
PISA READING SAMPLE ITEMS

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LAKE CHAD

Figure 1 shows changing levels of Lake Chad, in Saharan North Africa. Lake Chad disappeared completely in about 20,000 BC, during the last Ice Age. In about 11,000 BC it reappeared. Today, its level is about the same as it was in AD 1000.

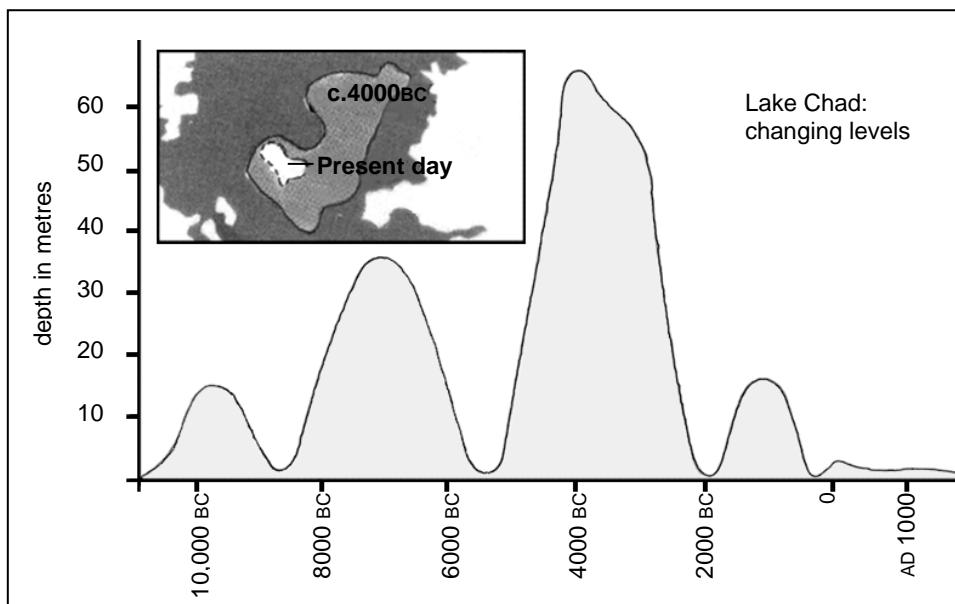


Figure 1

Figure 2 shows Saharan rock art (ancient drawings or paintings found on the walls of caves) and changing patterns of wildlife.

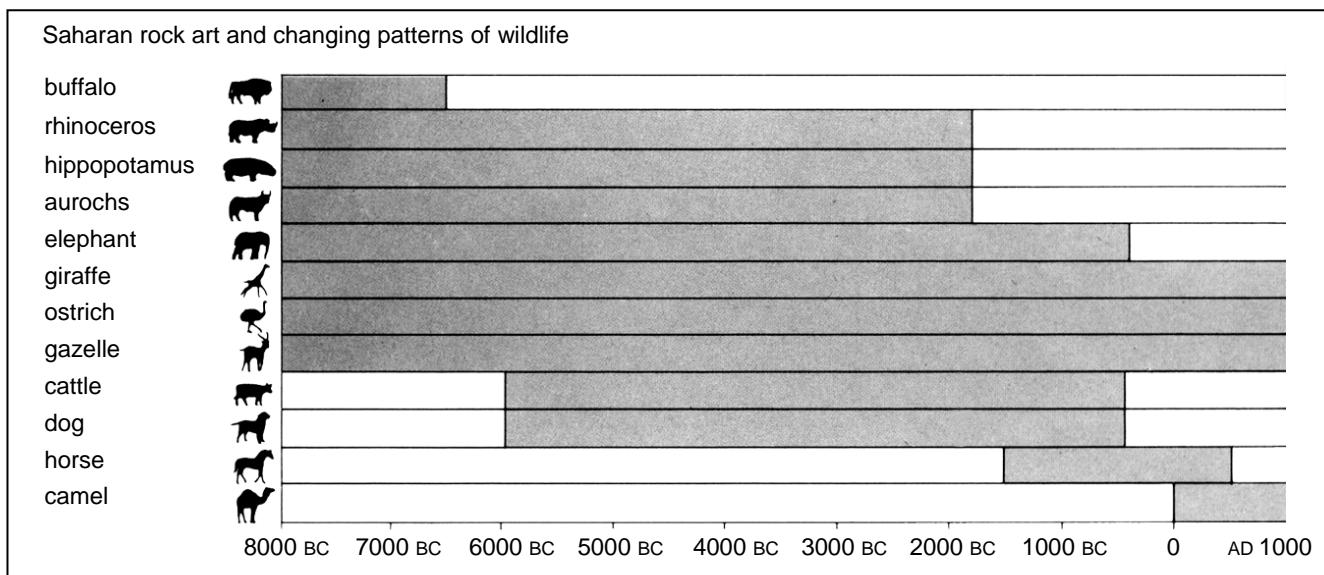


Figure 2

Use the information about Lake Chad on the opposite page to answer the questions below.

Question 1: LAKE CHAD

R040Q02

What is the depth of Lake Chad today?

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

LAKE CHAD SCORING 2

QUESTION INTENT: Developing an Interpretation: integrating information in text and graph

R040Q02 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	54.1	71.9
B	8.2	1.4
C	8.4	3.4
D	3.7	3.1
E	21.5	16.1

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	55.4	38.8	49.3	59.1	54.1		
English	73.9	51.0	71.1	73.0	71.9	61.9	

Question 2: LAKE CHAD

R040Q03A- 0 1 9

In about which year does the graph in Figure 1 start?

.....

LAKE CHAD SCORING 3A

QUESTION INTENT: Retrieving Information

Full credit

Code 1: 11,000 BC (or approximation between 10,500 and 12,000; or other indication that the student has extrapolated from the scale)

- 11,000
- 11,000 BC
- 10,500 BC
- Just before 10,000 BC
- About 12,000
- About 11,000 BC

No credit

Code 0: Other, including arrow pointing to the starting point of the graph.

- 10,000 BC [*Failure to extrapolate from the scale.*]
- 20,000 BC
- 8000 BC [*Has looked at wrong figure.*]
- ~~11000 BC~~ 4000 BC [*Ignore crossed-out answer.*]
- 0

Code 9: Missing

R040Q03A Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	59.5	60.3
0	33.8	33.2
9	6.7	6.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	61.3	46.4	54.5	64.8	59.5		
English	60.6	47.1	53.0	69.8	60.3	47.9	

Question 3: LAKE CHAD

R040Q03B- 0 1 9

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

.....
.....

LAKE CHAD: SCORING 3B

QUESTION INTENT: Reflecting on the Form of a Text: inferring the reason for an authorial decision

Full credit

Code 1: Refers to reappearance of lake. Note: answer may receive full credit even if previous answer is incorrect.

- Lake Chad reappeared in 11,000 BC after disappearing completely around 20,000 BC.
- The lake disappeared during the Ice Age and then came back at about this time.
- It reappeared then.
- About 11,000 BC it came back.
- Then the lake reappeared after being gone for 9000 years.

No credit

Code 0: Other

- This is when animals started to appear.
- 11,000 BC is when humans began to do rock art.
- 11,000 BC was when the lake (first) appeared.
- Because at that time Lake Chad was completely dried up.
- Because that was the first movement on the graph.

Code 9: Missing

R040Q03B Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	45.7	43.5
0	40.0	38.7
9	14.3	17.8

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	48.0	33.3	42.6	49.0	45.7	34.6	
English	49.4	17.6	39.8	48.4	43.5		

Question 4: LAKE CHAD

R040Q04

Figure 2 is based on the assumption that

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

LAKE CHAD SCORING 4

QUESTION INTENT: Forming a Broad Understanding: recognising the underlying idea of a chart

R040Q04 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	74.0	59.9
B	5.2	6.2
C	8.4	9.2
D	5.7	17.8

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	75.1	65.6	74.3	73.7	74.0	71.9	
English	60.0	45.1	57.8	62.7	59.9		

Question 5: LAKE CHAD

R040Q06

For this question you need to draw together information from Figure 1 and Figure 2.

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

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

LAKE CHAD SCORING 6

QUESTION INTENT: Developing an Interpretation: integrating information across two non-continuous texts

R040Q06 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	16.9	12.0
B	11.5	14.0
C	38.4	45.9
D	27.2	21.9

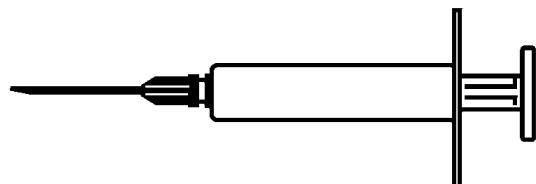
Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	38.3	29.0	34.4	42.5	38.4	52.5	
English	49.4	29.4	43.4	49.2	45.9		

FLU

ACOL VOLUNTARY FLU IMMUNISATION PROGRAM

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

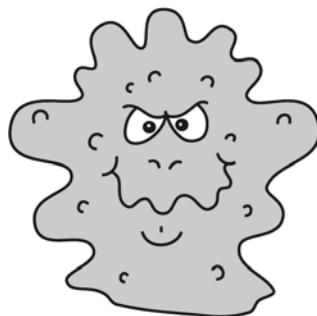
The best way to fight the virus is to have a fit and healthy body. Daily exercise and a diet including plenty of fruit and vegetables are highly recommended to assist the immune system to fight this invading virus.



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

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

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



WHO SHOULD BE IMMUNISED?

Anyone interested in being protected against the virus.

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

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

WHO SHOULD NOT BE IMMUNISED?

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

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



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

For further information please contact Fiona on ext. 5577.

*Enjoy
Good Health*

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

Question 6: FLU

R077Q02

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

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

FLU SCORING 2

QUESTION INTENT: Retrieving Information: cycling through text to find explicitly stated information

R077Q02 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	1.7	14.4
B	86.5	60.6
C	2.5	8.9
D	7.1	12.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	87.7	77.0	88.1	84.9	86.5		
English	58.9	49.0	61.4	59.5	60.6	70.1	

Question 7: FLU

R077Q03- 0 1 2 9

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

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

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

Do you think she succeeded?

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

.....
.....
.....

FLU SCORING 3

QUESTION INTENT: Reflecting on the Form of a Text: identifying features relating the style and purpose of a text

Full credit

Code 2: Refers accurately to the text and relates style to purpose, consistent with “friendly and encouraging”. The answer must do AT LEAST ONE of the following:

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

Opinion about whether Fiona succeeded may be stated or implied.

- No, it was a bad idea to put a picture of a syringe near the beginning. That looks scary. *[Refers to one specific part of the design: a particular picture (1). Uses own evaluative term: “scary” (2).]*
- Yes, the pictures break up the writing and make it easy to read. *[Describes a specific aspect of layout (1).]*
- The cartoon-like picture of the virus is friendly. *[Refers to a specific aspect (“cartoon-like”) of one illustration (1).]*
- No, the pictures are childish and irrelevant. *[Uses own terms (“childish”, “irrelevant”) to evaluate one of the features mentioned in the stem (2).]*
- Yes, the written style is relaxed and informal. *[Uses own terms (“relaxed”, “informal”) to evaluate one of the features mentioned in the stem (2).]*
- Yes, the style was warm and inviting. *[Uses own terms to evaluate style (2).]*
- There is too much writing. People wouldn’t bother reading it. *[Refers to a relevant feature of the presentation: amount of text (1). Uses own evaluative terms (2).]*
- She doesn’t put pressure on people to get the injection, and that would encourage people. *[Implicit reference to manner or register: an aspect of style (2).]*
- No, the writing style is very formal. *[Debatable but plausible application of own evaluative term: “formal” (2).]*

Partial credit

Code 1: Refers accurately to the text and relates purpose to information and content (rather than style), consistent with “friendly and encouraging”.

Opinion about whether Fiona succeeded may be stated or implied.

- No, there is no way that a message about having an injection could be friendly and encouraging.
- Yes she succeeded. She’s giving many opportunities and arranging times for a flu immunisation. She also gave suggestions about health.

No credit

Code 0: Gives insufficient or vague answer.

- Yes, it makes it sound as if it would be a good idea.
- Yes it is friendly and encouraging. *[Terms not applied to specific features.]*
- No, it doesn’t work.
- No because some of the information is not correct. *[Refers to content without making any connection to the idea of “friendly and encouraging”.]*
- Yes, the illustrations are encouraging and the style of the announcement is also acceptable. *[“Illustrations are encouraging” does not go beyond the terms of the question. “The style of the announcement is also acceptable” is too vague.]*
- She succeeded, easy to read, and clear. *[The terms used are not specific enough.]*
- I think that she has succeeded well. She has selected pictures and written interesting text. *[Pictures are not evaluated in any way, and “interesting text” is too vague.]*

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

- Yes everyone should have the injection. *[Irrelevant and inaccurate.]*
- No, the pictures have nothing to do with the message. *[Inaccurate]*

- Yes, because she wants people to be worried about getting the flu. [Conflicts with the idea of “friendly and encouraging”.]
- It’s good but it’s only one opinion. [Irrelevant]
- Yes, it gave brief information on what they will do to stop flu. [Irrelevant – refers to content in a non-specific way.]
- Yes, she just tells the facts. [Irrelevant]
- Yes, because more people should be immunised. [Gives a general opinion on the subject of immunisation, does not refer to the style or to details of content.]
- Yes I do because no-one wants to be sick. Everyone wants good health. [Irrelevant]

Code 9: Missing

R077Q03 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
2	50.5	42.5
1	12.0	3.4
0	16.7	23.6
9	20.8	30.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	60.2	37.7	62.6	50.1	56.5	44.1	
English	47.5	12.7	46.4	41.3	44.2		

Question 8: FLU

R077Q04

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

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

FLU SCORING 4

QUESTION INTENT: Developing an Interpretation: integrating several parts of the text

R077Q04 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	2.0	13.4
B	73.6	43.5
C	12.4	18.2
D	9.0	21.6

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	75.6	66.1	78.5	68.5	73.6	53.5	
English	41.7	23.5	42.2	45.2	43.5		

Part of the information sheet says:

WHO SHOULD BE IMMUNISED?

Anyone interested in being protected against the virus.

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

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

Explain your answer.

.....
.....
.....
.....

FLU SCORING 5

QUESTION INTENT: Reflecting on the Content of a Text: evaluating appropriateness of a section of the text in relation to its overall meaning and purpose

Full credit

Code 2: Evaluates the section of text in relation to the term “misleading” by indicating that there is a potential contradiction. (“Who should be immunised? Anyone...” vs “Who should not be immunised?”). May or may not explain what the contradiction is. Agreement or disagreement may be stated or implied.

- Yes, because it would be dangerous for some people to have the immunisation (e.g. pregnant women). *[Describes contradiction.]*
- No, because you only have to read another couple of lines to realise that some people shouldn't have the injection, and on the whole she wants people to have it.
- Yes, because she says “anyone” can and later she states the people who should not be immunised. *[Contradiction identified.]*
- This line suggests that all people should get the vaccine, which is untrue. *[Contradiction briefly indicated.]*
- Yes, to some extent! Maybe: “Anyone interested in being protected against the virus, but who doesn't suffer from any of the following symptoms or diseases.” *[Suggested rewording implies recognition of the contradiction.]*

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

- Leave out because having the immunisation is not a guarantee that you won't get the flu.
- I don't agree, even though it makes it sound as if you will definitely get the flu if you don't have the injection.
- Having the injection is not a complete protection.
- Leave out because not everyone gets the flu, especially if you are fit and well.

- Yes I agree because it makes the shot sound better than it is. *[Implies an exaggeration, though unspecified.]*

Partial credit

Code 1: Evaluates the section of text, but not in relation to the term “misleading”.

- (1) Indicates that the statement is strong, effective and/or encouraging without mentioning potential contradiction or misleading element; OR
- (2) Indicates that the statement “Anyone interested in being protected against the virus” is redundant because it is stating the obvious.
 - It was good to put it in, because it would encourage people. [1]
 - It should be there because it makes the message stand out. [1]
 - I think that these words should have been left out because it goes without saying that everyone wants to be protected against the virus, even if this is not accomplished through immunisation. [2]

No credit

Code 0: Gives insufficient or vague answer, or restates “misleading” without explanation.

- Leave it in, it's good. *[No explanation.]*
- They should have put another picture there instead of the heading. *[No explanation.]*
- Yes, this sentence is misleading and it could cause problems. *[No explanation]*

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

- It should have been left out because everyone has the right to decide for themselves. *[Misunderstanding of register of the text: it is not an order.]*
- I think the word FLU should have been put in between THE and VIRUS, because people just taking a glance at it might think that they are talking about another virus and not the flu. *[Implausible explanation for “misleading”.]*
- Yes, people may be interested but may have a fear of needles. *[Irrelevant]*

Code 9: Missing

R077Q05 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
2	33.5	24.0
1	7.8	12.0
0	47.1	46.2
9	11.5	17.8

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	39.6	27.6	42.2	32.5	37.4	38.0	
English	28.3	7.8	31.0	28.6	30.0		

Question 10: FLU*R077Q06*

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

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

FLU SCORING 6

QUESTION INTENT: Reflecting on Content: applying a set of criteria given in a text to other cases

R077Q06 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	6.9	7.9
B	10.0	26.0
C	16.7	18.5
D	60.4	41.4

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	62.2	48.1	64.9	55.6	60.4	44.6	
English	40.6	33.3	45.8	35.7	41.4		

GRAFFITI

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

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

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

Helga

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

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

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

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

Times are hard for art.

Sophia

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

Question 11: GRAFFITI

R081Q01

The purpose of each of these letters is to

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

GRAFFITI SCORING 1

QUESTION INTENT: Forming a Broad Understanding: recognising the purpose of text

R081Q01 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	2.6	4.6
B	89.1	80.3
C	2.5	8.8
D	4.7	4.6

Test Language	% Correct					OECD
	F.4	F.1-F.3	Girls	Boys	Overall	
Chinese	91.2	81.8	91.1	87.0	89.1	
English	84.2	54.5	83.1	76.2	80.3	76.4

Question 12: GRAFFITI

R081Q05- 0 1 9

Why does Sophia refer to advertising?

.....
.....

GRAFFITI SCORING 5

QUESTION INTENT: Developing an Interpretation: inferring an intended relationship

Full credit

Code 1: Recognises that a comparison is being drawn between graffiti and advertising.

Answer is consistent with the idea that advertising is a legal form of graffiti.

- To show us that advertising can be as invasive as graffiti.
- Because some people think advertising is just as ugly as spray-painting.
- She's saying that advertising is just a legal form of graffiti.
- She thinks advertising is like graffiti.
- Because they don't ask your permission to put up billboards. *[The comparison between advertising and graffiti is implicit.]*
- Because advertisements are placed in society without our permission, as is graffiti.
- Because the billboards are like graffiti. *[A minimal answer. Recognises a similarity without elaborating on what the similarity is.]*

- Because it is another form of display.
- Because advertisers stick posters on the wall and she thinks it is graffiti as well.
- Because it is on the walls too.
- Because they are equally nice or ugly to look at.
- She refers to advertising because it is acceptable unlike graffiti. [Similarity of graffiti and advertising is implied by contrasting attitudes to the two.]

OR: Recognises that referring to advertising is a strategy to defend graffiti.

- So that we will see that graffiti is legitimate after all.

No credit

Code 0: Gives insufficient or vague answer.

- It's a way of making her point.
- Because she wants to, she mentions it as an example.
- It's a strategy.
- Company logos and shop names.

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

- She's describing the graffiti.
- Because people put graffiti on them.
- Graffiti is a kind of advertising.
- Because graffiti is advertising for a certain person or gang. [Comparison goes in the wrong direction i.e. graffiti is a form of advertising.]

Code 9: Missing

R081Q05 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	57.8	31.9
0	34.8	52.5
9	7.4	15.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	61.5	39.0	60.2	55.2	57.8	52.9	
English	31.9	13.6	31.2	33.1	31.9		

Question 13: GRAFFITI

R081Q06A- 0 1 9

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

.....
.....
.....

GRAFFITI SCORING 6A

QUESTION INTENT: Reflecting on the Content of a Text: justifying own point of view

Full credit

Code 1: Explains point of view by referring to the content of one or both letters. May refer to the writer's general position (*i.e.* for or against) or to a detail of her argument. Interpretation of writer's argument must be plausible. Explanation may take the form of paraphrase of part of the text, but must not be wholly or largely copied without alteration or addition.

- I agree with Helga. Graffiti is illegal and that makes it vandalism.
- Helga because I am against graffiti. [*Minimum answer*]
- Sophia. I think it's hypocritical to fine graffiti artists and then make millions by copying their designs.
- I sort of agree with both of them. It should be illegal to paint over walls in public places but these people should be given the opportunity to do their work somewhere else.
- Sophia's because she cares about art.
- I agree with both. Graffiti is bad but advertising is just as bad so I won't be hypocritical.
- Helga because I don't really like graffiti either but I understand Sophia's point of view and how she didn't want to condemn people for doing something they believe in.
- Helga's because it really is a pity to spoil the reputation of young people for nothing. [*Borderline case: some direct quotation, but embedded in other text.*]
- Sophia. It is true that patterns and colours stolen from graffiti appear in stores and are accepted by people who consider graffiti dreadful. [*The explanation is a combination of phrases from the text, but the amount of manipulation indicates that it has been well understood.*]

No credit

Code 0: Support for own point of view is confined to a direct quotation (with or without quotation marks).

- Helga because I agree that people should find ways to express themselves that do not inflict extra costs upon society.
- Helga. Why spoil the reputation of young people?

OR: Gives insufficient or vague answer.

- Sophia's because I think Helga's letter doesn't back her argument with reasons (Sophia compares her argument to advertising etc.) [*Answers in terms of style or quality of argument.*]
- Helga because she used more details. [*Answers in terms of style or quality of argument.*]
- I agree with Helga. [*No support for opinion.*]
- Helga's because I believe what she is saying. [*No support for opinion.*]
- Both, because I can understand where Helga is coming from. But Sophia is also right. [*No support for opinion.*]

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

- I agree more with Helga. Sophia doesn't seem to be sure what she thinks.
- Helga's because she thinks some have talent. [*Misinterpretation of Helga's argument.*]

Code 9: Missing

R081Q06A Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	73.5	61.8
0	17.7	27.1
9	8.8	11.1

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	75.9	63.6	77.5	69.4	73.5	67.1	
English	64.5	34.8	64.6	57.6	61.8		

Question 14: GRAFFITI

R081Q06B- 0 1 9

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

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

Regardless of which letter you agree with, in your opinion, which do you think is the better letter? Explain your answer by referring to **the way** one or both letters are written.

.....

GRAFFITI SCORING 6B

QUESTION INTENT: Reflecting on the Form of a Text: evaluating the quality of two letters

Full credit

Code 1: Explains opinion with reference to the style or form of one or both letters. Refers to criteria such as style of writing, structure of argument, cogency of argument, tone, register used, strategies for persuading audience. Terms like “better arguments” must be substantiated.

- Helga's. She gave you lots of different points to consider and she mentioned the environmental damage that graffiti artists do which I think is very important.
- Helga's letter was effective because of the way she addressed the graffiti artists directly.
- I think Helga's letter was the better one of the two. I thought Sophia's was a bit biased.
- I thought Sophia put forward a very strong argument but Helga's was structured better.
- Sophia, because she didn't really aim it at anyone. [*Explains his/her choice in terms of quality of content. Explanation is intelligible when interpreted as “Doesn't attack anyone”.*]
- I like Helga's letter. She was quite dominant getting her opinion out.

No credit

Code 0: Judges in terms of agreement or disagreement with the writer's position, or simply paraphrases content.

- Helga. I agree with everything she said.
- Helga's was the better letter. Graffiti is costly and wasteful, just as she says.

OR: Judges without sufficient explanation.

- Sophia's letter was the best.
- Sophia's was easier to read.
- Helga had a better argument.

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

- Helga's is better written. She works step by step through the problem and then, on the basis of that, she comes to a logical conclusion.
- Sophia because she kept her position to herself until the end of her letter.

Code 9: Missing

R081Q06B Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	58.9	49.3
0	25.7	26.9
9	15.4	23.8

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	62.6	39.6	62.9	54.7	58.9	44.4	
English	52.3	21.2	51.9	45.3	49.3		

LABOUR

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

The Labour Force Structure year ended 31 March 1995 (000s)¹



Notes

1. Numbers of people are given in thousands (000s).
2. The working-age population is defined as people between the ages of 15 and 65.
3. People "Not in labour force" are those not actively seeking work and/or not available for work.

Use the information about a country's labour force on the opposite page to answer the questions below.

Question 15: LABOUR

R088Q01

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

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

LABOUR SCORING 1

QUESTION INTENT: Forming a Broad General Understanding: recognising main organising principle of information

R088Q01 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	7.9	8.9
B	2.6	4.1
C	5.4	3.4
D	81.3	80.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	83.1	70.5	81.6	81.0	81.3	61.3	
English	82.2	60.8	80.7	80.2	80.5		

Question 16: LABOUR

R088Q03- 0 1 2 9

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

LABOUR SCORING 3

QUESTION INTENT: Retrieving Information: combining two pieces of explicitly stated information

Full credit

Code 2: Indicates that the number in the tree diagram AND the “000s” in the title/footnote have been integrated: 949,900. Allow approximations between 949,000 and 950,000 in figures or words. Also accept 900,000 or one million (in words or figures) with qualifier.

- 949,900
- just under nine hundred and fifty thousand
- 950,000
- 949.9 thousand
- almost a million
- about 900 thousand

- 949.9 X 1000
- 949,900
- 949(000)

Partial credit

Code 1: Indicates that number in tree diagram has been located, but that the “000s” in the title/footnote has not been correctly integrated. Answers 949.9 in words or figures.

Allow approximations comparable to those for Code 2.

- 949.9
- 94,900
- almost a thousand
- just under 950
- about 900
- just under 1000

No credit

Code 0: Other

- 35.8%
- 7.50%

Code 9: Missing

R088Q03 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
2	28.3	42.1
1	32.1	27.4
0	32.5	25.0
9	7.2	5.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	45.7	35.5	41.8	47.0	44.3	44.9	
English	57.5	39.2	53.6	58.7	55.8		

Question 17: LABOUR

R088Q04

In which part of the tree diagram, if any, would each of the people listed in the table below be included?

Show your answer by placing a cross in the correct box in the table.

The first one has been done for you.

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

LABOUR SCORING 4

QUESTION INTENT: Reflecting on the Content of a Text: applying a set of criteria given in a text to other cases

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

Full credit

Code 3: 5 correct

Partial credit

Code 2: 4 correct

Code 1: 3 correct

No credit

Code 0: 2 or fewer correct

R088Q04 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
3	13.5	20.9
2	27.5	22.3
1	31.8	22.3
0	27.2	34.6

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	45.1	31.4	43.4	42.8	43.1		
English	44.2	21.6	43.7	42.5	43.2	37.2	

Question 18: LABOUR

R088Q05

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

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

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

LABOUR SCORING 5

QUESTION INTENT: Reflecting on the Content of a Text: understanding the status of elements in a diagram

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

Full credit

Code 1: 3 correct

No credit

Code 0: 2 or fewer correct

R088Q05 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	64.3	72.6
0	35.7	27.4

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	68.3	43.2	63.7	65.0	64.3	66.5	
English	72.8	54.9	69.3	77.0	72.6		

Question 19: LABOUR

R088Q07

The information about the labour force structure is presented as a tree diagram, but it could have been presented in a number of other ways, such as a written description, a pie chart, a graph or a table.

The tree diagram was probably chosen because it is especially useful for showing

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

LABOUR SCORING 7

QUESTION INTENT: Reflecting on the Form of a Text: recognising the advantage of a particular format for its purpose/in relation to content

R088Q07 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	9.2	5.1
B	4.7	9.6
C	74.0	59.9
D	6.8	20.9

Test Language	% Correct				
	Hong Kong				
	F.4	F.1-F.3	Girls	Boys	Overall
Chinese	76.5	60.7	74.9	73.1	74.0
English	64.4	31.4	59.0	61.1	59.9
					59.5

PLAN INTERNATIONAL

PLAN International Program Results Financial Year 1996

Region of Eastern and Southern Africa

RESA

Growing up Healthy

Health posts built with 4 rooms or less

Health workers trained for 1 day

Children given nutrition supplements > 1 week

Children given financial help with health/dental treatment

	EGYPT	ETHIOPIA	KENYA	MALAWI	SUDAN	TANZANIA	UGANDA	ZAMBIA	ZIMBABWE	TOTALS
Health posts built with 4 rooms or less	1	0	6	0	7	1	2	0	9	26
Health workers trained for 1 day	1 053	0	719	0	425	1 003	20	80	1 085	4 385
Children given nutrition supplements > 1 week	10 195	0	2 240	2 400	0	0	0	0	251 402	266 237
Children given financial help with health/dental treatment	984	0	396	0	305	0	581	0	17	2 283

Learning

Teachers trained for 1 week

School exercise books bought/donated

School textbooks bought/donated

Uniforms bought/made/donated

Children helped with school fees/a scholarship

School desks built/bought/donated

Permanent classrooms built

Classrooms repaired

Adults receiving training in literacy this Financial Year

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

Habitat

Latrines or toilets dug/built

Houses connected to a new sewage system

Wells dug/improved (or springs capped)

New positive boreholes drilled

Gravity feed drinking water systems built

Drinking water systems repaired/improved

Houses improved with PLAN project

New houses built for beneficiaries

Community halls built or improved

Community leaders trained for 1 day or more

Kilometres of roadway improved

Bridges built

Families benefited directly from erosion control

Houses newly served by electrification project

Latrines or toilets dug/built	50	0	2 403	0	57	162	23	96	4 311	7 102
Houses connected to a new sewage system	143	0	0	0	0	0	0	0	0	143
Wells dug/improved (or springs capped)	0	0	15	0	7	13	0	0	159	194
New positive boreholes drilled	0	0	8	93	14	0	27	0	220	362
Gravity feed drinking water systems built	0	0	28	0	1	0	0	0	0	29
Drinking water systems repaired/improved	0	0	392	0	2	0	0	0	31	425
Houses improved with PLAN project	265	0	520	0	0	0	1	0	2	788
New houses built for beneficiaries	225	0	596	0	0	2	6	0	313	1 142
Community halls built or improved	2	0	2	0	3	0	3	0	2	12
Community leaders trained for 1 day or more	2 214	95	3 522	232	200	3 575	814	20	2 693	13 365
Kilometres of roadway improved	1.2	0	26	0	0	0	0	0	53.4	80.6
Bridges built	0	0	4	2	11	0	0	0	1	18
Families benefited directly from erosion control	0	0	1 092	0	1 500	0	0	0	18 405	20 997
Houses newly served by electrification project	448	0	2	0	0	0	0	0	44	494

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

Question 20: PLAN INTERNATIONAL

R099Q04A

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

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

PLAN INTERNATIONAL SCORING 4A

Note: The correct answer is B: "The level of activity was comparatively low in Ethiopia". This question is for information only and will not independently contribute to the student's score. The answer is taken into account in assessing the response to Question 4B.

R099Q04A Student Response Distribution

Hong Kong (%)		
	Chinese	English
A	4.2	4.8
B	87.2	83.2
C	3.3	5.7
D	4.0	5.3

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	88.1	81.0	91.1	83.2	87.2	m	
English	83.5	69.2	81.6	85.7	83.2		

Question 21: PLAN INTERNATIONAL

R099Q04B- 0 1 2 3 9

In 1996 Ethiopia was one of the poorest countries in the world.

Taking this fact and the information in the table into account, what do you think might explain the level of PLAN International's activities in Ethiopia compared with its activities in other countries?

.....

.....

.....

PLAN INTERNATIONAL SCORING 4B

QUESTION INTENT: Reflecting on the Content of a Text: drawing on knowledge and experience to form a hypothesis which is consistent with given information

Full credit

Code 3: Student has answered Question 4A correctly (Key B). Explains the level of PLAN's activity by drawing on ALL the information supplied, with explicit or implicit reference to the type of activity conducted in Ethiopia by PLAN. Answer must also be consistent with (though does not need to refer to) BOTH of the following:

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

- Aid organisations often start their work in a country by training local people so I would say PLAN had just started working in Ethiopia in 1996.
- Training community workers might be the only kind of aid they can give there. There might not be the hospitals or schools in which they could base the other kinds of aid work.
- Other foreign aid groups might be helping with medicine etc. and PLAN sees they need to know how to run the country. [*Implicitly refers to training community leaders.*]

Partial credit

Code 2: Student has answered Question 4A correctly (Key B). Explains the level of PLAN's work by drawing on MOST of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:

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

- It might be hard to distribute aid there because things are in such a mess.
- There may be a war on so it would be hard to give aid.
- They don't know how to help there.
- If other organisations are helping in Ethiopia, there is less for PLAN to do.
- I could imagine that the other countries received help first and that Ethiopia will be helped in the near future.
- The people of Ethiopia may have a certain culture which makes it difficult to interact with foreigners.
- I think they are giving a bit too much help in other countries and Ethiopia is missing out. Plan International might not have enough funding and money for all the countries in need.

Code 1: Student has answered Question 4A correctly (Key B). Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) PLAN's low level of activity in Ethiopia (information supplied in the table).

- Ethiopia does not need PLAN's help as much as the other countries. [*Draws on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.*]
- Ethiopia is not as poor as the other countries so it doesn't need PLAN's help as much. [*Draws on information in the table but is inconsistent with information about Ethiopia's relative poverty supplied in the stem.*]
- Ethiopia might only need more help with their community leaders than other countries. [*Draws in detail on information in the table but does not take into account the information about Ethiopia's relative poverty supplied in the stem.*]

OR: Student has answered Question 4A incorrectly (not Key B). Explains the level of PLAN's work by drawing on PART of the information supplied. Answer must be consistent with (though does not need to refer to) BOTH of the following:

- (1) the level of activity in Ethiopia which the student has indicated in Question 4A (the explanation itself need not be true); AND
(2) Ethiopia's poverty (information given in the stem).

- [Answer to Question 4A: The level of activity is comparatively high in Ethiopia.] Ethiopia is poorer than other countries in the region and therefore needs more help.
- [Answer to Question 4A: It is about the same as in other countries in the region.] Aid is distributed equally so there is no rivalry between countries.

No credit

Code 0: Gives insufficient or vague answer.

- They don't do as much work in Ethiopia. *[Restates information in Key to 4A without attempting to explain it.]*
- PLAN hardly does anything in Ethiopia.

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

- They should be giving more to Ethiopia. *[Expresses an opinion rather than suggesting an explanation.]*
- They are only training community workers. They don't seem to be doing anything for health or learning of the people there. *[Does not explain the level of activity.]*
- The level of PLAN International's activities in Ethiopia compared with its activities in other countries is higher. *[Restates information in distractor to 4A without attempting to explain it.]*
- PLAN gives the same amount to every country. *[Restates information in distractor to 4A without attempting to explain it.]*

Code 9: Missing

R099Q04B Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
3	1.9	2.5
2	23.0	13.1
1	8.3	12.0
0	56.1	54.3
9	10.7	18.2

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	19.7	16.4	20.4	19.6	20.0	16.3	
English	15.4	8.2	15.5	14.9	15.2		

POLICE

Scientific Police Weapons

A murder has been committed but the suspect denies everything. He claims not to know the victim. He says he never knew him, never went near him, never touched him... The police and the judge are convinced that he is not telling the truth. But how to prove it?

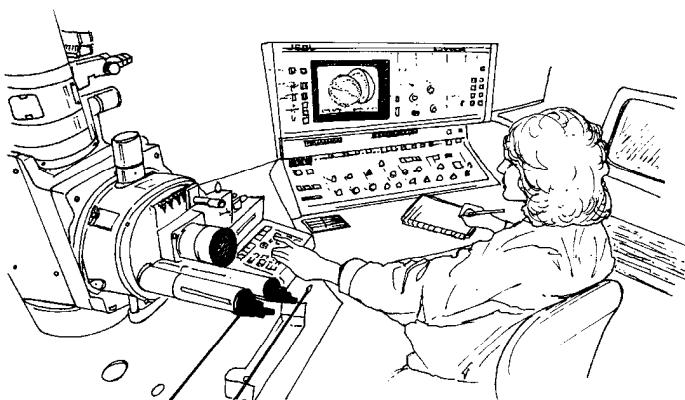
At the crime scene, investigators have gathered every possible shred of evidence imaginable: fibres from fabrics, hairs, finger marks, cigarette ends... The few hairs found on the victim's jacket are red. And they look strangely like the suspect's. If it could be proved that these hairs are indeed his,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

Every individual is unique

Specialists set to work. They examine some cells at the root of these hairs and some of the suspect's blood cells. In the nucleus of each cell in our bodies there is DNA. What is it? DNA is like a necklace made of two twisted strings

of pearls. Imagine that these pearls come in four different colours and that thousands of coloured pearls (which make up a gene) are strung in a very specific order. In each individual this order is exactly the same in all the cells in the body: those of the hair roots as well as those of the big toe, those of the liver and those of the stomach or blood. But the order of the pearls varies from one person to another. Given the number of pearls strung in this way, there is very little chance of two people having the same DNA, with the exception of identical twins. Unique to each individual, DNA is thus a sort of genetic identity card.

Geneticists are therefore able



Microscope in a police laboratory

to compare the suspect's genetic identity card (determined from his blood) with that of the person with the red hair. If the genetic card is the same, they will know that the suspect did in fact go near the victim he said he'd never met.

Just one piece of evidence

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

Anne Versailles

We are made up of billions of cells

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

Genetic what?

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

How is the genetic identity card revealed?

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

Refer to the magazine article on the opposite page to answer the questions below.

Question 22: POLICE

R100Q04

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

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

POLICE SCORING 4

QUESTION INTENT: Retrieving Information: locating explicitly stated information

R100Q04 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	1.9	3.7
B	54.0	53.9
C	3.0	10.8
D	36.9	28.0

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	57.0	40.7	51.9	56.0	54.0		
English	52.3	30.5	50.8	58.6	53.9	59.6	

Question 23: POLICE

R100Q05

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

To explain

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

POLICE SCORING 5

QUESTION INTENT: Developing an Interpretation: drawing an inference

R100Q05 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	8.9	11.5
B	6.4	4.4
C	64.5	52.8
D	16.5	27.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	66.0	57.6	63.1	65.8	64.5		
English	52.7	32.2	50.0	56.9	52.8	57.1	

Question 24: POLICE

R100Q06

What is the author's main aim?

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

POLICE SCORING 6

QUESTION INTENT: Forming a Broad Understanding: identifying the general purpose

R100Q06 Student Response Distribution

Hong Kong (%)		
	Chinese	English
A	11.3	12.6
B	1.3	12.6
C	81.8	44.0
D	1.8	25.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	83.8	75.4	85.1	78.6	81.8	77.1	
English	40.9	42.4	43.1	45.4	44.0		

Question 25: POLICE

R100Q07

The end of the introduction (the first shaded section) says: "But how to prove it?"

According to the passage, investigators try to find an answer to this question by

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

POLICE SCORING 7

QUESTION INTENT: Developing an Interpretation: drawing an inference

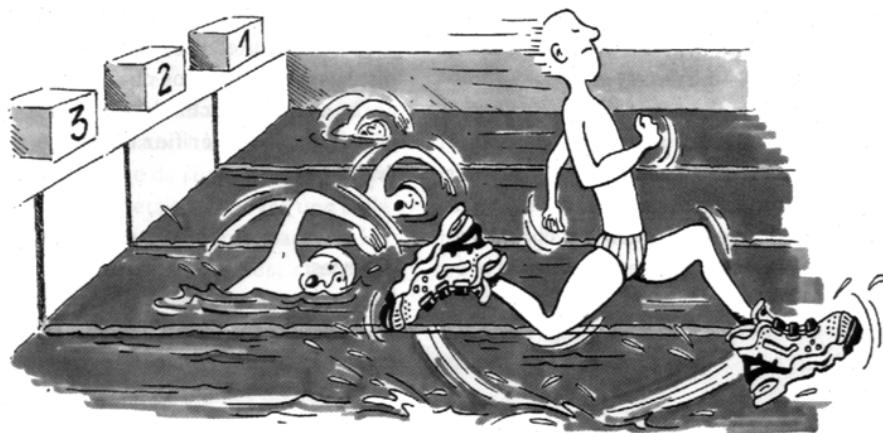
R100Q07 Student Response Distribution

Hong Kong (%)		
	Chinese	English
A	2.2	6.4
B	87.6	70.4
C	2.6	9.2
D	3.6	9.6

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	88.0	82.8	89.5	85.7	87.6	77.3	
English	69.4	59.3	68.3	73.6	70.4		

RUNNERS

FEEL GOOD IN YOUR RUNNERS



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

Knocks, falls, wear and tear...

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

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

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

Protect, support, stabilise, absorb

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

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

It must *support the foot*, and in particular the ankle joint, to avoid sprains, swelling and other problems, which may even affect the

knee.

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

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

Dry feet

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

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

Question 26: RUNNERS

R110Q01

What does the author intend to show in this text?

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

RUNNERS SCORING 1

QUESTION INTENT: Forming a Broad Understanding

R110Q01 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	5.1	5.0
B	0.7	2.8
C	2.5	11.2
D	89.7	78.7

Test Language	% Correct					OECD
	F.4	F.1-F.3	Girls	Boys	Overall	
Chinese	89.5	87.2	90.9	88.5	89.7	83.8
English	79.9	61.6	83.1	72.5	78.7	

Question 27: RUNNERS

R110Q04- 0 1 9

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

RUNNERS SCORING 4

QUESTION INTENT: Retrieving Information: selecting explicitly stated information

Full credit

Code 1: Refers to restriction of movement.

- They restrict movement.
- They prevent you from running easily.

No credit

Code 0: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer.

- To avoid injuries.
- They can't support the foot.
- Because you need to support the foot and ankle.

OR: Gives insufficient or vague answer.

- Otherwise they are not suitable.

Code 9: Missing

R110Q04 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	91.7	85.6
0	5.0	8.7
9	3.3	5.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	91.6	87.5	94.2	89.1	91.7	78.2	
English	88.6	69.9	89.8	79.7	85.6		

Question 28: RUNNERS

R110Q05- 0 1 9

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

What are these criteria?

.....

RUNNERS SCORING 5

QUESTION INTENT: Retrieving Information

Full credit

Code 1: Refers to the four criteria in italics in the text. Each reference may be a direct quotation, a paraphrase or an elaboration of the criterion. Criteria may be given in any order. The four criteria are:

- (1) To provide exterior protection
- (2) To support the foot
- (3) To provide good stability
- (4) To absorb shocks
 - 1 Exterior protection
 - 2 Support of the foot
 - 3 Good stability
 - 4 Shock absorption
- It must provide exterior protection, support the foot, provide the player with good stability and must absorb shocks.
- Protect, support, stabilise, absorb [Quotes sub-heading of this section of text.]

No credit

Code 0: Other responses.

- 1. Protect against knocks from the ball or feet.
- 2. Cope with unevenness in the ground.
- 3. Keep the foot warm and dry.
- 4. Support the foot.

[First three points in this response are all part of criterion 1 (provide exterior protection).]

Code 9: Missing

R110Q05 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	87.3	82.6
0	9.1	9.2
9	3.6	8.3

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	87.7	83.6	88.6	86.0	87.3	75.2	
English	85.3	60.3	85.8	78.0	82.6		

Question 29: RUNNERS

R110Q06

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

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

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

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

The second part

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

RUNNERS SCORING 6

QUESTION INTENT: Developing an Interpretation: recognising the relationship between two sentences, without explicit markings (connectors)

R110Q06 Student Response Distribution

Hong Kong (%)	
Chinese	English
A	2.4
B	2.9
C	13.4
D	78.8
	72.0

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	78.5	74.7	80.9	76.5	78.8	76.9	
English	75.1	52.1	70.9	73.6	72.0		

GIFT

THE GIFT

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

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

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

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

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

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

Unconsciously she pressed her hand against her face and along her tightened

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

When the light filtered down through the rain at last, coming like another kind of dark, she was still sitting on the bed, stiff and cold. Her arms, used to rowing on the river, ached from the stillness of holding the rifle. She had hardly allowed herself to move for fear any sound might give strength to the cat. Rigid, she swayed with the movement of the house. The rain still fell as if it would never stop. Through the grey light, finally, she could see the rain-pitted flood and far away the cloudy shape of drowned treetops. The cat was not moving now. Maybe he had gone away. Laying the gun aside she slipped off the bed and moved without a sound to the window. It was still there, crouched at the edge of the porch, staring up at the live oak, the mooring of her house, as if gauging its chances of leaping to an overhanging branch. It did not seem so frightening now that she could see it, its coarse fur napped into twigs, its sides pinched and ribs showing. It would be easy to shoot it where it sat, its long tail whipping back and forth. She was moving back to get the gun when it turned around. With no warning, no crouch or tensing of muscles, it sprang at the window, shattering a pane of glass. She fell back, stifling a scream, and taking up the rifle, she fired through the window. She could not see the panther now, but she had missed. It began to pace again. She could glimpse its head and the arch of its back as it passed the window.

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

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

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

house rocked around her.

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

Use the story “The Gift” on the previous three pages to answer the questions which follow. (Note that line numbers are given in the margin of the story to help you find parts which are referred to in the questions.)

Question 30: GIFT

R119Q01

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

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

GIFT SCORING 1

QUESTION INTENT: Forming a Broad Understanding: recognising the setting of a story

R119Q01 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	2.4	5.1
B	1.7	4.4
C	61.7	62.8
D	31.5	24.0

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	61.5	60.1	64.7	58.9	61.7		
English	60.0	57.4	63.4	62.0	62.8	72.7	

Question 31: GIFT

R119Q04

When the woman says, “and then I’ll see to you” (line 92) she means that she is

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

GIFT SCORING 4

QUESTION INTENT: Developing an Interpretation: identifying a character’s motive or intention

R119Q04 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	7.2	13.4
B	3.7	10.9
C	41.9	19.6
D	44.4	49.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	42.1	35.1	45.9	38.0	41.9	40.3	
English	19.0	7.4	24.4	12.8	19.6		

Question 32: GIFT

R119Q05-0 1 2 3 9

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

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

.....

GIFT SCORING 5

QUESTION INTENT: Reflecting on the Form of a Text: evaluating an author’s use of a particular text feature

Full credit

- Code 3: Goes beyond a literal interpretation of the story while interpreting it in a way which is consistent with accurate literal comprehension. Evaluates the ending in terms of thematic completeness, by relating the last sentence to central relationships, issues or metaphors in the story. Answer may refer, for example, to the relationship between the panther and the woman; to survival; or to a gift or thanks. Opinion about appropriateness may be stated or implied.
- Yes. The story has brought the woman into contact with what is really essential in life, and the clean white bone is a symbol of that.
 - Yes. I suppose that what was left of the ham by the panther was also a gift, the message being “live and let live”.
 - Yes. The bone is like a gift, and that is the theme of the story.
 - Yes. The ham bone reminds us of what could have happened to the woman.
 - It is appropriate because the animal sort of thanked her for the ham.

Partial credit

- Code 2: Goes beyond a literal interpretation of the story while interpreting it in a way which is consistent with accurate literal comprehension. Evaluates the ending in terms of style or mood, by relating the last sentence to the general style or mood of the rest of the story. Opinion about appropriateness may be stated or implied.

- Yes, it fits the matter-of-fact telling of the story.
- Yes, it continues the effect of something eerie.
- No, it is too abrupt when most of the story is given in great detail.

Code 1: Responds at a literal level, in a way which is consistent with accurate literal comprehension of the story. Evaluates the ending in terms of narrative sequence, by relating the last sentence to explicit events, (e.g. the cat having eaten the meat; the visit of the panther to the house; the subsiding of the flood). Opinion about appropriateness may be stated or implied.

- Yes it gives you an answer to the question of whether the cat ate the food.
- No. The part about the meat was already finished.
- It is finished because the meat is finished and so is the story.
- Yes. Now that the flood has subsided and it has eaten the meat, there is no reason for the cat to stay.
- I think it was a good ending because it proves that she had a panther on her porch. [*Understanding at a literal level that the events in the story “really happened”.*]
- No, it is not a suitable end, it was not a gift, but it was very dangerous. [*Indicates a wholly literal reading.*]
- It is appropriate to describe that it was after the rain. [*Reference to the end of the flood.*]

No credit

Code 0: Gives insufficient or vague answer.

- It is more than effective. It is really striking.
- No, the gift does not relate to the end.
- No. It would be better to finish with something more exciting. [*Does not relate the ending to the rest of the story.*]
- It ends by describing the bone.

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

- Yes, it showed that it was all just a dream. [*Implausible*]
- No, because the reader does not know why the cat has vanished. [*Indicates lack of comprehension.*]

Code 9: Missing

R119Q05 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
3	22.6	6.0
2	9.3	1.2
1	27.0	10.4
0	23.8	42.5
9	17.4	40.0

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	39.1	28.5	39.7	35.9	37.8	30.6	
English	9.4	5.6	10.8	9.5	10.2		

Question 33: GIFT

R119Q06

"Then creaking and groaning with effort the house struggled up ..." (line 24)

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

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

GIFT SCORING 6

QUESTION INTENT: Retrieving Information: literal match

R119Q06 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	8.4	9.9
B	65.5	56.1
C	15.8	19.6
D	7.4	9.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	63.6	64.9	65.1	65.8	65.5		
English	53.8	44.4	59.4	51.4	56.1	84.2	

Question 34: GIFT

R119Q07- 0 1 2 3 9

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

"the cry awoke her, a sound so anguished..." (line 32)

"The answer was a repeated cry, but less shrill, tired sounding..." (line 44)

"She had...heard their cries, like suffering, in the distance." (lines 52–53)

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

GIFT SCORING 7

QUESTION INTENT: Reflecting on the Form of a Text: demonstrating ability to detect nuances in language which colour interpretation

Full credit

Code 3: Recognises that the descriptions are intended to evoke pity. Reference to writer's intention or effect on the reader may be stated or implied. Reference to what happens in the rest of the story may be stated or implied. May suggest that:

- (1) the descriptions quoted link the panther with the woman (or humans generally) in suffering; OR
- (2) the descriptions quoted prepare for the woman's later compassionate behaviour towards the panther; OR
- (3) the panther is presented as an object of compassion.
 - The panther sounds almost like a human, so it is like the woman, and you feel sorry for both of them. [*Explicit reference to the link between the panther and the woman/humans. (1) Explicit reference to the effect on the reader.*]
 - It makes you realise straight away that the panther is also a victim of the flood. [*Implicit reference to the link between the panther and humans in "also". (1) Explicit reference to the effect on the reader.*]
 - The woman seems to feel sorry for it before she knows what it is. [*Links the extracts with the the woman's later compassionate behaviour (2), without explicit reference to intention or effect.*]
 - It makes you feel sorry for the panther. [*Implied accurate understanding of descriptions' nuances. (3) Explicit reference to effect on reader.*]
 - It sounds sad and distressed. [*Implied understanding of descriptions' nuances (3), with implicit reference to author's intention.*]

Partial credit

Code 2: Refers to possible intentions (or effects) of the quoted descriptions, other than that of evoking pity. Comment is consistent with comprehension of the text. Reference to writer's intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may be stated or implied. May refer to:

- (1) the intention/effect of creating suspense or mystery (Note that such terms as "frightening" and "scary" are considered to show lack of comprehension of the quoted descriptions; and "interesting", "easy to read" and "clear" are not considered to be adequately specific); OR
- (2) the idea that the panther is presented from the woman's point of view.
 - Because it creates suspense. You don't really know what was crying. [1]
 - It introduces the panther slowly. [1]
 - It's exciting. [1]
 - You don't know what it is, just like the woman. [*Combination of (1) and (2).*]
 - It describes the woman's feelings about the panther. [2]

Code 1: Refers to the literal information given in the quoted descriptions. Comment is consistent with comprehension of the text. Reference to writer's intention or effect on the reader may be stated or implied. References to what happens in the rest of the story may be stated or implied. May refer to:

- (1) the realistic depiction of the panther; OR
- (2) the way the descriptions fit with the literal setting and situation.
 - The panther is a wild animal and wild animals cry. [1]
 - The panther was hungry, and these animals make a noise when they are hungry. [1]
 - She would notice the sounds it made because it was dark so she couldn't see it. [2]
 - Hearing the panther now makes her remember when she has heard one before. [2]

No credit

Code 0: Gives insufficient or vague answer.

- It makes it more interesting.
- It is strong descriptive language.

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

- The panther sounds vicious as though it is waiting to get her. [*Implausible*]
- These descriptions present the panther in such a way as to frighten the reader. [*Inaccurate*]
- She is telling the story from the panther's point of view. [*Inaccurate*]

Code 9: Missing

R119Q07 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
3	27.8	18.7
2	16.4	10.4
1	14.7	3.5
0	28.8	31.4
9	12.4	36.0

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	45.5	33.2	46.9	40.3	43.6	43.5	
English	25.5	8.0	28.2	24.8	26.8		

Question 35: GIFT

R119Q08- 0 1 2 9

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

.....
.....
.....
.....
.....

GIFT SCORING 8

QUESTION INTENT: Developing an Interpretation: inferring a character's motive

Full credit

Code 2: Recognises the implication that the woman is motivated by pity or empathy towards the panther. May also mention that the woman does not consciously understand her own motivation.

- She felt sorry for it.
- Because she knew what it felt like to be hungry.
- Because she's a compassionate person.
- To help it live.

Partial credit

Code 1: Recognises that the story does not explicitly explain the woman's motivation and/or that she does not consciously understand it.

- She wasn't thinking what she was doing
- Out of whim.
- Instinct
- She didn't know.
- The story doesn't say.

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

- Because it was hungry.
- Because it cried.

No credit

Code 0: Gives insufficient or vague answer.

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant answer. May describe the woman's motivation in terms of self-protection or fear.

- She thought it would go away if she fed it.
- Because she was frightened of it.
- She wanted to make it her pet. [Implausible]
- To make friends with it. [Implausible]
- Because she loved it. [Implausible]

Code 9: Missing

R119Q08 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
2	48.8	12.9
1	9.7	8.3
0	31.3	29.6
9	10.3	49.2

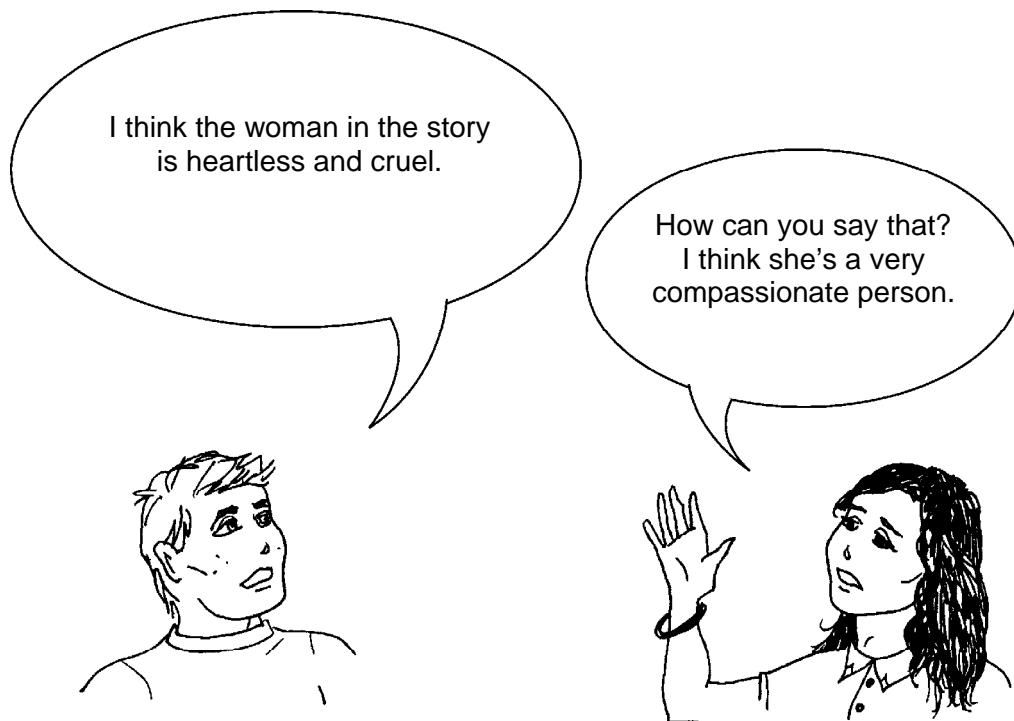
Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	54.5	42.9	56.0	51.2	53.6	48.3	
English	16.6	5.6	15.7	19.0	17.1		

Question 36: GIFT

R119Q09A- 0 1 9

R119Q09B- 0 1 9

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



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

Speaker 1

.....

Speaker 2

.....

GIFT SCORING 9

QUESTION INTENT: Reflecting on Content: drawing on relevant information from the text to support a given argument

GIFT SCORING 9A (Speaker 1 – “heartless and cruel”)***Full credit***

Code 1: Provides evidence from the story to support the idea that the woman is heartless and cruel. May refer to her intention to shoot the panther, or to the fact that she actually shoots at the panther. May use quotation or close paraphrase.

- She tries to shoot the panther.
- She's cruel because her first thought is to kill the panther.
- She laughs when she thinks about killing the cat.
- When she was eating she laughed at the cat's whining.
- And taking up the rifle she fired it through the window. [Quotation]

No credit

Code 0: Gives insufficient or vague answer.

- She's unkind to the panther.

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

- She's cruel because she keeps the cat locked outside. [*Implausible that she should do otherwise, given the danger the cat represents in the story.*]
- He thinks that the woman should show more compassion. [*Irrelevant: explains what the boy in the dialogue is saying, rather than referring to the story.*]

Code 9: Missing

GIFT SCORING 9B (Speaker 2 – “compassionate”)**Full credit**

Code 1: Provides evidence from the story to support the idea that the woman is compassionate. May refer to her action in feeding the panther, or to suggestions about her capacity for compassion towards the panther or more generally. May use quotation or close paraphrase.

- She's generous because she shares her food with the cat.
- She gives it ham.
- She took down what was left of the ham and shoved it through the broken pane. [*Quotation*]
- When she first hears the panther she thinks it sounds sad, not scary. [*Evidence of capacity for compassion towards the panther.*]
- It says “she wanted to cry, for herself, for all the people, for everything in the flood”. [*Quoted evidence of more general compassion.*]

No credit

Code 0: Gives insufficient or vague answer.

- She acts in a compassionate way.
- She is kind.

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

- She thinks that the woman was a loving person. [*Irrelevant: explains what the girl in the dialogue is saying, rather than referring to the story.*]

Code 9: Missing

R119Q09A Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	64.0	26.1
0	23.2	42.7
9	12.8	31.2

R119Q09B Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	78.6	26.8
0	11.1	31.2
9	10.3	42.0

Test Language	% Correct					OECD
	Hong Kong					
	F.4	F.1-F.3	Girls	Boys	Overall	
Chinese	73.9	59.1	72.2	70.5	71.3	
English	24.1	6.5	27.6	24.9	26.4	63.9

AMANDA AND THE DUCHESS

TEXT 1

AMANDA AND THE DUCHESS

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

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

AMANDA

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

THE DUCHESS

No-one but you.

AMANDA, *sincerely surprised*

Me?

THE DUCHESS

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

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

AMANDA, *very gently*

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

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

THE DUCHESS, *gently also, and very wearily*
Of course, my dear. I apologise.

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

Listen...it's him! Just show yourself to him, leaning against this little obelisk where he first met her. Let him see you, even if it's just this once, let him call

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

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

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

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

AMANDA
Excuse me, Sir...

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

THE PRINCE
Yes?

AMANDA
Can you tell me the way to the sea?

THE PRINCE
Take the second turning on your left.

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

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

THE DUCHESS

It was dark...And then, who knows what face he gives her now, in his dreams? (*She asks timidly:*)

The last train has gone, young lady. In any case, wouldn't you like to stay at the castle tonight?

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

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

THE CURTAIN FALLS

TEXT 2

DEFINITIONS OF SOME THEATRICAL OCCUPATIONS

Actor: plays a character on stage.

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

Wardrobe staff: produce the costumes from a model.

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

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

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

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

Question 37: AMANDA AND THE DUCHESS

R216Q01

What is this extract from the play about?

The Duchess thinks of a trick

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

AMANDA AND THE DUCHESS SCORING 1

QUESTION INTENT: Forming a Broad Understanding: understanding the main topic

R216Q01 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	4.0	6.8
B	3.7	12.0
C	82.8	64.0
D	6.9	12.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	83.1	77.6	86.4	79.0	82.8	72.9	
English	67.8	35.3	64.5	63.5	64.0		

Question 38: AMANDA AND THE DUCHESS

R216Q02- 0 1 9

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

How can these directions be recognised in the script?

.....

AMANDA AND THE DUCHESS SCORING 2

QUESTION INTENT: Reflecting on the Form of a Text: identifying the use of a text feature

Full credit

- Code 1: Refers to italics. Allow non-technical descriptions. May mention parentheses as well as italics.
- (They are in) italics.
 - Slanting writing.
 - Like this: *[Imitates italic style.]*
 - Handwriting.
 - Writing in italics and also the use of brackets.
 - They are in a skinny type of writing.

No credit

- Code 0: Gives insufficient or vague answer.

- Stage directions are in brackets. [Reference to brackets is correct for some stage directions, but answer does not refer to italics.]
- Written in a different style
- Another print

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

- Bold print [*Inaccurate*]
- Small print [*Inaccurate*]
- By the director [*Irrelevant*]

Code 9: Missing

R216Q02 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	16.8	12.3
0	63.7	46.6
9	19.6	41.1

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	18.1	4.4	18.2	15.3	16.8	43.6	
English	11.7	2.0	12.0	12.7	12.3		

Question 39: AMANDA AND THE DUCHESS

R216Q03A- 0 1 9

R216Q03B- 0 1 9

R216Q03C- 0 1 9

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

The first one has been done for you.

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

AMANDA AND THE DUCHESS SCORING 3

QUESTION INTENT: Developing an Interpretation: linking information across two texts

AMANDA AND THE DUCHESS SCORING 3A (Props manager)

Full credit

Code 1: Indicates suitcase OR bicycle. May quote a phrase from the stage directions.

- Her small suitcase
- Bicycle

No credit

Code 0: Other responses

- Bicycle bell
- Obelisk
- A circular bench

Code 9: Missing

AMANDA AND THE DUCHESS SCORING 3B (Sound technician)

Full credit

Code 1: Indicates bird song OR (evening) birds OR twittering OR bicycle bell OR wind OR silence. May quote a phrase from the stage directions.

- A bicycle bell is heard in the evening air.
- Only the wind can be heard.
- Evening birds
- The evening birds have now taken over.

No credit

Code 0: Other responses

Code 9: Missing

AMANDA AND THE DUCHESS SCORING 3C (Lighting technician)

Full credit

Code 1: Indicates shadows OR pale blur OR [completely] dark OR evening

- The grounds are filled with shadows.
- The deeper shadows of the trees
- Evening is falling.
- In the evening air

No credit

Code 0: Other responses

Code 9: Missing

Note: The following is for information only. (It is not part of the marking guide.)

Score 1: Completes all parts correctly.

Score 0: One or more parts incorrect.

R216Q03A Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	50.9	25.0
0	36.3	38.0
9	12.8	37.0

R216Q03B Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	72.9	46.9
0	13.7	23.6
9	13.5	29.5

R216Q03C Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	70.9	47.3
0	14.2	24.7
9	14.9	28.1

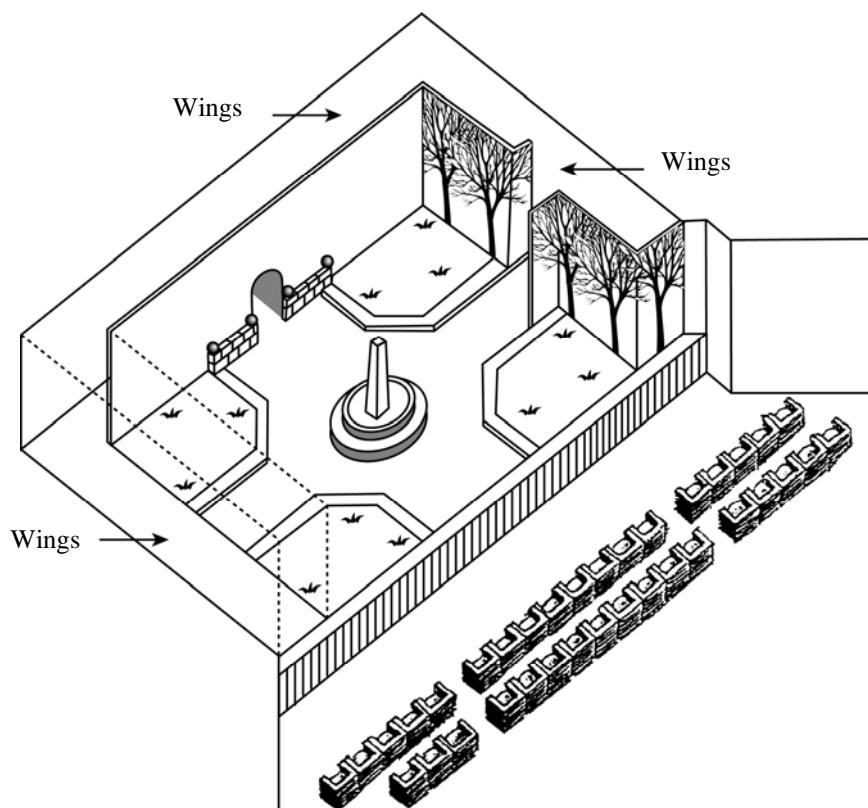
Test Language	% Correct				
	Hong Kong				
	F.4	F.1-F.3	Girls	Boys	Overall
Chinese	44.1	37.2	44.1	43.5	43.8
English	21.7	5.9	22.9	20.6	21.9
					OECD 43.2

Question 40: AMANDA AND THE DUCHESS

R216Q04- 0 1 9

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

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

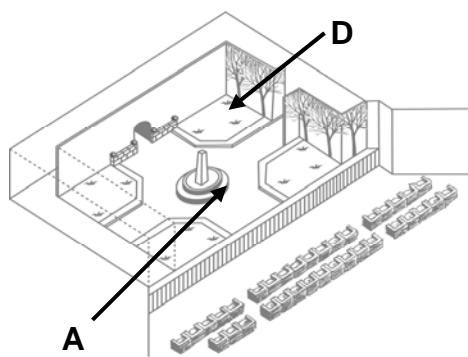
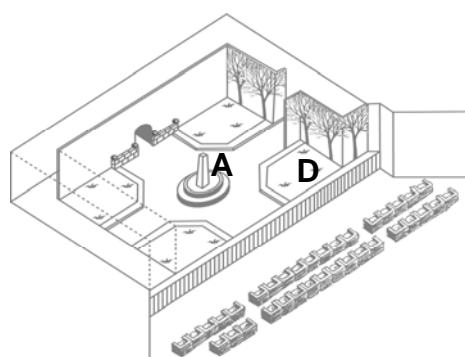
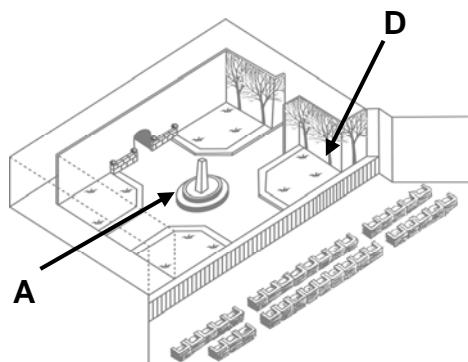
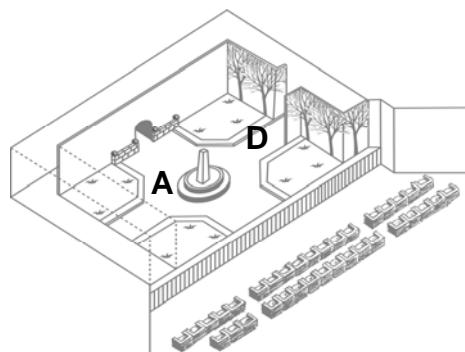
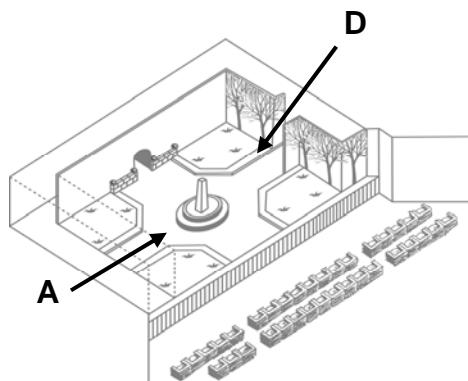


AMANDA AND THE DUCHESS SCORING 4

QUESTION INTENT: Developing an Interpretation: integrating text and graphical material

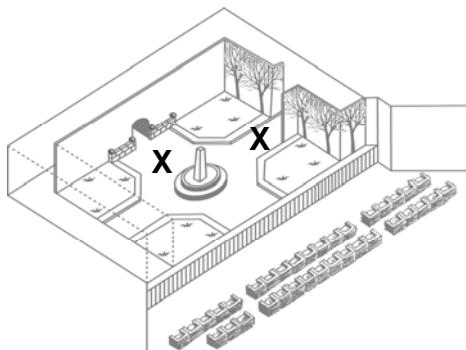
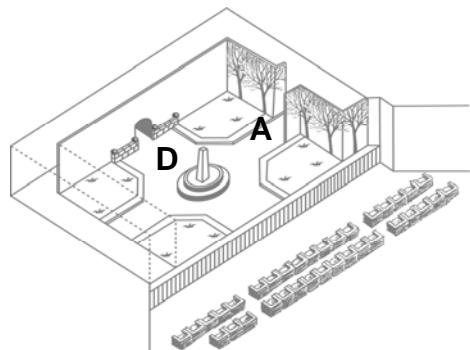
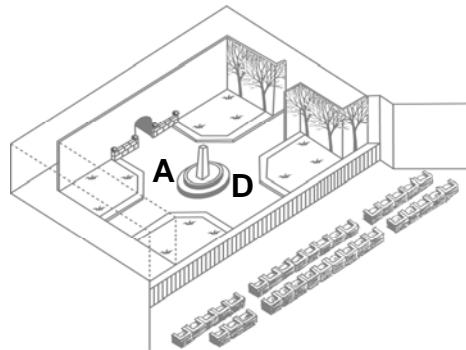
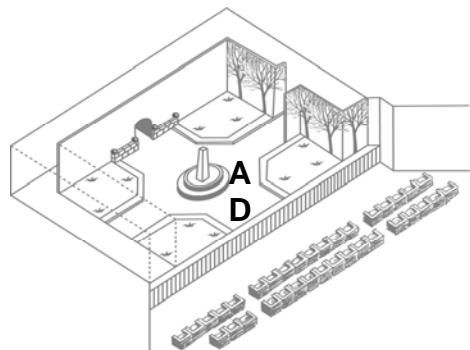
Full credit

Code 1: Marks A by the obelisk **and** D behind or near the trees.



No credit

Code 0: Other responses



Code 9: Missing

R216Q04 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	48.1	21.9
0	32.5	48.6
9	19.4	29.5

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	49.7	38.3	48.0	48.1	48.1	35.8	
English	23.9	5.9	21.1	23.0	21.9		

Question 41: AMANDA AND THE DUCHESS

R216Q06

Towards the end of the extract from the play, Amanda says, "He didn't recognise me...".

What does she mean by that?

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

AMANDA AND THE DUCHESS SCORING 6

QUESTION INTENT: Developing an Interpretation: linking information

R216Q06 Student Response Distribution

	Hong Kong (%)	
	Chinese	English
A	3.6	4.5
B	3.8	12.0
C	10.9	15.1
D	77.4	62.3

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	78.4	69.4	80.6	74.0	77.4	65.6	
English	63.9	39.2	66.3	57.1	62.3		

PERSONNEL

CANCO

CANCO Manufacturing Company
Personnel Department

ENTRE ON INTERNAL AND EXTERNAL MOBILITY

What is CIEM?

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

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

What does CIEM do?

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

- ***Job Data Bank***

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

- ***Guidance***

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

- ***Courses***

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

- ***Career Change Projects***

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

- ***Mediation***

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

How much does CIEM cost?

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

How does CIEM work?

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

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

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

For more information

The personnel department can give you more information.

Use the announcement from a personnel department on the previous page to answer the questions below.

Question 42: PERSONNEL

R234Q01- 0 1 9

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

.....

PERSONNEL SCORING 1

QUESTION INTENT: Retrieving Information

Full credit

Code 1 Mentions at least ONE of the following:

- (1) From the personnel department
- (2) From the personnel counsellor
 - Personnel department
 - The personnel counsellor can give you more information.

No credit

Code 0: Other responses

- CANCO Manufacturing company

Code 9: Missing

R234Q01 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	79.1	86.8
0	16.6	9.9
9	4.3	3.2

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	82.5	65.2	83.1	75.1	79.1	83.6	
English	87.2	78.0	87.3	86.1	86.8		

Question 43: PERSONNEL

R234Q02- 0 1 9

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

.....

PERSONNEL SCORING 2

QUESTION INTENT: Retrieving Information

Full credit

Code 1: Mentions BOTH of the following:

- (1) They act as a mediator for employees OR mediation
- (2) They assist with finding new positions. [Don't accept: "Job Data Bank", "Guidance", "Courses", or "Career Change Projects".]
- mediator
 - assists with finding new positions when necessary
- acts as a mediator
 - helps you to find a new job

No credit

Code 0: Other

- (1.) Mediation
- (2.) career change projects
 - career change projects
 - courses
- track/job seekers/job openings
 - mediation
- application or discussion with personnel counsellor

Code 9: Missing

R234Q02 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	34.2	27.5
0	59.6	62.8
9	6.2	9.7

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	35.4	27.8	36.6	31.7	34.2	30.3	
English	26.0	11.9	31.2	22.0	27.5		

NEW RULES

EDITORIAL

Technology creates the need for new rules

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

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

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

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

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

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

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

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

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

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

Use the newspaper editorial “Technology creates the need for new rules” on the opposite page to answer the questions below.

Question 44: NEW RULES

R236Q01- 0 1 9

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

NEW RULES SCORING 1

QUESTION INTENT: Developing an Interpretation

Full credit

Code 1: Underlines OR circles the sentence OR a part of the sentence that contains at least ONE of the following:

- (1) “set up a commission”
- (2) “three months be allowed for public opinion to respond to the commission recommendation....”
- [Underlining] ...The Australians set up a commission to study the matter... [Student has underlined one of the relevant sentences.]
- [Underlining] ...The Australians set up a commission to study the matter... and ...they urged that three months be allowed for public opinion to respond to the commission recommendation... [Student has underlined both of the relevant sections of the text.]
- [Underlining] ...The Australians set up a commission to study the matter. ...and ...In France, a woman recently had to go to court to be allowed to bear a child from her deceased husband's frozen sperm... [One section of the text is correctly underlined; the other underlining seems to be related to answering the next question, so accept.]

No credit

Code 0: Other

- [Underlining] ...The embryos should be thawed, the panel said, because donation of embryos to someone else would require the consent of the “producers,” and no such consent had been given... [Student has underlined an irrelevant section of text.]
- [Underlining] ...The Australians set up a commission to study the matter... and ...The possibilities of misuse of scientists’ ability to advance or retard procreation are manifold... [One section of the text is correctly underlined; the other underlining cannot be construed as an answer to the next question, so do not accept.]

Code 9: Missing

R236Q01 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
1	32.7	30.0
0	56.5	52.1
9	10.7	17.9

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	35.0	22.1	33.3	32.1	32.7	46.3	
English	28.9	20.5	28.3	32.4	30.0		

Question 45: NEW RULES

R236Q02- 0 1 2 9

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

.....
.....

NEW RULES SCORING 2

QUESTION INTENT: Developing an Interpretation

Full credit

Code 2: Mentions at least TWO of the following:

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

Partial credit

Code 1: Mentions ONE of the examples given above relating to bio-technology ((1), (2) or (3)) AND (the destructive potential of) atomic power.

No credit

Code 0: Other

- They have frozen the sperm and it should be kept frozen until used. *[Irrelevant answer.]*
- — are the embryos part of the estate
 - could they be implanted in someone else. *[Unclear which part of the article these refer to. If both about Rios case, disallowed (see paragraph 2 under Code 1). If French case is referred to in the second point, it is a misinterpretation since the wife is not "someone else".]*

Code 9: Missing

R236Q02 Student Response Distribution

Code	Hong Kong (%)	
	Chinese	English
2	16.8	8.9
1	7.6	2.8
0	52.1	47.5
9	23.6	40.8

Test Language	% Correct					OECD	
	Hong Kong						
	F.4	F.1-F.3	Girls	Boys	Overall		
Chinese	21.9	10.0	22.0	19.1	20.6	20.9	
English	10.8	1.4	10.2	10.4	10.3		

