Галина Ильинична Бубнова

Работа с несплошными текстами при обучении чтению и письму

Формат текстов

Важной классификационной характеристикой текста является его формат. Различают 4 основные формата: сплошной (continu), несплошной (non-continu), смешанный (mixte) и составной (multiple).

Сплошные тексты (textes continus) состоят из предложений, объединенных в параграфы, главы, части и т.д. Все перечисленные выше единицы графически и/или визуально выделены, что помогает читателю распознать организацию текста. В нем могут использоваться подзаголовки, различные шрифты, маркеры, (цифровые и/или графические) и дискурсивные слова/артикуляторы (например, «поэтому», «по этой причине», «так как»), которые показывают взаимосвязь между частями текста. Примеры **сплошного текста**: газетные статьи, эссе, романы, новеллы, рефераты, письма и т.д.

В *несплошных* текстах (textes non-continus) для представления информации используются матрицы различного вида сложности: это списки, таблицы, графики, диаграммы, расписания, каталоги, индексы, формуляры и т.д.

Различия, свойственные этим двум текстовым форматам, требуют от читателя применения различного набора умений для эффективной обработки информации.

Современный читатель все чаще имеет дело со *смешанными* текстами (textes mixtes), в которых используются элементы сплошного и несплошного форматов. Связность (когерентность) смешанного текста создается не только автором, но и читателем, что требует от последнего умения эффективно интегрировать информацию, представленную в различных форматах. Примерами *смешанного* текста могут служить журнальные статьи, справочники и отчеты, в которых авторы применяют различные способы передачи информации.

The Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students.

To date, students representing more than [70 economies](#) have participated in the assessment.

PISA Sample Questions

http://pisa-sq.acer.edu.au/showQuestion.php?testId=2292&questionId=1

Résultats PISA 2012

Maths

Rang	Pays
1	SHANGHAI - CHINE
2	SINGAPOUR
3	HONG KONG - CHINE
4	TAIPEI - CHINE
5	CORÉE
6	MACAO - CHINE
7	JAPON
8	LIECHTENSTEIN
9	SUISSE
10	PAYS-BAS
11	ESTONIE
12	FINLANDE
13	CANADA
14	POLOGNE
15	BELGIQUE
16	ALLEMAGNE
17	VIETNAM
18	AUTRICHE
19	AUSTRALIE
20	IRLANDE
21	SLOVÉNIE
22	DANEMARK
23	NOUVELLE-ZÉLANDE
24	RÉPUBLIQUE TCHÈQUE
25	FRANCE
26	ROYAUME-UNI
27	ISLANDE
28	LETTONIE
29	LUXEMBOURG
30	NORVÈGE
31	PORTUGAL
32	ITALIE
33	ESPAGNE
34	FÉDÉRATION DE RUSSIE
35	RÉPUBLIQUE SLOVAQUE
36	ÉTATS-UNIS
37	LITUANIE
38	SUÈDE
39	HONGRIE
40	CROATIE
41	ISRAËL
42	GRÈCE

Lecture

Rang	Pays
1	SHANGHAI - CHINE
2	HONG KONG - CHINE
3	SINGAPOUR
4	JAPON
5	CORÉE
6	FINLANDE
7	TAIPEI - CHINE
8	CANADA
9	IRLANDE
10	POLOGNE
11	LIECHTENSTEIN
12	ESTONIE
13	AUSTRALIE
14	NOUVELLE-ZÉLANDE
15	PAYS-BAS
16	MACAO - CHINE
17	SUISSE
18	BELGIQUE
19	ALLEMAGNE
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29	LETTONIE
30	LUXEMBOURG
31	PORTUGAL
32	ESPAGNE
33	HONGRIE
34	ISRAËL
35	CROATIE
36	ISLANDE
37	SUÈDE
38	SLOVÉNIE
39	LITUANIE
40	GRÈCE
41	FÉDÉRATION DE RUSSIE
42	TURQUIE

Sciences

Rang	Pays
1	SHANGHAI - CHINE
2	HONG KONG - CHINE
3	SINGAPOUR
4	JAPON
5	FINLANDE
6	ESTONIE
7	CORÉE
8	VIETNAM
9	POLOGNE
10	LIECHTENSTEIN
11	CANADA
12	ALLEMAGNE
13	TAIPEI - CHINE
14	PAYS-BAS
15	IRLANDE
16	MACAO - CHINE
17	AUSTRALIE
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19	SUISSE
20	SLOVÉNIE
21	ROYAUME-UNI
22	RÉPUBLIQUE TCHÈQUE
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25	LETTONIE
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34	LUXEMBOURG
35	CROATIE
36	PORTUGAL
37	FÉDÉRATION DE RUSSIE
38	SUÈDE
39	ISLANDE
40	RÉPUBLIQUE SLOVAQUE
41	ISRAËL
42	GRÈCE

Légende :
- Les super performants
- Les performants
- Les moyens
- Les faibles

$$a = \frac{b^2 + c(x+y)}{d^2}$$

ABC DEF

MORELAND TEXT 1

Moreland Library System

HOURS OF OPENING
Effective from February 1 1998

	Brunswick Library	Campbell Turnbull Library	Coburg Library	Fawkner Library	Glenroy Library
Sunday	1pm–5pm	Closed	2pm–5pm	Closed	2pm–5pm
Monday	11am–8pm	11am–5.30pm	1pm–8pm	11am–5.30pm	10am–5.30pm
Tuesday	11am–8pm	11am–8pm	10am–8pm	11am–8pm	10am–8pm
Wednesday	11am–8pm	11am–5pm	10am–8pm	11am–5pm	10am–8pm
Thursday	11am–8pm	11am–5.30pm	10am–8pm	11am–5.30pm	10am–8pm
Friday	11am–5pm	11am–5pm	10am–8pm	11am–5pm	10am–5.30pm
Saturday	10am–1pm	10am–1pm	9am–1pm	10am–1pm	9am–1pm

1. What time does the Fawkner Library close on Wednesday?

- ❑ 4PM
- ❑ 5PM
- ❑ 7PM
- ❑ 8PM

2. Which library is still open at 6pm on a Friday evening?

- ❑ Brunswick Library
- ❑ Campbell Turnbull Library
- ❑ Coburg Library
- ❑ Fawkner Library
- ❑ Glenroy Library

WARRANTY

Below is the receipt that Sarah received when she bought her new camera and the warranty card for the camera. Use these documents to answer the questions which follow.

Camera Shots Video House

89 ELIZABETH STREET, MELBOURNE 3000
PHONE: 9670 9601 FAX: 9602 5527
http://www.camerashots.com.au

CUSTOMER
SARAH BROWN
151 GLENLYON STREET
BRUNSWICK VIC 3057

CAMERA SHOTS VIDEO HOUSE
89 ELIZABETH STREET
MELBOURNE VIC 3000
9670 9601

INVOICE 26802	DATE 18/10/99	TIME 12:10
ACCOUNT 195927	SALES 24 RAY	REG. 16

PRODUCT	DESCRIPTION	SERIAL No	LIST	QTY	NET	TOTAL	EX
150214	ROLLY FOTONEX 250 ZOOM	30910963		1	249.08	249.08	X
33844	TRIPOD			1	5.66	5.66	X
					Sub-Total	254.74	
	Transaction . . . . Amount . . . Change						
	Visa/Bank Card $254.74				Total	254.74	

Thank you for your business

ONE YEAR WARRANTY:(Private Users)

VALID ONLY IN AUSTRALIA

VIDEO HOUSE & COMPANY PTY LTD – ACN 008 458 884 ('VIDEO HOUSE') warrants to the initial owner that the camera is free of any defects in material or workmanship. This warranty is not transferable.

Video House will service, repair or replace at its election, and free of charge, any part which is found upon inspection by Video House to be defective in material or workmanship during the warranty period(s).

PLEASE PRINT CLEARLY

NO. M409668

Camera – Model

....

Serial No:

Name of Owner:

Address: *SARAH BROWN*

..........................*151 GLENLYON STREET*..............

..........................*BRUNSWICK VIC 3057*................

Date Purchased:

Purchase Price:

Rubber Stamp of Dealer

[insert facsimile stamp of dealer's name/logo]

PLEASE NOTE:

Post Immediately – Postage Stamp Necessary

This warranty card should be completed and returned to Video House within 10 days of purchase.

International Warranty Card issued on request.

1. Use the details on the receipt to complete the warranty card.

The name and address of the owner have already been filled in.

Answer

```
┌─────────────────────────────────────────┐
│                                         │
│                                         │
│                                         │
│                                         │
│                                         │
└─────────────────────────────────────────┘
```

2. How long does Sarah have, to return the warranty card?

Answer
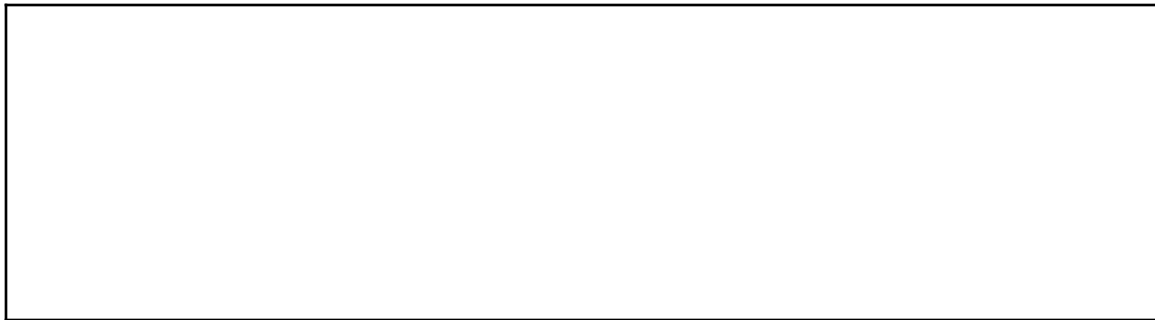
3. What else did Sarah buy while she was in the store?

Answer

4. The words "Thank you for your business" are printed on the bottom of the receipt. One possible reason for this is simply to be polite. What is another possible reason?

Answer

BULLYING TEXT

PARENTS LACK AWARENESS OF BULLYING

Only one in three parents polled is aware of bullying involving their children, according to an Education Ministry survey released on Wednesday.

The survey, conducted between December 1994 and January 1995, involved some 19,000 parents, teachers and children at primary, junior and senior high schools where bullying has occurred.

The survey, the first of its kind conducted by the Ministry, covered students from the fourth grade up. According to the survey, 22 per cent of the primary school children polled said they face bullying, compared with 13 per cent of junior high school children and 4 per cent of senior high school students.

On the other hand, some 26 per cent of the primary school children said they have bullied, with the percentage decreasing to 20 per cent for junior high school children and 6 per cent for senior high school students.

Of those who replied that they have been bullies, between 39 and 65 per cent said they also have been bullied.

The survey indicated that 37 per cent of the parents of bullied primary school children were aware of bullying targeted at their children. The figure was 34 per cent for the parents of junior high school children and 18 per cent for those of the senior high school students.

Of the parents aware of the bullying, 14 per cent to 18 per cent said they had been told of bullying by teachers. Only 3 per cent to 4 per cent of the parents learned of the bullying from their children, according to the survey.

The survey also found that 42 per cent of primary school teachers are not aware of bullying aimed at their students. The portion of such teachers was 29 per cent at junior high schools and 69 per cent at senior high schools.

Asked for the reason behind bullying, about 85 per cent of the teachers cited a lack of education at home. Many parents singled out a lack of a sense of justice and compassion among children as the main reason.

An Education Ministry official said the findings suggest that parents and teachers should have closer contact with children to prevent bullying.

School bullying became a major issue in Japan after 13-year-old Kiyoteru Okouchi hanged himself in Nishio, Aichi Prefecture, in the fall of 1994, leaving a note saying that classmates had repeatedly dunked him in a nearby river and extorted money from him.

The bullying-suicide prompted the Education Ministry to issue a report on bullying in March 1995 urging teachers to order bullies not to come to school.

Source: *The Japan Times Ltd.*, Tokyo, May 23 1996

The article above appeared in a Japanese newspaper in 1996. Refer to it to answer the questions below.

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Source: *The Japan Times Ltd.*, Tokyo, May 23 1996

The article above appeared in a Japanese newspaper in 1996. Refer to it to answer the questions below.

1. Why does the article mention the death of Kiyoteru Okouchi?
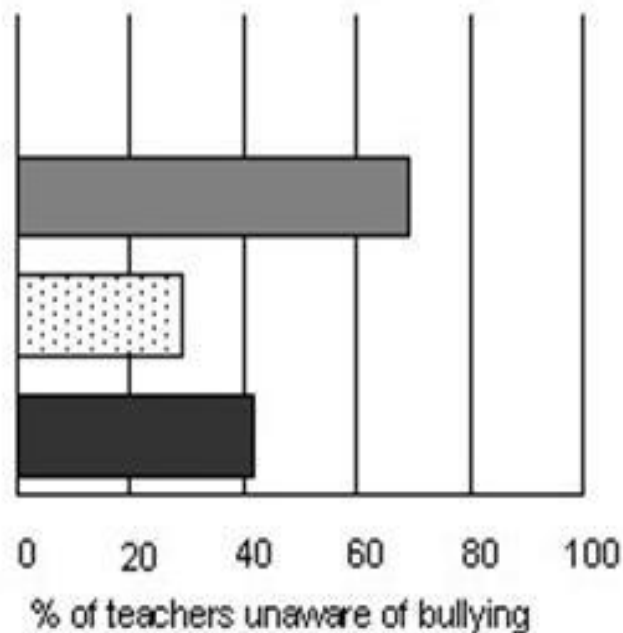
Answer

2. What percentage of teachers at each type of school was not aware that their students were being bullied? Circle the alternative (A, B, C or D) which best represents this.
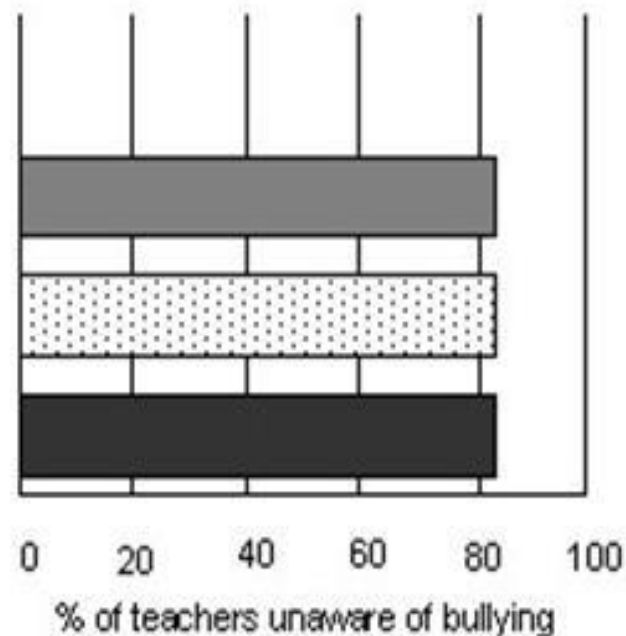
% of teachers unaware of bullying
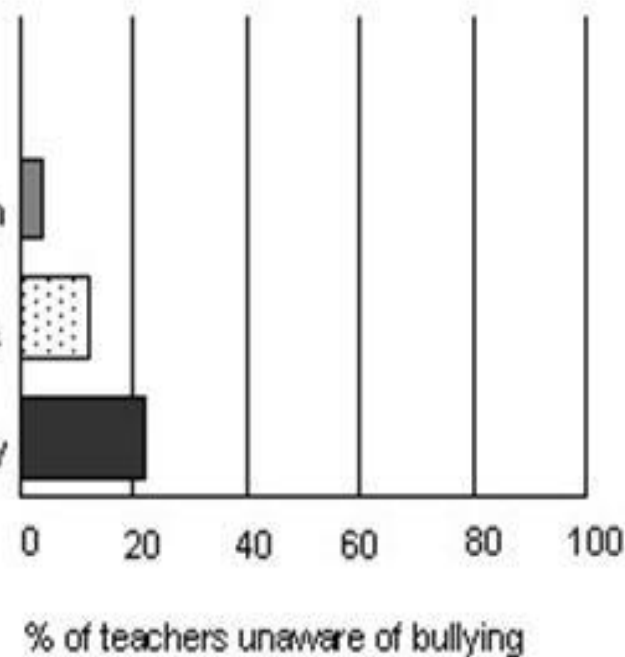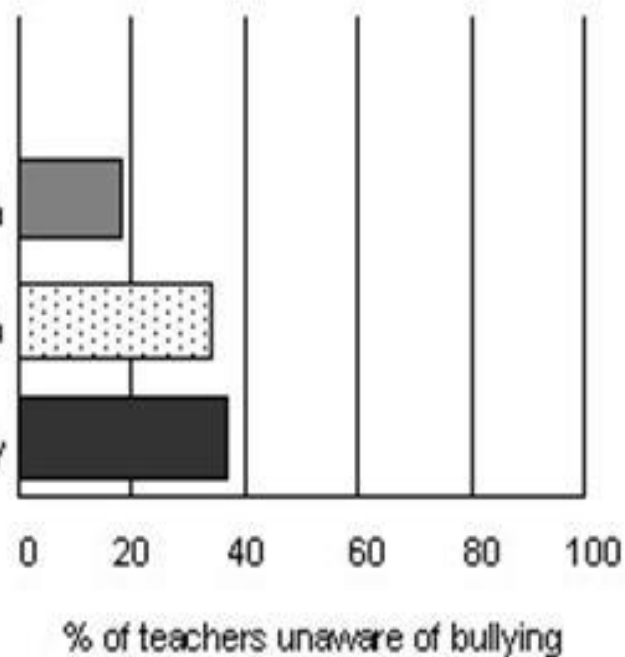
Answer

BEES TEXT

*The information on this page and the next page is from a booklet about bees. Refer to the information to answer the questions which follow it.*

COLLECTING NECTAR

Bees make honey to survive. It is their only essential food. If there are 60,000 bees in a hive about one third of them will be involved in gathering nectar which is then made into honey by the house bees. A small number of bees work as foragers or searchers. They find a source of nectar, then return to the hive to tell the other bees where it is. Foragers let the other bees know where the source of the nectar is by performing a dance which gives information about the direction and the distance the bees will need to fly. During this dance the bee shakes her abdomen from side to side while running in circles in the shape of a figure 8. The dance follows the pattern shown on the following diagram.

The diagram shows a bee dancing inside the hive on the vertical face of the honeycomb. If the middle part of the figure 8 points straight up it means that bees can find the food if they fly straight towards the sun. If the middle part of the figure 8 points to the right, the food is to the right of the sun.

The distance of the food from the hive is indicated by the length of time that the bee shakes her abdomen. If the food is quite near the bee shakes her abdomen for a short time. If it is a long way away she shakes her abdomen for a long time.
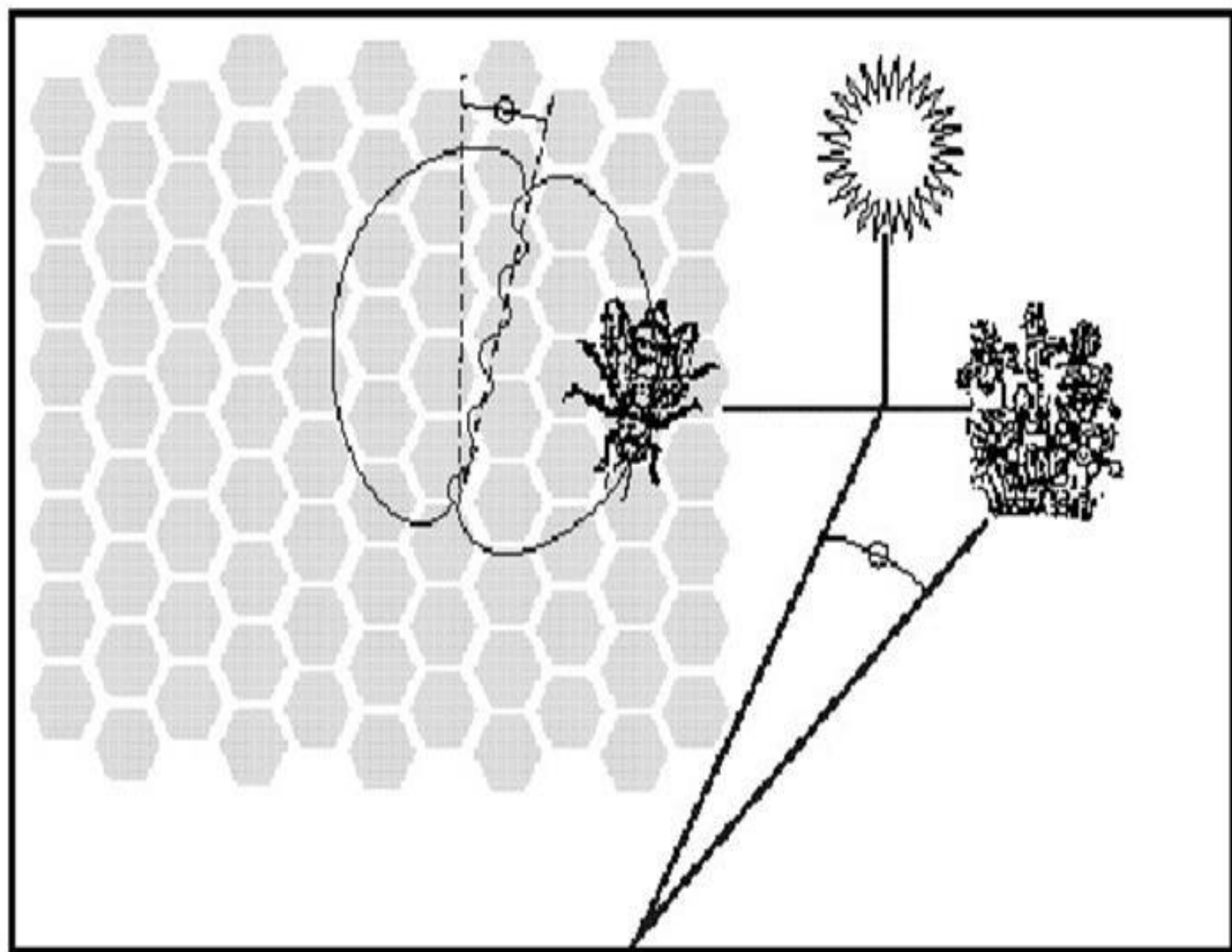
MAKING HONEY

When the bees arrive at the hive carrying nectar they give this to the house bees. The house bees move the nectar around with their mandibles, exposing it to the warm dry air of the hive. When it is first gathered the nectar contains sugar and minerals mixed with about 80% water. After ten to twenty minutes, when much of the excess water has evaporated, the house bees put the nectar in a cell in the honeycomb where evaporation continues. After three days, the honey in the cells contains about 20% water. At this stage, the bees cover the cells with lids which they make out of beeswax. At any one time the bees in a hive usually gather nectar from the same type of blossom and from the same area. Some of the main sources of nectar are fruit trees, clover and flowering trees.

GLOSSARY

house bee

   a worker bee which works inside the hive.

mandible

   mouth-part.

Translation note: the "8" in "figure 8" should be produced as an Arabic numeral, because the shape of the number is important.

Reproduced from "Hum Sweet Hum". © National Foundation for Educational Research 1993.

1. What is the purpose of the bees' dance?

❑ To celebrate the successful production of honey.

❑ To indicate the type of plant the foragers have found.

❑ To celebrate the birth of a new Queen Bee.

❑ To indicate where the foragers have found food.

2. Write down three of the main sources of nectar.
   Answer

1.
2.
3.

3. What is the main difference between nectar and honey?

❏ The proportion of water in the substance.

❏ The proportion of sugar to minerals in the substance.

❏ The type of plant from which the substance is gathered.

❏ The type of bee which processes the substance.

4. In the dance, what does the bee do to show how far the food is from the hive?

Answer

[   ]

Упражнения

SNCF

BILLET à composter avant l'accès au train

PARIS MONT 1 ET 2 → ANGERS ST LAUD	LAUNAY/XB
	01ADULTE

Dép **26/12** à **10H00** de **PARIS MONT 1 ET 2** Classe **2** **VOIT 16: PLACE NO 62**
Arr à **11H34** a **ANGERS ST LAUD** **01ASSIS NON FUM**
PERIODE DE POINTE TGV 8813 **SALLE** 01COULOIR
CARTE SENIOR A PRESENTER -ECH/REMB SOUS CONDITIONS DUO

Dép a de ✱✱✱ Classe ✱
Arr à à

Prix par voyageur : 42.80	Prix **EUR** ✱✱**42.80**

SR25 KM0308 : :DV **654002053** FRF ✱✱**280.75**
42.80 : :CB054115061 BECON GUIC. VFE 161206 16H20
BP PP 876540020537 :89AD8C Dossier **QYWLCF** Page **1/1**
08703822464785

SNCF

BILLET à composter avant l'accès au train

PARIS MONT 1 ET 2 → ANGERS ST LAUD	LAUNAY/XA
	01ADULTE

Dep **26/12** à **10H00** de **PARIS MONT 1 ET 2** Classe **2** **VOIT 16: PLACE NO 61**
Arr à **11H34** à **ANGERS ST LAUD** **01ASSIS NON FUM**
PERIODE DE POINTE TGV 8813 **SALLE** 01FENETRE
TARIF NORMAL DUO

Dép à de ✱✱✱ Classe ✱
Arr a à

Prix par voyageur : 57.10	Prix **EUR** ✱✱**57.10**

KM0308 : :DV **654001880** FRF ✱✱**374.55**
57.10 : :CB054115061 BECON GUIC. VFE 161206 16H20
BP PP 876540018804 :89AD8C Dossier **QYWLCF** Page **1/1**
08703822464763

SNCF

BILLET à composter avant l'accès au train

PARIS MONT 1 ET 2 → ANGERS ST LAUD	MENAGER/XA
	01 ADULTE

Départ **28/09** à **13H00** de **PARIS MONT 1 ET 2** | Classe **2** | **VOITURE** **09**

Arriv. à **14H28** à **ANGERS ST LAUD** | PLACE ASSISE **54**

PERIODE NORMALE **TGV 8829** | 01 FENETRE

CARTE SENIOR A PRESENTER -ECH/REMB SOUS CONDITIONS | **DUO**

Départ à de *** | Classe *

Arriv. a à

Prix par voyageur :	22.60			Prix **EUR**	**✱✱22.60**

BD SR50 870786017950   22.60   KM0308   PN   DV **078601795**   CB 254753922

BECON GUIC.   VFE   180907   12H12

08705312867722   89AD8C   Dossier **QDNSKT** Page 1/1

7016 o0201 4   2002 T

SNCF

BILLET à composter avant l'accès au train

ANGERS ST LAUD → PARIS MONT 1 ET 2	MENAGER/XA
	01 ADULTE

Départ **28/09** à **16H37** de **ANGERS ST LAUD** | Classe **2** | **VOITURE** **17**

Arriv. à **18H10** à **PARIS MONT 1 ET 2** | PLACE ASSISE **35**

PERIODE DE POINTE **TGV 8848** | 01 FENETRE

CARTE SENIOR A PRESENTER -ECH/REMB SOUS CONDITIONS | **DUO**

Départ à de *** | Classe *

Arriv. à à

Prix par voyageur :	29.20			Prix **EUR**	**✱✱29.20**

BD SR50 870786018065   29.20   KM0308   PP   DV **078601806**   CB 254753922

BECON GUIC.   VFE   180907   12H12

08705312867733   89AD8C   Dossier **QDNSKT** Page 1/1

7016 o0201 4   2002 T

BILLET à composter avant l'accès au train

SNCF

| PARIS NORD | → CHANTILLY GOUVIEU | 01 ADULTE |

UTILISABLE DU 15/01 AU 16/03/2007

Dép **15/01** à **10H40** de **PARIS NORD**   Classe **2**
Arr   à **11H04** à **CHANTILLY GOUVIEU**
                    TRAIN   47825

TARIF NORMAL

Dép   à   de **✱✱✱**   Classe **✱**
Arr   à   à

Prix par voyageur :	**6.90**		Prix **EUR**	**✱✱6.90**
		:DV **782164773**	**FRF**	**✱✱45.26**
6.90	KM0041	:	:CA	VGL2 PARIS NORD	150107 10H15
B		08704074797521	:6B1742	Dossier **SUMLNI**	Page **1/1**

BILLET à composter avant l'accès au train

SNCF

| PARIS NORD | → CHANTILLY GOUVIEU | 01 ADULTE |

UTILISABLE DU 15/01 AU 16/03/2007
DEPART EN BLEU

Dép **15/01** a **10H40** de **PARIS NORD**   Classe **2**
Arr   à **11H04** a **CHANTILLY GOUVIEU**
                    TRAIN   47825
DECOUVERTE 12-25 AGE A JUSTIFIER -ECH/REMB SO/CONDITIONS

Dep   à   de **✱✱✱**   Classe **✱**
Arr   a   a

Prix par voyageur :	**5.20**		Prix **EUR**	**✱✱5.20**
LJ25 PC 25 KM0041	:		:DV **782164902**	**FRF**	**✱✱34.11**
5.20	:		:CA	VGL2 PARIS NORD	150107 10H15
B		08704074797532	:6B1742	Dossier **SUMLNI**	Page **1/1**

CALENDRIER VOYAGEURS

POUR LES TRAINS TER ET INTERCITÉS[1]

LA SEMAINE-TYPE

PÉRIODE BLEUE :
- 50 % de réduction avec les cartes de réduction Jeune, Week-end, Senior+ et Enfant+.
- 25 % de réduction avec Découverte 12-25, Découverte Senior ou Découverte Enfant+[2].

PÉRIODE BLANCHE :
- 40 % de réduction garantis en 1re classe[3] et 25 % de réduction garantis en 2e classe avec la carte de réduction Senior+.
- 25 % de réduction garantis avec les cartes de réduction Jeune, Week-end et Enfant+.

LES JOURS PARTICULIERS

LUNDIS
13 juillet 2015.

6 avril, 25 mai 2015.

MARDI
14 juillet 2015.

MERCREDIS
24, 31 décembre 2014. 13 mai 2015.

JEUDIS
30 avril, 7 mai 2015.

25 décembre 2014. 1er janvier, 14 mai 2015.

VENDREDIS
26 décembre 2014. 2 janvier, 1er mai, 8 mai, 15 mai 2015

SAMEDIS
20, 27 décembre 2014. 3 janvier, 7, 14, 21, 28 février, 7 mars, 11, 18, 25 avril, 2, 9 mai, 4, 11, 18, 25 juillet, 1er, 8, 15, 22, 29 août, 17, 24, 31 octobre 2015.

DIMANCHES
5 avril, 24 mai, 12 juillet 2015.

SNCF

Смешанные тексты

Nous partons plus que nos voisins européens

Sur les intentions de partir cet été (plus de 4 nuits hors de chez soi entre juin et septembre), nous sommes bien lotis.

63% Français

62% Autrichiens

62% Allemands

60% Italiens

57% Belges

55% Anglais
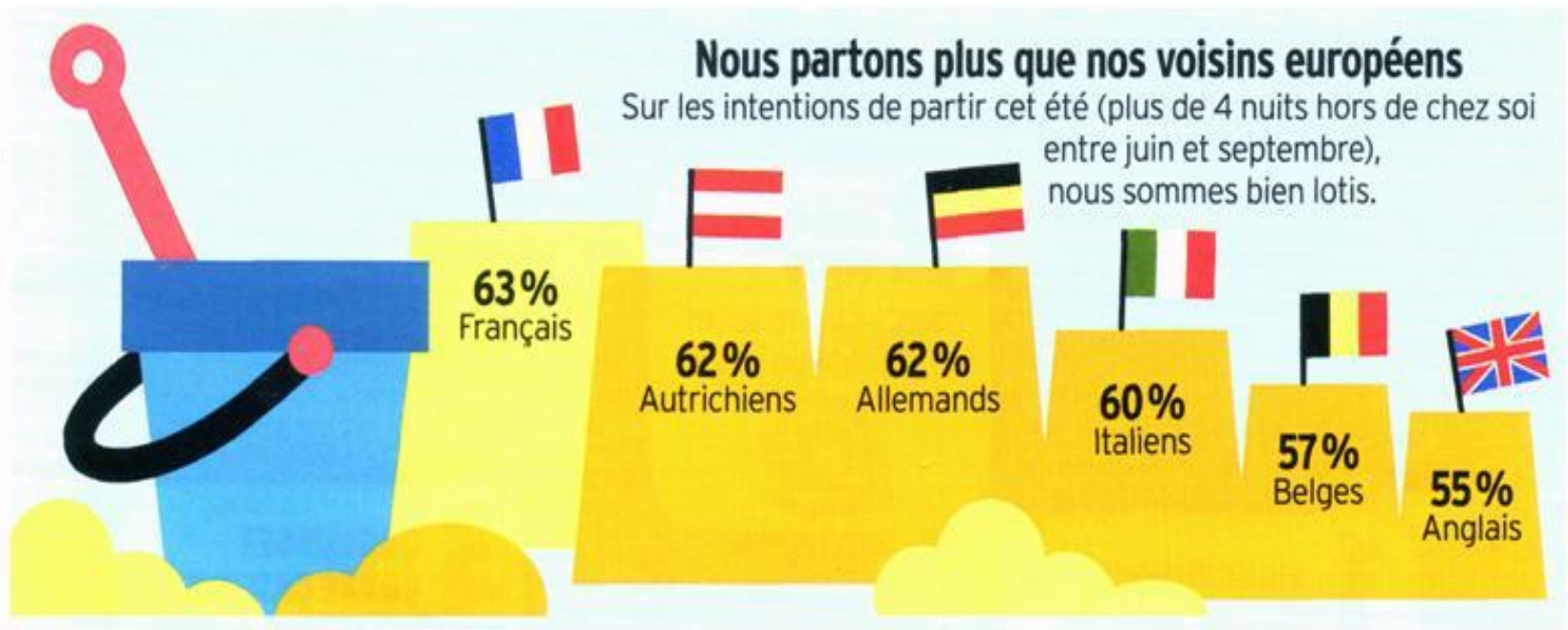
Мы уезжаем летом чаще, чем наши европейские соседи. Вот инфографик, иллюстрирующий количество тех, кто высказал намерение уехать в период с июня по сентябрь больше, чем на 4 ночи.

Количество выезжающих французов увеличилось, но время, проведенное в отъезде уменьшилось.

Des séjours plus courts
On part plus souvent mais moins longtemps.

19,6 jours
1964

12 jours
2014

Все на пляж! Море, как всегда, привлекает большинство отдыхающих.

Tous à la plage! *

Comme chaque été, le littoral attire davantage.
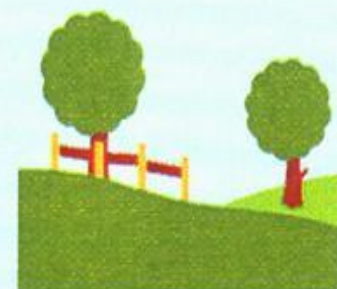
59% mer   25% montagne   20% campagne

17% voyage itinérant   10% ville

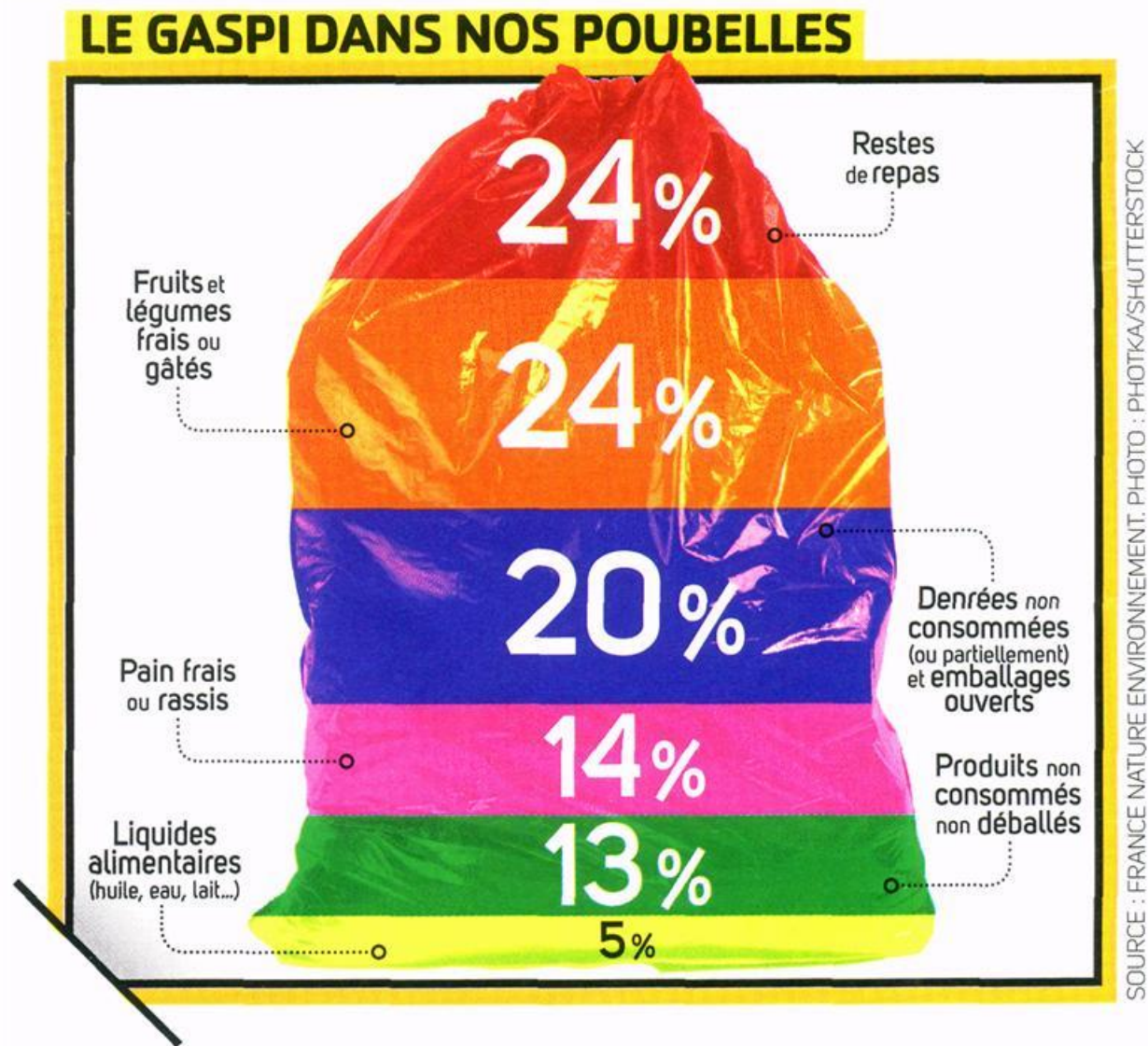# Пищевые отходы в нашей помойке

Остатки приготовленной пищи

Фрукты и овощи

Остатки консервов

Хлеб (свежий и старый)

Продукты нераспакованные

Жидкие продукты (масло, соки и т.д.)

LE GASPI DANS NOS POUBELLES

24% — Restes de repas

Fruits et légumes frais ou gâtés — 24%

Denrées non consommées (ou partiellement) et emballages ouverts — 20%

Pain frais ou rassis — 14%

Produits non consommés non déballés

Liquides alimentaires (huile, eau, lait...) — 13%

5%

SOURCE : FRANCE NATURE ENVIRONNEMENT. PHOTO : PHOTKA/SHUTTERSTOCK

В год во Франции выбрасываются, как минимум, 5,5 миллионов тонн пищевых отходов, годных к употреблению.

От 2,2 до 3,5 миллионов тонн выброшенных продуктов приходится на французские семьи, то есть от 20 до 50 кг на человека.

Это 11 миллиардов обедов или ужинов.

Их минимальная стоимость 12 миллиардов евро.

LE GASPI ALIMENTAIRE EN CHIFFRES

Au moins 5,5 millions de tonnes de nourriture consommable sont jetées chaque année en France.

Entre 2,2 et 3,5 millions de tonnes d'aliments finissent dans les poubelles des ménages français, soit 30 à 50 kg par habitant.

Cela représente environ 11 milliards de repas.

Pour un coût d'au moins 12 milliards d'euros.

Семьи

Сельское
хозяйство

Рынки

Перерабатываю-
щие предприятия

Торговые
предприятия

Столовые, кафе,
рестораны

LES PLUS GROS GASPILLEURS

* en millions de tonnes

Ménages
2,875*

Agriculture
1,875*

Marchés
0,4*

Usine de
transformation
(préparation des plats)
0,6*

Commerce et
distribution
0,75*

Restauration
1,08*
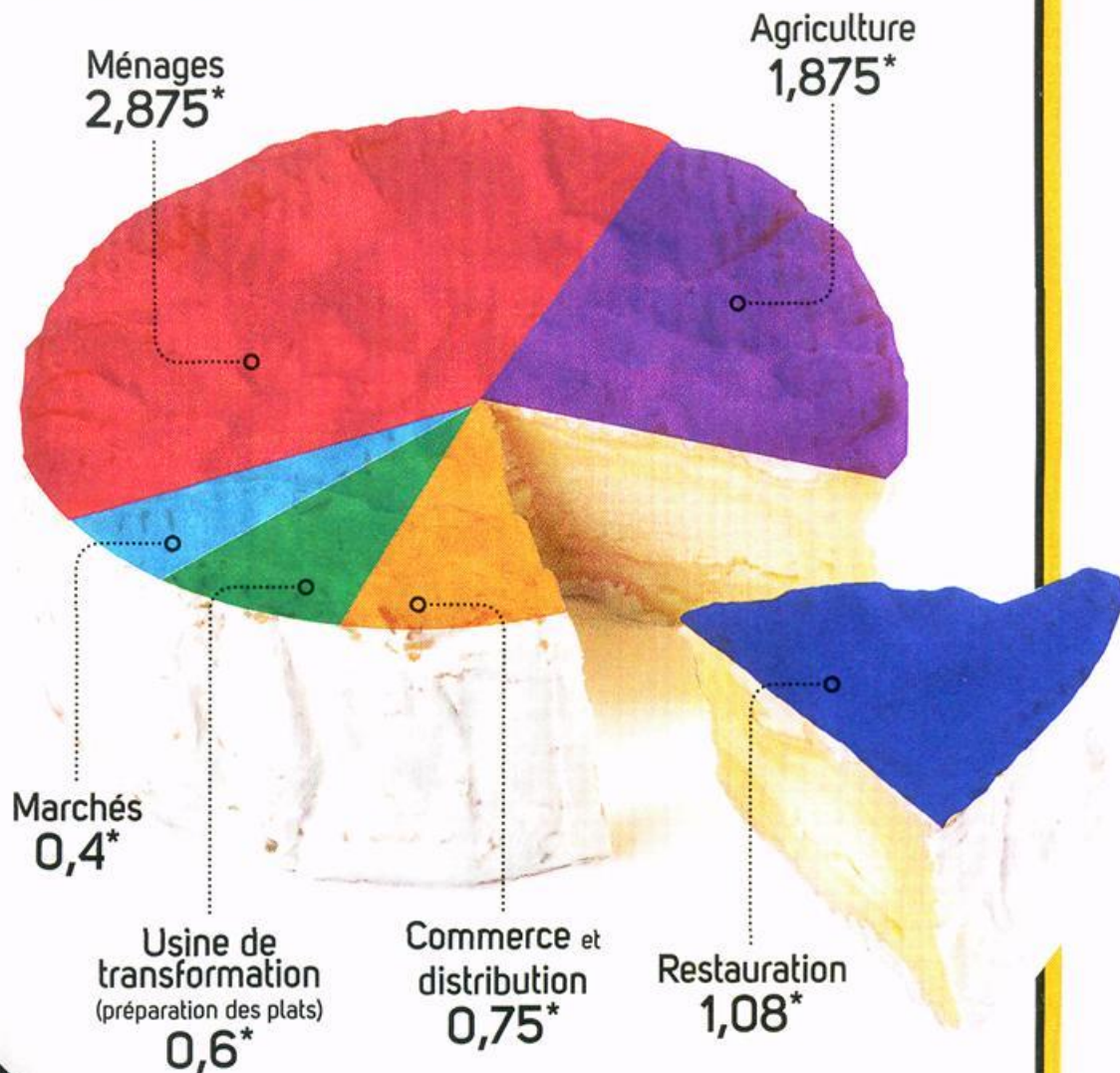
SOURCE : RAPPORT GAROT – PHOTO : FILIMAGES/SHUTTERSTOCK

Банкет на площади перед Мэрией Парижа. Его цель привлечь внимание парижан к недопустимости выбрасывания годных к использованию продуктов питания. В меню банкета рецепты для приготовления блюд из продуктовых остатков и способы для их эффективного хранения.

o **Les épreuves du bac commenceront le 17 juin. En ce qui vous concerne, seriez-vous favorable à la suppression de l'examen du Bac ?**

S/T FAVORABLE
20%

RAPPEL JUIN 2013*:
25%

S/T DEFAVORABLE
79%

RAPPEL JUIN 2013*:
71%

Plutôt
favorable
14%

Très favorable
6%

Ne se prononce
pas
1%

Plutôt
défavorable
34%

Très
défavorable
45%
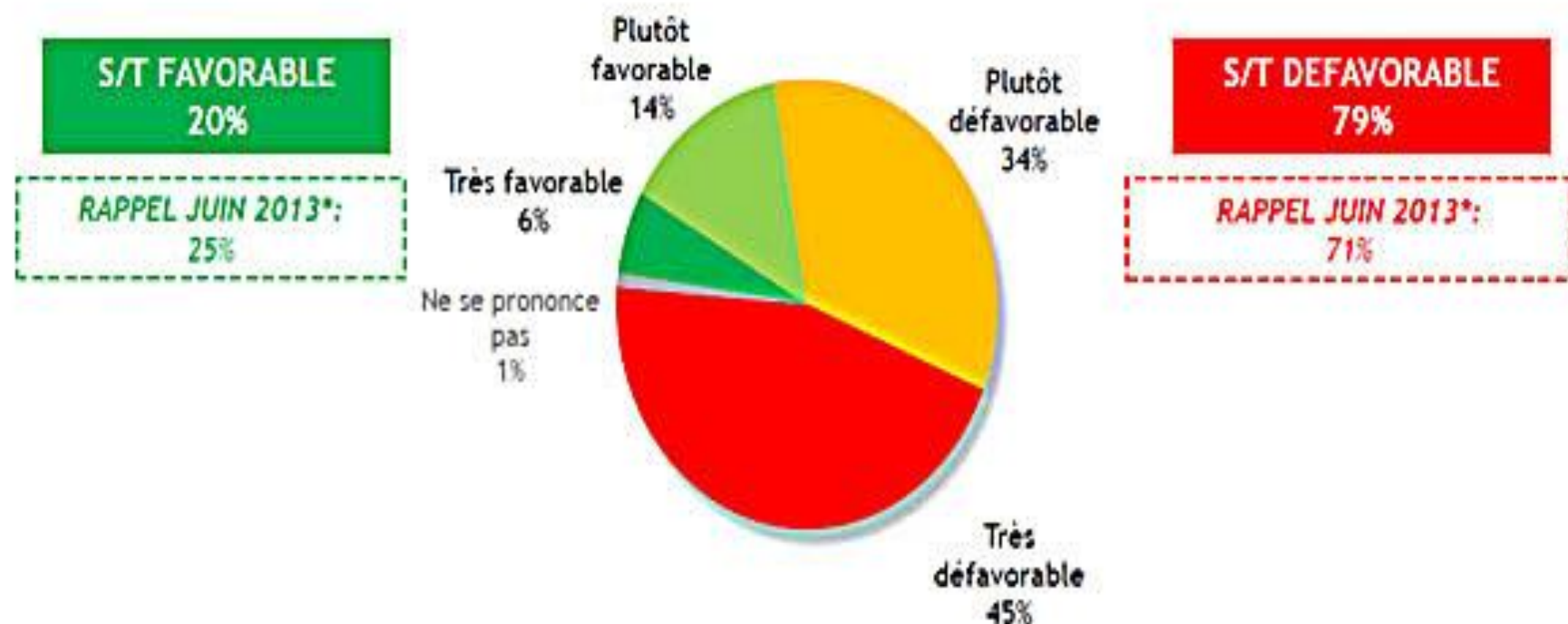
Le Bac doit être modifié : certaines épreuves secondaires pourraient être remplacées par un contrôle continu tout au long de l'année **53%**

Le Bac doit être maintenu tel qu'il est **29%**

Le Bac doit être supprimé et remplacé par un contrôle continu tout au long de l'année **16%**

Ne se prononce pas 2%

The library map that forms the basis of this unit is an example of a kind of everyday *non-continuous* text that is often encountered in work, personal, public and educational settings. The context of this example is defined as *public* because the map relates to the activities of a community (a public library] and assumes anonymous contact with the reader. In terms of text type, the map is classified as description, since the information it contains refers to properties of objects in space and their relationship to one another.
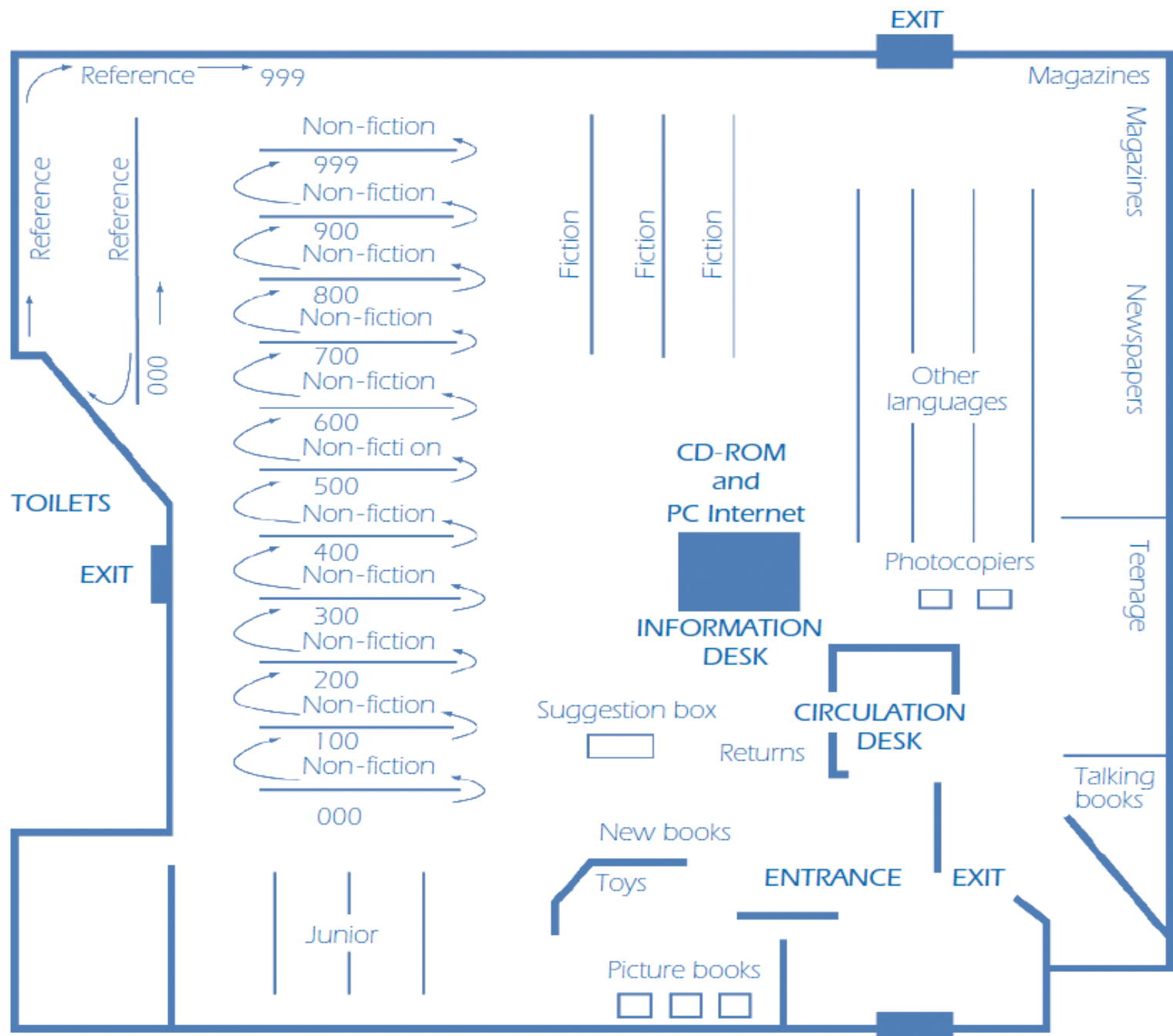
EXIT

Reference → 999

Magazines

Magazines

Reference

Reference

Non-fiction
999
Non-fiction
900
Non-fiction
800
Non-fiction
700
Non-fiction
600
Non-ficti on
500
Non-fiction
400
Non-fiction
300
Non-fiction
200
Non-fiction
100
Non-fiction
000

000

Fiction

Fiction

Fiction

Newspapers

Other
languages

CD-ROM
and
PC Internet

Photocopiers

Teenage

TOILETS

EXIT

INFORMATION
DESK

Suggestion box

Returns

CIRCULATION
DESK

Talking
books

New books

Toys

ENTRANCE

EXIT

Junior

Picture books

Question 5: LIBRARY

For school you need to read a novel in French. On the map draw a circle around the section where you woud be most likely to find *a suitable book to borrow.*

Question 5: LIBRARY

For school you need to read a novel in French. On the map draw a circle around the section where you woud be most likely to find *a suitable book to borrow.*

Framework Characteristics

Situation:

Medium:

Text format:

Text type:

Aspect:

Question intent:

Item format:

Question 5: LIBRARY

For school you need to read a novel in French. On the map draw a circle around the section where you woud be most likely to find *a suitable book to borrow.*

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Access and retrieve: Retrieve information

Question intent: Locate information that matches on one factor using low-level inference
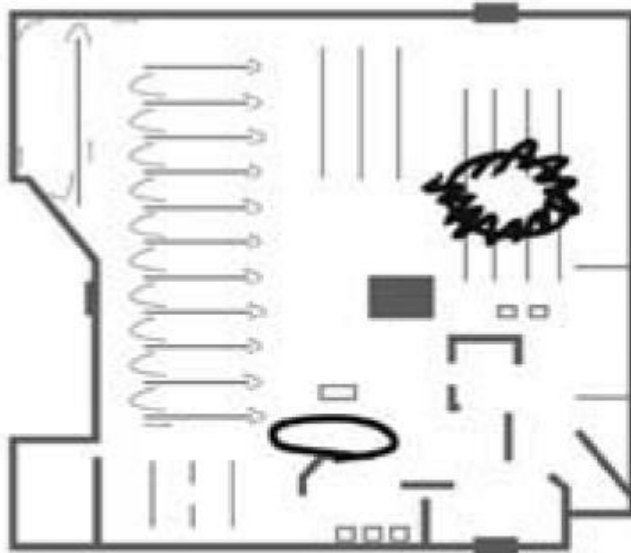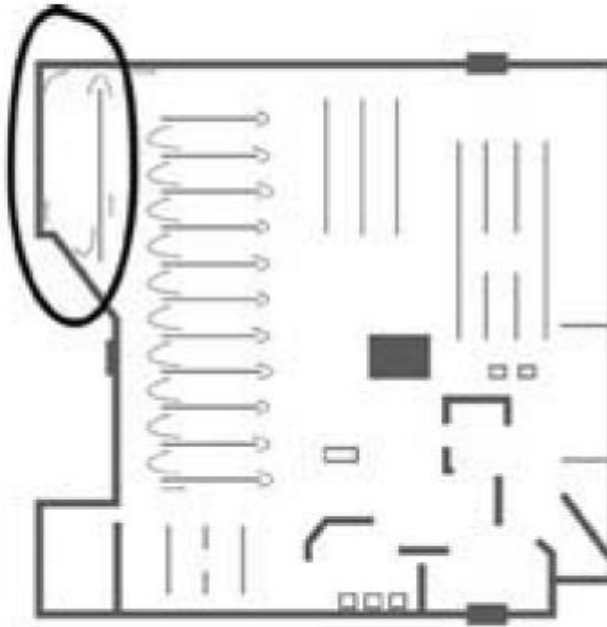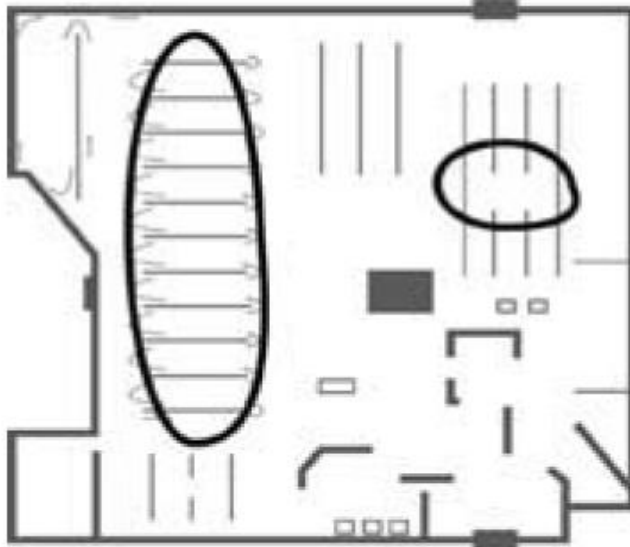
Item format: Short response

Full credit

Code 1: Circles the words "other languages" or the lines (shelves) near the words.
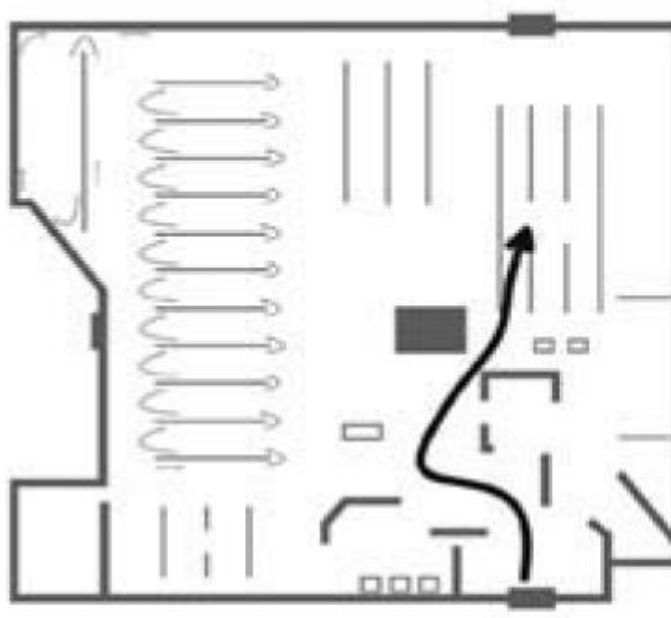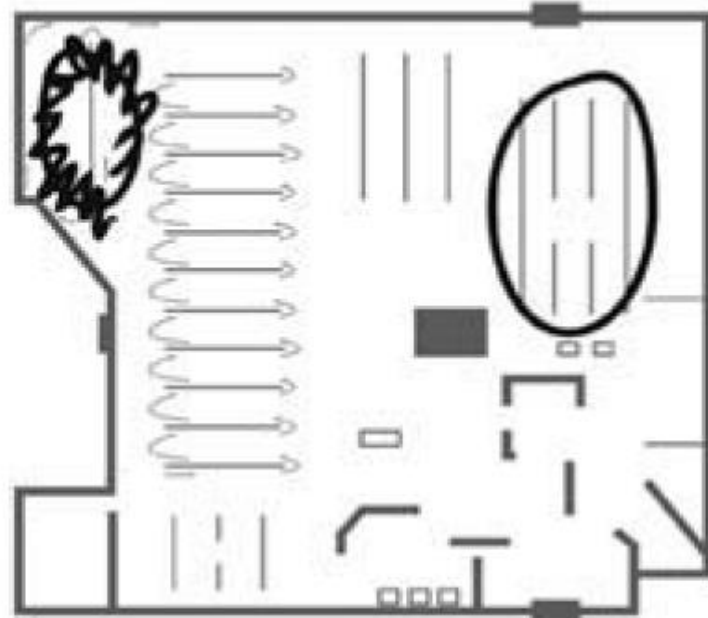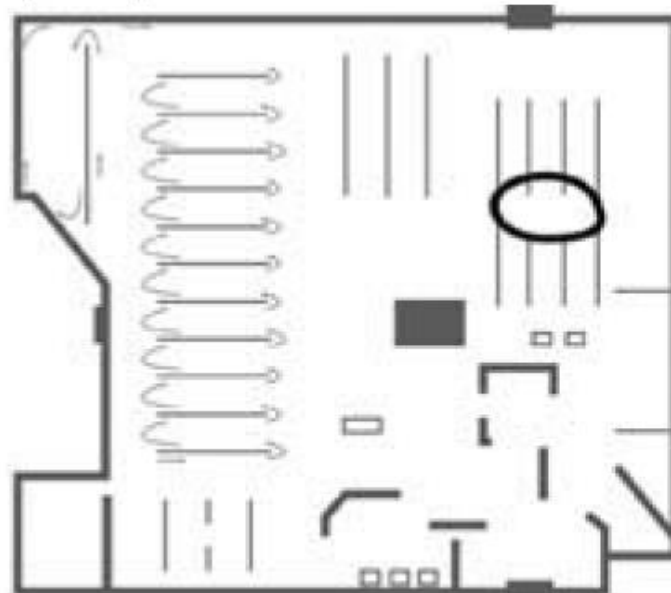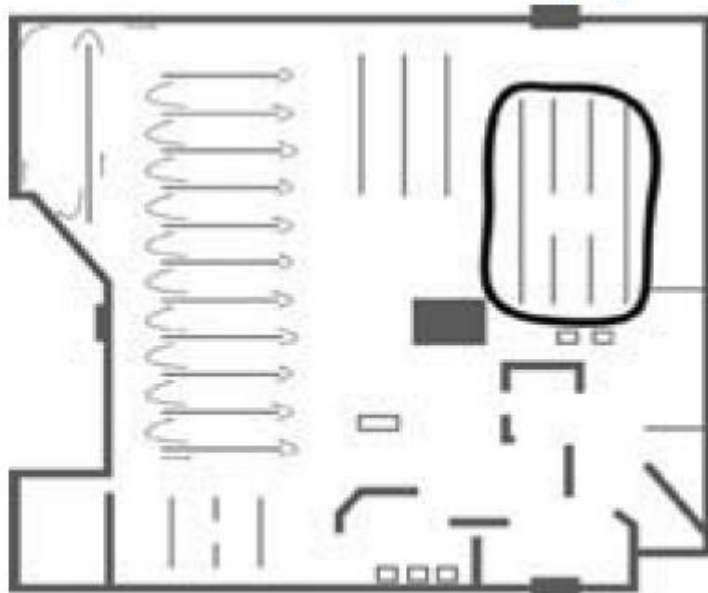
No credit

Code 0: Other, including circling which includes any other feature of the map completely.

Code 9:   Missing.

This short response item requires that the reader search for, locate and select relevant information from the information space: in this case, a map. The required information is found in a single location rather than multiple locations, a factor that is likely to reduce difficulty. On the other hand, the match between the words in the task and the caption on the map is not literal: the reader must make an inference to categorise "French" *as "Other languages".* (A translation and adaptation note instructed that in national versions of the item the language referred to in the item should be a foreign language commonly taught in schools.) Nevertheless, this is a rather easy item, with more than four fifths of the students in the field trial able to identify the right section of the library. As indicated in the full credit examples provided with the coding guide, students could mark the text in a number of different ways to show their answer. Although the question specifies that a circle should be drawn to show the answer, the format of the response is not the critical criterion for awarding credit: what is critical is whether or not the response clearly meets the intent of the question - "locating information that matches on one factor using low-level inference".

Question 7A: LIBRARY

Where are *New books* located?

    A.   In the fiction section.

    B.   In the non-fiction section.

    C.   Near the entrance.

    D.   Near the information desk.

Question 7A: LIBRARY

Where are *New books* located?

    A.   In the fiction section.
    B.   In the non-fiction section.
    C.   Near the entrance.
    D.   Near the information desk.

Library scoring 7 a

Note: The correct answer is C: "Near the entrance". 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 7B.

Question 7B: LIBRARY

Explain why this location might have been chosen for *New books* .

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Reflect and evaluate: Reflect on and evaluate the content of a text

Question intent: Hypothesise about the location of a feature of a map drawing on personal knowledge and experience

Item format: Open constructed response

Aspect: Access and retrieve: Retrieve information

Question intent: Locate information that matches on one factor using low-level inference

Item format: Short response

CODING GUIDE

Full credit

Code 2:   **Answer to Part A correct. Gives** *an explanation which is consistent with the answer "near the entrance".*

*   People will see them as soon as they walk in.

*   They are away from the other books, and people will find them easily.

* So people can look at them first, [implies recognition that the new book are near the entrance]

*   So they are very visible.

*   They are clearly visible and not hidden away among the bookshelves so that you have to search for them.

*   You pass it on your way to fiction.

Code 2:   Answer to Part A correct. Gives *an explanation which is consistent with the answer "near the entrance".*

OR: Answer to previous question Part A correct. Gives an explanation which shows understanding of the location of the new books in relation to a part of the library other than the entrance.

* It gives children a chance to play while adults look around. [Recognises that the new books are near the Toys section.]

* When people are returning books they will see the new ones.

Partial credit

Code 1:   Answer to Part. A incorrect. Gives an explanation which is consistent with the answer given for previous question.

*   [Answer to Part A: In the fiction section.] Because this is the part of the library that most people would be using, so they would notice the new books.

*   [Answer to Part A: Near the information desk.] Because they are next to the Information Desk, the librarian can answer questions about them.

No credit

Code 0:   Gives insufficient or vague explanation regardless of whether answer to Part A is correct or incorrect.

*   Because it's the best place.

*   They are near the entrance too. *[States where the new books are, without offering explanation.]*

*   The New books are near the suggestion box. *[States where the new books are without offering explanation.]*

No credit

OR: Shows inaccurate comprehension of the material or gives an implausible or irrelevant explanation, regardless of whether answer to Part A is correct or incorrect.

*   So people would notice them when they were looking at the newspapers, [Inaccurate implies that new books are near the newspapers.]

*   Because there is nowhere else to put them. [Implausible.]

*   Some people like to read new books. [Answer is irrelevant to question .]

*   [Answer to Part A: In the fiction section. [So that they are easy to find. [Answer is irrelevant to answer given for Part A.]

Code 9:   Missing.

The coding rules for this task are somewhat complicated. Students are asked two questions - one multiple-choice and one constructed response - but only the second of these is coded directly. As this task contributes to the Reflect and evaluate scale, the multiple-choice component, which predominantly requires retrieval of information, does not earn any credit on its own. However, the multiple-choice question is taken into account in the coding of the second, constructed response question.

To gain full credit, the response must include both accurate reading of the map (locating the New books near to the entrance) and a hypothesis about the reason for locating the New books in that position. To make such an hypothesis, readers need to consult their own experience or knowledge - in this case about the way libraries work and the way they are used by the public. In the PISA context, the outside knowledge required is intended to be within the expected range of 15-year-olds' experiences. Students receive only partial credit if they have failed to correctly locate the New books on the map, but have given a plausible hypothesis about the reason for locating New books in a particular position. Like the full credit responses, this kind of response fulfils the intent of reflecting on content that is the main thrust of this task.

This was an easy item, with over four fifths of the students in the field trial gaining full credit.

The Metrotransit unit from the PISA 2009 field trial presents a graphic from a public document, a map of an urban transport network in the form of a diagram. It uses fictional place names that participating countries were invited to adapt for their national versions. The text is non-continuous; it could be presented as a combined list of stations categorised according to line, features and grid locations. Though relatively simple, it includes a complicating element - a key of symbols - the application of which is required to gain full credit for the question reproduced below. All items related to this unit functioned well *in* the field trial. The unit was not included in the main survey selection because of concern that students living in rural areas, who would be unfamiliar with urban transport networks, might be disadvantaged.
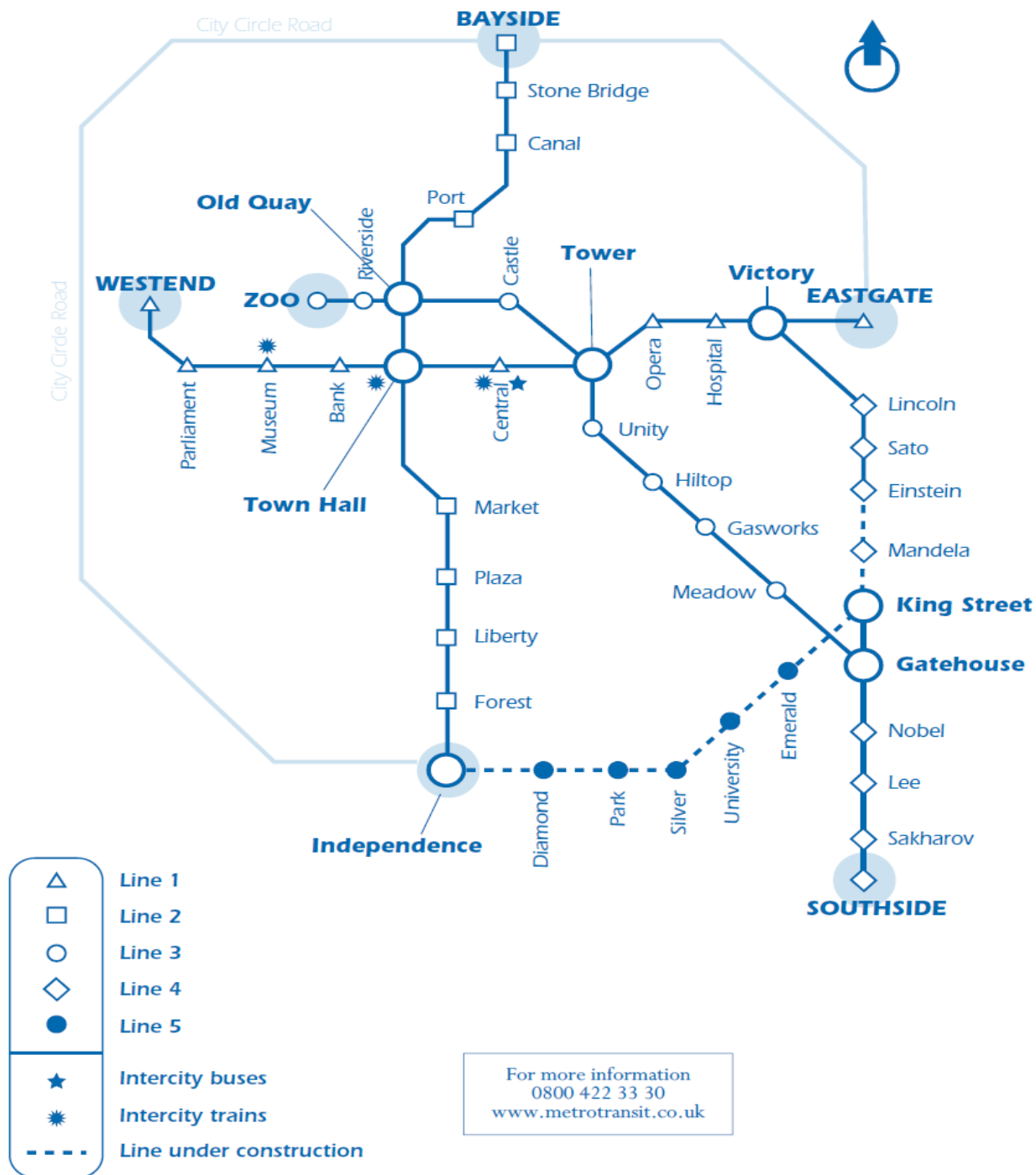
Question 1: **METROTRANSIT**

From which Metrotransit station is it possible to take both intercity buses and intercity trains?

Framework Characteristics

Situation:

Medium:

Text format:

Text type:

Aspect:

Question intent:

Item format:

Question 1: **METROTRANSIT**

From which Metrotransit station is it possible to take both intercity buses and intercity trains?

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Access and retrieve: Retrieve information

Question intent: Locate information by making links across a map

Item format: Closed constructed response

CREDIT GUIDE

Full Credit

Code 1: Refers explicitly to Central Station. May mention the line.

* Central Station.

* Central.

* Central (Eastgate).

* Central (Line 1).

CREDIT GUIDE

No Credit

Code 0:   Other responses.

* At the station.

* Tower.

* Line 1.

CREDIT GUIDE

Code 9:　　Missing.

This kind of authentic task exemplifies PISAs emphasis on using reading for practical purposes in everyday life. The item requires students to interpret the map key and apply it to the map to determine which station meets the criteria specified in the question. Only one station within the map meets the criteria. The coding guide shows that so long as the correct station is unambiguously identified, responses may be expressed in a variety of ways.

This item was easy. It was answered correctly by over three-quarters of students.

Question 2: METROTRANSIT

If you are at Zoo Station and you want to go to Stone Bridge Station, at which station would you change lines?

    A.   Town Hall

    B.   Riverside.

    C.   Bayside.

    D.   Old Quay.

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Access and retrieve: Retrieve information.

Question intent:

Item format:

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Access and retrieve: Retrieve information.

Question intent: Identify a junction on a map where there is some competing information

Item format: Multiple choice

CODING GUIDE

Full Credit

Code 1:   D. Old Quay.

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This question is another example of an authentic task. The item requires students to locate a specified route on the map and in doing so, to determine the point at which it would be necessary to change lines. Once the two specified stations have been located, determining the junction in the short route, which involves only two of the lines, is a simple task. Over three-quarters of students gained credit for this item.

Question 3: METROTRANSIT

Some stations like Westend, Zoo and Independence have grey shading around them. What does the shading show about these stations?

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect:

Question intent:

Item format:

Question 3: METROTRANSIT

Some stations like Westend, Zoo and Independence have grey shading around them. What does the shading show about these stations?

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Reflect and evaluate: Reflect on and evaluate the form of a text

Question intent: Identify the purpose of a graphical feature in a map

Item format: Short response

CODING GUIDE

Full Credit

Code 1: Refers to the fact that these stations are at the end or the start of a Sine.

* End of the line.

* Terminus.

No Credit

Code 0: Gives an <u>insufficient or vague</u> response. Shows inaccurate comprehension of the material or gives an implausible or irrelevant response.

* You can get buses there. [possibly, but nor what the shading shows]

* They are the busiest stations.

* They are the biggest stations.

Code 9: Missing.

This item was moderately difficult. It was answered correctly by less than two-thirds of students. The item requires students to examine a graphical feature (shading) that is common to several stations on the map and in doing so, to determine what the shading is intended to represent in the map. The difficulty of this question lies in the requirement to generalise about the purpose of a feature. Since this question requires students to stand outside the text and consider the way in which it was constructed, the question is classified as reflect on and evaluate the form of a text.

Question 4: *METROTRANSIT*

You need to find the shortest route by underground rail from Sato Station to Forest Station. Draw on the map the route that you would take.

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous

Text type: Description

Aspect: Reflect and evaluate: Reflect on and evaluate the form of a text

Question intent:

Item format: Short response

Question 4: *METROTRANSIT*

You need to find the shortest route by underground rail from Sato Station to Forest Station. Draw on the map the route that you would take.

Framework Characteristics

Situation: Public

Medium: Print

Text format: Non-continuous
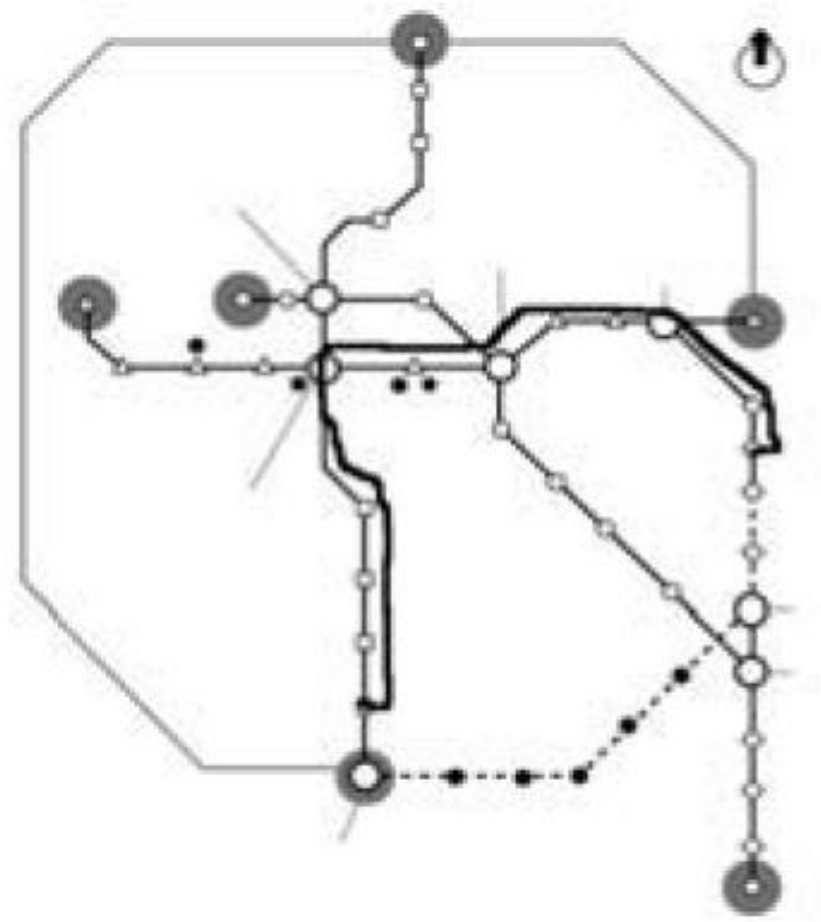
Text type: Description

Aspect: Reflect and evaluate: Reflect on and evaluate the form of a text

Question intent: Combine several pieces of information on a map to determine the shortest route between two given points

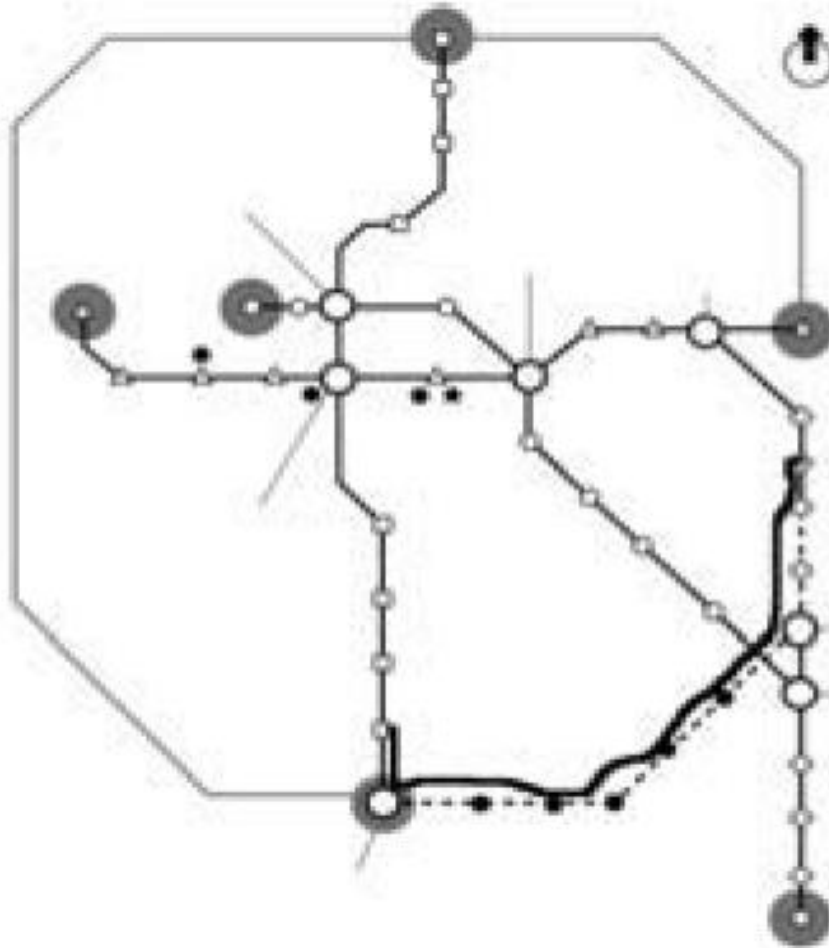Item format: Short response

CODING GUIDE
Full Credit
Code 2:   Draws the route shown in the reproduction below:

CODING GUIDE

Partial Credit

Code 1:   Draws the route shown in the reproduction below:

No Credit

Code 0:   Other responses.

Code 9:   Missing.

This access and retrieve task requires students to locate and sequence multiple pieces of information - the names of stations - to plan a route. The task simulates a real-life experience that demands careful reading of a non-continuous text. The item was constructed to ensure that use of conditional information - that is, information external to the main part of a text - must be processed in order to complete the task successfully. For full credit, students therefore need to use the information provided in the key: that part of the system is under construction.

Code 9:   Missing.

Students who take account of this conditional information realise that what is apparently the shortest route is currently unusable. The requirement to use conditional information increases the difficulty of items significantly. Only about one-third of students in the field trial gained full credit for this item. However more than half of the other students, who plotted a route using stations on Line 5, were given partial credit, as they demonstrated that in all but one respect (albeit a crucial one in practical terms) they had understood and could use information that they had retrieved.

Most of the items in PISA print reading require a multiple-choice or text response. The short response format of this question, involving the drawing of a route on a map, illustrates that the range of response types can nevertheless vary to some extent, according to the format that seems most appropriate for the particular task. This is bounded, of course, by the practical limitations of a large-scale paper and pen test.