

SESSION 5 EXPOSURE TO TEXT TYPES

TAKE THE TEST (Part 2)



READING UNIT 10: PERSONNEL

CANCO

CANCO Manufacturing Company

Personnel Department

Centre on Internal and External Mobility

What is CIEM?

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

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

What does CIEM do?

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

- **Job Data Bank**

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

- **Guidance**

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

- **Courses**

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

- **Mediation**

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

How much does CIEM cost?

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

How does CIEM work?

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

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

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

For more information

The personnel department can give you more information.

QUESTION 10.1

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

PERSONNEL SCORING 10.1

Full credit: Mentions at least ONE of the following:

(1) From the personnel department

(2) From the personnel counsellor

- Personnel department
- The personnel counsellor can give you more information.

No credit: Other responses and missing.

Framework

10.1

Characteristics

- **Scenario**
- **Text format**
- **Type**
- **Process**

- **Item**
- **Proficiency Level**

Public

Continuous

Description /Report

Locate and retrieve

Short response

1(a)

The logo for CANCO, consisting of the word "CANCO" in white, bold, sans-serif capital letters inside a black rectangular box.

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The personnel department can give you more information.

QUESTION 10.2

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

PERSONNEL SCORING 10.2

Full credit: Mentions **BOTH** of the following:

(1) They act as a mediator for employees OR mediation

(2) They assist with finding new positions. [Don't accept: "Job Data Bank", "Guidance", "Courses", or "Career Change Projects".]

- mediator
assists with finding new positions when necessary
- acts as a mediator
helps you to find a new job

No credit:

- Other responses.

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

Framework

10.2

Characteristics

- **Scenario**

Public

- **Text format**

Continuous

- **Type**

Description /Report

- **Process**

Understand and interpret

- **Item**

Short Response

- **Proficiency Level**

2

EDITORIAL

Technology creates the need for new rules

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

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

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

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

The Australians set up a commission to study the matter. Last week, the commission made its report. The embryos should be thawed, the panel said, because donation of embryos to someone else would require the consent of the "producers," and no such consent had been given. The panel also held that the embryos in their present state had no life or rights and thus could be destroyed.

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

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

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

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

QUESTION 11.1

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

NEW RULES SCORING 11.1

Full credit: Underlines OR circles the sentence OR a part of the sentence that contains at least ONE of the following:

(1)“set up a commission”

(2)“three months be allowed for public opinion to respond to the commission recommendation....”

- [Underlining] ...The Australians set up a commission to study the matter...

[Student has underlined one of the relevant sentences.]

- [Underlining] ...The Australians set up a commission to study the matter... and ...they urged that three months be allowed for public opinion to respond to the commission recommendation... [Student has underlined both of the relevant sections of the text.]

- [Underlining] ...The Australians set up a commission to study the matter. ...and ...In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband’s frozen sperm... [One section of the text is correctly underlined; the other underlining seems to be related to answering the next

NEW RULES SCORING 11.1

- **No credit:**

Other responses

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

Framework

11.1

Characteristics

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

Public

Continuous

Instruction

**Locate, Access and
retrieve target**

Short Response

1 b

QUESTION 11.2

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

NEW RULES SCORING 11.2

Full credit: Mentions at least TWO of the following:

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

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

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

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

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

No credit: -

Other responses.

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

Framework

11.2

Characteristics

- **Scenario**

Public

- **Text format**

Continuous

- **Type**

Description /Report

- **Process**

Understand and interpre

- **Item**

Short Response

- **Proficiency Level**

2

READING UNIT 12: MORELAND

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

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

MORELAND QUESTION 12.1

What time does the Fawkner Library close on Wednesday?

MORELAND SCORING 12.1

Full credit: 5 p.m. / 5 o'clock

No credit: Other responses and miss

Framework

12.1

Characteristics

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

Public

Non Continuous

Description

Locate information

Short Response

1 b

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	Thursday	11am-8pm	11am-5.30pm	10am-8pm	11am-5.30pm	10am-8pm
	Friday	11am-5pm	11am-5pm	10am-8pm	11am-5pm	10am-5.30pm
	Saturday	10am-1pm	10am-1pm	9am-1pm	10am-1pm	9am-1pm

QUESTION 12.2

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

- a) Brunswick Library**
- b) Campbell Turnbull Library**
- c) Coburg Library**
- d) Fawkner Library**
- e) Glenroy Library**

MORELAND SCORING 12.2

- Full credit: C. Coburg Library**
- No credit: Other responses and missing**

Framework

12.2

Characteristics

- **Scenario**
- **Text format**
- **Type**
- **Process**

- **Item**
- **Proficiency Level**

Public

Non Continuous

Description

Locate information

MCQ

1 a

Bullying Text

PARENTS LACK AWARENESS OF BULLYING

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

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

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

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

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

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

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

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

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

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

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

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

QUESTION 16.1

Why does the article mention the death of Kiyoteru Okouchi?

BULLYING SCORING 16.1

Full credit: Relates the bullying-suicide incident to public concern and / or the survey OR refers to the idea that the death was associated with extreme bullying. Connection may be explicitly stated or readily inferred.

- To explain why the survey was conducted.
- To give the background to why people are so concerned about bullying in Japan.
- He was a boy who committed suicide because of bullying.
- To show how far bullying can go.
- It was an extreme case.
- He hanged himself and he left a note saying that he was bullied in many hurtful ways. e.g. bullies took his money and they also dunked him in a nearby stream many times. [A description of the extremity of the case.]
- This is mentioned because they feel it is important to try and stop bullying and for parents and teachers to keep a close eye on the children because they might do the same thing if it goes on for too long without help. [A very long winded way of saying that the incident showed how much public awareness needed to be raised.]

No credit:

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

Framework

16.1

Characteristics

- **Scenario**
- **Text format**
- **Type**
- **Process**

Public

Continuous

Narration

**Locate, Access and
retrieve target
information**

- **Item**
- **Proficiency Level**

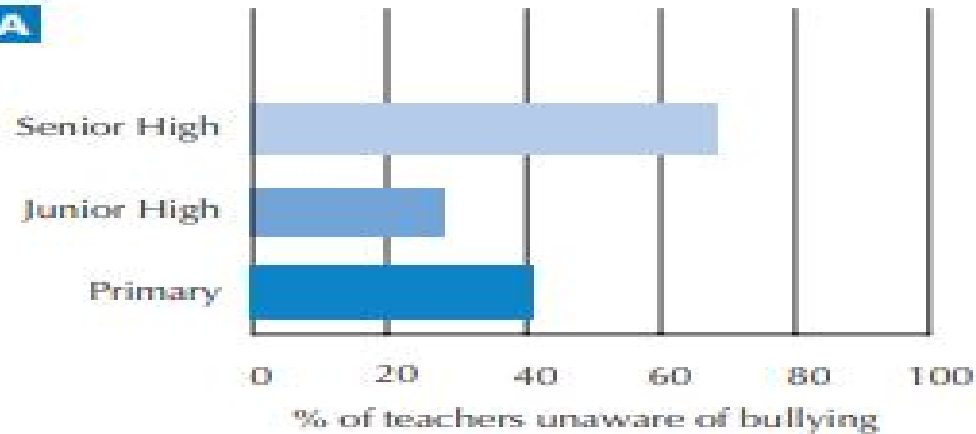
Short Constructed Response

2/3

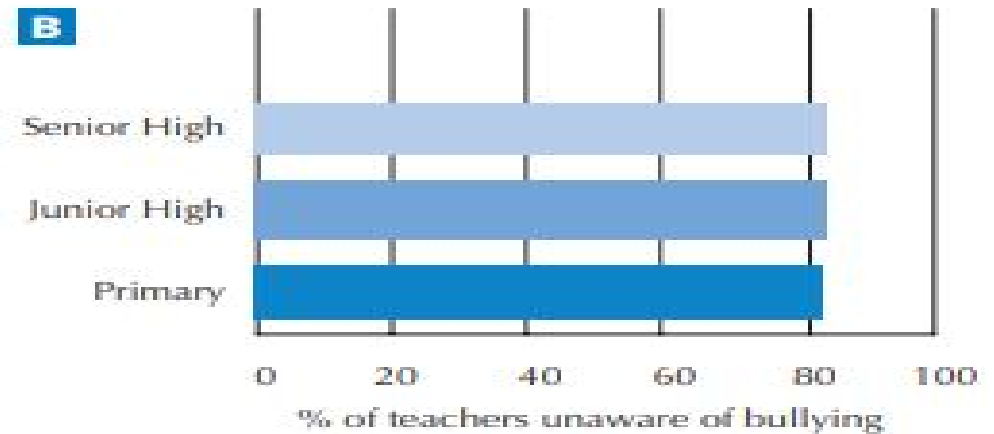
QUESTION 16.2

What percentage of teachers at each type of school was not aware that their students were being bullied? Circle the alternative (A, B, C or D) which best represents this. (Full credit to letter _____ ?? or Graph _____ ??/ No credit to any other response)

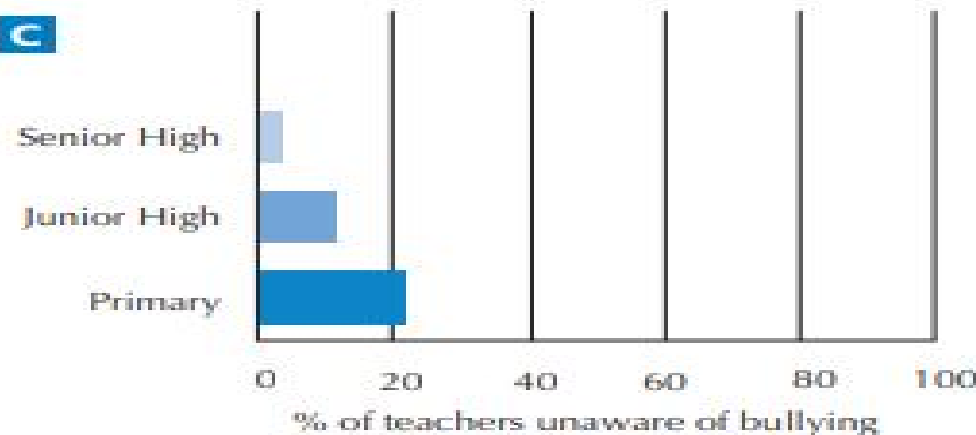
A



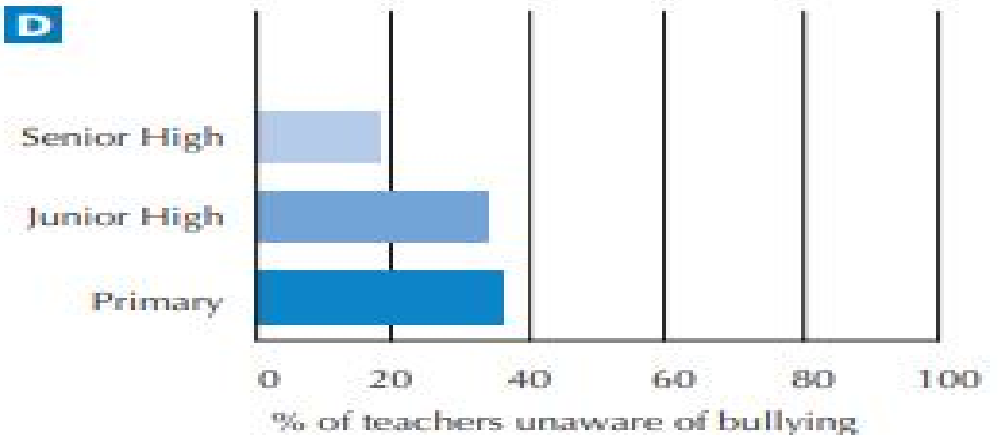
B



C



D



Framework

16.2

Characteristics

- Scenario
- Text format
- Type
- Process
- Item
- Proficiency Level
- (Correct Response= Graph A)

Public

Continuous

Narration

Retrieve information

Complex MCQ

2

READING UNIT 3: AMANDA AND THE DUCHESS

Text 1

AMANDA AND THE DUCHESS

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

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

AMANDA

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

THE DUCHESS

No-one but you.

AMANDA, *sincerely surprised*

Me?

THE DUCHESS

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

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

AMANDA, *very gently*

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

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

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

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

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

AMANDA, *in a whisper*

What should I say to him?

THE DUCHESS, *gripping her arm*

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

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

AMANDA

Excuse me, Sir...

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

THE PRINCE

Yes?

AMANDA

Can you tell me the way to the sea?

THE PRINCE

Take the second turning on your left.

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

AMANDA, gently, after a while

He didn't recognise me...

THE DUCHESS

It was dark... And then, who knows what face he gives her now, in his dreams? *(She asks timidly.)*

The last train has gone, young lady. In any case, wouldn't you like to stay at the castle tonight?

AMANDA, in a strange voice

Yes, ma'am.

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

THE CURTAIN FALLS

Source: Jean Anouilh, *Léocadia* (end of Scene II). Published by La Table Ronde, 1984.

Text 2

Definitions of some theatrical occupations

Actor: plays a character on stage.

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

Wardrobe staff: produce the costumes from a model.

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

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

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

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

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

QUESTION 9.1

What is this extract from the play about?

The Duchess thinks of a trick

- a. **to get the Prince to come and see her more often.**
- b. **to get the Prince to make up his mind finally to get married.**
- c. **to get Amanda to make the Prince forget his grief.**
- d. **to get Amanda to come and live at the castle with her.**

AMANDA AND THE DUCHESS SCORING 9.1

Full credit: C. to get Amanda to make the Prince forget his grief.

No credit: Other responses and missing.

Framework

9.1

Characteristics

- **Scenario**
- **Text format**
- **Type**
- **Process**

Educational

Continuous

Narration

Retrieve information

- **Item**
- **Proficiency Level**

Simple MCQ

1b

QUESTION 9.2

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

How can these directions be recognised in the script?

Framework

9.2

Characteristics

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

Educational

Continuous

Narration

understand and reflect

Closed Constructed

2

AMANDA AND THE DUCHESS SCORING 9.2

Full credit: Refers to italics. Allow non-technical descriptions. May mention parentheses as well as italics.

s (They are in) italics.

s Slanting writing.

s Like this: *[Imitates italic style.]*

No credit:

s Handwriting.

s Writing in italics and also the use of brackets.

s They are in a skinny type of writing.

No credit:

Gives insufficient or vague answer.

s Stage directions are in brackets. *[Reference to brackets is correct for some stage directions, but answer does not refer to italics.]*

s Written in a different style

s Another print

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

s Bold print

s Small print

By the director

[Irrelevant]

[Inaccurate] [Inaccurate]

QUESTION 9.3

The table below lists theatre technicians involved in staging this extract from *Léocadia*. Complete the table by indicating one stage direction from Text 1 which would require the involvement of each technician. The first one has been done for you.

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

Framework

9.3

Characteristics

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

Educational

Continuous

Narration

understand and reflect

Closed Constructed

2

AMANDA AND THE DUCHESS SCORING 9.3

AMANDA AND THE DUCHESS SCORING 9.3A (Props manager)

Full credit: Indicates suitcase OR bicycle. May quote a phrase from the stage directions.

s Her small suitcase

s Bicycle

No credit:

Other responses.

s Bicycle bell

s Obelisk

s A circular bench

AMANDA AND THE DUCHESS SCORING 9.3B (Sound technician)

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

s A bicycle bell is heard in the evening air.

s Only the wind can be heard.

s Evening birds

The evening birds have now taken over.

No credit: Other responses and missing

AMANDA AND THE DUCHESS SCORING 9.3C (Lighting technician)

Full credit: Indicates shadows OR pale blur OR [completely] dark OR evening

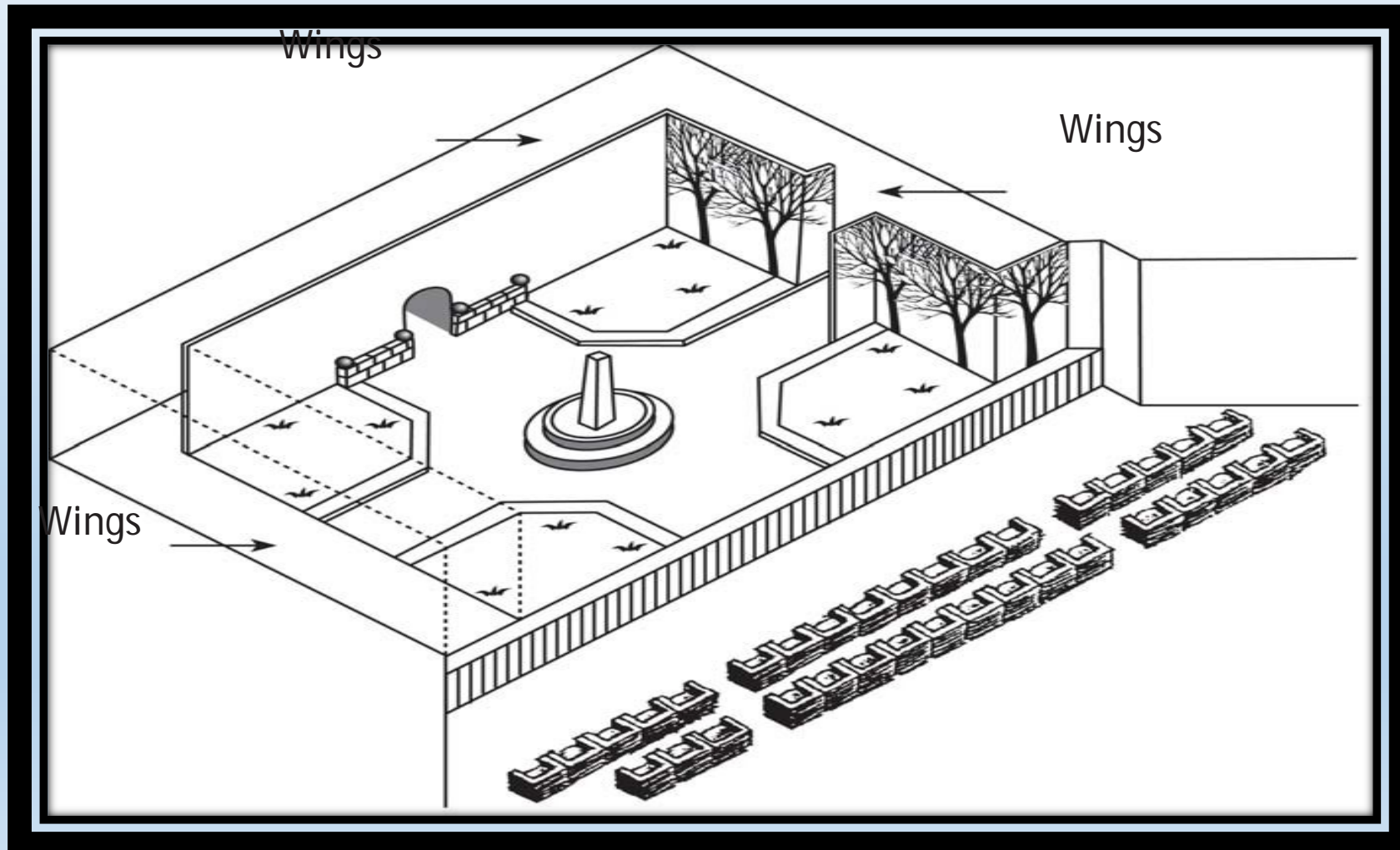
- s The grounds are filled with shadows.
- s The deeper shadows of the trees
- s Evening is falling.
- s In the evening air

No credit: Other responses and missing.

QUESTION 9.4

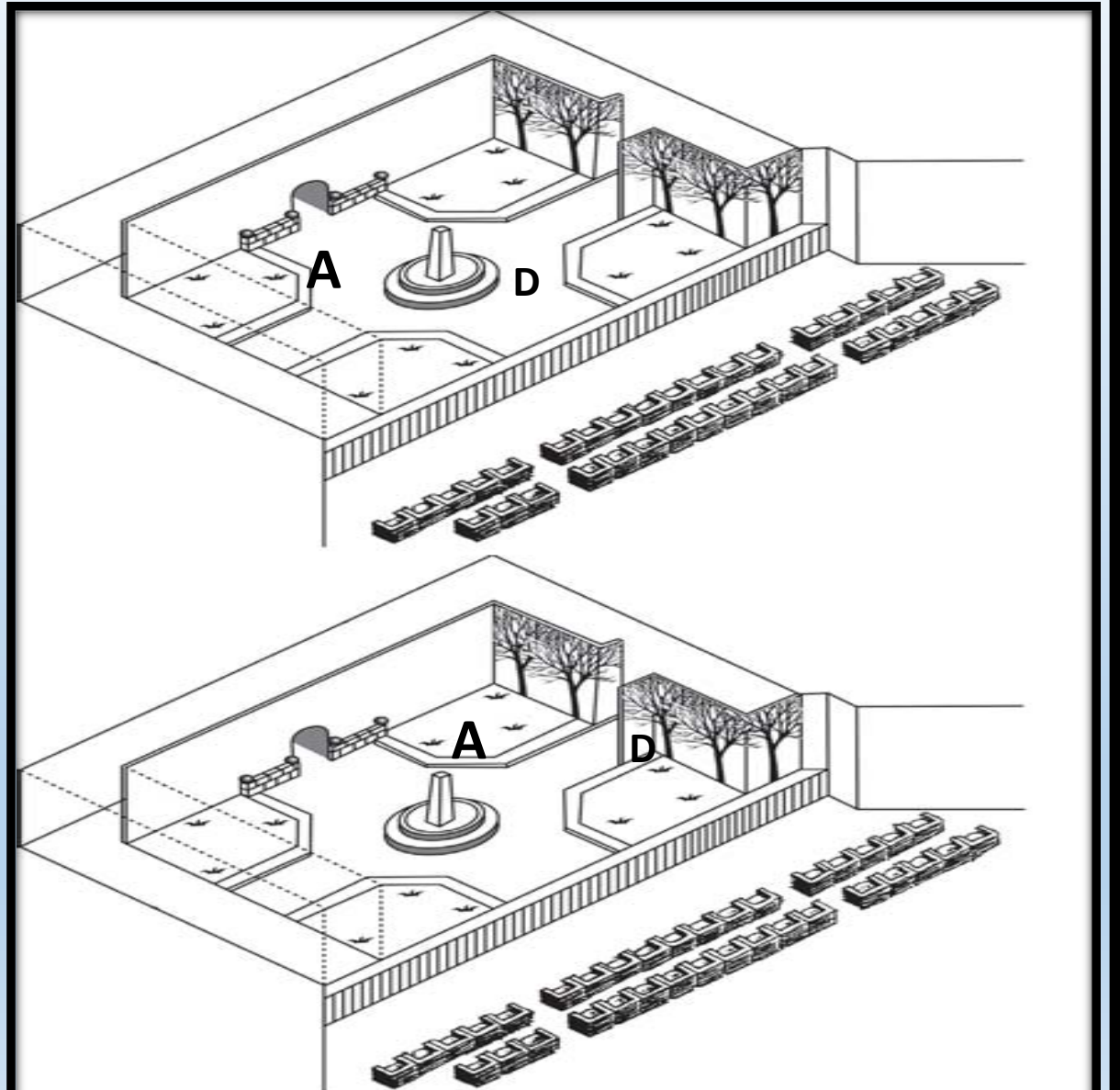
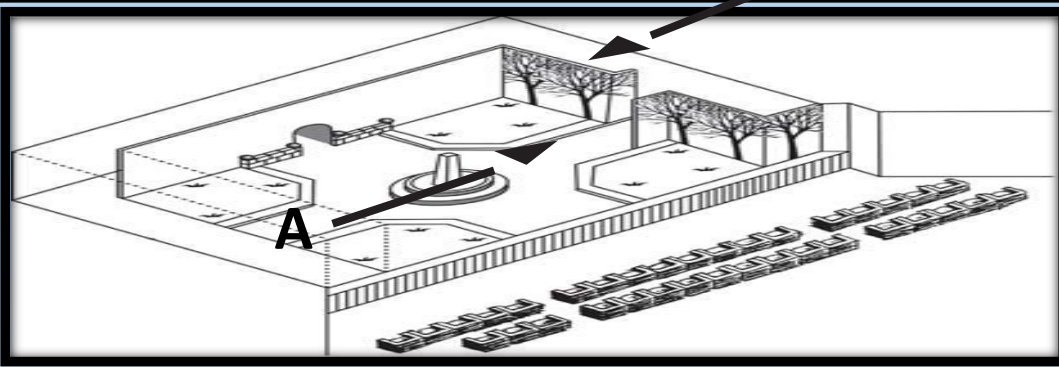
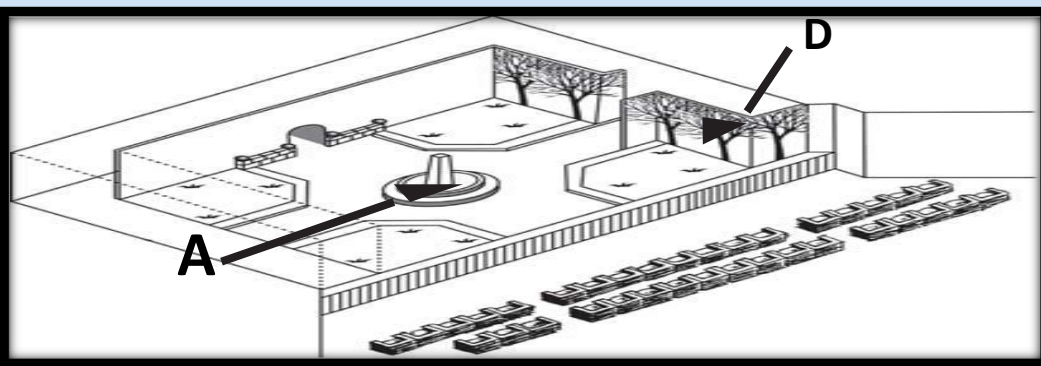
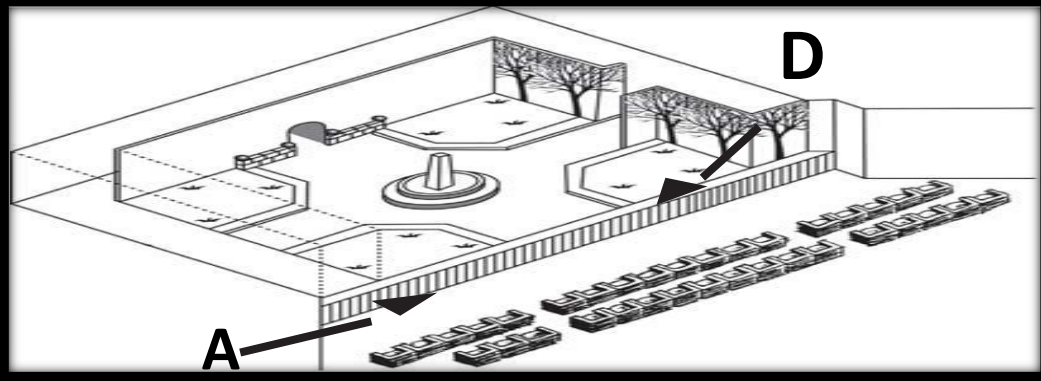
The director positions the actors on the stage. On a diagram, the director represents Amanda with the letter A and the Duchess with the letter D.

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



AMANDA AND THE DUCHESS SCORING 9.4

Full credit: Marks A by the obelisk and D behind or near the trees.



Framework

9.2

Characteristics

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

Educational

Continuous

Narration

Understand, Reflect and interpret

Closed Constructed

2