



Table: Item Analysis

For Year 7 Reading Sorted by Difference from State for Girls.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
44	37	Reading: Interprets the language used to link adjacent paragraphs in an information report	English 4.4.8 Science 4.10:	36	6	-30
27	45	Reading: Predicts the author of additional information in an argument	English 4. 7.9 Science 4.3:	61	35	-26
21	25	Reading: Interprets ideas in an information report	English 4 7.1 History 4.8:	66	41	-25
35	46	Reading: Identifies a point of agreement in arguments that present different points of view	English 4 . 7.9 Science 4.3:	53	29	-24
45	39	Reading: Infers a main idea in the conclusion of an information report	English 4. 7.9 Science 4.10:	28	6	-22
18	20	Reading: Synthesises information to identify a main idea in a news report	RS3.6	70	53	-17
36	35	Reading: Infers the tone of a poem	English 4.1.18	52	35	-17
32	34	Reading: Interprets metaphorical language in a poem	English 4.1.18 Science 4.10:	55	41	-14
33	18	Reading: Connects ideas in a news report	English 4 7.1 Science 4.20:	55	41	-14
37	26	Reading: Identifies the reason for the use of inverted commas in an information report	English 4.4.2 History 4.8:	49	35	-14
43	40	Reading: Identifies an example of figurative language in an information report	English 4. 4.8 Science 4.10:	37	24	-13
26	27	Reading: Identifies the main purpose of an information report	English 4.1.6 History 4.4.8:	63	53	-10



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Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
41	42	Reading: Identifies the main idea in a short argument	English 4.1.5	45	35	-10
46	22	Reading: Infers the nature of a character in a news report	English 4 7.1	28	18	-10
8	2	Reading: Connects ideas in a short biography	RS3.6	84	76	-8
38	24	Reading: Interprets ideas in an information report	English 4 7.1 History 4.8:	49	41	-8
10	12	Reading: Identifies a point of agreement in arguments that present different points of view	RS 3.7 PDPHE4.8:	83	76	-7
42	38	Reading: Connects ideas in a complex paragraph in an information report	English 4.8 Science 4.10:	42	35	-7
29	11	Reading: Interprets a pronoun reference in a narrative	RS3.6 PDPHE4.8:	59	53	-6
13	3	Reading: Identifies the main idea of a short biography	RS 2.7	81	76	-5
30	33	Reading: Infers the main idea in a verse of a poem.	RS3.6	58	53	-5
31	43	Reading: Identifies the tone of a short argument	English 4.1.18	56	53	-3
9	17	Reading: Interprets the main idea of a paragraph	English 4 7.1 Science 4.20:	84	82	-2
34	28	Reading: Identifies the tone of an information report	English 4.4.8 History 4.8:	55	53	-2
11	4	Reading: Connects ideas in a short biography	RS3.6	83	82	-1
28	21	Reading: Interprets the main idea of the concluding paragraph in a news report	RS3.6	60	59	-1



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Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
22	32	Reading: Infers a character's changing feelings in a verse of a poem	RS3.7	65	65	0
6	8	Reading: Infers the motivation of the narrator in a narrative	RS3.7	87	88	1
14	19	Reading: Connects ideas in a news report	English 4 7.1 Science 4.20:	75	76	1
19	41	Reading: Infers the main idea in a short argument	English 4.1.5	70	71	1
2	7	Reading: Synthesises ideas to interpret a character's misconception	RS3.7	92	94	2
25	14	Reading: Connects ideas implied in an argument	RS3.6 PDPHE4.8:	63	65	2
17	23	Reading: Locates ideas directly stated in an information report	English 4 7.1 History 4.8:	71	76	5
1	1	Reading: Connects ideas in a short biography	RS 2.6	94	100	6
39	16	Reading: Locates the section of one argument that the second writer responds to	RS3.5	47	53	6
20	30	Reading: Identifies the function of a sentence in a poem	RS3.6	69	76	7
40	13	Reading: Interprets the meaning of a word in context in an argument	RS3.6 PDPHE4.8:	46	53	7
3	5	Reading: Identifies the main purpose of a short biography	RS3.7	91	100	9
16	6	Reading: Interprets figurative language in a narrative	RS3.8	73	82	9
23	31	Reading: Infers a character's feelings in a verse of a poem	English 4. 1.18	65	76	11
4	9	Reading: Infers the motivation of a character in a narrative	RS3.7	88	100	12



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Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
12	15	Reading: Infers the writer's point of view in an argument	RS3.7	82	94	12
5	10	Reading: Connects ideas in a narrative	RS3.5 PDPHE4.8:	87	100	13
15	36	Reading: Connects ideas in the introduction of an information report	English 4 .4.8 Science 4.10:	74	88	14
7	29	Reading: Identifies the intention of the narrator in a poem	English 4. 8.5	85	100	15
24	44	Reading: Infers a writer's response to an opposing argument	English 4. 7.9 Science 4.3:	64	94	30



Table: Item Analysis

For Year 7 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
44	37	Reading: Interprets the language used to link adjacent paragraphs in an information report	English 4.4.8 Science 4.10:	36	13	-23
19	41	Reading: Infers the main idea in a short argument	English 4.1.5	70	48	-22
36	35	Reading: Infers the tone of a poem	English 4.1.18	52	32	-20
29	11	Reading: Interprets a pronoun reference in a narrative	RS3.6 PDPHE4.8:	59	41	-18
45	39	Reading: Infers a main idea in the conclusion of an information report	English 4. 7.9 Science 4.10:	28	11	-17
27	45	Reading: Predicts the author of additional information in an argument	English 4. 7.9 Science 4.3:	61	48	-13
20	30	Reading: Identifies the function of a sentence in a poem	RS3.6	69	57	-12
42	38	Reading: Connects ideas in a complex paragraph in an information report	English 4.8 Science 4.10:	42	30	-12
46	22	Reading: Infers the nature of a character in a news report	English 4 7.1	28	16	-12
25	14	Reading: Connects ideas implied in an argument	RS3.6 PDPHE4.8:	63	52	-11
14	19	Reading: Connects ideas in a news report	English 4 7.1 Science 4.20:	75	66	-9
31	43	Reading: Identifies the tone of a short argument	English 4.1.18	56	48	-8
35	46	Reading: Identifies a point of agreement in arguments that present different points of view	English 4 .7.9 Science 4.3:	53	45	-8



Table: Item Analysis

For Year 7 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
38	24	Reading: Interprets ideas in an information report	English 4 7.1 History 4.8:	49	41	-8
43	40	Reading: Identifies an example of figurative language in an information report	English 4. 4.8 Science 4.10:	37	29	-8
22	32	Reading: Infers a character's changing feelings in a verse of a poem	RS3.7	65	59	-6
26	27	Reading: Identifies the main purpose of an information report	English 4.1.6 History 4.4.8:	63	57	-6
9	17	Reading: Interprets the main idea of a paragraph	English 4 7.1 Science 4.20:	84	79	-5
10	12	Reading: Identifies a point of agreement in arguments that present different points of view	RS 3.7 PDPHE4.8:	83	79	-4
15	36	Reading: Connects ideas in the introduction of an information report	English 4 .4.8 Science 4.10:	74	70	-4
18	20	Reading: Synthesises information to identify a main idea in a news report	RS3.6	70	66	-4
6	8	Reading: Infers the motivation of the narrator in a narrative	RS3.7	87	84	-3
11	4	Reading: Connects ideas in a short biography	RS3.6	83	80	-3
34	28	Reading: Identifies the tone of an information report	English 4.4.8 History 4.8:	55	52	-3
40	13	Reading: Interprets the meaning of a word in context in an argument	RS3.6 PDPHE4.8:	46	43	-3
16	6	Reading: Interprets figurative language in a narrative	RS3.8	73	71	-2



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For Year 7 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
21	25	Reading: Interprets ideas in an information report	English 4 7.1 History 4.8:	66	64	-2
23	31	Reading: Infers a character's feelings in a verse of a poem	English 4. 1.18	65	63	-2
41	42	Reading: Identifies the main idea in a short argument	English 4.1.5	45	43	-2
30	33	Reading: Infers the main idea in a verse of a poem.	RS3.6	58	57	-1
4	9	Reading: Infers the motivation of a character in a narrative	RS3.7	88	88	0
8	2	Reading: Connects ideas in a short biography	RS3.6	84	84	0
32	34	Reading: Interprets metaphorical language in a poem	English 4.1.18 Science 4.10:	55	55	0
33	18	Reading: Connects ideas in a news report	English 4 7.1 Science 4.20:	55	55	0
13	3	Reading: Identifies the main idea of a short biography	RS 2.7	81	82	1
37	26	Reading: Identifies the reason for the use of inverted commas in an information report	English 4.4.2 History 4.8:	49	50	1
3	5	Reading: Identifies the main purpose of a short biography	RS3.7	91	93	2
5	10	Reading: Connects ideas in a narrative	RS3.5 PDPHE4.8:	87	89	2
12	15	Reading: Infers the writer's point of view in an argument	RS3.7	82	84	2
28	21	Reading: Interprets the main idea of the concluding paragraph in a news report	RS3.6	60	63	3



Table: Item Analysis

For Year 7 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
39	16	Reading: Locates the section of one argument that the second writer responds to	RS3.5	47	50	3
2	7	Reading: Synthesises ideas to interpret a character's misconception	RS3.7	92	96	4
17	23	Reading: Locates ideas directly stated in an information report	English 4 7.1 History 4.8:	71	75	4
1	1	Reading: Connects ideas in a short biography	RS 2.6	94	100	6
7	29	Reading: Identifies the intention of the narrator in a poem	English 4. 8.5	85	96	11
24	44	Reading: Infers a writer's response to an opposing argument	English 4. 7.9 Science 4.3:	64	80	16



Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
1	Reading: Connects ideas in a short biography	STATE %	4	*94	2	1			0	0
	A. 1988. B. *he was 11. C. he finished school. D. he moved to Townsville.	SCHOOL %	0	100	0	0			0	0
		DIFF %	-4	6	-2	-1				
2	Reading: Connects ideas in a short biography	STATE %	*84	0	6	10			0	0
	A. *as much as he could. B. on the weekends only. C. at 4 am every morning. D. for eight hours each day	SCHOOL %	84	0	5	11			0	0
		DIFF %	0	0	-1	1				
3	Reading: Identifies the main idea of a short biography	STATE %	2	9	8	*81			0	0
	A. school life. B. plans for the future. C. daily surfing routine D. *development as a surfer	SCHOOL %	2	4	13	82			0	0
		DIFF %	0	-5	5	1				
4	Reading: Connects ideas in a short biography	STATE %	*83	7	6	4			0	0
	A. *he has been given support. B. he has a background in football. C. he has had to fight for his dreams. D. he has surfed in different countries.	SCHOOL %	80	7	7	5			0	0
		DIFF %	-3	0	1	1				
5	Reading: Identifies the main purpose of a short biography	STATE %	2	2	*91	5			1	0
	A. to warn B. to argue C. *to inform D. to criticise	SCHOOL %	2	4	93	2			0	0
		DIFF %	0	2	2	-3				
6	Reading: Interprets figurative language in a narrative	STATE %	4	*73	2	20			0	0
	A. the shed was used as a bakery. B. *the roof of the shed was very hot. C. the narrator lived high up in the mountains. D. the drought had changed the look of things.	SCHOOL %	2	71	0	25			2	0
		DIFF %	-2	-2	-2	5				
7	Reading: Synthesises ideas to interpret a character's misconception	STATE %	*92						2	6
	A. *She's half asleep; sleeping	SCHOOL %	96						2	2
		DIFF %	4							
8	Reading: Infers the motivation of the narrator in a narrative	STATE %	4	*87	3	5			0	0
	A. the goanna might be in danger. B. *the chickens might be in danger. C. the goanna might escape from her farm. D. the tree might break under the goanna's weight.	SCHOOL %	2	84	5	5			4	0
		DIFF %	-2	-3	2	0				
9	Reading: Infers the motivation of a character in a narrative	STATE %	*88	4	1	7			0	0
	A. *get away from her. B. rest in the heat of the day. C. get ready for a fight with her. D. get a better view of the chookhouse.	SCHOOL %	88	4	2	7			0	0
		DIFF %	0	0	1	0				

School percentages in plain type
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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
10	Reading: Connects ideas in a narrative	STATE %	3	7	*87	3			0	0
	A. The narrator is on the chookhouse roof. B. The narrator has also climbed up the tree. C. *The branch holding Lacy goanna is bent down. D. Lacy goanna has climbed halfway down the tree.	SCHOOL %	5	2	89	2			2	0
		DIFF %	2	-5	2	-1				
11	Reading: Interprets a pronoun reference in a narrative	STATE %	4	1	36	*59			0	0
	A. the reader B. the chooks C. the goanna D. *the narrator	SCHOOL %	5	2	?52	~41			0	0
		DIFF %	1	1	16	-18				
12	Reading: Identifies a point of agreement in arguments that present different points of view	STATE %	3	*83	3	11			0	0
	A. Dogs deserve good food. B. *Dogs should be properly trained. C. Dog owners need a sense of humour. D. Dog owners spend too much on their pets.	SCHOOL %	2	79	2	18			0	0
		DIFF %	-1	-4	-1	7				
13	Reading: Interprets the meaning of a word in context in an argument	STATE %	16	27	11	*46			0	0
	A. chase you. B. attack you. C. bark at you. D. *jump at you.	SCHOOL %	23	18	16	43			0	0
		DIFF %	7	-9	5	-3				
14	Reading: Connects ideas implied in an argument	STATE %	31	2	4	*63			0	0
	A. a good way of training a dog to be calm. B. cruel for the dog but useful for the teacher. C. disruptive for the teacher and the students. D. *a way of making classrooms happier places.	SCHOOL %	34	5	9	~52			0	0
		DIFF %	3	3	5	-11				
15	Reading: Infers the writer's point of view in an argument	STATE %	8	6	*82	4			1	0
	A. It is hard work for the dog. B. It is not hard for the owner to do. C. *It is a good thing for both the dog and the owner. D. It is unnecessary because dogs easily understand humans.	SCHOOL %	5	7	84	4			0	0
		DIFF %	-3	1	2	0				
16	Reading: Locates the section of one argument that the second writer responds to	STATE %	24	18	10	*47			1	0
	A. paragraph 1 B. paragraph 2 C. paragraph 3 D. *paragraph 4	SCHOOL %	27	11	13	50			0	0
		DIFF %	3	-7	3	3				
17	Reading: Interprets the main idea of a paragraph	STATE %	*84	3	3	9			1	0
	A. *They had been killed by other animals. B. They had been scared away by people. C. They had stopped breeding for no obvious reason. D. They had been taken to another island for protection.	SCHOOL %	79	4	7	11			0	0
		DIFF %	-5	1	4	2				

School percentages in plain type
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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
18	Reading: Connects ideas in a news report	STATE %	36	7	2	*55			0	0
	A. 27 B. 70 C. 1990 D. *2000	SCHOOL %	36	7	2	55			0	0
		DIFF %	0	0	0	0				
19	Reading: Connects ideas in a news report	STATE %	9	*75	11	4			1	0
	A. to use alpacas as guard animals B. *to use dogs to guard wild animals C. to use dogs to guard farm animals D. to use volunteers to guard the island	SCHOOL %	14	66	14	5			0	0
		DIFF %	5	-9	3	1				
20	Reading: Synthesises information to identify a main idea in a news report	STATE %	13	*70	11	5			1	0
	A. They come from Italy. B. *They are very territorial. C. They are an ancient breed. D. They are large and shaggy.	SCHOOL %	18	66	14	0			2	0
		DIFF %	5	-4	3	-5				
21	Reading: Interprets the main idea of the concluding paragraph in a news report	STATE %	12	5	*60	23			1	0
	A. people should think globally but act locally. B. Allan 'Swampy' Marsh is a typical Australian. C. *it may be possible to use this local idea more widely. D. every environmental problem needs a unique solution.	SCHOOL %	7	2	63	27			2	0
		DIFF %	-5	-3	3	4				
22	Reading: Infers the nature of a character in a news report	STATE %	8	*28	21	42			1	0
	A. a lonely man who often comes up with unusual plans. B. *a humorous, down-to-earth man with independent ideas. C. an ordinary man reluctantly caught up in an extraordinary story. D. an idealistic man who has spent his life working for environmental causes.	SCHOOL %	11	~16	27	45			2	0
		DIFF %	3	-12	6	3				
23	Reading: Locates ideas directly stated in an information report	STATE %	5	*71	3	19			2	0
	A. Tonga and Samoa B. *Indonesia and Malaysia C. the easterly Hawaiian islands D. islands scattered throughout the Pacific Ocean	SCHOOL %	4	75	0	18			4	0
		DIFF %	-1	4	-3	-1				
24	Reading: Interprets ideas in an information report	STATE %	*49	13	22	13			2	0
	A. *they left traces of their Lapita pottery. B. they built gigantic stone statues. C. they used sturdy dugout canoes. D. they created detailed maps.	SCHOOL %	41	20	23	13			4	0
		DIFF %	-8	7	1	0				
25	Reading: Interprets ideas in an information report	STATE %	8	10	15	*66			1	0
	A. to display the people's carving skills B. to take advantage of the soft rock C. to help sailors navigate D. *to protect the island	SCHOOL %	7	14	14	64			0	0
		DIFF %	-1	4	-1	-2				

School percentages in plain type
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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
26	Reading: Identifies the reason for the use of inverted commas in an information report A. a quotation. B. particularly important. C. an old-fashioned word. D. *used with a special meaning	STATE %	16	29	5	*49			1	0
		SCHOOL %	20	25	5	50			0	0
		DIFF %	4	-4	0	1				
27	Reading: Identifies the main purpose of an information report A. the variety of Pacific islands. B. *Polynesian settlement of the Pacific. C. the artworks found on Pacific islands. D. early Polynesian navigation techniques.	STATE %	14	*63	6	16			1	0
		SCHOOL %	18	57	4	21			0	0
		DIFF %	4	-6	-2	5				
28	Reading: Identifies the tone of an information report A. caution. B. criticism. C. neutrality. D. *admiration.	STATE %	12	7	25	*55			2	0
		SCHOOL %	20	4	25	52			0	0
		DIFF %	8	-3	0	-3				
29	Reading: Identifies the intention of the narrator in a poem A. *a wasp's view of the world. B. a human's view of the world. C. what wasps should do to protect themselves from humans. D. what humans should do to protect themselves from wasps.	STATE %	*85	5	5	5			1	0
		SCHOOL %	+96	0	2	0			2	0
		DIFF %	11	-5	-3	-5				
30	Reading: Identifies the function of a sentence in a poem A. *asking a question. B. making a statement. C. giving an instruction. D. making an exclamation.	STATE %	*69	21	3	6			1	0
		SCHOOL %	~57	27	5	9			2	0
		DIFF %	-12	6	2	3				
31	Reading: Infers a character's feelings in a verse of a poem A. is afraid of humans. B. cannot breathe properly C. *cannot sense the difference between air and glass. D. is worried that the air in the car might be poisonous.	STATE %	17	10	*65	8			1	0
		SCHOOL %	16	9	63	11			2	0
		DIFF %	-1	-1	-2	3				
32	Reading: Infers a character's changing feelings in a verse of a poem A. excited to sleepy. B. *frantic to relieved. C. furious to frightened D. disbelieving to despairing.	STATE %	6	*65	17	11			1	0
		SCHOOL %	4	59	13	?23			2	0
		DIFF %	-2	-6	-4	12				
33	Reading: Infers the main idea in a verse of a poem. A. *what the wasp longs for. B. where the wasp is flying. C. why the car has stopped. D. how fast the car is travelling.	STATE %	*58	33	4	4			1	0
		SCHOOL %	57	38	2	2			2	0
		DIFF %	-1	5	-2	-2				

School percentages in plain type
State percentages in bold

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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
34	Reading: Interprets metaphorical language in a poem	STATE %	15	14	14	*55			1	0
	A. wasps are untrusting by nature B. the wasp is acting like a criminal. C. the wasp will now be suspicious of cars. D. *the wasp can no longer trust its environment.	SCHOOL %	21	18	5	55			0	0
		DIFF %	6	4	-9	0				
35	Reading: Infers the tone of a poem	STATE %	24	11	*52	13			1	0
	A. fear. B. sadness. C. *sympathy. D. admiration.	SCHOOL %	?38	13	~32	18			0	0
		DIFF %	14	2	-20	5				
36	Reading: Connects ideas in the introduction of an information report	STATE %	*74	8	12	5			1	0
	A. *axolotls and salamanders were members of different species. B. axolotls and salamanders did not live in the same natural habitat. C. axolotls were an earlier stage in the development of salamanders. D. axolotls were incapable of changing outside their natural environment.	SCHOOL %	70	11	13	7			0	0
		DIFF %	-4	3	1	2				
37	Reading: Interprets the language used to link adjacent paragraphs in an information report	STATE %	13	32	*36	17			1	0
	A. shift the reader's attention to a different topic. B. draw attention to a current point of view on the subject. C. *signal that the following information picks up from the first paragraph. D. introduces a second argument that is unrelated to the content of the first paragraph.	SCHOOL %	21	?46	~13	20			0	0
		DIFF %	8	14	-23	3				
38	Reading: Connects ideas in a complex paragraph in an information report	STATE %	20	*42	17	20			2	0
	A. the scarcity of food in the lakes where axolotls live B. *the aridity of the land near the lakes where axolotls live C. the absence of breeding sites for axolotls in the local environment D. the lack of a reliable food source in the axolotl's natural environment	SCHOOL %	18	~30	?30	21			0	0
		DIFF %	-2	-12	13	1				
39	Reading: Infers a main idea in the conclusion of an information report	STATE %	14	*28	17	39			2	0
	A. differences in its diet B. *variations in hours of sunlight C. sudden increases in body size D. differences in its physical maturity	SCHOOL %	14	~11	?27	48			0	0
		DIFF %	0	-17	10	9				
40	Reading: Identifies an example of figurative language in an information report	STATE %	19	18	*37	25			2	0
	A. were different species B. reach sexual maturity C. *switch off this biological signal D. affects the part of the brain called the hypothalamus	SCHOOL %	18	25	29	29			0	0
		DIFF %	-1	7	-8	4				

School percentages in plain type
State percentages in bold

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* Correct answer

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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
41	Reading: Infers the main idea in a short argument	STATE %	13	5	11	*70			2	0
	A. its cost to the community B. its capacity to encourage heroes C. its effect on ecological sustainability D. *its contribution to technology in everyday life	SCHOOL %	21	5	?25	~48			0	0
		DIFF %	8	0	14	-22				
42	Reading: Identifies the main idea in a short argument	STATE %	18	*45	32	3			2	0
	A. expensive but necessary. B. *expensive and unnecessary. C. very important but too expensive. D. not very important but affordable.	SCHOOL %	21	43	27	9			0	0
		DIFF %	3	-2	-5	6				
43	Reading: Identifies the tone of a short argument	STATE %	21	9	*56	13			2	0
	A. variety B. sadness C. *criticism D. approval	SCHOOL %	27	16	48	9			0	0
		DIFF %	6	7	-8	-4				
44	Reading: Infers a writer's response to an opposing argument	STATE %	9	*64	10	15			2	0
	A. He knows Planet Girl is wrong about the cost of space exploration. B. *He thinks space exploration is worthwhile, whatever the cost. C. He does not know how much space exploration costs. D. He agrees that space exploration costs too much	SCHOOL %	7	+80	4	7			2	0
		DIFF %	-2	16	-6	-8				
45	Reading: Predicts the author of additional information in an argument	STATE %	20	7	*61	10			2	0
	A. Planet Girl B. Dragon C. *JJ D. Penny	SCHOOL %	21	13	~48	18			0	0
		DIFF %	1	6	-13	8				
46	Reading: Identifies a point of agreement in arguments that present different points of view	STATE %	*53	14	16	15			2	0
	A. *Earth's resources are fast disappearing. B. Spending money on war is unnecessary. C. Space exploration encourages creativity. D. Living on other planets is a real possibility.	SCHOOL %	45	13	25	18			0	0
		DIFF %	-8	-1	9	3				

School percentages in plain type
State percentages in bold

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Table: Item Analysis

For Year 9 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
6	8	Reading: Locates ideas directly stated in an information report	English 4.7.1	83	74	-9
44	35	Reading: Infers a main idea in the conclusion of an information report	English 4.2.6 Science 4.10:	42	35	-7
45	47	Reading: Synthesises ideas to identify a change in focus at the end of a book review	English 5. 7.3	34	27	-7
18	28	Reading: Connects ideas in a text and a diagram	English 5. 7.4 Science 4.16a:	70	64	-6
33	36	Reading: Identifies an example of figurative language in an information report	English 4.4.8 4.7.1	53	47	-6
29	30	Reading: Connects ideas to make an inference in an explanation	English 5. 7.4 Science 4.10:	58	53	-5
46	45	Reading: Connects ideas in a book review	English 5. 7.3	32	27	-5
47	23	Reading: Identifies the strategy used to construct an argument	English 4.7.1 PDPHE 5.8:	29	24	-5
3	1	Reading: Connects ideas in a narrative	English 4.7.9	89	85	-4
22	13	Reading: Identifies the tone of an information report	English 4.7.1 History 4.4.8:	67	63	-4
26	39	Reading: Connects ideas in an explanation	English 5 7.3 History 4.4.8:	60	56	-4
41	44	Reading: Makes an inference about a key detail in a book review	English 4.7.1	44	40	-4
43	33	Reading: Interprets the language used to link adjacent paragraphs in an information report	English 4 .7.1	42	38	-4



Table: Item Analysis

For Year 9 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
25	11	Reading: Identifies the reason for the use of inverted commas in an information report	English 4.7.1 History 4.4.8:	62	59	-3
34	43	Reading: Infers the writer's point of view in a book review	English 4.7.1	52	49	-3
10	2	Reading: Connects ideas to interpret the motivation of characters in a folk story	English 4.7.9	79	77	-2
38	46	Reading: Connects ideas in a book review	English 5. 7.3	47	45	-2
39	48	Reading: Interprets the use of a pun in a book review	English 5. 1.12	47	45	-2
42	31	Reading: Identifies the main idea in an explanation	English 5. 7.4 Science 4.10:	43	41	-2
13	17	Reading: Interprets the effect of a short sentence in a narrative	English 4.7.9	78	77	-1
24	24	Reading: Identifies a point of agreement in arguments that present different points of view	English 4.7.1 PDPHE 5.8:	65	64	-1
28	7	Reading: Synthesises ideas to interpret the message in a folk story	English 4.7.1	58	57	-1
40	38	Reading: Connects ideas in an explanation	English 4. 7.1 History 4.4.8:	46	45	-1
14	10	Reading: Interprets ideas in an information report	English 4.7.1 History 4.4.8:	76	76	0
30	34	Reading: Connects ideas in a complex paragraph in an information report	English 4.2.6 Science 4.10:	55	55	0
37	41	Reading: Synthesises ideas to identify the main purpose of an explanation	English 5 7.3 History 4.4.8:	47	47	0



Table: Item Analysis

For Year 9 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
1	14	Reading: Connects ideas directly stated in a narrative	English 4.7.1	92	93	1
8	22	Reading: Connects ideas in an argument	English 4.7.1 PDPHE 5.8:	82	83	1
12	25	Reading: Connect ideas in two arguments	English 4.7.1 PDPHE 5.8:	78	79	1
2	6	Reading: Interprets the meaning of a character's behaviour in a folk story	English 4.7.9	89	91	2
4	3	Reading: Connects ideas to interpret figurative language in a folk story	English 4.7.9	88	90	2
9	15	Reading: Interprets a description in a narrative	English 4.7.9	82	84	2
19	29	Reading: Synthesises information from a diagram and supporting text in an explanation	English 5 .7.4 Science 4.16a:	68	70	2
21	9	Reading: Interprets ideas in an information report	English 4 .7.1 History 4.4.8:	67	69	2
16	19	Reading: Identifies the effect of a first person narrator stance	English 4.7.9	73	76	3
23	37	Reading: Locates ideas directly stated in an explanation	English 4 .7.1 History 4.4.8:	66	69	3
7	4	Reading: Interprets reason for character's behaviour	English 4.7.1	82	86	4
20	26	Reading: Connects ideas in an explanation	English 5. 7.4 Science 4.10:	67	71	4
27	16	Reading: Connects ideas in a narrative	English 4.7.9	60	64	4
36	40	Reading: Identifies the main idea in an explanation	English 5. 7.3 History 4.4.8:	51	55	4



Table: Item Analysis

For Year 9 Reading Sorted by Difference from State for All Students.

Order of difficulty	Item number	Description	Syllabus Outcomes	State %	School %	Difference from State
5	32	Reading: Connects ideas in the introduction of an information report	English 4 .7.1 Science 4 .4.10:	83	88	5
31	27	Reading: Connects ideas in a text and a diagram	English 5. 7.4 Science 4.16a:	54	59	5
35	20	Reading: Synthesises ideas to identify a point of view in an argument	English 4.7.1 PDPHE 5.8:	52	57	5
17	12	Reading: Identifies the main purpose of an information report	English 4.7.1 History 4 4.8:	71	77	6
32	18	Reading: Synthesises ideas to infer the reason for a character's response to a situation in a narrative text	English 4.7.9	54	60	6
48	42	Reading: Identifies the meaning of a colloquial expression in a book review	English 4.4.8	27	33	6
11	21	Reading: Identifies the tone of an argument	English 4.7.1 PDPHE 5.8:	79	86	7
15	5	Reading: Infers meaning of a phrase	English 4.7.9	76	83	7



Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
1	Reading: Connects ideas in a narrative	STATE %	5	*89	6	0			0	0
	A. to show that he was an important man B. *to show that he could prove his claims C. to attract the attention of the judge D. to fan himself to stay cool	SCHOOL %	8	85	6	1			0	0
		DIFF %	3	-4	0	1				
2	Reading: Connects ideas to interpret the motivation of characters in a folk story	STATE %	2	*79	11	7			0	0
	A. the other man to be imprisoned. B. *some of the other man's property. C. the whole of the other man's property. D. the judge to explain what was in the papers.	SCHOOL %	3	77	10	9			0	0
		DIFF %	1	-2	-1	2				
3	Reading: Connects ideas to interpret figurative language in a folk story	STATE %	3	4	*88	6			0	0
	A. closed his eyes to think. B. closed his eyes in disbelief. C. *opened his eyes wide with anger. D. narrowed his eyes with suspicion.	SCHOOL %	2	2	90	5			1	0
		DIFF %	-1	-2	2	-1				
4	Reading: Interprets reason for character's behaviour	STATE %	*82	3	8	6			0	0
	A. *both men were greedy. B. both men were wealthy. C. one man was cheating the other. D. both men were not listening to him.	SCHOOL %	86	3	5	6			0	0
		DIFF %	4	0	-3	0				
5	Reading: Infers meaning of a phrase	STATE %	5	7	11	*76			0	0
	A. the papers had been mixed up by accident. B. the judge could not reach a decision on the matter. C. both men would now receive nothing from the prince's estate. D. *each man now owned what the prince had left to the other man.	SCHOOL %	6	3	8	83			0	0
		DIFF %	1	-4	-3	7				
6	Reading: Interprets the meaning of a character's behaviour in a folk story	STATE %	7	*89	2	1			0	0
	A. to signal to the men that they should leave the court B. *to signal to the court he had made a judgement C. to express his dislike of the men D. to express his bewilderment	SCHOOL %	6	91	2	1			0	0
		DIFF %	-1	2	0	0				
7	Reading: Synthesises ideas to interpret the message in a folk story	STATE %	*58	28	8	6			0	0
	A. *They had what they asked for but not what they wanted. B. They were waiting for the judge to explain his decision. C. They wanted to read the documents they now held. D. They were shocked by the judge's rudeness.	SCHOOL %	57	24	12	6			0	1
		DIFF %	-1	-4	4	0				
8	Reading: Locates ideas directly stated in an information report	STATE %	2	*83	1	14			0	0
	A. Tonga and Samoa B. *Indonesia and Malaysia C. the easterly Hawaiian islands D. islands scattered throughout the Pacific Ocean	SCHOOL %	7	74	0	19			0	0
		DIFF %	5	-9	-1	5				

School percentages in plain type
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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
9	Reading: Interprets ideas in an information report	STATE %	*67	6	17	9			0	0
	A. *they left traces of their Lapita pottery	SCHOOL %	69	5	13	14			0	0
	B. they built gigantic stone statues C. they used sturdy dugout canoes D. they created detailed maps.	DIFF %	2	-1	-4	5				
10	Reading: Interprets ideas in an information report	STATE %	6	7	11	*76			0	0
	A. to display the people's carving skills	SCHOOL %	5	14	6	76			0	0
	B. to tack advantage of the soft rock C. to help sailors navigate D. *to protect the island	DIFF %	-1	7	-5	0				
11	Reading: Identifies the reason for the use of inverted commas in an information report	STATE %	18	18	2	*62			0	0
	A. a quotation.	SCHOOL %	13	27	1	59			0	0
	B. particularly important. C. an old-fashioned word. D. *used with special meaning.	DIFF %	-5	9	-1	-3				
12	Reading: Identifies the main purpose of an information report	STATE %	10	*71	3	16			0	0
	A. the variety of Pacific islands.	SCHOOL %	8	77	1	14			0	0
	B. *Polynesian settlement of the Pacific. C. the artworks found on Pacific islands. D. early Polynesian navigation techniques.	DIFF %	-2	6	-2	-2				
13	Reading: Identifies the tone of an information report	STATE %	7	5	21	*67			1	0
	A. caution.	SCHOOL %	8	5	23	63			1	0
	B. criticism. C. neutrality. D. *admiration.	DIFF %	1	0	2	-4				
14	Reading: Connects ideas directly stated in a narrative	STATE %	3	4	*92	1			1	0
	A. where Isabel was running	SCHOOL %	6	1	93	0			0	0
	B. the rockiness of the footpath C. *the blackberries in the bucket D. how far she was from the house	DIFF %	3	-3	1	-1				
15	Reading: Interprets a description in a narrative	STATE %	12	4	1	*82			1	0
	A. there were berries on the ground.	SCHOOL %	12	3	1	84			0	0
	B. Nina appeared clumsy as she slid. C. the ground looked very close to Nina. D. *there was nothing to stop Nina from sliding.	DIFF %	0	-1	0	2				
16	Reading: Connects ideas in a narrative	STATE %	25	5	9	*60			1	0
	A. Isabel caught her.	SCHOOL %	27	2	7	64			0	0
	B. She slid sideways. C. Rocks prevented her fall. D. *She landed on a rough slope.	DIFF %	2	-3	-2	4				

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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
17	Reading: Interprets the effect of a short sentence in a narrative A. was the narrator of the story. B. had just found the missing bucket. C. *suddenly interrupted Nina's thoughts. D. was a minor character in the narrative.	STATE %	5	4	*78	12			1	0
		SCHOOL %	9	0	77	14			0	0
		DIFF %	4	-4	-1	2				
18	Reading: Synthesises ideas to infer the reason for a character's response to a situation in a narrative text A. *She realised that Nina might have been seriously hurt. B. She was upset at losing Nina's bucket and seeing her cry. C. She knew she was in trouble for spilling the blackberries. D. She had hurt herself when she slid after Nina to try and save her.	STATE %	*54	28	13	4			0	0
		SCHOOL %	60	23	9	6			1	0
		DIFF %	6	-5	-4	2				
19	Reading: Identifies the effect of a first person narrator stance A. comment on the scene from a distance. B. *offer a deeper insight into one view of the events. C. experiment with a different chronological sequence. D. employ figurative language to enhance the narrative.	STATE %	7	*73	6	13			1	0
		SCHOOL %	7	76	8	8			1	0
		DIFF %	0	3	2	-5				
20	Reading: Synthesises ideas to identify a point of view in an argument A. unfair B. *justifiable C. extravagant D. inexpensive	STATE %	2	*52	30	17			0	0
		SCHOOL %	0	57	27	16			0	0
		DIFF %	-2	5	-3	-1				
21	Reading: Identifies the tone of an argument A. anxious. B. boastful. C. nostalgic. D. *enthusiastic.	STATE %	3	13	4	*79			0	0
		SCHOOL %	1	10	2	86			0	0
		DIFF %	-2	-3	-2	7				
22	Reading: Connects ideas in an argument A. *its status as the world's last wilderness B. the opportunities it offers for supervised visits C. its suitability for research by environmental scientists D. the commitment of tourist operators to preserving its environment	STATE %	*82	3	4	10			1	0
		SCHOOL %	83	5	3	9			0	0
		DIFF %	1	2	-1	-1				
23	Reading: Identifies the strategy used to construct an argument A. alerting readers to the dangers of Antarctica. B. appealing to the reader's concerns about money. C. providing readers with expert opinions from scientists. D. *implying that readers who disagree with him are irresponsible.	STATE %	47	9	15	*29			1	0
		SCHOOL %	53	6	14	24			1	1
		DIFF %	6	-3	-1	-5				

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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other	
24	Reading: Identifies a point of agreement in arguments that present different points of view A. A visit to Antarctica is an experience that no one should miss. B. Until the present time, Antarctica has been unaffected by visitors. C. *Antarctica requires special consideration now and into the future. D. With proper care and supervision, tourism in Antarctica is safe and enjoyable.	STATE %	7	16	*65	12			1	0	
		SCHOOL %	6	20	64	9				1	0
		DIFF %	-1	4	-1	-3					
25	Reading: Connect ideas in two arguments A. tourists leaving rubbish behind. B. *tourists intruding on a fragile landscape. C. people endangering themselves and others. D. people wasting money on expensive holidays	STATE %	10	*78	6	6			0	0	
		SCHOOL %	10	79	6	3				1	0
		DIFF %	0	1	0	-3					
26	Reading: Connects ideas in an explanation A. evolution occurred very rapidly. B. 80% of Australian animals cannot interbreed. C. *it has been geographically isolated for a very long time. D. Australia has a limited range of plant and animal habitats.	STATE %	4	21	*67	8			0	0	
		SCHOOL %	5	15	71	8				1	0
		DIFF %	1	-6	4	0					
27	Reading: Connects ideas in a text and a diagram A. one species being invaded by another. B. two species living in two different areas. C. *one species living in two different areas. D. two new species that have evolved from one species.	STATE %	3	32	*54	10			1	0	
		SCHOOL %	7	24	59	8				1	0
		DIFF %	4	-8	5	-2					
28	Reading: Connects ideas in a text and a diagram A. the climate in Australia had begun to cool. B. *large areas of Australia were covered by ocean. C. there were four major species evolving in Australia. D. the land mass of Australia had changed very little over 30 million years.	STATE %	7	*70	16	7			1	0	
		SCHOOL %	6	64	20	9				1	0
		DIFF %	-1	-6	4	2					
29	Reading: Synthesises information from a diagram and supporting text in an explanation A. *changes in the coastline B. general behavioural change C. difference in mating seasons D. formation of a mountain range	STATE %	*68	16	8	8			1	0	
		SCHOOL %	70	14	9	7				0	0
		DIFF %	2	-2	1	-1					
30	Reading: Connects ideas to make an inference in an explanation A. seasonal. B. behavioural. C. evolutionary. D. *environmental.	STATE %	14	16	12	*58			1	0	
		SCHOOL %	12	17	17	53				0	0
		DIFF %	-2	1	5	-5					

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Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
31	Reading: Identifies the main idea in an explanation	STATE %	30	*43	17	10			1	0
	A. evolution B. *separation C. interbreeding D. population control	SCHOOL %	35	41	15	9			0	0
		DIFF %	5	-2	-2	-1				
32	Reading: Connects ideas in the introduction of an information report	STATE %	*83	5	8	4			0	0
	A. *axolotls and salamanders were members of different species. B. axolotls and salamanders did not live in the same natural habitat. C. axolotls were an earlier stage in the development of salamanders. D. axolotls were incapable of changing outside their natural environment.	SCHOOL %	88	2	9	0			0	0
		DIFF %	5	-3	1	-4				
33	Reading: Interprets the language used to link adjacent paragraphs in an information report	STATE %	10	30	*42	18			0	0
	A. shift the reader's attention to a different topic. B. draw attention to a current point of view on the subject. C. *signal that the following information picks up from the first paragraph. D. introduces a second argument that is unrelated to the content of the first paragraph	SCHOOL %	16	27	38	17			1	0
		DIFF %	6	-3	-4	-1				
34	Reading: Connects ideas in a complex paragraph in an information report	STATE %	15	*55	13	17			1	0
	A. the scarcity of food in the lakes where axolotls live B. *the aridity of the land near the lakes where axolotls live C. the absence of breeding sites for axolotls in the local environment D. the lack of a reliable food source in the axolotl's natural environment	SCHOOL %	9	55	16	19			1	0
		DIFF %	-6	0	3	2				
35	Reading: Infers a main idea in the conclusion of an information report	STATE %	11	*42	11	36			1	0
	A. differences in its diet B. *variations in hours of daylight C. sudden increases in body size D. differences in its physical maturity	SCHOOL %	12	35	7	45			1	0
		DIFF %	1	-7	-4	9				
36	Reading: Identifies an example of figurative language in an information report	STATE %	14	13	*53	20			1	0
	A. were different species B. reach sexual maturity C. *switch off this biological signal D. affects the part of the brain called the hypothalamus	SCHOOL %	9	12	47	?30			2	0
		DIFF %	-5	-1	-6	10				

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Table 4R: Percentage of Students Choosing Each Response

No. of Students: 86

		A	B	C	D	E	F	G	omit	other
37	Reading: Locates ideas directly stated in an explanation	STATE %	*66	9	12	13			1	0
	A. *to manage Angkor's water supply B. to showcase Khmer masonry skills C. to protect the Khmer kingdom from invasion D. to supply water for the Greater Angkor Project	SCHOOL %	69	10	7	13			1	0
		DIFF %	3	1	-5	0				
38	Reading: Connects ideas in an explanation	STATE %	22	12	19	*46			2	0
	A. able to adapt to changing conditions. B. based on weak design principles. C. over-engineered and costly. D. *complex and efficient.	SCHOOL %	22	12	17	45			3	0
		DIFF %	0	0	-2	-1				
39	Reading: Connects ideas in an explanation	STATE %	*60	14	18	6			2	0
	A. *Irrigation canals clogged up. B. Rice crops became diseased. C. Monsoonal flooding increased. D. Destructive rock falls occurred.	SCHOOL %	56	21	16	6			1	0
		DIFF %	-4	7	-2	0				
40	Reading: Identifies the main idea in an explanation	STATE %	26	14	*51	9			1	0
	A. Too much water can lead to the decline of a city. B. Water supply systems can spread disease in cities. C. *Controlled water supply is essential for a city's survival. D. Water management systems can be sabotaged by invasions.	SCHOOL %	19	16	55	8			2	0
		DIFF %	-7	2	4	-1				
41	Reading: Synthesises ideas to identify the main purpose of an explanation	STATE %	8	*47	24	19			1	0
	A. announce the launch of the Greater Angkor Project. B. *report research findings about the decline of Angkor. C. examine several theories about why Angkor was abandoned. D. explain how Angkor engineers constructed water supply structures.	SCHOOL %	12	47	27	14			1	0
		DIFF %	4	0	3	-5				
42	Reading: Identifies the meaning of a colloquial expression in a book review	STATE %	24	37	11	*27			1	0
	A. a masterful reworking of The Da Vinci Code B. presenting a new view of The Da Vinci Code. C. a less important literary work than The Da Vinci Code. D. *trying to profit from the success of The Da Vinci Code.	SCHOOL %	29	23	14	33			1	0
		DIFF %	5	-14	3	6				
43	Reading: Infers the writer's point of view in a book review	STATE %	*52	22	16	9			1	0
	A. *the book has been meticulously researched. B. Atalay sought to flatter the memory of da Vinci. C. the topic of the book is intellectually challenging. D. Atalay approached his subject with a religious fervour.	SCHOOL %	49	26	13	12			1	0
		DIFF %	-3	4	-3	3				
44	Reading: Makes an inference about a key detail in a book review	STATE %	9	*44	18	27			1	0
	A. the book's premise is of little interest to people today. B. *the book's cover is not an accurate reflection of its contents. C. the book contradicts modern research findings in mathematics. D. the book is a comprehensive catalogue of da Vinci's scientific work.	SCHOOL %	12	40	17	30			1	0
		DIFF %	3	-4	-1	3				

School percentages in plain type
State percentages in bold

+ School percentage choosing this correct response was 10 or more above the State population percentage

~ School percentage choosing this correct response was 10 or more below the State population percentage

* Correct answer

? School percentage choosing this incorrect response was 10 or more above the State percentage



Table 4R: Percentage of Students Choosing Each Response

		A	B	C	D	E	F	G	omit	other
45	Reading: Connects ideas in a book review	STATE %	10	*32	23	33			1	0
	A. refuted previously held beliefs about science and nature.	SCHOOL %	10	27	29	33			1	0
	B. *employed the processes of science in conducting his research.	DIFF %	0	-5	6	0				
46	Reading: Connects ideas in a book review	STATE %	*47	28	11	11			3	0
	A. *featured a portrait by da Vinci.	SCHOOL %	45	24	17	8			5	0
	B. involved in a scientific experiment.	DIFF %	-2	-4	6	-3				
47	Reading: Synthesises ideas to identify a change in focus at the end of a book review	STATE %	21	*34	18	24			3	0
	A. change in the research methods Atalay uses.	SCHOOL %	23	27	17	30			2	0
	B. *change in direction in the content of Atalay's book.	DIFF %	2	-7	-1	6				
48	Reading: Interprets the use of a pun in a book review	STATE %	30	11	*47	10			2	0
	A. to question the validity of the information in the final paragraph	SCHOOL %	30	12	45	9			3	0
	B. to provide a summary of his views about the research findings	DIFF %	0	1	-2	-1				

School percentages in plain type
State percentages in bold

+ School percentage choosing this correct response was 10 or more above the State population percentage

~ School percentage choosing this correct response was 10 or more below the State population percentage

* Correct answer

? School percentage choosing this incorrect response was 10 or more above the State percentage