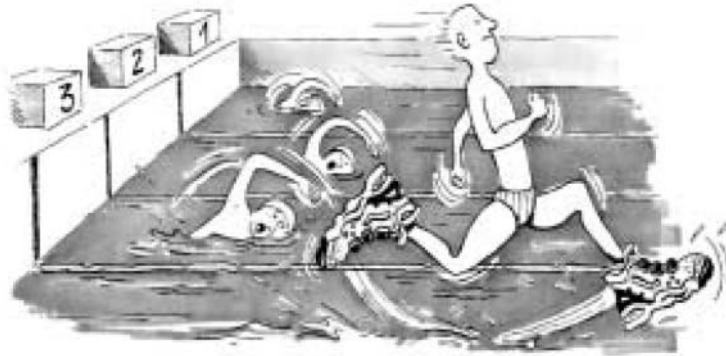


READING UNIT 7

Runners

Feel good in your runners

For 14 years the Sports Medicine Centre of Lyon (France) has been studying the injuries of young sports players and sports professionals. The study has established that the best course is prevention ... and good shoes.



Knocks, falls, wear and tear...

Eighteen per cent of sports players aged 8 to 12 already have heel injuries. The cartilage of a footballer's ankle does not respond well to shocks, and 25% of professionals have discovered for themselves that it is an especially weak point. The cartilage of the delicate knee joint can also be irreparably damaged and if care is not taken right from childhood (10–12 years of age), this can cause premature osteoarthritis. The hip does not escape damage either and, particularly when tired, players run the risk of fractures as a result of falls or collisions.

According to the study, footballers who have been playing for more than ten years have bony

outgrowths either on the tibia or on the heel. This is what is known as "footballer's foot", a deformity caused by shoes with soles and ankle parts that are too flexible.

Protect, support, stabilize, absorb

If a shoe is too rigid, it restricts movement. If it is too flexible, it increases the risk of injuries and sprains. A good sports shoe should meet four criteria:

Firstly, it must *provide exterior protection*: resisting knocks from the ball or another player, coping with unevenness in the ground, and keeping the foot warm and dry even when it is freezing cold and raining.

It must *support the foot*, and in particular the ankle joint, to avoid sprains, swelling and other

problems, which may even affect the knee.

It must also provide players with good *stability* so that they do not slip on a wet ground or skid on a surface that is too dry.

Finally, it must *absorb shocks*, especially those suffered by volleyball and basketball players who are constantly jumping.

Dry feet

To avoid minor but painful conditions such as blisters or even splits or athlete's foot (fungal infections), the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in. The ideal material for this is leather, which can be water-proofed to prevent the shoe from getting soaked the first time it rains.

Source: Revue ID (16) 1-15 June 1997.

Use the article on the previous page to answer the questions below.

This task requires students to recognize the main theme of a sports article when it is implied in the subheading and repeated several times in the body of the article.

Question 1: RUNNERS

Reading task: Interpreting texts

Text format: Continuous

What does the author intend to show in this text?

- A That the quality of many sports shoes has greatly improved.
- B That it is best not to play football if you are under 12 years of age.
- C That young people are suffering more and more injuries due to their poor physical condition.
- D That it is very important for young sports players to wear good sports shoes.

Scoring – Question 1: RUNNERS

Correct: Answer D – that it is very important for young sports players to wear good sports shoes.

Incorrect: Other answers.

Overall Percent Correct

Liechtenstein	94	○
Finland	92	▲
Sweden	92	▲
Belgium	91	▲
France	91	▲
Switzerland	91	▲
Ireland	91	▲
Denmark	90	○
Italy	90	○
Spain	89	○
Czech Republic	89	○
Australia	89	○
Austria	88	○
Iceland	88	○
New Zealand	88	○
Canada	88	○
OECD average	87	
Poland	87	○
Norway	86	○
Japan	86	○
Hungary	86	○
Korea, Republic of	85	○
Germany	85	○
United Kingdom	84	○
Greece	84	○
Russian Federation	82	▼
Luxembourg	82	▼
Latvia	82	○
Brazil	81	▼
Portugal	81	▼
United States	78	▼
Mexico	72	▼

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 locate a single explicitly stated piece of information in a sports article with little competing information.

Question 2: RUNNERS

Reading task: Retrieving information

Text format: Continuous

According to the article, why should sports shoes not be too rigid?

Scoring – Question 2: RUNNERS

Correct: Answers which refer to restriction of movement.

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

Overall Percent Correct		
Finland	90	▲
Japan	89	▲
Italy	88	▲
Canada	87	▲
United Kingdom	86	▲
Austria	85	▲
Ireland	85	○
Iceland	85	○
New Zealand	85	○
Norway	85	○
France	84	○
Belgium	84	○
Australia	84	○
Spain	84	○
Denmark	83	○
OECD average	82	
Czech Republic	81	○
Poland	81	○
Germany	80	○
Greece	80	○
Luxembourg	79	○
Switzerland	79	○
Korea, Republic of	78	○
Russian Federation	77	▼
United States	77	○
Hungary	77	○
Sweden	77	▼
Latvia	73	▼
Liechtenstein	73	○
Brazil	69	▼
Portugal	68	▼
Mexico	62	▼

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 locate several pieces of explicitly stated information in a sports article.

Question 3: RUNNERS

Reading task: Retrieving information

Text format: Continuous

One part of the article says, “A good sports shoe should meet four criteria.”

What are these criteria?

Scoring – Question 3: RUNNERS

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

1. to provide exterior protection
2. to support the foot
3. to provide good stability
4. to absorb shocks.

Incorrect: Other answers.

Overall Percent Correct		
Korea, Republic of	91	▲
France	90	▲
Italy	90	▲
Canada	90	▲
Poland	89	▲
Russian Federation	88	▲
Australia	87	▲
Greece	87	▲
New Zealand	84	▲
Belgium	84	○
United States	84	○
Latvia	83	○
Spain	83	○
United Kingdom	83	○
Sweden	82	○
Finland	81	○
Japan	80	○
Ireland	80	○
Mexico	80	○
OECD average	80	
Norway	80	○
Switzerland	78	○
Portugal	76	○
Hungary	75	▼
Iceland	72	▼
Austria	72	▼
Germany	69	▼
Czech Republic	68	▼
Denmark	67	▼
Liechtenstein	65	○
Brazil	62	▼
Luxembourg	50	▼

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 make a connection by articulating the relationship between two parts of a single, specified sentence in a magazine article about sports shoes.

Question 4: RUNNERS

Reading task: Reflection and evaluation

Text format: Continuous

Look at this sentence from near the end of the article. It is presented here in two parts:

“To avoid minor but painful conditions such as blisters or even splits or athlete’s foot (fungal infections),...” (first part)

“...the shoe must allow evaporation of perspiration and must prevent outside dampness from getting in.” (second part)

What is the relationship between the first and second parts of the sentence?

The second part

- A contradicts the first part.
- B repeats the first part.
- C illustrates the problem described in the first part.
- D gives the solution to the problem described in the first part.

Scoring – Question 4: RUNNERS

Correct: Answer D – gives the solution to the problem described in the first part.

Incorrect: Other answers.

Overall Percent Correct

France	87	▲
Spain	86	▲
Portugal	85	▲
Italy	85	▲
Norway	84	▲
Switzerland	83	○
Iceland	83	○
Canada	82	▲
Australia	82	○
Belgium	81	○
Ireland	81	○
Denmark	81	○
New Zealand	80	○
Sweden	80	○
United Kingdom	80	○
OECD average	79	
Czech Republic	79	○
Liechtenstein	79	○
Poland	78	○
United States	78	○
Korea, Republic of	78	○
Japan	78	○
Austria	76	○
Finland	76	○
Greece	73	▼
Germany	73	▼
Luxembourg	73	▼
Mexico	72	▼
Brazil	72	▼
Hungary	71	▼
Russian Federation	69	▼
Latvia	68	▼

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.

READING UNIT 8

The Gift

How many days, she wondered, had she sat like this, watching the cold brown water inch up the dissolving bluff. She could just faintly remember the beginning of the rain, driving in across the swamp from the south and beating against the shell of her house. Then the river itself started rising, slowly at first until at last it paused to turn back. From hour to hour it slithered up creeks and ditches and poured over low places. In the night, while she slept, it claimed the road and surrounded her so that she sat alone, her boat gone, the house like a piece of drift lodged on its bluff. Now even against the tarred planks of the supports the waters touched. And still they rose.

As far as she could see, to the treetops where the opposite banks had been, the swamp was an empty sea, awash with sheets of rain, the river lost somewhere in its vastness. Her house with its boat bottom had been built to ride just such a flood, if one ever came, but now it was old. Maybe the boards underneath were partly rotted away. Maybe the cable mooring the house to the great live oak would snap loose and let her go turning downstream, the way her boat had gone.

No one could come now. She could cry out but it would be no use, no one would hear. Down the length and breadth of the swamp others were fighting to save what little they could, maybe even their lives. She had seen a whole house go floating by, so quiet she was reminded of sitting at a funeral. She thought when she saw it she knew whose house it was. It had been bad seeing it drift by, but the owners must have escaped to higher ground. Later, with the rain and darkness pressing in, she had heard a panther scream upriver.

Now the house seemed to shudder around her like something alive. She reached out to catch a lamp as it tilted off the table by her bed and put it between her feet to hold it steady. Then creaking and groaning with effort the house struggled up from the clay, floated free, bobbing like a cork and swung out slowly with the pull of the river. She gripped the edge of the bed. Swaying from side to side, the house moved to the length of its mooring. There was a jolt and a complaining of old timbers and then a pause. Slowly the current released it and let it swing back, rasping across its resting place. She caught her breath and sat for along time feeling the slow pendulous sweeps. The dark sifted down through the incessant rain and head on arm, she slept holding on to the bed.

Sometime in the night the cry awoke her, a sound so anguished she was on her feet before she was awake. In the dark she stumbled against the bed. It came from out there, from the river. She could hear something moving, something large that made a dredging, sweeping sound. It could be another house. Then it hit, not head on but glancing and sliding down the length of her house. It was a tree. She listened as the branches and leaves cleared themselves and went on downstream, leaving only the rain and the lappings of the flood, sounds so constant now that they seemed a part of the silence. Huddled on the bed, she was almost asleep again when another cry sounded, this time so close it could have been in the room. Staring into the dark, she eased back on the bed until her hand caught the cold shape of the rifle. Then crouched on the pillow, she cradled the gun across her knees. "Who's there?" she called.

The answer was a repeated cry, but less shrill, tired sounding, then the empty silence closing in. She drew back against the bed. Whatever was there she could hear it moving about on the porch. Planks creaked and she could distinguish the sounds of objects being knocked over. There was a scratching on the wall as if it would tear its way in. She knew now what it was, a big cat, deposited by the uprooted tree that had passed her. It had come with the flood, a gift.

Unconsciously she pressed her hand against her face and along her tightened throat. The rifle rocked across her knees. She had never seen a panther in her life. She had heard about them from others and heard their cries, like suffering, in the distance. The cat was scratching on the wall again, rattling the window by the door. As long as she guarded the window and kept the cat hemmed in by the wall and water, caged, she would be all right. Outside, the animal paused to rake his claws across the rusted outer screen. Now and then, it whined and growled.

When the light filtered down through the rain at last, coming like another kind of dark, she was still sitting on the bed, stiff and cold. Her arms, used to rowing on the river, ached from the stillness of holding the rifle. She had hardly allowed herself to move for fear any sound might give strength to the cat. Rigid, she swayed with the movement

of the house. The rain still fell as if it would never stop. Through the grey light, finally, she could see the rain-pitted flood and far away the cloudy shape of drowned treetops. The cat was not moving now. Maybe he had gone away. Laying the gun aside she slipped off the bed and moved without a sound to the window. It was still there, crouched at the edge of the porch, staring up at the live oak, the mooring of her house, as if gauging its chances of leaping to an overhanging branch. It did not seem so frightening now that she could see it, its coarse fur napped into twigs, its sides pinched and ribs showing. It would be easy to shoot it where it sat, its long tail whipping back and forth. She was moving back to get the gun when it turned around. With no warning, no crouch or tensing of muscles, it sprang at the window, shattering a pane of glass. She fell back, stifling a scream, and taking up the rifle, she fired through the window. She could not see the panther now, but she had missed. It began to pace again. She could glimpse its head and the arch of its back as it passed the window.

Shivering, she pulled back on the bed and lay down. The lulling constant sound of the river and the rain, the penetrating chill, drained away her purpose. She watched the window and kept the gun ready. After waiting a long while she moved again to look. The panther had fallen asleep, its head on its paws, like a housecat. For the first time since the rains began she wanted to cry, for herself, for all the people, for everything in the flood. Sliding down on the bed, she pulled the quilt around her shoulders. She should have got out when she could, while the roads were still open or before her boat was washed away. As she rocked back and forth with the sway of the house a deep ache in her stomach reminded her she hadn't eaten. She couldn't remember for how long. Like the cat, she was starving. Easing into the kitchen, she made a fire with the few remaining sticks of wood. If the flood lasted she would have to burn the chair, maybe even the table itself. Taking down the remains of a smoked ham from the ceiling, she cut thick slices of the brownish red meat and placed them in a skillet. The smell of the frying meat made her dizzy. There were stale biscuits from the last time she had cooked and she could make some coffee. There was plenty of water.

While she was cooking her food, she almost forgot about the cat until it whined. It was hungry too. "Let me eat," she called to it, "and then I'll see to you." And she laughed under her breath. As she hung the rest of the ham back on its nail the cat growled a deep throaty rumble that made her hand shake.

After she had eaten, she went to the bed again and took up the rifle. The house had risen so high now it no longer scraped across the bluff when it swung back from the river. The food had warmed her. She could get rid of the cat while light still hung in the rain. She crept slowly to the window. It was still there, mewling, beginning to move about the porch. She stared at it a long time, unafraid. Then without thinking what she was doing, she laid the gun aside and started around the edge of the bed to the kitchen. Behind her the cat was moving, fretting. She took down what was left of the ham and making her way back across the swaying floor to the window she shoved it through the broken pane. On the other side there was a hungry snarl and something like a shock passed from the animal to her. Stunned by what she had done, she drew back to the bed. She could hear the sounds of the panther tearing at the meat. The house rocked around her.

The next time she awoke she knew at once that everything had changed. The rain had stopped. She felt for the movement of the house but it no longer swayed on the flood. Drawing her door open, she saw through the torn screen a different world. The house was resting on the bluff where it always had. A few feet down, the river still raced on in a torrent, but it no longer covered the few feet between the house and the live oak. And the cat was gone. Leading from the porch to the live oak and doubtless on into the swamp were tracks, indistinct and already disappearing into the soft mud. And there on the porch, gnawed to whiteness, was what was left of the ham.

Source: Louis Dollarhide, "The Gift" in *Mississippi Writers: Reactions of Childhood and Youth*, Volume I, edited by Dorothy Abbott, University Press of Mississippi, 1985.

Use the story "The Gift" on this page and the previous page to answer the questions which follow. (Note that line numbers are given in the margin of the story to help you find parts which are referred to in the questions.)

This task requires students to connect their own concepts of compassion and cruelty with the behavior of a character in a narrative, and to use evidence identified in the text to justify {a point of view/opposing points of view}. (see scoring guide for further explanation)

Question 1: THE GIFT

Reading task: Reflection and evaluation

Text format: Continuous

Here is part of a conversation between two people who read “The Gift”:



Give evidence from the story to show how each of these speakers could justify their points of view.

Speaker 1

Speaker 2

Scoring – Question 1: THE GIFT

Fully

Correct: Answers scored as Correct for Speaker 1 AND Speaker 2.

Speaker 1 – “heartless and cruel”

Correct: Answers which provide evidence from the story to support the idea that the woman is heartless and cruel. They may refer to her intention to shoot the panther, or to the fact that she actually shoots at the panther. They may also use quotation or close paraphrase.

Overall Percent Correct

Hungary	76	▲
Finland	76	▲
Korea, Republic of	72	▲
Sweden	71	▲
New Zealand	71	▲
Ireland	70	▲
Canada	69	▲
Greece	69	○
France	69	○
Switzerland	68	○
Belgium	67	○
Norway	67	○
Australia	66	○
Germany	66	○
Denmark	66	○
Czech Republic	65	○
OECD average	65	
Iceland	65	○
United Kingdom	65	○
Japan	64	○
Italy	64	○
Austria	64	○
Portugal	62	○
Latvia	61	○
Liechtenstein	61	○
Russian Federation	60	▼
United States	59	○
Spain	57	▼
Poland	55	▼
Luxembourg	54	▼
Brazil	46	▼
Mexico	36	▼

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.

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

OR:

Speaker 2 – “compassionate”

Correct: Answers which provide evidence from the story to support the idea that the woman is compassionate. They may refer to her action in feeding the panther, or to suggestions about her capacity for compassion towards the panther or more generally. They may also use quotation or close paraphrase.

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

This task requires students to understand the setting of a story from information given in a single paragraph.

Question 2: THE GIFT

Reading task: Interpreting texts

Text format: Continuous

What is the woman's situation at the beginning of the story?

- A She is too weak to leave the house after days without food.
- B She is defending herself against a wild animal.
- C Her house has been surrounded by flood waters.
- D A flooded river has swept her house away.

Scoring – Question 2: THE GIFT

Correct: Answer C – her house has been surrounded by flood waters.

Incorrect: Other answers.

Overall Percent Correct

Korea, Republic of	90	▲
Switzerland	86	▲
New Zealand	84	▲
Sweden	83	▲
Japan	83	▲
Finland	81	▲
Ireland	81	▲
Norway	81	▲
Denmark	81	▲
United States	80	○
Canada	79	▲
Belgium	79	▲
Australia	79	○
France	78	○
Latvia	77	○
Iceland	76	○

OECD average 76

United Kingdom	76	○
Portugal	74	○
Poland	74	○
Russian Federation	73	○
Italy	72	○
Austria	71	▼
Czech Republic	71	▼
Hungary	71	▼
Germany	70	▼
Spain	69	▼
Luxembourg	67	▼
Brazil	65	▼
Liechtenstein	63	○
Mexico	57	▼
Greece	50	▼

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:

- a) detect nuances of language in short quotations from a story and relate them to the main theme.
Readers must deal with conflicting ideas in the immediate vicinity of the quotations.
- b) construe the meaning of short quotations from a story in relation to the immediate situation being described or to the atmosphere of the story as a whole.

Question 3: THE GIFT

Reading task: Interpreting texts

Text format: Continuous

Here are some of the early references to the panther in the story.

“the cry awoke her, a sound so anguished...”
(line 24)

“The answer was a repeated cry, but less shrill, tired sounding...” (line 33)

“She had...heard their cries, like suffering, in the distance.” (lines 39-40)

Considering what happens in the rest of the story, why do you think the writer chooses to introduce the panther with these descriptions?

Scoring – Question 3: THE GIFT

Fully

Correct: Answers which recognize that the descriptions are intended to evoke pity. Reference to the writer’s intention or effect on the reader may be stated or implied. Reference to what happens in the rest of the story may also be stated or implied. Answers may suggest that:

1. descriptions quoted link the panther with the woman (or humans generally) in suffering; OR
2. the descriptions quoted prepare for the woman’s later compassionate behavior towards the panther; OR
3. the panther is presented as an object of compassion.

Overall Percent Correct		
Russian Federation	60	▲
United Kingdom	53	▲
New Zealand	51	▲
Portugal	49	▲
Australia	46	▲
Canada	45	▲
Sweden	42	▲
Ireland	41	▲
Norway	41	○
Iceland	40	▲
Japan	39	○
United States	39	○
Finland	38	○
OECD average	35	
Germany	33	○
Luxembourg	33	○
Denmark	33	○
Poland	30	○
Latvia	30	○
Austria	30	▼
Italy	29	▼
Liechtenstein	29	○
Switzerland	28	▼
Hungary	26	▼
Czech Republic	25	▼
Spain	25	▼
Greece	24	▼
Belgium	23	▼
France	23	▼
Brazil	19	▼
Korea, Republic of	18	▼
Mexico	15	▼

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

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Partially

Correct: Answers which refer to possible intentions (or effects) of the quoted descriptions, other than that of evoking pity. Comment is consistent with comprehension of the text. Reference to the writer's intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may also be stated or implied.

OR: Answers which refer to the literal information given in the quoted descriptions. Comment is consistent with comprehension of the text. Reference to the writer's intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may also be stated or implied.

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

This task requires students to locate a single explicitly stated piece of information in a lengthy narrative when the relevant piece of text is indicated and there is little competing information.

Question 4: THE GIFT

Reading task: Retrieving information

Text format: Continuous

“Then creaking and groaning with effort the house struggled up ...” (lines 18-19)

What happened to the house in this part of the story?

- A It fell apart.
- B It began to float.
- C It crashed into the oak tree.
- D It sank to the bottom of the river.

Scoring – Question 4: THE GIFT

Correct: Answer B – it began to float.

Incorrect: Other answers.

Overall Percent Correct		
Finland	95	▲
Poland	92	▲
Switzerland	92	▲
France	91	▲
Latvia	91	○
Belgium	90	▲
New Zealand	90	▲
Hungary	90	○
Russian Federation	90	▲
Portugal	90	○
Australia	90	○
Spain	90	○
Italy	89	○
Liechtenstein	89	○
Canada	89	○
Ireland	88	○
OECD average	87	
Sweden	87	○
United States	87	○
United Kingdom	86	○
Germany	86	○
Japan	86	○
Mexico	85	○
Brazil	85	○
Austria	85	○
Czech Republic	85	○
Denmark	83	▼
Norway	83	▼
Greece	83	▼
Korea, Republic of	83	▼
Iceland	83	▼
Luxembourg	82	▼

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

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This task requires students to explain a character’s motivation by linking a chain of events scattered throughout a long narrative text.

Question 5: THE GIFT

Reading task: Interpreting texts

Text format: Continuous

What does the story suggest was the woman’s reason for feeding the panther?

Scoring – Question 5: THE GIFT

Correct: Answers which recognize the implication that the woman is motivated by pity or empathy towards the panther. They may also mention that the woman does not consciously understand her own motivation.

OR: Answers which recognize that the story does not explicitly explain the woman’s motivation and/or that she does not consciously understand it.

OR: Answers which are in terms of the panther’s physical need for food or help, without referring to the woman’s motivation.

Incorrect: Answers which are insufficient or vague. Answers which show inaccurate comprehension of the material or are implausible or irrelevant. They may describe the woman’s motivation in terms of self-protection or fear.

Overall Percent Correct

Russian Federation	85	▲
Korea, Republic of	82	▲
Poland	80	▲
Switzerland	77	▲
Portugal	76	▲
Austria	73	▲
Denmark	72	▲
Canada	71	▲
Germany	70	▲
Luxembourg	66	○
Italy	66	○
France	65	○
Ireland	65	○

OECD average 65

Brazil	65	○
Norway	65	○
Japan	64	○
Belgium	63	○
New Zealand	63	○
Australia	63	○
Czech Republic	63	○
United States	62	○
Greece	62	○
United Kingdom	61	▼
Iceland	60	○
Spain	56	▼
Finland	54	▼
Liechtenstein	53	○
Mexico	53	▼
Sweden	50	▼
Hungary	48	▼

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 construe the meaning of a sentence in context by taking into account information across a large section of text. The sentence in isolation is ambiguous and there are apparently plausible alternative readings.

Question 6: THE GIFT

Reading task: Interpreting texts

Text format: Continuous

When the woman says, “and then I’ll see to you” (line 68) she means that she is

- A sure that the cat won’t hurt her.
- B trying to frighten the cat.
- C intending to shoot the cat.
- D planning to feed the cat.

Scoring – Question 6: THE GIFT

Correct: Answer C – intending to shoot the cat.

Incorrect: Other answers.

Overall Percent Correct

Sweden	62	▲
France	53	▲
Finland	52	▲
Japan	51	▲
New Zealand	51	▲
Ireland	49	▲
Belgium	47	▲
Canada	47	▲
Norway	46	○
Denmark	46	○
Australia	45	○
United Kingdom	45	○
Italy	44	○
Germany	43	○
Portugal	43	○
Spain	43	○
OECD average	42	
Luxembourg	40	○
Czech Republic	37	▼
United States	36	○
Austria	36	▼
Greece	34	▼
Iceland	34	▼
Liechtenstein	34	○
Poland	31	▼
Korea, Republic of	29	▼
Latvia	28	▼
Russian Federation	27	▼
Mexico	26	▼
Switzerland	25	▼
Brazil	24	▼

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 evaluate the appropriateness of the ending of a narrative by:

- commenting on its connection with the general theme or mood of the text. Readers need to draw inferences, making use of ideas activated during reading but not explicitly stated in the text, which is a complete and relatively subtle short story.
- commenting on its consistency with the plot as a whole. The text is a complete and relatively subtle short story.

Question 7: THE GIFT

Reading task: Reflection and evaluation

Text format: Continuous

Do you think that the last sentence of “The Gift” is an appropriate ending?

Explain your answer, demonstrating your understanding of how the last sentence relates to the story’s meaning.

Scoring – Question 7: THE GIFT

Fully

Correct: Answers which go beyond a literal interpretation of the story but are consistent with accurate literal comprehension. They should evaluate the ending in terms of thematic completeness, by relating the last sentence to central relationships, issues or metaphors in the story. Answers may refer, for example, to the relationship between the panther and the woman; to survival; or to a gift or thanks. Opinion about appropriateness may be stated or implied.

OR: Answers which go beyond a literal interpretation of the story but are consistent with accurate literal comprehension. They should evaluate the ending in terms of style or mood, by relating the last sentence to the general style or mood of the rest of the story. Opinion about appropriateness may be stated or implied.

Partially

Correct: Literal answers, which interpret the story in a way consistent with accurate literal comprehension. They evaluate the ending in terms of narrative sequence, by relating the last sentence to explicit events, (e.g. the cat having eaten the meat; the visit of the panther to the house; the subsiding of the flood). Opinion about appropriateness may be stated or implied.

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

Overall Percent Correct

Canada	44	▲
United Kingdom	44	▲
Japan	43	▲
Russian Federation	40	▲
New Zealand	40	▲
Australia	40	▲
Austria	38	▲
Germany	35	○
Latvia	35	○
Iceland	35	○
Greece	34	○
United States	34	○
Ireland	33	○
OECD average	31	
Sweden	31	○
Switzerland	30	○
Finland	30	○
Italy	29	○
Korea, Republic of	29	○
Norway	29	○
Brazil	28	○
Spain	28	○
Portugal	27	○
Czech Republic	27	▼
Denmark	26	▼
France	26	▼
Poland	25	○
Hungary	24	▼
Belgium	23	▼
Luxembourg	22	▼
Mexico	21	▼
Liechtenstein	15	▼

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.

READING UNIT 9

Amanda and the Duchess

Text 1

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

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

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

THE DUCHESS: No one but you.

AMANDA, sincerely surprised: Me?

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

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

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

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

THE DUCHESS, gently also, and very wearily: Of course, my dear. I apologize.

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

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

AMANDA, in a whisper: What should I say to him?

THE DUCHESS, gripping her arm: Simply say: "Excuse me, Sir, can you tell me the way to the sea?"

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

AMANDA: Excuse me, Sir...

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

THE PRINCE: Yes?

AMANDA: Can you tell me the way to the sea?

THE PRINCE: Take the second turning on your left.

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

AMANDA, gently, after a while: He didn't recognize me...

THE DUCHESS: It was dark ... And then, who knows what face he gives her now, in his dreams? *(She asks timidly:)* The last train has gone, young lady. In any case, wouldn't you like to stay at the castle tonight?

AMANDA, in a strange voice: Yes, ma'am.

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

THE CURTAIN FALLS

Source: Jean ANOUILH, *Léocadia* (end of Scene II). Published by LA TABLE RONDE, 1984.

Text 2

DEFINITIONS OF SOME THEATRICAL OCCUPATIONS

ACTOR: plays a character on stage.

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

WARDROBE STAFF: produce the costumes from a model.

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

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

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

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

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

This task requires students to recognize the main theme of an extract from a play script when it can be inferred from information in a brief introduction to the text.

Question 1: AMANDA AND THE DUCHESS

Reading task: *Interpreting texts*

Text format: *Continuous*

What is this extract from the play about?

The Duchess thinks of a trick

- A to get the Prince to come and see her more often.
- B to get the Prince to make up his mind finally to get married.
- C to get Amanda to make the Prince forget his grief.
- D to get Amanda to come and live at the castle with her.

Scoring – Question 1: AMANDA AND THE DUCHESS

Correct: Answer C – to get Amanda to make the Prince forget his grief.

Incorrect: Other answers.

Overall Percent Correct		
Korea, Republic of	86	▲
Japan	85	▲
Switzerland	84	▲
Ireland	83	▲
France	83	▲
Italy	83	▲
Austria	82	○
Hungary	81	○
Poland	81	○
Belgium	80	○
Spain	79	○
Finland	79	○
Sweden	79	○
Germany	78	○
OECD average	78	
Czech Republic	78	○
Latvia	77	○
Norway	77	○
Iceland	76	○
Greece	75	○
New Zealand	75	○
Denmark	74	○
Canada	74	▼
Australia	73	○
United Kingdom	73	▼
Portugal	73	○
Luxembourg	73	○
Liechtenstein	71	○
Russian Federation	69	▼
Mexico	68	▼
United States	68	▼
Brazil	65	▼

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 connect examples in a given script with their own knowledge about what constitutes a stage direction in a play, and to describe the convention used to represent them.

Question 2: AMANDA AND THE DUCHESS

Reading task: Reflection and evaluation

Text format: Continuous

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

How can these directions be recognized in the script?

Scoring – Question 2: AMANDA AND THE DUCHESS

Correct: Answers which refer to italics. Allow non-technical descriptions. They may mention parentheses as well as italics.

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

Overall Percent Correct

Japan	80	▲
France	73	▲
Belgium	72	▲
Denmark	70	▲
Austria	67	▲
New Zealand	65	▲
Germany	65	○
Czech Republic	65	▲
Norway	64	○
Spain	62	○
Canada	61	▲
United Kingdom	60	○
Sweden	60	○
Australia	59	○
United States	58	○
Hungary	58	○
OECD average	58	
Greece	58	○
Luxembourg	56	○
Iceland	55	○
Latvia	53	○
Switzerland	49	▼
Liechtenstein	49	○
Ireland	48	▼
Russian Federation	48	▼
Italy	47	▼
Finland	43	▼
Poland	41	▼
Portugal	34	▼
Mexico	25	▼
Brazil	10	▼

Country average vs.

OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to apply categories given in a list of definitions in order to find relevant examples in a play script. Readers need to make several category matches.

Question 3: AMANDA AND THE DUCHESS

Reading task: Interpreting texts

Text format: Non-continuous

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

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

Scoring – Question 3: AMANDA AND THE DUCHESS

Correct: (Props manager) Answers which indicate suitcase OR bicycle. They may quote a phrase from the stage directions.

AND: (Sound technician) Answers which indicate bird song OR (evening) birds OR twittering OR bicycle bell OR wind OR silence. They may quote a phrase from the stage directions.

AND: (Lighting technician) Answers which indicate shadows OR pale blur OR [completely] dark OR evening.

Incorrect: Other answers.

Overall Percent Correct		
Japan	77	▲
Korea, Republic of	72	▲
France	71	▲
United Kingdom	65	▲
Canada	63	▲
Belgium	63	▲
New Zealand	62	▲
Finland	62	▲
Australia	61	○
Ireland	59	○
Austria	56	○
OECD average	55	
Hungary	55	○
Russian Federation	55	○
Italy	53	○
Iceland	52	○
Poland	52	○
Denmark	52	○
Germany	51	○
Switzerland	51	○
United States	51	○
Czech Republic	51	○
Spain	50	○
Norway	49	○
Portugal	47	▼
Greece	45	▼
Latvia	44	▼
Sweden	43	▼
Luxembourg	38	▼
Liechtenstein	32	▼
Mexico	26	▼
Brazil	19	▼

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

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This task requires students to identify two pieces of directorial information embedded in a play script and apply it correctly to an accompanying diagram.

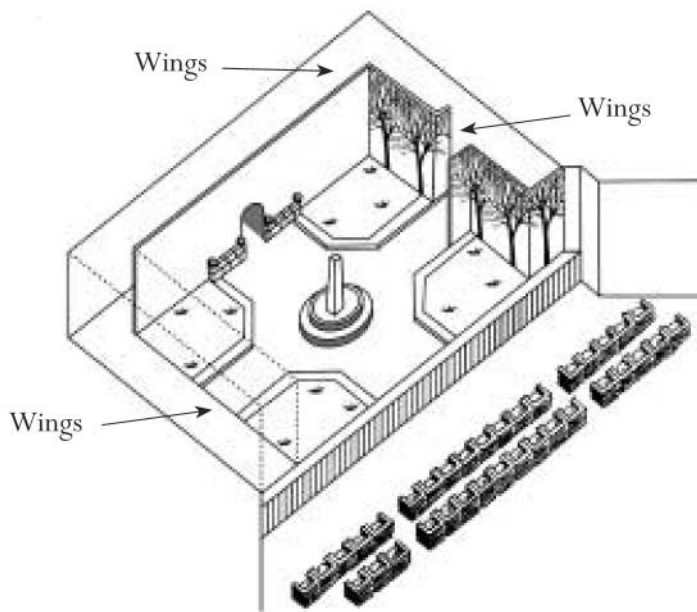
Question 4: AMANDA AND THE DUCHESS

Reading task: Retrieving information

Text format: Continuous

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

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



Scoring – Question 4: AMANDA AND THE DUCHESS

Correct: Answers which mark A by the obelisk **and** D behind or near the trees.

Incorrect: Other answers.

Overall Percent Correct

Japan	72	▲
Finland	67	▲
Italy	61	▲
Switzerland	57	▲
Belgium	51	○
France	51	○
Korea, Republic of	50	○
United Kingdom	50	○
Austria	50	○
New Zealand	49	○
Latvia	49	○
Russian Federation	48	○
Norway	48	○
Sweden	48	○
Australia	47	○
OECD average	47	
Ireland	47	○
Spain	46	○
Poland	45	○
Liechtenstein	45	○
Hungary	45	○
Canada	44	▼
Germany	43	○
Czech Republic	43	○
Denmark	41	▼
United States	38	▼
Mexico	38	▼
Portugal	35	▼
Luxembourg	34	▼
Iceland	32	▼
Greece	27	▼
Brazil	20	▼

Country average vs. OECD average:

Higher	▲
Not different	○
Lower	▼

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This task requires students to construe the meaning of a short sentence by relating it to the storyline developed in the rest of the text.

Question 5: AMANDA AND THE DUCHESS

Reading task: Interpreting texts

Text format: Continuous

Towards the end of the extract from the play, Amanda says, “He didn’t recognize me...”.

What does she mean by that?

- A That the Prince didn’t look at Amanda.
- B That the Prince didn’t realize that Amanda was a shop assistant.
- C That the Prince didn’t realize that he’d already met Amanda.
- D That the Prince didn’t notice that Amanda looked like Léocadia.

Scoring – Question 5: AMANDA AND THE DUCHESS

Correct: Answer D – that the Prince didn’t notice that Amanda looked like Léocadia.

Incorrect: Other answers.

Overall Percent Correct		
Korea, Republic of	85	▲
France	79	▲
Japan	78	▲
Ireland	78	▲
Austria	77	▲
Finland	76	▲
Sweden	76	○
Belgium	74	○
Switzerland	73	○
Canada	73	○
Czech Republic	73	○
Norway	73	○
Australia	72	○
Hungary	72	○
Greece	72	○
Italy	72	○
Denmark	71	○
OECD average	71	
Germany	71	○
United Kingdom	70	○
Iceland	68	○
Spain	68	○
New Zealand	67	○
Russian Federation	67	○
Luxembourg	66	○
Latvia	65	○
Poland	63	▼
United States	63	○
Portugal	60	▼
Liechtenstein	56	○
Brazil	51	▼
Mexico	49	▼

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

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READING UNIT 10

Personnel



CANCO Manufacturing Company
Personnel Department

Center on Internal and External Mobility

What is CIEM?

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

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

What does CIEM do?

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

- **Job Data Bank**

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

- **Guidance**

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

- **Courses**

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

- **Career Change Projects**

CIEM supports and coordinates projects to help employees prepare for new careers and new perspectives.

- **Mediation**

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

How much does CIEM cost?

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

How does CIEM work?

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

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

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

For more information

The personnel department can give you more information.

Use the announcement from a personnel department above to answer the questions which follow.

This task requires students to locate a single explicitly stated piece of information in a notice about job services.

Question 1: PERSONNEL

Reading task: Retrieving information

Text format: Continuous

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

Scoring – Question 1: PERSONNEL

Correct: Answers which mention at least ONE of the following:

1. From the personnel department.
2. From the personnel counselor.

Incorrect: Other answers.

Overall Percent Correct		
Australia	97	▲
Finland	96	▲
Korea, Republic of	95	▲
New Zealand	95	▲
United Kingdom	95	▲
Hungary	94	▲
United States	94	▲
Canada	94	▲
Ireland	93	▲
Japan	93	▲
Norway	93	▲
Sweden	93	▲
Denmark	91	○
Italy	91	○
Spain	91	○
Czech Republic	90	○
Liechtenstein	89	○
OECD average	89	
Russian Federation	89	○
Iceland	88	○
Belgium	88	○
Poland	87	○
France	85	▼
Austria	85	▼
Portugal	84	▼
Latvia	84	▼
Germany	82	▼
Greece	82	▼
Switzerland	79	▼
Brazil	78	▼
Luxembourg	77	▼
Mexico	75	▼

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 locate two independent pieces of embedded information based on multiple conditions amidst highly plausible competing information in a notice about job services.

Question 2: PERSONNEL

Reading task: Retrieving information

Text format: Continuous

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

Scoring – Question 2: PERSONNEL

- Correct:** Answers which mention BOTH of the following:
1. They act as a mediator for employees OR mediation.
 2. They assist with finding new positions. [Don't accept: "Job Data Bank", "Guidance", "Courses", or "Career Change Projects".]

Incorrect: Other answers.

Overall Percent Correct		
Japan	71	▲
Korea, Republic of	59	▲
Finland	53	▲
Latvia	51	▲
Mexico	47	▲
Italy	46	▲
Russian Federation	45	▲
Greece	40	○
Belgium	40	▲
Denmark	38	○
Czech Republic	38	○
Ireland	37	○
Poland	37	○
Liechtenstein	37	○
OECD average	36	
Sweden	34	○
New Zealand	34	○
Australia	33	○
Hungary	32	○
Iceland	31	○
United Kingdom	30	▼
Germany	28	▼
United States	28	▼
France	28	▼
Canada	28	▼
Switzerland	28	▼
Norway	27	▼
Portugal	27	▼
Spain	26	▼
Brazil	25	▼
Luxembourg	18	▼
Austria	18	▼

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

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READING UNIT 11

New rules

EDITORIAL

Technology creates the need for new rules

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

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

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

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

The Australians set up a commission to study the matter. Last week, the commission made its report. The embryos should be thawed, the panel said, because donation of embryos to someone else

would require the consent of the "producers," and no such consent had been given. The panel also held that the embryos in their present state had no life or rights and thus could be destroyed.

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

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

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

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

Use the newspaper editorial "Technology creates the need for new rules" above to answer the questions which follow.

This task requires students to follow the thread of a discussion across paragraphs in a dense text containing strong competing information.

Question 1: NEW RULES

Reading task: Interpreting texts

Text format: Continuous

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

Scoring – Question 1: NEW RULES

Correct: Answers which underline OR circle the sentence OR a part of the sentence that contains at least ONE of the following:

1. “set up a commission”
2. “three months be allowed for public opinion to respond to the commission recommendation...”.

Incorrect: Other answers.

Overall Percent Correct

Poland	70	▲
Japan	69	▲
Liechtenstein	68	○
Switzerland	67	▲
New Zealand	62	▲
Greece	62	▲
Ireland	61	▲
Korea, Republic of	61	▲
Finland	61	▲
Canada	60	▲
Belgium	60	▲
Denmark	60	▲
United Kingdom	59	○
Australia	58	○
Czech Republic	56	○
Germany	55	○

OECD average 55

France	54	○
Spain	54	○
Latvia	53	○
Sweden	52	○
Austria	49	○
Hungary	49	▼
Mexico	47	▼
Brazil	46	▼
United States	45	▼
Norway	42	▼
Portugal	39	▼
Luxembourg	38	▼
Italy	33	▼
Russian Federation	28	▼

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 demonstrate understanding by identifying two examples from a long and closely argued editorial on how modern technology creates the need for new responses.

Question 2: NEW RULES

Reading task: Interpreting texts

Text format: Continuous

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

Scoring – Question 2: NEW RULES

Correct: Answers which mention at least TWO of the following:

1. When the Rioses died, there was a controversy over what was to be done with the embryos. [Don't accept the controversies in paragraph 4 (e.g., "What was the hospital to do with the frozen embryos?" "Were the embryos entitled to the estate?") unless the respondent explicitly links these controversies to the death of the embryo donors (the Rioses).]
2. A woman in France had to go to court to be allowed to use her deceased husband's sperm.
3. What should the rules be for a surrogate mother who refused to give up the infant she bore?

OR: Answers which mention ONE of the examples given above relating to bio-technology [(1), (2) or (3)] AND (the destructive potential of) atomic power.

Incorrect: Other answers.

Overall Percent Correct

Greece	60	▲
France	59	▲
Latvia	58	▲
Italy	57	▲
Denmark	48	▲
Japan	47	▲
Iceland	45	○
Poland	45	○
Ireland	45	○
Belgium	44	○
Switzerland	42	○
Korea, Republic of	42	○
Russian Federation	41	○
Canada	40	○
Germany	40	○
Spain	40	○
Finland	39	○
OECD average	39	
Sweden	38	○
Australia	38	○
Austria	37	○
Norway	36	○
Hungary	36	○
New Zealand	34	○
United Kingdom	32	▼
Mexico	29	▼
Brazil	28	▼
United States	28	▼
Portugal	26	▼
Czech Republic	24	▼
Luxembourg	20	▼
Liechtenstein	16	▼

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.

Basic Definitions from the Reading Curriculum Framework

(Excerpt from Sample Tasks from the PISA 2000 Assessment of Reading, Mathematical, and Scientific Literacy-OECD, 2002)

The items contained in this package are sample tasks from the PISA 2000 assessment of reading literacy. PISA (Program for International Student Assessment) is a collaborative effort by members of the Organisation for Economic Co-operation and Development (OECD) to measure how well young adults at age 15, and therefore approaching the end of compulsory schooling, are prepared to meet the challenges of today's knowledge societies. The assessment is forward looking, focusing on young people's ability to use their knowledge and skills to meet real-life challenges, rather than on the extent to which they have mastered a specific school curriculum.

PISA brings together reading expertise from the participating countries, steered jointly by their governments on the basis of shared, policy-driven interests. Experts from participating countries serve on working groups that are charged with linking the PISA policy objectives with the best available substantive and technical expertise in the field of international comparative assessment of educational outcomes. Through participating in these expert groups, countries ensure that the PISA assessment instruments are internationally valid and take into account the cultural and curricular contexts of OECD member countries, that they provide a realistic basis for measurement, and that they place an emphasis on authenticity and educational validity. The frameworks and assessment instruments for PISA 2000 are the product of a multi-year development process and were adopted by OECD countries in December 1999. The conceptual framework of PISA [described in its entirety in *Measuring Student Knowledge and Skills: A New Framework for Assessment* (OECD, 1999) - contained elsewhere in this package] is based on the content students need to acquire, processes that need to be performed and the contexts in which knowledge and skills are applied.

The assessments are based on, and the items classified by, the following definitions of literacy:

Reading Literacy - *The capacity to understand, use and reflect on written texts, in order to achieve one's goals, to develop one's knowledge and potential and to participate in society.*

The PISA reading assessment framework is constructed of the following dimensions (the figures in parentheses indicate the percentage of PISA reading assessment questions by that aspect of the framework):

A. Processes or Reading tasks: the various reading tasks required of readers.

1. Forming a broad general understanding (20%)
2. Retrieving information (20%)
3. Developing an interpretation (30%)
4. Reflecting on content (15%)
5. Reflecting on form (15%)

B. Content or Text format: the form in which the written material is encountered and needs to be understood.

1. Continuous - *in standard "prose" form*
 - a. Descriptive - properties of objects in space - "What" questions (13%)
 - b. Narrative - properties of objects in time - "When" or "In what sequence" questions (13%)
 - c. Expository - information as composite information or mental constructs, or those elements into which concepts or mental constructs can be analyzed - "How" questions (22%)
 - d. Argumentative/Persuasive - propositions as to the relationships between concepts, or other propositions - "Why" questions (13%)
 - e. Injunctive - Provides directions on what to do and includes rules, regulations and statutes specifying certain behaviors (5%)
2. Non-continuous - *classified according to their structure*
 - a. Charts and graphs - (11%)
 - b. Tables - (11%)
 - c. Diagrams - (3%)
 - d. Maps - (3%)
 - e. Forms - (3%)
 - f. Advertisements - (2%)

C. Context or Situation: the situation in which the reading takes place

1. Personal (Private) - carried out to satisfy an individual's own interests, both practical and intellectual (28%)
2. Educational - reading to learn, normally involved with acquiring information as part of a larger learning task (28%)
3. Occupational - closely associated with the accomplishment of some immediate task (16%)
4. Public - carried out to participate in the activities of the larger society (28%)

Notes

Notes

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