

READING CONCEPTS READING ITEMS

The *Reading Concepts and Reading Items* book contains 11 reading assessment units and 45 questions related to these units. These are the released items from the 2000 assessment (they are distinct from the secure items, which are kept confidential so that they may be used in subsequent cycles to monitor trends). In addition, an excerpt from the reading curriculum framework is included at the back of this volume.

Guide to Using the *Reading Concepts and Reading Items* Materials

The materials contained in this book can be used in a number of ways as a tool to assist teachers in making a formative assessment of student knowledge and skills. Some of these ways include the following:

Teacher-designed formative assessments. A teacher might, for example, decide to examine how well his or her class can retrieve information from various forms of text. In such a case, the first step would be to review the questions in each unit of *Reading Concepts and Reading Items*, selecting the ones of interest. Ready-to-use versions of these items can be found in the companion *Reading Items* book. The teacher can photocopy these items or present them to students on an overhead. Student responses can be scored by referring to the appropriate page in *Reading Concepts and Reading Items*. The teacher could also compare the overall percentage of students responding correctly to the international benchmark for that item.

Feedback on teaching. To the extent that the items coincide with concepts taught, the teacher might follow the same process to gain rapid feedback on the success of the teaching episode.

Understanding misunderstandings. Again, a teacher might decide to examine the incorrect or partially correct responses of the class for insight into any general misunderstandings, with a view to re-teaching a particular topic or skill.

Identifying individual difficulties. In the same way, the teacher might use the items to identify particular difficulties experienced by individual students, as the basis for some remedial teaching or focused practice.

Turn the page for instructions and an illustrative example.

Guide to the Content and Layout of This Book

A **unit** is made up of

- stimulus material, and
- questions relating to this material.

Lake Chad is the name given to the first unit you will see. The five questions that follow ask questions about the *Lake Chad* stimulus material—for example, *What is the depth of Lake Chad today?*

Task and text descriptors appear directly under the question heading:

- **Task** refers to the behavior being measured—for *Lake Chad* Question 1: the task is *Retrieving information*, and
- **Text** refers to the nature of the reading text—for *Lake Chad* Question 1: the text is *Non-continuous*.

Each unit may use as many as three different **question-and-response formats**. All three formats are described below:

- **Multiple-choice response formats** ask the student to choose among several alternatives. In the *Lake Chad* example, Questions 1, 4 and 5 are multiple choice.
- **Short-answer response formats** ask the student to write down a short answer to the question. In the *Lake Chad* example, Questions 2 and 3 ask for short-answer responses.
- **Extended-response formats** ask the student to write an somewhat extended answer to the question. In the unit called *Flu*, Questions 2 and 4 ask for an extended response.

Scoring of student responses takes two forms:

- **Correct/incorrect**—some items are simply scored as correct/incorrect. In the *Lake Chad* example, Questions 1 and 2 are scored this way.
- **Correct/partly correct/incorrect**—the scoring for some items allows partial credit for the response in addition to full credit and no credit. Question 2 in the unit *Flu* is scored this way.

Scoring guides are provided for each question. In this kit only the general instructions are provided. Illustrative examples presented in the original version of the scoring guide have been deleted in the interest of conserving space. The full version of these scoring guides can be found in the Organization for Economic Cooperation and Development (OECD) publication *Sample Tasks from the PISA 2000 Assessment* (see the publications guide in the *Readme First* book).

International benchmarks are provided next to each question. These consist of statistics on the percentage of students in each country who answered the question correctly. The countries are ordered in terms of this percentage. The OECD average is included as well. This display also indicates which countries scored significantly higher, significantly lower and no differently from this OECD average.

READING UNIT 1

Lake Chad

Figure A shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

Figure A
 Lake Chad: changing levels

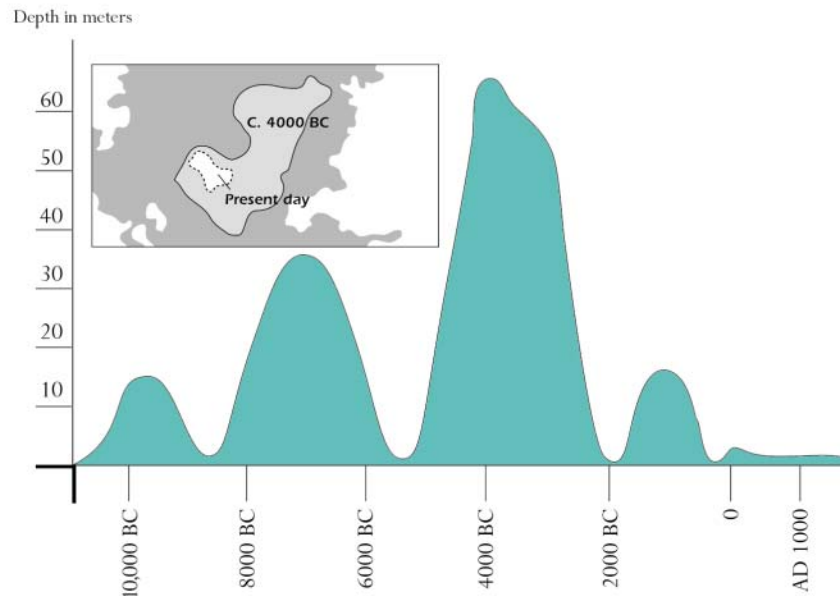
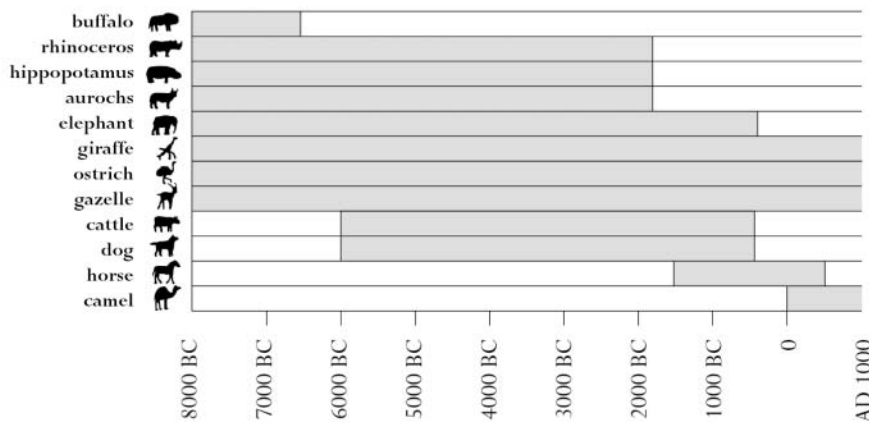


Figure B shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

Figure B
 Saharan rock art and changing patterns of wildlife



Source: Copyright Bartholomew Ltd, 1988. Extracted from *The Times Atlas of Archaeology* and reproduced by permission of Harper Collins Publishers.

This task requires students to locate and combine pieces of information in a graph and its introduction.

Question 1: LAKE CHAD

Reading task: Retrieving information

Text format: Non-continuous

What is the depth of Lake Chad today?

- A About two meters.
- B About fifteen meters.
- C About fifty meters.
- D It has disappeared completely.
- E The information is not provided.

Scoring – Question 1: LAKE CHAD

Correct: Answer A – about two meters.

Incorrect: Other answers.

Overall Percent Correct		
France	78	▲
Japan	78	▲
Finland	75	▲
Korea, Republic of	74	▲
Australia	72	○
Austria	71	○
Sweden	70	○
United Kingdom	70	○
Switzerland	69	○
Ireland	68	○
Norway	68	○
New Zealand	68	○
Denmark	68	○
Czech Republic	68	○
Canada	67	○
OECD average	67	
Belgium	66	○
Germany	66	○
Iceland	65	○
Poland	65	○
Liechtenstein	64	○
Italy	63	○
United States	61	○
Russian Federation	61	▼
Spain	60	▼
Latvia	59	○
Luxembourg	57	▼
Portugal	56	▼
Hungary	56	▼
Brazil	31	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

The OECD average is the average of 27 of the 32 national averages. Brazil, Latvia, Liechtenstein, and the Russian Federation are not OECD countries. The Netherlands is omitted for technical reasons.

This task requires students to identify the starting date of a graph when strong competing information appears in the graph.

Question 2: LAKE CHAD

Reading task: Retrieving information

Text format: Non-continuous

In about which year does the graph in Figure A start?

Scoring – Question 2: LAKE CHAD

Correct: Answers which state 11,000 BC (or an approximation between 10,500 and 12,000), indicating that the student has extrapolated from the scale).

Incorrect: Other answers, including arrow pointing to the starting point of the graph.

Overall Percent Correct

Finland	73	▲
Liechtenstein	67	○
France	65	▲
Belgium	65	▲
Czech Republic	64	▲
New Zealand	64	▲
Sweden	61	▲
Norway	61	○
Switzerland	61	▲
Australia	61	○
United Kingdom	61	▲
Hungary	58	○
Austria	58	○
Japan	57	○
Germany	56	○
Russian Federation	56	○
OECD average	55	
Canada	54	○
Poland	52	○
Greece	52	○
Denmark	51	○
Korea, Republic of	50	○
United States	49	○
Ireland	49	○
Iceland	48	▼
Luxembourg	48	○
Italy	47	▼
Latvia	43	▼
Portugal	37	▼
Spain	34	▼
Mexico	33	▼
Brazil	14	▼

Country average vs.

OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to hypothesize about the reason for an author’s decision by drawing on evidence in a graph and relating it to the inferred main theme of a complex set of texts.

Question 3: LAKE CHAD

Reading task: Reflection and evaluation

Text format: Non-continuous

Why has the author chosen to start the graph at this point?

Scoring – Question 3: LAKE CHAD

Correct: Answers which refer to the reappearance of the lake. Note: an answer may be correct even if the previous answer is incorrect.

Incorrect: Other answers.

Overall Percent Correct		
Japan	65	▲
Hungary	56	▲
Belgium	56	▲
Switzerland	55	▲
Finland	54	▲
Italy	54	▲
France	53	▲
Spain	53	▲
Sweden	51	▲
Russian Federation	51	○
Austria	50	○
Poland	49	○
Denmark	48	○
Korea, Republic of	46	○
OECD average	45	
Czech Republic	43	○
Greece	43	○
Ireland	42	○
United Kingdom	42	○
Liechtenstein	41	○
Germany	40	○
Norway	40	○
New Zealand	40	○
Australia	40	○
Canada	40	▼
Portugal	36	▼
Brazil	36	▼
Latvia	35	▼
Iceland	33	▼
Luxembourg	32	▼
United States	31	▼
Mexico	22	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to recognize the main idea of a chart by relating it to its title.

Question 4: LAKE CHAD

Reading task: Interpreting texts

Text format: Non-continuous

Figure B is based on the assumption that

- A the animals in the rock art were present in the area at the time they were drawn.
- B the artists who drew the animals were highly skilled.
- C the artists who drew the animals were able to travel widely.
- D there was no attempt to domesticate the animals which were depicted in the rock art.

Scoring – Question 4: LAKE CHAD

Correct: Answer A – the animals in the rock art were present in the area at the time they were drawn.

Incorrect: Other answers.

Overall Percent Correct		
Finland	89	▲
Hungary	89	▲
Liechtenstein	87	○
Austria	86	▲
Korea, Republic of	86	▲
France	86	▲
Sweden	85	▲
Belgium	85	▲
Germany	85	▲
Spain	84	▲
Denmark	83	○
Italy	83	○
Switzerland	83	○
Czech Republic	82	○
Canada	81	○
Australia	81	○
Portugal	80	○
OECD average	80	
Japan	80	○
New Zealand	79	○
Poland	78	○
United Kingdom	78	○
Norway	78	○
Luxembourg	78	○
Ireland	74	▼
Iceland	73	▼
United States	72	▼
Greece	70	▼
Latvia	69	▼
Brazil	67	▼
Russian Federation	64	▼
Mexico	51	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to integrate information from two graphic displays where different conventions are used and where readers need to have interpreted the structure of both displays in order to translate the relevant information from one form to the other.

Question 5: LAKE CHAD

Reading task: Interpreting texts

Text format: Non-continuous

For this question you need to draw together information from Figure A and Figure B.

The disappearance of the rhinoceros, hippopotamus and aurochs from Saharan rock art happened

- A at the beginning of the most recent Ice Age.
- B in the middle of the period when Lake Chad was at its highest level.
- C after the level of Lake Chad had been falling for over a thousand years.
- D at the beginning of an uninterrupted dry period.

Scoring – Question 5: LAKE CHAD

Correct: Answer C – after the level of Lake Chad had been falling for over a thousand years.

Incorrect: Other answers.

Overall Percent Correct		
Finland	73	▲
Belgium	69	▲
Liechtenstein	67	○
Czech Republic	64	○
Australia	64	○
France	63	○
Ireland	63	○
Canada	63	▲
Germany	62	○
Norway	62	○
Switzerland	62	○
Denmark	62	○
Austria	61	○
Iceland	60	○
United Kingdom	60	○
New Zealand	60	○
Sweden	60	○
OECD average	59	
Japan	59	○
Spain	58	○
United States	57	○
Poland	56	○
Korea, Republic of	55	○
Luxembourg	54	○
Hungary	54	○
Latvia	52	○
Greece	52	▼
Portugal	49	▼
Russian Federation	48	▼
Brazil	42	▼
Mexico	35	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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READING UNIT 2

Flu

ACOL Voluntary Flu Immunization Program

As you are no doubt aware, the flu can strike rapidly and extensively during winter. It can leave its victims ill for weeks.

The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.

ACOL has decided to offer staff the opportunity to be immunized against the flu as an additional way to prevent this insidious virus from spreading amongst us. ACOL has arranged for a nurse to administer the immunizations at ACOL, during a half-day session in work hours in the week of May 17. This program is free and available to all members of staff.



Participation is voluntary. Staff taking up the option will be asked to sign a consent form indicating that they do not have any allergies, and that they understand they may experience minor side effects.

Medical advice indicates that the immunization does not produce influenza. However, it may cause some side effects such as fatigue, mild fever and tenderness of the arm.

Who Should Be Immunized?

Anyone interested in being protected against the virus.

The immunization is especially recommended for people over the age of 65. But regardless of age, ANYONE who has a chronic debilitating disease, especially cardiac, pulmonary, bronchial or diabetic conditions.

In an office environment ALL staff are at risk of catching the flu.

**Who Should Not Be Immunized?**

Individuals hypersensitive to eggs, people suffering from an acute feverish illness and pregnant women.

Check with your doctor if you are taking any medication or have had a previous reaction to a flu injection.

If you would like to be immunized in the week of May 17 please advise the personnel officer, Fiona McSweeney, by Friday May 7. The date and time will be set according to the availability of the nurse, the number of participants and the time convenient for most staff. If you would like to be immunized for this winter but cannot attend at the arranged time please let Fiona know. An alternative session may be arranged if there are sufficient numbers.

For further information please contact Fiona on ext. 5577.

Enjoy
Good Health

Fiona McSweeney, the personnel officer at a company called ACOL, prepared the information sheet above for ACOL staff. Refer to the information sheet to answer the questions which follow.

This task requires students to locate explicitly stated information about an immunization program in the workplace where competing or distracting information is present.

Question 1: FLU

Reading task: Retrieving information

Text format: Continuous

Which one of the following describes a feature of the ACOL flu immunization program?

- A Daily exercise classes will be run during the winter.
- B Immunizations will be given during working hours.
- C A small bonus will be offered to participants.
- D A doctor will give the injections.

Scoring – Question 1: FLU

Correct: Answer B – immunizations will be given during working hours.

Incorrect: Other answers.

Overall Percent Correct		
Japan	87	▲
Austria	82	▲
Liechtenstein	81	○
Czech Republic	79	▲
Australia	79	○
Spain	78	▲
Finland	78	○
Canada	78	▲
Germany	77	○
Ireland	77	○
Hungary	76	○
United Kingdom	75	○
France	75	○
Italy	75	○
New Zealand	74	○
Switzerland	74	○
Sweden	74	○
Iceland	74	○
Korea, Republic of	73	○
OECD average	73	
Norway	72	○
Portugal	71	○
United States	71	○
Belgium	71	○
Poland	69	○
Luxembourg	69	○
Denmark	69	○
Greece	60	▼
Brazil	59	▼
Latvia	55	▼
Russian Federation	51	▼
Mexico	47	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to evaluate the appropriateness of {formal text features/content} in relation to the intended tone of a notice about immunization. Readers need to draw on their understanding of what constitutes appropriate style for a particular purpose and audience.

Question 2: FLU

Reading task: Reflection and evaluation

Text format: Continuous

We can talk about the content of a piece of writing (what it says).

We can talk about its style (the way it is presented).

Fiona wanted the style of this information sheet to be friendly and encouraging.

Do you think she succeeded?

Explain your answer by referring in detail to the layout, style of writing, pictures or other graphics.

Scoring – Question 2: FLU

Fully

Correct: Answers which refer accurately to the text AND relate style to purpose, and in a way that is consistent with the writer’s intention of being “friendly and encouraging”. The answer must do AT LEAST ONE of the following:

1. refer to one of the features in detail (layout, style of writing, pictures or other graphics or other similar detail) – that is, to a specific part or quality of a feature; AND/OR
2. use evaluative terms other than “friendly” and “encouraging”. (Note that such terms as “interesting,” “easy to read” and “clear” are not sufficiently specific on their own.)

Opinion about whether Fiona succeeded may be stated or implied.

Partially

Correct: Answers which refer accurately to the text AND relate purpose to information and content (rather than style), and acknowledge the writer’s intention of being “friendly and encouraging”.

Opinion about whether Fiona succeeded may be stated or implied.

Incorrect: Answers which show inaccurate comprehension of the material or are implausible or irrelevant.

Overall Percent Correct

United Kingdom	74	▲
Japan	72	▲
Australia	62	▲
Germany	61	▲
Ireland	59	▲
Belgium	56	▲
Canada	55	▲
Austria	54	○
New Zealand	54	○
Sweden	53	○
Italy	49	○
Poland	49	○
Denmark	49	○
OECD average	48	
Spain	47	○
Czech Republic	46	○
Finland	45	○
Hungary	44	○
France	44	○
Iceland	43	○
Portugal	42	▼
Luxembourg	41	○
Korea, Republic of	41	▼
Norway	38	▼
Greece	37	▼
United States	37	▼
Switzerland	37	▼
Latvia	34	▼
Russian Federation	28	▼
Brazil	23	▼
Liechtenstein	17	▼
Mexico	16	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to construe the meaning of several words or phrases in order to compare the status of recommendations in a notice about immunization. Readers need to integrate information across paragraphs amid distracting information.

Question 3: FLU

Reading task: *Interpreting texts*

Text format: *Continuous*

This information sheet suggests that if you want to protect yourself against the flu virus, a flu injection is

- A more effective than exercise and a healthy diet, but more risky.
- B a good idea, but not a substitute for exercise and a healthy diet.
- C as effective as exercise and a healthy diet, and less troublesome.
- D not worth considering if you have plenty of exercise and a healthy diet.

Scoring – Question 3: FLU

Correct: Answer B – a good idea, but not a substitute for exercise and a healthy diet.

Incorrect: Other answers.

Overall Percent Correct

Canada	71	▲
United States	70	▲
Finland	69	▲
Denmark	68	▲
Sweden	66	▲
Australia	65	▲
Norway	63	▲
United Kingdom	62	▲
Iceland	61	▲
Austria	61	▲
New Zealand	61	○
Italy	61	▲
Ireland	61	○
Czech Republic	59	○
Germany	58	○
Belgium	58	○
Liechtenstein	58	○
OECD average	56	
Greece	55	○
Hungary	54	○
Spain	53	○
Portugal	52	○
France	47	▼
Luxembourg	46	▼
Poland	44	▼
Russian Federation	43	▼
Brazil	43	▼
Switzerland	42	▼
Latvia	40	▼
Japan	39	▼
Mexico	33	▼
Korea, Republic of	30	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to evaluate the appropriateness of an apparently contradictory section of a notice about an immunization program in the workplace, taking into account the persuasive intent of the text and/or its logical coherence.

Question 4: FLU

Reading task: Reflection and evaluation

Text format: Continuous

Part of the information sheet says:

Who Should Be Immunized?

Anyone interested in being protected against the virus.

After Fiona had circulated the information sheet, a colleague told her that she should have left out the words “Anyone interested in being protected against the virus” because they were misleading.

Do you agree that these words are misleading and should have been left out?

Explain your answer.

Scoring – Question 4: FLU

Correct: Answers which evaluate the section of text in relation to the term “misleading” by indicating that there is a potential contradiction. (“Who should be immunized? Anyone...” vs. “Who should not be immunized?”). May or may not explain what the contradiction is. Agreement or disagreement may be stated or implied.

OR: Answers which evaluate the section of text in relation to the term “misleading” by indicating that the statement may be an exaggeration. (i.e. Not everyone needs the immunization, or the immunization does not offer complete protection.) May or may not explain what the exaggeration is. Agreement or disagreement may be stated or implied.

Incorrect: Answers which evaluate the section of text, but not in relation to the term “misleading”.

1. Indicates that the statement is strong, effective and/or encouraging without mentioning potential contradiction or misleading element; or (2) indicates that the statement “Anyone interested in being protected against the virus” is redundant because it is stating the obvious.

2. Other incorrect would include answers which are insufficient or vague, or restate “misleading” without explanation or which show inaccurate comprehension of the material or are implausible or irrelevant.

Overall Percent Correct

Japan	54	▲
Finland	50	▲
Sweden	48	▲
United Kingdom	44	▲
Canada	44	▲
Portugal	44	▲
Ireland	41	○
United States	41	○
Korea, Republic of	41	▲
Norway	39	○
New Zealand	39	○
Iceland	37	○
OECD average	35	
Australia	35	○
Belgium	34	○
Denmark	34	○
Czech Republic	33	○
Greece	32	○
Switzerland	30	▼
Poland	30	○
Germany	29	▼
Austria	29	▼
Spain	29	▼
France	28	▼
Latvia	26	▼
Brazil	26	▼
Italy	25	▼
Luxembourg	25	▼
Hungary	24	▼
Russian Federation	18	▼
Mexico	14	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to analyze and categorize several described cases by taking into account and integrating multiple conditions dispersed throughout a notice about immunization.

Question 5: FLU

Reading task: Interpreting texts

Text format: Continuous

According to the information sheet, which one of these staff members should contact Fiona?

- A Steve from the store, who does not want to be immunized because he would rather rely on his natural immunity.
- B Julie from sales, who wants to know if the immunization program is compulsory.
- C Alice from the mailroom, who would like to be immunized this winter but is having a baby in two months.
- D Michael from accounts, who would like to be immunized but will be on leave in the week of May 17.

Scoring – Question 5: FLU

Correct: Answer D – Michael from accounts, who would like to be immunized but will be on leave in the week of May 17.

Incorrect: Other answers.

Overall Percent Correct		
Finland	61	▲
Korea, Republic of	59	▲
Austria	58	▲
Australia	58	▲
Japan	58	▲
Ireland	58	▲
New Zealand	57	▲
Iceland	56	○
Belgium	56	○
Germany	56	○
Czech Republic	55	○
Denmark	54	○
Switzerland	54	○
Sweden	53	○
Norway	53	○
United Kingdom	52	○
Canada	51	○
France	51	○
OECD average	51	
Liechtenstein	50	○
United States	47	○
Spain	46	○
Greece	43	▼
Hungary	42	▼
Russian Federation	42	▼
Luxembourg	41	▼
Italy	40	▼
Poland	39	▼
Latvia	38	▼
Mexico	35	▼
Portugal	35	▼
Brazil	33	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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READING UNIT 3

Graffiti

The two letters below come from the internet and are about graffiti. Graffiti is illegal painting and writing on walls and elsewhere. Refer to the letters to answer the questions below.

I'm simmering with anger as the school wall is cleaned and repainted for the fourth time to get rid of graffiti. Creativity is admirable but people should find ways to express themselves that do not inflict extra costs upon society.

Why do you spoil the reputation of young people by painting graffiti where it's forbidden? Professional artists do not hang their paintings in the streets, do they? Instead they seek funding and gain fame through legal exhibitions.

In my opinion buildings, fences and park benches are works of art in themselves. It's really pathetic to spoil this architecture with graffiti and, what's more, the method destroys the ozone layer. Really, I can't understand why these criminal artists bother as their "artistic works" are just removed from sight over and over again.

Helga

Source: Mari Hankala.

There is no accounting for taste. Society is full of communication and advertising. Company logos, shop names. Large intrusive posters on the streets. Are they acceptable? Yes, mostly. Is graffiti acceptable? Some people say yes, some no.

Who pays the price for graffiti? Who is ultimately paying the price for advertisements? Correct. The consumer.

Have the people who put up billboards asked your permission? No. Should graffiti painters do so then? Isn't it all just a question of communication – your own name, the names of gangs and large works of art in the street?

Think about the striped and chequered clothes that appeared in the stores a few years ago. And ski wear. The patterns and colours were stolen directly from the flowery concrete walls. It's quite amusing that these patterns and colours are accepted and admired but that graffiti in the same style is considered dreadful.

Times are hard for art.

Sophia

This task requires students to identify the purpose that two short texts have in common by comparing the main ideas in each of them.

Question 1: GRAFFITI

Reading task: Interpreting texts

Text format: Continuous

The purpose of each of these letters is to

- A explain what graffiti is.
- B present an opinion about graffiti.
- C demonstrate the popularity of graffiti.
- D tell people how much is spent removing graffiti.

Scoring – Question 1: GRAFFITI

Correct: Answer B – present an opinion about graffiti.

Incorrect: Other answers.

Overall Percent Correct		
Korea, Republic of	91	▲
Finland	89	▲
Norway	88	▲
Canada	87	▲
Japan	86	▲
United States	85	○
Sweden	85	▲
New Zealand	84	▲
Australia	84	▲
Switzerland	83	○
Ireland	83	○
France	82	○
United Kingdom	82	○
Denmark	81	○
Greece	80	○
OECD average	80	
Hungary	80	○
Italy	80	○
Germany	80	○
Spain	80	○
Belgium	79	○
Iceland	79	○
Poland	77	○
Czech Republic	76	▼
Austria	73	▼
Luxembourg	73	▼
Latvia	72	▼
Liechtenstein	70	○
Russian Federation	70	▼
Portugal	66	▼
Brazil	55	▼
Mexico	52	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to infer an analogical relationship between two phenomena in the text.

Question 2: GRAFFITI

Reading task: *Interpreting texts*

Text format: *Continuous*

Why does Sophia refer to advertising?

Scoring – Question 2: GRAFFITI

Correct: Answers which recognize that a comparison is being drawn between graffiti and advertising, and are consistent with the idea that advertising is a legal form of graffiti.

OR: Answers which recognize that referring to advertising is a strategy to defend graffiti.

Incorrect: Answers which are insufficient or vague. Answers which show inaccurate comprehension of the material or are implausible or irrelevant.

Overall Percent Correct		
Sweden	72	▲
France	71	▲
Norway	71	▲
Poland	69	▲
Belgium	68	▲
Greece	68	▲
Denmark	67	▲
Korea, Republic of	64	▲
Finland	63	○
Ireland	63	○
Austria	62	○
Liechtenstein	62	○
Germany	61	○
Italy	60	○
Spain	60	○
OECD average	60	
Japan	59	○
Iceland	59	○
Czech Republic	59	○
Hungary	57	○
United Kingdom	55	○
Canada	55	▼
Switzerland	54	▼
New Zealand	53	▼
Luxembourg	51	▼
Portugal	50	▼
Russian Federation	49	▼
Australia	48	▼
United States	48	▼
Mexico	40	▼
Brazil	40	▼
Latvia	39	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to compare claims made in two short texts with their own views and attitudes. Readers are also required to demonstrate broad understanding of at least one of the two letters.

Question 3: GRAFFITI

Reading task: Reflection and evaluation

Text format: Continuous

Which of the two letter writers do you agree with? Explain your answer by using your own words to refer to what is said in one or both of the letters.

Scoring – Question 3: GRAFFITI

Correct: Answers which explain the student’s point of view by referring to the content of one or both letters. They may refer to the writer’s general position (i.e. for or against) or to a detail of her argument. The interpretation of the writer’s argument must be plausible. The explanation may take the form of paraphrase of part of the text, but must not be wholly or largely copied without alteration or addition.

Incorrect: Support for own point of view is confined to a direct quotation (with or without quotation marks).

OR: Answers which are insufficient or vague. Answers which show inaccurate comprehension of the material or are implausible or irrelevant.

Overall Percent Correct

Japan	84	▲
Ireland	81	▲
United Kingdom	80	▲
Spain	80	▲
New Zealand	79	▲
Denmark	78	▲
United States	77	○
Korea, Republic of	75	○
Greece	75	○
France	75	○
Finland	74	○
Austria	74	○
Belgium	74	○
Canada	74	○
Norway	74	○
Poland	74	○
OECD average	73	
Germany	72	○
Italy	71	○
Liechtenstein	71	○
Hungary	71	○
Australia	69	○
Sweden	69	▼
Portugal	67	▼
Czech Republic	67	▼
Russian Federation	66	▼
Luxembourg	64	▼
Iceland	63	▼
Switzerland	63	▼
Brazil	60	▼
Mexico	58	▼
Latvia	57	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to evaluate the writer’s craft by comparing two short letters on the topic of graffiti. Readers need to draw on their understanding of what constitutes good style in writing.

Question 4: GRAFFITI

Reading task: Reflection and evaluation

Text format: Continuous

We can talk about what a letter says (its content).

We can talk about the way a letter is written (its style).

Regardless of which letter you agree with, in your opinion, which do you think is the better letter?

Explain your answer by referring to the way one or both letters are written.

Scoring – Question 4: GRAFFITI

Correct: Answers which explain opinion with reference to the style or form of one or both letters. They should refer to criteria such as style of writing, structure of argument, cogency of argument, tone, register used, or strategies for persuading readers. Terms like “better arguments” must be substantiated.

Incorrect: Answers which judge in terms of agreement or disagreement with the writer’s position, or simply paraphrase content.

OR: Answers which show inaccurate comprehension of the material or are implausible or irrelevant.

Overall Percent Correct

Japan	75	▲
Liechtenstein	66	○
Austria	64	▲
Canada	63	▲
United Kingdom	62	▲
Czech Republic	61	▲
Denmark	61	▲
Germany	60	▲
Greece	60	▲
New Zealand	58	▲
Finland	58	▲
Spain	57	▲
Australia	54	○
Italy	53	○
OECD average	53	
Iceland	52	○
Korea, Republic of	52	○
Ireland	51	○
Poland	50	○
Belgium	49	○
Norway	48	○
Luxembourg	47	▼
United States	46	○
Mexico	45	▼
Brazil	44	▼
Switzerland	44	▼
Hungary	43	▼
Russian Federation	41	▼
Latvia	41	▼
France	40	▼
Portugal	34	▼
Sweden	31	▼

Country average vs. OECD average:

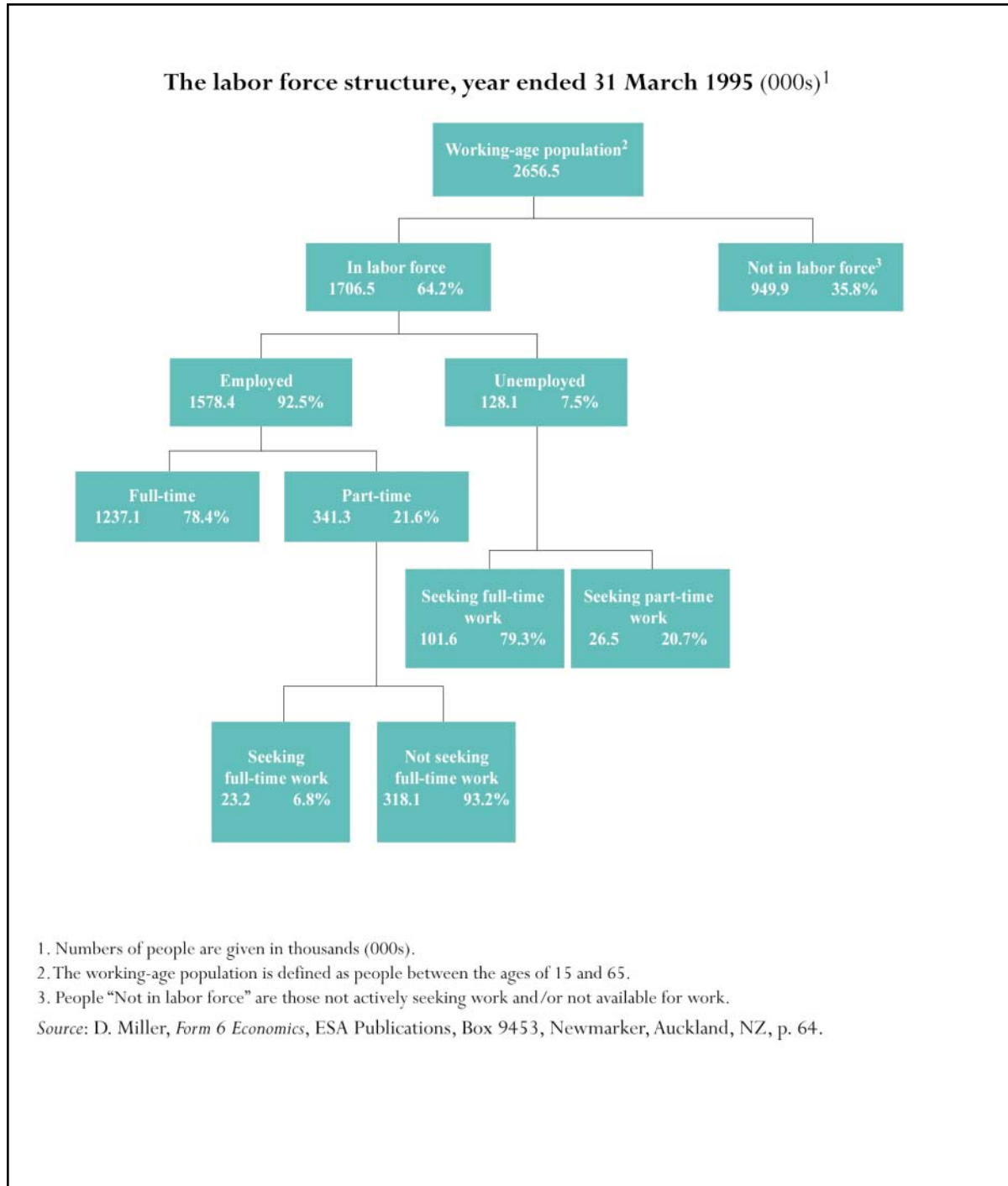
Higher	▲
Not different	○
Lower	▼

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READING UNIT 4

Labor

The tree diagram below shows the structure of a country's labor force or "working-age population". The total population of the country in 1995 was about 3.4 million.



Use the above information about a country's labor force to answer the following questions.

This task requires students to understand the relationship of information presented in a tree diagram.

Question 1: LABOR

Reading task: Interpreting texts

Text format: Non-continuous

What are the two main groups into which the working-age population is divided?

- A Employed and unemployed.
- B Of working age and not of working age.
- C Full-time workers and part-time workers.
- D In the labor force and not in the labor force.

Scoring – Question 1: LABOR

Correct: Answer D – in the labor force and not in the labor force.

Incorrect: Other answers.

Overall Percent Correct		
Hungary	80	▲
Austria	79	▲
Poland	79	▲
Korea, Republic of	79	▲
Switzerland	77	▲
Liechtenstein	77	○
Japan	74	▲
Finland	73	▲
Belgium	73	▲
Spain	73	▲
Italy	70	○
Germany	69	○
Russian Federation	67	○
Canada	67	○
OECD average	66	
Portugal	66	○
United States	65	○
Czech Republic	65	○
United Kingdom	65	○
Australia	65	○
Denmark	64	○
New Zealand	63	○
Latvia	62	○
France	62	○
Ireland	61	○
Iceland	59	▼
Luxembourg	59	▼
Greece	57	▼
Sweden	56	▼
Norway	55	▼
Brazil	41	▼
Mexico	36	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to locate correct numerical information in a tree diagram and combine it with conditional information given in a footnote.

Question 2: LABOR

Reading task: Retrieving information

Text format: Non-continuous

How many people of working age were not in the labor force? (Write the number of people, not the percentage.)

Scoring – Question 2: LABOR

Fully

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

For example: 949,900; Just under nine hundred and fifty thousand; 950,000; 949.9 thousand; Almost a million; About 900 thousand; 949.9 x 1000; 949(000)

Partially

Correct: Answers which indicate that the number in the tree diagram has been located, but that the “000s” in the title/footnote have not been correctly integrated. Answers stating 949.9 in words or figures. Allow approximations comparable to those for Fully Correct.

For example: 949.9; 94,900; Almost a thousand; Just under 950; About 900; Just under 1000

Incorrect: Other answers. For example: 35.8%; 7.50%.

Overall Percent Correct

Japan	48	▲
Belgium	46	▲
France	46	▲
Finland	45	▲
Hungary	41	▲
Switzerland	39	▲
Denmark	38	▲
Canada	38	▲
New Zealand	38	▲
Australia	36	○
Iceland	34	○
Czech Republic	34	○
Germany	32	○
OECD average	31	
Ireland	30	○
Liechtenstein	30	○
Sweden	29	○
United Kingdom	29	○
Austria	28	○
Greece	26	○
Norway	26	○
Spain	24	▼
United States	24	▼
Latvia	22	▼
Poland	22	▼
Italy	20	▼
Luxembourg	19	▼
Portugal	18	▼
Korea, Republic of	15	▼
Brazil	10	▼
Russian Federation	9	▼
Mexico	9	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to analyze and match several described cases to labor force status categories where some of the relevant information is in footnotes and therefore not prominent.

Question 3: LABOR

Reading task: Interpreting texts

Text format: Non-continuous

In which part of the tree diagram, if any, would each of the people listed in the table below be included? The first one has been done for you.

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

Scoring – Question 3: LABOR

Fully

Correct: 5 answers correct. See marked boxes.

Partially

Correct: 3 or 4 answers correct.

Incorrect: 2 or fewer answers correct.

Overall Percent Correct		
France	24	▲
Sweden	22	▲
Finland	21	▲
Hungary	19	○
Japan	18	○
Czech Republic	18	○
Austria	18	○
New Zealand	18	○
Australia	17	○
United Kingdom	16	○
Canada	16	○
Norway	16	○
Switzerland	15	○
Belgium	15	○
United States	15	○
Ireland	15	○
Denmark	14	○
OECD average	14	
Poland	14	○
Spain	13	○
Germany	12	○
Korea, Republic of	10	▼
Iceland	9	▼
Luxembourg	8	▼
Latvia	8	▼
Liechtenstein	7	○
Portugal	7	▼
Russian Federation	6	▼
Greece	4	▼
Brazil	4	▼
Mexico	2	▼
Italy	1	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to draw on knowledge of the form and content of a tree diagram about the labor force to distinguish between variables and structural features.

Question 4: LABOR

Reading task: Reflection and evaluation

Text format: Non-continuous

Suppose that information about the labor force was presented in a tree diagram like this every year.

Listed below are four features of the tree diagram. Show whether or not you would expect these features to change from year to year, by circling either “Change” or “No change”. The first one has been done for you.

Features of Tree Diagram	Answer
The labels in each box (e.g. “In labor force”)	Change/ No change
The percentages (e.g. “64.2%”)	Change/ No change
The numbers (e.g. “2656.5”)	Change /No change
The footnotes under the tree diagram	Change/ No change

Scoring – Question 4: LABOR

Correct: 3 answers correct. See circled answer.

Incorrect: 2 or fewer answers correct.

Overall Percent Correct		
Belgium	83	▲
Japan	83	▲
Finland	82	▲
Italy	81	▲
Sweden	81	▲
France	80	▲
United Kingdom	80	▲
Switzerland	80	▲
Canada	77	▲
New Zealand	77	○
Ireland	77	○
Hungary	77	○
Australia	77	○
Liechtenstein	76	○
Spain	75	○
Poland	74	○
OECD average	73	
Austria	73	○
Greece	72	○
Germany	71	○
Iceland	71	○
United States	70	○
Czech Republic	69	○
Denmark	68	○
Korea, Republic of	68	▼
Latvia	67	○
Russian Federation	67	▼
Norway	65	▼
Luxembourg	64	▼
Portugal	63	▼
Mexico	42	▼
Brazil	41	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to evaluate the formal features of a tree diagram in order to recognize the appropriateness of its structure for showing categories within groups.

Question 5: LABOR

Reading task: Reflection and evaluation

Text format: Non-continuous

The information about the labor force structure is presented as a tree diagram, but it could have been presented in a number of other ways, such as a written description, a pie chart, a graph or a table. The tree diagram was probably chosen because it is especially useful for showing

- A changes over time.
- B the size of the country's total population.
- C categories within each group.
- D the size of each group.

Scoring – Question 5: LABOR

Correct: Answer C – categories within each group.

Incorrect: Other answers.

Overall Percent Correct

Canada	78	▲
France	78	▲
New Zealand	77	▲
Belgium	76	▲
United States	76	▲
Australia	76	▲
Spain	74	▲
Ireland	73	○
Hungary	73	▲
United Kingdom	72	▲
Italy	72	○
Liechtenstein	71	○
Austria	71	○
Czech Republic	70	○
Switzerland	69	○
Japan	67	○
OECD average	67	
Poland	66	○
Germany	65	○
Finland	65	○
Norway	60	▼
Sweden	60	▼
Luxembourg	59	▼
Iceland	57	▼
Portugal	57	▼
Denmark	53	▼
Korea, Republic of	52	▼
Greece	51	▼
Mexico	51	▼
Russian Federation	51	▼
Latvia	45	▼
Brazil	35	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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READING UNIT 5

PLAN International

PLAN International Program Results Financial Year 1996

Region of Eastern and Southern Africa

RESA



Growing up healthy

	Egypt	Ethiopia	Kenya	Malawi	Sudan	Tanzania	Uganda	Zambia	Zimbabwe	Totals
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	26
Health workers trained for 1 day	1,053	0	719	0	425	1,003	20	80	1,085	4,385
Children given nutrition supplements > 1 week	10,195	0	2,240	2,400	0	0	0	0	251,402	266,237
Children given financial help with health/dental treatment	984	0	396	0	305	0	581	0	17	2,283



Learning

Teachers trained for 1 week	0	0	367	0	970	115	565	0	303	2,320
School exercise books bought/donated	667	0	0	41,200	0	69,106	0	150	0	111,123
School textbooks bought/donated	0	0	45,650	9,600	1,182	8,769	7,285	150	58,387	131,023
Uniforms bought/made/donated	8,897	0	5,761	0	2,000	6,040	0	0	434	23,132
Children helped with school fees/a scholarship	12,321	0	1,598	0	154	0	0	0	2,014	16,087
School desks built/bought/donated	3,200	0	3,689	250	1,564	1,725	1,794	0	4,109	16,331
Permanent classrooms built	44	0	50	8	93	31	45	0	82	353
Classrooms repaired	0	0	34	0	0	14	0	0	33	81
Adults receiving training in literacy this financial year	1,160	0	3,000	568	3,617	0	0	0	350	8,695



Habitat

Latrines or toilets dug/built	50	0	2,403	0	57	162	23	96	4,311	7,102
Houses connected to a new sewage system	143	0	0	0	0	0	0	0	0	143
Wells dug/improved (or springs capped)	0	0	15	0	7	13	0	0	159	194
New positive boreholes drilled	0	0	8	93	14	0	27	0	220	362
Gravity feed drinking water systems built	0	0	28	0	1	0	0	0	0	29
Drinking water systems repaired/improved	0	0	392	0	2	0	0	0	31	425
Houses improved with PLAN project	265	0	520	0	0	0	1	0	2	788
New houses built for beneficiaries	225	0	596	0	0	2	6	0	313	1,142
Community halls built or improved	2	0	2	0	3	0	3	0	2	12
Community leaders trained for 1 day or more	2,214	95	3,522	232	200	3,575	814	20	2,693	13,365
Kilometers of roadway improved	1.2	0	26	0	0	0	0	0	5.34	80.6
Bridges built	0	0	4	2	11	0	0	0	1	18
Families benefited directly from erosion control	0	0	1,092	0	1,500	0	0	0	18,405	20,997
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	494

Source: Adapted from PLAN International Program Output Chart financial year 1996, appendix to Quarterly Report to the International Board first quarter 1997.

The preceding table is part of a report published by PLAN International, an international aid organization. It gives some information about PLAN's work in one of its regions of operation (Eastern and Southern Africa). Refer to the table to answer the following questions.

Question 1: PLAN INTERNATIONAL

What does the table indicate about the level of PLAN International's activity in Ethiopia in 1996, compared with other countries in the region?

- A The level of activity was comparatively high in Ethiopia.
- B The level of activity was comparatively low in Ethiopia.
- C It was about the same as in other countries in the region.
- D It was comparatively high in the Habitat category, and low in the other categories.

Scoring – Question 1: PLAN INTERNATIONAL

Correct: Answer B – the level of activity was comparatively low in Ethiopia.

Incorrect: Other answers.

Note: This question is for information only and will not contribute independently to the student's score. The answer is taken into account in assessing the answer to Question 2.

This task requires students to hypothesize about an unexpected phenomenon (that an aid agency gives relatively low levels of support to a very poor country) by taking account of outside knowledge along with {all/some} relevant information in a complex text on a relatively unfamiliar topic.

Question 2: PLAN INTERNATIONAL

Reading task: Reflection and evaluation

Text format: Non-continuous

In 1996 Ethiopia was one of the poorest countries in the world. Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International’s activities in Ethiopia compared with its activities in other countries?

Scoring – Question 2: PLAN INTERNATIONAL

Fully

Correct: Student has answered Question 1 correctly (Answer B). Answers which explain the level of PLAN’s activity by drawing on ALL the information supplied, with explicit or implicit reference to the type of activity conducted in Ethiopia by PLAN. Answer must also be consistent with (though does not need to refer to) BOTH of the following:

1. PLAN’s low level of activity in Ethiopia (information supplied in the table); AND
2. Ethiopia’s poverty (information given in the stem).

Partially

Correct: Student has answered Question 1 correctly (Answer B). Answers which explain the level of PLAN’s work by drawing on MOST of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:

1. PLAN’s low level of activity in Ethiopia (information supplied in the table); AND
2. Ethiopia’s poverty (information given in the stem).

Incorrect: Student has answered Question 1 incorrectly (not Answer B).

OR: Student has answered Question 1 correctly (Answer B) but the answer does not take into account the information supplied about Ethiopia’s relative poverty.

OR: Student has answered Question 1 correctly (Answer B) but gives an insufficient or vague or inaccurate answer.

OR: Student has answered Question 1 correctly (Answer B) but gives an implausible or irrelevant answer.

Overall Percent Correct

Greece	13	▲
Mexico	11	▲
Latvia	10	▲
Korea, Republic of	9	▲
Brazil	8	○
Japan	7	○
Spain	7	○
Czech Republic	6	○
Switzerland	6	○
Iceland	6	○
Denmark	6	○
France	5	○

OECD average

Germany	5	○
Ireland	4	○
Italy	4	○
Belgium	4	○
Austria	4	○
New Zealand	4	○
Liechtenstein	3	○
Australia	3	○
Russian Federation	3	○
Canada	3	▼
Norway	3	▼
Hungary	2	▼
Sweden	2	▼
United Kingdom	2	▼
Finland	2	▼
Portugal	2	▼
United States	1	▼
Luxembourg	1	▼

Country average vs.

OECD average:

Higher	▲
Not different	○
Lower	▼

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READING UNIT 6

Police

Scientific Police Weapons

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him...

The police and the judge are convinced that he is not telling the truth. But how to prove it?

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

Every individual is unique
Specialists set to work. They examine some cells at the root

of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings of pearls. Imagine that these pearls come in four different colors and that thousands of colored pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body: those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card.

Geneticists are therefore able to compare the suspect's genetic identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the

suspect did in fact go near the victim he said he'd never met.

Just one piece of evidence

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

Anne Versailles

We are made up of billions of cells

Every living thing is made up of lots of cells. A cell is very small indeed. It can also be said to be microscopic because it can only be seen using a microscope which magnifies it many times. Each cell has an outer membrane and a nucleus in which the DNA is found.

Genetic what?

DNA is made up of a number of genes, each consisting of thousands of "pearls". Together these genes form the genetic identity card of a person.

How is the genetic identity card revealed?

The geneticist takes the few cells from the base of the hairs found on the victim, or from the saliva left on a cigarette end. He puts them into a product which destroys everything around the DNA of the cells. He then does the same thing with some cells from the suspect's blood. The DNA is then specially prepared for analysis. After this, it is placed in a special gel and an electric current is passed through the gel. After a few hours, this produces stripes similar to a bar code (like the ones on things we buy) which are visible under a special lamp. The bar code of the suspect's DNA is then compared with that of the hairs found on the victim.

Microscope in a police laboratory



Source: *Le Liqueur*, 27 may 1998.

Refer to the magazine article above to answer the following questions.

This task requires students to locate information in a scientific magazine article for young people by making a synonymous match among competing information.

Question 1: POLICE

Reading task: Retrieving information

Text format: Continuous

To explain the structure of DNA, the author talks about a pearl necklace. How do these pearl necklaces vary from one individual to another?

- A They vary in length.
- B The order of the pearls is different.
- C The number of necklaces is different.
- D The color of the pearls is different.

Scoring – Question 1: POLICE

Correct: Answer B – the order of the pearls is different.

Incorrect: Other answers.

Overall Percent Correct		
Japan	78	▲
Finland	78	▲
Italy	75	▲
Sweden	74	▲
Hungary	73	▲
Spain	73	▲
Belgium	72	▲
France	71	▲
Germany	69	▲
Iceland	68	▲
Korea, Republic of	67	○
Russian Federation	64	○
OECD average	64	
Australia	63	○
Austria	63	○
Norway	62	○
Canada	62	○
Luxembourg	62	○
Czech Republic	61	○
Greece	61	○
New Zealand	60	○
Switzerland	60	○
Latvia	58	○
Poland	58	▼
Denmark	58	▼
United States	57	▼
Portugal	56	▼
Liechtenstein	56	○
United Kingdom	53	▼
Ireland	51	▼
Mexico	40	▼
Brazil	40	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

The OECD average is the average of 27 of the 32 national averages. Brazil, Latvia, Liechtenstein, and the Russian Federation are not OECD countries. The Netherlands is omitted for technical reasons.

This task requires students to recognize an appropriate summary of a clearly identified paragraph in a scientific magazine article for young people by integrating information from several sentences. Some competing information is present.

Question 2: POLICE

Reading task: Interpreting texts

Text format: Continuous

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

To explain

- A what DNA is.
- B what a bar code is.
- C how cells are analyzed to find the pattern of DNA.
- D how it can be proved that a crime has been committed.

Scoring – Question 2: POLICE

Correct: Answer C – how cells are analyzed to find the pattern of DNA.

Incorrect: Other answers.

Overall Percent Correct

Canada	73	▲
France	71	▲
Finland	71	▲
New Zealand	70	▲
Japan	70	▲
Australia	70	▲
Belgium	69	▲
United States	69	▲
Switzerland	66	▲
United Kingdom	65	○
Ireland	65	○
Sweden	63	○
Italy	63	○
Germany	63	○
Czech Republic	62	○
Iceland	62	○
OECD average	62	
Austria	62	○
Norway	61	○
Luxembourg	58	○
Hungary	57	○
Korea, Republic of	56	▼
Greece	52	▼
Spain	52	▼
Denmark	51	▼
Poland	51	▼
Portugal	48	▼
Liechtenstein	47	○
Mexico	40	▼
Brazil	40	▼
Russian Federation	39	▼
Latvia	31	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to identify the writer’s general purpose in a scientific magazine article written for young people.

Question 3: POLICE

Reading task: Interpreting texts

Text format: Continuous

What is the author’s main aim?

- A To warn.
- B To amuse.
- C To inform.
- D To convince.

Scoring – Question 3: POLICE

Correct: Answer C – to inform.

Incorrect: Other answers.

Overall Percent Correct		
Spain	91	▲
Italy	90	▲
Belgium	90	▲
Austria	89	▲
France	88	▲
Hungary	88	▲
Canada	88	▲
Sweden	87	▲
Korea, Republic of	86	▲
Norway	85	○
Switzerland	85	○
Liechtenstein	85	○
Finland	85	○
Germany	85	○
United States	85	○
Czech Republic	85	○
Greece	84	○
Denmark	84	○
Portugal	83	○
New Zealand	83	○
OECD average	83	
Iceland	81	○
Luxembourg	81	○
Australia	80	○
Mexico	79	○
Ireland	78	▼
Latvia	77	▼
Russian Federation	76	▼
United Kingdom	74	▼
Poland	74	▼
Brazil	71	▼
Japan	51	▼

Country average vs. OECD average:	
Higher	▲
Not different	○
Lower	▼

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This task requires students to integrate information from different paragraphs in order to identify the main idea of a scientific magazine article written for young people.

Question 4: POLICE

Reading task: Interpreting texts

Text format: Continuous

The end of the introduction (the first shaded section) says: “But how to prove it?” According to the passage, investigators try to find an answer to this question by

- A interrogating witnesses.
- B carrying out genetic analyses.
- C interrogating the suspect thoroughly.
- D going over all the results of the investigation again.

Scoring – Question 4: POLICE

Correct: Answer B – carrying out genetic analyses.

Incorrect: Other answers.

Overall Percent Correct

France	92	▲
Spain	91	▲
Hungary	90	▲
Belgium	90	▲
Finland	89	▲
Sweden	88	▲
Germany	87	○
Ireland	86	○
Russian Federation	86	○
Canada	85	○
Switzerland	85	○
Norway	85	○
OECD average	84	
Iceland	84	○
Japan	84	○
United Kingdom	83	○
New Zealand	83	○
Korea, Republic of	83	○
Austria	83	○
Australia	83	○
Portugal	83	○
Czech Republic	82	○
Italy	81	○
Latvia	81	○
Poland	81	○
Denmark	80	○
Luxembourg	80	○
United States	79	○
Liechtenstein	75	○
Greece	73	▼
Brazil	72	▼
Mexico	71	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

The OECD average is the average of 27 of the 32 national averages. Brazil, Latvia, Liechtenstein, and the Russian Federation are not OECD countries. The Netherlands is omitted for technical reasons.