ANNEX A1

Print reading sample tasks

The print reading sample tasks are examples of questions students answered in the PISA 2009 survey to assess their competencies in reading printed text.

Note that the numbering of the questions is identical to the numbering used in the test booklets given to students.

PRINT READING UNIT 1

Macondo

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

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

Question 1: MACONDO

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

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Framework Characteristics

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

CODING GUIDE

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

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

Partial credit

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

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

No credit

Code 0: Gives insufficient or vague answer.

- They were angry with Bruno Crespi.
- They didn't like the films.
- They want to get their money back.

- They thought they had been victims.
- They were violent.
- They were stupid.
- They are expressing their feelings.
- They paid 2 centavos and didn't get what they wanted. *["What they wanted" is too vague.]*

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

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

Code 9:   Missing.

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

Question 3: MACONDO

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

A.   They wanted amusement and distraction, but found that the movies were realistic and depressing.

B.   They could not afford the ticket prices.

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

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

Framework Characteristics

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

CODING GUIDE

Full credit

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

No credit

Code 0:   Other.

Code 9:   Missing.

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

Question 4: MACONDO

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

   A.   Ghosts.

   B.   Fairground inventions.

   C.   Characters in the movies.

   D.   Actors.

Framework Characteristics

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

CODING GUIDE

Full credit

Code 1:   C. Characters in the movies.

No credit

Code 0:   Other.

Code 9:   Missing.

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

Question 5: MACONDO

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

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Framework Characteristics

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

CODING GUIDE

Full credit

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

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

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

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

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No credit

Code 0:   Gives insufficient or vague answer.

- I'm like the people of Macondo because I often think that the movies are a waste of time.
- I love the movies. I can't understand their reaction.

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

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

Code 9:   Missing.

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

PRINT READING UNIT 2

Library Map
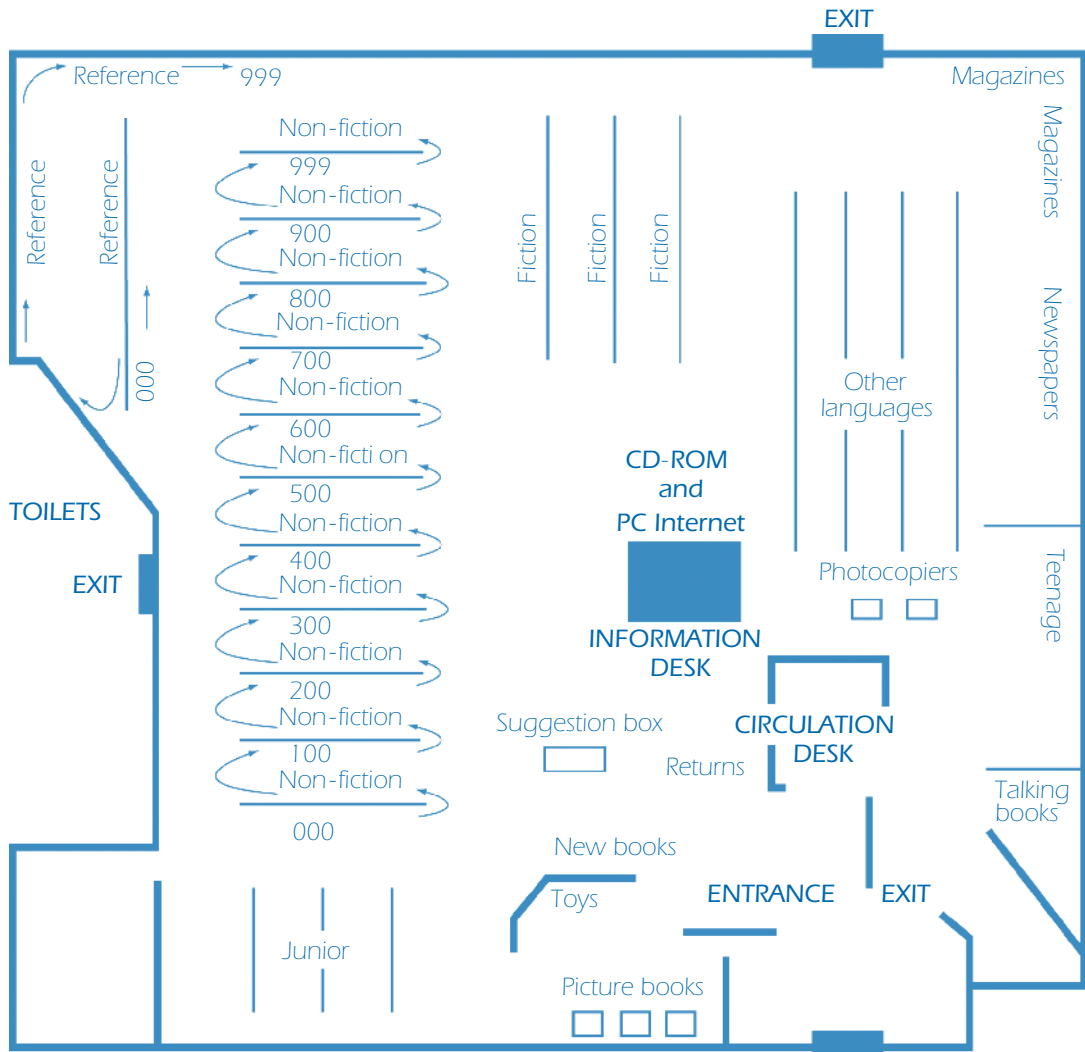
The library map that forms the basis of this unit is an example of a kind of everyday non-continuous text that is often encountered in work, personal, public and educational settings. The context of this example is defined as public because the map relates to the activities of a community (a public library) and assumes anonymous contact with the reader. In terms of text type, the map is classified as description, since the information it contains refers to properties of objects in space and their relationship to one another.

Question 5: LIBRARY

For school you need to read a novel in French. On the map draw a circle around the section where you would be most likely to find a suitable book to borrow.

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that matches on one factor using low-level inference
Item format	Short response

CODING GUIDE

Full credit

Code 1:   Circles the words "other languages" or the lines (shelves) near the words.
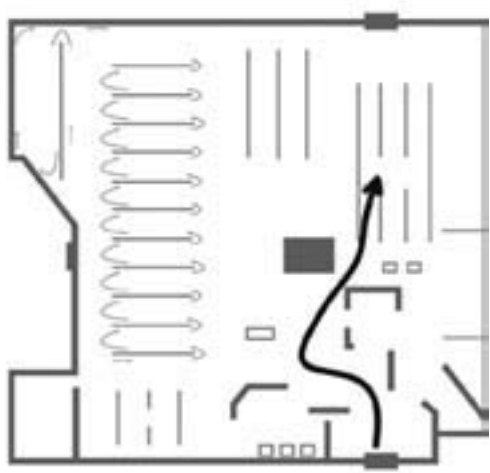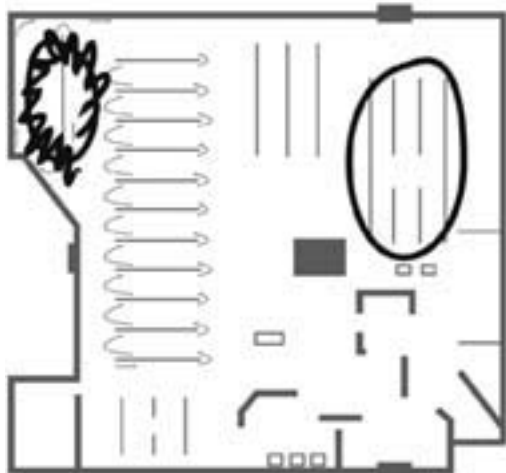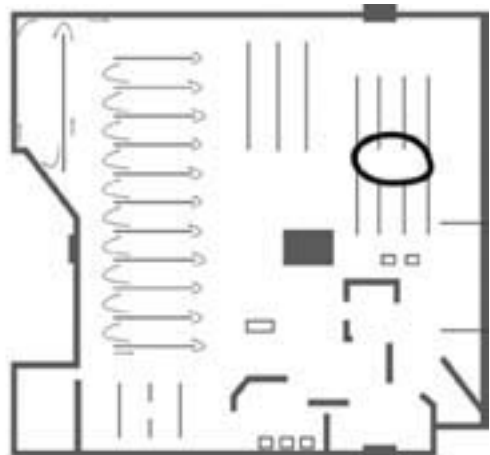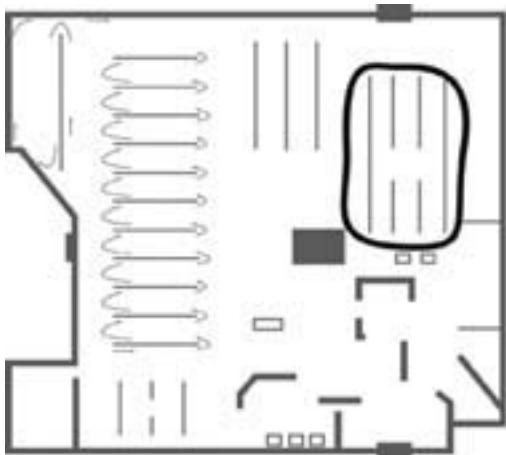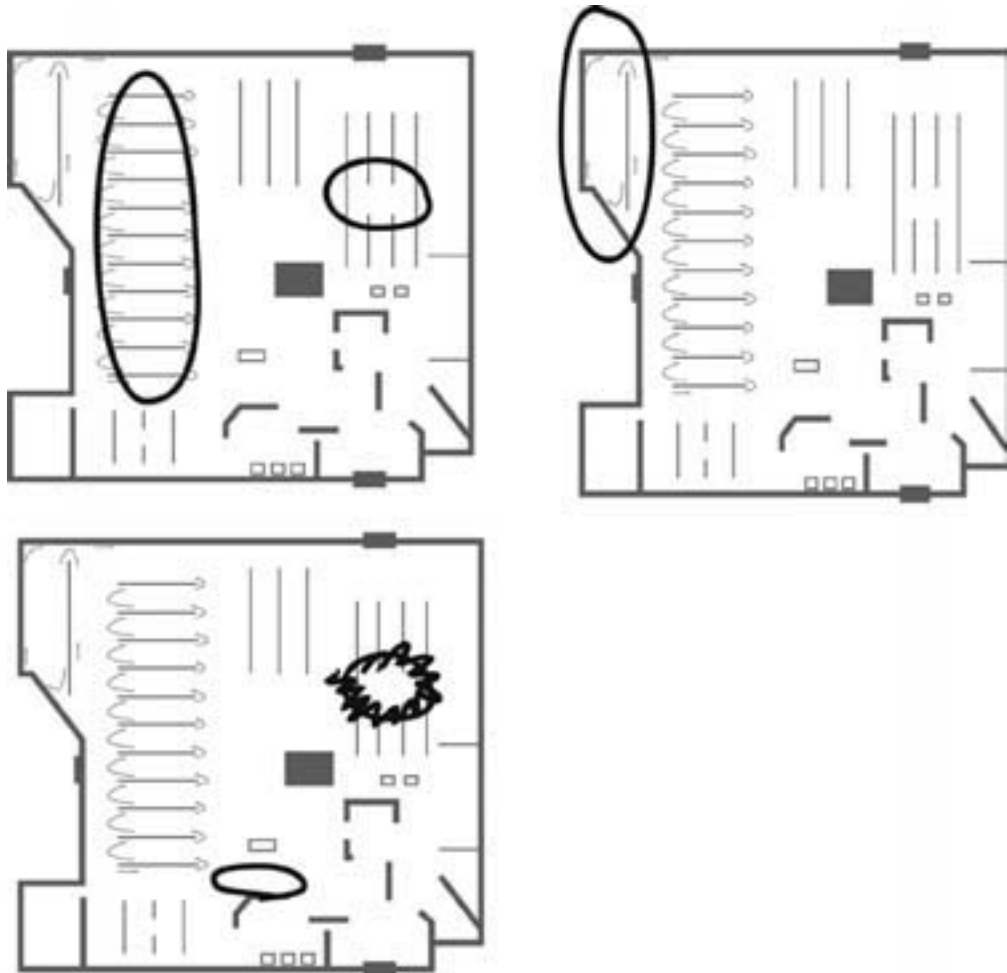

[Ignore crossed-out answer.]

No credit

Code 0: *Other, including circling which includes any other feature of the map completely.*

Code 9: *Missing.*

This short response item requires that the reader search for, locate and select relevant information from the information space: in this case, a map. The required information is found in a single location rather than multiple locations, a factor that is likely to reduce difficulty. On the other hand, the match between the words in the task and the caption on the map is not literal: the reader must make an inference to categorise "French" as "Other languages". (A translation and adaptation note instructed that in national versions of the item the language referred to in the item should be a foreign language commonly taught in schools.) Nevertheless, this is a rather easy item, with more than four fifths of the students in the field trial able to identify the right section of the library. As indicated in the full credit examples provided with the coding guide, students could mark the text in a number of different ways to show their answer. Although the question specifies that a circle should be drawn to show the answer, the format of the response is not the critical criterion for awarding credit: what is critical is whether or not the response clearly meets the intent of the question – "locating information that matches on one factor using low-level inference".

Question 7A: LIBRARY

Where are *New books* located?

    A.   In the fiction section.

    B.   In the non-fiction section.

    C.   Near the entrance.

    D.   Near the information desk.

Library scoring 7a

Note: The correct answer is C: "Near the entrance". 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 7B.

Question 7B: LIBRARY

Explain why this location might have been chosen for *New books*.

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Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Hypothesise about the location of a feature of a map drawing on personal knowledge and experience
Item format	Open constructed response

CODING GUIDE

Full credit

Code 2:   Answer to Part A correct. Gives an explanation which is consistent with the answer "near the entrance".

- People will see them as soon as they walk in.
- They are away from the other books, and people will find them easily.
- So people can look at them first. *[Implies recognition that the new books are near the entrance.]*
- So they are very visible.
- They are clearly visible and not hidden away among the bookshelves so that you have to search for them.
- You pass it on your way to fiction.

OR: *Answer to previous question Part A correct. Gives an explanation which shows understanding of the location of the new books in relation to a part of the library other than the entrance.*

- *It gives children a chance to play while adults look around. [Recognises that the new books are near the Toys section.]*
- *When people are returning books they will see the new ones.*

Partial credit

Code 1:   *Answer to Part A incorrect. Gives an explanation which is consistent with the answer given for previous question.*

- *[Answer to Part A: In the fiction section.] Because this is the part of the library that most people would be using, so they would notice the new books.*
- *[Answer to Part A: Near the information desk.] Because they are next to the Information Desk, the librarian can answer questions about them.*

No credit

Code 0:   *Gives insufficient or vague explanation regardless of whether answer to Part A is correct or incorrect.*

- *Because it's the best place.*
- *They are near the entrance too. [States where the new books are, without offering explanation.]*
- *The New books are near the suggestion box. [States where the new books are, without offering explanation.]*

OR: *Shows inaccurate comprehension of the material or gives an implausible or irrelevant explanation, regardless of whether answer to Part A is correct or incorrect.*

- *So people would notice them when they were looking at the newspapers. [Inaccurate–implies that new books are near the newspapers.]*
- *Because there is nowhere else to put them. [implausible]*
- *Some people like to read new books. [Answer is irrelevant to question.]*
- *[Answer to Part A: In the fiction section.] So that they are easy to find. [answer irrelevant to answer given for Part A]*

Code 9:   *Missing.*

The coding rules for this task are somewhat complicated. Students are asked two questions – one multiple-choice and one constructed response – but only the second of these is coded directly. As this task contributes to the Reflect and evaluate scale, the multiple-choice component, which predominantly requires retrieval of information, does not earn any credit on its own. However, the multiple-choice question is taken into account in the coding of the second, constructed response question.

To gain full credit, the response must include both accurate reading of the map (locating the New books near to the entrance) and a hypothesis about the reason for locating the New books in that position. To make such an hypothesis, readers need to consult their own experience or knowledge – in this case about the way libraries work and the way they are used by the public. In the PISA context, the outside knowledge required is intended to be within the expected range of 15-year-olds' experiences.

Students receive only partial credit if they have failed to correctly locate the New books on the map, but have given a plausible hypothesis about the reason for locating New books in a particular position. Like the full credit responses, this kind of response fulfils the intent of reflecting on content that is the main thrust of this task.

This was an easy item, with over four fifths of the students in the field trial gaining full credit.

Student Opinions

There are so many people out there dying from hunger and disease, yet we are more concerned about future advancements. We are leaving these people behind as we attempt to forget and move on. Billions of dollars are poured into space research by large companies each year. If the money spent on space exploration was used to benefit the needy and not the greedy, the suffering of millions of people could be alleviated.

Ana

The challenge of exploring space is a source of inspiration for many people. For thousands of years we have been dreaming of the heavens, longing to reach out and touch the stars, longing to communicate with something we only imagine could exist, longing to know... Are we alone?

Space exploration is a metaphor for learning, and learning is what drives our world. While realists continue to remind us of our current problems, dreamers stretch our minds. It is the dreamers' visions, hopes and desires that will lead us into the future.

Beatrice

We ruin rain forests because there is oil under them, put mines in sacred ground for the sake of uranium. Would we also ruin another planet for the sake of an answer to problems of our own making? Of course!

Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment. Human beings will continue to feel at liberty to abuse natural resources like rivers and rain forests if we know there is always another planet around the corner waiting to be exploited.

We have done enough damage on Earth. We should leave outer space alone.

Dieter

The earth's resources are quickly dying out. The earth's population is increasing at a dramatic rate. Life cannot be sustained if we continue to live in such a way. Pollution has caused a hole in the ozone layer. Fertile lands are running out and soon our food resources will diminish. Already there are cases of famine and disease caused by over-population.

Space is a vast empty region which we can use to our benefit. By supporting exploration into space, one day we may find a planet that we can live on. At the moment this seems unimaginable, but the notion of space travel was once thought of as impossible. Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view. We must learn to think not only for this generation but for the generations to come.

Felix

To ignore what the exploration of space has to offer would be a great loss to all mankind. The possibilities of gaining a greater understanding of the universe and its beginnings are too valuable to waste. The study of other celestial bodies has already increased our understanding of our environmental problems and the possible direction Earth could be heading in if we don't learn to manage our activities.

There are also indirect benefits of research into space travel. The creation of laser technology and other medical treatments can be attributed to space research. Substances such as teflon have come out of mankind's quest to travel into space. Thus new technologies created for space research can have immediate benefits for everyone.

Kate

The stimulus for the unit Student Opinions consists of five short argumentative texts that offer opinions about space research. Because it is based on writing by students in their final year of school, the text is classified as educational in terms of situation. All of the short pieces that make up the stimulus for this unit are continuous, but as they were generated independently, and are juxtaposed for the purposes of the assessment, the format category is multiple texts. The stimulus is classified as argumentation, as the texts set forth propositions and attempt to persuade the reader to a point of view.

Question 1: STUDENT OPINIONS

Which of the following questions do the students seem to be responding to?

    A.   What is the major problem facing the world today?

    B.   Are you in favour of space exploration?

    C.   Do you believe in life beyond our planet?

    D.   What recent advances have there been in space research?

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Identify a common theme across several short texts
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   B. Are you in favour of space exploration?

No Credit

Code 0:   Other responses.

Code 9:   Missing.

Like many Forming a broad understanding items, this item requires the student to focus on more than one part of the text – deducing the theme by recognising a particular category of information implied in each of the five short texts. Students need to select a question from the four alternatives offered that applies to all five texts. Such a task indicates whether the student can distinguish key ideas and generalise. Less than two-thirds of the students gained credit for this item. Many of those who did not select the correct alternative opted for the first distractor, "What is the major problem facing the world today?" One reason for this may be that it plausibly applies to the first of the texts; and perhaps also it represents a kind of "stock issue" that students might expect to see, rather than the issue that all the texts are actually responding to.

Question 3: STUDENT OPINIONS

Which one of the writers **most directly** contradicts Felix's argument?

      A.   Dieter.

      B.   Ana.

      C.   Kate.

      D.   Beatrice.

Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Recognising a counter-argument
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   A. Dieter

No Credit

Code 0:   Other responses.

Code 9:   Missing.

The difficulty of this item – with less than one-third of the students in the field trial selecting the correct alternative – can be attributed to several factors. Firstly, it requires identifying a contrast, a skill that has been established empirically as intrinsically more difficult than finding a point of similarity. Secondly, there are no explicit markers (such as "for" and "against") showing that contrary views are being expressed; the reader must infer the relationships. An added difficulty is that the comparisons and contrasts with Felix's opinion must be made several times, with each of the other four student opinions. Further, the basis of the contradiction is un-stated. Students need to generate their own categories for comparison, which in this case are not just opposing views about the merits of space research but also the grounds for the opinions: while both Ana and Dieter argue, in contrast to Felix, that space research is a bad idea, only Dieter directly contradicts Felix's view that the reason to pursue space research is to deal with the problem of diminishing resources on earth.

Question 6: STUDENT OPINIONS

Thinking about the main ideas presented by the five students, which student do you agree with most strongly?

Student's name: ....

Using your own words, explain your choice by referring to your own opinion **and** the main ideas presented by the student.

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Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Assess claims made in a text against personal knowledge and values
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1:   Shows accurate comprehension of the chosen student's position regarding space exploration AND explains reason for agreeing with it. Must identify an argument or set of arguments which is unique to the chosen student (*e.g.* needs to do more than say whether the student is for or against space research). Must explicitly or implicitly refer to one of the main arguments of the chosen student, by:

(1) introducing own supporting argument (in this case the answer may also quote or closely paraphrase the text); AND/OR

(2) using own words to interpret or summarise the chosen student's argument.

Summaries of each student's main argument(s) follow:

Ana: Must state or imply that Ana is against space exploration and refer explicitly or implicitly to her argument that we should use resources to help humans (in need) rather than for space research.

- It is more important to help people on earth than to waste money on space technology.   [Uses own words to rephrase Ana's argument.]

- Ana – I feel that we should take care of what is going on in our own world before we blow all our money on space exploration. I understand the importance of some exploration but I think disease and famine need to be helped out of this world first.   [Summarises Ana's argument in own words and adds own comment.]

Beatrice: Must state or imply that Beatrice is in favour of space exploration and refer explicitly or implicitly to her argument that space research is a positive expression of human endeavour. May refer to Beatrice's concern for taking a long-term view but must explicitly or implicitly distinguish her position from Felix's.

■ Beatrice – "Space exploration is a metaphor for learning". I think it does not harm to widen our horizon. [Quotes from passage and adds own supporting argument in the second sentence.]

Dieter: Must state or imply that Dieter is against space exploration and refer explicitly or implicitly to his argument that space exploration is connected with environmental damage OR that humans will damage space if they have a chance OR that exploring space encourages us to do more damage to Earth. Accept answers which suggest that Dieter's priority is to improve Earth's environment OR that we need to change ourselves or our attitudes.

■ Dieter – I agree with him because he is concerned with the environment and he thinks that we should leave outer space alone. [Uses own words to summarise a main part of Dieter's argument.]

■ Dieter: Dieter says that we should stop wrecking the environment. I think this is the most important question facing our planet. [Summarises one of Dieter's main points and adds supporting comment. Shows implicit understanding of Dieter's position on space research.]

Felix: Must state or imply that Felix is in favour of space exploration and refer explicitly or implicitly to his argument that humans need to find another planet to live on AND/OR that life on earth cannot be sustained. May refer to Felix's concern about the environment but must explicitly or implicitly distinguish his position from Dieter's. May refer to his concern that we take a long-term view but must explicitly or implicitly distinguish his position from Beatrice's.

■ Felix: I agree with Felix because unless we are willing to face extinction, there is no other place to go after we have wrecked the earth. [Rephrases one of Felix's main arguments.]

Kate: Must state or imply that Kate is in favour of space exploration and refer explicitly or implicitly to her argument that space exploration leads to an increase in knowledge AND/OR we can apply what we learn from space exploration to other things.

■ Kate: We are expanding our knowledge all the time in different ways because of space research. [Summarises Kate's main argument.]

No Credit

Code 0:   Gives insufficient or vague answer or focuses on a (trivial) detail of the argument.

■ Ana: We should not leave people behind as we attempt to forget and move on. [Does not go beyond close paraphrase.]

■ Ana: I agree with Ana because the money spent on space research should be used to benefit those in need. [Does not go beyond close paraphrase.]

■ Kate: Because she gives the best arguments. [Vague]

■ Felix: Felix says that life cannot be sustained on earth, so we need to find another planet to live on. [Does not go beyond close paraphrase.]

■ Felix – the coolest. [Vague answer.]

■ Ana – her article is true and it is right. [Gives no account of main ideas of argument.]

■ Felix because the hole in the ozone layer is a serious problem. [Focuses on a detail of the argument.]

■ Felix – he is really concerned about the environment. And he is a cool guy who respects nature. [Does not distinguish Felix's position from Dieter's: they are both concerned about the environment.]

■ Beatrice because I agree that exploring space is important for our future. [Does not distinguish Beatrice's position from Felix's: they are both in favour of space research and both refer to a long-term view.]

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

■ Beatrice: The human race will not be able to survive on planet earth much longer, so we need to move somewhere else. *[Inaccurate account of Beatrice's argument.]*

■ Kate – she is right because earth will soon run out of resources and then what will we do? *[Inaccurate summary of Kate's argument (seems to confuse it with Felix's).]*

■ Challenge – I like challenges over all. *[Irrelevant answer.]*

Code 9:   Missing

This task requires students to draw on their own knowledge and beliefs to evaluate the arguments put forward by the writers, comparing the substance rather than the form of the texts. In the five-aspect categorisation, this task is therefore classified as reflecting on the content of a text. In order to gain credit for this item, students needed to demonstrate implicitly or explicitly that they understood the main thrust of the argument advanced by their chosen writer, as well as justifying their position, either by introducing their own supporting argument or by summarising or interpreting the argument by the writer.

Full credit was available regardless of which writer was nominated by the student, as long as the criteria outlined above were satisfied. Some typical answers that earned full credit were:

❖ Ana – I feel that we should take care of what is going on in our own world before we blow all our money on space exploration. I understand the importance of some exploration but I think disease and famine need to be helped out of this world first.

❖ Dieter – I agree with him because he is concerned with the environment and he thinks that we should leave outer space alone.

❖ Felix – I agree with Felix because unless we are willing to face extinction, there is no other place to go after we have wrecked the earth.

Answers that were not given credit often quoted from one of the texts without addition, whereas the task directed students to use their own words. Other responses that gained no credit were vague, or offered a general opinion without substantiating it with reference to one of the texts (for example, "Dieter. Let's look at the realities").

Question 7: STUDENT OPINIONS

Some statements are matters of opinion, based on the ideas and values of the writer. Some statements are matters of fact, which may be tested objectively and are either correct or incorrect.

Draw a circle around "matter of opinion" or "matter of fact" next to each of the quotations from the students' writing listed below.

The first one has been done for you.

Quotation from students' writing	Matter of opinion or matter of fact?
"Pollution has caused a hole in the ozone layer." (Felix)	Matter of opinion / ⬭Matter of fact⬭
"Billions of dollars are poured into space research by large companies each year." (Ana)	Matter of opinion / Matter of fact
"Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment." (Dieter)	Matter of opinion / Matter of fact
"Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view." (Felix)	Matter of opinion / Matter of fact

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Framework Characteristics

Situation	Educational
Medium	Print
Text format	Multiple
Text type	Argumentation
Aspect	Reflect and evaluate: Reflect on and evaluate the form of a text
Question intent	Distinguish fact from opinion
Item format	Complex multiple choice

CODING GUIDE

Quotation from students' writing	Matter of opinion or matter of fact?
"Pollution has caused a hole in the ozone layer." (Felix)	Matter of fact
"Billions of dollars are poured into space research by large companies each year." (Ana)	Matter of fact
"Space exploration strengthens the dangerous belief that human problems can be solved by our ever-increasing domination of the environment." (Dieter)	Matter of opinion
"Discontinuing space exploration in favour of solving immediate problems is a very narrow-minded and short-term view." (Felix)	Matter of opinion

Full Credit

Code 1:   3 correct.

No Credit

Code 0:   2 or fewer correct.

Code 9:   Missing.

The ability to distinguish between fact and opinion is an important critical faculty that individuals need to draw on every day in their capacity as citizens and consumers – the more so as the texts that we encounter in both the print and electronic media grow in number and sophistication. This task is designed to assess students' proficiency in this skill, but in a structured format that provides a good deal of support. Firstly, the challenge of the task is constrained by limiting the evaluation to short, clearly identified parts of the five texts. Two of the texts, moreover, contain terms that are clearly recognisable as markers of opinion: "dangerous belief" and "short-term view". Finally, support for each fact/opinion decision is provided through the inclusion of definitions of "matters of opinion" and "matters of fact" in the stem of the question. With this scaffolding, just under three-quarters of the students in the field trial sample were able to categorise correctly all three of the quotations listed in the table.

Supermarket Notice

Peanut Allergy Alert
Lemon Cream Biscuits

Date of alert: 04 February
Manufacturer's Name: Fine Foods Ltd
Product Information: 125g Lemon Cream Biscuits (Best before 18 June and Best before 01 July)
Details: Some biscuits in these batches may contain pieces of peanut, which are not included in the ingredient list. People with an allergy to peanuts should not eat these biscuits.
Consumer action: If you have bought these biscuits you may return the product to the place of purchase for a full refund.
Or call 1800 034 241 for further information.

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

Question 2: SUPERMARKET NOTICE

What is the purpose of this notice?

      A.   To advertise Lemon Cream Biscuits.

      B.   To tell people when the biscuits were made.

      C.   To warn people about the biscuits.

      D.   To explain where to buy Lemon Cream Biscuits.

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Question 3: SUPERMARKET NOTICE

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

....

Framework Characteristics

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

CODING GUIDE

Full Credit

Code 1:   Fine Foods Ltd

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Question 5: SUPERMARKET NOTICE

What would **you** do if you had bought these biscuits?

....

Why would you do this?

Use information from the text to support your answer.

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

■ (5A)
  Ask for my money back.
  (5B)
  It tells me to.
  I'm allergic to peanuts.
  They did something wrong.
  There might be something (else) wrong.
  I don't like peanuts.

■ (5A)
  Throw them away.
  (5B)
  I'm allergic to peanuts.
  There might be something wrong.

■ (5A)
  Eat them.
  (5B)
  Peanuts won't harm me .
  I'm not allergic to peanuts.
  I like peanuts.

■ (5A)
  Give them to my classmate,

■ (5B)
  She's not allergic to peanuts.

■ (5A)
  Nothing.
  (5B)
  I'm not allergic to peanuts.
  I can't be bothered to go back to the shop.

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

5B: No response.

- (5A) Return the product to the place of purchase for a full refund. Or call 1800 034 241 for further information.
  (5B) (no response)
- (5A) Return the product to the place of purchase for a full refund.
  (5B) (no response)
- (5A) Call 1800 034 241 for further information.
  (5B) (no response)
- (5A) Call the number for more information.
  (5B) (no response)

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

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

No Credit

Code 0:   Gives an insufficient or vague response.

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

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

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

Code 9:   Missing.

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

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Question 6: SUPERMARKET NOTICE

Why does the notice include "Best before" dates?

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

No Credit

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

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

Gives an insufficient or vague response.

- it's the date.

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

- so you know when the notice is irrelevant.

Code 9:   Missing.

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

The Motorcycle

Have you ever woken up feeling that something was wrong?

It was a day like that for me.

I sat up in bed.

A little later I opened the curtains.

It was terrible weather – the rain was pouring down.

Then I looked down into the yard.

Yes! There it was – the motorcycle.

It was just as wrecked as last night.

And my leg was starting to hurt.

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

Question 1: THE MOTORCYCLE

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

    A.   The bad weather had damaged the motorcycle.

    B.   The bad weather had stopped the person from going outside.

    C.   The person had bought a new motorcycle.

    D.   The person had been in a motorcycle accident.

Framework Characteristics

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

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CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Question 2: THE MOTORCYCLE

"It was a day like that for me."

What kind of day did this turn out to be?

     A.   A good day.

     B.   A bad day.

     C.   An exciting day.

     D.   A boring day.

Framework Characteristics

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

CODING GUIDE

Full Credit

Code 1:   B. A bad day.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Question 6: THE MOTORCYCLE

Why does the writer begin the story with a question?

      A.   Because the writer wants to know the answer.

      B.   To involve the reader in the story.

      C.   Because the question is hard to answer.

      D.   To remind the reader that this kind of experience is rare.

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

PRINT READING UNIT 6

Tall Buildings

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

Figure 1: Tall buildings of the world

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

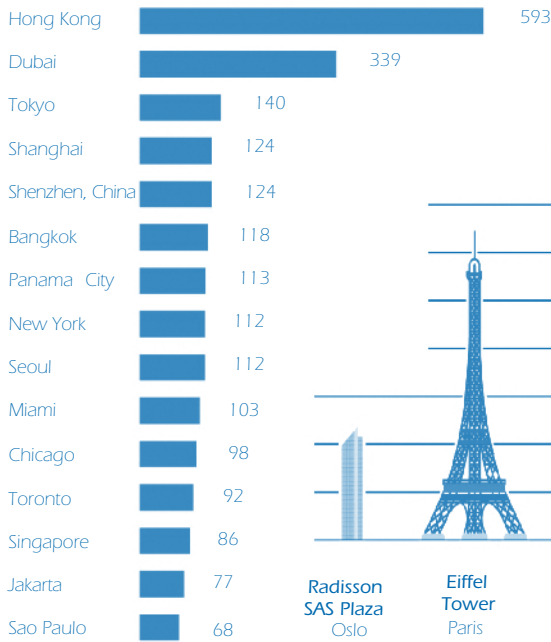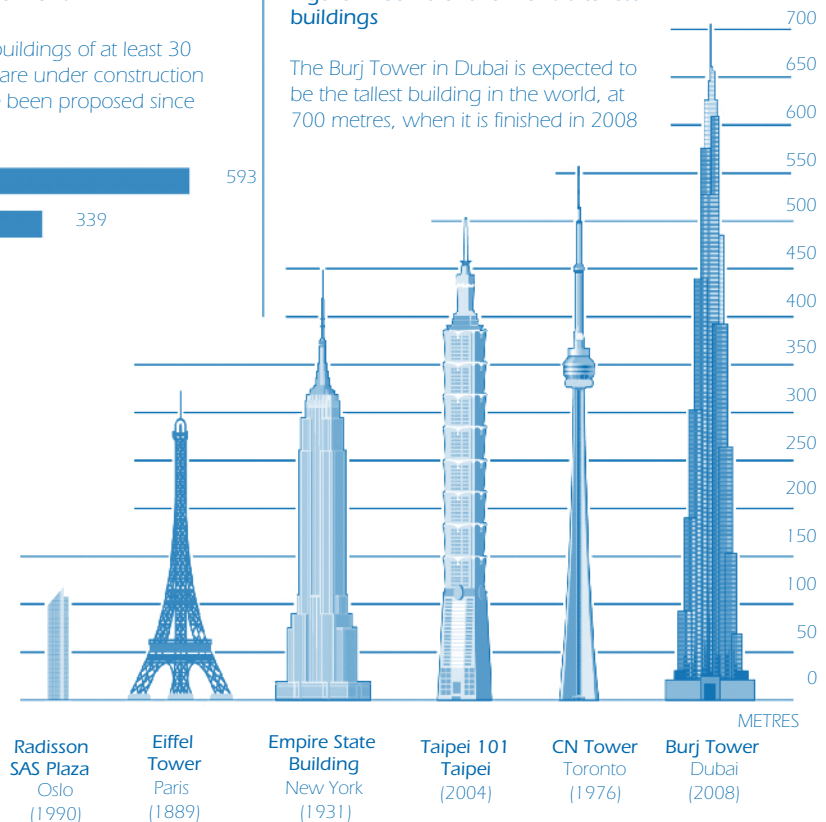| City	Number
Hong Kong	593
Dubai	339
Tokyo	140
Shanghai	124
Shenzhen, China	124
Bangkok	118
Panama City	113
New York	112
Seoul	112
Miami	103
Chicago	98
Toronto	92
Singapore	86
Jakarta	77
Sao Paulo	68

Figure 2: Some of the world's tallest buildings

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

METRES

| Radisson SAS Plaza Oslo (1990) | Eiffel Tower Paris (1889) | Empire State Building New York (1931) | Taipei 101 Taipei (2004) | CN Tower Toronto (1976) | Burj Tower Dubai (2008) |

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

Question 1: TALL BUILDINGS

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

....

Framework Characteristics

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

CODING GUIDE

Full Credit

Code 1:   The CN Tower.

No Credit

Code 0:   Other responses.

■ The Burj Tower.

Code 9:   Missing.

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

Question 4: TALL BUILDINGS

What kind of information does Figure 1 provide?

A.   A comparison of the heights of different buildings.

B.   The total number of buildings in different cities.

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

D.   Information about styles of buildings in different cities.

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Question 5: TALL BUILDINGS

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

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

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

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

No Credit

Code 0:   Gives an insufficient or vague response.

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

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

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

Code 9:   Missing.

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

Question 9: TALL BUILDINGS

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

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

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

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Democracy in Athens

PART A

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

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

PART B

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

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

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

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

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

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

Question 3: DEMOCRACY IN ATHENS

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

What was ANOTHER purpose of this speech?

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

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

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

Partial Credit

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

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

No Credit

Code 0:   Gives an insufficient or vague response.

- To honour the dead soldiers. [Repeats stem.]

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

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

Code 9:   Missing.

Question 4: DEMOCRACY IN ATHENS

Why was Thucydides forced into exile?

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

B.   He took over a fleet in Amphipolis.

C.   He collected information from the two warring factions.

D.   He deserted the Athenians to fight with the Spartans.

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

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

Question 5: DEMOCRACY IN ATHENS

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

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

No credit

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

- Thucydides.
- A historian and military man.

Gives an insufficient or vague response.

- Somebody else. [too vague]

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

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

Code 9:   Missing.

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

Question 6: DEMOCRACY IN ATHENS

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

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

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

Question 7: DEMOCRACY IN ATHENS

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

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

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

A.   The system of government in Athens allows any person to create laws.

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

C.   Athenians live in too much luxury and cannot take life seriously.

D.   Public and private life are seen as the same thing.

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   Other responses.

Code 9:   Missing.

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

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PRINT READING UNIT 8

Destination Buenos Aires

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

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

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

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

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

Good.

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

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

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

1. Southern region of Chile and Argentina

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

Question 3: DESTINATION BUENOS AIRES

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

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

Partial Credit

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

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

No Credit

Code 0: Gives an insufficient or vague response.

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

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

Code 9: Missing.

The coding guide for this item shows that there are two kinds of response that receive credit. Full credit responses are those which accurately respond to the question and give an explanation using the text. Partial credit responses are those which accurately respond to the question, but fail to give an explanation for the response. The partial credit code recognises that an incomplete answer is superior to an inaccurate one. In the field trial, less than half of the students received full credit for this item, but an additional one quarter received partial credit, meaning that about three-quarters of students received some credit (either full or partial) for this item. This question is classified as integrate and interpret,

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because although students are required to generate a response that is not given explicitly in the text, all the information necessary to answer the question is contained within the text.

Question 5: DESTINATION BUENOS AIRES

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

....

....

Framework Characteristics

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

CODING GUIDE

Full Credit

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

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

No Credit

Code 0:   Gives an insufficient or vague response.

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

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

■ *No, because you don't travel by night nowadays.* **[inaccurate about the world]**

■ *No, because nowadays, pilots are much better trained.* *[irrelevant]*

■ *No, Rivière is really happy with his job but nowadays there are terrorists to worry about.*
    [inaccurate reading of the text]

Code 9:   *Missing.*

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

Question 7: DESTINATION BUENOS AIRES

What happens to the main character in this text?

A.   He has an unpleasant surprise.

B.   He decides to change his job.

C.   He waits for something to happen.

D.   He learns to listen to others.

Framework Characteristics

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

CODING GUIDE

Full Credit

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

No Credit

Code 0:   *Other responses.*

Code 9:   *Missing.*

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

Question 8: DESTINATION BUENOS AIRES

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

A.   Both hide what is in them.

B.   Both are noisy.

C.   Both have been tamed by humans.

D.   Both are dangerous to humans.

E.   Both are silent.

Framework Characteristics

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

CODING GUIDE

Full Credit

Code 1:   A. Both hide what is in them.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

The item requires students to interpret a metaphor, although the word "metaphor" is deliberately avoided in the stem: such metalinguistic terms are likely to vary in familiarity for students from different educational backgrounds, and such metalinguistic knowledge is not part of PISA's description of reading proficiency. On the other hand, the ability to construe figurative language is considered an important constituent of interpreting texts, and particularly literary texts. It is recognised that a particular challenge for an international assessment of reading is to reflect this ability across languages and cultures. In this item, the figurative language in question uses terms ("sea" and "night") that can be regarded as universally familiar, and that have a similar connotation across cultures in the context provided by the narrative passage. The field trial results indicate that the item had robust psychometric qualities and performed similarly across countries and languages. This item demonstrates, then, that it is sometimes possible to successfully construct an item that focuses on a text's literary qualities, such as figurative language, for an international assessment. This question also demonstrates that while it is most common for multiple-choice items in PISA to have four possible response options, sometimes more than four options are given. The item was moderately difficult, with less than two-thirds of students answering it correctly.

PRINT READING UNIT 9

African Trek

## The Northern Drakensberg Trek: South Africa / Lesotho

Fact file

OVERVIEW

⬧ The Northern Drakensberg Trek involves crossing the northern Drakensberg escarpment at high altitudes. The route, which is approximately 40 miles (65km) long, straddles the border between South Africa and Lesotho, taking 5 strenuous days to complete. The Trek is filled with highlights, including breathtaking views over the Amphitheatre to the Devil's Tooth as you make your way to the Chain Ladder, and sunrise seen from Mponjwane, which is well worth setting your alarm for.

⬧ Start: The Sentinel car park, Royal Natal National Park.

⬧ Finish: The Cathedral Peak Hotel.

⬧ Difficulty and Altitude: This is a high-mountain walk in one of the more remote areas of the Drakensberg Range. The going can be quite tough and the days long. Good navigation skills are essential for safe crossing.

TIMING AND SEASONALITY

⬧ Best Months to Visit: April, May, June or September, October, November.

⬧ Climate: Summers in the Drakensberg can be very hot and very wet. The winters are much drier, but there is always a chance of precipitation, which will probably take the form of snow on the high ground. In spring and autumn the daytime temperatures are ideal (between 60°F/15°C and 70°F/20°C), but at night will frequently drop below freezing point.
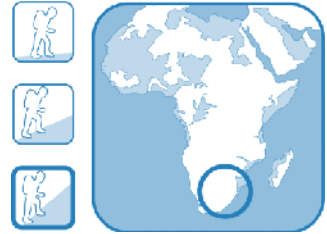
Temperature and Precipitation												
Average daily maximum temperature												
(°F)	72	70	70	66	63	60	60	63	66	68	70	70
(°C)	22	21	21	19	17	15	15	17	19	20	21	21
Average daily minimum temperature												
(°F)	55	55	54	48	46	41	41	43	46	48	52	54
(°C)	13	13	12	9	8	5	5	6	8	9	11	12
Average monthly precipitation												
(Inches)	9.3	8.5	7.7	3.1	1.1	0.6	0.5	1.3	2.4	4.0	6.5	7.9
(Millimetres)	237	216	196	78	29	14	12	33	62	101	165	201
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEPT	OCT	NOV	DEC

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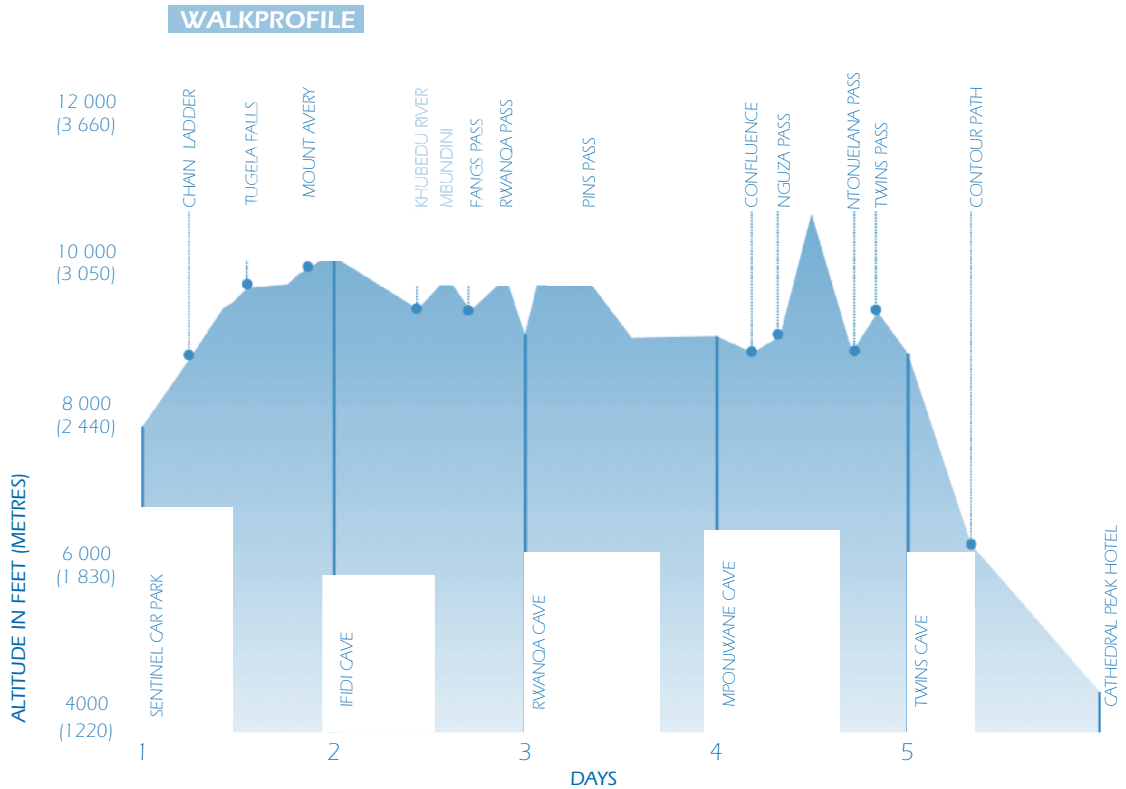
WALKPROFILE

African Trek is classified as mixed in terms of text format, because it contains both continuous elements (the prose dot points in the overview) and non-continuous elements (the temperature and precipitation table and the walk profile). Since the aim of both the continuous and non-continuous elements of the text is to describe the Northern Drakensberg Trek, the text type is description. In terms of situation, the text is classified as personal, since it is intended to be read by individuals for their own interest and information.

Question 2: AFRICAN TREK

At what altitude is the Sentinel Car Park? Give your answer in feet and metres.

.... feet

.... metres

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly stated in a graphic
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1:   Answers 8000 (feet) AND 2440 (metres).

No Credit

Code 0:   Other responses.

- 8000 metres, 2440 feet.
- 6000 metres, 1830 feet.

Code 9:   Missing.

This item was easy. It was answered correctly by nearly three-quarters of students. Although the item is easy, multiple steps are involved in answering correctly. Firstly, the student must locate the part of the text in which the correct answer is found, since the question stem does not direct the student to this part of the text. Once the correct part of the text (the Walk Profile) is located, the student must correctly interpret the key to the Walk Profile to recognise the units for each number, and finally, retrieve the specified information.

Question 7: AFRICAN TREK

According to the information provided, where would you stay after the second day of walking?

A.   At the Sentinel Car Park.

B.   At Ifidi Cave.

C.   At Rwanqa Cave.

D.   At Mponjwane Cave.

E.   At Twins Cave.

F.   At the Cathedral Peak Hotel.

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information that is explicitly displayed in a mixed format descriptive text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. At Rwanqa Cave.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This item was difficult. Just over one-third of students answered correctly. The source of difficulty of this item is clearly shown by the pattern of response options chosen: more students chose option B than the correct response, option C. To respond correctly, students must understand that the numbers on the X-axis of the profile that show each day represent the beginning of that day. Following this logic, the place names that appear immediately following each number do not represent the place that walkers stay on that day, but rather where they stay on the night before the day represented by each of the numbers 1 to 5. The many students who incorrectly chose option B located the number 2 in the walk profile, and assumed that the place name appearing closest to this number would represent the place where you would stay on the night of day 2. These students did not fully comprehend the structure of this non-continuous text. This kind of careful reading is challenging, but it is an important reading skill. This multiple-choice item has six response options, in this case because the six options were naturally suggested by the structure of the walk profile, which includes six place names.

Question 8: AFRICAN TREK

Which day of the trek do you think would be the most difficult? Use the information provided to give a reason to support your answer.

....

....

Framework Characteristics

Situation	Personal
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate the content of a text
Question intent	Support an opinion using information from a mixed format descriptive text
Item format	Open constructed response

CODING GUIDE

Full Credit

Code 1:   Refers to Day 1, Day 2, Day 3, Day 4 OR Day 5 AND gives a reason that is plausible, and consistent with the text. Must refer (explicitly or implicitly) to the text.

- Day 1. It's uphill all the way.
- Day 2. For me, to go up, then down, then up, then down is worse than consistently going up or down.
- Day 3. There's a horrible peak.
- Day 4. That peak looks pretty harsh.
- Day 5. It's downhill all the way.

No Credit

Code 0:   Gives a response that does not refer to the text.

- Day 1. You won't be used to it yet. [no reference to the text]
- Day 5. You'd be absolutely exhausted by then! [no reference to the text]

Gives a response with no explanation.

- Day 2. [no explanation]

Gives an insufficient or vague response.

- Day 1. because it would be difficult. [vague]
- Day 3. that's the middle, so it would be the most difficult. [insufficient]

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

Code 9:   Missing.

Like the first two items in this set, this item focuses on the Walk Profile. It requires students to express a personal preference in relation to that information and to support their preference using information from the text. The need to draw on outside knowledge in expressing a preference means that this item is classified as reflect and evaluate. As in other items that require students to express a preference, so long as the students support their preference with relevant information from the text, any position may be adopted. The item was moderately difficult, with about two-thirds of students answering correctly.

Question 9: AFRICAN TREK

On the morning of which day of the trek would you see the sunrise mentioned in the overview?

A.   Day 1.

B.   Day 2.

C.   Day 3.

D.   Day 4.

E.   Day 5.

Framework Characteristics

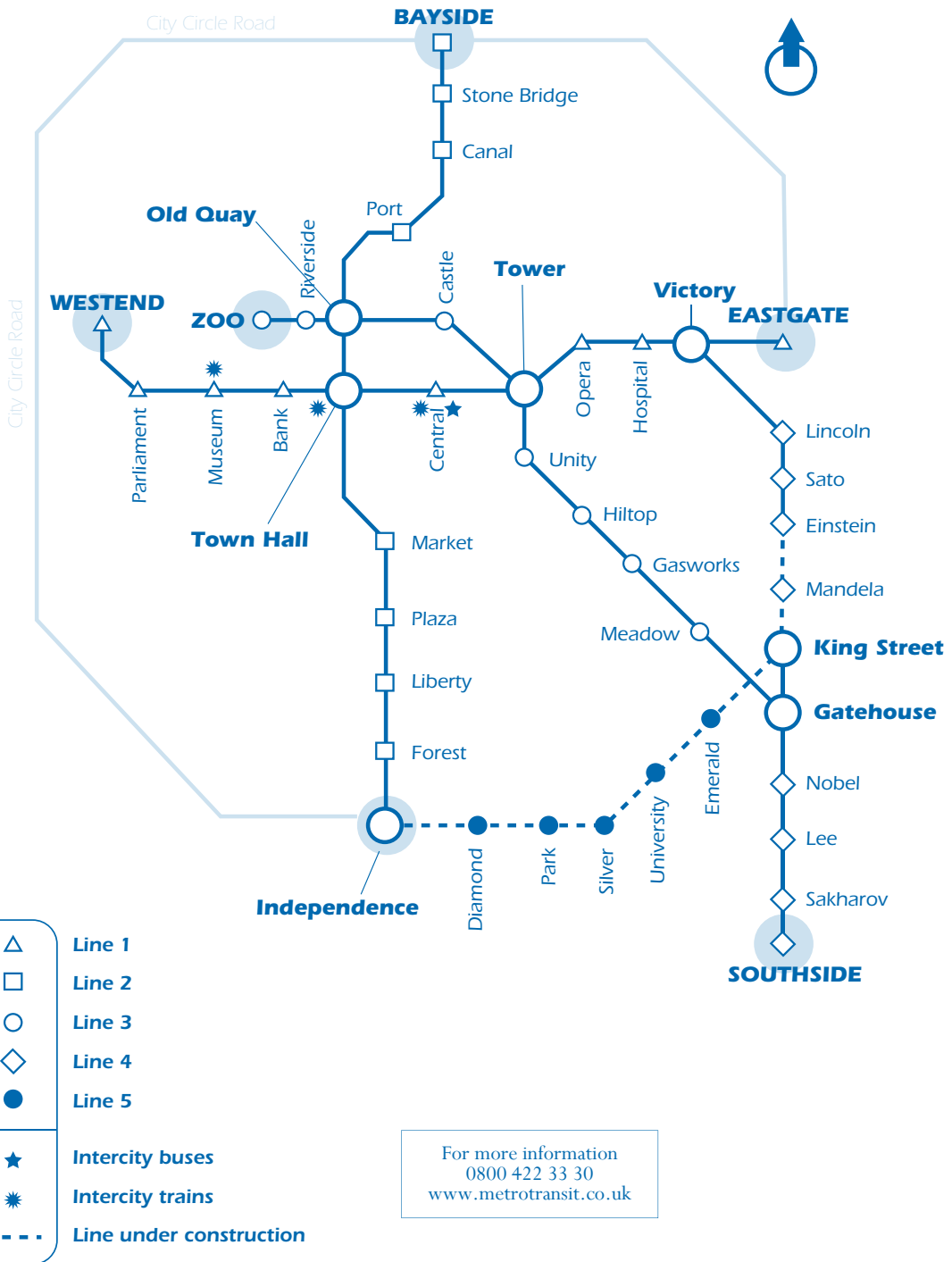|	
Situation	Personal
Medium	Print
Text format	Mixed
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information by linking information presented in words with information presented in a graphic in a mixed format descriptive text
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. Day 4.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

In this item, the information required is contained in the first dot point of the overview and in the Walk Profile. Since students who answer correctly must use information from both the continuous and non-continuous parts of this text, the text format for this item is mixed. This item was moderately difficult. It was answered correctly by less than two-thirds of students. The difficulty in this item comes from the fact that while the end point of the question is to retrieve information that is explicitly stated, students must link information from across the text to successfully retrieve the information required.

PRINT READING UNIT 10

Metrotransit

Legend:
- △ Line 1
- □ Line 2
- ○ Line 3
- ◇ Line 4
- ● Line 5
- ★ Intercity buses
- ✳ Intercity trains
- – – – Line under construction

For more information
0800 422 33 30
www.metrotransit.co.uk

The Metrotransit unit from the PISA 2009 field trial presents a graphic from a public document, a map of an urban transport network in the form of a diagram. It uses fictional place names that participating countries were invited to adapt for their national versions. The text is non-continuous; it could be presented as a combined list of stations categorised according to line, features and grid locations. Though relatively simple, it includes a complicating element – a key of symbols – the application of which is required to gain full credit for the question reproduced below. All items related to this unit functioned well in the field trial. The unit was not included in the main survey selection because of concern that students living in rural areas, who would be unfamiliar with urban transport networks, might be disadvantaged.

Question 1: METROTRANSIT

From which Metrotransit station is it possible to take both intercity buses and intercity trains?

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate information by making links across a map
Item format	Closed constructed response

CODING GUIDE

Full Credit

Code 1:   Refers explicitly to Central Station. May mention the line.

- Central Station.
- Central.
- Central (Eastgate).
- Central (Line 1).

No Credit

Code 0:   Other responses.

- At the station.
- Tower.
- Line 1.

Code 9:   Missing.

This kind of authentic task exemplifies PISA's emphasis on using reading for practical purposes in everyday life. The item requires students to interpret the map key and apply it to the map to determine which station meets the criteria specified in the question. Only one station within the map meets the criteria. The coding guide shows that so long as the correct station is unambiguously identified, responses may be expressed in a variety of ways. This item was easy. It was answered correctly by over three-quarters of students.

Question 2: METROTRANSIT

If you are at Zoo Station and you want to go to Stone Bridge Station, at which station would you change lines?

- A. Town Hall.
- B. Riverside.
- C. Bayside.
- D. Old Quay.

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Identify a junction on a map where there is some competing information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1: D. Old Quay.

No Credit

Code 0: Other responses.

Code 9: Missing.

This question is another example of an authentic task. The item requires students to locate a specified route on the map and in doing so, to determine the point at which it would be necessary to change lines. Once the two specified stations have been located, determining the junction in the short route, which involves only two of the lines, is a simple task. Over three-quarters of students gained credit for this item.

Question 3: METROTRANSIT

Some stations like Westend, Zoo and Independence have grey shading around them. What does the shading show about these stations?

....

Framework Characteristics

Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate the form of a text
Question intent	Identify the purpose of a graphical feature in a map
Item format	Short response

CODING GUIDE

Question intent

Full Credit

Code 1:   *Refers to the fact that these stations are at the end or the start of a line.*

- *End of the line.*
- *Terminus.*

No Credit

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

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

- *You can get buses there.* *[possibly, but not what the shading shows]*
- *They are the busiest stations.*
- *They are the biggest stations.*

Code 9:   *Missing.*

This item was moderately difficult. It was answered correctly by less than two-thirds of students. The item requires students to examine a graphical feature (shading) that is common to several stations on the map and in doing so, to determine what the shading is intended to represent in the map. The difficulty of this question lies in the requirement to generalise about the purpose of a feature. Since this question requires students to stand outside the text and consider the way in which it was constructed, the question is classified as reflect on and evaluate the form of a text.

Question 4: METROTRANSIT

You need to find the shortest route by underground rail from Sato Station to Forest Station.

Draw on the map the route that you would take.

Framework Characteristics

| Situation	Public
Medium	Print
Text format	Non-continuous
Text type	Description
Aspect	Access and retrieve: Retrieve information
Question intent	Combine several pieces of information on a map to determine the shortest route between two given points
Item format	Short response

Coding guide

Full Credit

Code 2:   Draws the route shown in the reproduction below:

Partial Credit

Code 1:   Draws the route shown in the reproduction below:
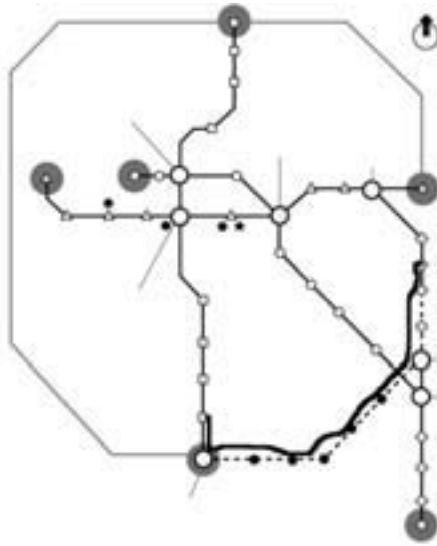
No Credit

Code 0:   Other responses.

Code 9:   Missing.

This access and retrieve task requires students to locate and sequence multiple pieces of information – the names of stations – to plan a route. The task simulates a real-life experience that demands careful reading of a non-continuous text. The item was constructed to ensure that use of conditional information – that is, information external to the main part of a text – must be processed in order to complete the task successfully. For full credit, students therefore need to use the information provided in the key: that part of the system is under construction. Students who take account of this conditional information realise that what is apparently the shortest route is currently unusable. The requirement to use conditional information increases the difficulty of items significantly. Only about one-third of students in the field trial gained full credit for this item. However more than half of the other students, who plotted a route using stations on Line 5, were given partial credit, as they demonstrated that in all but one respect (albeit a crucial one in practical terms) they had understood and could use information that they had retrieved.

Most of the items in PISA print reading require a multiple-choice or text response. The short response format of this question, involving the drawing of a route on a map, illustrates that the range of response types can nevertheless vary to some extent, according to the format that seems most appropriate for the particular task. This is bounded, of course, by the practical limitations of a large-scale paper and pen test.

ANNEX A2

Electronic reading sample tasks

The electronic reading sample tasks are examples of questions students answered in the PISA 2009 survey to assess their competencies in reading electronic texts. This part of the survey was optional.

All electronic sample tasks may be viewed on the website for publicly released items of the PISA electronic reading assessment: *http://erasq.acer.edu.au.*

username: public
password: access

Note that the images of the electronic reading assessment stimuli are multicoloured. The true colours as presented on the screen are therefore not reflected in this publication.

ELECTRONIC READING UNIT 1

Philosophers' Café
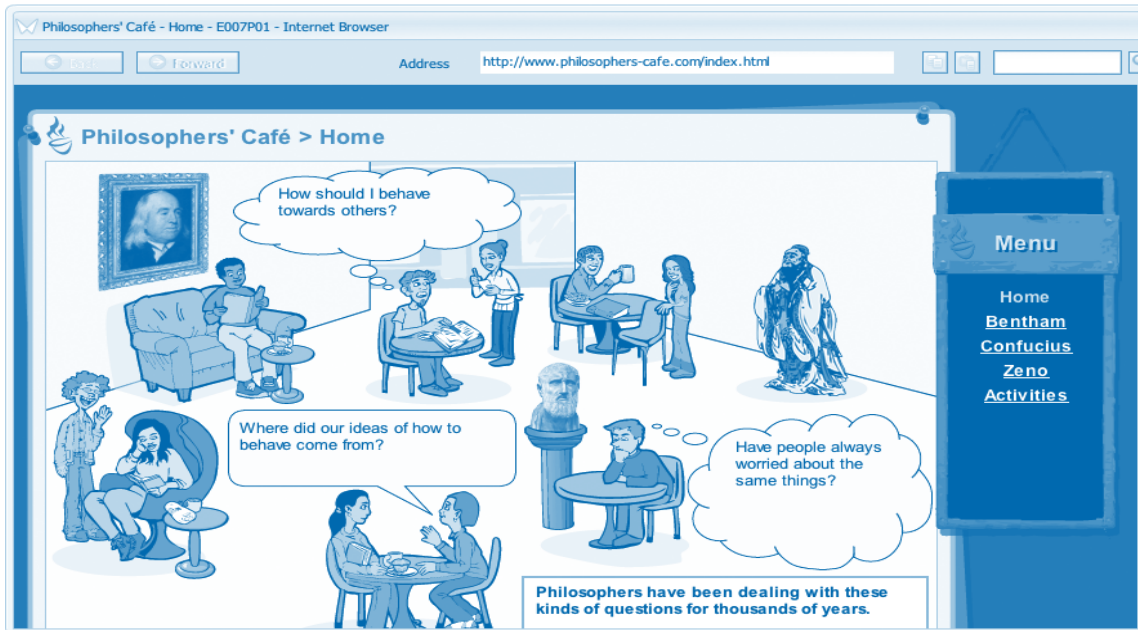
This unit is based on the idea of a Web Quest, a type of website that typically involves teaching and learning activities, including tasks and resources. It therefore fits into the educational context. The stimulus for Philosophers' Café includes encyclopaedia-style entries on philosophy loosely related to the notion of the good life, in a way intended to exploit the visual and interactive possibilities of the ERA environment. The screen shot above shows the Home page for the Philosophers' Café. On the right is a menu with links to information about three philosophers, Zeno, Confucius and Bentham, as well as to a series of activities. The central part of the screen shows a café scene populated by young people. It includes thought bubbles with philosophical questions that visitors to the café (or students of philosophy) might be considering. It also includes images of the three philosophers, Zeno, Confucius and Bentham. Each of the images of philosophers has a hyperlink to the same page of information as the matching menu item to the right.

The screen shot below shows the page that can be accessed by clicking on the menu item Confucius, or on the image of Confucius in the top right of the café scene. There are similar pages for Zeno and Bentham. Each text presents some historical context for the philosopher, and one of his central ideas. It is expected that some students would be familiar with the names of one or more of the philosophers, but that they would not necessarily know much about his life or beliefs. The context is thus likely to be unfamiliar, while the subject matter is considered to be complex, since it deals with highly abstract ideas developed in the past, sometimes a very distant past.

Task 1: PHILOSOPHERS' CAFÉ

Philosophers' Café - Confucius - E007P05 - Internet Browser

Back | Forward | Address | http://www.philosophers-cafe.com/confucius.html

Philosophers' Café > Confucius

"Do not do to other people what you do not want them to do to you."

Confucius was a Chinese philosopher who lived from 551 to 479 BC. His father died when he was three, and he was brought up in poverty by his mother. It was a time of chaos and constant war in China. Confucius saw the suffering of people around him and wanted to try to put an end to it. He wanted peace and prosperity for the people.

Confucius believed that if society were to improve, people needed to change their own behaviour. He thought that this was especially important for rulers, because their behaviour had a strong influence on the lives of ordinary people. Our fundamental aim should be to live in harmony with other people.

According to Confucius, one of the most important ways we can achieve harmony is through what he called "Ren", which can be translated as "kindness": that is, consideration of one human being for another.

Fact!
There are approximately 6 million Confucians in the world today.

Menu

Home
Bentham
Confucius
Zeno
Activities

You are at the Philosophers' Café Home page. Click on the link for Confucius. What did Confucius mean by "Ren"?

A   Peace and prosperity.

B   Living in chaos and war.

C   The behaviour of rulers.

D   Kindness to other people.

E   Living in harmony.

Framework Characteristics

Situation	Educational
Medium	Electronic
Environment	Authored
Text format	Multiple
Text type	Exposition / description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate a definition that is directly stated in a short text containing complex or unfamiliar information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. Kindness to other people.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

About two-thirds of the students in the field trial gained full credit for this task. Both the navigation and text processing demands are low. The task requires students to follow the explicit instruction to click on one of the links (either the name "Confucius" or his image in the café scene) in order to open the page describing Confucius. The information required is explicitly stated in the text. Students can read to the end of the text to find the term "Ren" contained in the stem, then make a match between the "kindness" in the text and in the key.

Task 2: PHILOSOPHERS' CAFÉ

Go to the Activities page. Look at Scenario 2. Which of Zeno's teachings does this comic illustrate?

    A   We should consider others in order to live happily.

    B   We should be concerned about our appearance.

    C   We should not let our desires control us.

    D   We should not try to change the past.

Framework Characteristics

Situation	Educational
Medium	Electronic
Environment	Authored
Text format	Multiple
Text type	Exposition / description
Aspect	Integrate and interpret: Develop an interpretation
Question intent	Recognise a similarity of theme between a complex abstract text and a cartoon
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. We should not let our desires control us.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This task requires integration of information from two very different texts. Directed by explicit navigation instructions, students follow two links to locate a page with a comic strip. They have to interpret the meaning expressed in the comic strip and relate it to an idea described on the page for the philosopher, Zeno. Navigation is more complex than in task 1, as they need to visit three pages other than the starting page. They will very likely need to go back to the comic strip at least once to check their answer, either (most efficiently) by clicking on the "back" button, or by using the menu links on the right of each page. The options in the four multiple choice alternatives present four possible attitudes, only the final two of which include ideas attributed to Zeno in the text. The last of the alternatives, however, does not offer a plausible interpretation of the comic. Students who chose one of the first two options would quite likely have interpreted them in relation to the ideas expressed in the comic strip only, without reference to Zeno. The task thus combines a number of fairly explicit navigation steps with a requirement to interpret and integrate information across two texts. This combination of demands helps to explain why this item was more difficult than the first task, with about half of the students gaining full credit.

Task 3: PHILOSOPHERS' CAFÉ

Go to the Activities page. Find the Timeline. Use the information in the website to find when each of the three philosophers (Bentham, Confucius and Zeno) was born. Then use the drop down menus in the timeline to show when each philosopher was born.

Framework Characteristics

Situation	Educational
Medium	Electronic
Environment	Authored
Text format	Multiple
Text type	Exposition / description
Aspect	Access and retrieve: Retrieve information
Question intent	Locate several pieces of information that are explicitly stated across multiple sites
Item format	Complex multiple choice

CODING GUIDE

Full Credit

Code 1:   Selects correct dates for all three philosophers.

- Confucius: 600 – 400 BC
- Zeno: 400 – 200 BC
- Bentham: 1600 – 1800 AD

No Credit

Code 0:   *Other answers.*

Code 9:   *Missing.*

This task asks students to place the three philosophers in chronological history, on a timeline that runs from 1000 BC to 2000AD, with the present day shown as "Now". Students respond within the simulated website, rather than in the task area at the bottom of the screen. The task requires a minimum of six navigation steps, imposing a relatively high navigational demand compared to the difficulty of the text processing required. It requires students to follow two explicitly described links in order to find the timeline where they respond. They then go to the pages for each of the three philosophers and locate the dates when each one lived. These are explicitly and prominently stated in the texts, and cover a lengthy time span, from Confucius (551 to 479 BC) and Zeno (333 BC to about 264 BC) to Bentham (1749 to 1832 AD). There are 15 drop-down menus available, each covering a period of 200 years, from which students need to select the three that correspond to the times when the philosophers lived. If they wish to change their answers, they can reset any individual drop-down menu to be blank.

ELECTRONIC READING UNIT 2

Ice Cream

Ice Cream - Global Search - E008P02 - Internet Browser

Back | Forward | Address | http://www.globalsearch.com

GLOBAL SEARCH

ice cream | **Search**

○ Miracle **Ice Cream** Diet
The Hollywood actress says she lost 25 pounds in six weeks ... - by stuffing herself with confectioneries such as chocolate, **ice-cream** and pudding ... "I ate whichever desserts I liked ...
www.diet-blog.com/archives/2007/09/30/miracle_**ice_cream**_diet.php

○ The Tribune, Chandigarh, India - Ludhiana Stories
Dr Grewal talked about different milk products especially those of Indian origin like kheer, kulfi (a kind of **ice-cream**), rabri, milk cake, gajrela and sweets which can be ...
www.tribuneindia.com/2000/20001220/ldh1.htm

○ Thai Menu
Sweet and sour fish prepared Thai style with steamed Basmati rice ... soup - Tom yam Koong, Prew wan Kai, Basmati Rice, **Ice cream**. ... **Ice Cream** with chocolate and nuts ...
www.indianraja.lv/Thaimenu.html

○ Food Standards Agency - Committee members
... served in a number of Government departments ... dietary and lifestyle risk factors ... he led the development of many well known brands of **ice cream**. ...

The stimulus for this unit is a set of internet search results, similar to those obtained using a typical search engine. It thus represents the kind of information commonly seen in daily life, whether at school, at home or in a work context. The results presented vary substantially in both their sources and the kinds of information they include. Although search results are typically generated on the basis of terms selected by an individual, the types of information included in the results tend to be very broad. The majority of the sites referred to in the results are government, commercial and news websites rather than those with a personal focus. To take account of this diversity of content this stimulus is categorised as being in the public category. The topic chosen, ice cream, is considered to be very familiar to students.

The screen shot above shows what readers see when they begin the unit. The full stimulus consists of a single page of ten search results, of which only the first four are initially visible. The reader needs to scroll down to see the full set. The number of search results included in the stimulus thus entails some navigation in order to complete the tasks, and also provides what, from an assessment perspective, can be regarded as a large number of multiple-choice distractors.

Task 1: ICE CREAM

This page shows search results for ice cream and similar foods from around the world. Which search result is most likely to provide a history of ice cream? Click the button next to the link.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Non-continuous
Text type	Description
Aspect	Integrate and interpret: Form a broad understanding
Question intent	Identify relevant search result by recognising the main theme of a short description
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   Ice Cream – Online Encyclopaedia Article about Ice Cream.

No Credit

Code 0:   Other answers.

Code 9:   Missing.

This question asks students to select which of the series of results is most likely to provide information of a specific kind. It asks them to form a broad understanding of the likely content of the links in each search result, rejecting those nine results that are irrelevant to their needs, and identifying the only relevant result. This is the kind of operation needed every time a person uses an internet search engine and examines a page of search results. Since the stimulus is on a single page, the only navigation demand is scrolling. The key terms in the questions are "ice cream" (the subject of all the results) and "history". The first nine results provide links to information about ice cream recipes or menus (from India, Latvia, Ireland and Turkey), a personal blog referring to a Hollywood actress, technical information on ice cream, and the page for members of a government agency; all of these can be rejected as unlikely to give a history of ice cream. To gain credit, students need to recognise that expressions in the final result, "the Chinese invented", "oldest evidence in Europe", "the early 20th century" and "One of the oldest types of ice cream", collectively refer to the history of ice cream, and suggest that this link would provide more information on this topic.

The navigation demand is low compared to the demand imposed by the need to obtain a general understanding of each search result. The item was moderate in difficulty, with between half and two-thirds of students gaining full credit.

Task 2: ICE CREAM

This page shows search results for ice cream and similar foods from around the world. You want to know if ice cream can be part of a healthy diet. Which search result is most likely to give accurate advice? Click the button next to the link.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Non-continuous
Text type	Description
Aspect	Reflect and evaluate: Reflect on and evaluate content of text
Question intent	Evaluate search results in terms of relevance and credibility/ trustworthiness of information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   National Food Information Centre: The Food Guidelines-Food Label Connection.

No Credit

Code 0:   Other answers.

Code 9:   Missing.

This question represents another very typical task faced by users of the Internet, that is, evaluating the trustworthiness of the results for a particular purpose, in this case the quality of advice about whether or not ice cream may be part of a healthy diet.

In order to gain credit for this task, students need to evaluate the various links in terms of both relevance and likely authoritativeness. This process should lead them to reject results which provide links to recipes and menus, which are not relevant to the focus of the research question referred to in the stem. They must also reject results that refer to diet but that lack authoritativeness, such as the blog referring to the Hollywood actress "stuffing herself with confectioneries"; and results which have some reference to potentially credible sources, but are not likely to be relevant, such as Dr Grewal describing varieties of milk products. Possibly the strongest distractor is the result for the Food Standards Agency, which has a name that sounds both relevant and credible and includes the words "dietary and lifestyle risk factors". However, this search result refers only to committee members of this agency, not to health guidelines. Students need to recognise that the fifth result links to a plausibly reliable national organisation, "National Food Information Centre", and contains not only relevant information on diet recommendations but also the kind of technical language one would expect from a reputable organisation of this kind, such as "serving size" and "National Dietary Guidelines suggest you eat a diet providing 30 per cent or less of calories (joules)".

This reflection and evaluation task, which relies heavily on text processing and little on navigation, was difficult for students in the field trial, with only about one-third selecting the correct search result.

ELECTRONIC READING UNIT 3

Phishing

Phishing - Intro - E010P01 - Internet Browser

Address   http://www.phishingeducation.org

The Online Phishing Resource Site > Home

Home

What is Phishing?

Phishing is a form of identity theft. Its purpose is to trick people into handing over their personal information. People who collect this information may then use it for illegal activities such as stealing money from a bank account. A phishing e-mail is an e-mail that imitates a well-known company, or claims to offer a genuine service, and asks the recipient to provide personal information. An example is an e-mail that pretends to be from a bank, and asks the recipient for login details such as a username and password. A common technique is to request urgent action to ensure that an account remains valid.

Phishing is not always easy to identify, because many phishing e-mails look genuine.

Is Phishing a Real Problem?

As access to the Internet and the use of e-mail have spread, so has phishing.

Phishing Facts

Average loss to each person who is a victim of successful

The material presented in this unit deals with a common problem that arises from living in a technology-rich environment: phishing, the attempt to trick people into providing personal information about themselves, so that it may be used for criminal gain. The stimulus, entitled "The Online Phishing Resource Site", is based on authentic websites that explain this problem, giving suggestions to readers about how to identify phishing and how to avoid becoming a victim of phishing. The home page, an extract of which is shown in the screen shot above, explains what phishing is and provides some background information about the extent of the problem. It is classified as a public text, in that it relates to activities and concerns of the larger society (though it may have a personal application). As a kind of online public notice, it assumes anonymous contact with the reader.

Task 1: PHISHING

You are at the Home page of the Online Phishing Resource Site. According to the information on this page, which one of the following is a feature of a phishing e-mail?

     A   It asks for personal information.

     B   It contains unwanted advertising.

     C   It offers a genuine service.

     D   It comes from a well-known company.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve Information
Question intent	Locate an important component of an explicitly stated definition
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   A. It asks for personal information.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

No navigation is required for this task, as the paragraph with all the target information appears on the screen when students begin the unit, so the level of difficulty is driven entirely by text processing. To answer this question students need to identify that the wording of the key, "asks for personal information", is a paraphrase of the idea stated in the second sentence of the definition on phishing, "Its purpose is to trick people into handing over their personal information". The distractors include a common misperception ("unwanted advertising" is a common feature of the Internet) as well as ideas referred to in the text but which are features of legitimate e-mails, rather than of attempts at phishing. About two-thirds of students gained full credit for this task.

Task 2: PHISHING

How many phishing e-mails are sent around the world in an average month?

    A   1,200.

    B   Over 6 billion.

    C   About 25,000.

    D   55,000.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve: Retrieve information
Question intent	Identify the reference of a number in a list
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   B. Over 6 billion.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This task uses the same page of stimulus as the first task, but in contrast to that task, this one does make a minimal navigation demand, as students have to scroll down a short way in order to reveal the four facts about phishing under the heading "Is Phishing a Real Problem", each of which includes one of the numbers in the four options for this question. Students are cued to the need to scroll down because the bottom of the screen they first see contains only part of a sentence. There is a further cue to the relevance of this section of the text in the word "average", which occurs in both the question stem and in the text, "Average loss to each person …". Very little text processing is required to identify the answer, which is explicitly stated in the sentence, "Phishing e-mails sent world-wide each month: **over 6 billion**".

This question was easier than the previous one, with almost three-quarters of students gaining credit for it.

This task starts on a different page of the phishing website from the first two tasks. The new page gives examples of what different features of phishing e-mail messages may look like. As the screen shot above shows, on the left of the page are links that allow readers to read more or to hide additional information about typical features of phishing e-mail messages, under numbered headings. This represents a different kind of navigation to both scrolling and clicking on links that open new pages, since the additional information appears (or can be hidden) on the same page. In this screen shot the user has clicked on "#4. Links in an E-mail", thereby displaying the explanatory paragraph below; and an example of this feature is highlighted in colour at the bottom of the e-mail on the right, "*https://web.BankNorthside.com.au/signin/ citifi/scripts/e-mail_verify.jsp*".

To answer this question, students need to click on one or more of these numbered links, until they locate a match between the question and the information under heading #4. Both navigation and text process-ing demands are relatively low, although not insignificant, and nearly two-thirds of students obtained full credit for this task.

Task 3: PHISHING

Which of the following tricks is explained on the "Recognising Phishing" page?

    A   The e-mail asks the recipient to donate money to a fake charity.

    B   The phishing e-mail installs spyware on the user's computer.

    C   The author of the e-mail inserts a fake link to a fake website.

    E   The e-mail pretends the recipient has won a prize.

Framework Characteristics

Situation	Public
Medium	Electronic
Environment	Authored
Text format	Continuous
Text type	Exposition
Aspect	Access and retrieve (retrieve information)
Question intent	Locate explicitly stated information
Item format	Multiple choice

CODING GUIDE

Full Credit

Code 1:   C. The author of the e-mail inserts a fake link to a fake website.

No Credit

Code 0:   Other responses.

Code 9:   Missing.