

ANSWERS

LAKE CHAD SCORING 1.1

Full credit: A. About two metres.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 478 score points on the PISA reading scale. Across OECD countries, 65% of students answered correctly. To do so, they correctly retrieved information.

LAKE CHAD SCORING 1.2

Full credit: 11,000 BC (or approximation between 10,500 and 12,000; or other indication that the student has extrapolated from the scale)

- 11,000
- 11,000 BC
- 10,500 BC
- Just before 10,000 BC
- About 12,000
- About 11,000 BC

No credit:

- Other responses, including arrow pointing to the starting point of the graph.

- 10,000 BC [*Failure to extrapolate from the scale.*]
- 20,000 BC
- 8000 BC [*Has looked at wrong figure.*]
- ~~11000 BC~~ 4000 BC [*Ignore crossed-out answer.*]
- 0

- Missing.

Answering this question correctly corresponds to a difficulty of 540 score points on the PISA reading scale. Across OECD countries, 50% of students answered correctly. To do so, they correctly retrieved information.

LAKE CHAD SCORING 1.3

Full credit: Refers to reappearance of lake. Note: answer may receive full credit even if previous answer is incorrect.

- Lake Chad reappeared in 11,000 BC after disappearing completely around 20,000 BC.
- The lake disappeared during the Ice Age and then came back at about this time.
- It reappeared then.
- About 11,000 BC it came back.
- Then the lake reappeared after being gone for 9000 years.

No credit:

- Other responses.

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

- Missing.

Answering this question correctly corresponds to a difficulty of 600 score points on the PISA reading scale. Across OECD countries, 37% of students answered correctly. To do so, they reflected on and evaluated the text.

LAKE CHAD SCORING 1.4

Full credit: A. the animals in the rock art were present in the area at the time they were drawn.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 397 score points on the PISA reading scale. Across OECD countries, 77% of students answered correctly. To do so, they interpreted the text correctly.

LAKE CHAD SCORING 1.5

Full credit: C. after the level of Lake Chad had been falling for over a thousand years.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 508 score points on the PISA reading scale. Across OECD countries, 57% of students answered correctly. To do so, they interpreted the text correctly.

FLU SCORING 2.1

Full credit: B. Immunisations will be given during working hours.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 443 score points on the PISA reading scale. Across OECD countries, 70% of students answered correctly. To do so, they correctly retrieved information.

2

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 (“cartoon-like”) of one illustration (1).*]
- No, the pictures are childish and irrelevant. [*Uses own terms (“childish”, “irrelevant”) to evaluate one of the features mentioned in the stem (2).*]
- Yes, the written style is relaxed and informal. [*Uses own terms (“relaxed”, “informal”) to evaluate one of the features mentioned in the stem (2).*]
- Yes, the style was warm and inviting. [*Uses own terms to evaluate style (2).*]
- There is too much writing. People wouldn’t bother reading it. [*Refers to a relevant feature of the presentation: amount of text (1). Uses own evaluative terms (2).*]
- She doesn’t put pressure on people to get the injection, and that would encourage people. [*Implicit reference to manner or register: an aspect of style (2).*]
- No, the writing style is very formal. [*Debatable but plausible application of own evaluative term: “formal” (2).*]

Partial credit:

- 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. *[Irrelevant]*
- Missing.

Answering this question correctly corresponds to a difficulty of 583 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 542 score points on the PISA reading scale. Across OECD countries, 44% of students answered correctly. To do so, they reflected on and evaluated the text.

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.

Answering this question correctly corresponds to a difficulty of 521 score points on the PISA reading scale. Across OECD countries, 53% of students answered correctly. To do so, they interpreted the text correctly.

2

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.*]

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]*
- Missing.

Answering this question correctly corresponds to a difficulty of 637 score points on the PISA reading scale. Across OECD countries, 37% of students answered correctly. To do so, they reflected on and evaluated the text.

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.

Answering this question correctly corresponds to a difficulty of 562 score points on the PISA reading scale. Across OECD countries, 45% of students answered correctly. To do so, they interpreted the text correctly.

GRAFFITI SCORING 3.1

Full credit: B. present an opinion about graffiti.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 421 score points on the PISA reading scale. Across OECD countries, 76% of students answered correctly. To do so, they interpreted the text correctly.

GRAFFITI SCORING 3.2

Full credit:

- Recognises that a comparison is being drawn between graffiti and advertising. Answer is consistent with the idea that advertising is a legal form of graffiti.
 - To show us that advertising can be as invasive as graffiti.
 - Because some people think advertising is just as ugly as spray-painting.
 - She's saying that advertising is just a legal form of graffiti.
 - She thinks advertising is like graffiti.
 - Because they don't ask your permission to put up billboards. *[The comparison between advertising and graffiti is implicit.]*
 - Because advertisements are placed in society without our permission, as is graffiti.
 - Because the billboards are like graffiti. *[A minimal answer. Recognises a similarity without elaborating on what the similarity is.]*
 - Because it is another form of display.
 - Because advertisers stick posters on the wall and she thinks it is graffiti as well.
 - Because it is on the walls too.
 - Because they are equally nice or ugly to look at.
 - She refers to advertising because it is acceptable unlike graffiti. *[Similarity of graffiti and advertising is implied by contrasting attitudes to the two.]*
- Recognises that referring to advertising is a strategy to defend graffiti.
 - So that we will see that graffiti is legitimate after all.

No credit:

- Gives insufficient or vague answer.
 - It's a way of making her point.
 - Because she wants to, she mentions it as an example.
 - It's a strategy.
 - Company logos and shop names.
- Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.
 - She's describing the graffiti.
 - Because people put graffiti on them.
 - Graffiti is a kind of advertising.
 - Because graffiti is advertising for a certain person or gang. *[Comparison goes in the wrong direction i.e. graffiti is a form of advertising.]*
- Missing.

Answering this question correctly corresponds to a difficulty of 542 score points on the PISA reading scale. Across OECD countries, 53% of students answered correctly. To do so, they interpreted the text correctly.

GRAFFITI SCORING 3.3

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

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

No credit:

- Support for own point of view is confined to a direct quotation (with or without quotation marks).
 - Helga because I agree that people should find ways to express themselves that do not inflict extra costs upon society.
 - Helga. Why spoil the reputation of young people?
- Gives insufficient or vague answer.
 - Sophia's because I think Helga's letter doesn't back her argument with reasons (Sophia compares her argument to advertising etc.) *[Answers in terms of style or quality of argument.]*
 - Helga because she used more details. *[Answers in terms of style or quality of argument.]*
 - I agree with Helga. *[No support for opinion.]*
 - Helga's because I believe what she is saying. *[No support for opinion.]*
 - Both, because I can understand where Helga is coming from. But Sophia is also right. *[No support for opinion.]*

- Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.
 - I agree more with Helga. Sophia doesn't seem to be sure what she thinks.
 - Helga's because she thinks some have talent. *[Misinterpretation of Helga's argument.]*
- Missing.

Answering this question correctly corresponds to a difficulty of 471 score points on the PISA reading scale. Across OECD countries, 67% of students answered correctly. To do so, they reflected on and evaluated the text.

2

GRAFFITI SCORING 3.4

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

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

No credit:

- Judges in terms of agreement or disagreement with the writer's position, or simply paraphrases content.
 - Helga. I agree with everything she said.
 - Helga's was the better letter. Graffiti is costly and wasteful, just as she says.
- Judges without sufficient explanation.
 - Sophia's letter was the best.
 - Sophia's was easier to read.
 - Helga had a better argument.
- Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.
 - Helga's is better written. She works step by step through the problem and then, on the basis of that, she comes to a logical conclusion.
 - Sophia because she kept her position to herself until the end of her letter.

- Missing.

Answering this question correctly corresponds to a difficulty of 581 score points on the PISA reading scale. Across OECD countries, 45% of students answered correctly. To do so, they reflected on and evaluated the text.

LABOUR SCORING 4.1

Full credit: D. In the labour force and not in the labour force.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 477 score points on the PISA reading scale. Across OECD countries, 63% of students answered correctly. To do so, they interpreted the text correctly.

LABOUR SCORING 4.2

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

- 949,900
- just under nine hundred and fifty thousand
- 950,000
- 949.9 thousand
- almost a million
- about 900 thousand
- 949.9 X 1000
- 949(000)

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

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

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 631 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 485 score points on the reading scale. Across OECD countries, 46% of students answered correctly. To do so, they correctly retrieved information.

2 LABOUR SCORING 4.3

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

Full credit: 5 correct.

Partial credit: 3 or 4 correct.

No credit: 2 or fewer correct.

Answering this question correctly corresponds to a difficulty of 727 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 473 score points on the reading scale. Across OECD countries, 39% of students answered correctly. To do so, they interpreted the text correctly.

LABOUR SCORING 4.4

Features of Tree Diagram	Answer
The labels in each box (e.g. "In labour force")	Change / <input checked="" type="checkbox"/> No change
The percentages (e.g. "64.2%")	<input checked="" type="checkbox"/> Change / <input checked="" type="checkbox"/> No change
The numbers (e.g. "2656.5")	<input checked="" type="checkbox"/> Change / <input checked="" type="checkbox"/> No change
The footnotes under the tree diagram	Change / <input checked="" type="checkbox"/> No change

Full credit: 3 correct.

No credit: 2 or fewer correct.

Answering this question correctly corresponds to a difficulty of 445 score points on the PISA reading scale. Across OECD countries, 69% of students answered correctly. To do so, they reflected on and evaluated the text.

LABOUR SCORING 4.5

Full credit: C. Categories within each group.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 486 score points on the PISA reading scale. Across OECD countries, 62% of students answered correctly. To do so, they reflected on and evaluated the text.

2

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

PLAN INTERNATIONAL SCORING 5.2

Full credit: 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:

- 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.
- Student has answered Question 5.1 correctly. Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) PLAN's low level of activity in Ethiopia (information supplied in the table).
- Ethiopia does not need PLAN's help as much as the other countries. *[Draws on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.]*
 - Ethiopia is not as poor as the other countries so it doesn't need PLAN's help as much. *[Draws on information in the table but is inconsistent with information about Ethiopia's relative poverty supplied in the stem.]*
 - Ethiopia might only need more help with their community leaders than other countries. *[Draws in detail on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.]*
- Student has answered Question 5.1 incorrectly. Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:
- (1) the level of activity in Ethiopia which the student has indicated in Question 4A (the explanation itself need not be true); AND
 - (2) Ethiopia's poverty (information given in the stem).
- *[Answer to Question 4A: The level of activity is comparatively high in Ethiopia.]* Ethiopia is poorer than other countries in the region and therefore needs more help.
 - *[Answer to Question 4A: It is about the same as in other countries in the region.]* Aid is distributed equally so there is no rivalry between countries.

No credit:

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

- Missing.

Answering this question correctly corresponds to a difficulty of 822 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 705 score points on the reading scale. Across OECD countries, 11% of students answered correctly. To do so, they reflected on and evaluated the text.

2

POLICE SCORING 6.1

Full credit: B. The order of the pearls is different.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 515 score points on the PISA reading scale. Across OECD countries, 61% of students answered correctly. To do so, they correctly retrieved information.

POLICE SCORING 6.2

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

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 518 score points on the PISA reading scale. Across OECD countries, 58% of students answered correctly. To do so, they interpreted the text correctly.

POLICE SCORING 6.3

Full credit: C. To inform.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 406 score points on the PISA reading scale. Across OECD countries, 80% of students answered correctly. To do so, they interpreted the text correctly.

POLICE SCORING 6.4

Full credit: B. carrying out genetic analyses.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 402 score points on the PISA reading scale. Across OECD countries, 81% of students answered correctly. To do so, they interpreted the text correctly.

2

RUNNERS SCORING 7.1

Full credit: D. That it is very important for young sports players to wear good sports shoes.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 356 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, they interpreted the text correctly.

RUNNERS SCORING 7.2

Full credit: Refers to restriction of movement.

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

No credit:

- Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.
 - To avoid injuries.
 - They can't support the foot.
 - Because you need to support the foot and ankle.
- Gives insufficient or vague answer.
 - Otherwise they are not suitable.
- Missing.

Answering this question correctly corresponds to a difficulty of 392 score points on the PISA reading scale. Across OECD countries, 79% of students answered correctly. To do so, they correctly retrieved information.

RUNNERS SCORING 7.3

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

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

No credit:

- Other responses.

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

- Missing.

Answering this question correctly corresponds to a difficulty of 405 score points on the PISA reading scale. Across OECD countries, 76% of students answered correctly. To do so, they correctly retrieved information.

RUNNERS SCORING 7.4

Full credit: D. Gives the solution to the problem described in the first part.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 402 score points on the PISA reading scale. Across OECD countries, 78% of students answered correctly. To do so, they reflected on and evaluated the text.

GIFT SCORING 8.1

Full credit: C. Her house has been surrounded by flood waters.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 447 score points on the PISA reading scale. Across OECD countries, 73% of students answered correctly. To do so, they interpreted the text correctly.

2

GIFT SCORING 8.2

Full credit: C. intending to shoot the cat.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 603 score points on the PISA reading scale. Across OECD countries, 40% of students answered correctly. To do so, they interpreted the text correctly.

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 detail.

- 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.]*
- Missing.

Answering this question correctly corresponds to a difficulty of 652 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 567 score points on the reading scale. Across OECD countries, 37% of students answered correctly. To do so, they reflected on and evaluated the text.

GIFT SCORING 8.4

Full credit: B. It began to float.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 367 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, they correctly retrieved information.

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 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
- (2) the idea that the panther is presented from the woman's point of view.
 - Because it creates suspense. You don't really know what was crying. *[1]*
 - It introduces the panther slowly. *[1]*
 - It's exciting. *[1]*
 - You don't know what it is, just like the woman. *[Combination of (1) and (2).]*
 - It describes the woman's feelings about the panther. *[2]*

- 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]

- Missing.

Answering this question correctly corresponds to a difficulty of 645 score points on the PISA reading scale. Giving a partially correct answer to this question corresponds to a difficulty of 539 score points on the reading scale. Across OECD countries, 43% of students answered correctly. To do so, they interpreted the text correctly.

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]*

- Missing.

Answering this question correctly corresponds to a difficulty of 529 score points on the PISA reading scale. Across OECD countries, 57% of students answered correctly. To do so, they interpreted the text correctly.

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.]*
- Missing.

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.]*
- Missing.

Answering this question correctly corresponds to a difficulty of 537 score points on the PISA reading scale. Across OECD countries, 64% of students answered correctly. To do so, they reflected on and evaluated the text.

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.

Answering this question correctly corresponds to a difficulty of 423 score points on the PISA reading scale. Across OECD countries, 74% of students answered correctly. To do so, they interpreted the text correctly.

AMANDA AND THE DUCHESS SCORING 9.2

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

- (They are in) italics.
- Slanting writing.
- Like this: *[Imitates italic style.]*
- Handwriting.
- Writing in italics and also the use of brackets.
- They are in a skinny type of writing.

No credit:

- Gives insufficient or vague answer.
 - Stage directions are in brackets. *[Reference to brackets is correct for some stage directions, but answer does not refer to italics.]*
 - Written in a different style
 - Another print
- Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.
 - Bold print *[Inaccurate]*
 - Small print *[Inaccurate]*
 - By the director *[Irrelevant]*
- Missing.

Answering this question correctly corresponds to a difficulty of 561 score points on the PISA reading scale. Across OECD countries, 44% of students answered correctly. To do so, they reflected on and evaluated the text.

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.

- Her small suitcase
- Bicycle

No credit:

- Other responses.
 - Bicycle bell
 - Obelisk
 - A circular bench
- Missing.

AMANDA AND THE DUCHESS SCORING 9.3B (Sound technician)

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.

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

No credit: 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

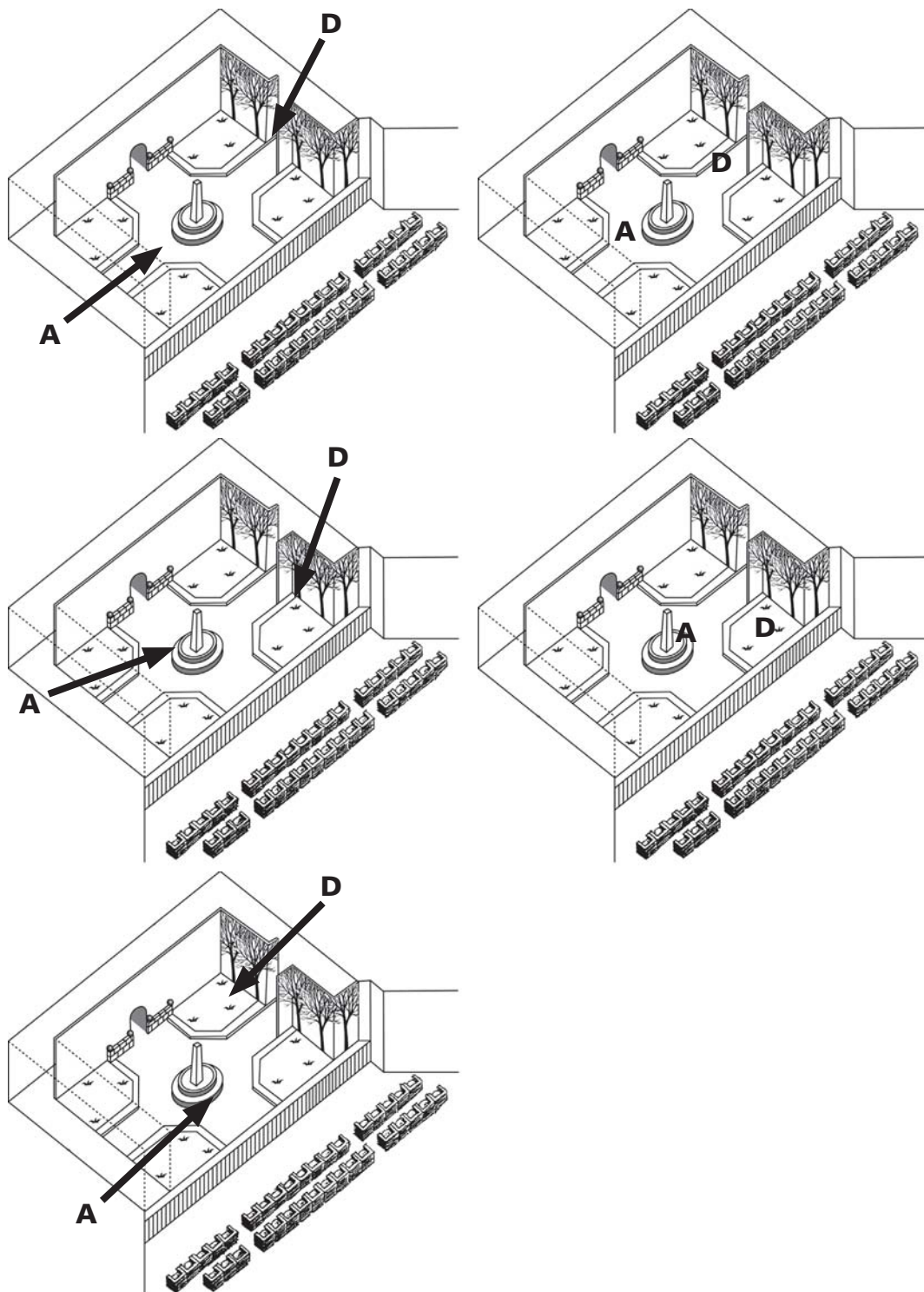
- The grounds are filled with shadows.
- The deeper shadows of the trees
- Evening is falling.
- In the evening air

No credit: Other responses and missing.

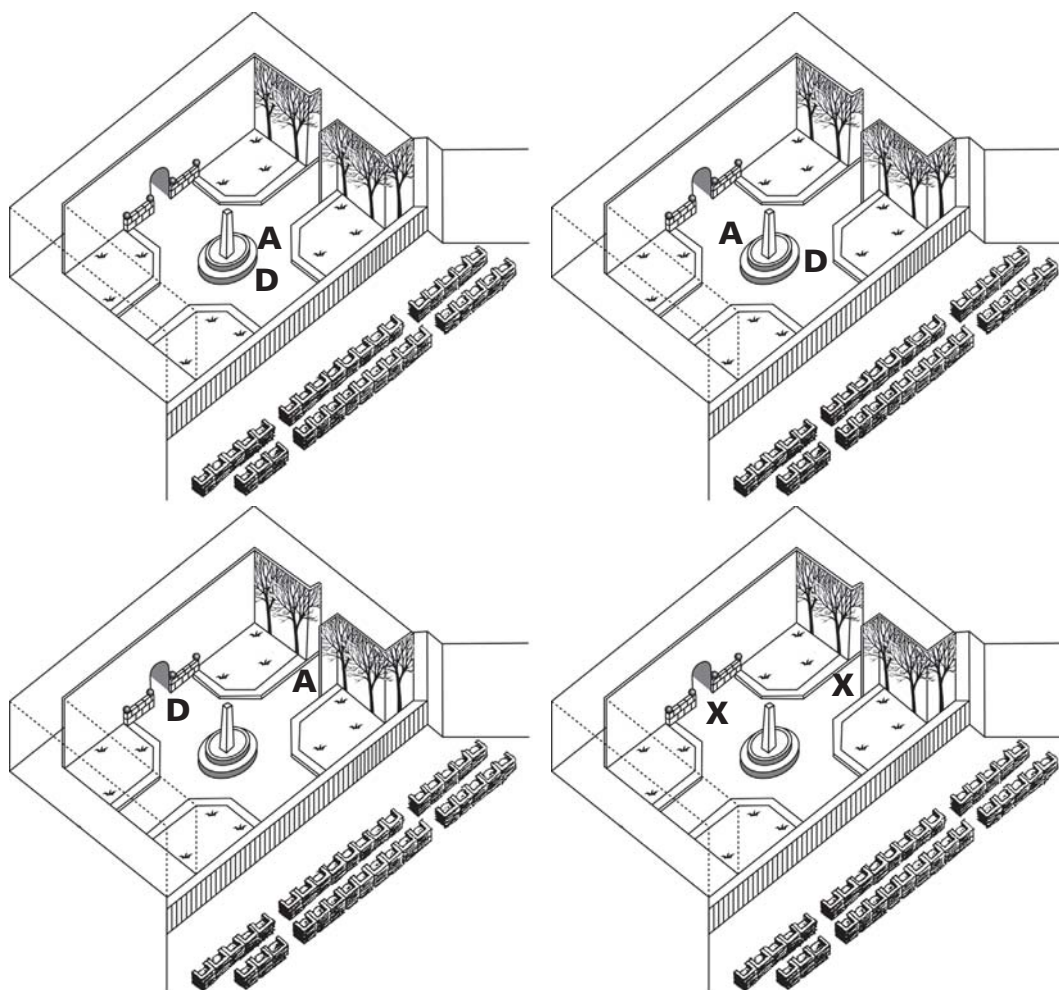
Answering this question correctly corresponds to a difficulty of 567 score points on the PISA reading scale. Across OECD countries, 44% of students answered correctly. To do so, they interpreted the text correctly.

AMANDA AND THE DUCHESS SCORING 9.4

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



No credit: Other responses and missing.



Answering this question correctly corresponds to a difficulty of 608 score points on the PISA reading scale. Across OECD countries, 37% of students answered correctly. To do so, they correctly retrieved information.

AMANDA AND THE DUCHESS SCORING 9.5

Full credit: D. That the Prince didn't notice that Amanda looked like Léocadia.

No credit: Other responses and missing.

Answering this question correctly corresponds to a difficulty of 455 score points on the PISA reading scale. Across OECD countries, 67% of students answered correctly. To do so, they interpreted the text correctly.

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.

Answering this question correctly corresponds to a difficulty of 363 score points on the PISA reading scale. Across OECD countries, 85% of students answered correctly. To do so, they correctly retrieved information.

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

- Missing.

Answering this question correctly corresponds to a difficulty of 655 score points on the PISA reading scale. Across OECD countries, 32% of students answered correctly. To do so, they correctly retrieved information.

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 question, so accept.]

No credit:

- Other

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

- Missing.

Answering this question correctly corresponds to a difficulty of 558 score points on the PISA reading scale. Across OECD countries, 48% of students answered correctly. To do so, they interpreted the text correctly.

NEW RULES SCORING 11.2

Full credit: Mentions at least TWO of the following:

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

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

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

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

2

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".]*

- Missing.

Answering this question correctly corresponds to a difficulty of 669 score points on the PISA reading scale. Across OECD countries, 26% of students answered correctly. To do so, they interpreted the text correctly.

MORELAND SCORING 12.1

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

No credit: Other responses and missing.

To answer this question correctly students had to retrieve information.

MORELAND SCORING 12.2

Full credit: C. Coburg Library

No credit: Other responses and missing.

To answer this question correctly students had to retrieve information.

WARRANTY SCORING 13.1

Each piece receives a separate mark, which is combined to yield a single score.

A) MODEL

Full credit: Correctly identifies model.

- Rolly Fotonex 250 zoom.
- Rolly Fotonex.
- Fotonex.

No credit:

- Other responses.

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

- Off task.

B) SERIAL NUMBER

Full credit: 30910963

No credit: Other responses and off task.

C) DATE OF PURCHASE

Full credit: 18/10/99

Date may be given in another form, but must include date, month and year.

- 18 October 1999

May give redundant related information (time).

- 18/10/99, 12:10 pm

No credit: Other responses and off task.

D) PURCHASE PRICE

Full credit: (\$) 249.08

No credit: Other responses and off task.

To answer this question correctly students had to retrieve information.

WARRANTY SCORING 13.2

Full credit: Indicates 10 days.

- Ten days.
- Within 10 days of purchase.

No credit: Other responses, off task and missing.

To answer this question correctly students had to retrieve information.

WARRANTY SCORING 13.3

Full credit: A tripod.

No credit: Other responses, off task and missing.

To answer this question correctly students had to retrieve information.

WARRANTY SCORING 13.4

Full credit: Refers either explicitly or implicitly to development of the business–customer relationship.

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

No credit:

- Other responses.

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

- Off task and missing.

To answer this question correctly students had to reflect on and evaluate the text.

JUST JUDGE SCORING 14.1

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

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

JUST JUDGE SCORING 14.2

Full credit: D. By testing her skill in work that she needed to perform for her husband.

No credit: Other responses and missing.

To answer this question correctly students had to retrieve information.

JUST JUDGE SCORING 14.3

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

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

No credit:

- Shows accurate understanding of the crimes and/or the punishments without evaluating them.
 - The judge gave fifty strokes to the three criminals. Their crimes were stealing a woman, stealing money and stealing a horse.
- Demonstrates a misunderstanding of the crimes or the punishments.
 - I think the case of the peasant and the scholar was different from the other two because it was more like a divorce, where the other two were thefts. So the peasant should not have been punished.
- Evaluates the fairness of the punishment per se (ie. answers as if the question were, "Is fifty strokes of the lash a just punishment?")
 - No, fifty lashes is much too harsh a punishment for any of these crimes.
 - Yes, severe punishments are necessary because that way the criminals won't try to do it again.
 - No, I don't think the punishments were strong enough.
 - He was too severe.
- Answers irrelevantly or vaguely, without explanation or with inadequate explanation or in a way which is inconsistent with the content of the story.
 - Yes, I think it was fair.

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

- Off task and missing.

To answer this question correctly students had to reflect on and evaluate the text.

JUST JUDGE SCORING 14.4

Full credit: B. Wise justice.

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

JUST JUDGE SCORING 14.5

Consider the first part of the response only ("similar").

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

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

No credit:

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

Consider the second part of the response only ("different").

Full credit: Describes one difference. Shows accurate comprehension of the story. Comparison with a feature of the national legal system is either explicitly stated or may be readily inferred. Accurate knowledge of national legal systems is not essential. (For example "no jury" may be accepted as a "difference", although in some modern courts there is no jury.) Take into account what background knowledge about the law in your country it would be reasonable to expect of a 15 year old.

- No lawyers.
- Judge carries out his own investigation.
- It's very quick, whereas in modern courts usually cases take weeks.
- No jury; there doesn't seem to be any way of appealing.
- The punishment is much harsher. *[A qualitative comment on the kind of punishment]*
- The same punishment is given regardless of the offence.
- A board of 12 judges – a jury – is used instead of a single judge.
- There weren't any lawyers or a jury.
- No jury or hard evidence.
- The judge's word was final.
- We do the judging inside the courtroom.
- The judges don't use little "tests" like the just judge.
- The story had a just judge. *[States or implies value judgment or opinion about national legal system. Answer is consistent with accurate understanding of the story, so credit even though it happens to be identical with the story's title.]*

No credit:

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

- Off task and missing.

To answer this question correctly students had to reflect on and evaluate the text.

JUST JUDGE SCORING 14.6

Full credit: A. A folk tale.

No credit: Other responses and missing.

To answer this question correctly students had to reflect on and evaluate the text.

IN POOR TASTE SCORING 15.1

Full credit: A. Guilt.

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

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.

To answer this question correctly students had to reflect on and evaluate the text.

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.]*

2

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.

To answer this question correctly students had to interpret the text.

BULLYING SCORING 16.2

Full credit: Circles A (letter A or graph).

No credit: Other responses and missing.

To answer this question correctly students had to retrieve information.

BEES SCORING 17.1

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

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

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.

To answer this question correctly students had to retrieve information.

BEES SCORING 17.3

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

No credit: Other responses and missing.

To answer this question correctly students had to interpret the text.

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.

To answer this question correctly students had to interpret the text.