Retrospective
2010 Queensland Core Skills Test

Short Response (SR) (Part 2 of 5)
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 and engaging 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, logic, astronomy, 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 showing how to fold a simple envelope by drawing a diagram and composing step-by-step instructions, writing a formal apology, following an intricate mathematical method accurately, ruling lines on a map, determining percentages, drawing a page imitating an alphabet book, drawing a line graph, crafting a description. These tasks aimed to interest students and impart knowledge while assessing student achievement.

Model responses and commentaries on student 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. At times, references to specific student responses are included to exemplify observations. As much as possible model responses are actual student responses. 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 acceptable responses for different grades. 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 2010, Marking Unit 1 contained testpaper units One and Eight, Marking Unit 2 contained testpaper units Two and Five, Marking Unit 3 contained testpaper units Three and Four, Marking Unit 6 contained testpaper unit Six and Marking Unit 7 contained testpaper unit Seven.

Since all short response items are double marked, this means that a student’s response booklet was marked by at least 10 different independent markers — more, if any response(s) required referee marking.
### SR 2010 summary

<table>
<thead>
<tr>
<th>Unit</th>
<th>Item</th>
<th>Basket</th>
<th>Common Curriculum Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>1 α</td>
<td></td>
<td>28 Empathising</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>31 Interrelating ideas/themes/issues</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>33 Reaching a conclusion which is consistent with a given set of assumptions</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>38 Generalising from information</td>
</tr>
<tr>
<td>Two</td>
<td>3 β</td>
<td></td>
<td>26 Explaining to others</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>44 Synthesising</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>50 Visualising</td>
</tr>
<tr>
<td>Three</td>
<td>4 α</td>
<td></td>
<td>2 Finding material in an indexed collection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 Interpreting the meaning of words ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 Using vocabulary appropriate to a context</td>
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<tr>
<td></td>
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<td></td>
<td>26 Explaining to others</td>
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<tr>
<td></td>
<td>5 θ</td>
<td></td>
<td>31 Interrelating ideas/themes/issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>44 Synthesising</td>
</tr>
<tr>
<td>Four</td>
<td>6 α</td>
<td></td>
<td>7 Translating from one form to another</td>
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<td></td>
<td>16 Calculating with or without calculators</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>37 Applying a progression of steps to achieve the required answer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>44 Synthesising</td>
</tr>
<tr>
<td>Five</td>
<td>8 φ</td>
<td></td>
<td>6 Interpreting the meaning of ... maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16 Calculating with or without calculators</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>17 Estimating numerical magnitude</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>50 Visualising</td>
</tr>
<tr>
<td></td>
<td>9 φ</td>
<td></td>
<td>57 Manipulating/operating/using equipment</td>
</tr>
<tr>
<td>Six</td>
<td>10 π</td>
<td></td>
<td>4 Interpreting the meaning of words ...</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9 Using correct spelling, punctuation, grammar</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 Using vocabulary appropriate to a context</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>29 Comparing, contrasting</td>
</tr>
<tr>
<td></td>
<td>11 β</td>
<td></td>
<td>31 Interrelating ideas/themes/issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>34 Inserting an intermediate between members of a series</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>43 Analysing</td>
</tr>
<tr>
<td></td>
<td>12 θ</td>
<td></td>
<td>46 Creating/composing/devising</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>48 Justifying</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>49 Perceiving patterns</td>
</tr>
<tr>
<td>Seven</td>
<td>13 φ</td>
<td></td>
<td>6 Interpreting the meaning of ... graphs</td>
</tr>
<tr>
<td></td>
<td>14 φ</td>
<td></td>
<td>15 Graphing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>19 Substituting in formulae</td>
</tr>
<tr>
<td></td>
<td>15 π</td>
<td></td>
<td>22 Structuring/organising a mathematical argument</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>16 Calculating with or without calculators</td>
</tr>
<tr>
<td></td>
<td>16 β</td>
<td></td>
<td>37 Applying a progression of steps to achieve the required answer</td>
</tr>
<tr>
<td>Eight</td>
<td>17 α</td>
<td></td>
<td>4 Interpreting the meaning of words or other symbols</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 Using vocabulary appropriate to a context</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26 Explaining to others</td>
</tr>
<tr>
<td></td>
<td>18 π</td>
<td></td>
<td>31 Interrelating ideas/themes/issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>43 Analysing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>46 Creating/composing/devising</td>
</tr>
</tbody>
</table>

Note: CCEs specific to an item are listed on the item’s marking scheme. The baskets into which CCEs are grouped are shown in Appendix 2.
Unit One

This unit was based on a short extract from James Patterson’s detective novel *Jack and Jill*. The extract records the meeting between President Thomas Byrne and Alex Cross.

The following table shows the percentage of responses awarded 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 1</td>
<td>6.2</td>
<td>41.5</td>
<td>33.8</td>
<td></td>
<td></td>
<td>15.7</td>
<td>2.9</td>
</tr>
<tr>
<td>Item 2</td>
<td>15.2</td>
<td>21.7</td>
<td>48.7</td>
<td></td>
<td></td>
<td>11.7</td>
<td>2.7</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

Item 1

*Model response*

In the first half of the extract, Alex Cross goes through a process of deciding how he wants to be addressed by the President.

Describe a likely train of thought that led him to his decision.

*Alex has a choice of using Doctor or Detective. He’s quite aware that many at the White House would attach a certain status to anyone called ‘Doctor’—but Alex is not after status. If he used ‘Detective’, the President may become very wary of what he says (‘What you say may be used in evidence against you’). He wants to create an atmosphere without pretensions or defensiveness—one of open communication. So, he rejects both titles, and chooses to be addressed as Alex, because it’s more friendly.*

*Commentary*

Item 1 is a two-star item which tested achievement in CCEs 28 *Empathising*, and 31 *Interrelating ideas/themes/issues*.

In the extract Alex Cross is deciding how he will introduce himself to the President. Students were asked to describe a likely train of thought that led to his decision. Alex’s train of thought had four elements. He rejected the use of the title “Detective” (this was to be inferred as it was not articulated in the text). He perceived the use of the title “Doctor” would indicate some status, reputation or formality so he rejected this title. He decided that he wanted to be addressed by his given name. Students had to ensure that their response was consistent with the text. A creditable reason for Alex choosing to be addressed by his given name had to go beyond mere personal preference.

Responses that were awarded an A-grade covered the four elements by clearly articulating a plausible train of thought which provided a reason for rejecting the use of “Detective”, indicating the perceived status/
reputation/formality of the title “Doctor”, providing a reason for rejecting the use of the title “Doctor” and providing a reason for Alex choosing to be addressed by his given name.

Many students had difficulty identifying all four elements. Some failed to indicate why Alex rejected the use of the title “Detective” or, while some recognised the status/reputation/formality associated with the title “Doctor”, they failed to provide a clear reason for rejecting it.

One way a response could be awarded a B-grade was to provide a reason for Alex Cross rejecting the use of the title “Detective” and showing (or, by default, indicating) that he chose to be addressed by his given name. Defaulting meant that the student made it clear that they were addressing the two elements together by providing clear grammatical signals such as the comparative (e.g. “less intrusive”, “more approachable”) or a connector like “on the other hand” or “on second thought”. A second way was to focus on the title “Doctor” or to consider the two titles together as professional titles. The student needed to indicate the perceived status/reputation/formality of the title “Doctor” or the professional title and then provide a reason for rejecting that title. As well, the response needed to show (or, by default, indicate) that Alex Cross chose to be addressed by his given name. It was also acceptable for students to reverse this defaulting process; that is, provide a reason for Alex Cross choosing to be addressed by his given name and show (or, by default, indicate) that Alex rejected being addressed as “Doctor” or using a professional title. This latter category of the B-grade response was very common.

Students need to be attentive to the wording of stems. The stem required students to consider Alex’s “train of thought” and to articulate each step of his thought process not to answer the question why he chose to be addressed by his given name. Responses that ignored this instruction and merely provided a creditable reason for Alex choosing to be addressed by his given name/rejecting the other titles could, at best, be given a C-grade. Stems are carefully constructed and need to be carefully considered when devising a high quality response.
## UNIT ONE ITEM 1

### PERFORMANCE DOMAIN

| A | The response steps through a plausible train of thought which  
  • provides a reason for Alex Cross rejecting the use of “Detective”  
  • indicates a perceived status/reputation/formality of the title of “Doctor”  
  • provides a reason for Alex Cross rejecting the use of “Doctor”  
  • provides a reason for Alex Cross choosing to be addressed by his given name. |
|---|---|
| B | The response outlines a plausible train of thought which  
  • provides a reason for Alex Cross rejecting the use of “Detective”  
  • shows (or, by default, indicates) that Alex Cross chooses to be addressed by his given name.  
  OR  
  The response outlines a plausible train of thought which  
  • indicates a perceived status/reputation/formality of the title of “Doctor”/use of a professional title  
  AND  
  either  
  • provides a reason for Alex Cross rejecting the use of “Doctor”/a professional title  
  • shows (or, by default, indicates) that Alex Cross chooses to be addressed by his given name  
  or  
  • provides a reason for Alex Cross choosing to be addressed by his given name  
  • shows (or, by default, indicates) that Alex Cross rejects being addressed by “Doctor”/a professional title. |
| C | The response provides a reason for Alex Cross rejecting the use of “Doctor”/“Detective”/a professional title.  
  OR  
  The response provides a reason for Alex Cross choosing to be addressed by his given name.  
  OR  
  The response outlines a plausible train of thought which  
  • indicates a perceived status/reputation/formality of the title of “Doctor”/use of a professional title  
  AND  
  either  
  • provides a reason for Alex Cross rejecting the use of “Doctor”/a professional title  
  • shows (or, by default, indicates) that Alex Cross chooses to be addressed by his given name  
  or  
  • provides a reason for Alex Cross choosing to be addressed by his given name  
  • shows (or, by default, indicates) that Alex Cross rejects being addressed by “Doctor”/a professional title. |
| 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. To be creditable, the response must not be inconsistent with the extract.
2. A creditable reason for Alex Cross choosing to be addressed by his given name must go beyond a mere personal preference for his given name.

### Model Response:

Alex has a choice of using Doctor or Detective. He’s quite aware that many at the White House would attach a certain status to anyone called ‘Doctor’—but Alex is not after status. If he used ‘Detective’, the President may become very wary of what he says (‘What you say may be used in evidence against you’). He wants to create an atmosphere without pretensions or defensiveness—one of open communication. So, he rejects both titles, and chooses to be addressed as Alex, because it’s more friendly.
Item 2

**Model response 1**

What does the extract suggest about Alex Cross’s impression of the President just after he has met him?

Give reasons to support your conclusion.

1. Alex thinks that the President is a man who is not bound by formalities—this can be seen from the President asking Alex to call him by his first name, Tom, resulting in them ‘shaking off their surnames’. Further, he sees the President as honest, with strength of character because of his firm handshake.

**Model response 2**

What does the extract suggest about Alex Cross’s impression of the President just after he has met him?

Give reasons to support your conclusion.

2. He thinks that the President is a practised performer, a chameleon. He gives Alex a practised ‘broad smile’ designed to appeal to the public because it is charming. He also repeats the actual words of Alex by introducing himself with ‘And I prefer Tom’. He is reflecting what people want to hear and see.

**Commentary**

Item 2 is a two-star item which tested achievement in the CCEs 33 Reaching a conclusion which is consistent with a given set of assumptions and 38 Generalising from information.

Students were asked what the extract suggested about Alex Cross’s impression of the President just after he had met him. The cue indicated that the students had to give reasons to support their conclusions regarding Alex’s impression of the President. Two model responses are provided on the marking scheme as students may have interpreted the extract in two different but equally valid ways. One interpretation was that the President presented himself in a friendly, helpful way because that was part of his character. Another interpretation was that the President was a studied politician who used his charming manner as a political “bag of tricks” to befriend Alex and therefore Alex could not trust him.

An A-grade response provided a credible and specific impression by describing one or more characteristics of the President and giving clear reason(s) linked to the characteristic(s) and based on the extract for forming this impression. This characteristic might have been described with one or two adjectives, as in “friendly and genuine” or with a phrase or clause. It was important that the reasons were clearly matched to the
characteristic(s) given. A mismatch between these two was a common error, e.g. “He is genuine because he had a ‘charismatic’ smile.”

Some responses detailed Alex going through an intricate thought process, perhaps a reflection of Item 1. As long as students came to a definite conclusion about an impression or why, the response could be awarded an A-grade. The reasons proffered had to match the steps in Alex’s thinking.

The marking scheme specifies two important notes when determining a grade. The first note says that the impression must be formed by Alex Cross and that it must be an impression of the President. Some students gave their impression of Alex’s emotions and reactions on meeting the President instead of focusing on Alex’s impression of the President. Others gave The President’s impression of Alex. Such responses gained no credit.

Students should read the stem (and any cues) carefully and respond to what is asked of them, not a variation.

The second note demanded that the response demonstrated that the student understood the meaning of “charismatic” (a word in the stimulus material) if it was used or was the supporting evidence for a reason. Simply saying that the President was “charismatic” was not sufficient to be creditable. It had to be clear from the response that the meaning of “charismatic” was understood.

To be awarded a B-grade, the response provided a credible and specific impression by describing a characteristic of the President and a reason, linked to the characteristic and based on the extract, for forming this impression. Many responses fell into this category because one of the pieces of evidence matched the characteristic but a second piece of evidence was either absent, mismatched or simply cited “charismatic”.

There were two ways for a response to be awarded a C-grade. The first way was to identify one characteristic of the President that can be inferred from the text, e.g. “He is casual and laid-back.” The second was to provide evidence from the text to support either a broadly positive or negative impression of the President.

Students did this in different ways. If they used broad general descriptors such as he is average, OK, a good bloke, a real person, they were awarded a C-grade as long as they provided evidence from the text. The requirement for “evidence” rather than “reasons” allowed for responses that simply provided positive or negative observations about the encounter, e.g. “His impression of the President was very positive because they seemed to like each other and they used their first names.”

The cue instructs students to give reasons (plural).
### UNIT ONE ITEM 2

#### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th></th>
<th>33 Reaching a conclusion which is consistent with a given set of assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>38 Generalising from information</td>
</tr>
</tbody>
</table>

#### MARKING SCHEME

<table>
<thead>
<tr>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td>• a credible and specific impression by describing one or more characteristics of the President</td>
<td></td>
</tr>
<tr>
<td>• clear reasons — linked to the characteristic(s) and based on the extract — for forming this impression.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The response provides</td>
<td></td>
</tr>
<tr>
<td>• a credible and specific impression by describing a characteristic of the President</td>
<td></td>
</tr>
<tr>
<td>• a reason — linked to the characteristic and based on the extract — for forming this impression.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The response identifies one characteristic of the President that can be inferred from the text.</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>The response provides evidence from the text to support either a broad positive or broad negative impression of the President.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>N</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>O</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No response has been made at any time.</td>
<td></td>
</tr>
</tbody>
</table>

#### Notes:

1. The impression is the impression formed by Alex Cross.
2. The response must show that the candidate knows the meaning of “charismatic” for “charismatic” to be included as a characteristic or as supporting evidence in a reason. Simply saying that the President is charismatic is insufficient to gain credit.

#### Model Response:

1. Alex thinks that the President is a man who is not bound by formalities — this can be seen from the President asking Alex to call him by his first name, Tom, resulting in them ‘shaking off their surnames’. Further, he sees the President as honest, with strength of character because of his firm handshake.

2. He thinks that the President is a practised performer, a chameleon. He gives Alex a practised ‘broad smile’ designed to appeal to the public because it is charming. He also repeats the actual words of Alex by introducing himself with ‘And I prefer Tom’. He is reflecting what people want to hear and see.
Unit Two

The item in this unit was based on the folding of a decorative paper sleeve (a simple envelope). The stimulus material was a photograph showing two different views of such a design. Students were told that the sleeve was folded from a single square sheet of paper that had not been cut or torn.

The following table shows the percentage of responses awarded the various grades for the item in this unit.

<table>
<thead>
<tr>
<th>Item 3</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></td>
<td>7.8</td>
<td>24.3</td>
<td>31.1</td>
<td>15.7</td>
<td>10.0</td>
<td>8.9</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Item 3

Model response

![Diagram of the folding process]

Show only the crease lines. Do not include labels or other markings.

Present written instructions that are not supplemented with any diagrams and do not rely on reference to the square above for clarity.

1. Fold the paper into equal thirds from top to bottom.

2. Unfold.

3. Fold the top right hand corner down until the right hand edge of the top third lies along the top fold line.

4. Repeat step 3. for the bottom right hand corner.

5. Fold the bottom third of the paper up to cover the middle third.

6. Fold the top third down to cover the other two thirds.

7. Fold in half from left to right.
Commentary

Item 3 is a three-star item which tested achievement in CCEs 50 Visualising, 44 Synthesising and 26 Explaining to others.

Students were asked to show how to fold the pictured decorative sleeve by ruling lines of dashes within the square provided to show the crease lines. They were also asked to write step-by-step instructions to explain how to fold the sleeve. The response area included the square and a lined area for the written instructions. One cue directed students to show only the crease lines within the square and not to include labels or other markings. The other cue asked them to present written instructions that were not supplemented by any diagrams and that did not rely on reference to the square for clarity.

To be awarded an A-grade, the response had to show the three sets of crease lines (the thirds, the half and the triangles) ruled and correctly positioned within the square. No incorrect information was to be shown or given. The written instructions had to be clear, stand-alone instructions (as defined in the notes on the marking scheme).

Grades other than an A-grade hinged on how many ambiguities (as classified in note 9, on the marking scheme), omissions or incorrect instructions were made throughout the response. The most common ambiguities were related to: the orientation of the square (which could alter where the corners would be folded or how the thirds and half were aligned); how to fold the corners (if the instruction was simply to fold to the crease line, the fold may not have been in the correct position); and the omission of an instruction to unfold (which indicated that the corners were folded while the paper was still folded in thirds).

It is worth noting that a large number of students confused the definitions of basic concepts such as halves, quarters, thirds, triangles, squares.

This item highlights the importance of presenting to do the QCS Test with all the essential equipment as listed on the front of the testpaper. Some crease lines appeared to have been drawn without using a ruler.
## MARKING SCHEME

### UNIT TWO ITEM 3

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>50 Visualising</th>
<th>44 Synthesising</th>
<th>26 Explaining to others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The response provides • clear stand-alone instructions that would form the sleeve • the square with the three sets of crease lines ruled and all correctly positioned. The square does not include labels or other markings. No incorrect information is shown or given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>The response provides • stand-alone instructions that, except for no more than one ambiguity, would form the sleeve • the square with the three sets of crease lines ruled and reasonably positioned.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| C                  | The response provides instructions that, when clarified by the diagram if necessary, would form the sleeve.  
|                    | OR |
| D                  | The response provides instructions that, when clarified by the diagram if necessary, would form two sets of crease lines reasonably positioned.  
|                    | OR |
| E                  | The response provides the square with the three sets of crease lines reasonably positioned. |
| 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. “Clear” instructions are instructions that can be performed in only one way.
2. “Stand-alone” instructions do not rely on any diagram, label or reference to the square.
3. “A sleeve” has folded-down corners, folded-in sides and is folded in half to form a pocket. The sleeve is a sleeve that if unfolded would produce the three sets of crease lines reasonably positioned.
4. The sets of crease lines are: the “thirds”, the “half” and the “triangles”.
5. Correctly positioned triangle crease lines join the end of the thirds crease line to a point two-thirds of the distance between the corner and the half crease line.
6. Reasonably positioned triangle crease lines join the end of the thirds crease line to a point that lies between one sixth and almost a half way down the side of the square.
7. Unless otherwise stated, assume the corners are folded in the same direction and the final fold-in-half instruction is across, not along, the rectangle and places the triangle on the inside.
8. The sleeve can have the “thirds” folded in either order, i.e. left over right or right over left.
9. An ambiguity is:
   • an instruction that can be performed in more than one way, one of which will form the sleeve  
   • an unstated but implied instruction (such as unfolding).
10. If the instruction to unfold is missing it may be assumed for C-, D- or E- grades.
UNIT TWO  ITEM 3

Model Response:

1. Fold the paper into equal thirds from top to bottom.
2. Unfold.
3. Fold the top right hand corner down until the right hand edge of the top third lies along the top fold line.
4. Repeat step 3 for the bottom right hand corner.
5. Fold the bottom third of the paper up to cover the middle third.
6. Fold the top third down to cover the other two thirds.
7. Fold in half from left to right.
Unit Three

The two items in this unit were based on an adapted extract from a style guide. Students were told the purpose of a style guide is to make document writing clear, correct and unambiguous.

The following table shows the percentage of responses awarded 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 4</td>
<td>0.5</td>
<td>25.5</td>
<td>34.0</td>
<td>28.3</td>
<td></td>
<td>10.6</td>
<td>1.2</td>
</tr>
<tr>
<td>Item 5</td>
<td>18.1</td>
<td>22.8</td>
<td>26.2</td>
<td>26.7</td>
<td></td>
<td>2.9</td>
<td>3.4</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

Item 4

Model response

Due to all the reminders about mutual respect, we are now better able to cooperate.

Owing to the amount of unforced errors he makes, how well the team does.

It was a rather unique acknowledgement of all my efforts on her behalf.

Neither of them were happy that the true facts about the crime had been misused in the trial.
Item 4 is a three-star item which tested achievement in CCEs 2 Finding material in an indexed collection and 4 Interpreting the meaning of words or other symbols.

Students were required to find and then to correct errors in the four given sentences, based on the conventions listed in a style guide extract. In the stem they were told that each sentence had more than one error. Corrections required in this item included replacing words, deleting words or correcting the spelling of words. Only the nine errors and corrections shown in the model response were allowed and markers were instructed not to credit other corrections. The cue instructed students to make corrections based on the style guide information only. The purpose of a style guide is to ensure all users adopt the same language conventions, especially where common usage may allow different uses of a word.

The errors in the sentences were:

for sentence one,
- according to the style guide, “due to” is not to be used to start a sentence. Therefore it is incorrect as given and the appropriate correction would be to change it to “owing to”.
- “co-operate” should not have a hyphen. The word should be spelled “cooperate”.

for sentence two,
- “Its” is incorrect and should be written as “It's” or as “It is”.
- “amount” refers to a quantity of something that cannot be counted. Therefore in this context, it needs to be replaced with “number”.
- “effects” is identified as a noun in the style guide, so in this context needs to be replaced with the verb “affects”.

for sentence three,
- the style guide indicates the word “unique” cannot be modified, so “rather” must be deleted.
- “acknowledgement” is misspelled according to the style guide. The corrected word does not contain the second “e”.

for sentence four,
- the subject/verb agreement is incorrect. “Neither” is singular; therefore, it requires a singular verb. The word “were” should be changed to “was”. This is deemed to be the only acceptable correction for this error because any other correction would have to be based on information not specified in the extract of the style guide.
- the style guide indicates that the word “facts” cannot be modified by the word “true” or “false” so “true” needs to be deleted.

The A-grade response had to indicate only the nine errors and make the appropriate corrections for each.

Students found this item very accessible with omits accounting for just slightly more than 1% of responses. The number of A-grade responses was not high. The correction that presented the most challenge for students was correcting the subject/verb agreement in the last sentence. Students also did not always adhere to the direction: “according to information in the style guide extract”.

The stimulus for this item could be considered quite lengthy if it had to be read in its entirety. The instruction to “Read the words in bold…. Return to the extract as needed” is important to follow to make the most efficient use of time.
## MARKING SCHEME

### UNIT THREE ITEM 4

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>2 Finding material in an indexed collection</th>
<th>4 Interpreting the meaning of words …</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The response • indicates ONLY the 9 errors • makes ONLY the 9 appropriate corrections.</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>The response • indicates at least 7 of the errors • makes at least 7 of the appropriate corrections • may include at most two unnecessary corrections.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The response • indicates at least 5 of the errors • makes at least 5 of the appropriate corrections • may include at most three unnecessary corrections.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>The response • indicates at least 3 of the errors • makes at least 3 of the appropriate corrections.</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>

### Model Response:

1. Due to all the reminders about mutual respect, we are now better able to cooperate.

2. Neither of them were happy that the true facts about the crime had been misused in the trial.

3. It’s number affects Due to all the reminders about mutual respect, we are now better able to cooperate.

4. The gift she gave me was rather unique acknowledgment of all my efforts on her behalf.

### Notes:

1. The method of indicating and correcting must be clearly shown and unambiguous.
2. An “unnecessary correction” occurs when a correction is made to something that is not one of the 9 errors.
3. No penalty for lower case “o” for Owing nor “i” for It’s is to be applied.
4. Spelling throughout the response must be consistent with the style guide.
Item 5

Model response

Queensland Rail wishes to apologise for the delayed Ipswich service. ..............

Trains are delayed until further notice due to a track fault. We assure ....

you this kind of disruption is rare and unpredictable. Qld Rail will ensure ...

the problem will be cleared up in the next hour. As an alternative, buses ...

will be provided at all affected stations. ....................................................


Commentary

Item 5 is a three-star item which tested achievement in CCEs 26 Explaining to others, 10 Using vocabulary appropriate to a context, 44 Synthesising and 31 Interrelating ideas/themes/issues.

Students were required to choose one disruption from one of a list of three possible disruptions to public transport. They were instructed to write a formal apology related to their choice, to structure the apology to include a reason for the disruption and provide an undertaking that steps were being taken to overcome any problems associated with the disruption. They were also told their apology would be posted on public notice boards and on relevant websites. Finally, students were asked to include three (from a list of nine) seed words. These words, together with their meanings, were included in the style guide extract. The first cue reminded students to give a plausible explanation for the disruption and to use an appropriate tone. The second cue asked them to underline their three chosen words.

To be awarded an A-grade, responses needed to: appropriately use three of the seed words as they were given; include an apology; “fully attend to” an explanation for the disruption and an undertaking to fix the problem or a reassurance that some action was being taken; have an apt tone for a public notice. Of special note is the requirement to use the seed words appropriately.

Many responses fell short of meeting these requirements. Most commonly students either did not use the seed words as given, or appropriately, or in sufficient number. Explanations that were implausible or unconvincing were credited as only “referencing” (rather than “fully attending to”), as was an undertaking that was inadequate. Some responses failed to give an explanation for the disruption and/or to give any undertaking. Very few responses did not maintain an apt tone.

Students should check to make sure all instructions in the stem and the cues have been followed to have the best opportunity of attaining the highest grade.
# Marking Scheme

## Unit Three Item 5

### Performance Domain

<table>
<thead>
<tr>
<th></th>
<th>Explaining to others</th>
<th>Using vocabulary appropriate to a context</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Synthesising</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Interrelating ideas/themes/issues</td>
<td></td>
</tr>
</tbody>
</table>

### Marking Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The response • appropriately uses three seed words, as given • includes an apology • fully attends to the essential elements • has an apt tone.</td>
</tr>
<tr>
<td>B</td>
<td>The response • appropriately uses three seed words or their variants • includes an apology • fully attends to one essential element • includes reference to the other essential element.</td>
</tr>
<tr>
<td>C</td>
<td>The response • appropriately uses at least two seed words or their variants • includes an apology • fully attends to one essential element.</td>
</tr>
<tr>
<td>D</td>
<td>The response • appropriately uses at least one seed word or its variant • includes an apology • includes reference to one essential element.</td>
</tr>
<tr>
<td>N</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
</tr>
<tr>
<td>O</td>
<td>No response has been made at any time.</td>
</tr>
</tbody>
</table>

### Notes:

1. An apology is a sorry or regretful acknowledgment of fault or failure. Use of “unfortunately” is not sufficient to be considered an apology.
2. The two essential elements are
   - an explanation which gives a reason for the disruption or the difficulty
   - an undertaking which is a promise to fix or a reassurance that some action is being taken.
3. An explanation that “fully attends” is plausible and convincing.
4. An undertaking that “fully attends” would specify how the situation will be remedied or what alternative action can be taken. “This will not happen again” (or equivalent) “references” an undertaking.
5. There is no penalty if the seed words are not underlined in the response.
6. If more than three seed words are included, grade the response on the first three only.
UNIT THREE ITEM 5

Model Responses:

I. Queensland Rail wishes to apologise for the delayed Ipswich service. Trains are delayed until further notice due to a track fault. We assure you this kind of disruption is rare and unpredictable. Qld Rail will ensure the problem will be cleared up in the next hour. As an alternative, buses will be provided at all affected stations.

II. On behalf of Metlink Bus Services, I apologise for the regional bus running ten hours late. The late arrival is due to icy conditions between Wellington and Hamilton. Alternative transport will be provided to ensure that you get to where you would like to be on time. I assure you, valued customers, that replacement buses will stop at all of the normal stops.

Ian Smith
Manager
Metlink Bus Services

alternate/alternative: alternative means a choice
assure/ensure/insure: assure means promise; ensure means make certain; insure: reserve for legal situations
continual/continuous: continual is constantly or frequently recurring; continuous is unbroken or uninterrupted
convince/persuade: You convince someone that what you’re saying is true; you persuade someone to act

ABC
Unit Four

The two items in this unit were based on the Conway-Wechsler system naming exceedingly large numbers. The stimulus material outlined the method for doing this. The mathematics involved was basic arithmetic. The following table shows the percentage of responses awarded 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 6</td>
<td>6.4</td>
<td>15.1</td>
<td>22.1</td>
<td>26.0</td>
<td></td>
<td>19.6</td>
<td>10.7</td>
</tr>
<tr>
<td>Item 7</td>
<td>13.7</td>
<td>13.1</td>
<td>15.6</td>
<td>35.9</td>
<td></td>
<td>8.3</td>
<td>13.4</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

Item 6

Model response

Name 10 to the power of 2272 \((10^{2272})\) using the Conway-Wechsler system.

Show all steps.

Translate carefully.

\[
egin{align*}
2272 \\
2272 - 3 &= 2269 \\
2269 \div 3 &= 756 \text{ remainder 1, so use ten in front} \\
6 &= \text{se(sx)} \\
5 &= (n)s\text{quinquaginta} \\
7 &= (n)\text{septingenti}
\end{align*}
\]

Write the name here.

\[\text{ten sesquinquagintaseptingentillion}\]

Commentary

Item 6 is a two-star item which tested achievement in CCEs 37 Applying a progression of steps to achieve the required answer and 7 Translating from one form to another.

Students were required to translate \(10^{2272}\) into words using the Conway-Wechsler system and show all steps.

Following the method, students had to subtract three from 2272 and then divide the result by three, giving the answer 756 remainder one. The translation process began with conversion of the remainder into the word “ten” as directed by the stimulus. The quotient digits then needed to be
translated from the table — the units digit 6 gave “se”, then the tens digit 5 translated to “quinquaginta” and the hundreds digit 7 became “septingenti”.

The name had to be assembled from these components with the “ten” standing alone as the first word of the name. The three name segments then had to be strung together in the order units, tens, hundreds using the connective letters stipulated by the stimulus. This meant an “s” was added after the “se” to form “sesquinquagintaseptingenti”. The final step was to remove the last “i” of “septingenti” and add “illion” to complete the second word as, “sesquinquagintaseptingentillion”.

A response which showed the correct answer “ten sesquinquagintaseptingentillion” with evidence of the application of the method shown was awarded an A-grade.

A B-grade was awarded to responses that evidenced all three stages of the method but made a minor error. An error was defined as minor if the student made an arithmetic mistake in the calculations stage, a transcription error in the translation stage or if the connective letter between “se” and “quinquaginta” was other than “s” and/or if an “n” was unnecessarily added after “quinquaginta”. The resulting answer needed to be consequentially correct for the B-grade to be awarded.

C-grade responses made at most three errors with at most one of them being a major error. Major errors involved: leaving out steps like subtracting the three; not assembling the name-segments in the right order to form the second word; mistranslating the remainder into a first word other than “ten” and not completing the second word by adding “illion”. The name again needed to be consequentially correct to be awarded a C-grade. One of the more frequently observed answers awarded a C-grade was “ten septenquinquagintasescentillion”. This answer showed the student had forgotten to reverse the quotient digits before translating them. Other students struggled to convert the .3333… shown on their calculator after the division into a remainder of one and translate it successfully into “ten” at the start of the name.
## UNIT FOUR ITEM 6

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th>Marking Unit 3</th>
<th>37 Applying a progression of steps to achieve the required answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Translating from one form to another</td>
<td></td>
</tr>
</tbody>
</table>

### MARKING SCHEME

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>N</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>The response provides • evidence of the application of the method • the correct name given as two separate words.</td>
<td>The response provides • evidence of the application of the method allowing for at most one minor error • a name that is consequentially correct.</td>
<td>The response provides • evidence of the application of the method allowing for at most three errors, only one of which can be a major error • a name that is consequentially correct.</td>
<td>The response shows • 2269 • 756 • r 1 (or its equivalent). OR</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>

**Model Response:**

1. 2272
   2272 – 3 = 2269
   2269 ÷ 3 = 756 remainder 1, so use ten in front
   6 = s(sx)
   5 = (n)quinquaginta
   7 = (n)septingenti
   ten sesquinquagintaseptingentillion

**Notes:**

1. The method involves the three multistep stages:
   - Calculations
   - Use of table and stimulus to translate
   - Name assembly

<table>
<thead>
<tr>
<th>Calculations</th>
<th>Use of table and stimulus to translate</th>
<th>Name assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>the subtraction, i.e. 2272 – 3 = 2269</td>
<td>the remainder to give the first word</td>
<td>the first word to stand alone (see note 4)</td>
</tr>
<tr>
<td>the division to give the quotient and remainder, i.e. 2269 ÷ 3 = 756 r 1 or equivalent</td>
<td>the quotient to give the three segments of the second word</td>
<td>the three segments in correct order to form the second word</td>
</tr>
<tr>
<td>OR</td>
<td>the correct amending of letters in parentheses to form the second word</td>
<td>the deletion of the final vowel and addition of “illion”</td>
</tr>
</tbody>
</table>

2. A minor error is either a single arithmetic error OR a single transcription error OR errors amending letters in parentheses to form the second word.
3. A major error is where one of the steps of the method is missing or incorrectly applied except for amending of letters in parentheses to form the second word.
4. Giving the correct name as two separate words is a requirement for the A-grade only.
Item 7

Model response

Determine the power of 10 for the number that has the name:

one hundred novemvigintioctingentillion.

Show your working here.

one hundred means a remainder of 2
novem → 9 units, viginti → 2 tens, octingenti → 8 hundreds

829 × 3 = 2487
2487 + 2 = 2489
2489 + 3 = 2492

Write the power in the box.

10 2492

Commentary

Item 7 is a three-star item which tested achievement in CCEs 44 *Synthesising* and 16 *Calculating with or without calculators*.

Students were given the name of a very large number: “one hundred novemvigintioctingentillion”. The item required them to use the Conway-Wechsler system in reverse to determine the power of ten for this number. As shown in the marking scheme, there were six stages that students needed to go through to get the correct answer.

For an A-grade, the response had to provide 2492 as the answer and there had to be no incorrect working; that is, if working was shown, it could not contain errors. Most responses that were awarded an A-grade showed clear working.

It is advisable to show working even when it is not required as parts of it could contribute to the awarding of a creditable grade.

The majority of responses showed some working. Errors generally involved leaving out one or more of the stages required. Most students were able to translate the segments of the name into at least some of the correct digits.
### UNIT FOUR ITEM 7

#### PERFORMANCE DOMAIN

| 44 Synthesising | 16 Calculating with or without calculators |

**A**
- The response
  - provides 2492 as the answer
  - shows no incorrect working.

**B**
- The response provides 2492 as the answer.
  - OR
  - The response shows
    - correct execution of Stages I and II
    - correct execution of three of the other four stages, resulting in an answer that is one of [2789, 834, 2490 or 2489].
  - OR
  - The response shows
    - all six stages have been executed
    - an answer that would have been correct except for, at most
      - one translation or transcription error in one of Stages I, II, or III
      - or
      - one calculation error in one of Stages IV, V or VI.

**C**
- The response shows
  - correct execution of two of Stages I, II and III
  - correct execution of one of Stages IV, V and VI.

**D**
- The response shows
  - correct execution of Stage I
  - a correct translation of one segment to digits in Stage II
  - OR
  - The response shows
    - a correct translation of two segments to digits in Stage II.
  - OR
  - The response shows the
    - correct execution of two of Stages III, IV and VI.

**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:**

- one hundred means a remainder of 2
- novem → 9 units, viginti → 2 tens, octingenti → 8 hundreds
- \[829 \times 3 = 2487\]
- \[2487 + 2 = 2489\]
- \[2489 + 3 = 2492\]
- \[2492\]

**Note:**

1. The six stages in the method are:
   1. translation of first word of the name to the remainder digit from the stimulus
   2. translation of name segments to digits from the table
   3. reverse order of digits to give quotient
   4. multiplication of quotient by 3
   5. addition of remainder digit
   6. addition of 3.

---

**Marking Unit 3**
Unit Five

This unit was based on historical information about the Treaties of Tordesillas and Zaragoza. Students were required to convert units which they may have been unfamiliar with.

The following table shows the percentage of responses awarded 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 8</td>
<td>25.6</td>
<td>13.2</td>
<td>11.4</td>
<td>8.0</td>
<td>29.1</td>
<td>12.8</td>
<td></td>
</tr>
<tr>
<td>Item 9</td>
<td>6.0</td>
<td>1.8</td>
<td>6.0</td>
<td>7.8</td>
<td>11.2</td>
<td>22.2</td>
<td>45.0</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

Item 8

Model response

I. Calculate the distances in kilometres from the westernmost point of the Cape Verde Islands to the Tordesillas Line as defined by the treaty of 1494, first using Spanish leagues and then Portuguese leagues.

Using Spanish leagues

\[370 \times 4.179\ km = 1546.23\ km\]

Using Portuguese leagues

\[370 \times 6.174\ km = 2284.38\ km\]

II. On the map, where 1 mm represents 50 km, rule and label lines to show clearly where each of Spain and Portugal believed the Tordesillas Line to be.

Working space.

Spanish line \(1546.23/50 = 30.9 \approx 31\ mm\)

Portuguese line \(2284.38/50 = 45.7 \approx 46\ mm\)
Item 8 is a three-star item which tested achievement in CCEs 16 Calculating with or without calculators, 6 Interpreting the meaning of maps... and 57 Manipulating/operating/using equipment.

The stimulus material provided historical information regarding the two differing interpretations of a line of demarcation, known as the Tordesillas Line, which was used by Portugal and Spain to settle territorial disputes in the 1400s. Students were told that the line was 370 leagues to the west of the Cape Verde Islands which was identified on the map provided. The Spanish located the line in one place because they defined a league as being 4179 metres. The Portuguese located it in another as they defined a league as being 6174 metres.

Part I instructed students to convert 370 leagues to kilometres using each of the two definitions. The cue instructed them to show all steps required to calculate each distance. To be awarded an A- or B-grade,
evidence of this working was mandatory. The stem instructed students to calculate the distances to the Tordesillas Line in kilometres.

Part II of this item provided students with a map of the North Atlantic Ocean on which they were required to locate, rule and label the Portuguese and the Spanish versions of the Tordesillas Line.

Showing working was not mandated in Part II; however, most students did use the space provided to perform the scaling calculations needed to locate the lines on the map to the degree of accuracy required. Working provided may be used to award creditable grades.

For an A-grade, the response had to calculate the correct distances in Part I and then use these distances to accurately locate and label the corresponding Tordesillas Lines on the map.

A common error was the incorrect positioning of both map lines to the east (rather than the west) of the Cape Verde Islands. Also a lack of skill in measuring map distances with a ruler was evident in responses.

As part of their early preparation for the QCS Test students should be encouraged to collect the necessary equipment, keep it in good order and become proficient at using it. A ruler that can be used to accurately measure millimetres and centimetres and that has a straight edge is an important piece of equipment every year.
### MARKING SCHEME

#### UNIT FIVE  ITEM 8

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
</tr>
</thead>
<tbody>
<tr>
<td>16  Calculating with or without calculators</td>
</tr>
<tr>
<td>6   Interpreting the meaning of ... maps ...</td>
</tr>
<tr>
<td>57  Manipulating/operating/using equipment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
</table>
| For part I the response shows  
  • sufficient working  
  • the correct distance in kilometres using Spanish leagues  
  • the correct distance in kilometres using Portuguese leagues.  
For part II the response shows, on the map, only the two Tordesillas lines correctly positioned and labelled. | For part I the response shows  
  • sufficient working  
  • the correct distance using Spanish leagues  
  • the correct distance using Portuguese leagues.  
For part II the response shows, on the map, no more than two Tordesillas lines with  
  either  
  • one line reasonably positioned and correctly labelled  
  or  
  • both lines reasonably positioned.  
  ________ OR ________  
For part I the response shows, with at most one error,  
  • sufficient working  
  • a (consequentially) correct distance using Spanish leagues  
  • a (consequentially) correct distance using Portuguese leagues.  
For part II the response shows, on the map, only the two Tordesillas lines reasonably positioned and correctly labelled. | The response shows at least two of the following  
  • one correct distance using leagues  
  • one correct calculation of a map distance using the scale  
  • a Tordesillas line drawn and reasonably positioned on the map.  
| The response shows one of the following  
  • one correct distance using leagues  
  • one correct calculation of a map distance using the scale  
  • a Tordesillas line drawn and reasonably positioned on the map.  
| Response is unintelligible or does not satisfy the requirements for any other grade.  
No response has been made at any time. |

#### Notes:

1. The correct distance from the westernmost point of the Cape Verde Islands to the Tordesillas Line for Spanish leagues is 1546.23 km and the correct distance for Portuguese leagues is 2284.38 km. These distances correctly rounded to the first decimal place or to a whole number are to be considered correct.

2. The Spanish line, if correctly positioned, should pass through the A of OCEAN and the A at the end of AMERICA. The Portuguese line, if correctly positioned, passes through the second T in ATLANTIC and the T in SOUTH.

3. A Tordesillas line that is “reasonably positioned” is located to the west of the Cape Verde Islands and is either  
   • in the absence of working, within 2mm of the correct position  
   or  
   • within 2mm of the position that the working in the response indicates the line should be.
UNIT FIVE  ITEM 8

Model Response:

Using Spanish leagues
370 x 4.179 km = 1546.23 km

Using Portuguese leagues
370 x 6.174 km = 2284.38 km

Working space.
Spanish line 1546.23/50 = 30.9 = 31 mm
Portuguese line 2284.38/50 = 45.7 = 46 mm

{ } optional
Item 9

Model response

Show all steps.

<table>
<thead>
<tr>
<th>Longitude of Tordesillas Line</th>
<th>Longitude of Zaragoza Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>370/17.5 = 21.14° west of 25.35° W.</td>
<td>297.5/17.5 = 17° east of 129.38° E.</td>
</tr>
<tr>
<td>21.14 + 25.35 = 46.49° W.</td>
<td>17 + 129.38 = 146.38° E.</td>
</tr>
</tbody>
</table>

Portuguese section

46.49 + 146.38 = 192.87°

As a percentage of 360° this is 192.87/360 = 0.53575 x 100

Or approximately 54%

Commentary

Item 9 is a four-star item which tested achievement in CCEs 17 Estimating numerical magnitude, 50 Visualising and 16 Calculating with or without calculators.

The stimulus for this item introduced more information about a second demarcation line, called the Zaragoza Line. The two lines of demarcation basically divided the world into two parts, one for Portugal and one for Spain. Students were asked to determine the percentage of the world that was attributed to Portugal. It was a challenging item requiring good visualisation skills.

To arrive at the required answer, it was necessary to visualise the Portuguese section of the world divided into four regions by their longitude. Two regions were to the west of the prime meridian and two to the east. The widths of these four regions needed to be added to find the total width. Most students receiving A- or B-grades worked in degrees of longitude and converted the two widths given in leagues into degrees. Fewer chose to work in leagues. Generally the working shown was clear and easy to follow. A minor error in the working was allowable for a B-grade.

The C-grade was awarded to responses which contained a visualisation error that led to the addition of only three widths instead of four. Another type of visualisation error existed where students added three widths and subtracted the fourth due to confusion with widths being east or west of given longitudes. A C-grade response showed evidence of finding the total width for Portugal in leagues or degrees of longitude but then either forgetting to work this out as a percentage or by giving an incorrect percentage.

D-grades were awarded to responses that contained at least one conversion from degrees of longitude to leagues (or vice versa) and also demonstrated the adding of two widths. At least one conversion was necessary in order to arrive at the correct answer so conversions were required for A- through to D-grades.

Responses containing at least one correct conversion or the addition of two widths or the determination of a fraction of the world that was attributed to Portugal were awarded an E-grade.
## UNIT FIVE ITEM 9

### PERFORMANCE DOMAIN

| A | The response shows steps that      | B | The response shows, with at least one minor error, steps that | C | The response shows, with at least one minor error, steps that | D | The response shows steps that      | E | The response shows a correct conversion. |
|   | • use correct conversions          |   | • use correct conversions                                      |   | • use a correct conversion                                     |   | • use correct conversions           |   | OR                                  |
|   | • add the four widths              |   | • add the four widths                                          |   | • add three widths                                              |   | • add two widths                    |   | OR                                  |
|   | • give the correct percentage for Portugal. |   | • give a consequentially correct percentage.                  |   | • give a consequentially correct fraction.                    |   | • give a consequentially correct percentage.  |   | OR                                  |
|   | The response gives the correct percentage for Portugal. |   | The response gives a consequentially correct percentage.     |   | The response gives a consequentially correct percentage.     |   | The response gives a correct width converted to a fraction of the world. |   | OR                                  |

### Model Response:

- **Longitude of Tordesillas Line**
  
  \[ \frac{370}{17.5} = 21.14^\circ \text{ west of } 25.35^\circ \text{ W.} \]
  
  \[
  21.14 + 25.35 = 46.49^\circ \text{W.}
  \]

- **Longitude of Zaragoza Line**
  
  \[ \frac{297.5}{17.5} = 17^\circ \text{ east of } 129.38^\circ \text{ E.} \]
  
  \[
  17 + 129.38 = 146.38^\circ \text{E.}
  \]

- **Portuguese section**
  
  \[ 46.49 + 146.38 = 192.87^\circ \]
  
  As a percentage of 360° this is \[ \frac{192.87}{360} \times 100 \approx 54\% \]

### Notes:

1. Conversions include degrees to leagues, leagues to degrees.
2. A width is the distance along the equator and can be measured in degrees of longitude or leagues. Widths when added must be in the same unit.
3. The four widths are: the Tordesillas Line to the Cape Verde Islands, the Cape Verde Islands to the prime meridian, the prime meridian to the Moluccas and the Moluccas to the Zaragoza Line.
4. Minor errors include:
   - arithmetic and transcription errors that result in an answer that could reasonably be Portugal's proportion of the world
   - reversing sections assigned to the two countries.
5. A fraction may be written with a vinculum, as a decimal or as a percentage.
Unit Six

A selection of colourful plates from a children’s alphabet book together with an explanatory text about such books formed the stimulus for this unit.

The following table shows the percentage of responses awarded 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 10</td>
<td>13.0</td>
<td>18.3</td>
<td>30.2</td>
<td>15.4</td>
<td></td>
<td>20.7</td>
<td>2.2</td>
</tr>
<tr>
<td>Item 11</td>
<td>6.8</td>
<td>16.6</td>
<td>30.5</td>
<td>37.3</td>
<td></td>
<td>7.2</td>
<td>1.2</td>
</tr>
<tr>
<td>Item 12</td>
<td>4.0</td>
<td>12.9</td>
<td>33.5</td>
<td>26.4</td>
<td>14.6</td>
<td>4.4</td>
<td>4.1</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

Item 10

**Model response**

I. Explain the problem — discussed in the first paragraph — that writers of alphabet books must be aware of when choosing a suitable object, animal or person to illustrate any letter.

Refer to examples from the first paragraph.

Some words don’t sound the way they look. For example you don’t hear the p in ‘pterodactyl’, so pterodactyl sounds like a t word.

Some combinations of letters can sound like another letter.

E.g. ph in ‘phantom’ sounds like f in fan.

II. For each of the letters, g and k, provide an example of an object, animal or person that would, if illustrated in an alphabet book, have the problem discussed in the first paragraph.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>g</td>
<td>gnome</td>
<td>k</td>
</tr>
<tr>
<td>k</td>
<td>knife</td>
<td></td>
</tr>
</tbody>
</table>

**Commentary**

Item 10 is a three-star item which tested achievement in CCEs 4 *Interpreting the meaning of words*, 10 *Using vocabulary appropriate to a context* and 9 *Using correct spelling, punctuation, grammar*.

Part I required students to explain the problem that writers of alphabet books have when choosing a suitable object, animal or person to illustrate any letter. The cue instructed them to refer to examples from the first paragraph. The first paragraph of the stimulus material warns that the letter p should not be illustrated with “phantom” or “pterodactyl”. Both these words begin with the letter p but neither sounds as though it starts with the letter p. In other words, they do not
behave as if they begin with their initial letter. It was expected that students would explain in some way that the word chosen for each letter in an alphabet book should behave as if it begins with its initial letter. To support the explanation, the examples of “phantom” and “pterodactyl” had to be provided in the response, as required by the cue. In Part II of the item, students were required to give an example of an object, animal or person that would exemplify the same problem already discussed for the letters g and k.

In responding to Part I, most students recognised why the ph and pt letter combinations in “phantom” and “pterodactyl” would not be suitable in an alphabet book page for the letter p. Most responses included both the required examples of “phantom” and “pterodactyl” but some did not pay sufficient attention to the cue and gave only one example.

In Part II students had to supply two suitable correctly spelled words that demonstrated the problem identified in the text. Some overlooked the requirement to supply an example of an object, animal or person and instead gave examples that were adjectives, verbs, adverbs or abstract words like concepts or qualities. Some students failed to read the stem thoroughly and consequently provided words such as “golf” and “kitten” which do not demonstrate the problem.
# UNIT SIX  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>
<tbody>
<tr>
<td>The response:</td>
<td>The response:</td>
<td>The response:</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>
</tr>
<tr>
<td>for I</td>
<td>for I</td>
<td>for I</td>
<td>for I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• explains that the words do not behave as if they begin with their initial letter</td>
<td>• explains that the word does not behave as if it begins with its initial letter</td>
<td>• explains that the word does not behave as if it begins with its initial letter</td>
<td>• explains that some words do not behave as their spelling would suggest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• refers to &quot;phantom&quot;</td>
<td>• refers to &quot;phantom&quot; OR &quot;pterodactyl&quot;</td>
<td>• refers to &quot;phantom&quot; OR &quot;pterodactyl&quot;:</td>
<td>• refers to &quot;phantom&quot; OR &quot;pterodactyl&quot;:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td><strong>AND</strong></td>
<td><strong>AND</strong></td>
<td><strong>AND</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for II</td>
<td>for II</td>
<td>for II</td>
<td>for II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• provides two suitable, correctly spelled examples.</td>
<td>• provides two suitable examples, at least one of which is correctly spelled.</td>
<td>• provides one suitable example.</td>
<td>• provides two suitable examples, at least one of which is correctly spelled.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Model Response:

Some words don’t sound the way they look. For example you don’t hear the p in ‘pterodactyl’ so pterodactyl sounds like a t word. Some combinations of letters can sound like another letter, e.g. ph in ‘phantom’ sounds like f in fan.

- gnome
- knife
UNIT SIX ITEM 10

Notes:

1. Credit is given where reference only to “ph” and/or “pt” (as per grade requirement) is made and it is clear it is used to exemplify the problem.

2. Part II examples — words that start with g or k but do not behave as if they do:
   - Suitable
     words for objects, animals or persons such as — gnome, gnu, gem, giraffe, gneiss, gnomon, gaol, gym, knight, knee, knitting.
   - Conceded
     abstract words, adjectives, verbs, adverbs, concepts or qualities such as — gnaw, gnostic, generom, knowledge, knocking.
   - No credit
     proper nouns or acronyms such as — Geneva, George, Geoff, Gherulla, Geelong, GNOR, Knapur, Knoxville.

3. Where correct spelling is not a requirement the word must be a recognisable version of the supposed word, e.g. gnochi instead of gnocchi.

4. A suitable example can be credited as a conceded example if necessary, e.g. “provides at least one suitable and one conceded example, at least one of which is correctly spelled” would be satisfied by two suitable examples where one is spelled correctly and one incorrectly.

5. No credit is given for repeating the stimulus.
Item 11

Model response

I. Referring to the illustrations on the opposite page, identify three different ways in which continuity and predictability have been used to create interest and promote the learning of letters and their sounds. Give an example for each of the ways.

You may use point form.

The illustration that will appear on the letter page is always in the
preceding page in a smaller way, for example: the owl is flying in the
background in the n page and then is the major illustration in the “o is for owl” page.

In each page there is either the man or the woman as a minor character, for
example: in the n page the woman is writing a note.

There are often illustrations from previous letters on a page, for example: the o
page has the moon and the nest in its page.

II. Give one example of how incongruity has been used in these illustrations.

An example of incongruity is how the feature animal/object is depicted doing human things such as wearing glasses (owl), smiling (moon) or wearing a napkin (panda).

Commentary

Item 11 is a three-star item which tested achievement in CCEs 49 Perceiving patterns, 43 Analysing and 29 Comparing and contrasting.

Part I required students to look closely at four illustrations taken from the alphabet book, compare and contrast the images in order to perceive patterns and provide three different ways in which continuity and predictability were used. Students were also required to supply an example for each of the ways they provided. In responding to Part I, most students were able to identify how continuity and predictability had been used but some students did not provide examples from the illustrations for each of the ways identified and so did not respond fully to the stem and could not gain the highest grade.

Part II required students to give one example of how incongruity was used in the illustrations. To respond correctly students needed to understand the meaning of incongruity. This word had been glossed when first used in the stimulus material. Students should keep in mind all information given in a unit when responding to individual items within the unit.
A-grade responses provided three different ways in which continuity and predictability were used and an example from the illustrations for each way. They also provided one example of the use of incongruity in the illustrations.
### UNIT SIX ITEM 11

**PERFORMANCE DOMAIN**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>B</strong></td>
<td><strong>C</strong></td>
</tr>
<tr>
<td>The response provides:</td>
<td>The response provides:</td>
<td>The response provides:</td>
</tr>
<tr>
<td>• three different ways</td>
<td>• two different ways</td>
<td>• at least two different ways</td>
</tr>
<tr>
<td>• an example from the illustrations for each way.</td>
<td>• an example from the illustrations for each way.</td>
<td>• an example from the illustrations for one of the ways.</td>
</tr>
<tr>
<td>One example of the use of incongruity in the illustrations is given.</td>
<td></td>
<td>One example of the use of incongruity in the illustrations is given.</td>
</tr>
<tr>
<td>——— OR ———</td>
<td>——— OR ———</td>
<td>——— OR ———</td>
</tr>
<tr>
<td>The response provides:</td>
<td>The response provides:</td>
<td>The response provides:</td>
</tr>
<tr>
<td>• three different ways</td>
<td>• two different ways</td>
<td>• one way</td>
</tr>
<tr>
<td>• an example from the illustrations for each way.</td>
<td>• an example from the illustrations for each way.</td>
<td>• an example from the illustrations for that way.</td>
</tr>
<tr>
<td>——— OR ———</td>
<td>——— OR ———</td>
<td>——— OR ———</td>
</tr>
<tr>
<td>The response provides three different ways.</td>
<td>The response provides two different ways.</td>
<td>The response provides one way.</td>
</tr>
<tr>
<td>One example of the use of incongruity in the illustrations is given.</td>
<td></td>
<td>One example of the use of incongruity in the illustrations is given.</td>
</tr>
</tbody>
</table>

### Model Response:

The illustration that will appear on the letter page is always in the preceding page in a smaller way, for example: the owl is flying in the background in the n page and then is the major illustration in the “o is for owl” page.

In each page there is either the man or the woman as a minor character, for example: in the n page the woman is writing a note.

There are often illustrations from previous letters on a page, for example: the o page has the moon and the nest in its page.

An example of incongruity is how the feature animal/object is depicted doing human things such as wearing glasses (owl), smiling (moon) or wearing a napkin (panda).
MARKING SCHEME

UNIT SIX  ITEM 11

Notes:

1. “Ways” are instances from the illustrations that have links to creating interest and promoting the learning of letters and their sounds through continuity and predictability.
2. An “example” is an explicit reference to one or more components in one or more of the pages.
3. The following table gives a selection of ways, with examples, showing how they work together.

<table>
<thead>
<tr>
<th>WAYS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>The illustration of THE word for the page is bigger than the other objects.</td>
<td>For the letter M the moon is the largest object on the page.</td>
</tr>
<tr>
<td>The preceding page contains a smaller version of THE word’s illustration.</td>
<td>The owl appears much smaller on the N page and then it is the central focus of the O page.</td>
</tr>
<tr>
<td>Either the man or woman is on every page.</td>
<td>A small man is holding a map on the M page.</td>
</tr>
<tr>
<td>Landscapes have a pattern in the pages.</td>
<td>N and O pages have a farm scene; others have mountains.</td>
</tr>
<tr>
<td>On most pages at least one other illustration for THE letter appears.</td>
<td>There are pictures of a pie, pears and a pumpkin on the P page.</td>
</tr>
<tr>
<td>Repetition of some of the already visited objects in a variety of pages.</td>
<td>The moon appears on the M and O page.</td>
</tr>
<tr>
<td>The colour palette is similar in all pictures.</td>
<td>Bright blue is repeated on all four pages.</td>
</tr>
<tr>
<td>The repetition of a similar style of drawing.</td>
<td>Use of the crazed background on each page.</td>
</tr>
</tbody>
</table>

4. Examples of incongruity may include:
   • animals or people are often distorted in shape or size
   • animals and objects are treated like people — anthropomorphised (glasses and napkins, smiling face of the moon)
   • people and objects sometimes slip outside the frames
   • scale is often ignored, e.g. map is huge and people look distorted.
**Item 12**

*Model response*

I. In the page space below create a rough sketch for an illustration for the letter q. Be careful to follow the design elements already established in the other pages.

Use pencil.  
Colour is not required.

- [Image of a sketch with a quilt and a rabbit]

Complete this statement.  
q is for quilt

II. Provide a rationale for what you have included in your sketch.

Refer to design elements.

The reason I chose 'quilt' is because it is the item evidenced in 'p is for panda' that begins with the letter 'Q'. It also represents the most common phonetic sound of the letter. I included the female person, as the images alternate between male and female in each image randomly, but remain fair in doing so. I included the rabbit, as each image so far has shown the next item/animal in the background of the image.
Commentary

Item 12 is a four-star item which tested achievement in CCEs 34 Inserting an intermediate between members of a series, 46 Creating/composing/devising, 48 Justifying, and 31 Interrelating ideas/themes/issues.

In this item, students were shown the coloured plates of the pages for the letters m to r. The page for the letter q was left blank. Students were instructed to study progression in the illustrations and note common features of the design and content of the illustrations. Students were provided with a blank template for the q page as part of the response area.

Part I required students to create a rough sketch for an illustration for the letter q page, following the design elements already established by the other pages. Cues advised students to use pencil, that colour was not required and that they may write in the white space, using arrows to clarify the contents of the sketch. Beneath the template, students were required to complete the statement “q is for .........” in keeping with their illustration. Part II required students to provide a rationale for what was sketched, referring to design elements.

The most notable elements of design in the progression of pages in the alphabet book were the foreshadowing of an image (in smaller form) on the page preceding the one in which it is featured and the man or the woman being included on every other page. Other examples of elements of design used in the progression of pages included: the object featured being the focal point and larger than other objects; a number of words beginning with the featured letter being included; backgrounds (nature, mountains, grass, trees) on all the pages being similar; and some objects being repeated on multiple pages.

From an examination of the illustrations, and recognition that the featured illustration for a letter must appear smaller on the preceding page, either “quilt”, “quince” or “question mark” could be the featured word for the q page.

For an A-grade response, the students were required to complete the statement “q is for .........” with one of these words: quilt, quince, or question mark. Their visual response had to contain a sketch of the word chosen and show it as the focal point, a rabbit (foreshadowing the r page feature) and the man or the woman. A rationale was required for each of the mandatory (required for that grade) elements. The rationale had to identify the design elements which justified the inclusion of each element. The rationale for each required that: the featured object (quilt, quince, or question mark) appeared on the previous page and hence was the preferred object for the q page; the small illustration of the rabbit prepared readers for its appearance as the focal point for the r page; the man or the woman appeared on every page. It was expected that the contents of the sketch made effective use of the page space as had been the case in all the other pages. There was no penalty for the misspelling of words, nor was there any extra credit or penalty for the use of colour.

It was surprising that a number of students recognised the backward referencing and provided “quilt”, “quince” or “question mark” as the q word, but did not acknowledge the forward referencing; that is, the rabbit.
# Marking Scheme

## UNIT SIX  
**ITEM 12**

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th>Marking Unit 6</th>
<th>34 Inserting an intermediate between members of a series</th>
<th>48 Justifying</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>46 Creating/composing/devising</td>
<td>31 Interrelating ideas/themes/issues</td>
</tr>
</tbody>
</table>

## A

The response completes the statement, “q is for …” with one of quilt, quince or question mark.

The visual response must contain sketches of:
- “the” word as the focal point
- a rabbit
- the man or the woman.

A rationale is provided for each of the mandatory contents.

The contents make effective use of the page space.

## B

The response supplies one of quilt, quince, question mark, questions or quiche.

The visual response must contain sketches of:
- “the” word as the focal point
- a rabbit

A rationale is provided for two of the mandatory contents.

## C

The response supplies one of quilt, quince, question mark, questions or quiche.

The visual response must contain sketches of:
- “the” word
- a rabbit
- the man or the woman.

A rationale is provided for two of the mandatory contents.

## D

The response supplies an approved q word.

The visual response must contain sketches of:
- “the” word
- at least one of rabbit, rowboat, rainbow, rose/s
- the man or the woman
- an element in keeping with the progression of pages.

A rationale is provided for one of the mandatory contents.

## E

The response supplies any q word.

The visual response contains a believable sketch of that word.

A rationale is provided for the rabbit.

## 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. The response supplies “the” word in a grade descriptor when it is used to complete the statement “q is for …” or is mentioned in the rationale and is obviously the intended word.

2. If “the” word is the focal point, it follows that any other content is less obvious.

3. An “approved q word” is a word — for an object, animal or person — starting with q and may include such words as queen, quail, quokka.

4. “any q word” is a word — that may be a concept, sound, verb, etc. — starting with q and may include such words as quarrel, quiet, quack, Queensland, QANTAS.

---

**Marking Unit 6**
UNIT SIX  ITEM 12
Model Response:

The reason I chose ‘quilt’ is because it is the item evidenced in ‘p is for panda’ that begins with the letter ‘Q’. It also represents the most common phonetic sound of the letter. I included the female person, as the images alternate between male and female in each image randomly, but remain fair in doing so. I included the rabbit, as each image so far has shown the next item/animal in the background of the image.
Unit Seven

This unit was based around the popularity of ice-cream and the process of manufacturing ice-cream. The following table shows the percentage of responses awarded 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 13</td>
<td>37.2</td>
<td>19.3</td>
<td>27.2</td>
<td></td>
<td>10.3</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>Item 14</td>
<td>11.8</td>
<td>15.9</td>
<td>17.2</td>
<td>21.2</td>
<td>17.5</td>
<td>16.4</td>
<td></td>
</tr>
<tr>
<td>Item 15</td>
<td>18.3</td>
<td>14.7</td>
<td>22.7</td>
<td>24.0</td>
<td>8.3</td>
<td>12.0</td>
<td></td>
</tr>
<tr>
<td>Item 16</td>
<td>1.1</td>
<td>0.6</td>
<td>3.2</td>
<td>15.8</td>
<td>14.8</td>
<td>31.5</td>
<td>33.0</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

Item 13

Model response

Suppose an average scoop of ice-cream is a solid sphere 6 centimetres (cm) in diameter. Find how many scoops of ice-cream an Australian eats on average per year.

Reminder: Volume of a sphere $= \frac{4\pi r^3}{3}$ 1 litre $= 1000 \text{ cm}^3$

Show all steps.

Round your answer to the nearest whole number of scoops.

\[
\text{volume of one scoop} = \frac{4\pi r^3}{3} = 113.1
\]

\[
\text{number of scoops} = \frac{18000}{113.1} = 159.15
\]

\[
= 159
\]

Commentary

Item 13 is a two-star item which tested achievement in the CCEs 19 Substituting in formulae and 37 Applying a progression of steps to achieve the required answer.

This item required students to find how many scoops of ice-cream an Australian eats on average per year. The stem reminded students about the formula for the volume of a sphere and indicated that one litre equals 1000 cm$^3$. The first cue instructed students to show all steps. The second cue indicated that they should round their answer to the nearest whole number of scoops.

An A-grade response needed to provide evidence of correct substitution into the formula, i.e. students needed to show the formula rewritten with the “r” replaced by the value of the radius. Next the calculation had to be done correctly making sure that radius cubed was performed as radius x radius x radius, not radius.
x3 and that when finding the number of scoops, the units used for the yearly intake and the volume of one scoop were consistent. Finally, correct rounding had to give the whole number of scoops.

The majority of students were able to substitute into the given formula for the volume of a sphere. However, some students substituted the diameter (6 cm) rather than the radius (3 cm). This could still be awarded a B-grade if subsequent calculations were correct. Other students, after substitution, made calculation errors by either failing to divide by the 3 in the denominator or failing to find 3³ correctly. Again, correct subsequent calculations could lead to a B-grade. After finding the correct volume of one scoop, students needed to divide this figure into the volume of the yearly intake to arrive at the nearest number of scoops per year.

Use of mathematical formulae including substitution is important. Students should become more proficient at this.
## MARKING SCHEME

### UNIT SEVEN  ITEM 13

<table>
<thead>
<tr>
<th>FIRST PERFORMANCE DOMAIN</th>
<th>19 Substituting in formulae</th>
<th>37 Applying a progression of steps to achieve the required answer</th>
</tr>
</thead>
</table>

#### A

The response shows
- correct substitution into the formula
- correct calculation for the number of scoops
- correct rounding to give final number of scoops.

No errors were made in arriving at the number of scoops.

#### B

The response shows
- substitution into the formula
- calculation of the number of scoops

At most one mechanical error is allowed.

A consequently correct number of scoops is given.

#### C

The response shows $4 \pi r^3 / 3$ or equivalent.

OR

The response provides 904.7... or equivalent as the volume of one scoop.

OR

The response shows the yearly intake volume divided by what is indicated to be the volume of one scoop.

#### 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 substitution into formula” shows the $r$ replaced by 3 or $6/3$.
   
   “correct calculation for the number of scoops” shows dividing volume of yearly intake by volume of one scoop — it must be evident that consistent units have been used.

   “correct rounding to give final number of scoops” may result in 159, 158 (18 x 8.8) or 162 (18 x 9).

2. Rounding to the nearest whole number of scoops is only a requirement at the A-grade.

3. At the B-grade, mechanical errors are:
   - transcription or calculating mistakes
   - using $r = 6$ (not 3) which yields $V = 904.7...$ and 20 scoops or equivalent
   - using $4 \pi r^2$ which yields $V = 37.6...$ and 477 scoops or equivalent
   - using $4 \pi r^3$ which yields $V = 339.2...$ and 53 scoops or equivalent
   - 18 L = 1800 cm³ which yields 16 scoops or equivalent.

4. At the C-grade, the equivalent of $4 \pi r^3 / 3$ could be 113, 113.1... or equivalent or any of the following simplifications: $4 \pi r^2 / 3$, $4 \pi / 3$, $36 \pi$.

5. At the C-grade, the equivalent of 904.7... could be (using $\pi$): 905, 904.8, 904.78, 904.779... or (using 3.14): 904, 904.3, 904.32.

6. At the C-grade, “what is indicated to be the volume of one scoop” could be words to that effect or a number previously acknowledged as the volume of one scoop.

### Model Response:

\[
\text{volume of one scoop } = \frac{4 \pi (3)^3}{3} = 113.1
\]

\[
\text{number of scoops } = \frac{18000}{113.1} = 159.15 \\
= 159
\]
**Item 14**

**Model response**

To make one type of ice-cream mixture, milk is first brought to a temperature of 50°C. Then, to each litre of milk, 70 grams (g) of skim milk powder, 100 g of butter and 220 g of sugar are added. Next, 8 g of gelatin and 6 g of glycerol monostearate are combined and added to the milk mixture along with 15 g of vanilla. One litre of milk has a mass of 1033 g.

Determine how many kilograms of ice-cream mixture can be made from 1500 litres of milk if 0.2 per cent of the mass of all the ingredients is lost while making the ice-cream mixture.

**Show all steps.**

\[
1033 + 70 + 100 + 220 + 8 + 6 + 15 = 1452 \text{ g}
\]

\[
\% \text{ loss} = \frac{1452 \times 0.002}{1000} = 2.9 \text{ g}
\]

\[
\text{Remainder} = 1452 - 2.9 = 1449.1
\]

\[
\text{In 1500 L} = 1449.1 \times 1500 = 2173650 \text{ g}
\]

\[
= 2173.65 \text{ kg}
\]

\[
= 2174 \text{ kg}
\]

**Commentary**

Item 14 is a three-star item which tested achievement in the CCEs 37 *Applying a progression of steps to achieve the required answer* and 16 *Calculating with or without calculators*.

Students were given a recipe for making a type of ice-cream mixture based on one litre of milk. They were then asked to determine how many kilograms of ice-cream mixture could be made from 1500 litres of milk if 0.2 percent of the mass of all the recipe ingredients was lost while making the ice-cream mixture. The cue indicated that students should show all steps.

The A-grade response needed to show correct execution of the four steps: multiple, % loss, conversion, summation, indicated in the marking scheme. The result 2174 or equivalent had to be provided as the answer and no inaccuracies could be included in the response.

With respect to “indicates steps have been executed correctly” (see note 1) the response had to contain a statement acknowledging the nature of a step or appropriate maths symbols for the step in question.

Students chose to perform the four steps in many ways. While some took the more direct path, summing the ingredients for one litre of milk first and then performing the multiple (i.e. changing to 1500 litres), percentage loss and conversion (grams to kilograms) step on the total, others chose to perform each of these steps on each of the seven ingredients! Although correct, this was certainly a much more time consuming way to perform the calculations. There was also a greater chance of errors occurring than in the more direct method. The response area provided may not have been sufficient if the longer method was used and this should have pointed students to a more succinct method. The amount of response area given is a good indication of the space that would be required to correctly and efficiently provide a response to an item.

Students found the percentage loss step the most difficult. Some multiplied their total by 0.998 and others multiplied by 0.002 and then subtracted this result from the original number either way being correct. However, some mistakenly used 0.98 (as in 2%) or 0.8 (as in 20%) or only found the amount lost and not what was left. Careful reading of the stimulus and stem is important.
**UNIT SEVEN ITEM 14**

**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>
<tbody>
<tr>
<td>Response indicates the 4 steps:  • multiple  • % loss  • conversion  • summation  have been executed correctly. The result 2174 or equivalent is provided as the answer.  No inaccuracies are included.</td>
<td>Response indicates that 3 of the steps:  • multiple  • % loss  • conversion  • summation  have been executed correctly. A result, based on the steps, has been provided as the answer.  No inaccuracies are included.</td>
<td>Response indicates that an attempt has been made to execute at least 3 of the steps:  • multiple  • % loss  • conversion  • summation.  The result 2173.644 or equivalent is provided.  OR  The result 2174 or equivalent is provided as the answer.</td>
<td>Response indicates that an attempt has been made to execute 2 of the steps:  • multiple  • % loss  • conversion  • summation.  The result 2174 or equivalent is provided.</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>

---

### Model Response 1:

- Mass = 1452
- 1452 x 1500 = 2178000 g
- 2178000 x 0.998 = 2173644
- \( \therefore \) Total = 2173.644 g

### Model Response 2:

- \( 1.033 \times 1500 \times 0.998 = 1546.4 \text{ kg} \)
- \( 0.07 \times 1500 \times 0.998 = 104.8 \text{ kg} \)
- \( 0.1 \times 1500 \times 0.998 = 149.7 \text{ kg} \)
- \( 0.22 \times 1500 \times 0.998 = 329.3 \text{ kg} \)
- \( 0.008 \times 1500 \times 0.998 = 11.98 \text{ kg} \)
- \( 0.006 \times 1500 \times 0.998 = 8.98 \text{ kg} \)
- \( 0.015 \times 1500 \times 0.998 = 22.46 \text{ kg} \)
- \( \therefore \) Total = 2173.6 kg

### Model Response 3:

- \( 1033 + 70 + 100 + 220 + 8 + 6 + 15 = 1452 \text{ g} \)
- \( \% \text{ loss} = 1452 \times \frac{2}{1000} = 2.9 \text{ g} \)
- Remainder = 1452 - 2.9 = 1449.1
- In 1500 L = 1449.1 x 1500 = 2173650 g
- \( \therefore \) Total = 2173.65 kg
- \( \therefore \) Total = 2174 kg

---

**Marking Unit 7**
UNIT SEVEN ITEM 14

Notes:

1. For the A-grade requirement of “indicates steps have been executed correctly”, the response must contain a statement acknowledging the nature of the step or appropriate mathematical symbols for the step in question.

   Correct execution of the 4 steps (order may vary) are:
   - Summation step/s — (milk + all ingredients) which leads to the correct answer
   - % loss step/s — (each/total x 0.998) or (each/total – 0.002 x each/total) which leads to the correct answer/s
   - Multiple step/s — (each/total x 1500) which leads to the correct answer/s
   - Conversion step/s — (each/total) which leads to the correct answer/s.

2. The omission of units or the inclusion of incorrect units in the working or in the final result does not attract a penalty.

3. “2174 or equivalent” means 2174, 2173.6, 2173.64 or 2173.644.

4. At the C- and D-grades, the requirement “indicates that an attempt has been made to execute … the steps” means:

   - Summation step/s — observe at least 3 of the ingredients have been added correctly
   - % loss step/s — observe (at least one value x (one of 0.98, 0.998 or 0.8)) or (at least one value – (one of 0.02, 0.002 or 0.2) x the value) has been done correctly
   - Multiple step/s — observe (at least one value x 1500) has been done correctly
   - Conversion step/s — observe the result of at least one conversion is correct.

5. “2173644 or equivalent” means 2173500 or 2173650.
Item 15

Model response

On the axes below draw a line graph to show the temperature throughout the process from the time the milk is 50°C at the beginning until the time the ice-cream is ready for transportation. Assume each change of temperature mentioned in the process takes 10 minutes.

Use a ruler.

1. temperature (°C)

Commentary

Item 15 is a three-star item which tested achievement in the CCEs 15 Graphing and 6 Interpreting the meaning of graphs.

This item required students to draw a line graph to show the temperature throughout the ice-cream making process from the time the milk was at 50°C at the beginning until the time the ice-cream was ready for transportation. Students were told to assume each change of temperature mentioned in the process took 10 minutes. The stimulus dot-pointed the six stages in the process.

The A-grade response showed a line graph consisting of the starting point at (0, 50), the five appropriate horizontals (showing how long the mixture was at certain temperatures), the five required connecting diagonals (showing the 10 minutes taken to change temperatures) and an end point at –20°C.

The cue instructed students to use a ruler. Unfortunately a number of responses showed that some students did not have this piece of essential equipment.
## MARKING SCHEME

### UNIT SEVEN  ITEM 15

<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>15 Graphing</th>
<th>6 Interpreting the meaning of … graphs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The response shows a line graph consisting of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the starting point at (0, 50)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the 5 appropriate horizontals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the 5 required connecting diagonals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• an end point at (-20)°C</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **B**              |             |                                       |
| The response shows a line graph consisting of: |             |                                       |
| • the starting point at (0, 50) |             |                                       |
| **AND** |             |                                       |
| at most one plotting error in one of: |             |                                       |
| • the 5 horizontals |             |                                       |
| • the 5 connecting diagonals |             |                                       |
| • the end point |             |                                       |

**OR**

The response shows a line graph consisting of:

• at least 4 appropriate horizontals
• at least 3 required connecting diagonals
• an end point at \(-20\)°C.

| **C**              |             |                                       |
| The response shows a line graph consisting of: |             |                                       |
| • the starting point at (0, 50) |             |                                       |
| • at least 3 appropriate horizontals |             |                                       |
| • an end point at \(-20\)°C |             |                                       |

**OR**

The response shows a line graph indicating, in correct order, all 6 of the different required temperatures.

{correct order, left to right, is: 50, 70, 4, -4, -7, -20}

| **D**              |             |                                       |
| The response shows, in correct order, at least 4 of the different required temperatures. |             |                                       |
| • correct order, left to right, is: |             |                                       |
| 50, 70, 4, -4, -7, -20 |             |                                       |

| **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 graph to be regarded as a line graph the points must be connected in a “forwards-time” manner.
2. “appropriate horizontals” have the correct height and the correct length.
3. “required connecting diagonals” join the end of a horizontal to the beginning of the next horizontal and show time elapsed is 10 minutes (1 square).
4. A plotting error is one of:
   • incorrect height of one horizontal
   • incorrect length of one horizontal
   • incorrect slope of one diagonal
   • incorrect end point
   • the graph, with no errors to that point, finishing at \(-7\).
5. To credit a “temperature” an intentional mark or a change in direction of drawn lines must be observed at that temperature (the x coordinate does not have to be correct).
UNIT SEVEN  ITEM 15

Model Responses:

1. Temperature (°C) vs. time (h)

![Graph showing temperature variation over time]
The air that is whipped into the ice-cream mixture during the manufacturing process makes the texture of the resulting ice-cream softer. The volume of air incorporated into the mixture can vary, affecting what is referred to by ice-cream manufacturers as the ‘overrun figure’. Ice-cream with an overrun figure of 0 per cent would have no air in it and would essentially be just frozen ice-cream mixture. An overrun figure of 100 per cent doubles the volume of ice-cream that can be made from a given volume of ice-cream mixture.

A particular ice-cream mixture has a density of 1125 g/litre and the mass of the resulting ice-cream in a three-litre tub is 1900 g.

Calculate the overrun figure for this ice-cream and then clearly explain your reasoning.

Show all steps of your calculations here.

\[
\text{volume of solid in the 3 L tub} = \frac{1900}{1125} = 1.689 \text{ L} \\
\text{increase in volume} = 3 - 1.689 = 1.311 \text{ L} \\
\% \text{ increase} = \frac{1.311}{1.689} \times 100 = 77.6 \\
\text{overrun figure} = 77.6
\]

Write your explanation here.

The resulting ice-cream is ice-cream mix + air and since air has no mass the 1900 g is ice-cream mix.

The volume that the ice-cream mix takes up in the 3 L tub is only 1.689 L so there is 1.311 L of space for expansion.

The overrun figure is the % of air contained in the final mixture. Hence to determine the overrun figure find the % increase for 1.689 L of ice-cream mix to produce 3 L of ice-cream.
Item 16 is a four-star item which tested achievement in the CCEs 48 *Justifying* and CCE 22 *Structuring/organising a mathematical argument.*

This item required students to calculate the overrun figure, as a percentage of air added to ice-cream mixture during the whipping process in manufacturing a particular batch of ice-cream. The stimulus provided the information that an ice-cream mixture has air whipped into it for improved texture. A mixture with no air in it had an overrun figure of zero percent and a mixture that doubled in volume due to air added in the whipping process had an overrun figure of 100 per cent.

The first cue instructed students to show all steps of the calculations. The second instructed students to write a clear explanation. The stimulus stated that a particular ice-cream mixture prior to whipping had a density of 1125 g/litre. A batch of this mixture had air whipped into it and three litres of the resulting ice-cream had a mass of 1900g.

Grades were awarded based on the combination of the calculations and the explanation. It was possible for the explanation to either enhance or detract from the grade suggested by the calculations alone.

Responses were awarded an A-grade if they showed an overrun figure of 77.6 and it had been arrived at via a sequence of clear, creditable steps, accompanied by a legitimate explanation with no inconsistencies. To be awarded an A-grade the overall response had to have volume as the context. A response that showed a sequence of calculations primarily based on mass or density could, if the explanation clearly showed how the mass or density was linked to volume, be awarded an A-grade.

Some of the explanations contained poor articulation of the thought processes behind the solution while others had an explanation that merely verbalised steps carried out in the calculations. Unfortunately, many responses had little or no explanation which meant that they could be awarded a C-grade. The separation of the response area into the calculation part and the explanation part guides students to do both and thus have the greatest opportunity to achieve a high grade.
<table>
<thead>
<tr>
<th>PERFORMANCE DOMAIN</th>
<th>MARKING SCHEME</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT SEVEN ITEM 16</td>
<td>UNIT SEVEN ITEM 16</td>
</tr>
<tr>
<td>48 Justifying</td>
<td>22 Structuring/organising a mathematical argument</td>
</tr>
</tbody>
</table>

**Model Response:**

```
volume of solid in the 3 L tub = (1900 ÷ 1125) = 1.689 L
increase in volume = 3 – 1.689 = 1.311 L

1.689
% increase = \frac{1.311}{1.689} \times 100 = 77.6

overrun figure = 77.6

Explanation:
The resulting ice-cream is ice-cream mix + air and since
air has no mass the 1900 g is ice-cream mix.
The volume that the ice-cream mix takes up in the 3 L tub
is only 1.689 L so there is 1.311 L of space for expansion.
The overrun figure is the % of air contained in the final
mixture. Hence to determine the overrun figure find the
% increase for 1.689 L of ice-cream mix to produce 3 L of ice-cream.
```

**Notes:**

1. For the A- and B-grades, it must be clear from the
calculations and/or the explanation that volume/space is
the context.
2. An error may be a mechanical or transcription error or
may occur in presenting the overrun figure as values such
as 177.6, 1.77, 0.77, …
3. An explanation is not required at the C-, D- or E-grades.
However, if an explanation is provided in a response that
appears eligible for a C-grade, the explanation should be
considered carefully, as it may enhance or detract from
the grade suggested by the calculations only.
Unit Eight

This unit was based on an extract from Don Watson’s *American Journeys*, where he gave an account of some accommodation he encountered in America. Students were told hyperbole is a language technique that employs exaggerated or extravagant statements to produce a strong impression and that hyperboles are not meant to be taken literally.

The following table shows the percentage of responses awarded the various grades for the items in this unit.

<table>
<thead>
<tr>
<th>Item 17</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 17</td>
<td>3.4</td>
<td>15.9</td>
<td>39.2</td>
<td>25.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 18</td>
<td>2.4</td>
<td>11.9</td>
<td>31.5</td>
<td>19.7</td>
<td>7.0</td>
<td>7.3</td>
<td>20.2</td>
</tr>
</tbody>
</table>

A shaded box indicates that the grade was not available for that item.

**Item 17**

**Model response**

Don Watson’s descriptions are intensified by imagery and figurative language such as simile, metaphor and personification. Quote two examples of his descriptions that are especially vivid. Explain what each conveys and why each is effective.

Use at most one simile in your response.

“penetrated the sinuses like a bamboo skewer” is used to convey the message that the room smelt extremely revolting and so strong that it shot up his nose and made him feel like he was being stabbed in the nostrils. It allows the reader to grasp an understanding of just how dirty and revolting the Thunderbird Inn is.

“In the manner of classic motels, you spit on the road from the door of your room”. This is a vivid image as it conveys the closeness of the roadway and also the type of neighbourhood — somebody spitting from the doorway does not conjure up thoughts of an upmarket motel.

The author is giving us a clue about the usual coarse clientele.
Item 17 is a three-star item which tested achievement in the CCEs 4 Interpreting the meaning of words, 43 Analysing and 26 Explaining to others.

In the stem, students were told that Don Watson's descriptions are intensified by the use of imagery and figurative language such as simile, metaphor and personification. Students were required to quote two examples of descriptions that were especially vivid, explain what each conveyed, and explain why each was effective. The cue demanded that at most one simile should be used.

A-grade responses identified two vivid images, explained what each conveyed and explained why each was effective. There were two issues that arose with the choice of a vivid image. Some extracts did not meet the criteria for what constituted a vivid image, for example, the first sentence of the extract and the two questions within the extract. It was acceptable for students to select two vivid images from a single sentence (i.e. “a roach as big as a small mouse ...sitting on its hind legs like a kangaroo defending its territory”).

It was important for students to realise the difference between what an image conveyed and why it was effective. Convey refers to what the image imparts or makes known, e.g. what is made known about the smell, the cockroach, the girl, and so on. This information dealt with the specific piece of text. Effective refers to how the image puts into effect the purpose of the author. He was deliberately showing the reader that the motel was misrepresented or “dodgy” through mockery, distortion, exaggeration, etc. Thus effectiveness could be addressed in three ways: the response could link to subject matter (e.g. to give an account of the state of the accommodation) or to the author's intention or the reader's response.

Some responses addressed the “big picture” of the author's intention and the reader's response too generally and received no credit for explaining effectiveness. Sometimes the students cued convey and effectiveness incorrectly but they were not penalised for this as long as they addressed the text specifically (in convey) and the “big picture” specifically (for effectiveness).

The image could be identified variously. Generally, students identified the quotation accurately using quotation marks. However, identifying key words from the quotation, making a line reference or paraphrasing the image were acceptable methods of identifying the image.

Some students focused on defining figures of speech and failed to obey the stem, presumably a carryover from the previous items.
## UNIT EIGHT  ITEM 17

### PERFORMANCE DOMAIN

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
</table>
| **The response**  
• identifies two vivid images  
• explains what each conveys  
• explains why each is effective. | **The response**  
• identifies two vivid images  
• explains what it conveys  
• explains why it is effective  
and for the other image, either  
• explains what it conveys or  
• explains why it is effective. | **The response**  
• identifies one vivid image  
• explains what it conveys  
• explains why it is effective.  
--- OR ---  
The response  
• identifies two vivid images  
• explains what each conveys.  
--- OR ---  
The response  
• identifies two vivid images  
• explains why each is effective.  
--- OR ---  
The response  
• identifies two vivid images  
• explains what one image conveys  
• explains why the other image is effective. | **The response**  
• identifies one vivid image  
• explains what it conveys.  
--- OR ---  
The response  
• identifies two vivid images  
• explains why each is effective.  
--- OR ---  
The response  
• identifies two vivid images  
• explains what one image conveys  
• explains why the other image is effective. |

### Notes:

1. If a figure of speech has been misconstrued, no penalty applies.  
   [Note 3 applies to actual similes, not what a student may have categorised as simile.]
2. If a response cites more than two vivid images, grade the response on the basis of the vivid image(s) that would yield the highest grade.
3. If more than one simile is used, the clue has been over-ridden.  
   Where the grade is based on two similes [including the application of Note 2], the response is not eligible for an A-grade, but can be awarded B-, C-, D- or N-grade.
4. To be creditable, the response must not be inconsistent with the extract.

### Model Response:

- "penetrated the sinuses like a bamboo skewer" is used to convey the message that the room smelt extremely revolting and so strong that it shot up his nose and made him feel like he was being stabbed in the nostrils. It allows the reader to grasp an understanding of just how dirty and revolting the Thunderbird Inn is.
- "In the manner of classic motels, you spit on the road from the door of your room". This is a vivid image as it conveys the closeness of the roadway and also the type of neighbourhood — somebody spitting from the doorway does not conjure up thoughts of an upmarket motel. The author is giving us a clue about the usual coarse clientele.
In a style consistent with the author’s, continue the account of the motel, introducing two additional features of the Thunderbird Inn.

1. The bald lightbulb that hung above my narrow mouldering bed was glowing only dimly; the last effort of a terminal firefly. It had a crack down its centre, a crack that entranced me as surely as any hypnotist, for it was artfully done, splintered just so, to provide the bulb with a sense of poverty and shattered dreams. It even swung slightly back and forth — just enough to give the impression that as soon as I lay down on my equally unsteady bed, the wires that suspended it in space like the tether that connects an astronaut to his spacecraft would snap and split open my poor head like a melon. It did not, however, do so. As I settled down for the night, I gave the appropriate credit to my host: Even the bed was perfect. The slats were unevenly spaced so my spine sagged down as if an anvil had been rested upon my stomach. The blanket was thinner than paper and crawled with countless tiny insects that danced the tarentella over my cold and shivering body. Overhead, the bulb broke free of its restraints, showering me with glass.

2. Having refreshed myself, I headed for the hotel diner for a bite to eat. As it turned out, the Thunderbird Inn’s idea of a bite would have fed a small country and their drinks were almost big enough to come with their own rowing boat. I waddled back to my room and flopped onto the bed like a hippopotamus into mud - dry mud! The next thing I knew I was enveloped by 50 years of dust particles arising from the bedspread like a desert storm. Did I dare turn on the huge cube of a TV sitting ponderously on the dresser opposite the bed?
Item 18 is a four-star item which tests achievements in the CCEs 46 Creating/composing/devising, 10 Using vocabulary appropriate to a context and 31 Interrelating ideas/themes/issues.

The stem asked the students to continue the account of the motel in a style consistent with the author’s, introducing two additional features of the Thunderbird Inn. The cue reminded the students to craft their response using vivid descriptions that differed from those in the extract.

To be awarded an A-grade the response was required to continue the description in a manner consistent with the style and intent of the author. This meant that the response had an element of linkage to the extract or that it felt a part of a single piece. This might have been recognised through a mocking or ironic tone that described the additional features as malfunctioning or unsavoury or through an entertaining or humorous tone “to raise a smile”. To be consistent with the style of the extract, the response had to be in the past tense. Some responses failed to focus on description and instead transformed into an exciting narrative.

The response had to evoke the time and place of the extract. The time might have been recognised through references to 50 years of dust, outdated technology, aged equipment, furniture or décor clearly associated with the past. The place might have been recognised through references to a retro hotel, run-down features or an overall sense of disappointment. Many students achieved this with great subtlety and cleverness.

The response was also required to introduce two additional features. The note on the marking scheme indicated that for an additional feature to be creditable, it had to be in keeping with the Thunderbird Inn as described in the extract and be located at the motel or within its surroundings. The features of the motel identified in the extract were the office, neon sign, girl, Coke machine, shower, smell, cockroach and the proximity to road. It should be noted that these features could be mentioned in students’ writing to establish a sense of continuity. Some commonly used additional features were the bed, ceiling, diner, television and other staff.

A-grade responses were required to build and sustain vivid descriptions that differed from those in the extract. Vivid descriptions are those that appeal to the senses, use figurative language and powerful imagery, and/or use creative diction (powerful verbs, adverbs and interesting adjectives and/or specific details). The quality of the description had to be sustained throughout the response.

A-grade responses had to use vocabulary appropriately and to effect. Responses that had a wide and interesting vocabulary were able to build the atmosphere and entertain the reader with their witty/funny/colourful writing. A-grade responses were required to use hyperbole “to raise a smile”. The intention of the hyperbole was to support the mocking tone and not to deviate into moods or genres that weren’t consistent with the style of the original extract. Therefore, it was deemed not acceptable for responses to use hyperbole to generate excessive violence, distaste or fear which would not have been found in a travelogue such as American Journeys. The phrase “to raise a smile” was deemed to mean anything on a continuum from obvious delight (laugh out loud) to quite subtle amusement (gentle or wry observations). Also, for an A-grade response, any lapses in the use of spelling, punctuation and grammar could not detract from the readability of the response.

This item required students to analyse the style of the passage so that they could write in a similar style. They had to be able to control their creative ideas so that the response was in the style of the original extract, mocking but not gross. Some responses tried to achieve hyperbole by making their writing as distasteful as possible rather than by exaggerating in keeping with the style of the author. Students with control over a wide vocabulary achieved outstanding results in this item.
### UNIT EIGHT ITEM 18

**PERFORMANCE DOMAIN**

<table>
<thead>
<tr>
<th></th>
<th>46 Creating/composing/devising</th>
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|   | Note:
|   | For an additional feature to |                                          |                                   |
|   | be creditable it must be in  |                                          |                                   |
|   | keeping with the Thunderbird |                                          |                                   |
|   | Inn as described in the      |                                          |                                   |
|   | extract and be located at    |                                          |                                   |
|   | the motel or within its      |                                          |                                   |
|   | surroundings.                |                                          |                                   |

**Model Response:**

1. The bald lightbulb that hung above my narrow mouldering bed was glowing only dimly; the last effort of a terminal firefly. It had a crack down its centre, a crack that entranced me as surely as any hypnotist, for it was artfully done, splintered just so, to provide the bulb with a sense of poverty and shattered dreams. It even swung slightly back and forth — just enough to give the impression that as soon as I lay down on my equally unsteady bed, the wires that suspended it in space like the tether that connects an astronaut to his spacecraft would snap and split open my poor head like a melon. It did not, however, do so. As I settled down for the night, I gave the appropriate credit to my host: Even the bed was perfect. The slats were unevenly spaced so my spine sagged down as if an anvil had been rested upon my stomach. The blanket was thinner than paper and crawled with countless tiny insects that danced the tarentella overhead, and the sheets that covered me were a tad too coarse to soothe the chafing of my skin. Overhead, the bulb broke free of its restraints, showering me with glass.

2. Having refreshed myself, I headed for the hotel diner for a bit to eat. As it turned out, the Thunderbird Inn’s idea of a bite would have fed a small country and their drinks were almost big enough to come with their own rowing boat. I waddled back to my room and flopped onto the bed like a hippopotamus into mud — dry mud! The next thing I knew I was enveloped by 50 years of dust particles arising from the bedspread like a desert storm. Did I dare turn on the huge cube of a TV sitting ponderously on the dresser opposite the bed?
### Marking Scheme

**UNIT EIGHT ITEM 18**

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<td>A</td>
<td>The response • continues the description of the motel in a manner consistent with the style and intent of the author • evokes the time and place (of the extract) • introduces TWO additional features of the motel • builds and sustains the use of vivid descriptions (of the features) that differ from those used in the extract • uses vocabulary appropriately and to effect • uses hyperbole to “raise a smile”. Any lapses in the use of grammar, punctuation or spelling do not detract from the readability of the response.</td>
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<tr>
<td>B</td>
<td>The response • continues the description of the motel in a manner that is largely consistent with the style and intent of the author • suggests the time or place (of the extract) • <em>either</em> – introduces TWO additional features of the motel or – introduces ONE additional feature of the motel AND elaborates on ONE previously mentioned feature of the motel • builds vivid descriptions (of the features) that differ from those used in the extract • uses vocabulary appropriately • uses hyperbole to “raise a smile”. In the main, any lapses in the use of grammar, punctuation or spelling do not detract from the readability of the response.</td>
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<td>C</td>
<td>The response • continues the description of the motel in a manner that shows some recognition of the style and intent of the author • <em>either</em> – uses vivid description that differs from those used in the extract to introduce ONE additional feature of the motel or – uses vivid descriptions to portray TWO features of the motel • in the main, uses vocabulary appropriately • includes the deliberate use of words or phrases that are “over the top”.</td>
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<td>D</td>
<td>The response • adds to the description of the motel • uses some descriptive vocabulary or hyperbole to focus on negative aspect(s) of feature(s) of the motel.</td>
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<tr>
<td>E</td>
<td>The response • adds to the description of the motel • reinforces a negative aspect of a feature of the motel.</td>
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<tr>
<td>N</td>
<td>Response is unintelligible or does not satisfy the requirements for any other grade.</td>
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**Model Response:**

1. The bald lightbulb that hung above my narrow mouldering bed was glowing only dimly; the last effort of a terminal firefly. It had a crack down its centre, a crack that entranced me as surely as any hypnotist, for it was artfully done, splintered just so, to provide the bulb with a sense of poverty and shattered dreams. It even swung slightly back and forth — just enough to give the impression that as soon as I lay down on my equally unsteady bed, the wires that suspended it in space like the tether that connects an astronaut to his spacecraft would snap and split open my poor head like a melon. It did not, however, do so. As I settled down for the night, I gave the appropriate credit to my host: Even the bed was perfect. The slats were unevenly spaced so my spine sagged down as if an anvil had been rested upon my stomach. The blanket was thinner than paper and crawled with countless tiny insects that danced the tarentella over my cold and shivering body. Overhead, the bulb broke free of its restraints, showering me with glass.

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