. It was answered correctly by just under one-quarter of students. The answer is unambiguous when one integrates information from the two texts (Part A and Part B), so the text format for this item is **multiple**. The juxtaposition of the two texts makes it clear that the author of Pericles' speech is Thucydides. This may be deduced by linking the final part of Part A (which explains that Thucydides sometimes introduces fictitious speeches in his attempts to explain the motivations of historical characters) with the introduction to Part B (which begins "Thucydides attributes to Pericles..."). Alternatively, students may focus only on the introduction to Part B, inferring that "attributed" implies an invention (on Thucydides' part). An added difficulty of this task is that to receive credit, students must support their answer by referring to the text. The reference to the text may be in the form of direct quotation, paraphrase or generalisation.

question 6: democrAcy in Athens

According to the text, what made Thucydides different from the other historians of his time?

- A. He wrote about everyday people, not heroes.**
- B. He used anecdotes rather than mere facts.**
- C. He explained historical events by referring to their supernatural causes.**
- D. He focused on what made people act the way they did.**

Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Exposition</i>
<i>Aspect</i>	<i>Access and retrieve: Retrieve information</i>
<i>Question intent</i>	<i>Locate information that is explicitly stated in a dense text</i>
<i>Item format</i>	<i>Multiple choice</i>

CODING GUIDE

Full Credit

Code 1: *D. He focused on what made people act the way they did.*

No Credit

Code 0: *Other responses.*

Code 9: *Missing.*

This item was difficult. It was answered correctly by less than one-half of students. While the information required is explicitly stated, it is located in a dense text. A further source of difficulty is that the question does not explicitly direct students to the part of the text containing the answer. Students who answer correctly must locate the correct part of the text by matching “what made Thucydides different” in the stem with “He focuses on...rather than...” in the stimulus. When the correct part of the text is located, students can match “what made people act the way they did” in the item to any one of “behaviour of each individual”, “reasons that led the main characters to act as they did” and “motivations of the historical characters” in the text.

question 7: democrAcy in Athens

Look at this part of the text, from near the end of Part B:

“Furthermore, we provide plenty of means for the pleasure of the mind. The games and sacrifices we celebrate all the year round, and the elegance of our private places of residence, form a daily source of pleasure that helps to banish any worry.”

Which of these sentences best summarises this part of the text?

- A. The system of government in Athens allows any person to create laws.
- B. Entertainment and beauty are part of the good life you can have in Athens.
- C. Athenians live in too much luxury and cannot take life seriously.
- D. Public and private life are seen as the same thing.

Framework Characteristics

<i>Situation</i>	<i>Educational</i>
<i>Medium</i>	<i>Print</i>
<i>Text format</i>	<i>Continuous</i>
<i>Text type</i>	<i>Argumentation</i>
<i>Aspect</i>	<i>Integrate and interpret: Develop an interpretation</i>
<i>Question intent</i>	<i>Construe a sentence from an argumentative text</i>
<i>Item format</i>	<i>Multiple choice</i>

CODING GUIDE

Full Credit

Code 1: B. Entertainment and beauty are part of the good life you can have in Athens.

No Credit

Code 0: Other responses.

Code 9: Missing.

This item was moderately difficult. It was answered correctly by less than two-thirds of students. In this item, students are required to interpret a part of the text that is quoted in full in the question stem. The difficulty in this item therefore lies purely in construing the text, since no retrieval of information is required. The part of the text to be interpreted is fairly long and complex, and contains several ideas. Students who answer correctly must negotiate multiple inferences, matching “elegance of our private places” in the text with “beauty” in the stem, as well as “pleasure of the mind” and “games” in the text with “entertainment” in the question.

