The *Retrospective* is a yearly publication that provides detailed and wide-ranging feedback on the Queensland Core Skills (QCS) Test and the responses of students.

The core skills are the threads or common curriculum elements that are within the curriculum experience of at least 95 per cent of students. The level of sophistication demanded by the test is appropriate for Year 12 students. It is a cross-curriculum test, which means that it does not test the content of specific subjects. Rather it tests the skills learnt from the combination of subjects in a balanced curriculum.

The QCS Test consists of four testpapers — a Writing Task, a Short Response paper and two Multiple Choice papers. Students experience a variety of stimulus material such as prose passages, poetry, graphs, tables, maps, mathematical and scientific data, cartoons, and reproductions of works of art.

The *Retrospective* is a definitive and descriptive report on the integration of the test specifications, the expectations of the testsetters, and the performance characteristics of the students. It also provides information on the relative worth of items on the test, data that allow the determination of student achievement on the test.

The *Retrospective* does not include copies of the testpapers. All schools receive copies of the testpapers during the administration of the QCS Test. Any individual or organisation requiring copies may buy these from the Queensland Studies Authority.

In addition to having value at school level, this publication should appeal to a wider audience. In fact, anyone interested in cross-curriculum testing is sure to find it informative.

Kim Bannikoff

**Director**
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Multiple Choice (MC) I & II

Commentary

In 2008 the MC subtest consisted of 100 items divided evenly across two testpapers, with 9 units on MC I and 9 units on MC II. The number of units is considerably fewer than on last year’s test, an aim being to not overly tax students’ reading time. As in all previous MC subtests, a wide variety of common curriculum elements was assessed.

The table on pages 5–7 gives the name of each multiple choice unit in order on the MC subtest, the keyed response for each item, and the common curriculum elements tested in each unit. The table on page 8 gives average facilities, as percentages, for each unit (rounded to the nearest whole number), and the average facility for the MC subtest as a whole.

A broad spectrum of stimulus materials was included this year, covering language (Enormity, Quotations), literature (Catch-22, Silence, Two Plus Two), history/politics (Cosimo), art (Picasso), social sciences (Beautification, All My Relations), applied and physical sciences (Igneous Rocks, Pollen Analysis, Urbanisation) and pure/applied mathematics (Dominoes, Ancient Numbers, Soccer League, Karat, Mobile Phones, Carcassonne). Also, a variety of text forms was represented, ranging from short, medium and long verbal texts through cartoons, graphs, tables, maps, photographs and diagrams.

In general, students this year performed similarly to the last few years (average facility (F) on both testpapers, F= 0.53 (2008) and F=0.54 (2007)). Amongst verbal (V) units, students found Quotations relatively easy, while Picasso and Catch-22 proved considerably more difficult. Amongst quantitative (Q) units, Urbanisation, Pollen Analysis and Dominoes, proved to be quite easy for students.

Dominoes (Paper 1, Unit 1) tested students’ abilities in basic probability theory, though it assumed no prior knowledge. Students evidently knew this material well, and this proved to be the easiest unit on the subtest (F=0.66). Catch-22 (Paper 1, Unit 2) was an extract from Joseph Heller’s novel of that name, and focused on the key passage where Catch-22 is explained. The essence of this extract was not only the somewhat counterintuitive logic underpinning Catch-22, but the nuanced subtextual repartee between the two characters in what was essentially a pared-down dialogue. Given the conceptual challenges involved, it is unsurprising that students found this a moderately challenging unit (F=0.53). The third unit on Paper 1, Ancient Numbers, focused on the general properties of number systems in the ancient world, principally the Roman and Babylonian. No doubt, familiarity with Roman numerals helped make this one of the easiest Q units on the subtest. Beautification (Paper 1, Unit 4) was based on an extract from a newspaper opinion-piece on urban transformation in the eastern suburbs of Sydney. This extract provided a strong test of students’ abilities to unpack metaphorically rich prose. Students handled the unit reasonably well, though one of the items (20), which called upon high verbal analytical skills, proved to be one of the most difficult on the subtest (F=0.26). Karat (Paper 1, Unit 5) was an exercise in arithmetical ability, within the context of the system commonly used to measure the purity of gold. The items involved arithmetical manipulation, calculation of percentages, some problem-solving, and selection and use of formulae. The items varied widely in challenge, though overall students found the unit as a whole reasonably easy (F=0.58). Enormity (Paper 1, Unit 6) was a case study by newspaper columnist Frank Devine on the common misuse of the word “enormity”. This unit served to remind students...
of the constantly evolving nature of language and the difficulties involved in the “prescription vs proscription” debate. In the items, students were required to deal with such aspects of the text as irony, humour and subtext, language style, general theme, and even the sounds of English words. Students found Enormity to be fairly challenging (F=0.47), though the first item in the unit (26), which cut to the heart of Devine’s thesis, proved to be one of the most challenging V items on the subtest (F=0.27). The seventh unit on Paper 1 dealt with a topic with which most students would have been familiar to some degree: comparing mobile phone plans. The main aim of this unit was to extract relevant data from the three moderately complex tables provided, and then to transform, compare and evaluate that data within specific contexts. Students found this a quite challenging unit (F=0.42). The next unit in Paper 1 was a poignant poem by Indian writer A Jayaprabha. One of the challenges of this poem for students was in coming to understand that, for Jayaprabha, silence was not the virtuous thing that we often assume it to be, but rather that silence may be tantamount to complicity. The style of the poem is deceptively simple, with rich deployment of metaphor and a subtle use of metre. Most of the items were pitched at a surface reading of the text, and students handled the exercise reasonably well given the complexities involved (F=0.51). The final unit on Paper 1 dealt with the mineral compositions of various igneous rocks. Students were required to extract data from a complex graph, transform that data using arithmetical operations including percentage calculations, and then to use the results in classification. Students again found this material moderately challenging (F=0.48).

Paper II opened with a cartoon/illustration by Swiss psychologist Andrea Corvoisier, entitled All My Relations. This material provided a good test of unpacking meaning from a complex image. This unit was followed by four short quotations, which though seemingly difficult proved to be very accessible to students (F=0.65; three of the four items had facilities of 0.7 or above). Unit 12 on Paper II presented a straightforward table comparing urban and non-urban populations across a range of countries in 1960 and 1990. Many of the items required students to make judgments about the data expressed in mainly verbal terms. Unit 13 took students back to Renaissance Florence for a brief character study of Duke Cosimo de Medici. The text was dense and carefully written, requiring considerable attention on the part of students. Many of the items dealt with tone, style and attitude. Students performed well on this material (F=0.60). The next unit, Soccer League, required students to explore the complexities of a table that set out the results of a Scottish soccer competition. Students were required to analyse the data to build a picture of results at an earlier phase of the competition. Students handled this unit with relative ease (F=0.60). Unit 15 was a major V unit on Paper II, and presented extracts from two well-known novels of the 20th century, George Orwell’s 1984 and Fyodor Dostoyevsky’s Notes from Underground. Both novels focused on issues of power, liberty and identity. Students handled this material reasonably well, with item facilities ranging from about 0.40 to 0.60. Carcassonne (Paper II, Unit 16) enabled students to display their abilities in spatial reasoning expressed in both qualitative and quantitative terms. The unit was built around an aerial photograph of the medieval French town and an accompanying map with streets and features picked out. Students were required to use these graphic texts in tandem, and also to understand the spatial patterning encoded in the photograph. For example, one item asked students to determine the time of day during which the photograph was taken; though seemingly straightforward, this task required students to make use of the map to correctly orientate the photograph, and then to consider the length and direction of shadows in the photograph to fix the position of the sun relative to the town. Another item required students to look for subtle clues that would enable them to determine the changing terrain in one part of the town. Other items required calculations of areas and lengths. The unit as a whole proved moderately challenging (F=0.44), though items displayed considerable range, from about F=0.30 to F=0.50. Unit 17 was
an extract from the memoirs of Francoise Gilot, one of the wives of artist Pablo Picasso. This extract was interesting as a verbal description of Picasso's thought processes as he set about creating a painting. Conceptually dense, this unit proved to be the most difficult V unit on the subtest (F=0.40). The final unit on Paper II was Pollen Analysis. This unit required students to interpret a series of graphs showing the proportions of various plants found in pollen cores. It called for perceiving and evaluating the significance of spatial patterns more so than for straightforward graph-reading. Students found the exercise moderately challenging (F=0.51).
Common Curriculum Elements and the MC format

Of the 49 CCEs, the following cannot be tested directly in MC format, though a few — such as graphing, summarising and manipulating equipment — may be tested at 'second order' (i.e. indirectly):

- 11 Summarising/condensing written text
- 12 Compiling lists/statistics
- 13 Recording/noting data
- 14 Compiling results in a tabular form
- 15 Graphing
- 20 Setting out/presenting/arranging/displaying
- 21 Structuring/organising extended written text
- 22 Structuring/organising a mathematical argument
- 26 Explaining to others
- 27 Expounding a viewpoint
- 46 Creating/composing/devising
- 53 Observing systematically
- 55 Gesturing
- 57 Manipulating/operating/using equipment
- 60 Sketching/drawing

These CCEs can be validly tested in Short Response (SR) format.
Keyed responses and common curriculum elements tested within MC I & II 2008

<table>
<thead>
<tr>
<th>Unit</th>
<th>Item</th>
<th>Key</th>
<th>Common Curriculum Elements</th>
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</thead>
<tbody>
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<td>16 Calculating with or without calculators</td>
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<td>2</td>
<td>C</td>
<td>19 Substituting in formulae</td>
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<td>2 Catch-22</td>
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<td>B</td>
<td>4 Interpreting the meaning of words ...</td>
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<td>B</td>
<td>33 Reaching a conclusion which is consistent with a given set of assumptions</td>
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<td>6</td>
<td>A</td>
<td>43 Analysing</td>
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<td>3 Ancient Numbers</td>
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<td>7 Translating from one form to another</td>
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<td>29 Comparing, contrasting</td>
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Note: The order of the CCEs tested for each unit does not reflect the order of the items, nor does it imply a cognitive hierarchy.
# Average facilities (%) of units

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<th>Unit</th>
<th>Short name</th>
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<td>7</td>
<td>Mobile Phones</td>
<td>42</td>
</tr>
<tr>
<td>8</td>
<td>Silence</td>
<td>51</td>
</tr>
<tr>
<td>9</td>
<td>Igneous Rocks</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>All My Relations</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Quotations</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>Urbanisation</td>
<td>58</td>
</tr>
<tr>
<td>13</td>
<td>Cosimo</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>Soccer League</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>Two Plus Two</td>
<td>49</td>
</tr>
<tr>
<td>16</td>
<td>Carcassonne</td>
<td>44</td>
</tr>
<tr>
<td>17</td>
<td>Picasso</td>
<td>40</td>
</tr>
<tr>
<td>18</td>
<td>Pollen Analysis</td>
<td>51</td>
</tr>
</tbody>
</table>

Average facility on subtest: 53%

**Note:** For an item, the facility \( F \) is the proportion of students who gave the correct response. For a unit, the average facility \( AF \) is the average of the facilities of all items in that unit.
Short Response (SR)

Commentary
This year’s SR subtest comprised 18 items across eight units. As students worked through each unit, they interacted with challenging stimulus material. Test developers paid careful attention to framing each item in a way that made it accessible to most students. The SR testpaper comprised units with stimulus material selected from fields as diverse as mathematics, literature, physical and social sciences and visual arts.

This year’s paper was again varied in its content, covering a broad range of CCEs. The different tasks included drawing a diagram for insurance purposes, interpreting illustrations in an advertisement, understanding features of a reserve for endangered species of Australian wildlife, investigating various aspects of vexillology, measuring, generalising and hypothesising using data obtained from weather maps, providing an anecdote, considering the impact of contrast in a photograph, and analysing poetry that draws parallels between a poet’s life and the troubles of his homeland. These tasks aimed to interest students and impart knowledge while assessing student achievement.

Model responses and commentaries on students’ performance
What follows is an item-by-item discussion that includes model responses and marking schemes, tables and graphs of the distributions of grades and commentaries that discuss how students handled the tasks and that give suggestions which might help students be better prepared. At times, references to specific student responses are included to exemplify observations. Model responses are those that demonstrate a high level of performance and would have been awarded the highest grade, A.

For some items, especially the more open-ended items, responses were extremely varied. For these it is not possible to provide examples of the many ways in which students responded. The detailed, item-specific marking schemes indicate the scope of acceptability of responses. Even for the more closed items the marking schemes demonstrate that different ways of perceiving “the solution” were able to gain credit.

Marking schemes
The marking schemes used during the marking operation and included in this section of the retrospective are not designed to be read in isolation. They are but one element of the marking prescription. During the marking operation markers undergo rigorous training in how to apply the marking schemes to student responses of one marking unit. The training involves careful consideration and application of the material presented by immersers.

For organisational purposes during the marking operation, the testpaper units were grouped into five marking units. In 2008, Marking Unit 1 contained testpaper Units One and Five, Marking Unit 2 contained testpaper Units Two and Three, Marking Unit 4 contained testpaper Units Four and Six, Marking Units 7 and 8 contained testpaper Units Seven and Eight, respectively.
## Common curriculum elements tested within SR 2008

<table>
<thead>
<tr>
<th>Unit</th>
<th>Item</th>
<th>Common Curriculum Elements</th>
</tr>
</thead>
</table>
| Insurance                | 1 & 2  | 7. Translating from one form to another  
|                          |        | 10. Using vocabulary appropriate to a context  
|                          |        | 11. Summarising/condensing written text  
|                          |        | 13. Recording/noting data  
|                          |        | 26. Explaining to others  
|                          |        | 50. Visualising  
| Orthoptics               | 3      | 4. Interpreting the meaning of words or other symbols  
|                          |        | 5. Interpreting the meaning of pictures/illustrations  
| Flying the flag          | 4, 5 & 6 | 7. Translating from one form to another  
|                          |        | 10. Using vocabulary appropriate to a context  
|                          |        | 16. Calculating with or without calculators  
|                          |        | 50. Visualising  
|                          |        | 51. Identifying shapes in two and three dimensions  
| Uncle Fred               | 7 & 8  | 10. Using vocabulary appropriate to a context  
|                          |        | 28. Empathising  
|                          |        | 31. Interrelating ideas/themes/issues  
|                          |        | 35. Extrapolating  
|                          |        | 38. Generalising from information  
|                          |        | 48. Justifying  
| Wind and waves           | 9, 10 & 11 | 6. Interpreting the meaning of tables or diagrams or maps or graphs  
|                          |        | 7. Translating from one form to another  
|                          |        | 33. Inferring  
|                          |        | 38. Generalising from information  
|                          |        | 43. Analysing  
|                          |        | 49. Perceiving patterns  
|                          |        | 57. Manipulating/operating/using equipment  
| Tank photo               | 12     | 29. Contrasting  
|                          |        | 43. Analysing  
| Exclusion zone           | 13, 14 & 15 | 6. Interpreting the meaning of … diagrams …  
|                          |        | 16. Calculating with or without calculators  
|                          |        | 19. Substituting in formulae  
|                          |        | 35. Extrapolating  
| Mungoshi                 | 16, 17 & 18 | 4. Interpreting the meaning of words …  
|                          |        | 26. Explaining to others  
|                          |        | 31. Interrelating ideas/themes/issues  
|                          |        | 33. Inferring  
|                          |        | 43. Analysing  
|                          |        | 44. Synthesising  
|                          |        | 48. Justifying  

10
Unit One

The items in this unit were based on the paperwork required by an insurance company when a car accident has occurred and a claim for damage is submitted. This unit consists of Items 1 and 2 and students were told to imagine they were Lee when answering the items. The stimulus material consists of an email written to Chris from Lee who was involved in a minor car accident on the way to work.

The following table shows for each item the percentage of students who achieved the various grades for the items in this unit.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>14</td>
<td>57.1</td>
<td>16.2</td>
<td>8.6</td>
<td>2.4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Item 2</td>
<td>18.5</td>
<td>39</td>
<td>32.5</td>
<td>4.4</td>
<td>1.7</td>
<td>1.9</td>
<td>2</td>
</tr>
</tbody>
</table>

**ITEM 1**

*Model response*

![Diagram of car accident scene]

**Commentary**

Item 1, a three-star item, required students to draw a diagram which gave a bird’s eye view, of the moment when a car ran into Lee’s car from behind. The response area was a grid, similar to that provided on actual claim forms. It included the instructions, symbols and markings to be used.
This item tested achievement in CCE 13 Recording/noting data, CCE 50 Visualising and CCE 7 Translating from one form to another. Student engagement in this item was high and most students experienced success.

Fourteen per cent of students were awarded an A-grade. To achieve this the response had to include a diagram presented from a bird’s eye perspective with the correct information and all required symbols, markings and names used appropriately to provide the detail. No incorrect or disallowed extraneous information (as defined in the notes in the marking scheme) was allowed to be included. Very few students, no matter which grade they achieved, gave other than a bird’s eye view. This was pleasing as it is important when answering SR items to consider all instructions given in the stem and in any cues that may also be provided.

Grades lower than an A-grade depended on how many “discrepancies”, either minor or major (as classified in the notes in the marking scheme), were made. The most common discrepancies were the omission of the arrow on car 3 to show that it was going forward, the assumption that Lee’s car had hit the car in front which was not part of the information in the email and the leaving of white space between cars 2 and 3 which would not be appropriate at the moment of impact. Students are reminded that they should read all stimulus material carefully and not make assumptions.
### MARKING SCHEME

#### UNIT ONE ITEM 1

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>13 Recording/noting data</th>
<th>50 Visualising</th>
<th>7 Translating from one form to another</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The response provides a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>correct bird’s eye view</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>diagram of the moment of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All required symbols,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>markings and names have</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>been used appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>to provide detail.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No incorrect or disallowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>extraneous information is</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>included.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>The response provides a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>bird’s eye view diagram</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the moment of impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>containing at most two</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>minor discrepancies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The response provides a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>diagram of the moment of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>impact containing at most</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>three minor discrepancies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The response provides a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>diagram of the moment of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>impact containing at most</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>one major discrepancy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>The response provides a</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>diagram of the moment of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>impact containing one</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>major discrepancy and at</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>most one minor discrepancy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>The diagram represents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the positions of the two</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cars involved in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>impact and generally</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>indicates some of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>circumstances of the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>accident.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Response is unintelligible</td>
<td></td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>No response has</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>been made at any time.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Notes:

1. Allowed extraneous information may include other vehicles/s in reasonable position/s, other give way sign/s placed appropriately, skid marks, attempt to indicate rain.
2. Disallowed extraneous information may include representations of people, trees, traffic lights, buildings, other vehicles in unreasonable positions.
3. Discrepancies are either minor or major as classified in the table.
   - Car 1 is car indicating a left turn,
   - car 2 is Lee's car,
   - car 3 is the car that hit Lee's car from behind.

#### Detail | Minor discrepancies | Major discrepancies
--- | --- | ---
streets | interchanged names, name of one missing, a T-intersection is clearly indicated, no lines shown, road edges not shown | cars on wrong intersection
signs | no give way sign, give way sign on the roadway, stop sign/s included | |
vehicles | no arrow on car 3, car 1 – not shown | car 1 – turning right, car 2 – ambiguously identified, car 3 – not shown, cars not on left side of road
impact | no cross, cross shown clearly to right of centre back, cross shown on right-hand side, no space between cars 1 and 2, space between cars 2 and 3 | cross not associated with a car, cross at front of car 2 or at back of car 1

#### Model Response:

![Diagram of the moment of impact containing discrepancies](image-url)
**ITEM 2**

*Model response*

Date and time of accident: 27/08/08 10.25

I was travelling in the left lane of Wilston Street going towards the intersection of Brodie Road and Wilston Street. I had stopped but the car behind me ran into me. The bumper bar and the rear passenger panel of my car were damaged.

*Commentary*

Item 2, a three-star item, required students to imagine they were Lee and to write a concise account of the accident detailed in the email. A representation of an insurance form was provided but as the amount of space in a response area in the SR testpaper indicates the expected length of response, students were told in a cue that more space than may be needed was provided. Other cues asked students to use a structure and style appropriate to a formal document and to present only the relevant details, in a logical sequence.

This item tested achievement in CCE 11 *Summarising/condensing written text*, CCE 26 *Explaining to others* and CCE 10 *Using vocabulary appropriate to a context*.

To be awarded an A-grade a response needed to provide a clear, concise, first-person account of the accident covering the four components: the date and time of the accident; the street where the accident occurred and the nearest intersecting street; the fact that Lee’s car was stationary and was then hit from behind; the damage occurred to the back bumper and back left passenger side of Lee’s car. These facts were considered to be the essential details needed to describe the accident and no incorrect details could be included.

The insurance form provided a place for the date and time of the accident and most students completed this section even though some students had difficulty calculating the date of the Wednesday one week before 3 September. As the exact time of the accident could not be determined from the email, any time between 10:25 and 10:30 inclusive was considered to be correct for all grades and it was not necessary to indicate am or pm.

For the location, it was necessary for students to mention that Lee was in Wilston St and that the accident occurred near the intersection of this street and Brodie Rd. The majority of students recognised the importance of these facts and included them in their account.

The details of how the accident occurred needed to include that Lee braked or was stationary at the time of impact and that the car behind hit Lee’s car. Some students said that Lee’s car was forced into the car in front but this was considered to be an incorrect impact detail as there was no
way of knowing for certain that this had occurred. Responses that included any incorrect impact
details could not be eligible for an A- or B-grade.

When noting the damage, students needed to mention the damage to the back bumper bar and the
passenger side (or left side) of the back panel. If the response mentioned that the car had been hit
from behind and the bumper had been damaged this was given credit as it was assumed that it
referred to the back bumper.

In addition to these essential details, many students chose to include additional factual details in their
accounts. Acceptable additional details included such things as; it was a busy intersection, the front
car was indicating left, no-one was injured. It was considered that these facts did not detract from
the account of the accident and so they could be included without penalty. However, some details
were considered to be completely unnecessary and would not be useful in giving an account of the
accident. A concise account was defined as one that did not include any unnecessary details such as
the driver listening to Elvis Presley or the car taking ages to repair.
## MARKING SCHEME

### UNIT ONE  ITEM 2

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>11 Summarising/condensing written text</th>
<th>26 Explaining to others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10 Using vocabulary appropriate to a context</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| A     | The response provides a first-person account of the accident which fully covers the relevant details of the four components:  
  - When  
    - correct date (27/08/08)  
    - correct time  
  - Where  
    - Wilston St  
    - intersection of Brodie Rd and Wilston St  
  - How  
    - was stationary/braked  
    - hit from behind  
  - Result  
    - damaged back bumper bar  
    - damaged passenger side/ left-side back panel  
  The account is clear and concise and mentions no incorrect ‘impact’ details. |
| B     | The response provides an account of the accident which fully covers the relevant details of at least two of the components and includes one or more relevant details from each of the remaining components.  
  The account is reasonably clear and concise and mentions no incorrect ‘impact’ details. |
| C     | The response provides an account of the accident which fully covers the relevant details of at least two of the components and includes one or more relevant details from at least one other component.  
  OR  
  The response provides an account of the accident which fully covers the relevant details of at least one of the components and includes one or more relevant details from each of the other components. |
| D     | The response provides an account of the accident which fully covers the relevant details of at least one of the components and includes one or more relevant details from each of at least two of the other components.  
  OR  
  The response provides an account of the accident which includes one or more relevant details from each of the four components. |
| E     | The response provides an account of the accident which includes one or more relevant details from each of at least two of the components. |
| N     | Response is unintelligible or does not satisfy the requirements for any other grade. |
| O     | No response has been made at any time. |

### Model Response:

Date and time of accident: 27/08/08 10.25

I was travelling in the left lane of Wilston Street going towards the intersection of Brodie Road and Wilston Street. I had stopped but the car behind me ran into me. The bumper bar and the rear passenger panel of my car were damaged.

### Notes:

1. Correct date is a representation of 27/08/08. Correct time is deemed to be between 10:25 and 10:30 inclusive and it is not a requirement that am or pm is selected.
2. For grades other than the A grade ‘last Wednesday’ or any date from 3 September (03/09/08) back to and including 26 August (26/08/08) will be accepted as a relevant detail of correct date.
3. The required information for a particular grade must be factual.
4. A response that transcribes the bulk of the email attracts no credit.
5. Incorrect ‘impact’ detail would include mentioning impacting with the car in front.
Unit Two

This single-item unit was based on an advertisement which was published by the Orthoptic Association of Australia to raise awareness of orthoptics — the study of the movement of the eye. The stimulus material consisted of an adaptation of an actual advertisement with the illustrations rearranged.

The following table shows the percentage of students who achieved the various grades for the item in this unit.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 3</td>
<td>68</td>
<td>17.5</td>
<td>8.3</td>
<td>5.7</td>
<td>0.4</td>
</tr>
</tbody>
</table>

**ITEM 3**

*Model response*

An orthoptist can test your visual skills in a whole range of areas, including:

1. ocular motility: the movement of the eye to follow moving objects
2. peripheral awareness: the ability to see out of the corners of the eyes
3. eye-hand coordination: the integration of your body’s movements with that of your eyes
4. visual concentration: maintaining your focus on the central challenge, without distraction from peripheral objects
5. static visual acuity: the ability to clearly see a stationary object
This two-star item required students to interpret the wording in the descriptions of five visual skills and match each illustration with the most suitable description. This item tested achievement in CCE 4 Interpreting the meaning of words or other symbols and CCE 5 Interpreting the meaning of pictures/illustrations.

Almost all students attempted this item with 68 per cent of responses being awarded an A-grade. It was an item with a straightforward mode of response and fewer than 1 per cent of students omitted it.

The most common error was the interchange of the illustrations which best suited “visual concentration” and “static visual accuracy”. If this was the only error there would have been at most three correct matches and a B-grade was awarded.

The stem required that the appropriate number be written in the space provided to indicate the best match between each illustration and description. Some students drew lines from the description to the illustration to aid in answering the item but it was pleasing to see that there were very few students who simply drew the lines without putting the numbers in the boxes as specified in the stem.
## MARKING SCHEME

### UNIT TWO ITEM 3

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>4 Interpreting the meaning of words or other symbols</th>
<th>5 Interpreting the meaning of pictures/illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Five correct matches have been clearly and unambiguously recorded in the spaces provided.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Three correct matches have been clearly and unambiguously recorded in the spaces provided.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Two correct matches have been clearly and unambiguously recorded in the spaces provided.</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>No response has been made at any time.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

1. Lines between descriptions and illustrations will be regarded as rough working and will not be marked.
2. Where there is more than one number in a space or a number is repeated in more than one space the intended match would be ambiguous and would not be clear.

**Model Response:**

An orthoptist can test your visual skills in a whole range of areas, including:

1. **oculomotility:** the movement of the eye to follow moving objects
2. **peripheral awareness:** the ability to see out of the corners of the eyes
3. **eye–hand coordination:** the integration of your body’s movements with that of your eyes
4. **visual concentration:** maintaining your focus on the central challenge, without distraction from peripheral objects
5. **static visual acuity:** the ability to clearly see a stationary object

![Model Response Diagram]
Unit Three

The items in this unit were based on various features of national flags represented throughout the items. To avoid students having concerns about the colours in the flags an annotated version of the initial set of flags with common names of the colours used was given on the fold-out page. Flags used elsewhere in the unit could have their colours checked by referring to this page. The responses to items within this unit required a diverse range of skills such as calculating areas, writing a description and recognising spatial relationships.

The following table shows for each item the percentage of students who achieved the various grades for the items in this unit.

<table>
<thead>
<tr>
<th>Item</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 4</td>
<td>10.7</td>
<td>35</td>
<td>28.2</td>
<td>17.7</td>
<td>1.2</td>
<td>7.1</td>
<td>0</td>
</tr>
<tr>
<td>Item 5</td>
<td>4.8</td>
<td>15.6</td>
<td>44.4</td>
<td>25.9</td>
<td>5.5</td>
<td>3.1</td>
<td>0.7</td>
</tr>
<tr>
<td>Item 6</td>
<td>1.7</td>
<td>0.4</td>
<td>8.9</td>
<td>11.9</td>
<td>20.3</td>
<td>46.1</td>
<td>10.5</td>
</tr>
</tbody>
</table>

ITEM 4

Model response

I.

- [ ] Armenia
- [ ] Congo-Brazzaville
- [ ] Italy
- [ ] Maldives
- [x] Syria
- [ ] Bangladesh
- [ ] Dominican Republic
- [ ] Jamaica
- [ ] Micronesia
- [ ] The Bahamas
- [x] Burundi
- [ ] Greenland
- [ ] Laos
- [ ] Seychelles
- [x] Venezuela

II.

- [ ] Armenia
- [ ] Congo-Brazzaville
- [x] Italy
- [x] Maldives
- [ ] Syria
- [x] Bangladesh
- [ ] Dominican Republic
- [x] Jamaica
- [x] Micronesia
- [x] The Bahamas
- [ ] Burundi
- [ ] Greenland
- [x] Laos
- [ ] Seychelles
- [ ] Venezuela
Item 4, a three-star item, consisted of two parts. In the first part students were required to visualise the reverse image of each of the 15 flags given and in the second part to visualise the upside down images of the same flags. Seven flags in Part I would look the same if viewed from the front or the back. In Part II, there were also seven flags (not the same ones) that would look the same whether they were flown the right way up or upside down.

This item tested achievement in CCE 50 Visualising, CCE 43 Analysing and CCE 51 Identifying shapes in two and three dimensions. The item was reasonably well done with fewer than 8 per cent of responses receiving a non-contributory grade. The mode of response was straightforward as students were required to put a cross in their chosen squares. Unfortunately some students crossed every square which resulted in an N-grade. It is important to note that wrong choices can attract a penalty.

The B-grade requirements allowed for up to two “points” (see marking scheme for the scoring system) to be lost overall either through correct countries being omitted or incorrect countries being indicated. In part I Bangladesh and Italy were the most common incorrectly indicated countries while in part II it was the flags of Syria and Dominican Republic that resulted in points being lost.

Presumably because of the straightforward mode of response, no students omitted this item, but care should be taken to ensure that the stem is obeyed as some students misread the question and indicated all the incorrect flags rather than the correct flags.
## UNIT THREE ITEM 4

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall response clearly indicates the fourteen correct countries with no incorrect countries included.</td>
<td>The overall response scores 12 or 13 points.</td>
<td>The overall response scores 10 or 11 points.</td>
<td>The overall response scores 8 or 9 points.</td>
<td>For one of part I or part II the response indicates the seven correct countries with no incorrect countries included in that part.</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
<td>No response has been made at any time.</td>
</tr>
</tbody>
</table>

### Notes:

1. Correct countries for part I are: Armenia, Burundi, Jamaica, Laos, Micronesia, Syria, Venezuela.
2. Correct countries for part II are: Bangladesh, Italy, Jamaica, Laos, Maldives, Micronesia, The Bahamas.
3. ‘Indicating’ may occur in ways other than a cross in the square but the intention must be clear and unambiguous.
4. ‘Scoring’
   - score one point for each correct country indicated
   - subtract one point for each incorrect country indicated.

### Model Response:

**I.**

- Armenia
- Burundi
- Congo-Brazzaville
- Dominican Republic
- Greenland
- Italy
- Jamaica
- Laos
- Micronesia
- Seychelles
- The Bahamas
- Syria
- Venezuela

**II.**

- Armenia
- Bangladesh
- Congo-Brazzaville
- Dominican Republic
- Greenland
- Italy
- Jamaica
- Laos
- Maldives
- Micronesia
- Seychelles
- Syria
- The Bahamas
- Venezuela
ITEM 5

Model response

CHILE

Proportion 2 : 3

Two equal width horizontal bands in white and red with a dark blue canton in top hoist corner, half the height of the flag and one-third the flag’s length. Canton has a five-pointed white star, point up in its centre. Diameter of fictive circle in which star is inscribed is one-quarter of the flag’s height.

Commentary

This item is a three-star item, which students found reasonably demanding. The stimulus for this item included colour representations of the flags of Vietnam, Jordan and Tonga, with descriptions of them written using correct terminology. The students were asked to write a full description, using correct terminology, of the Chilean flag based on the one shown in the item. Part of the description included the flag’s proportion which the stimulus material referred to as the ratio of the flag’s vertical height to its horizontal length.

This item tested achievement in CCE 51 Identifying shapes in two and three dimensions, CCE 10 Using vocabulary appropriate to a context and CCE 7 Translating from one form to another.

Even though most students found this item accessible with fewer than 4 per cent of responses being given a non-contributory grade, only slightly more (4.8 per cent) than this achieved an A-grade. For a response to achieve an A-grade, the proportion had to be given correctly and all the aspects of the four elements — bands, canton, star and fictive circle — had to be fully described using the correct terminology. Each element contained a number of aspects that, when put together, created a complete description of the flag. Maintaining the genre used in the stimulus was important for an A-grade and students who used the given descriptions of the three flags as a guide for language and order were able to produce a “compact but still precise” Chilean flag description worthy of this highest grade.

B-grade responses had to refer to the essential elements but within the response up to two aspects could be omitted or inadequately or incorrectly described. It was required that the proportion of 2:3 or its equivalent such as 32:48 be stated, and that the correct terminology be used. The most common aspects that were described incorrectly were the colour of the canton, the order of the white and red bands and the size of parts of the flag e.g. the fictive circle was three-fifths of the flag height.

Many students were able to follow the genre but the terminology used in the description of the bands seemed to cause some problems. Some students described bands in terms of stripes, fields, upper and lower halves. Describing the canton as a square lowered the highest grade possible to a C-grade as this was considered acceptable terminology rather than correct terminology. For the C-grade, responses only required acceptable terminology. When the bands, canton and star were
described, a total of at most four aspects could be omitted or incorrectly or inadequately described, but all aspects of at least one of either the fictive circle or the proportion had to be provided.

The sentence describing the fictive circle and its size was the one most commonly omitted. Many responses provided completely correct descriptions of the bands, canton and star, but were awarded a C-grade because there was no fictive circle description. Two out of the three flags given as examples mentioned a fictive circle when describing the star on the flag. The Chilean flag contained a star.

To be awarded a D-grade, a response was required to use acceptable terminology and provide sufficient correct information to describe at least three of bands, canton, star, fictive circle or proportion. The majority of these responses had the flag’s proportion incorrect and once again did not mention the fictive circle but provided sufficient information (as defined in the marking scheme notes) about the bands, canton and star. The E-grade requirement was similar but only proportion and two of the elements had to be dealt with sufficiently.
UNIT THREE  ITEM 5

PERFORMANCE DOMAIN

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
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<td>D</td>
<td>E</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Performance Domain</strong></td>
<td>10 Using vocabulary appropriate to a context</td>
<td>7 Translating from one form to another</td>
<td>51 Identifying shapes in two and three dimensions</td>
<td></td>
</tr>
</tbody>
</table>

**MARKING SCHEME**

**A**
Proportion is shown as 2:3.
The response uses correct terminology and provides all aspects of the four essential elements:
- bands
- canton
- star
- fictive circle.
It is obvious the given descriptions have been used as a guide.

**B**
Proportion is shown as 2:3 or a correct equivalent.
The response uses correct terminology and provides aspects of the four essential elements:
- bands
- canton
- star
- fictive circle
with a total of at most two aspects omitted or incorrectly or inadequately described.
It can be inferred that an attempt has been made to use the given descriptions as a guide.

**C**
The response uses acceptable terminology and provides aspects of the three essential elements:
- bands
- canton
- star
- fictive circle
with a total of at most four aspects omitted or incorrectly or inadequately described
AND provides all aspects of at least one of
- fictive circle
- proportion shown as 2:3 or a correct equivalent.

**D**
The response uses acceptable terminology and provides sufficient correct information about at least three of
- bands
- canton
- star
- fictive circle
proportions shown as 2:3 or a correct equivalent.

**E**
The response uses acceptable terminology and provides sufficient correct information about at least two of
- bands
- canton
- star
- fictive circle
- proportion shown as 2:3 or a correct equivalent.

**N**
Response is unintelligible or does not satisfy the requirements for any other grade.

**O**
No response has been made at any time.

Model Response:

CHILE

Proportion 2 : 3

Two equal width horizontal bands in white and red with a dark blue canton in top hoist corner, half the height of the flag and one-third the flag’s length.

Canton has a five-pointed white star, point up in its centre.

Diameter of fictive circle in which star is inscribed is one-quarter of the flag’s height.

**Notes:**

1. For the D and E grades ‘sufficient correct information’ is
   - bands – at most two errors or omissions
   - canton – at least two of
     - colour (any shade of blue is acceptable)
     - position on flag
     - size or shape
   - star – at most two errors or omissions
   - fictive circle – mentioned in relation to the star or in relation to its size
   - proportion – 2:3 or correct equivalent

2. For the D and E grades ‘sufficient correct information’ is
   - bands – at most two errors or omissions
   - canton – at least two of
     - colour (any shade of blue is acceptable)
     - position on flag
     - size or shape
   - star – at most two errors or omissions
   - fictive circle – mentioned in relation to the star or in relation to its size
   - proportion – 2:3 or correct equivalent

Model Response:

CHILE  Proportion 2 : 3

Two equal width horizontal bands in white and red with a dark blue canton in top hoist corner, half the height of the flag and one-third the flag’s length.

Canton has a five-pointed white star, point up in its centre.

Diameter of fictive circle in which star is inscribed is one-quarter of the flag’s height.
ITEM 6

Model response

- Use stripe width as the unit of length.
  Basic unit of area becomes a square 1 unit long and 1 unit wide.
  Flag is 9 units wide and using the 2:3 ratio is $9 \times \frac{3}{2} = 13\frac{1}{2}$ units long.
  Total flag area is then $13\frac{1}{2} \times 9 = 121\frac{1}{2}$ unit squares.

- Divide flag into three regions to find blue area in unit squares.
  - Canton (blue): 16 unit squares.
  - Area A (blue): length is $13\frac{1}{2} - 5 = 8\frac{1}{2}$ units long so the area of three blue stripes $= 3 \times 8\frac{1}{2} = 25\frac{1}{2}$ unit squares.
  - Area B (blue): length is $13\frac{1}{2}$ units long so the area of two blue stripes $= 2 \times 13\frac{1}{2} = 27$ unit squares.
  Total blue area $= 16 + 25\frac{1}{2} + 27 = 68\frac{1}{2}$ unit squares.

- Fraction of flag area that is blue $= \frac{68\frac{1}{2}}{121\frac{1}{2}} = \frac{137}{243}$

Commentary

Item 6, a quite challenging four-star item, required students to find the exact fraction of the Greek flag which was blue and to show clearly how they arrived at their answer. The item tested achievement in CCE 16 Calculating with or without calculators, CCE 43 Analysing and CCE 51 Identifying shapes in two and three dimensions.

There were two main approaches taken by students who gained a creditable grade for this item.

The first of these approaches involved using the width of a stripe as the basic unit of measurement for length and the corresponding unit square as the basic unit for area. Students then proceeded in one of three ways; dividing the flag into three sections and then determining the number of squares in each section, drawing a grid of equal sized smaller squares over the flag and determining the fraction of blue or rearranging the flag into five blue stripes and one small blue unit square and adding these areas together.

The second most favoured approach was to measure the length and width of the blue sections, calculate their separate areas, total them and finally determine the fraction of blue with respect to the total flag area.

It was pleasing to see that those students who used such approaches were able to concisely and elegantly arrive at the correct answer. These responses were awarded an A-grade.

It was evident that some students, when attempting to use the counting approach, made incorrect assumptions about the shape, composition and proportions within the flag. Some of these assumptions included the flag being exactly half blue and half white (counting stripes would have shown that to be wrong) and the canton having a height equal to half of the flag height (it is in fact
Typically ratios of 5:8, 5:9 or 5:10 were assumed for the ratio of the canton length to the non-canton length instead of the correct ratio of 10:17 (5:8.5). A common careless mistake made by students was rearranging the blue and white parts in the canton to give five complete blue stripes and four complete white stripes (ignoring the one extra small blue square remaining).

It was disappointing to discover that the most common errors when the measurement approach was used occurred because students did not measure accurately, even though using a ruler is a basic skill. Indeed, it was clear that one student had a ruler with the first centimetre cut off as all measurements were out by one centimetre. It is important that all the essential equipment items listed for the SR testpaper such as calculator, compass, protractor and ruler should be in good order and that students be proficient in the use of them.

No matter which approach was used it was clear that many students struggled to work successfully with fractions, ratios, proportions and percentages. Another problem which became evident was that many students did not check whether their answer was reasonable within the context of the question. It is worth bringing to the attention of students that this final check is very important.

B-grade responses were of three main types: (i) those that provided the correct fraction but did not show working to clearly support the answer, (ii) those where the instruction in the stem to give the exact fraction was ignored but the decimal approximation was given, and (iii) those where the response would have been correct except for at most one arithmetic error.

Some students who achieved a C-grade made an incorrect assumption regarding what proportion of the flag’s length or height was taken up by the canton then used this to count the unit squares and give a fraction of blue. Other students measured the dimensions of the blue areas and used these measurements to determine the fraction of blue. The measurements used had to fall into the acceptably rounded measurement category as described in the marking scheme.

Most students who achieved a D-grade used rounded measurements for the dimensions of the blue sections to calculate area but made an error during the calculations. Some responses had the blue areas and the total area calculated correctly but the total area had then been divided by the blue area instead of the other way round which gave an answer greater than one. This is in no way a reasonable answer. A D-grade was also awarded to responses where two or more significant factors about the flag’s proportions were able to be identified in the response.

The most common type of response that did not gain credit was where 1/2 or 5/9 was given as the fraction that was blue without any working being shown.
**UNIT THREE  ITEM 6**

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>16  Calculating with or without calculators</th>
<th>43  Analysing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51  Identifying shapes in two and three dimensions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response shows correct working that provides the exact fraction of blue expressed as $\frac{13}{243}$. A clear explanation of the method used is provided.</td>
<td>The response shows the required fraction of blue expressed as $\frac{13}{243}$, 0.5637... or an acceptable equivalent fraction or percentage.</td>
<td>The response shows working, based on at most one incorrect assumption, that provides a fraction of blue other than $\frac{5}{9}$ or 0.55...</td>
<td>The response shows recognition of at least two significant factors.</td>
<td>The response shows recognition of at least one significant factor.</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
<td>No response has been made at any time.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>The response shows correct working that provides an exact fraction of blue which would have been correct except for at most one arithmetic error.</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
<td>OR</td>
</tr>
</tbody>
</table>

**Model Response:**

- Use stripe width as the unit of length.
  
  Basic unit of area becomes a square 1 unit long and 1 unit wide.
  
  Flag is 9 units wide and using the 2:3 ratio is $9 \times \frac{3}{2} = 13\frac{1}{2}$ units long.
  
  Total flag area is then $13\frac{1}{2} \times 9 = 121\frac{1}{2}$ unit squares.

- Divide flag into three regions to find blue area in unit squares.
  
  - Canton (blue): 16 unit squares.
  
  - Area A (blue): length is $13\frac{1}{2} - 5 = 8\frac{1}{2}$ units long so the area of three blue stripes = $3 \times 8\frac{1}{2} = 25\frac{1}{2}$ unit squares.
  
  - Area B (blue): length is $13\frac{1}{2}$ units long so the area of two blue stripes = $2 \times 13\frac{1}{2} = 27$ unit squares.
  
  Total blue area = $16 + 25\frac{1}{2} + 27 = 68\frac{1}{2}$ unit squares.

- Fraction of flag area that is blue = $\frac{68\frac{1}{2}}{121\frac{1}{2}} = \frac{137}{243}$
MARKING SCHEME

UNIT THREE  ITEM 6 (continued)

Notes:

1. Equivalent non-simplified common fractions are acceptable as the required common fraction in place of \( \frac{117}{233} \).

2. Incorrect assumptions refer to the proportion the canton is of the flag and may include assuming that the canton is half the height of the flag, a third of the length of the flag or some other incorrect proportion of the flag length.

3. Significant factors may include stating: the blue fraction of one or more ‘sections’ of the flag, the area of one long stripe is 1/9 of the flag’s area, the blue is \( \frac{16}{23} \) of the canton’s area (but not of the flag’s area), the canton’s blue and white parts can be rearranged to make the flag 5 x blue stripes + one extra small square (or 4 x white stripes – one small square), length of flag is equivalent to 13 \( \frac{1}{2} \) stripes.

4.

Acceptably rounded measurements (in cm)

\[
\begin{align*}
\frac{2}{3} &= 0.6 \quad \text{allow 0.6 to 0.7} \\
1\frac{1}{3} &= 1.3 \quad \text{allow 1.3 to 1.4} \\
3\frac{1}{3} &= 3.3 \quad \text{allow 3.3 to 3.4}
\end{align*}
\]

5. Outcomes of certain incorrect assumptions about the canton’s length in proportion to the flag’s length.

<table>
<thead>
<tr>
<th>Ratio Assumption</th>
<th>Diagram</th>
<th>Total Area</th>
<th>Blue Area</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:8</td>
<td>5 \times 9</td>
<td>117 squares</td>
<td>66 \times 117</td>
<td>( \frac{22}{39} ) = 56.41 %</td>
</tr>
<tr>
<td>5:9</td>
<td>5 \times 9</td>
<td>126 squares</td>
<td>71 \times 126</td>
<td>( \frac{71}{126} ) = 56.34 %</td>
</tr>
<tr>
<td>5:10</td>
<td>5 \times 10</td>
<td>135 squares</td>
<td>76 \times 135</td>
<td>( \frac{76}{135} ) = 56.29 %</td>
</tr>
</tbody>
</table>

Note: Dividing flag into six pieces can mean that they have made two incorrect assumptions, i.e. Canton is 1/2 flag height and 1/3 flag length.

Marking Unit 2  5 of 5
Unit Four

The items in this unit were based on a short extract from a contemporary novel. In the extract, the narrator talks about Uncle Fred, and relates an incident featuring Uncle Fred where he is arguing with the butcher about whether he will be charged for the paper in which his meat purchase will be wrapped.

Students generally seemed to understand the extract and recognise that the incident was typical of Uncle Fred. Responses indicated that many students could relate the extract to their own experiences with an “Uncle Fred”.

The following table shows for each item the percentage of students who achieved the various grades for the items.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 7</td>
<td>29.5</td>
<td>9.5</td>
<td>30</td>
<td>12</td>
<td>–</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Item 8</td>
<td>3.1</td>
<td>18.3</td>
<td>37.6</td>
<td>19.2</td>
<td>4</td>
<td>3.8</td>
<td>14</td>
</tr>
</tbody>
</table>

**ITEM 7**

*Model responses*

1. **greedy**  **aggressive**

Uncle Fred is clearly greedy and protective of his money when he persistently asks for “some money off for the waxed paper”, despite the fact the paper weighs very little. The Uncle is also aggressive in his manner about obtaining a discount making commands like “I want” and asking questions in quick succession for aggressive effect.

2. **melodramatic**  **petulant**

*melodramatic*, because his fuss about the waxed paper is ridiculous and rather over the top, *petulant*, as he insists on having his way and not paying for the weight of the waxed paper.
Commentary

Four creditable grades could be awarded to responses to this two-star item which had two parts.

In part I, students were required to propose two adjectives which aptly described characteristics of Uncle Fred. Adjectives were required to be clearly different to stooped and wrinkled because these had been mentioned in the extract. In part II, students were required to explain why they chose those two adjectives.

This item tested achievement in CCE 10 Using vocabulary appropriate to a context and CCE 48 Justifying.

Grading depended on the degree of validity of the adjectives the students provided and the way they justified or explained their choices. Valid adjectives were those that were different from stooped or wrinkled and could be easily inferred as describing the character of Uncle Fred as portrayed in the extract. Adjectives which were based on assumptions or were extrapolations (that is, going beyond the passage) were given no credit; nor were words which were taken directly from the extract. Adjectives also were required to be single or normally hyphenated words to gain credit. The grade awarded also depended on how well students justified or explained their choice of adjectives. For A-, B- and C-grades, reference to the text needed to be made.

Most students attempted this item and 29.5 per cent of responses received an A-grade. The most common adjectives used to describe Uncle Fred were words describing

• his apparent attitude to the butcher, such as grumpy or cranky
• his unwillingness to pay for the paper such as stingy, miserly, aggressive, and complaining
• his advanced age, such as elderly, aged, old, and ancient.

Some students provided words that were not adjectives or provided multiple words. In such cases, the response could be awarded a D-grade at best. If words provided in part I were not creditable, no credit could be given for anything written in part II.

In part II, students were asked to support their explanation with references to the extract. This was required for an A-, B- or C-grade response. The reference to the extract was credited whether it was a direct quotation or a summary, but it needed to be a direct reference to some part of the extract. Students did this quite well. Of those who did not, many provided some kind of stereotype.
### Marking Scheme

**UNIT FOUR ITEM 7**

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>10 Using vocabulary appropriate to a context</th>
<th>48 Justifying</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The response:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifies two valid adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• justifies each choice with reference to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the extract.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>The response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifies two valid adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• justifies the choice with reference to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the extract.</td>
<td></td>
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<td></td>
<td>OR</td>
<td></td>
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<tr>
<td>C</td>
<td>The response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• identifies one valid adjective</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• justifies the choice with reference to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the extract.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>The response provides one valid adjective.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>Response is unintelligible or does not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>satisfy the requirements for any other</td>
<td></td>
</tr>
<tr>
<td></td>
<td>grade.</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>No response has been made at any time.</td>
<td></td>
</tr>
</tbody>
</table>

#### Notes:

1. ‘Adjectives’ must be single or normally hyphenated words that are adjectival in nature.
2. Words quoted from the extract do not attract credit.
3. Synonyms can only be credited as one adjective at best.
4. ‘Valid adjectives’ are those that are different from ‘stooped’ and ‘wrinkled’ and can easily be inferred as describing the character of Uncle Fred that is portrayed. Examples include petulant, aged, idiosyncratic, cantankerous, parsimonious, rude, stingy ...
5. To justify a choice, a sound reason or evidence must be provided.
6. Misspelling of a proposed adjective can be accepted if it is clear which word is intended.
7. Adjectives or words which apply to Uncle Fred must be consistent with the character of Uncle Fred portrayed in the extract.

#### Model Responses:

1. **greedy** [OR] **aggressive**

   Uncle Fred is clearly greedy and protective of his money when he persistently asks for “some money off for the waxed paper”, despite the fact the paper weighs very little. The Uncle is also aggressive in his manner about obtaining a discount making commands like “I want” and asking questions in quick succession for aggressive effect.

2. **melodramatic** [OR] **petulant**

   **melodramatic**, because his fuss about the waxed paper is ridiculous and rather over the top. **petulant**, as he insists on having his way and not paying for the weight of the waxed paper.
ITEM 8

Model response

Uncle Fred looked at the food laid out so neatly down the centre of the table. “Chokos. You know I hate chokos. Why do we have to have chokos? What’s wrong with brussels sprouts?” As everyone else started piling their plates with food, Uncle Fred helped himself to several slices of roast beef and three roast potatoes. “Where’s the salt? Why can’t we have more than one salt shaker on the table?” I passed him the salt, sat back in my chair and wondered what a nice quiet Sunday lunch with family would be like.

Commentary

In this item, students were asked to suppose that Uncle Fred is at a family gathering. They were required to provide an anecdote about Uncle Fred and an incident in which he is likely to be involved. Students were instructed that the response should include dialogue and that they should maintain the character of Uncle Fred as he is portrayed in the extract.

This item tested achievement in CCE 31 Interrelating ideas/themes/issues, CCE 38 Generalising from information, CCE 35 Extrapolating and CCE 28 Empathising.

The grade awarded in this item was dependent on what was included in the anecdote and how well it revealed the character of Uncle Fred. The marking scheme for this item was nested, that is, each grade was a subset of the next highest grade. The omit rate of 14 per cent was surprising.

Markers were asked to consider a number of elements when grading responses.

Family gathering: In the A- and B-grade responses it was clear that a particular incident at a family gathering was presented. Family weddings, barbecues and Christmas dinners were commonly used in responses, but the nature of the event did not need to be specified. In C-grade responses, students anticipated Uncle Fred’s typical behaviour in the context of a family gathering, but did not necessarily relate it to a particular incident. No reference to a family gathering was required for D- and E-grade responses. Most students were able to fulfil the requirement relating to some type of family gathering.

Uncle Fred’s character: Maintaining the character of Uncle Fred as he is portrayed in the extract was an important element in grading. Two aspects of Uncle Fred’s character are foregrounded in the extract: he overreacts (by making a big issue about the weight of the waxed paper); and he has a tendency to repeat himself (as evident in the number of times waxed paper is repeated). Both these distinguishing characteristics (over-reaction and repetition) were required for an A-grade response. There were other aspects of Uncle Fred’s character revealed in the extract, such as his stinginess. He has a tendency to be stingy, complaining, demanding, and generally grumpy. Most students were able to expose some aspect of Uncle Fred’s character in their responses. However, only 18.3 per cent of responses met all requirements — including overreaction — of a B-grade.
Dialogue: For the A- and B-grade responses, the dialogue was required to be in the form of direct speech from Uncle Fred himself, as modelled in the extract. Most responses did include direct speech from Uncle Fred. Sometimes students used reported speech where they relayed something that had been said or reported a conversation in a narrated form. This type of speech could contribute to the award of a C- or D-grade. D-grade responses could include speaking — as would be written in a play script — instead of direct or reported speech. Some students wrote in play script format which could be awarded a maximum of a D-grade. For the purposes of this item, markers were instructed to accept one instance of speech as dialogue, rather than requiring a two-way conversation. Responses which did not include any dialogue at all were awarded no higher than an E-grade. Incorrect punctuation was not penalised.

To provide an anecdote, such as that modelled in the extract, students generally presented a conversational recount about an incident in which Uncle Fred was involved. Other types of responses included play scripts, ongoing conversations, or writing about what might happen in an anticipated incident involving Uncle Fred.

At the A-, B- and C-grades, responses could not be incompatible with the extract. The extract does not suggest that Uncle Fred is, for example, a chronic alcoholic or an abusive husband. In such extreme cases of incompatibility, it was usually difficult for the student to expose or make reference to some aspect of Uncle Fred’s character consistent with the extract, which is a requirement of the D- and E-grades.
# MARKING SCHEME

## UNIT FOUR ITEM 8

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th></th>
<th>31 Interrelating ideas/themes/issues</th>
<th>38 Generalising from information</th>
<th>35 Extrapolating</th>
<th>28 Empathising</th>
</tr>
</thead>
</table>

### A
- The response
  - presents an incident at a family gathering
- shows Uncle Fred over-reacting
- displays Uncle Fred’s tendency to repeat himself
- includes direct speech from Uncle Fred
- is in the style of a conversational recount.
- The response is not incompatible with the extract.

### B
- The response
  - presents an incident at a family gathering
- presents an over-reacting Uncle Fred character consistent with the extract
- includes direct speech from Uncle Fred
- is in the style of a conversational recount.
- The response is not incompatible with the extract.

### C
- The response
  - anticipates or describes Uncle Fred’s (typical) behaviour in the context of a family gathering
  - exposes some aspect of Uncle Fred’s character consistent with the extract
- includes direct or reported speech.
  - The response is not incompatible with the extract.

### D
- The response
  - exposes some aspect of Uncle Fred’s character consistent with the extract
- includes direct or reported speech or speaking.
  - The response is not incompatible with the extract.

### E
- The response includes reference to some aspect of Uncle Fred’s character consistent with the extract.

### Notes:
1. For Grades A-D, only one instance of direct or reported speech or speaking is required to be included.
2. Any lapses in grammar, punctuation or spelling that do not detract from understanding the response can be overlooked.

### Model Response:

Uncle Fred looked at the food laid out so neatly down the centre of the table. “Chokos. You know I hate chokos. Why do we have to have chokos? What’s wrong with brussels sprouts?” As everyone else started piling their plates with food, Uncle Fred helped himself to several slices of roast beef and three roast potatoes. “Where’s the salt? Why can’t we have more than one salt shaker on the table?” I passed him the salt, sat back in my chair and wondered what a nice quiet Sunday lunch with family would be like.
Unit Five

The three items in this unit were based on maps which gave predicted weather information for three consecutive days for five separate locations at sea along the Queensland coast. Each location was indicated by a dot and identified by a number from 1 to 5 shown in a circle. The maps contained information on direction and speed of the wind as well as wave heights for each location. The compass bearing was shown at the bottom of the maps along with a key referring to the wind and waves.

The following table shows for each item the percentage of students who achieved the various grades for the items in this unit.

<table>
<thead>
<tr>
<th>Item</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 9</td>
<td>30.6</td>
<td>9.3</td>
<td>26.9</td>
<td>–</td>
<td>–</td>
<td>28.2</td>
<td>5</td>
</tr>
<tr>
<td>Item 10</td>
<td>20.4</td>
<td>31.6</td>
<td>29.6</td>
<td>12.3</td>
<td>–</td>
<td>2.3</td>
<td>3.7</td>
</tr>
<tr>
<td>Item 11</td>
<td>1.6</td>
<td>2.5</td>
<td>12.3</td>
<td>18.6</td>
<td>31.4</td>
<td>25.7</td>
<td>8</td>
</tr>
</tbody>
</table>

**ITEM 9**

_Model response_

![24°](image)

_Commentary_

Item 9, a one-star item, required students to measure, to the nearest degree, the difference between the predicted wind direction at location 1 and the predicted wind direction at location 2 using the 9 am data on Friday. Cues asked students to show any construction lines they used and to write their answer in the box provided.

This item tested achievement in CCE 6 *Interpreting the meaning of … maps …* and CCE 57 *Manipulating/operating/using equipment.*

To achieve an A-grade, students needed to provide an answer of 23, 24 or 25 degrees. The most efficient method of being able to obtain this angle was to extend the red (9 am) wind direction lines at locations 1 and 2 until they intersected and then use a protractor to accurately measure the angle formed by the extended lines.
For the B- and C-grades the range of acceptable angles was expanded to include 22 and 26 degrees and a non-integer angle within that range was permitted. For a B-grade the response also had to include appropriate construction lines. The stem asked for the difference to be given to the nearest degree and a cue said to show any construction lines. Students should take care not to ignore a stem or cue instruction.

The majority of students who were awarded a C-grade provided appropriate construction lines but were unable to accurately measure the constructed angle/s. In some cases this may have been because they did not have a protractor. Appropriate construction lines could include:

- the red wind direction lines extended to intersect
- vertical or horizontal lines drawn at locations 1 and 2 to enable two angle measurements to be made and the difference found
- orientation lines that cut across both wind direction lines at locations 1 and 2 that allowed two angle measurements to be made and the difference found.

It appeared that quite a few students were not familiar with using a protractor or did not have a protractor, as measurements varied widely. Construction lines drawn also suggested that some students did not have a ruler and a sharp pencil. The sharper the pencil used the more accurately lines can be drawn and therefore the more precise the angles formed will be. Students will benefit from having all required equipment, making sure that is in good order and being able to use it effectively.
## UNIT FIVE  ITEM 9

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th></th>
<th>6</th>
<th>Interpreting the meaning of ... maps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>57</td>
<td>Manipulating or operating or using equipment</td>
</tr>
</tbody>
</table>

### MARKING SCHEME

<table>
<thead>
<tr>
<th>A</th>
<th>The response provides an angle of 23, 24 or 25 degrees.</th>
</tr>
</thead>
</table>
| B | The response provides  
  • an angle between 22 and 26 degrees inclusive  
  • appropriate construction lines based on the wind directions at locations 1 and 2 on Friday. |
| C | The response provides an angle between 22 and 26 degrees inclusive.  
   OR  
   The response provides appropriate construction lines based on the wind directions at locations 1 and 2 on Friday. |
| N | Response is unintelligible or does not satisfy the requirements for any other grade. |
| O | No response has been made at any time. |

**Notes:**

1. For the A grade there is a one grade penalty if the only construction lines present are clearly based on the 3 pm wind directions at locations 1 and 2 on Friday.
2. Appropriate construction lines would allow a protractor to be used to ascertain the difference and may be shown by produced lines, horizontal lines, vertical lines or orientation lines.

**Model Response:**

24°
**ITEM 10**

*Model responses*

1. Generally it can be seen that from Friday through to Sunday, the winds which were north-easterlies have swung around to become south-easterlies and that over the three days the wind speed increased from 12 knots to 35 knots.

2. Over the three days it can be seen that the winds that were blowing to the south have changed to travel to the north-west while the wind speed increased from 7 knots to 35 knots by Sunday.

*Commentary*

Item 10, a two-star item, required students to consider the wind information shown in Figure 1 and to describe any general changes in the wind over the three days. This item tested achievement in CCE 38 Generalising from information, CCE 6 Interpreting the meaning of … maps … and CCE 7 Translating from one form to another. A note informed students that wind speed is measured in knots and that wind direction is referred to according to the direction from which the wind blows. It could be inferred from this note that both of these features of the wind should be included in the description of the changes. It is useful for students to know that the contents of notes should be considered and used carefully in the response.

To obtain an A-grade the students had to quantify the changes in wind speed and to correctly reference the wind direction as it changed. At least Friday and one other day had to be explicitly dealt with and no incorrect information could be included. While the majority of students were able to identify that either the wind speed increased and/or the wind direction changed over the three days, many had trouble quantifying and correctly describing these changes and so could not be awarded the top grade.

Any quantification of wind speed had to refer to wind speed values shown on the appropriate map, e.g. 7–15 knots for Friday, 15–30 knots for Saturday and 35 knots for Sunday. A few students chose to use averages for each day to quantify the changes, e.g. 9.8 knots, 23.5 knots and 35 knots, and this was considered a valid approach. Describing the wind direction proved more problematic for some students and, as such, wind directions that clearly expressed where the wind came from or where the wind was going to were accepted as “correctly referenced”. Examples of acceptable wind direction terms are given in Note 4 of the marking scheme.
## UNIT FIVE  ITEM 10

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
</table>
| The response expresses the changes over the three days in  
  - the wind speed, correctly quantified for at least Friday and one other day  
  - the wind direction, correctly referenced for at least Friday and one other day.  
  No incorrect information is included. | The response expresses  
  - that the wind speed increases  
  - the change in the wind direction with correct reference to compass points for at least Friday and one other day.  
  No incorrect information is included.  
  OR  
  The response expresses  
  - the change in the wind speed, correctly quantified for at least Friday and one other day  
  - that over the three days the wind direction changes.  
  No incorrect information is included. | The response expresses the change in the wind speed, correctly quantified for at least Friday and one other day.  
  OR  
  The response expresses the change in the wind direction, with correct reference to compass points for at least Friday and one other day.  
  OR  
  The response expresses that  
  - the wind speed increases  
  - the wind direction changes.  
  No incorrect information is included.  
  OR  
  The response expresses that the wind speed increases.  
  No incorrect information related to the wind speed is included.  
  The response expresses that the wind direction changes.  
  No incorrect information related to the wind direction is included.  
  OR  
  Notes:  
  1. Any quantification of the wind speed must refer to wind speed values shown on the appropriate map i.e not the wave height values or any other values not recognisably to do with the wind speed.  
  2. Wind direction ‘correctly referenced’ may take the following forms or combinations of such forms:  
     - use of correct bearings to refer to the direction from which the wind blows, e.g. N to NE inclusive noted for Friday changing to SSE to SE inclusive for Saturday/Sunday  
     - use of correct bearings to refer to the direction towards which the wind blows, e.g. S to SW inclusive for Friday changing to NNW to NW inclusive for Saturday/Sunday  
     - N to NE inclusive noted for Friday followed by a 90 degree swing for Saturday or Sunday.  
  3. Where ‘wind direction changes’ is a requirement the use of reverse bearings will not be penalised as incorrect information. | Response is unintelligible or does not satisfy the requirements for any other grade. | No response has been made at any time. |

### Model Responses:

1. Generally it can be seen that from Friday through to Sunday, the winds which were north-easterlies have swung around to become south-easterlies and that over the three days the wind speed increased from 12 knots to 35 knots.

2. Over the three days it can be seen that the winds that were blowing to the south have changed to travel to the north-west while the wind speed increased from 7 knots to 35 knots by Sunday.

### Notes:

1. Any quantification of the wind speed must refer to wind speed values shown on the appropriate map i.e not the wave height values or any other values not recognisably to do with the wind speed.

2. Wind direction ‘correctly referenced’ may take the following forms or combinations of such forms:
   - use of correct bearings to refer to the direction from which the wind blows, e.g. N to NE inclusive noted for Friday changing to SSE to SE inclusive for Saturday/Sunday
   - use of correct bearings to refer to the direction towards which the wind blows, e.g. S to SW inclusive for Friday changing to NNW to NW inclusive for Saturday/Sunday
   - N to NE inclusive noted for Friday followed by a 90 degree swing for Saturday or Sunday.

3. Where ‘wind direction changes’ is a requirement the use of reverse bearings will not be penalised as incorrect information.
UNIT FIVE  ITEM 10 (continued)

Notes:

4. Some acceptable wind direction terms.

<table>
<thead>
<tr>
<th>Direction from which the wind blows</th>
<th>Direction to which the wind blows</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind direction is north-easterly</td>
<td>travelling in a SW direction</td>
</tr>
<tr>
<td>a NE wind</td>
<td>travelling to the SW</td>
</tr>
<tr>
<td>a nor-easter</td>
<td>wind going to the SW</td>
</tr>
<tr>
<td>wind direction is north-east</td>
<td>direction of the wind is travelling SW</td>
</tr>
<tr>
<td>the wind blows from the north-east</td>
<td>wind going SW</td>
</tr>
<tr>
<td>the wind is heading from the NE</td>
<td>winds went for the south-west</td>
</tr>
<tr>
<td>blowing from the NE</td>
<td>general direction going SW</td>
</tr>
<tr>
<td>wind blows in the SW direction</td>
<td>wind is heading SW</td>
</tr>
<tr>
<td>wind blew SW</td>
<td>wind is blowing to the SW</td>
</tr>
<tr>
<td>wind is blowing to the SW</td>
<td>wind blows in the SW direction</td>
</tr>
</tbody>
</table>
ITEM 11

Model response

On Friday when the wind is approximately from the north-east Moreton Bay is not protected from these winds by the islands and the wave height in the bay (1.2m) is the same as at locations in the open seas. On Saturday when the wind is from the south-east the islands give Moreton Bay some protection and the wave height (1.8m) in the Bay is significantly lower than at locations in the open seas that have wave heights of 3 and 3.5 m. On Sunday all five locations have the same wind direction. The protected location 4 has a wave height of only 3m while the wave height at the unprotected locations 1, 3 and 5 is 4m.

Commentary

Item 11, a three-star item, required students to use information from Figure 1 to provide support for the hypothesis that the wave height within Moreton Bay is influenced by the presence of the islands. The note informed students that wind and wave information given was specifically for the locations indicated. The item tested achievement in CCE 49 Perceiving patterns, CCE 33 Inferring and CCE 43 Analysing.

To support the hypothesis using the data from Figure 1 students needed to recognise that the wind direction in relation to the island position was important. This is because the distance the wind could blow across the ocean is reduced when the wind is from the south-west. They also needed to compare the wave heights inside and outside Moreton Bay for the different wind direction-island position situations. For an A-grade it was necessary to quantify the wave heights inside and outside the bay as well as discuss the wind direction-island position for all three days. For a B-grade it was sufficient to deal with only two of the three days.

Without the quantified data the response could, at best, be awarded a C-grade. The D-grade required students to make comparative statements based on one day or to only consider wave heights and their differences without reference to wind direction-island position for at least two days.

The E-grade was awarded to responses which made a relevant observation that could support the hypothesis.

Many students focused on the relationship between wind speed and wave height but as the wind speeds inside and outside the bays were practically the same on any particular day this was not a creditable observation. Students should be encouraged to consider as much of the pertinent data presented in such situations as possible, as many students in their responses only made one statement to support the hypothesis.
### UNIT FIVE  ITEM 11

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>MARKING SCHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>49 Perceiving patterns</td>
<td></td>
</tr>
<tr>
<td>33 Reaching a conclusion which is consistent with a given set of assumptions</td>
<td></td>
</tr>
<tr>
<td>43 Analysing</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The response makes comparative statements about • wind direction and island position • wave heights or difference in wave heights of waves inside the bay and outside the bay. The statements cover all three days. The correct data for all three days is used. The statements support the hypothesis.</td>
</tr>
<tr>
<td>B</td>
<td>The response makes comparative statements about • wind direction and island position • wave heights or difference in wave heights of waves inside the bay and outside the bay. The statements cover two days. The correct data for the two days is used. The statements support the hypothesis.</td>
</tr>
<tr>
<td>C</td>
<td>The response makes comparative statements about • wind direction and island position • wave heights or difference in wave heights of waves inside the bay and outside the bay. The statements cover two days and support the hypothesis.</td>
</tr>
<tr>
<td>D</td>
<td>The response makes comparative statements about • wind direction and island position • wave heights or difference in wave heights of waves inside the bay and outside the bay. The statements cover one day and could support the hypothesis. The response makes a comparative statement about wave heights or difference in wave heights of waves inside the bay and outside the bay. The statement covers two days. The correct data for the two days is used.</td>
</tr>
<tr>
<td>E</td>
<td>The response makes at least one relevant statement which would not contradict the hypothesis. OR The response makes a comparative statement about wave heights or difference in wave heights of waves inside the bay and outside the bay. The statement covers two days. The correct data for the two days is used.</td>
</tr>
<tr>
<td>O</td>
<td>The response is unintelligible or does not satisfy the requirements for any other grade.</td>
</tr>
<tr>
<td>N</td>
<td>No response has been made at any time.</td>
</tr>
</tbody>
</table>

#### Notes:

1. Any statement made is to be based on information presented in Figure 1.
2. The suitable reverse bearings may be used to refer to wind direction.

#### Model Response:

On Friday when the wind is approximately from the north-east Moreton Bay is not protected from these winds by the islands and the wave height in the bay (1.2m) is the same as at locations in the open sea. On Saturday when the wind is from the south-east the islands give Moreton Bay some protection and the wave height (1.8m) in the Bay is significantly lower than at locations in the open seas that have wave heights of 3 and 3.5 m. On Sunday all five locations have the same wind direction. The protected location 4 has a wave height of only 3m while the wave height at the unprotected locations 1, 3 and 5 is 4m.
Unit Six

The single item in this unit was based on a photograph that shows a Bolivian woman walking in front of soldiers and a tank in a street of the country’s capital, La Paz. Students were told in the introduction to the item that the photograph was taken in 2003 after two days of civil protests against unpopular tax measures the government had brought in.

The introduction notes that powerful and evocative images are often created when unexpected contrasts occur in photographs. In Item 12, students were asked to discuss the ways in which contrast contributes to the impact of the photograph.

The following table shows the percentage of students who achieved the various grades for the item in this unit.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 12</td>
<td>3.6</td>
<td>16.3</td>
<td>45.7</td>
<td>15.1</td>
<td>–</td>
<td>15.4</td>
<td>4</td>
</tr>
</tbody>
</table>

**ITEM 12**

Model responses

1. One contrast in the photograph is that of the woman’s brightly coloured clothing contrasted with the soldiers’ drab uniforms. This gives the impression that the civilian woman, who would be subject to the army’s control, actually has more freedom than the soldier who have to conform. Another impression I get is that the woman is defiant in the face of the government response to the protests. She is walking casually on the streets going about her business in spite of the soldiers standing there, on duty, armed.

2. In spite of being heavily armed with tanks and guns, the soldiers seem at ease, and not at all threatened by what they find on the street — they control the situation. The woman, who is ‘armed’ only with a shopping bag, doesn’t even acknowledge their presence as she goes about her business. Also, the strength and might of the 10 soldiers contrasts with the single civilian woman - 10 soldiers to keep one old woman under control? This reinforces the impression that the government has over-reacted.

Commentary

Item 12 is a three-star item, indicating a moderate degree of difficulty. This item tested achievement in CCE 43 Analysing and CCE 29 Contrasting.

Students were instructed, via two cues, to include in their response examples of contrast in the photograph, and also to take into account in their discussions the impressions created.
Thoughtful consideration of the photograph leads one to notice:

- the absence of panic or alarm
- the indifference of the woman
- the casual attitude of the soldiers.

Combining these features and/or foregrounding some over others creates a variety of impressions. For example, “the government has over-reacted” or “civilian life continues in spite of the government’s actions.”

Some students did not perform particularly well on this item. The most common problem in responses was the tendency to make assumptions (particularly about soldiers, war in general or Bolivian women), or to generalise or stereotype what is being depicted, (such as “all soldiers are evil” or that “the scene is full of tension and fear because the army fills the streets”).

Statements that did not describe what is actually in this photograph were not credited. Some students simply wrote about what they could see in the photograph rather than focusing on contrasts and the impressions these contrasts created. Close attention to cues is an important aspect of responding to SR items.

In general, students were able to recognise contrast and identify two elements of the photograph that were different. Unfortunately, many students did not carry out the next step of analysing a contrast to determine the impression created.

To achieve an A-grade students were required, firstly, to describe two contrasts that contributed to the impact of the photograph. As well, students were required to articulate the impression/s that was/were created by the contrasts. Impressions were required to be meaningful in the context, which meant they needed to relate to what was going on in La Paz at the time of the photo. Some students seemed to find this difficult. Only 3.6 per cent of responses were awarded this grade. A higher number of responses were awarded a B-grade, in which the student described one contrast that contributed to the impact of the photography and articulated an impression it created. In quite a few responses, impressions given by students were not linked to the contrasts they described; this meant an A- or B-grade could not be awarded.

Almost half of all responses were awarded a C-grade, which meant that they were either able to identify (rather than describe) two contrasts in the photograph, or they articulated an impression that was meaningful in the context. Often students provided more than two contrasts, or described contrasts, but did not link these to an impression, meaning that no higher than a C-grade could be awarded. At the A-, B- and C-grade level, responses needed to avoid maintaining or reinforcing stereotyped assumptions. Some A-, B- and C- grade responses made reference to stereotyped assumptions — however, if the response also presented creditable contrast/s and/or assumption/s, these references were disregarded, provided that the stereotypes were not being maintained or reinforced.

For the award of a D-grade, one contrast in the photograph had to be identified. At the D-grade, stereotyped assumptions can be ignored.
### MARKING SCHEME

#### UNIT SIX  ITEM 12

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>43 Analysing</th>
<th>29 Contrasting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>The response</td>
<td>The response</td>
<td>The response identifies two contrasts in the photograph.</td>
</tr>
<tr>
<td>• describes two contrasts that contribute to the impact of the photograph</td>
<td>• describes one contrast that contributes to the impact of the photograph</td>
<td>• describes one contrast that contributes to the impact of the photograph</td>
</tr>
<tr>
<td>• articulates impression/s, created by these contrasts, that is/are meaningful in the context.</td>
<td>• articulates an impression, created by the contrast, that is meaningful in the context.</td>
<td>• articulates an impression, created by the contrast, that is meaningful in the context.</td>
</tr>
<tr>
<td>Stereotyped assumptions are not reinforced or maintained.</td>
<td>Stereotyped assumptions are not reinforced or maintained.</td>
<td>Stereotyped assumptions are not reinforced or maintained.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response identifies one contrast in the photograph.</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
<td>No response has been made at any time.</td>
</tr>
</tbody>
</table>

**Notes:**

1. Contrasts must be contrasts that can be seen in the photograph.
2. ‘Meaningful in the context’ means that the impression relates to what was going on in La Paz at the time the photo was taken.

**Model Responses:**

1. One contrast in the photograph is that of the woman’s brightly coloured clothing contrasted with the soldiers’ drab uniforms. This gives the impression that the civilian woman, who would be subject to the army’s control, actually has more freedom than the soldier who have to conform. Another impression I get is that the woman is defiant in the face of the government response to the protests. She is walking casually on the streets going about her business in spite of the soldiers standing there, on duty, armed.

2. In spite of being heavily armed with tanks and guns, the soldiers seem at ease, and not at all threatened by what they find on the street — they control the situation. The woman, who is ‘armed’ only with a shopping bag, doesn’t even acknowledge their presence as she goes about her business. Also, the strength and might of the 10 soldiers contrasts with the single civilian woman — 10 soldiers to keep one old woman under control? This reinforces the impression that the government has over-reacted.
Unit Seven

The items in this unit were based on information about the Arid Recovery Reserve near Roxby Downs in outback South Australia. The reserve was established in an attempt to assist in the repatriation of some locally extinct species. The items in this unit deal with different aspects of the Arid Recovery Reserve and its purpose.

The following table shows for each item the percentage of students who achieved the various grades for these items.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 13</td>
<td>18.8</td>
<td>22.6</td>
<td>7.2</td>
<td>10.8</td>
<td>22.4</td>
<td>12.1</td>
<td>6</td>
</tr>
<tr>
<td>Item 14</td>
<td>39</td>
<td>20.7</td>
<td>3.9</td>
<td>8.6</td>
<td>14.1</td>
<td>3.9</td>
<td>9.7</td>
</tr>
<tr>
<td>Item 15</td>
<td>3.6</td>
<td>6.7</td>
<td>26.5</td>
<td>6.2</td>
<td>9.5</td>
<td>28.9</td>
<td>18.6</td>
</tr>
</tbody>
</table>

**ITEM 13**

*Model response*

\[
\text{length of fence } \quad = \sqrt{7^2 + 2^2} \\
= \sqrt{53} \\
= 7.2801 \text{ ... km} \\
\text{cost of fencing material } = 7.2801 \text{ ... } \times 8814 \\
= \$64167
\]

*Commentary*

Item 13, a two-star item, required students to find the cost of the longest straight portion of the Red Lake Expansion fence. Pythagoras’ theorem had to be used and the introductory stimulus material provided a plan of the reserve superimposed on a dotted square grid. This item tested achievement in CCE 19 *Substituting in formulae*, CCE 16 *Calculating with or without calculators* and CCE 6 *Interpreting the meaning of … diagrams ….*

Students had to locate the correct section of fence, use it as the hypotenuse of a right-angled triangle and correctly apply Pythagoras’ theorem to find the length of that section of fence. They then had to correctly multiply this length by the given cost per kilometre to calculate the cost of the fencing material. Pythagoras’ theorem was given in a note in the item.
The most time-efficient way to approach this task was to use the dots in the grid to draw a right-angled triangle with sides of 2 km and 7 km based on the required fence being the hypotenuse. Almost 19 per cent of students were able to do this and obtain the correct answer of $64 167 and be awarded an A-grade.

Some students did not follow the cue “Show all steps” and simply supplied $64 167 as their answer. This type of response was awarded a B-grade. It is worth remembering that it is important in mathematical items to show working — especially if instructed to do so in the stem or in a cue. Even when not required to show working it is important to remember that credit can often be gained for part of the response if working can be seen to be worthwhile even when the final answer is incorrect.

Some students constructed the correct triangle but counted the dots instead of the gaps between the dots resulting in side lengths of 3 km and 8 km or 2 km and 8 km or 3 km and 7 km. If these students did their calculations with sufficient precision and obtained the correct cost (using their calculated length), they were awarded a B-grade. Common errors that also led to a B-grade included rounding too soon within the steps, failing to round to the nearest dollar and getting an incorrect answer when adding 4 to 49.

Students whose responses achieved a C-grade most commonly miscounted dots and spaces and also incorrectly rounded the length. There were also some students who interpreted “the longest straight portion of fence” to mean the perimeter of the Red Lake Expansion or even the perimeter of the entire reserve. These students, within their calculations, often included work for the length of the correct section of the fence and recorded it as $\sqrt{53}$, but did not go on to calculate the cost of this section of fence. This method was obviously a costly exercise with respect to the time spent on this item. Careful reading and ensuring the question asked is the one being answered is very important not just for the particular item but for the time management of the whole testpaper. The size of the response area which would not have been sufficient to allow for these multiple calculations should have alerted the students to a possible misinterpretation. The size of the response area in the SR testpaper is indicative of the length of response required to correctly answer the item.

Some students did not attempt to find $\sqrt{53}$ and so were only able to gain a D-grade as this was considered an incomplete application of Pythagoras’ theorem. Other students gained a D-grade by completing Pythagoras’ theorem using their own nominated but incorrect values for $a$ and $b$. The few students who made mistakes in calculating the fence length but did not calculate the cost of the fence were also awarded a D-grade.

A small number of students did not follow the direction to use Pythagoras’ theorem but provided a reasonable length of fence, and this response was awarded an E-grade. Even when the student could not be given credit for the method used to calculate the fence length they were often able to multiply their nominated fence length by the cost/km and if their calculations were correct they received an E-grade.
# MARKING SCHEME

## UNIT SEVEN  ITEM 13

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>19</th>
<th>16</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Substituting in formulae</td>
<td>Calculating with or without calculators</td>
<td>Interpreting the meaning of … diagrams …</td>
</tr>
</tbody>
</table>

### A
The response provides
- $64167 as the cost of the required portion of fence
- clearly demonstrates that it results from
  - correct use of Pythagoras’ theorem
  - correct values for a and b
  - correct calculations.

### B
The response provides
- a cost of the required portion of fence
- clearly demonstrates that it results from
  - correct use of Pythagoras’ theorem
  with at most one mistake in the values for a and b or in the calculations.

### C
The response provides
- a cost of the required portion of fence
- clearly demonstrates that it results from
  - correct use of Pythagoras’ theorem
  - correct values for a and b.

### D
The response provides
- a length for the required portion of fence
- clearly demonstrates that it results from
  - correct use of Pythagoras’ theorem
  - correct values for a and b.

### E
The response provides
- a reasonable length of fence and clearly demonstrates that it results from the use of a method other than Pythagoras’ theorem.

### N
Response is unintelligible or does not satisfy the requirements for any other grade.

### O
No response has been made at any time.

---

### Notes:
1. Correct values for a and b are
   - [2 and 7] or
   - [1 and 3.5 used twice].
2. Correct rounding of the final cost is only a requirement at the A and B grades.
3. A mistake may occur by making a mechanical error in a calculation or by using one of
   - [2 and 8], cost = $72682 or
   - [3 and 7], cost = $67125 or
   - [3 and 8], cost = $75107 or
   - [1.8 and 6.2], cost = $56983 or
   - [1 and 3.4 with 1 and 3.6], cost = $64169 instead of the correct values.
4. The value 8814 can only be used as a cost.

### Model Response:

\[
\text{length of fence} = \sqrt{7^2 + 2^2} \\
= \sqrt{53} \\
= 7.2801 \ldots \text{ km}
\]

\[
\text{cost of fencing material} = 7.2801 \ldots \times 8814 \\
= 64167
\]
ITEM 14

Model response

\[ I = 51 \text{ and } B = 18 \]
\[ \text{Area} = \frac{51 + 18}{2} - 1 \]
\[ = 59 \]

Commentary

In this three-star closed item students were given Pick’s formula and told its limitations. They were required to use the formula to calculate the area of the two southern sections of the Arid Recovery Reserve. To do this, students needed to count the number of dots inside the required area to obtain \( I \) and the number of dots on the boundary to obtain \( B \), substitute these values into the given formula and then correctly calculate the area. This item tested achievement in CCE 19 \textit{Substituting in formulae}, CCE 6 \textit{Interpreting the meaning of … diagrams …} and CCE 16 \textit{Calculating with or without calculators}.

The most straightforward way to approach this item was to treat the required area — the Northern Expansion plus the Main Exclosure — as a single area, as each of this shape’s corners did lie on a dot (one of the requirements to be able to use Pick’s formula). Unfortunately in terms of their time management, some students divided the required area into several different shapes (with corners on dots) and used the formula to find the area of each of these and then added them to arrive at the total area. Doing the item this way meant that students had to count dots and perform calculations several times which often resulted in mistakes being made and took more time than was necessary. Students were not required to show any construction lines on the diagram, but in some cases the lines on the diagram showed unusual divisions and provided explanation of what was written in the response area and therefore, credit was able to be given.

Some students who calculated the area as a single entity counted the interior dots on the Main Exclosure/Northern Expansion fenceline as boundary dots rather than as dots inside the required shape and thus arrived at 48 for \( I \) and 21 for \( B \). Using these two values for \( I \) and \( B \) was defined as a single classification error. If students miscounted the number of dots on the boundary or inside the figure this was defined as a counting error provided the value was no more than three above or below the correct value for the shape they were using. Students who made either one of these types of errors could be given a \( B \)-grade provided their subsequent calculations were correct.

Pick’s formula can only validly be used when each vertex of the shape is on a dot but quite a few students applied it to the separate areas of the Northern Expansion and the Main Exclosure. Students who performed the calculations without other errors on the two separate shapes were awarded a \( B \)-grade.

If working was not shown and the answer provided was incorrect it was not obvious how many errors were made and thus the highest grade this type of response could be awarded was a
C-grade, if there were other creditable components in the response. Again it is worth noting that the cue, “Show all steps” indicates that working is expected to be included in the response.

Students who were able to recognise when they could validly use Pick’s formula and obtained the correct values for l and B but did nothing else creditable were awarded a D-grade. Those who applied Pick’s formula to at least one nominated area and did not make any further errors in the calculations were also awarded a D-grade.

An E-grade was awarded most often to responses where values had merely been substituted into Pick’s formula.
## MARKING SCHEME

### UNIT SEVEN ITEM 14

**PERFORMANCE DOMAIN**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The response provides 59 for the combined area of the two southern sections and clearly demonstrates that it results from</strong></td>
<td><strong>The response provides an answer for the combined area of the two southern sections and clearly demonstrates that it results from</strong></td>
<td><strong>The response provides an answer for the combined area of the two southern sections and clearly demonstrates that it results from</strong></td>
<td><strong>The response identifies both 51 for I and 18 for B.</strong></td>
<td><strong>The response identifies 51 for I or 18 for B.</strong></td>
</tr>
<tr>
<td>• valid use of Pick's formula</td>
<td>• valid use of Pick's formula</td>
<td>• valid use of Pick's formula</td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>• correct calculations.</td>
<td>• one error which is <em>evident in the calculations</em> or is a classification/counting error in the values for I and B.</td>
<td>• at most two errors in the calculations or in the classification/counting of values for I and B.</td>
<td><strong>OR</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The response provides 58.5 for the combined area of the two southern sections and clearly demonstrates that it results from</strong></td>
<td><strong>The response shows substitution into Pick's formula of 51 for I and 18 for B.</strong></td>
<td><strong>The response provides at least one of</strong></td>
<td><strong>The response clearly demonstrates the substitution into Pick's formula of values for I and for B.</strong></td>
</tr>
<tr>
<td></td>
<td>• applying Pick's formula to the Northern Expansion with 36 for I and 18 for B</td>
<td><strong>OR</strong></td>
<td><strong>25.5 for the area of the Red Lake Expansion with 23 for I and 7 for B</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td>• applying Pick's formula to the Main Exclosure with 12 for I and 7 for B</td>
<td><strong>OR</strong></td>
<td><strong>44 for the area of the Northern Expansion with 36 for I and 18 for B</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td>• correct calculations.</td>
<td><strong>OR</strong></td>
<td><strong>14.5 for the area of the Main Exclosure with 12 for I and 7 for B</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
<td><strong>84.5 for the total area with 75 for I and 21 for B</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>OR</strong></td>
<td><strong>69.5 for the combined area of the two northern sections with 60 for I and 21 for B.</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td>Model Response:</td>
<td></td>
<td><strong>OR</strong></td>
<td><strong>The response provides the answer, for at least one nominated area and clearly demonstrates that it results from</strong></td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>I = 51 and B = 18</strong></td>
<td><strong>OR</strong></td>
<td>• valid use of Pick's formula</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Area = ( \frac{51 + 18}{2} - 1 )</strong></td>
<td><strong>OR</strong></td>
<td>• correct calculations.</td>
<td><strong>OR</strong></td>
</tr>
<tr>
<td></td>
<td><strong>= 59</strong></td>
<td><strong>OR</strong></td>
<td></td>
<td><strong>OR</strong></td>
</tr>
</tbody>
</table>

**Notes:**

1. **Valid use of Pick's formula** refers to the fact that it can be used *only* if each of the shape's corners lies on a dot.
2. One classification error has occurred when either 48 for I and 21 for B is used which gives 57.5 as the area or 52 for I and 17 for B is used which gives 59.5 as the area.
3. One counting error has occurred if, for a valid use of Pick's formula, a stated value for I or for B is incorrect but is at most the correct value ±3.

---

**Marking Unit 7 2 of 4**
ITEM 15

Model response

I. 
Population estimate Aug ’06 = 255  
Population estimate Jan ’07 = 330  
Population estimate Jun ’07 = 600  
section-factor = 3.7

II. 
Population estimate Jan ’07 = 275  
42.9 x section-factor = 275  . Population estimate = 6.4  
. Population estimate Aug ’06 = 35.9 x 6.4 = 230  
Population estimate June ’07 = 94.1 x 6.4 ≈ 600

III. 

<table>
<thead>
<tr>
<th>Track count date</th>
<th>Main Exclosure</th>
<th>Northern Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average tracks per km</td>
<td>Population estimate</td>
</tr>
<tr>
<td>August 2006</td>
<td>68.9</td>
<td>255</td>
</tr>
<tr>
<td>January 2007</td>
<td>89.2</td>
<td>330</td>
</tr>
<tr>
<td>June 2007</td>
<td>162.2</td>
<td>600</td>
</tr>
<tr>
<td>section-factor:</td>
<td>3.7</td>
<td></td>
</tr>
</tbody>
</table>

Commentary

The stimulus material in Item 15, a challenging four-star item, consisted of written information about the method used in the Arid Recovery Reserve to estimate population numbers for the burrowing bettongs and an incomplete table providing certain data for each of the two southern sections of the reserve. Achievement in CCE 35 Extrapolating and CCE 16 Calculating with or without calculators was tested in this item.

In part I of the item students were required to find the population estimates for the Main Exclosure by calculating the midpoint of the given population ranges. They then had to determine the section-factor for the Main Exclosure. Information on how to obtain the population estimates and the section-factor was given in the stimulus material. Students had to backtrack from the population estimates they calculated and divide by the average tracks per month to determine the section-factor. Although the cue indicated that the section-factor was to be rounded to one decimal place, many students did not do so.

In part II students were asked to calculate the population estimates for the Northern Expansion. Obtaining these values required finding the population estimate for January 2007, calculating the section-factor using the same method as in part I and then using this section-factor to determine the population estimates for August 2006 and June 2007 by multiplying by the average tracks per month. For the A- and B-grades students had to provide a meaningful outline of how to do this either through the use of words or calculations or a combination of both of these.

In part III students had to determine the percentage used to establish the upper and lower values for the missing population ranges for the Northern Expansion. Few students were able to do this...
successfully and place the correct results in the table resulting in only 10.3 per cent of responses achieving a B-grade or higher.

To be awarded a C-grade, the response needed to demonstrate an understanding of how to find the population estimates in the Northern Expansion. This could be demonstrated by giving at least one correct value for August 2006 or June 2007 or by explaining how to obtain this value even if calculation errors were made. It is important for students to realise the value of partial solutions when attempting some items and not be deterred from contributing some working because they believe they cannot obtain the final answer.

Some 15.7 per cent of responses received a D- or E-grade. These were the grades that did not require suitable rounding. Not rounding the section-factor was a common omission and some students also failed to round the population estimates and ranges to the nearest five — information that was stated in the stimulus material. Rounding correctly and appropriately is important.
# MARKING SCHEME

**UNIT SEVEN  ITEM 15**

<table>
<thead>
<tr>
<th>FIRST PERFORMANCE DOMAIN</th>
<th>16  Calculating with or without calculators</th>
<th>35  Extrapolating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- a meaningful outline of a procedure used to obtain the population estimates and the section factor for the Northern Expansion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- correct and suitably rounded population estimates, section-factors, and population ranges, in the appropriate places, in the final table.</td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>The response provides all correct results, suitably rounded.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OR</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- a meaningful outline of a procedure used to obtain the population estimates and the section factor for the Northern Expansion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- correct and suitably rounded population estimates, section-factors, suitably rounded, with at most one error</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- at least one required, suitably rounded population range which may allow for a follow on of error.</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- demonstrates knowledge of a procedure able to be used to obtain the required population estimates for the Northern Expansion and provides</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- at least three correct and suitably rounded population estimates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- at least one correct section factor.</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- at least three correct population estimates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- at least one correct section factor.</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- at least three required results.</td>
<td></td>
</tr>
<tr>
<td><strong>N</strong></td>
<td>No response has been made at any time.</td>
<td></td>
</tr>
<tr>
<td><strong>O</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**

1. For all grades other than the A grade the required results may be in the appropriate place in a table or may be found in the working area.
2. Check scripts! If it is not clear in parts I and II which result/s to consider, mark those in the working area.
3. Suitably rounded refers to rounding the section-factors to one decimal place and other values to the nearest multiple of five.
UNIT SEVEN  ITEM 15 (continued)

Model Response:

I.

Population estimate Aug '06 = 255
Population estimate Jan '07 = 330
Population estimate Jun '07 = 600

section-factor = 3.7

II.

Population estimate Jan '07 = 275
42.9 x section-factor = 275 ; section factor = 6.4

Population estimate Aug '06 = 35.9 x 6.4 = 230
Population estimate June '07 = 94.1 x 6.4 = 600

III.

<table>
<thead>
<tr>
<th>Track count date</th>
<th>Main Exclosure</th>
<th>Northern Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average tracks per km</td>
<td>Population estimate</td>
</tr>
<tr>
<td>August 2006</td>
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<tr>
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<td>89.2</td>
<td>330</td>
</tr>
<tr>
<td>June 2007</td>
<td>162.2</td>
<td>600</td>
</tr>
</tbody>
</table>

section-factor: 3.7  section-factor: 6.4
Unit Eight

The poem *Two Photographs*, which comprised the initial stimulus material for this unit, was written by Charles Mungoshi, a Zimbabwean writer of poems and stories. Students were told this in the introduction. His date of birth beside the poem indicated that he is a contemporary poet. The poem describes a person who was photographed at two different ages. The contrast in the physical appearance of the person parallels the circumstances of Zimbabwe, with the second photograph acting as a metaphor for the loss, pain and anguish present in the nation. The text was relatively short and accessible to students, almost all of whom understood the meaning of the poem, though a reasonable number of them failed to recognise the metaphorical layering of it and the relevance it had to the Zimbabwean political and social situation.

The following table shows for each item the percentage of students who achieved the various grades for the items in this unit.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 16</td>
<td>17.1</td>
<td>38.6</td>
<td>36.3</td>
<td>4.3</td>
<td>–</td>
<td>1.8</td>
</tr>
<tr>
<td>Item 17</td>
<td>3.7</td>
<td>13.5</td>
<td>25.3</td>
<td>20.8</td>
<td>19.3</td>
<td>9.7</td>
</tr>
<tr>
<td>Item 18</td>
<td>3.6</td>
<td>11.6</td>
<td>24.1</td>
<td>22</td>
<td>14.9</td>
<td>10.8</td>
</tr>
</tbody>
</table>

**ITEM 16**

*Model response*

I. The pushing forward of the head, depicted in photograph 1 suggests an eagerness to confront the world.

II. Mungoshi feels that he is constrained or ‘anchored’ in a desperate situation, and because he is slipping down, as if in ‘quicksand’, he feels that his future is grim.

*Commentary*

This is a two-star item, which indicates that most students should have coped with it quite well. It consisted of two parts which required them to understand the meaning of specific phrases in the first two stanzas in the poem. This item tested achievement in CCE 4 *Interpreting the meaning of words* . . . , CCE 31 *Interrelating ideas/themes/issues* and CCE 26 *Explaining to others*.

In part I, the stem asked students to describe what the posture in the first photograph suggests about the person’s attitude to life at age nineteen. A creditable response to this part clearly
described the posture, the “head … pushed forward into you”, as being suggestive of a positive attitude to life and that the following lines “I want to get out into the world and live”, indicate a future-oriented outlook. While some students used specific words which captured a positive attitude to the future such as “optimistic”, “eager”, “forward-looking”, “keen”, a smaller proportion of students recognized only the positive attitude by using words such as “enthusiastic”, “excited” and “confident”. Some students used a specific word to indicate the positive attitude and gave additional information to show that this attitude was forward-oriented. An example of such a response is “He is enthusiastic and looking forward to a bright future”.

In part II students were asked to explain what the image created by lines 7 and 8 conveys about the person’s perception of self at 30. The image in these lines depicts a negative perception of self. The word “solid” conveys the idea of immobility, being fixed. Line 8 builds on this with the word “anchored”. However, the juxtaposition of “anchored in quicksand” conveys the image of someone in a precarious situation — unsafe and likely to sink. Students used various words to describe a negative perception of self: “uncertainty”, “constrained”, “futility”, “having little to look forward to”. In responding to this part, students were required to clearly describe a perception or an awareness of the person’s situation. To do this it was necessary that they understood that the image “anchored in quicksand” has a negative connotation. The full significance of this image was not understood by all students. There was no expectation that students explain the full complexity of the oxymoron. Many students recognized that the subject of the poem was “stuck” and “beginning to sink”. A significant number of students associated “solid” with weight, stating that he was overweight; some believed that “solid” indicated that he was settled in life. The meaning of the word “perplexedly” also provided a challenge for many.

It was important that, in answering this question, students provided no discordant comments. If a comment works against a reasonable reading of the poem, it is discordant. A response containing a discordant comment could be awarded no higher than a C-grade. Examples of such comments are “get out and party” and “forget about his past” (part I) and “put on weight” (part II). If the comment adds irrelevant information, but does not conflict with a reasonable reading of the poem, then the comment is extraneous. To be awarded an A-grade, a response could contain no extraneous information.

One way in which the marking scheme differentiates between quality of responses is by recognising whether the response “clearly describes” or “indicates” the situation in Part I and/or Part II. A response may indicate through the inclusion of material that was paraphrased or quoted directly from the text (See Note 1 of the marking scheme).

For an A-grade, both situations need to be clearly described; whereas the B-grade provides for one to be clearly described and the other indicated. The other requirements — relating to an understanding of the negative connotation of “anchored in quicksand” and extraneous and/or discordant comments — need to be met for the award of either the A- or B-grade.

A C-grade could be awarded to a response in one of three ways. Firstly, a response that indicated that the attitude in part I was positive and in part II, negative (but did not clearly describe either the attitude or perception) was eligible for the award of a C-grade. Alternatively, a response which clearly described the appropriate situation in either of part I or part II could be awarded a C-grade. For a D-grade, the response was required only to indicate either situation correctly.

Students should take care to read words and phrases in the context of the poem rather than in isolation.
## MARKING SCHEME

### UNIT EIGHT  ITEM 16

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>4</th>
<th>31</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Interpreting the meaning of words ...</td>
<td>Interrelating ideas/themes/issues</td>
<td>Explaining to others</td>
</tr>
</tbody>
</table>

### Option A
- The response clearly describes
  - the posture in the first photograph being indicative of a positive attitude to the future
  - a negative perception of self at age 30.
- An understanding of the negative connotation of ‘anchored in quicksand’ is demonstrated.
- No extraneous or discordant comments are included.

### Option B
- The response clearly describes the posture in the first photograph being indicative of a positive attitude to the future
- indicates a negative situation at age 30.
- No discordant comments are included.

### Option C
- The response indicates
  - that the person in the first photograph has a positive attitude
  - a negative situation at age 30.
- The response clearly describes the posture in the first photograph being indicative of a positive attitude to the future.
- OR
- The response indicates a negative situation at age 30.

### Option D
- The response indicates that the person in the first photograph has a positive attitude.
- OR
- The response clearly describes the posture in the first photograph being indicative of a positive attitude to the future.
- OR
- The response indicates a negative situation at age 30.

### Option N
- Response is unintelligible or does not satisfy the requirements for any other grade.

### Option O
- No response has been made at any time.

**Note:**
1. A response may ‘indicate’ by paraphrasing or quoting from the poem.
2. To gain credit, Part I and/or Part II of the response must be based on a reasonable reading of stanzas 2 and 3 in the context of the poem as a whole.

**Model Response:**

1. The pushing forward of the head, depicted in photograph 1 suggests an eagerness to confront the world.
2. Mungoshi feels that he is constrained or ‘anchored’ in a desperate situation, and because he is slipping down, as if in ‘quicksand’, he feels that his future is grim.
ITEM 17

Model response

Mungoshi expresses pessimism about himself and his country by suggesting that his physical deterioration is parallel to the troubles of his nation, Zimbabwe. The lines and creases which have formed “uncomfortably” in his 30 year old face suggest suffering, possibly caused by the conflicts e.g. civil unrest, violence. Furthermore, the lines could reflect the redistribution of land which resulted in the “torn-up landscape” of his homeland. The dismal eventuality of losing his “second” tooth suggests that his health is deteriorating. If the ‘I’ in the poem is representative of Zimbabweans, this is consistent with the facts discovered: Zimbabweans have a comparatively short life expectancy (58 years). The loss of teeth would also suggest malnourishment, again supported by the facts which show a disturbing number of undernourished people.

Commentary

This is a three-star item, which indicates that it is of moderate difficulty. The item was prefaced with additional stimulus material which provided a brief outline of the socio-political history of modern Zimbabwe. Students were asked to assess the additional information in terms of conflict, malnutrition and life expectancy and explain how that additional information shed light on the meaning of the last six lines of the poem.

This item tested achievement in CCE 31 Interrelating ideas/themes/issues, CCE 33 Inferring and CCE 44 Synthesising.

In a cue, students were instructed to make links between relevant additional information and sections of the poem. A second cue told students that they may use point form in their response.

Students were required to explain how all three additional pieces of information (conflict, malnutrition and life expectancy) shed light on the meaning of the last six lines of the poem. An understanding of the metaphorical nature of the poem facilitated this task.

Typically students equated:

- the “long journey into darkness” with the additional information on life expectancy
- the loss of a tooth with malnutrition
- the “torn-up landscape” with conflict.

Students interpreted the imagery in the poem in a variety of ways and provided they were able to shed light on the meaning of the last six lines, their response could gain credit.

The majority of students were able to recognise that the last six lines of the poem could be read as a metaphor for the state of the nation, e.g. “It would seem that Mungoshi’s fate is intertwined with that of his nation, and as it slips into darkness, so too will he.”

Responses which did not demonstrate recognition of the metaphorical nature of the poem could achieve a C-grade by linking one or more of the additional pieces of information and specific parts of the last six lines of the poem, provided three links were made. Making two links or one could earn a
response a D-grade or E.grade. An E-grade could also be awarded to a response which did not provide a link, but did demonstrate some understanding of the poem and provided relevant comment on the last six lines.

A number of students did not follow the cue and so did not link the additional information with the poem. Typically, these students referred back to the stimulus paragraph to add more meaning to the additional information but made no reference to how this shed light on the last six lines of the poem.

Many students made reference to parts of the poem which were outside the last six lines, particularly stanza three of the poem which was the focus of part II of the previous item.

Students who linked back into the stimulus or referred only to incorrect parts of the poem were not able to gain credit for this item. Close attention to the stem and any cue is important when answering SR items.
## MARKING SCHEME

### UNIT EIGHT ITEM 17

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>31</th>
<th>33</th>
<th>44</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Interrelating ideas/themes/issues</td>
<td>Inferring</td>
<td>Synthesising</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response clearly shows</td>
<td>The response clearly shows</td>
<td>The response clearly shows</td>
<td>The response</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
<td>No response has been made at any time.</td>
<td>No response</td>
</tr>
<tr>
<td>• an understanding of the metaphorical nature of the last six lines of the poem</td>
<td>• an understanding of the metaphorical nature of the last six lines of the poem</td>
<td>• an understanding of the metaphorical nature of the last six lines of the poem</td>
<td>• provides relevant comment on the last six lines of the poem informed by one or more of the three additional pieces of information.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• that all three additional pieces of information have been used to shed light on the meaning of the last six lines.</td>
<td>• that two of the additional pieces of information have been used to shed light on the meaning of the last six lines.</td>
<td>• that one of the additional pieces of information has been used to shed light on the meaning of the last six lines.</td>
<td>• demonstrates some understanding of the poem.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three links are made between one or more of the additional pieces of information and specific parts of the last six lines of the poem.</td>
<td>Two links are made between one or more of the additional pieces of information and specific parts of the last six lines of the poem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
1. To ‘shed light on the meaning of the last six lines’, the response must be compatible with a reasonable reading of the poem as a whole.
2. For a link to be creditable, it must be plausible in terms of a reasonable reading of the specific parts of the last six lines of the poem.

### Model Response:

Mungoshi expresses pessimism about himself and his country by suggesting that his physical deterioration is parallel to the troubles of his nation, Zimbabwe. The lines and creases which have formed ‘uncomfortably’ in his 30 year old face suggest suffering, possibly caused by the conflicts e.g. civil unrest, violence. Furthermore, the lines could reflect the redistribution of land which resulted in the ‘torn-up landscape’ of his homeland. The dismal eventuality of losing his ‘second’ tooth suggests that his health is deteriorating. If the ‘I’ in the poem is representative of Zimbabweans, this is consistent with the facts discovered: Zimbabweans have a comparatively short life expectancy (58 years). The loss of teeth would also suggest malnourishment, again supported by the facts which show a disturbing number of undernourished people.
ITEM 18

Model response

In Two Photographs, Mungoshi has made reference to only two times in his life - at ages 19 and 30; he clearly has left a lot unsaid, but by using the contrast of his early optimism and his later resignation to the turmoil around him, he invites us to fill in the blanks, and see the effects of the struggles going on. He has written in the first person; through his autobiographical reference to his teeth, he confides some of his private experiences (intimate secrets) to provide a parallel to the loss, pain and anguish of Zimbabwe.

Commentary

This is a four-star item, which indicates that it is challenging. Additional stimulus material gives three statements about Mungoshi’s style of writing. Students were asked to identify two sentiments that apply to the poem, “Two Photographs”, and explain how they are evident in this poem.

The length of the response area in an SR item is an indicator of the length expected in a response and the 15 lines provided for the response to this item suggest a good paragraph or more of writing.

The item tested achievement in CCE 43 Analysing, CCE 48 Justifying and CCE 4 Interpreting the meaning of words …

For an A-grade response the student was required to do four things:

1. Select two sentiments either from one statement or from across the statements.
2. Demonstrate a good understanding of the meaning of the sentiments selected.
3. Justify their selection through relevant reference to the poem as supporting evidence.
4. Recognise the layered nature of the poem within their response.

A relevant reference may be

- a specific quote from the poem containing words or phrases
- a reference to what the poem is about, e.g. “the anticipation and eagerness of the nineteen year old compared to the pain and sadness of the thirty year old”
- a specific aspect of the poem such as metaphor.

To justify the selection of a sentiment the relevant reference should be supported by evidence in the explanation. Many students did not use relevant specific references from the poem in their endeavours to explain how the sentiment was evident in the poem.

The three statements provided some nine sentiments from which students could select two. Some of the most effective responses dealt with clear sentences such as “sad”, “subtle”, “confides intimately the secrets of their lives” or “left a lot unsaid”. Many students identified a whole
statement such as “power, poignancy and gentle humour” as one sentiment. Such a choice made it very difficult to supply relevant references and explanations in a creditable manner.

Some students overrode the item’s stem and supplied their own sentiment to write about. One example of this was he “wrote from the heart”.

Grades were awarded to responses based on the number of sentiments dealt with and the degree of understanding of the sentiment/s, the justification of selection/s, connection between the sentiment/s and parts of the poem and whether the layered nature of the poem was recognised.

A notable difference between an A-grade response and a B-grade response was that the A-grade response justifies two sentiments whereas the B-grade response justifies one selection and connects the other sentiment to an aspect of the poem. A connection requires a relevant reference to the poem and some attempts at making a connection did not use a relevant reference. Losing a tooth was not accepted as a relevant reference for “gentle humour”, for example. Although it was difficult to justify the presence of humour it was not impossible and some students were able to do this well.

The layered nature of the poem had to be recognised in a response awarded an A- or B-grade. The layered nature of the poem goes beyond the recollection of one man’s life and that there is a parallel with the loss, pain and anguish of Zimbabwe.
## MARKING SCHEME

### UNIT EIGHT  ITEM 18

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>43</th>
<th>48</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Analysing</td>
<td>Justifying</td>
<td>Interpreting the meaning of words …</td>
</tr>
</tbody>
</table>

#### A
The response
- picks up on two sentiments
- demonstrates a good understanding of the meanings of the sentiments chosen to be discussed
- justifies the two selections through relevant references to the poem
- recognises the layered nature of the poem.

#### B
The response
- picks up on two sentiments
- demonstrates a good understanding of the meanings of the sentiments chosen to be discussed
- justifies one selection through relevant references to the poem and connects the other sentiment to an aspect of the poem
- recognises the layered nature of the poem.

#### C
The response
- picks up on one sentiment
- demonstrates a good understanding of the meaning of the sentiment chosen to be discussed
- justifies the selection through relevant references to the poem.

--- OR ---

The response
- picks up on two sentiments
- demonstrates some understanding of the meanings of the sentiments chosen to be discussed
- connects each sentiment to an aspect of the poem.

#### D
The response
- picks up on one sentiment
- demonstrates some understanding of the meaning of the sentiment chosen to be discussed
- justifies the two selections through relevant references to the poem
- recognises the layered nature of the poem.

#### E
The response
- picks up on one sentiment
- demonstrates some understanding of the meaning of the sentiment chosen to be discussed
- justifies one selection through relevant references to the poem and connects the other sentiment to an aspect of the poem
- recognises the layered nature of the poem.

#### N
Response is unintelligible or does not satisfy the requirements for any other grade.

#### O
No response has been made at any time.

---

**Model Response:**

In *Two Photographs*, Mungoshi has made reference to only two times in his life - at ages 19 and 30; he clearly has left a lot unsaid, but by using the contrast of his early optimism and his later resignation to the turmoil around him, he invites us to fill in the blanks, and see the effects of the struggles going on. He has written in the first person; through his autobiographical reference to his teeth, he confides some of his private experiences (intimate secrets) to provide a parallel to the loss, pain and anguish of Zimbabwe.
Writing Task (WT)

The Writing Task complements the other subtests by testing students’ ability to produce a piece of continuous English prose of about 600 words in length. Students write in response to written and visual stimulus material on an overall concept or theme. Each piece of stimulus material evokes a different aspect of the overall concept. Students respond in any form or style other than poetry to this concept and to as many stimulus pieces as they wish.

This section describes the 2008 testpaper and comments on the writing that students produced in response to it. The comments are based on an analysis of a statistically significant sample of students’ responses. The marking guide used to grade responses is included here, together with graphs showing the distribution of grades awarded in each of the five substantive criteria. Finally, a selection of student responses has been included to exemplify successful writing as defined by the task criteria.

Testpaper

The diagram below represents the 2008 testpaper. Its 13 stimulus pieces are numbered for reference. All pieces relate to the overall concept of the testpaper.

Overall concept: Circle

The overall concept or topic of the 2008 testpaper was Circle. Students come across real and conceptual circles constantly, both in their everyday lives and in their study, whatever subject choices they make.

Students who have a quantitative or technical turn of mind should recognise the circle as a concept that is fundamental to mathematics, the sciences and industry. For those with an artistic inclination, the circle is a rich source of inspiration and form in visual art, music, dance, drama and stories. Circles are used in games and sports as suggested by the Olympic Games logo. However, to avoid excessive focus on the (then-topical) Olympics, the testpaper design merely hinted at the shape of the interlocking-rings of the logo.

The sun and moon, bodies with circular shapes and orbits, are objects of the physical world that people observe early in their lives and the cycles of days and months influence aspects of the natural

66
world. The past and present have cyclical connections (shown in one student script, in a metaphor of cogs of the past turning the wheels of today).

The circle has been used as a symbol of beliefs for rituals and ceremonies in religious and philosophical systems. It can represent the closeness and strength of a group of colleagues, friends or family. With such wide application of the concept of circle, it seems unlikely that students would be unable to respond to the testpaper.

Response patterns

*Student choice of genre (form or style) and stimulus pieces*

![Genres used by students](image)

![Popularity of stimulus pieces](image)
Overview

Many students responded to the 2008 testpaper by writing narratives, expositions or reflections based on stimulus piece 6 (Wedding bands) or piece 13 (Hands). These stimulus pieces cued students to write stories by suggesting romantic or dramatic plots. They also raised issues for abstract reflection, a mode of writing modelled in a number of stimulus pieces on the testpaper.

The overall concept was itself the focus of many expository or reflective student responses. Students who produced more successful responses were able to respond to several stimulus pieces and maintain a clear focus on circle. Similarly, a number of students who based their responses on piece 10 (Atlas) maintained focus by writing about global travel to destinations suggested by a number of the stimulus pieces.

A significant number of argumentative and expository responses were based on piece 11 (Water ripples) and there were narrative and expository responses to piece 2 (Fairy ring) and piece 3 (Stone circle).

The popularity of piece 1 (Dog) and piece 12 (Thrill ride) is misleading. These pieces, along with piece 9 (Quote), contain proverbial sayings; many students were able to use these sayings in passing while responding primarily to a different piece.

Stimulus piece 8 (Camels) proved to be the least popular. More responses to piece 5 (Saturn) might have been expected also, as it contains strong cues for science fiction or for the exposition of astronomical issues.

Specific stimulus pieces and their response patterns

1. Dog

This piece contains a simple image of a playful dog unsuccessfully chasing its tail, together with an associated commonplace saying: “I seem to be going round and round in circles”. As mentioned previously, many students responded only in passing to this piece while focusing mostly on another.

Scripts that responded primarily to this piece varied in quality, depending on how precisely and purposefully the students interpreted the idea behind the common saying. Few seemed to ponder the difference, for example, between the ideas of “coming full circle” from piece 9 (Quote) and “going round in circles” from this piece. Such differences could have been explored and exploited in the stage of brainstorming ideas and analysing the writing cues on the testpaper. The study of words should also alert students to the distinctions between these ideas.

2. Fairy ring

Pictured in this stimulus piece is a stand of mushrooms. The accompanying text mentions fairy rings in European folklore. The piece was expected to stimulate ideas about the scientific reasons for this growth pattern or about the general phenomenon of circles that occur in nature and to prompt some responses with fairy or folklore themes.

This piece was not chosen by many students, but it formed the basis for some higher quality responses. Some responses exploited the suggested links between the legendary aspect of the piece and the archaeological ideas in piece 3 (Stone circle).
3.  Stone circle

Although the function of ancient stone circles is open to conjecture, many believe that they may have served astronomical or religious purposes. The written text and the image of a prehistoric stone circle provided an opportunity for students to imagine fictional scenarios or to speculate on aspects of pre-historic societies and make connections with the present.

This piece was quite popular, although some students merely mentioned it in passing. The more substantial responses were much as expected. At least one student wrote on King Arthur’s Round Table but more such responses might have been expected given the cues from this piece and also from piece 13 on cliques.

4.  Definition

This piece consists of a short algebraic definition of the circle as a line drawn through points equidistant from a centre point. It allows for a wide range of possible responses, from procedural texts on constructing accurate circles to theoretical or historical accounts of applications of the circle.

The piece was used by a number of students who achieved highly and who made it the basis for an exposition of the testpaper’s central concept. At least one script contained an informative discussion of the geometrical shape itself. In a different approach, one of the selected student responses included at the end of this section used the notion of constant distance as a metaphor for a relationship in which the estranged lovers cannot get closer to each other.

5.  Saturn

The planet Saturn and its rings have fascinated astronomers for centuries. The image of the gas giant is accompanied by a text that could be the cue either for an astronomical exposition or for a space-travel story.

Although it was selected by only a small proportion of students, it succeeded as an option that suited that sub-group of students. One of the selected responses at the end of this section used this piece together with piece 10 (Atlas) as inspiration for a pseudo-classical myth.

6.  Wedding bands

In this piece, the familiar words, “With this ring ... [I thee wed]”, serve as the caption for a picture of two rings (bride’s and groom’s). In wedding symbolism, the rings represent unending love and commitment. This piece was clearly intended to prompt some students to write romances or reflections on the strength and support provided by the family circle.

An example of a love story is included among the selected student responses at the end of this section. This was the piece most often chosen for responses that used only one stimulus piece. As the caption quotes from the spoken words of the traditional wedding service, some students took the cue to write an original speech that might be delivered by a wedding celebrant. Many more, unfortunately, wrote a purposeless and vague “speech to the class”.
7. **Stormy sky**

The landscape image in this piece is a simple and unspecific one. The written text cues students to write a story about a community caught in “cycles of bad weather”. More generally, it suggests that all aspects of life are affected by the weather. Although the text is clearly extracted from a narrative, it was hoped that the focus on the weather might stimulate some to write an information text on long-term climate change and its possible causes and effects.

8. **Camels**

The written text, about cameleers in the north of Australia and their descendants, introduces the idea of the circular nature of the connections that exist across time and place. It was intended to provide material for reflections or expositions about the contributions by immigrants to this country, the continuities between past and present and the links between generations.

This was the stimulus piece chosen least often. The piece has student-friendly features. It offers raw materials for a fictional or journalistic re-telling of a story. For example, it supplies to student writers a central character (Abdul or his grandson), the structure (two mirrored journeys from Pakistan to Australia), the theme (rejoining a broken family circle) and some facts and terms that could be used to add verisimilitude.

9. **Quote**

The text is a quote from Shakespeare’s *King Lear*. It deals with the notion that one’s endeavours may pass through phases of success only to return to the starting point. The words are spoken by Edmund, who believes his fall back to the bottom of the “wheel of fortune” is inevitable since he rose to the top through treachery. Students were not expected to recognise the origin of the words.

Students were expected to note and use the implied structure of the phrase “full circle”, which suggests a movement from a beginning point and an ultimate return to the same point. However, this precise interpretation of the words was not often observed. Even the response on “circular history”, included as one of the selected student responses at the end of this section, does not control this metaphorical “full-circle” very convincingly.

Like the other short texts on the testpaper, this one was used by many students in connection with other stimulus pieces. The piece was used in responses about the phases of a human life — childhood, adulthood and old age. There were also responses describing the self-destructive cycles that people can become trapped in.

10. **Atlas**

The bronze statue of Atlas holding the world on his shoulders is a reminder of how dependent on the circle were the early navigators of the globe. The accompanying text introduces the concept of globalisation, a culmination of the process of linking together the people and places of the Earth.

The students who chose this piece tended to produce some of the higher quality responses. As expected, many of these were stories or expositions. Some dealt with world exploration, others with travel and tourism. Many students drew their ideas for travel destinations or sites for
exploration from other stimulus pieces. The topic of globalisation was noted by at least one student who wrote about the power of communications technology to spread communal feelings.

11. Water ripples

The image of ripples emanating from a drop of water provides another example of circles that occur naturally. The accompanying text questions the value of recycling: “some claim that recycling even wastes resources”. This is a reference to the need for manufacturers to plan a lifecycle for each component of their product and to include ways to reclaim them after use. If this is not done, recycling those components may itself be wasteful. The piece challenges the reader to develop a point of view on the issue.

In response, students wrote journalistically and argumentatively on environmental issues. An example of this type of response is at the end of this section. This piece was popular, especially in the higher quality responses. Skilful writers exploited the opportunity to express opinions and explain ideas.

12. Thrill ride

The image of the rollercoaster represents a very active (and noisy) application of the use of arcs of the circle to entertain and thrill. It was hoped that students might refer to inventions like the Ferris wheel or its big brother, the observation wheel. The London Eye is probably the best known of these observation wheels, however, some students were aware of the new Wheel of Brisbane and referred to it. The text that accompanies the image is, like the texts in pieces 1 and 9, a common saying, "What goes around comes around”. Taken alone, this cues students to give a case where a good or bad deed is rewarded or punished in some way.

Many students made use of the image of a rollercoaster as a metaphor (“an emotional rollercoaster”). Many others, however, used the text alone, and some of them used it only in passing. Some of the lower quality responses were stories based on this item and item 13 (Hands) that presented shallow fantasies of revenge.

13. Hands

The image of a circle of many hands is accompanied by words of advice from writer CS Lewis, in a lecture he gave to graduands of King’s College, University of London. Although this excerpt is descriptive rather than overtly judgmental, elsewhere Lewis warned that belonging to an “inner ring” may tempt us to compromise our principles or beliefs. The desire to be accepted by a group can affect every one of us at some time and, if we are excluded from such a group, the experience of rejection can be a painful one.

This scenario is very familiar to teenage students and they responded in great numbers, basing their expositions or stories on their own experience or on popular stories aimed at their age group. There was, however, a sameness and a lack of depth in many of these responses. Most students missed the strong cue to challenge the desire to be in a clique. In these responses, characters who are excluded from a clique invariably hope for an “ugly duckling” transformation to make them “popular”; otherwise they start an alternative clique. There were refreshing exceptions to the tendency to approve of exclusive groups. One script, for instance, drew links between such groups and the social conflict depicted in the play, The Crucible.
The writer of one of the selected student responses took a productive tangent by focusing on the sense of close community suggested by the image.

**Student performance**

To be awarded a high grade, students must perform well in aspects of writing that are defined by the statements on the marking guide (see page 75). Further clarifications of the criteria follow here.

To find a pattern of student strengths and weaknesses in relation to their writing choices, the sample data were divided into three sets: lower achieving, middle achieving and higher achieving.

**Performance and prose form choice**

Expository responses outnumbered narratives in the lower achieving scripts, probably because there were many “tours of the testpaper” in that group.

Among the middle achieving responses, arguments, speeches and “newspaper articles” were common, mirroring the greater popularity of the issues-based piece 11 (Water ripples). Narrative responses also appeared.

The pattern of prose form choice in the higher achieving responses is similar to that in the middle achieving group.

Each year, the testpaper gives students writing suggestions such as an argument, literary exposition, the text of a speech, a persuasive text, a feature article, a procedural text, an interview, a scientific report, a personal reflection or a monologue. The list is intended to stimulate, not prescribe. Any form, except poetry, can be used. It is recommended that students write in a form and style with which they are comfortable in order to demonstrate how well they can write.

The responses sampled this year and in the past raise concerns about students’ understanding of “genre”. Some responses were composed formulaically around the (supposed) structural components of a genre (often printed, dutifully, as a heading to the response). In contrast to this approach, skilled writing focuses on a message, not on filling out or following a predetermined form. Skilled writers make language choices appropriate for the context, purpose and audience.

Regardless of their ability, students chose to respond to similar stimulus pieces. Some differences are discernable, and these are mentioned above in the comments on individual pieces.
Performance on specific criteria

Central idea
An effective central idea unifies the elements in a text. When evaluating the central idea of a response, markers ask, “What is this script about?” They look for clarity, deliberateness, substance and development.

Those students who achieved well overall in their writing did so, to a large extent, by achieving more highly in Central idea than did those whose responses were judged as middle achieving. In the higher achieving responses, Vocabulary was nearly outstripped by Central idea as the criterion contributing most to the overall score.

Vocabulary
Markers look for words that are appropriate to their location and purpose. Precise words and phrases can convey meaning with efficiency and authority. The language that is used in special fields and disciplines is part of the construction of the associated meanings. For this reason, students’ studies typically include the study of subject-specific language.

Responses in the lower achieving group earned the lion’s share of their total grade from their achievement in Vocabulary. In the middle achieving responses, Vocabulary still dwarfed the contribution to the overall achievement made by the other criteria. This is not an indicator of mastery of vocabulary but of lack of mastery of the more elaborate aspects of extended prose. In fact, examination of the sample responses showed that, amongst the higher achieving responses, significant lapses in word knowledge were indicated. This was shown not only in spelling errors caused by a lack of knowledge of word origins but also in the many malapropisms used by otherwise mature writers. There is, then, a need for explicit teaching of word knowledge at all stages of learning.

Some students seemed to have a store of challenging words but they can only improve their achievement in Vocabulary if the words are well used. Generally speaking, it is better to choose simple words for effect than to use complex vocabulary in an unwieldy manner, as in the response that claimed “… one needs to apprehend a diffusive, promulgating culture” or in the one that referred to “society’s disposition toward advocating”. Undisciplined language can often undermine the text’s intended meaning, tone and authorial stance.

Responsiveness
A requirement to write to a testpaper concept and its related stimulus material ensures that all students respond to the Writing Task on an equal footing. Writing on demand closely resembles many authentic writing situations. The requirement to be responsive is similar to the general duty of writers to give a focused and nuanced exploration of a topic. Responsiveness cannot be achieved by simply repeating the overall concept without showing purpose or development.

The generally poor performance of the total cohort on the criterion of Responsiveness is consistent with a trend seen over several years. Even in the highest achieving responses, the criterion of Responsiveness contributed least to the grades. It is important that students are conscious of the need to follow the two-step process of responding to the overall concept of the testpaper (step 1),
using one or more stimulus pieces as starting points (step 2). Students should not approach the test with preconceived notions that may prevent them from focusing upon the test paper concept.

Interpretations of the stimulus material must make sense. For example, one student wrote about a two-person friendship and attempted to make the script responsive by asserting that “the friendship between the two was a circle”. This means nothing unless features of the friendship are shown to have circle-like properties.

**Grammar, punctuation and spelling**

Grammar, punctuation and spelling in writing must be correct to convey meaning. Confident writers go further; they vary and exploit the expressive options in grammar and punctuation.

Like Central idea, Grammar, punctuation and spelling is a criterion in which the higher achieving responses showed great superiority over the other responses. The sample showed that many errors made by students are very basic ones. It seems, for instance, that students who failed to learn punctuation of subordinate clauses in earlier years simply tried to get by without it. This suggests that an effort is needed to lift the general standard of student writing in this aspect. A lack of mastery of Grammar, punctuation and spelling hinders writers in communicating their own ideas and reduces readers’ comprehension of sophisticated texts.

**Structure and sequencing**

The arrangement of a text’s component parts should be planned and deliberate. Students who wrote the higher achieving responses were better at structuring their writing than were the students who wrote middle achieving responses. This suggests that students at all levels need to build confidence in planning and shaping their writing.

**Length**

Markers take note of whether a response has conformed to the length prescription. The ability to write to a specific length is part of the skill of organising and writing prose.

Students are asked to write approximately 600 words of continuous English prose and must write within the range of 500 to 750 words to avoid a penalty. The majority of students in the sample group were able to write within these limits.
## Writing Task

### Marking guide: Criteria and standards

<table>
<thead>
<tr>
<th>CENTRAL IDEA</th>
<th>VOCABULARY</th>
<th>RESPONSIVENESS</th>
<th>GRAMMAR, PUNCTUATION, SPELLING</th>
<th>STRUCTURING &amp; SEQUENCING</th>
<th>LENGTH</th>
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<tr>
<td>the writing demonstrates the clear, deliberate and well-focused development of a central idea (explicit or implicit).</td>
<td>the writing demonstrates a use of words exactly fitted to their location and effect in the response (the right words in the right places).</td>
<td>the writing shows sensitivities to nuances of the concept and stimulus material on the testpaper.</td>
<td>the writing consistently demonstrates a command of the principal conventions of the written language, as evidenced by mastery of rules related to subject/verb agreement, participle use, antecedent agreement, pronoun choice, tense etc.; correct punctuation; correct spelling.</td>
<td>the writing demonstrates a planned structuring of extended written text and deliberate sequencing of ideas and images for effect.</td>
<td>about right</td>
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<tr>
<td>identifiable for intended audience; direction and resolution revealed</td>
<td>controlled (imaginative, discriminating)</td>
<td>strong (immediate or subtle) and sustained connectedness to the concept and stimulus material on the testpaper.</td>
<td>precise and effective use of the conventions</td>
<td>fluent (transition, flow, continuity, linkages)</td>
<td>500–750 words</td>
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<tr>
<td>identifiable idea; uneven development</td>
<td>appropriate</td>
<td>a creditable connection to the concept and stimulus material</td>
<td>lapses in usage intrude but do not detract from meaning</td>
<td>flexible (variation in arrangement of ideas in phrases, sentences, paragraphs)</td>
<td>too long</td>
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<tr>
<td>identifiable idea, poorly developed; or not readily identifiable but some development evident</td>
<td>inappropriate to the extent that it interferes with meaning at times</td>
<td>a creditable connection to either the concept or stimulus material, or a weak connection to the concept and stimulus material</td>
<td>lapses in usage obtrude and detract from meaning</td>
<td>logical and/or intricate weaving of thought</td>
<td>750–1000 words</td>
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<tr>
<td>not identifiable</td>
<td>limited</td>
<td>no relationship between writing and the concept or stimulus material</td>
<td>lapses in usage obtrude and detract from meaning</td>
<td>inept</td>
<td>too short</td>
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</tbody>
</table>

### Grading a response

- Read the response as a whole.
- Think about the holistic worth of the response.
- Make a judgment about the contribution to the holistic worth of the response made by each aspect you are considering (CI, V, R, GPS, SS).
- For each criterion, record your judgment as a grade and a qualifier.
- Make a decision about the length of the response and record it (when required).

**Writing Task Marking guide: Criteria and standards 2008**
Distribution of raw grades in each criterion

Central idea

Vocabulary

Responsiveness

Grammar, punctuation and spelling

Structure and sequencing
Selected student responses

The responses to the 2008 Writing Task that follow were selected from those that met the standards for successful writing as defined by the criteria and standards for judging responses.

These complete responses appear in their original handwritten form. They may contain errors in grammar, punctuation and spelling as well as factual inaccuracies but they have been published as they were written for the sake of authenticity.

The QSA has not expressed a preference for any particular form of writing by its selection of these examples, nor are the sentiments expressed in them necessarily endorsed by the QSA. Before publication the QSA attempted to establish, but cannot guarantee, the originality of the writing in these responses.

Response 1

How the planets came to be is a narrative that takes the form of a legend. It draws on elements of Greek mythology in recounting the events that led to the creation of the planets and explaining the reasons for their differences. It takes a simple approach but is refreshingly different.

Response 2

Life in the view of the Father is a simple and appealing narrative, commenting on the reasons why a young man became a priest and following his daily activities. The reasons for people to come to him reflect the cycle of birth, life and death, and the never-ending circles of friendship, love and intimacy. This response presents an interesting take on the concept of the testpaper and uses the stimulus material well.

Response 3

Moons, in orbit is a slice-of-life short story that focuses on a conversation between two female friends who talk about their relationships with men, one that is long-term, complex and full of conflict, the other that is a recent betrothal, fresh and blissful. The ending is ambiguous and very effective. The storytelling demonstrates a command of quite sophisticated techniques and the response is a very sensitive piece.

Response 4

Circle of love is a memoir in which a woman at her husband’s graveside reflects on the love between them and recalls the day when she agreed to spend her life with him. She returns to the events of the present when she realises that the circle of their love is unbroken and continues on in her daughter. At this moment she is able to say her last good-bye. The movement between the present and the past and back again is well handled and the feelings expressed are convincing.

Response 5

This is an exposition that points out the circular nature of history, using as recent illustrations of this the nomination of Barack Obama as the Democrats’ presidential candidate in the USA and the Prime Minister’s apology in Parliament to the Stolen Generation of Indigenous children in Australia. The handwriting is difficult to read but the piece is very responsive both to the concept of the testpaper and to one of the stimulus pieces.
How The Planets Came To Be

Thousands and thousands of years ago, before mortal human life existed, the Gods and Goddesses of the Universe lived peacefully in the Underworld. They watched and waited as the Universe developed, bringing more stars with each hour. Of one star, seven children were born. Each child had its own personal characteristics.

Earth was the most generous, providing for everyone. Mars had a red-hot temper, always bubbling away just below the surface. Saturn was the most beautiful and wore many rings on her fingers. Uranus was the youngest, the most shy and tended to run away and hide. Jupiter was the oldest, the biggest and the most mature. Finally there were the identical twins, Pluto and Neptune, who swapped places and tricked the unsuspecting, with their love for practical jokes.

As diverse as all the children were, they had one thing in common. They all loved eating. Anything that could be eaten, from the flora in the gardens to the crumbs from their meals was put into their great, gaping, cavernous mouths and disappeared into their seemingly bottomless pits of a stomach.
As the children grew older they ate more and more. The expand across their massive bellies increased. The food began to run out, and the people cried to their God, Zeus, to fix the problem. Each hour, each day, the people got thinner and weaker as the children got fatter and stronger. Their robes now stretched tight and taunt across their expansive waists. The children ate so much they had to be rolled out of their home and into the hills so they could fit, and would not squash the people.

Zeus decided something had to be done. He sat in his temple for seven days, pondering over the very few options he had. He eventually called for Atlas, the strongest man in the underworld, to be summoned to his temple. Atlas arrived, telling a story of how he had fallen in love with one of the seven children, Earth, and had promised to support her forever. At this, Zeus had a stroke of inspiration, an idea that would make all involved happy.

He told Atlas what he wanted him to do. Atlas agreed and set out across the hills, to where the seven children were lying, devouring the food bought to them, by the sickly people.
Atlas first went up to Pluto and Neptune. Grasping them firmly by their tree trunks, seized the ankles, he swung them three times above his head and flung them out, deep into the Universe. He did this for each child. As they disappeared into the overwhelming blackness of space, the cosmic dusts and glitter chased them, holding tight to their flesh. A created massive sphere, enveloping each child. An orb of new land, with the child deep at its heart, its core. Giant balls, planets, hanging, suspended forever in the sky, yet each with its own characteristics. Which is why the great sphere of Earth provides food and shelter. Mars is too red, hot and fiery. Why Saturn is too beautiful, with its many rings. Why Uranus tends hide and disappear. And why Jupiter is so big. And why Neptune and Pluto swap positions throughout the years, tricking the unsuspecting person.

When Atlas returned to inform Zeus of his doings, Zeus told Atlas that he wanted him to return to Earth, to hold her up on his shoulders and support the great orb forevermore.

For now each planet, the great expanses of dust, matter and glitter, combined with the personalities of each child,
Providing a core to the great circles that became our magnificent solar system.
Life in the View of the Father

***

He hadn't ever been destined for the priesthood, to be a man of God, a shepherd, guiding his flock of hapless humans. His father wanted him to stay on their farm, remaining forever in the verdant hills with only the cows for company. His mother wanted him to make something of himself, to break the circle of poverty and insignificance his family had so long ago fallen into.

Somehow, though, he found himself a priest. It was calming, he supposed, to know that there was always at least one person he could belong to.

*** Birth ***

The babies never seemed to like being christened. He could understand it - after all, who would want someone splashing cold water all over their face at one o'clock in the morning - but it was still somewhat gallant. This baby was no different: her little lungs were working overtime as he let the tiniest drops of water fall on her head, and said the appropriate prayers. Her parents smiled apologetically, and then offered to let him hold her. He did, letting her tiny weight rest in his arms - a whole life in less than five kilos. You're only at the very beginning, he thought to her. You have a whole life ahead of you now.

The parents took her back, and thanked him. They left together, their own secret circle tied together by family and love.

The father stayed in the chapel, waiting for the next people.

*** Life ***

The next people were getting married. Their families filled into the church, whispering, their hushed voices filling the chapel with a murmuring susurrus. It stopped when the bride walked in, her happiness making her beautiful in the sudden silence. The father said the needed words, and they said "I do" to each other. She had a scar on her nose, testament to a brief, piercing-related
piece of teenage rebellion. He had acne scars and a chipped tooth from a street fight. Now both of them had matching wedding rings.

He watched them go when it finished, silently wishing them luck. The couple held hands the whole time, and together they formed a ring of their own, filled with love and a sense of intimacy no outsider could penetrate.

*** Death ***

The father went to his last appointment of the day with a heavy heart, no longer uplifted with the hope of new life and young love. Outside the chapel he could feel the wind and the cold, the muddy ground beneath his feet. There was a small group of old people, standing in a ring around a freshly dug grave.

The old women cried quietly, with flowered handkerchiefs to hide their despair. The old men stood as straight as they could, their eyes stubbornly dry but their faces crumpled. The Father spoke, softly, his voice a soothing balm to old and broken hearts.

Afterwards, the old men and women shuffled away. Behind them they left one of their own, leaving countless secrets and shared moments to be buried in the soft brown earth, leaving their own circle forever broken.

*** Birth ***

The next morning, the Father was alone in the chapel when a young woman with a baby on her hip walked in, asking if he could christen her son. The father agreed.

***

And so the circle of life continued, day after day, year after year. The lives the Father watched over changed, grew up, moved on, endlessly repeating the same cycle. Circles of friendship, of love, of intimacy that looped forever back onto one another, circles in circles, that all together formed
the never-ending tapestry of life.
He looms over her, face hard and contorted in a familiar expression. The air between them is thick, and two years of angry expelled arguments lurk in the spaces. She glares up at him furiously, refusing to be intimidated.

"This is pointless!" he shouts. She can feel his breath brushing her face.

"Well, what did you expect?" she yells back, her nails biting viciously into her palm. Later, four crescent scars will mark this moment in her palm. He sends her a look of absolute disgust, then wheels around and storms away. The door swings shut behind him.

She is motionless for a minute, frozen between rage and despair. Her clenched fists fall limply to her sides; shoulders slumping. Slowly, she sinks to the floor, like a ship reluctantly going under.

A shadow falls across the floor and jerkily, she glances up. Emily is standing there, head rested against the door frame and hands nonchalantly in pockets.

"It's over between the two of you?" she asks, voice smooth in concern. She shakes her head. "It's never over." A pause. "It hadn't even started, really."

Emily descends to the floor next to her, solemnly present. She rests her head on Emily's shoulder, relaxing slightly. As they sit there, light pokes in from a slit in the curtain, illuminating their figures and elongating their shadows. She shivers, although she isn't cold.

"What were you fighting about?" There is a silent 'this time.'

Tagged onto the end of Emily's question, but they both pretend not to notice it.

She thinks back. If she's honest - and she rarely is nowadays - any words they'd spoken to each other has been lost in the tangle of shouted insults. All that remains is the black, accusing blur of conflict staining the inner recesses of her mind. So she shrugs in response. It's the most...
"The two of you need to stop dancing around each other," Emily's soft voice continues, "This isn't healthy for either of you."

He's not dancing; she wants to tell Emily. In a dance, a couple will move closer and further apart, back and forth and back and forth, like the tides creeping in along the beach, always aware of the impending pull backwards. She picks at the red, praying carpet, yanking loose threads up as she goes. Somehow, the words get lost in her mouth. "We don't get any closer to each other."

No, she realizes, they don't. They are stuck, instead, stuck at this impasse, that same, consistent distance separating them, where one will push the other will retreat. They are two moons in a constant orbit around each other, going around in circles.

Out of the corner of her eye, she sees a sparkle, so small and so bright that she can hardly believe it is there. Once again, she freezes - a cat caught in the proverbial spotlight. Haltingly, she reaches for her friend's hand, removing it from where it peaches, white and delicate, on Emily's knee. Emily tenses for a moment - a moment where she is not expecting Emily to tense, and once again, she finds herself impassioned: that crevice in the rockface that she just can't quite squeeze through. But... Emily is unlike him, unlike her, for that matter - violent, and she is allowed - momentarily - to slip through the cracks in the barrier between them.

"You're engaged?" she asks flirtily, perhaps a little too gealow in her attempt to keep the incredulity out of her voice.

Emily smiles - no, Emily blushes, though Emily hasn't blushed in years. "Matt asked me last night. I was going to tell you, but..." she breaks off, an embarrassed, but pleased smile spreading across her face. "He was so sweet, and he told me the ring was a circle that would go on forever and that was how he wanted us to be!" Her tone is light, the happiness glowing her words pure. She smiles back, but distractedly, and watches as Emily declaims and swallows her glee. "Anyway," Emily continues, in a voice that is no longer embarrassed, but pleased, though it does..."
remain plainly embarrassed. "I should go. M- " She catches herself. "I'm
remembering... someone.*

She turns to watch as her friend exits. Careful, she doesn't say,
circles can be dangerous. And so, Emily has no chance to respond, with
some reserve: Yeah, you would know.

Through the glass, she sees a familiar figure approach. Slowly, she
make back on her heels and turns. By the time she completes a full circled,
he is there. She looks at him, silent.

"This is pointless," he murmurs, slicing the silence in two. It shatters.

"Well," she breathes, "what did you expect?"

She smiles and he smiles back, softly, and it feels a lot like forgiveness.

... Or something else.
Circle of Love

The rain pelts down as we walk in silence towards the freshly dug grave. We are a sombre group, and while tears stream down the faces of some, I have as yet been unable to cry. I can see the others thinking, "how can she be so cold, so stoic, when her husband has just passed on?"

But my grief runs far too deep for tears. My mind is filled with thoughts of him, so full of life and love. And so I dwell on memories of our most perfect day. The day that our life together really began.

I remember how the refreshing, salty air blew my hair back off my face as we walked, hand in hand, towards the beach. It was mid-October, and the last vestiges of winter had finally gone, to be replaced by bright spring days. Mark had arranged the day as a surprise outing, which was unexpected from the practical young man I knew.

We stepped together off the warm pavement, and onto the enticing sand. It was still early in the day, and I
dug my feet down into the deeper layers, reaching the cool sand which the sun had not yet penetrated through to.

Clear blue water washed up and down along the beach, stretching out to the horizon. Mark released my hand, and laughing, ran down towards the water. I followed, obligingly joining in his game. We wiled away the morning playing game after game, looking for all the world like kids in love which is precisely what we were. But the romantic day which Mark had so perfectly planned wasn't over yet.

Just after midday, he outshone all of his previous gestures by producing a spectacular picnic lunch. Delicious, mouth watering fruit, sandwiches, pasta, salad, and best of all, my favourite tiramisu for dessert. When we were finally full, we lay back and let the world roll lazily by.

I mumbled to him, "This has been the most perfect day. Thank you."

Sitting up, he whispered, "It's not over yet."

Pulling me to face him, he stared
straight into my eyes and stated calmly,
"I love you. You are the most amazing woman
I have ever encountered, and I never want
to leave your side. Ella, I want to spend
the rest of my life with you."

Tears were swimming in my eyes as I
watched him take from his pocket a
small, red box.

Opening it, he continued, "This ring
signifies our love. It has no beginning and
no end. An endless circle, it will continue
going round forever. Will you marry me?"

The tears escaped from my eyes as I
whispered to him, "Yes, yes, of course I
will, yes!"

I am jerked violently back to the present
as we stop in front of his grave. We had
thirty wonderful years together. And he
was right—our love just kept turning
and turning, a beautiful, perfect
circle, which never approached an end.

My daughter slips her hand into mine
and squeezes it tight. The ring that Mark
placed on my finger, on that perfect day
so many years ago, presses into my
hand. With that ring he bound our
lives inextricably together. And I can see
now, that even though he is gone, our love
will still survive.

I turn to my daughter and look into her
eyes. It’s as if I’m gazing at Mark once
again. The knowledge that the circle
of our love has not been broken, and that
it continues on in her, burns in my chest.
Tears finally escape from my eyes and
cascade down my cheeks. My daughter
grasps my hand even tighter, because she
knows that I’ve let go. I’ve said my last
goodbye.
As a human race, our conception of history is that it is linear, a long seemingly endless chain of events that stretch behind us like a dust-bitten road, never to concern us again. We regard history as dead, a shadowy reality inhabited by dead people, and past events have crumbled away like ash in their own insignificance. Yet, this perception is fundamentally flawed. Many people fail to appreciate the continuing implications and repercussions of historical figures, struggles, and victories that affect our lives today. Indeed, the shape of history can’t be simplified to that of a straight line; instead, it is a series of turning points, in which an event, no matter how small, can set another wheel turning. History is a kinetic force, constantly in which wheels are constantly whirring with movement. Yet, the most significant moments in our lives happen when large wheels, moving at such agonisingly slow speeds, turn full circle, fulfilling our years of struggle and pain.

One such wheel finally turned full circle only recently, when Barack Obama accepted the Democrats’ nomination to be their presidential candidate, the first African-American to do so. His acceptance speech, made on the
The 40th anniversary of Martin Luther King Jr.'s momentous "I have a dream" speech, closed one circle, which began with Rosa Parks and the ensuing civil rights movement. Indeed, this circle, an especially slow moving wheel, witnessed race riots, widespread disorder and a response to what Rosa Parks perceived to be an unjust denial of basic human rights, the rule that ordered blacks to sit at the back of the bus or stand up to accommodate whites. Her refusal to adhere to such bigoted legislation triggered an uproar, but, more significantly, it acted as a catalyst for change. Martin Luther King mobilised this movement for congressionally equal rights within American society, through demands for integration and conducting protest which lubricated the slow moving wheel, slowly grinding towards freedom.

Indeed, Barack Obama can only dream of becoming the next president of the USA, because of the actions of his predecessors, Obama's bid for the presidency transcends colour and race, a fulfillment of King's dream to see people judged by the "content of their character," rather than the colour of their skin - due to the struggles of the past. Obama is the final part of this circle, which
connects the present with the past and allows him to stand where he is today.

Close to home, Kevin Rudd's apology to the Stolen Generation signals the closure of yet another slow moving circle. It has been around a hundred years since policies were implemented to rip Indigenous children from their families and to be placed in foster homes or missions. Families, emotionally wounded from such brutality, searched for some form of closure or compensation to heal these wounds. For the most part, their search and struggle for an apology come full circle when through the parliament. Indeed, these words had the effect of uniting the Australian people in a ring of solidarity and empathy.

Just as one circle wheel turned full circle, the apology also began another wheel turning: the journey towards true Aboriginal reconciliation. Where or how this circle will be complete is a remaining unknown yet; indeed, as a nation, we are now in a position than ever to enact change and it is an imperative that this new wheel keeps spinning towards equality, justice and happiness.
It is evident that history. These recent events illustrate how circles are inherent within the very structure of our history. History, like where we spend now because of a multitude of wheels have turned full circle, thus signaling a fusion of past and present. Indeed, history isn't a straight line, but a series of spinning wheels, that fuse the past with the present.
Relative worth of each subtest

Relative worth of parts of the QCS Test

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Worth SR paper

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<td>4.5</td>
</tr>
<tr>
<td>Tank Photo</td>
<td>12</td>
<td>8 6 4 2</td>
<td>4</td>
</tr>
<tr>
<td>Exclusion Zone</td>
<td>13</td>
<td>6 5 3 2 1</td>
<td>3</td>
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<td>14</td>
<td>7 5 3 2 1</td>
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<td>15</td>
<td>10 8 6 4 2</td>
<td>5</td>
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<tr>
<td>Mungoshi</td>
<td>16</td>
<td>6 5 3 2</td>
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<td>17</td>
<td>8 7 5 3 1</td>
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<tr>
<td></td>
<td>18</td>
<td>10 8 6 4 2</td>
<td>5</td>
</tr>
</tbody>
</table>

\[
\sum \left( \frac{A}{2} \right) = 66
\]
Deemed CCEs and QCS Test items

Tables showing CCEs tested within the MC and SR subtests are presented earlier in this document. There appears next to each item (or unit) one or more CCEs. What does this mean?

The QCS Test assesses students in terms of the common elements of the Queensland senior curriculum: reading and writing, analysing and synthesising, evaluating and arguing rationally, graphing, estimating, compiling statistics, and so on. There is not, however, a simplistic match of CCEs and individual items in the QCS Test: exactly one item for each CCE or exactly one CCE for each item. By their nature, some CCEs are obviously widely present — reading, interpreting words and symbols, analysing; others such as graphing may be obviously absent from all but one or two specific items.

The CCE given for an item is not, therefore, a claim that this is the only skill required to complete this item successfully. Nor is it a claim that the CCE should be understood as meaning only the skills apparently required by the item. There may even seem to be ways of completing the item successfully that do not appear to involve the given CCE/s.

The listing of CCEs against items provides information about how the test constructors view each item in the context of the particular QCS Test in which it occurs.

Balance of the QCS Test in terms of CCEs

The listing of CCEs against items may suggest that the balance of a particular QCS Test or a series of QCS Tests can be assessed by a tally of the number of times each CCE is listed.

It is wrong to expect such a tally to show an equal number of items for each of the 49 CCEs because they are not, and were not developed to be, either equal or equivalent, or in any other sense, interchangeable.

A reasonable assessment of the balance of the QCS Test will take into account that

- the 49 CCEs are not equal
- no CCE is trivial
- some CCEs are more substantial than others
- no single CCE fails to occur in the Queensland senior curriculum
- some CCEs are diffused generally across a wide range of items (and are therefore not listed frequently)
- some CCEs can only be tested through particular kinds of items which require a substantial proportion of the total test item (and hence these CCEs will not occur very often).
Appendixes

Appendix 1: The 49 Common Curriculum Elements

Descriptors and Notes

Note: The numbering system given for the testable Common Curriculum Elements is that used within the Testing Unit. Readers should not be perturbed to find that, while the list is in numerical order, there are numbers missing. All 49 elements appear in the list.

1 Recognising letters, words and other symbols

2 Finding material in an indexed collection:
   Note: Examples of an indexed collection: a dictionary, an encyclopaedia, a library catalogue, a road map, an art catalogue, an instruction booklet, a share register, a classified advertisement column.

3 Recalling/remembering:
   Note: Consult Test Specifications Section 2.3 to establish what might reasonably be regarded as assumed knowledge, i.e. “an elementary level of general knowledge”, and a knowledge of vocabulary and mathematical operations at a level of sophistication consistent with a sound general Year 10 education … basic arithmetic operations involved in calculation, also include fundamental mathematical concepts such as simple algebra, percentage, ratio, area, angle, and power of ten notation.”

4 Interpreting the meaning of words or other symbols

5 Interpreting the meaning of pictures/illustrations

6 Interpreting the meaning of tables or diagrams or maps or graphs

7 Translating from one form to another:
   Expressing information in a different form.
   Note: Translation could involve the following forms:
   verbal information (in English)
   algebraic symbols
   graphs
   mathematical material given in words
   symbolic codes (e.g. Morse code, other number systems)
   pictures
   diagrams
   maps.

9 Using correct spelling, punctuation, grammar

10 Using vocabulary appropriate to a context

11 Summarising/condensing written text:
   Presenting essential ideas and information in fewer words and in a logical sequence.
   Note: Simply listing the main points in note form is not acceptable, nor is “lifting” verbatim from the given passage.

12 Compiling lists/statistics:
   Systematically collecting and counting numerical facts or data.
Recording/noting data:
Identifying relevant information and then accurately and methodically writing it down in one or more predetermined categories.

Note: Examples of predetermined categories are: female/male; odd/even; mass/acceleration.

Compiling results in a tabular form:
Devising appropriate headings and presenting information using rows and/or columns.

Graphing:
Note: Students will be required to construct graphs as well as to interpret them (see CCE 6).

Calculating with or without calculators

Estimating numerical magnitude:
Employing a rational process (such as applying an algorithm or comparing by experience with known quantities or numbers) to arrive at a quantity or number that is sufficiently accurate to be useful for a given purpose.

Approximating a numerical value:
Employing a rational process (such as measuring or rounding) to arrive at a quantity or number that is accurate to a specified degree.

Substituting in formulae

Setting out/presenting/arranging/displaying

Structuring/organising extended written text

Structuring/organising a mathematical argument:
Generating and sequencing the steps that can lead to a required solution to a given mathematical task.

Explaining to others:
Presenting a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation.

Expounding a viewpoint:
Presenting a clear convincing argument for a definite and detailed opinion.

Empathising:
Appreciating the views, emotions and reactions of others by identifying with the personalities or characteristics of other people in given situations.

Comparing, contrasting:
Comparing: displaying recognition of similarities and differences and recognising the significance of these similarities and differences.
Contrasting: displaying recognition of differences by deliberate juxtaposition of contrary elements.

Classifying:
Systematically distributing information/data into categories which may be either presented to, or created by, the student.
31 **Interrelating ideas/themes/issues**
32 **Reaching a conclusion which is necessarily true provided a given set of assumptions is true:**
   Deducing
33 **Reaching a conclusion which is consistent with a given set of assumptions:**
   Inferring
34 **Inserting an intermediate between members of a series:**
   Interpolating
35 **Extrapolating:**
   Logically extending trends or tendencies beyond the information/data given.
36 **Applying strategies to trial and test ideas and procedures**
37 **Applying a progression of steps to achieve the required answer:**
   Making use of an algorithm (which is already known by students or which is given to students) to proceed to the answer.
38 **Generalising from information:**
   Establishing by inference or induction the essential characteristics of known information or a result.
41 **Hypothesising:**
   Formulating a plausible supposition to account for known facts or observed occurrences.
   The supposition is often the subject of a validation process.
42 **Criticising:**
   Appraising logical consistency and/or rationally scrutinising for authenticity/merit.
   *Note: also critiquing — critically reviewing.*
43 **Analysing:**
   Dissecting to ascertain and examine constituent parts and/or their relationships.
44 **Synthesising:**
   Assembling constituent parts into a coherent, unique and/or complex entity.
   The term “entity” includes a system, theory, communication, plan, set of operations.
45 **Judging/evaluating:**
   Judging: applying both procedural and deliberative operations to make a determination.
   Procedural operations are those that determine the relevance and admissibility of evidence, whilst deliberative operations involve making a decision based on the evidence.
   Evaluating: assigning merit according to criteria.
46 **Creating/composing/devising**
48 **Justifying:**
   Providing sound reasons or evidence to support a statement.
   Soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true.
49 **Perceiving patterns:**
Recognising and identifying designs, trends and meaningful relationships within text.

50 **Visualising:**
Note: Examples of aspects of this element that might be tested include:
visualising spatial concepts (e.g. rotation in space)
visualising abstractions in concrete form (e.g. kinetic theory—the movement of molecules)
visualising a notion of a physical appearance from a detailed verbal description.

51 **Identifying shapes in two and three dimensions**

52 **Searching and locating items/information:**
Note: This element as it occurs in syllabuses usually refers to field work. As these conditions are plainly impossible to reproduce under QCS Test conditions, testing can only be performed at a "second order" level.
In the sense of looking for things in different places, “searching and locating items/information” may be taken to include quoting, i.e. repeating words given in an extract in the stimulus material.

53 **Observing systematically:**
Note: This element as it occurs in syllabuses usually refers to laboratory situations. As these conditions are plainly impossible to reproduce under QCS Test conditions, testing can only be performed at a "second order" level.

55 **Gesturing:**
Identifying, describing, interpreting or responding to visual representations of a bodily or facial movement, or expression that indicates an idea, mood or emotion.
Note: This element as it occurs in syllabuses refers to acting and other forms of movement. It is possible to test only the interpretation of movement and expression. It is understood that there are cultural variations relating to the meanings of particular gestures.

57 **Manipulating/operating/using equipment:**
Displaying competence in choosing and using an implement (in actual or representational form) to perform a given task effectively.

60 **Sketching/drawing:**
Sketching: executing simply a drawing or painting, giving essential features but not necessarily with detail or accuracy.
Drawing: depicting an object, idea or system pictorially, such as in a clearly defined diagram, or flowchart.
Note: Sketching/drawing does not include the representation of numerical data as required in CCE 14 and CCE 15.
Appendix 2: Glossary of terms used in relation to the QCS Test

acceptable minimum standards: the description of a marking process whereby markers are required to use their assessment skills to interpret a student response and match it to a standard in each performance domain being tested by the item. Predetermined trade-offs are already incorporated. Markers then award a grade for that performance domain for that item.

adjacent grades: on a short response marking scheme, a pair of available grades in direct proximity, e.g. A and B, D and E, N and O (see grade)

assumed knowledge: the benchmark of students' required learning in terms of QCS testing; taken to be the possession of both an elementary level of general knowledge and a knowledge of vocabulary and mathematical operations at a level of sophistication consistent with that of a student with a sound general Year 10 education

batched items: a group of items which relate to the same stimulus material

built-in trade-off: a property of a marking scheme that ensures that the performance domains contribute to the grade in a manner reflective of their hierarchical position in that item

calibration: a routine process aimed at controlling reliability loss by removing irregularities in a marker’s judgment ‘gauge’ before that marker is free to ‘gauge standards’, i.e. to mark

check marking: a process involving scrutiny by marking supervisors (WT), immersers (SR) and unit managers (SR) of grades awarded by markers

closed response item: a short response item which involves the student in the production of an answer and requires the marker to assess the accuracy of the response. This type of item usually produces a definite number of response types.

common curriculum element (CCE): one of the 49 generic skills that are common to at least two subjects in the Queensland senior curriculum, testable in the current format of the QCS Test, and within the learning opportunities of a high proportion of students

creditable response: a response (to a short response item) which is awarded one of the available grades, A to E, and which thus attracts credit

criterion (also called basket): macroskill. The QCS Test measures achievement in five criteria, each of which is symbolised by a letter of the Greek alphabet:

\[
\begin{align*}
\alpha & \quad \text{comprehend and collect} \\
\beta & \quad \text{structure and sequence} \\
\theta & \quad \text{analyse, assess and conclude} \\
\pi & \quad \text{create and present} \\
\phi & \quad \text{apply techniques and procedures.}
\end{align*}
\]

The 49 common curriculum elements can be distributed amongst these five criteria, each criterion representing a set of related CCEs.

cue: an instruction attached to a short response item, situated next to the space provided for the student response. The cue gives students a clear idea of what is required of them, sometimes providing essential further information on how to respond.

curriculum element: identifiable coherent activity specified by a syllabus as relevant to the pursuit of the aims and objectives of that syllabus

denotation: descriptor and/or notes related to a CCE, which represent the meaning of that CCE for the purpose of the QCS Test. Denotations are circulated to the appropriate audiences.

descriptor: see standard descriptor

desirable feature: item-specific characteristic of a student’s short response that demonstrates achievement and therefore contributes to the determination of attainment in a particular performance domain

dimension: one of nine defined characteristics of a test item. Each item can be classified in terms of each of these nine dimensions. This classification is used for assessing range and balance in the test.

discrepant marker: a marker whose marking differences (compared with other markers) are either not acceptably small or not apparently random

dissonant markings: binders whose items have been given significantly different marks by different markers
essential equipment: ‘tools of the trade’ listed in the Student Information Bulletin and in Directions on the cover of the testpaper, and which the student must provide in order to complete the test, viz.

- pens (black ink)
- pencil (for drawing, sketching, etc. but not for writing)
- protractor
- drawing compass
- eraser
- coloured pencils
- ruler
- calculator with spare batteries.

exemplar: example of a response included in the marking scheme as an indication to markers of the acceptable standard for the award of an A-grade

flyer: a written mechanism by which unit managers and immersers can communicate to markers any decisions regarding the treatment of scripts made after marking has commenced

footnote: additional information provided at the end of the relevant piece of stimulus material, with reference to the stimulus material via a superscript. It may take the form of a commentary on word usage, sourcing of an extract etc.

gloss: definition of a term that students are not expected to know. Substantive vocabulary of a high level of sophistication whose meaning cannot be determined from the context is provided at the end of the relevant passage, with reference to the passage via a superscript.

grade (response grade): a measure of performance on a short response item on the basis of a student’s response. Grades are consecutive letters, with A denoting the grade pertaining to the highest performance level. The number of grades may vary from item to item. The lowest available grade identifies the threshold for creditable performance.

hierarchy: a ranking of the performance domains of an item, indicating their relative contributions to the award of the grades

immerser (SR): immersers train markers to apply the prescribed marking schemes and standards for each item; conduct check marking and refocusing sessions as determined by quality control; support markers with advice on marking; maintain the standards of the marking.

immersion: instruction to acquaint markers with details and subtleties of the marking schemes for the items in an allocated unit; discussion of common response types and marking of real student responses

immersion notes: unit-specific script prepared by immersers for use in training markers

immersion session: a set period of time when immersers train markers in the marking scheme and provide them with guided assistance in practice marking. Verbal instructions which form part of the marking prescription may be given at this time.

incline of difficulty: the sequencing of units within a testpaper in such a way that units tend to become progressively more difficult towards the end of the testpaper

introduction: a block of text at the beginning of a unit that, when necessary, gives a reference for the stimulus material and items to follow

item: comprises the stem, cue and response area

item-specific: pertaining to a particular item; usually, item-specific documents contain information which can only pertain to one of the items on a particular subtest

item writer: a person who writes and develops items for inclusion in the itembank. Test specifications are heeded in the writing of items.
**Key Term:** one of a list of verbs used in the stems of short response items as commands or task setters, and for which clear definitions are appropriately circulated to students and markers for the purposes of the QCS Test. The key terms include the following:

- account for
- approximate
- argue
- comment on
- compare
- contrast
- derive
- determine
- discuss
- draw (cf. sketch)
- estimate
- evaluate
- explain
- expound
- express
- extrapolate
- find
- generalise
- identify
- illustrate/exemplify
- indicate
- justify
- list
- outline (in words)
- present
- prove
- rank
- refer
- show (calculations)
- sketch (cf. draw)
- state
- substitute in
- suggest
- summarise
- transcribe
- verify

**Line Numbers:** Numbers situated in the left-hand margin of some passages of stimulus material to help students locate details mentioned in associated items.

**Marker Training:** A process which occurs during the days immediately preceding the marking proper, and consists of a pretraining/administration session, immersion session in an allocated marking unit, together with preliminary marking and feedback sessions.

**Marking History:** A collection of marking schemes for all items in the unit in which a marker is trained to mark, together with the marker manual. Running rules and flyers are sometimes added to the folio during the course of the marking operation.

**Marking Grid:** An item-specific sheet, accompanying the marking scheme, designed to assist markers’ decision making when the application of descriptors is particularly complex. The use of such grids may be either compulsory or non-compulsory.

**Marking Pool:** The total group of markers selected from the register of markers to be involved in the marking operation for a given year.

**Marking Scheme:** The item-specific criteria and standards schema from which markers can determine grades; the marking scheme may not include all of the instructions to the markers. Most marking schemes are presented as a table in which the cells of each column give the descriptors of standards for the grade shown in that column’s heading.

**Marking Supervisor (WT):** Marking supervisors train markers to apply the prescribed criteria and standards; conduct check marking and refocusing sessions as determined by quality control; support markers with advice on marking; maintain the standards of marking.

**Marking Unit:** A collection of items that is to be marked using a singlemarksheet. An individual marking unit may include items from more than one test unit. The items of an individual test unit may be spread over more than one marking unit.

**Marksheet:** A pre-printed sheet markers use to record information about marking.

**Mathematical Operations:** At the level of QCS testing, the basic operations involved in calculation (addition, subtraction, multiplication, division), as well as fundamental mathematical concepts such as simple algebra, percentage, ratio, area, angle, and power of ten notation.

**Miniature SR Paper:** An A3 sheet containing abbreviated versions of the items in the testbook. Students may retain this at the conclusion of the test.

**Model Response:** An example of a response that demonstrates the highest level of performance and which would invariably be awarded the highest grade.

**Monitoring (Marker Monitoring):** Comparison of markers (many pairings) to identify responses to be re-marked, markers who require refocusing; and aspects of marking schemes which need attention during calibration.

**Non-contributory:** Term applied to the grade given to a short response item when a response is unintelligible or does not satisfy the requirements for any other grade (N), or when the item is omitted (O).

**Notes:** A note on a marking scheme that: clarifies features of the item; defines, qualifies or explains terms used in the descriptors; gives additional information about the treatment of particular types of response.

**Omit:** Label given to that category of response to a test item where the student fails to provide a response; that is, the student makes no apparent attempt to respond to the task set and leaves the response space completely blank.
open-ended response item: a short response item which involves the student in generative thinking and requires the marker to assess the quality of the response. No exhaustive list of desirable features can be identified a priori to describe a given response type.

optional equipment: ‘tools of the trade’ (other than essential equipment) normally used in a course of study, which students may choose to provide for the test, e.g.

- set square
- correction fluid
- template
- sharpener.

pathological response: one of the 2 per cent or less of different or unpredictable responses not covered directly by the descriptors in the marking scheme, and discovered after marking commences.

performance domain(s): common curriculum element(s) tested by a particular item. For items which are associated with more than one CCE, the influence of each CCE is clearly evident in the marking scheme.

practice effect: an increase in marking speed as the marker gains experience in reading student responses and grading them with the marking scheme.

practice set: booklet of authentic student responses given to markers within an immersion session to reinforce learning.

preliminary marking: mandatory initial session of actual marking conducted under normal conditions with grades to stand. Preliminary marking usually occurs immediately after immersion and before the feedback session.

primary marking: the totality of the first two independent markings of all items on the test paper. The number of marker judgments in the primary marking is \( 2N \sum_{i=1}^{n} p_i \), where \( N \) = number of students, \( n \) = number of items on the test paper, and \( p_i \) = number of performance domains for the \( i \)th item.

refocusing: a one-on-one counselling session between an immerser and a marker who is experiencing problems with his/her marking, as identified by quality-control procedures.

referee marking: an independent third marking of a student response which occurs when two independent markers disagree to an extent which is regarded as significant for that item.

registered marker: a marker who has successfully completed a recruitment session.

reliability: the degree to which measurements are consistent, dependable or repeatable; that is, the degree to which they are free of errors.

reliability of grades: the degree to which there is marker agreement as to the grade awarded (although some grades are truly borderline).

response: the student’s work on an item as communicated to the marker. In writing, drawing, calculating and so on in the case of a short response item. By blackening a circle corresponding to the selected response option in the case of a multiple choice item.

response alternative: one of four options from which students choose the best response for a multiple choice item. Students record their responses on a mark-sensitive sheet which is computer scanned for scoring.

response area: the space provided in the short response test book where students give their response. It may be a ruled area or grid, a designated space in which to write, draw, complete a diagram, fill in a table, etc.

richness: a property of a test item whereby the item can provide more than the usual single piece of information about student achievement. In the case of a rich short response item, markers are required to award a grade in more than one, usually two, performance domains.

running rules: decisions made by unit managers and immersers after the marking has commenced to supplement the application of marking schemes.

sample response: authentic student response used for the purposes of training.

second guessing: anticipating the grade selected by other markers by considering ‘What will other markers do?’ rather than by applying the marking scheme.

standard: a reference point for describing the quality of student responses in performance domains (see marking scheme).
standard descriptor: a statement or list of statements that succinctly conveys the standard or features required in a response to be awarded that grade in a particular performance domain

star-value: a rating for a short response item relative to other items on the short response paper, in terms of worth/effort, from [*] lowest to [*****] highest. The star-value is printed beside the item number.

stem: that part of the item which indicates the task set or the question to be answered

stimulus material: verbal, numerical, pictorial, tabular, or graphical material that sets the context for the item(s) to follow with the aim of promoting students’ responses

testbook (testpaper): the booklet provided to a student for the SR subtest; the cover carries directions to students; the booklet contains items arranged within units. The booklet also contains spare pages (in case the student needs extra response space, or decides to rewrite a response after cancelling the initial attempt) and a fold-out section inside the back cover containing the item and star-value distribution.

training: see marker training

unit: a part of a test consisting of stimulus material and associated items and, often, an introduction

unit manager (SR): a person who trains the immersers of a particular unit so that they can train the markers with due regard to the construct of the test. Unit managers direct, assist and monitor the performance of immersers; provide clarification of marking schemes when required; assist with check marking, referee marking and other quality-control procedures.

validity: the extent to which an assessment instrument measures what it is claimed to measure

validity of grades: the extent to which the item and marking scheme measure achievement in the designated CCE(s)

verbal instructions: information given to markers by immersers to acquaint them with the details and subtleties of marking schemes, and with common response types gleaned from a sample of student responses