

ANNEX C

Released test units

Sample global competence test items: A Single Story

Five test units were released to illustrate the cognitive assessment. In what follows, the test units are closely examined, with a focus on response modalities, levels of difficulty and scoring procedures. Screenshots of every test item are provided, along with a description of that item. The released test units are also provided on line at www.oecd.org/pisa/test/.

UNIT CG123: A SINGLE STORY

This unit features an excerpt from a lecture by the Nigerian writer Chimamanda Ngozi Adichie entitled «The Danger of a Single Story». In this excerpt, she describes the experience of realising her roommate did not see her as an individual with unique experiences and equal worth but instead, had formed a «single story» about her based on preconceived assumptions about Africa and African life. The unit begins with two questions related to this excerpt and goes on to explore how a «single story» can be created and to challenge a fictional woman's assumptions about a man in a market. The content domain of this unit was categorised as «Culture and intercultural relations», with a subdomain of «Perspective taking, stereotypes, discrimination and intolerance».

A Single Story: Released Item #1

The screenshot shows the PISA 2018 test interface. At the top, it says 'PISA 2018' and 'A Single Story Question 1 / 4'. The main content area is titled 'A SINGLE STORY' and contains the following text:

Chimamanda Ngozi Adichie is a writer who grew up in a middle-class family in the West African country of Nigeria. Both her parents worked at the University of Nigeria. Her father was a professor and her mother was a university administrator. Adichie was a university student in Nigeria before leaving to continue her education in the United States.

The following information is adapted from an online lecture given by Adichie and titled "The Danger of a Single Story." In part of the lecture, Adichie discusses her experiences with her roommate at the American university she attended.

I was 19. My American roommate was shocked by me. She asked where I had learned to speak English so well, and was confused when I said that Nigeria happened to have English as its official language. She asked if she could listen to what she called my "tribal music," and was consequently very disappointed when I produced my tape of an American pop star.

She assumed that I did not know how to use a stove.

What struck me was this: She felt sorry for me even before she saw me. . . . My roommate had a single story of Africa: a single story of catastrophe. In this single story, there was no possibility of Africans being similar to her in any way. No possibility of feelings more complex than pity. No possibility of a connection as human equals.

On the left side of the interface, there is a question box with the following text:

Refer to "A Single Story" on the right. Click on a choice to answer the question.

Which of the following statements might best explain why the roommate was "shocked" by Adichie's fluent English and "disappointed" by her tape of an American pop star?

- She had hoped to learn more about African music when she found out Adichie was from Nigeria.
- She had learned in school that there are many different countries in Africa, many of which have more than one official language.
- She had formed ideas of Africa and Africans based on popular images she had been exposed to in her country.
- She had not expected the pop star to be well known in Africa because that artist sings only in English.

This item requires the student to reflect on the perspective of Adichie's roommate and identify a possible reason the roommate may have created a «single story» of Adichie in which she was shocked by her ability to speak English and disappointed when she learned that Adichie listened to American pop music instead of «tribal music». The correct answer is C because it is the only option that explains how the roommate might have already developed an idea of who Adichie was. Here, the student must be able to accurately identify the perspective of the roommate versus Adichie's perspective and choose the option that best reflects the context.

Item Number	CG123Q01
Cognitive Process	Identify and analyse multiple perspectives
Cognitive Subprocess	Recognising perspectives and world views
Response Format	Simple Multiple Choice
Level	2

A Single Story: Released Item #2

PISA 2018

A Single Story
Question 2 / 4

Click on the choices in the table to answer the question.

Adichie goes on to say that, "The single story creates stereotypes and the problem with stereotypes is not that they are untrue, but that they are incomplete."

Do the statements in the table below describe a way in which a stereotype might be incomplete? Click on either **Yes** or **No** for each statement.

Does this statement describe a way that a stereotype might be incomplete?	Yes	No
It does not reflect individual differences.	<input type="radio"/>	<input type="radio"/>
It is not communicated to many people.	<input type="radio"/>	<input type="radio"/>
It does not include personal experiences.	<input type="radio"/>	<input type="radio"/>
It does not go beyond generalisations.	<input type="radio"/>	<input type="radio"/>
It cannot be understood by people in different cultures.	<input type="radio"/>	<input type="radio"/>

In this item, the student must evaluate each statement in the table and decide whether it describes a way that a stereotype might be incomplete. Here, the student must think more broadly than the specific stereotypes of Africa described in the scenario and consider what a stereotype is and how stereotypes lack critical information that allow them to persist. By identifying the correct answers in this item, the student demonstrates his/her ability to explain how stereotypes are created. The correct answers to this question are Yes, No, Yes, Yes, No. The statements that require a Yes response all speak to the fact that stereotypes are broad generalisations that lack any consideration of individual differences or personal experiences. Within the stereotypes that are perpetuated, there is no room to consider an individual's identity or experiences, just like the interaction between Adichie and her roommate. This item had partial-credit and full-credit scoring. To receive partial credit, four out of five statements had to be correct. To receive full credit, all five statements had to be correct. If three or fewer statements were correct, no credit was assigned. The level provided for this item is based on full credit.

Item Number	CG123Q02
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Describing and explaining complex situations or problems
Response Format	Complex Multiple Choice
Level	5

A Single Story: Released Item #3

PISA 2018

A Single Story
Question 3 / 4

Click on one or more boxes to answer the question.

Which of the following examples best show how the power of the media might lead to a single story about a group of people?

✓ Remember to select **one or more** boxes.

A website describes the historical achievements of a native people when discussing their colonisation by a foreign power.

A magazine article highlights a foreign city with photos of children roaming the streets begging for money.

A popular television show tells the stories of male and female characters of different ethnicities and with different careers.

A news article states that female business executives are better managers because women are more empathetic than men.

This item is similar to the previous item in that the student must think more broadly about stereotypes or single stories and consider how the media may support the creation of this misinformation. Four examples of media forms and content are described, and the student must evaluate how each one may or may not support the formation of stereotypes. To receive full credit, the student needed to select both B and D. Partial credit was assigned if only B or only D was selected. If any other options were selected, no credit was assigned. By selecting the correct answers, the student demonstrates the ability to identify examples that address the complex issue of stereotype formation. The level provided for this item is based on full credit.

Item Number	CG123Q03
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Describing and explaining complex situations or problems
Response Format	Complex Multiple Choice
Level	5

A Single Story: Released Item #4

PISA 2018

A Single Story
Question 4 / 4

Type your answer to the question.

Alice sees a young man in torn clothes grabbing fruit from a stand in the market and calling to a friend in a language she does not understand. Alice exclaims in disgust that foreigners have no respect for the rules of society and should get jobs so they can pay for their own food.

What is one assumption Alice is making about the young man based on what she observed?

Explain why this assumption might be incorrect.

Here, a short text is presented about a woman in a market, Alice, who observes a young man's appearance and behaviour. The text then describes how Alice perceives the young man. Two independently coded, open-ended items follow the text. In the first item, the student is asked to read the text and simply describe, in their own words, one of Alice's assumptions about the young man. The test developers identified five possible assumptions that could be considered correct based on the information provided in the brief text. The coding guide for the correct responses is provided below.

Item Number	CG123Q04
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Describing and explaining complex situations or problems
Response Format	Open Response – Human Coded
Level	1

Full Credit

Code 1: Provides one of the assumptions about the young man listed below:

1. The young man is a foreigner.
2. The young man is poor or cannot pay for his food.
3. The young man has no job.
4. The young man is stealing.
5. The young man has (or foreigners have) no respect for the rules of society.
 - She thinks he's foreign. [1]
 - She thinks he's poor. [2]
 - He can't pay for his food. [2]
 - She thinks he doesn't have a job. [3]
 - He has not paid for the fruit. [4]
 - She thinks he has no respect for the rules. [5] – *This response includes information provided in the stem. However, in this case, it is accepted as evidence that the student has correctly identified an assumption that Alice made.*
 - He wasn't raised well. [5] – *This is an acceptable paraphrase for "no respect for the rules of society".*

A Single Story: Released Item #5

PISA 2018 ? ◀ ▶

A Single Story
Question 4 / 4

Type your answer to the question.

Alice sees a young man in torn clothes grabbing fruit from a stand in the market and calling to a friend in a language she does not understand. Alice exclaims in disgust that foreigners have no respect for the rules of society and should get jobs so they can pay for their own food.

What is one assumption Alice is making about the young man based on what she observed?

Explain why this assumption might be incorrect.

After identifying an assumption that Alice makes in the brief text, the student is then asked to explain why that assumption might be incorrect. To get full credit for this item, the student must provide a more narrow response that explains the assumption he/she provided in the previous item. For example, if “The young man is stealing” is identified as an assumption, the explanation could be “He might have already paid for the fruit”. Alternatively, the student can get full credit by providing a broader, more general response that addresses the problem with making assumptions, such as “She is making a judgement without enough information”. Both types of responses were given full credit, but coders were asked to attempt to assign different codes in case researchers were interested in exploring differences between students who take a more narrow approach to answering the question and those who take a broader approach. For the purpose of the main survey analyses, these categories were all treated as full credit.

Item Number	CG123Q05
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Describing and explaining complex situations or problems
Response Format	Open Response – Human Coded
Level	2

Full Credit

Code 11: Provides an explanation that is specific to the assumption provided in CG123Q04 AND describes why that assumption might be incorrect. The explanation may provide another interpretation for the behaviour Alice observed or refute Alice’s assumptions.

1. Assumption: The young man is a foreigner. Explanation must focus on the language he was using.
2. Assumption: The young man is poor or cannot pay for his food. Explanation must focus on his torn clothes OR that he was grabbing the fruit.
3. Assumption: The young man has no job. Explanation must focus on his torn clothes OR that he was grabbing the fruit.
4. Assumption: The young man is stealing. Explanation must focus on the observation that he was grabbing the fruit.
5. Assumption: The young man has (or foreigners have) no respect for the rules of society. Explanation must focus on the observation that he was grabbing the fruit.
 - Just because he is speaking another language does not mean he is a foreigner. [1]
 - He might speak more than one language. [1]
 - He might have been born in this country but speaks a different language. [1]
 - Maybe it’s the style for young people to wear torn clothes. [2]
 - He might work at the fruit stand. [2]
 - He might have permission to take the fruit from the owner of the fruit stand. [2]
 - He might be asking his friend to help him pay for the fruit. [2]
 - He could be wearing torn clothes because of the work he does. [3]
 - Just because he is grabbing the fruit doesn’t mean he isn’t working. [3]
 - He could have a very low-paying job and not be able to afford the food he needs. [4]
 - He might know the owner of the fruit stand and is allowed to take fruit. [4 or 5]
 - His family might own the fruit stand. [4 or 5]

Code 11: Provides a general explanation that describes a potential problem about making assumptions.

- She does not have enough information about this young man to make this assumption.
- She is overgeneralising.
- She is stereotyping him. [A stereotype is a type of overgeneralisation.]
- She is racist. [Judging people based on perceived race is a specific type of overgeneralisation. Related words like discriminating, prejudice, etc. are acceptable.]
- She is rushing to judgment (without enough information/without knowing or talking to this young man).

- She is judging.
- There might be other good reasons for his behaviour.
- She has a single story about him.

OR: Provides a general explanation of why an assumption based on the young man's actions might be incorrect.

- He might be acting that way because he has a disability.
- He might be showing off in front of his friend.

UNIT CG134: REFUGEE OLYMPIANS

Refugee Olympians: Introduction

PISA 2018

Refugee Olympians
Introduction

Read the Introduction. Then click on the NEXT arrow.

REFUGEE OLYMPIANS

In the Olympic Games, each athlete has the honour of representing his or her country on the international stage. In 2016, for the first time ever, the Summer Games included a team of refugee athletes. These athletes did not compete for their countries of origin or for the countries where they had resettled. Instead, they competed for a new Refugee Olympic Team.

[The following story is based on this real Refugee Olympic Team but includes a fictional athlete and countries.]

This unit contained an introduction screen to provide some initial context about the Refugee Olympic Team, which competed in the Olympic Games for the first time in 2016. The test developers did not want to assume that all students are familiar with this team, so background knowledge was provided to ensure that all students would have the same information to start. The rest of the unit focuses on a fictional character's participation on the Refugee Olympic Team.

The stimulus for this unit (presented on the next page) introduces Felix, an athlete who fled his homeland and has been living as a refugee in another country. He was an athlete who trained in his home country before fleeing and has been training in his new country of residence. In the stimulus, the student learns that Felix participated as a member of the Refugee Olympic Team and won a medal. The stimulus then presents an interview with Felix about his feelings on accepting the medal for the Refugee Olympic Team rather than his homeland or his current country of residence. Finally, the student learns that a debate took place on social media about his decision. The content domain of this unit was categorised as «Institutions, conflicts and human rights» with a subdomain of «Universal human rights and local traditions».

Refugee Olympians: Released Item #1

PISA 2018

Refugee Olympians
Question 1 / 5

Refer to "Refugee Olympians" on the right. Click on the choices in the table to answer the question.

A sports reporter is writing an article about Felix and the debate surrounding the medal he won.

Would the following sources of information be relevant for the article? Click on either **Yes** or **No** for each source.

Would this source be relevant for the reporter's article?	Yes	No
Comments posted by different people participating in the debate on social media.	<input type="radio"/>	<input type="radio"/>
Blog posts by other Olympic athletes about their personal experiences at the Games.	<input type="radio"/>	<input type="radio"/>
An interview the reporter conducted with Felix about his Olympic experience.	<input type="radio"/>	<input type="radio"/>

REFUGEE OLYMPIANS

Felix is a track and field athlete who was unable to compete in his home country of Gondaland. After escaping from war and persecution in Gondaland, he resettled as a refugee in the country of Latoona, where he has lived and trained for the past three years. He competed and won a medal in his sport as a member of the Refugee Olympic Team.

Returning to Latoona after the Olympics, Felix appeared on a national television program to discuss his experience competing in the Games. This is an excerpt from his interview.

Interviewer: "If you could have chosen to represent Latoona or Gondaland, which would you have chosen?"

Felix: "I would have been torn about which country to represent. As a child, I dreamt of representing Gondaland at the Olympics, but without Latoona's support I might not have lived to see the 2016 Olympics let alone compete in them."

Interviewer: "So don't you think that this medal should be awarded to the country you live in now as a way to say thank you for all you have received?"

Felix: "I have chosen to accept this medal for the Refugee Olympic Team. But I share it with those in Latoona and with everyone back in Gondaland in recognition of all the support I have received from both countries."

After Felix's interview was televised, a debate arose on social media over Felix's decision. Some people argued that the medal should have been awarded to his host country, Latoona, while others argued that it should have been awarded to his home country, Gondaland.

In this item, the student must consider the goal of a sports reporter who is writing an article about Felix and the debate about his Olympic medal. The student needs to evaluate whether information provided by three different sources would give the reporter the relevant information for the article. By correctly identifying which sources are relevant and which are not, the student is demonstrating the ability to evaluate and select sources. The correct answers for this item are Yes, No, Yes. Credit is only assigned if the student gets all three correct.

Item Number	CG134Q01
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Selecting sources
Response Format	Complex Multiple Choice
Level	5

Refugee Olympians: Released Item #2

PISA 2018

Refugee Olympians
Question 2 / 5

Refer to "Refugee Olympians" on the right. Click on a choice to answer the question.

Some people in Felix's host country of Latoona claim that the medal should have been awarded to their country.

Which of the following statements would best support their claim?

Latoona has never won a medal in track and field, so it should get Felix's medal even though he is not a citizen.

Latoona granted Felix refugee status when he escaped from Gondaland, thereby qualifying him to compete on the Refugee Olympic team.

Latoona supported Felix by providing the training facilities, funding, and opportunity to compete in the Olympics.

Latoona's example could encourage other countries to take in refugees because doing so would increase the chances for those countries to get a medal.

REFUGEE OLYMPIANS

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Returning to Latoona after the Olympics, Felix appeared on a national television program to discuss his experience competing in the Games. This is an excerpt from his interview.

Interviewer: "If you could have chosen to represent Latoona or Gondaland, which would you have chosen?"

Felix: "I would have been torn about which country to represent. As a child, I dreamt of representing Gondaland at the Olympics, but without Latoona's support I might not have lived to see the 2016 Olympics let alone compete in them."

Interviewer: "So don't you think that this medal should be awarded to the country you live in now as a way to say thank you for all you have received?"

Felix: "I have chosen to accept this medal for the Refugee Olympic Team. But I share it with those in Latoona and with everyone back in Gondaland in recognition of all the support I have received from both countries."

After Felix's interview was televised, a debate arose on social media over Felix's decision. Some people argued that the medal should have been awarded to his host country, Latoona, while others argued that it should have been awarded to his home country, Gondaland.

This item requires the student to consider the perspective of some residents of the country of Latoona, who feel the medal should have been awarded to their country, where Felix has refugee status. The correct answer is C because this statement provides the best support for this claim, the commitment Latoona made to supporting his training that should earn the medal for Latoona. The other responses are either not relevant to the specific scenario described in the stimulus or they fall short of recognising the perspective of the people described in the text.

Item Number	CG134Q02
Cognitive Process	Identify and analyse multiple perspectives
Cognitive Subprocess	Recognising perspectives
Response Format	Simple Multiple Choice
Level	3

Refugee Olympians: Released Item #3

PISA 2018

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Refugee Olympians
Question 3 / 5

Refer to "Refugee Olympians" on the right. Click on a choice to answer the question.

Some people in Felix's home country of Gondaland claim that the medal should have been awarded to their country.

Which of the following statements would best support their claim?

- Gondaland could use the medal to shift attention away from the conflict within its borders.
- Gondaland is Felix's home country, and he is still a citizen of the country.
- Gondaland lost a valuable athlete when Felix left, so it should get the medal as compensation.
- Gondaland could inspire future athletes to compete at the Olympics if it has Felix's medal.

REFUGEE OLYMPIANS

Felix is a track and field athlete who was unable to compete in his home country of Gondaland. After escaping from war and persecution in Gondaland, he resettled as a refugee in the country of Latoona, where he has lived and trained for the past three years. He competed and won a medal in his sport as a member of the Refugee Olympic Team.

Returning to Latoona after the Olympics, Felix appeared on a national television program to discuss his experience competing in the Games. This is an excerpt from his interview.

Interviewer: "If you could have chosen to represent Latoona or Gondaland, which would you have chosen?"

Felix: "I would have been torn about which country to represent. As a child, I dreamt of representing Gondaland at the Olympics, but without Latoona's support I might not have lived to see the 2016 Olympics let alone compete in them."

Interviewer: "So don't you think that this medal should be awarded to the country you live in now as a way to say thank you for all you have received?"

Felix: "I have chosen to accept this medal for the Refugee Olympic Team. But I share it with those in Latoona and with everyone back in Gondaland in recognition of all the support I have received from both countries."

After Felix's interview was televised, a debate arose on social media over Felix's decision. Some people argued that the medal should have been awarded to his host country, Latoona, while others argued that it should have been awarded to his home country, Gondaland.

This item is similar to the previous item, but now the student must consider the perspective of some residents of Felix's home country, Gondaland. The answer that best demonstrates the recognition of their perspective is B.

Item Number	CG134Q03
Cognitive Process	Identify and analyse multiple perspectives
Cognitive Subprocess	Recognising perspectives
Response Format	Simple Multiple Choice
Level	2

Refugee Olympians: Released Item #4

PISA 2018

Refugee Olympians
Question 4 / 5

Refer to "Refugee Olympians" on the right. Click on one or more boxes to answer the question.

A citizen from Latoona posts the following statement on social media:

"I absolutely think Felix should give the medal to Latoona. He's a refugee in our country. We took him in when he escaped. He would certainly have died in his own country if he had stayed there. Everyone knows how brutal those Gondaland soldiers are. All his success can be attributed to what Latoona gave him: our amazing trainers and facilities, not to mention the financial backing he's received for the past three years. He couldn't have made it to the Olympics if he'd stayed in Gondaland. He owes it to Latoona to give us the medal."

Which of the following statements made in this post are opinions rather than facts?

✓ Remember to select **one or more** boxes.

"He's a refugee in our country."
 "We took him in when he escaped."
 "He would certainly have died in his own country if he had stayed there."
 "Everyone knows how brutal those Gondaland soldiers are."

REFUGEE OLYMPIANS

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Interviewer: "If you could have chosen to represent Latoona or Gondaland, which would you have chosen?"

Felix: "I would have been torn about which country to represent. As a child, I dreamt of representing Gondaland at the Olympics, but without Latoona's support I might not have lived to see the 2016 Olympics let alone compete in them."

Interviewer: "So don't you think that this medal should be awarded to the country you live in now as a way to say thank you for all you have received?"

Felix: "I have chosen to accept this medal for the Refugee Olympic Team. But I share it with those in Latoona and with everyone back in Gondaland in recognition of all the support I have received from both countries."

After Felix's interview was televised, a debate arose on social media over Felix's decision. Some people argued that the medal should have been awarded to his host country, Latoona, while others argued that it should have been awarded to his home country, Gondaland.

This item presents a short text meant to represent a post on social media. In this post, the author makes several statements to support the argument that the medal should have been awarded to Latoona, Felix's host country. The student is then asked to consider four statements from the post and identify which ones are opinions. The correct answer is C and D. If both are selected, full credit is assigned. If only C or only D is selected, partial credit is assigned. If anything else is selected, the student receives no credit. The student must evaluate the information carefully and then consider whether the statement is truly a fact or if it goes beyond a fact and reflects the opinion of the author. In this way, the student must consider the reliability of the statements, which is related to the cognitive subprocess of «Weighing sources».

Item Number	CG134Q04
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Weighing sources (reliability and relevance)
Response Format	Complex Multiple Choice
Level	3

Refugee Olympians: Released Item #5

PISA 2018

Refugee Olympians
Question 5 / 5

Refer to "Refugee Olympians" on the right. Type your answer to the question.

What is one reason why Felix thought it was appropriate for him to accept the medal for the Refugee Olympic Team rather than for Latoona or Gondaland?

REFUGEE OLYMPIANS

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After Felix's interview was televised, a debate arose on social media over Felix's decision. Some people argued that the medal should have been awarded to his host country, Latoona, while others argued that it should have been awarded to his home country, Gondaland.

In this last item of the unit, the student must consider Felix's perspective based on what is provided in the stimulus, go beyond what is explicitly written in the text and provide a reason for why Felix thought it was appropriate to accept the medal for the Refugee Olympic Team. Felix never directly states why he made the decision or why he thought it was the appropriate decision to make. The coding guide for this item specified ways to receive both full and partial credit. The partial-credit description represents a more literal or fact-based way to answer the question, which only refers to the fact that Felix is a refugee. Such responses are technically correct but, unlike the full-credit responses, they do not fully demonstrate an attempt to take Felix's perspective into account and construct an answer that reflects why he may have felt his decision was the most appropriate one.

Item Number	CG134Q05
Cognitive Process	Identify and analyse multiple perspectives
Cognitive Subprocess	Recognising perspectives
Response Format	Open Response – Human Coded
Level	4

Full Credit

Code 2: Refers to one of the following reasons why Felix may have wanted to accept the medal for the Refugee Olympic Team.

1. It helped resolve his conflict about which country to represent. (Note that this reason refers to an internal conflict within Felix, not a conflict between Latoona and Gondaland.)
2. It reflects the financial, emotional and/or training support of the Refugee Olympic Team. (Note that this information is not provided in the interview. However, it is factually correct that the Refugee Olympic team provides support for its athletes. Students may have outside knowledge of this fact and it is acceptable for them to apply this knowledge.)
3. It provides inspiration for other refugees.
 - There was no good way for him to decide between Latoona and Gondaland. [1]
 - He could call two countries home. [1]
 - He wanted to share it between both countries. [1]
 - He didn't want to offend either country. [1]
 - It was difficult for him to decide. [1] – *minimal response*
 - It was Felix's training with the Refugee Olympic Team that directly supported him to win the gold medal. [2]
 - He probably felt supported by the people going through the same thing he was. [2]
 - Felix should have accepted the medal for the team because it will encourage the refugees. [3]

Partial Credit

Code 1: Refers to Felix's status as a refugee or that he competed as a member of the Refugee Olympian Team.

- Felix is a refugee so the Refugee Olympic Team best represents his situation.
- He was competing for the Refugee Olympic Team.
- He was a refugee

UNIT CG139: LANGUAGE POLICY

This unit is about a fictional country, Armaz, where the fictional language Ursk is spoken. A group of Ursk-speaking lawmakers proposed a policy that would require all public schools to teach all classes, except foreign language classes, in Ursk. There are a number of citizens in Armaz who speak Jutanese, which is a minority language in Armaz, but is spoken widely outside its borders. They are concerned about the effects of this policy. In this unit, PISA students must consider the impacts of the policy and reason through its possible consequences. The content domain of this unit was categorised as «Culture and intercultural relations» with a subdomain of «Perspective taking, stereotypes, discrimination and intolerance».

Language Policy: Released Item #1

PISA 2018

Language Policy
Question 1 / 4

Refer to "Language Policy" on the right. Click on the choices in the table to answer the question.

A Julianese-speaking student researched other countries that have similar policies regarding instruction in the official language. The following statements describe some of the information he found.

Do these statements support the proposed policy to teach all classes in the one official language of Ursk? Click on either **Yes** or **No** for each statement.

Does this statement support the proposed policy to teach all classes in one official language?	Yes	No
Students who receive instruction in two or more languages show higher levels of academic achievement than those who are taught in a single language.	<input type="radio"/>	<input type="radio"/>
Students who do not learn a country's official language are less likely to finish school.	<input type="radio"/>	<input type="radio"/>
Students who learn a country's official language are more likely to function well in society and find a good job.	<input type="radio"/>	<input type="radio"/>
Encouraging students to learn multiple languages helps support a more diverse society.	<input type="radio"/>	<input type="radio"/>

LANGUAGE POLICY

In the country of Amaz, the majority of citizens speak the official language, Ursk. A group of Ursk-speaking lawmakers have proposed a policy that would require all classes in the country's public elementary and secondary schools to be taught only in Ursk. The only exception would be foreign language classes. A number of citizens in Amaz who speak a minority language, Julianese, are concerned about the proposed policy.

This item presents a short text meant to represent a post on social media. In this post, the author makes several statements to support the argument that the medal should have been awarded to Latoona, Felix's host country. The student is then asked to consider four statements from the post and identify which ones are opinions. The correct answer is C and D. If both are selected, full credit is assigned. If only C or only D is selected, partial credit is assigned. If anything else is selected, the student receives no credit. The student must evaluate the information carefully and then consider whether the statement is truly a fact or if it goes beyond a fact and reflects the opinion of the author. In this way, the student must consider the reliability of the statements, which is related to the cognitive subprocess of «Weighing sources».

Item Number	CG139Q01
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Assessing consequences and implications
Response Format	Complex Multiple Choice
Level	4

Language Policy: Released Item #2

PISA 2018

Language Policy
Question 2 / 4

Click on a choice to answer the question.

Some school administrators who support the single-language policy have proposed that special schools be set up for Julianese-speaking students so that they can learn Ursk. The administrators claim that doing this will make it easier to teach these students.

If special schools were created, which of the following would be the most serious potential consequence for students?

- Speakers of other minority languages could be encouraged to request their own schools.
- Having special schools might reinforce any existing social divisions based on language.
- Special schools could not be opened until the new policy was approved.
- Having special schools could decrease the number of students attending regular schools.

Here, students must consider four possible consequences and determine which one would be the most serious if the Ursk-only policy is instituted. All consequences are possible, but one summarises a serious potential consequence of the policy. Here, B is the correct answer. In order to understand why this is the correct answer, students must consider the fact that a special school would remove Jutanese-speaking students from the general population. By isolating a group of students like this, the Ursk-speaking students would have fewer personal interactions with the Jutanese-speaking students, which could lead to Ursk-speaking students relying on generalisations and stereotypes, rather than on interactions with individuals, to get to know their Jutanese-speaking peers. This could then lead to widening divisions between Ursk and Jutanese speakers.

Item Number	CG139Q04
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Assessing consequences and implications
Response Format	Simple Multiple Choice
Level	3

Language Policy: Released Item #3

The screenshot shows a PISA 2018 test interface. At the top, it says 'PISA 2018' with a progress bar and navigation icons. Below that, the title 'Language Policy' and 'Question 3 / 4' are displayed. The instruction reads: 'Type your answer to the question.' The question text is: 'Although Jutanese is not the official language in Armaz, it is widely used in the global community. The official language, Ursk, is not widely spoken beyond Armaz and a few neighbouring countries. Given this information, describe one consequence that might result from making Ursk the only language used in public schools.' Below the text is a large empty rectangular box for the student's response.

For this item, students have the opportunity to express their answer in their own words. The previous items focused on the effects of a one-language policy within one country. This item broadens the picture to consider a more global community. Earlier, the unit explained that Jutanese was a minority language within Armaz and not spoken by the majority of citizens. However, here, the student learns that Jutanese is widely used outside of Armaz, in contrast to Ursk, which is not spoken much outside Armaz and some neighbouring countries. With this information, the student must describe a possible consequence of having Ursk-only education in public schools. Students could receive credit by providing two types of responses. Responses that described a consequence that was more globally focused or expressed an effect on relationships between people or cultures in Armaz and other countries received a code of 11. Responses that described a consequence that was more locally focused or expressed an effect on life within Armaz received a code of 12. A code of 13 was applied if the response was not completely clear with respect to its global or local perspective. All three types of responses received full credit. However, these codes were developed so that distributions of global versus local responses could be examined by researchers. For the main study scaling, only full credit compared to no credit was considered.

Item Number	CG139Q05
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Assessing consequences and implications
Response Format	Open Response – Human Coded
Level	2

Full Credit

Code 11: Includes one consequence associated with how interactions between people in Armaz and people in other countries might be affected as a result of making Ursk the only language used in public schools. Response should refer to one of the following:

1. It could be difficult for people in Armaz to interact with people from other countries.
2. It could limit access to information for people in Armaz.
3. It could be an economic disadvantage for the country/the citizens of Armaz.
4. It could make the global community more interested in Ursk.
 - Students may be disadvantaged when they try to communicate with people in other countries. [1]
 - People in Armaz may not be able to easily interact with visitors to their country. [1]
 - If they only know Ursk, how will they talk to people in other countries? [1]
 - The people in Armaz and neighbouring countries might lose their sense of belonging to the larger community. [1]
 - Students would have a hard time reading things on the Internet because it probably would not be translated into Ursk. [2]
 - People may have a harder time getting jobs in other countries/with international companies. [3]
 - It wouldn't be good for Armaz tourism if people there only spoke Ursk well. [3]
 - It would be hard for Armaz to do business with other countries. [3]
 - People interested in learning Ursk might visit Armaz. [4]

Code 12: Includes one consequence associated with how life within Armaz might be affected as a result of making Ursk the only language used in public schools. Response should refer to one of the following:

1. It could be a benefit for the country of Armaz.
2. It could be a benefit for everyday life in Armaz.
3. It could be a benefit for the Ursk language.
4. It could result in communication difficulties in Armaz.
5. It could result in social problems in Armaz.
 - If everyone learns Ursk, it might help people understand their history and culture. [1]
 - People in Armaz might form a stronger sense of their own culture. [1]
 - Everyone in Armaz would be able to communicate with each other. [1 or 2]
 - Students who don't speak Ursk as a first language could learn it and participate more easily in Armaz society. [2]
 - People might be able to more easily read official documents, participate in civic life, etc. [2]
 - The Ursk language is more likely to be preserved. [3]
 - It will cause language barriers between the citizens of the same country and between generations, leading to social divide. [4 and 5]
 - Jutanese speakers might have to leave Armaz because they can't communicate well. [4]
 - People who speak Jutanese in Armaz may face discrimination. [5]
 - Protests might happen as people who are not used to speaking Ursk will feel it is unnecessary to learn it. [5]
 - There is no problem for students who understand Ursk. But some students who do not get used to Ursk could be bullied because of wrong use of words. [5]

Code 13: Includes a correct consequence, but it is not clear whether the response is referring to a consequence that has an effect within Armaz or a consequence that affects interactions between people in Armaz and people in other countries.

- Discrimination [Acceptable consequence, but it's not clear whether this refers to discrimination among people within Armaz or between people in other countries and people in Armaz]
- It would be hard for people to communicate. [Acceptable consequence, but it's not clear whether this refers to a communication issue within Armaz or between people in Armaz and other countries.]
- People could become more isolated. [Acceptable consequence, but it's not clear whether this refers to isolation of a group of people within Armaz or isolation of Armaz from other countries.]

Language Policy: Released Item #4

The screenshot shows a PISA 2018 test interface. At the top, it says 'PISA 2018' and 'Question 4 / 4'. The main title is 'Language Policy'. Below the title, there is a instruction: 'Refer to "Four Countries" on the right. Click on a choice to answer the questions.' There are two questions, each with four radio button options labeled 'Country 1' through 'Country 4'. The right side of the interface is titled 'LANGUAGE POLICY' and contains a section titled 'Four Countries' with a list of four numbered descriptions of countries.

Language Policy
Question 4 / 4

Refer to "Four Countries" on the right. Click on a choice to answer the questions.

In which country would a single-language educational system using the official language be **MOST** appropriate based on the populations described on the right?

Country 1
 Country 2
 Country 3
 Country 4

In which country would a single-language educational system using the official language be **LEAST** appropriate based on the populations described on the right?

Country 1
 Country 2
 Country 3
 Country 4

LANGUAGE POLICY

Four Countries

Countries can vary greatly in the number of languages spoken and the size of the different groups speaking them. Look at four descriptions of countries below. Note that each country has one official language.

1. In Country 1, the majority of people speak the official language and large groups across the country speak another, non-official, language.
2. In Country 2, the majority of people speak the official language and small groups in several regions speak a number of different, non-official, languages.
3. In Country 3, a minority of people speak the official language and the majority of people speak another, non-official, language.
4. In Country 4, the population is almost evenly split between people who speak the official language and people who speak a number of different, non-official, languages.

The stimulus describes four countries that have unique profiles of the language or languages spoken within the country. In this item, the student must consider where a single-language education system would be the most appropriate and where it would be the least appropriate. Country 2 is the **most** appropriate location for a single-language education system because a majority of the people already speak the official language. A minority of people speak a number of different languages, and these individuals are spread out across the country in different regions. Thus, in this country, it would be difficult to incorporate a common second language within the education system. Country 3, however, has only a minority of people that speak the official language. Here, a majority of the people speak a common language that is not the official language. If a one-language education policy were instituted in the official language, many citizens would face great difficulties in the education system. Therefore this is the **least** appropriate location for a single-language system. The correct answer for this item is Country 2 and Country 3.

Item Number	CG139Q02
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Considering actions
Response Format	Simple Multiple Choice
Level	4

UNIT CG122: RISING SEA LEVELS

Rising Sea Levels: Introduction

PISA 2018

Rising Sea Levels
Introduction

Read the Introduction below. Then click on the NEXT arrow.

RISING SEA LEVELS

Rising global temperatures, resulting from increased levels of carbon dioxide in the atmosphere, are causing sea levels to rise all over the world. Islands and coastal areas with low elevations are particularly impacted. Most scientists believe that sea levels will continue to rise for hundreds of years.

[Note: The following unit focuses on climate change and rising sea levels in a fictional country.]

This unit begins with a brief introduction that describes the effects of rising temperatures on sea levels. The introduction sets the stage for the items within the unit, which explores the effects of rising sea levels on individuals who live in areas of low elevations, such as islands and coastal areas. The unit focuses on a fictional place where sea levels have risen and displaced the inhabitants of the islands, making them climate refugees. The content domain of this unit was categorised as «Socio-economic development and interdependence» with a subdomain of «Economic interactions and interdependence». The experts also felt that this unit included content relevant to the category «Environmental sustainability» with a subdomain of «Natural resources and environmental risks».

Rising Sea Levels: Released Item #1

PISA 2018

Rising Sea Levels
Question 1 / 5

Refer to "Rising Sea Levels" on the right. Click on the choices in the table to answer the question.

According to the filmmaker, the goal of the documentary was "to persuade audiences that rising global temperatures are a threat by presenting the impact on people's lives."

Given this goal, do the reasons in the table below explain the filmmaker's decision to focus specifically on Travina? Click on either **Yes** or **No** for each reason.

Is this a reason that explains why focusing on Travina might persuade audiences that rising global temperatures are a threat?	Yes	No
Viewers who know people in Travina will appreciate the goal of the documentary.	<input type="radio"/>	<input type="radio"/>
Climate change has already affected the people of Travina in ways that can be clearly documented.	<input type="radio"/>	<input type="radio"/>
Travina is an example of how rising sea levels might affect other locations worldwide.	<input type="radio"/>	<input type="radio"/>
The government in Travina wants its citizens to learn all they can about carbon dioxide production.	<input type="radio"/>	<input type="radio"/>

RISING SEA LEVELS

The film *Travina: A Paradise Lost* is a popular documentary that examines the impacts of rising sea levels on Travina, a small island nation that includes 12 low-lying islands and is home to about 20 000 inhabitants. The country's main industries are tourism, fishing and agriculture. Over the last decade, rising sea levels have forced hundreds of Travinians to move to higher ground. Scientists estimate that unless world-wide carbon dioxide emissions are drastically reduced, much of Travina will be underwater by 2075.

The first item in the unit presents a brief text about a fictional film, "Travina: A Paradise Lost". The documentary focuses on a fictional island nation, Travina, that has been affected by rising sea levels. Hundreds of Travinians have had to move to higher ground to escape the changes to the low-lying areas of the islands. The text also states that unless environmental conditions improve, most of Travina will be underwater by the year 2075.

With this background, the item introduces the filmmaker's goal in creating the documentary: "to persuade audiences that rising global temperatures are a threat by presenting the impact on people's lives". The item then presents four reasons that might explain why the filmmaker focused on Travina. To answer each part of the item correctly, the student must consider the filmmaker's goal and evaluate whether each statement could be a reason why Travina would present a persuasive case. In the table, the second and third statements describe reasons that support the filmmaker's goal. In both cases, the statements describe why the situation on Travina could have a broader impact on viewers, even those who live far from Travina or who do not live near the ocean. By contrast, the first and last statements do not describe why the filmmaker would use Travina as an example. These statements describe a narrow viewership and one that is likely already persuaded about the effects of rising global temperatures. Thus, to receive credit for this item, students had to respond No, Yes, Yes, No.

Item Number	CG122Q01
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Describing and explaining complex situations or problems
Response Format	Complex Multiple Choice
Level	4

Rising Sea Levels: Released Item #2

The screenshot shows a PISA 2018 test interface. On the left, there is a question box titled "Rising Sea Levels" with "Question 2 / 5". Below the title, it says "Refer to 'Rising Sea Levels' on the right. Click on the choices in the table to answer the question." The main text of the question reads: "Some environmentalists worry that the attention Travina is receiving because of the film's success could have negative consequences. Are the situations in the table below examples of possible negative consequences? Click on either **Yes** or **No** for each example." Below this text is a table with four rows and three columns. The first column contains the question text for each row, and the second and third columns are labeled "Yes" and "No" respectively, each with a radio button. On the right, there is a reading passage titled "RISING SEA LEVELS" with a background image of a coastal landscape. The passage text is: "The film *Travina: A Paradise Lost* is a popular documentary that examines the impacts of rising sea levels on Travina, a small island nation that includes 12 low-lying islands and is home to about 20 000 inhabitants. The country's main industries are tourism, fishing and agriculture. Over the last decade, rising sea levels have forced hundreds of Travinians to move to higher ground. Scientists estimate that unless world-wide carbon dioxide emissions are drastically reduced, much of Travina will be underwater by 2075."

Is this an example of a possible negative consequence of the film's success?	Yes	No
Tourists may rush to see the islands before it is too late, and arrive on large cruise ships that can pollute the air and water.	<input type="radio"/>	<input type="radio"/>
The international attention given to saving Travina may take the spotlight off the larger issue of how to deal with global climate change.	<input type="radio"/>	<input type="radio"/>
The government of Travina may struggle to quickly get donations to those who need them most.	<input type="radio"/>	<input type="radio"/>
Although Travinians can move to higher ground as the sea rises, they would lose much of their farmland.	<input type="radio"/>	<input type="radio"/>

Here, students must be able to identify possible negative consequences of the film's success and the attention on Travina. For each example in the table, the student must decide whether it describes a possible negative consequence. The correct answer is Yes, Yes, No, No. The first two examples describe direct possible consequences of the attention on Travina that could have additional negative effects on the island nation. The third and fourth examples are not truly consequences of the attention the film is generating for Travina. In the third example, whether the government can disburse donations to those in need has little to do with the success of the film and more to do with the government's capacity. The fourth example expresses a consequence that is related to Travinians having to move to higher ground, but this is not relevant to the success of the documentary.

Item Number	CG122Q02
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Assessing consequences and implications
Response Format	Complex Multiple Choice
Level	5

Rising Sea Levels: Released Item #3

PISA 2018 ? ◀ ▶

Rising Sea Levels
Question 3 / 5

Click on the choices in the table to answer the question.

A number of projects, including building a sea wall, are being considered to protect the most populated islands in Travina. These projects are expensive and the country cannot afford to pay for them on its own. One proposal by climate change organisations has been to create an international partnership of countries to fund projects in Travina. However, this idea has been debated in the international press.

Are the arguments in the table below for or against this proposal? Click on either **For** or **Against** for each argument.

Is this argument for or against international funding for projects in Travina?	For	Against
This is an exceptional circumstance and the lives of people in Travina are at stake.	<input type="radio"/>	<input type="radio"/>
Other countries will want the same level of support for their projects.	<input type="radio"/>	<input type="radio"/>
International groups need to focus on larger projects aimed at reducing climate change.	<input type="radio"/>	<input type="radio"/>
Travina cannot be saved so this investment will only have a temporary impact.	<input type="radio"/>	<input type="radio"/>
Climate change is a global problem and solutions tried in Travina might help other countries.	<input type="radio"/>	<input type="radio"/>

This item introduces new information about projects that can be completed to help certain islands within Travina. The brief text states that Travina cannot afford these projects on its own, so some people have proposed creating an international partnership of countries that would fund these projects in Travina. The student is then asked to read five arguments and identify whether each statement is for or against the idea of international funding for projects in Travina. To receive credit on this item, students had to get all parts of the item correct. The correct answers are: For, Against, Against, Against, For.

Item Number	CG122Q03
Cognitive Process	Evaluate information, formulate arguments and explain issues/situations
Cognitive Subprocess	Describing and explaining complex situations or problems
Response Format	Complex Multiple Choice
Level	3

Rising Sea Levels: Released Item #4

PISA 2018 ? ◀ ▶

Rising Sea Levels
Question 4 / 5

Type your answer to the question.

In cases such as the one in Travina, citizens may be forced to become "climate refugees". Climate refugees are people who are forced to leave their communities or countries because of environmental disasters.

What is one challenge that climate refugees would be likely to face when moving to a new place?

This item asks the student to name one challenge that climate refugees would face when moving to a new place. This item was one of the easiest items in the Global Competence item pool. While the item is focused on a climate refugee, all refugees face a similar set of challenges when leaving their home and moving somewhere new. While the majority of PISA students were likely not refugees, the challenges of moving to a new place are those that many students can imagine or have experienced themselves. Thus, students could apply their prior knowledge to this context in order to recognise the challenges that affect climate refugees. The test developers came up with four broad categories for the challenges that would be relevant for climate refugees and others who need to relocate: communication difficulties; financial/economic difficulties; difficulties adjusting to life in a new place; and difficulties associated with leaving or losing the community or home and/or finding a new place to live. If students provided a response that fell within one of those categories, they received full credit.

Item Number	CG122Q04
Cognitive Process	Identify and analyse multiple perspectives
Cognitive Subprocess	Recognising perspectives
Response Format	Open Response – Human Coded
Level	1

Full Credit

Code 1: Provides a challenge associated with someone leaving their community or country. Responses should refer to one of the following categories of challenges:

1. Communication
2. Financial/Economic
3. Difficulties adjusting to life in a new place
4. Difficulties associated with leaving or losing the community or home and/or finding a new place to live
 - They may not know the language. [1]
 - Language [1] – *Minimal response: The word “language” provides a strong enough connection to a communication challenge.*
 - They may not know the language which could make it hard to get a job. [1 and 2]
 - They might have to move to a place that is more expensive and then life would be harder for them. [2]
 - They may be unfamiliar with the culture and not fit in. [3]
 - They might have trouble making friends because they are different. [3]
 - They may not get used to the temperature or humidity in their new home and get sick easily. [3] – *Responses that refer to adjusting to the climate of a new place are acceptable.*
 - Discrimination [3] – *Minimal response: Related words such as racism, prejudice, etc. are acceptable because they provide a strong connection to a challenge refugees might experience in adjusting to life in a new place]*
 - They may not be able to move with all of their family. [4]
 - They might miss their native homeland. [4]
 - They would be sad to leave the place they called home. [4]
 - They might not be allowed into some countries. [4]

Rising Sea Levels: Released Item #5

PISA 2018

Rising Sea Levels
Question 5 / 5

Click on the choices in the table to answer the question.

In order to deal with the threat of rising sea levels, both short-term and long-term responses are needed. Short-term responses have an immediate impact or provide a solution in a short period of time. Long-term responses require more time before they have an impact.

Identify each of the proposals below as either a short-term or long-term response to rising sea levels. Click on either **Short term** or **Long term** for each proposal.

Is this proposal a short-term or long-term response to rising sea levels?	Short term	Long term
Building sea defences such as dams and sea walls.	<input type="radio"/>	<input type="radio"/>
Reducing greenhouse gases that are warming the planet.	<input type="radio"/>	<input type="radio"/>
Installing technologies to produce drinking water by removing salt from seawater.	<input type="radio"/>	<input type="radio"/>
Moving villages and cities to higher ground.	<input type="radio"/>	<input type="radio"/>
Supporting research to develop new strategies to protect people and land.	<input type="radio"/>	<input type="radio"/>

This final item asks the student to consider a set of proposals and identify which represents a short-term response (to a more immediate need) and which represents a long-term response (to more systemic causes) to rising sea levels. Here, sea defences, desalination technologies for drinking water and moving villages are all short-term responses. Each individual response might require a lot of effort and several years to complete, but they all address a more short-term, immediate response to the problems people on an island face in the midst of rising sea levels. By contrast, reducing greenhouse gases and supporting research for new protection strategies are responses that must unfold over a longer period. Each of these solutions could take decades for the results to affect people and could help tackle the systemic causes of sea level rise. This item had partial-credit and full-credit scoring. The correct responses were Short term, Long term, Short term, Short term, Long term. To receive partial credit, four out of five statements had to be correct. To receive full credit, all five statements had to be correct. If three or fewer statements were correct, no credit was assigned. The level provided for this item is based on full credit.

Item Number	CG122Q05
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Considering actions
Response Format	Complex Multiple Choice
Level	5

UNIT CG128: ETHNICAL CLOTHING

In this unit, students are introduced to the concept of fast fashion, which is a trend whereby clothing is inexpensive, of lesser quality and produced to meet the frequent changes in fashion trends. This clothing is not intended to be worn by consumers for several seasons. Instead, it is likely to be discarded or donated once the style has become less popular. Students also learn about an alternative concept: durable fashion. Durable clothing is more expensive, of better quality and intended to be worn for longer periods. Students are also told about three principles of ethical clothing production. Throughout the unit, students are asked to consider the consequences of clothing production and make connections with these principles. The content domain of this unit was categorised as “Environmental sustainability” with a subdomain of “Policies, practices and behaviours for environmental sustainability”. The experts also felt that this unit included content relevant to the category «Socio-economic development and interdependence” with a subdomain of «Economic interactions and interdependence”.

Ethical Clothing: Released Item #1

PISA 2018

Ethical Clothing
Question 1 / 4

Refer to "Ethical Clothing" on the right. Click on the choices in the table to answer the question.

The table below lists possible consequences of the Fast Fashion trend.

Would the possible consequences listed below go against one or more of the principles of ethical clothing production? Click on either **Yes** or **No** for each possible consequence.

Would this possible consequence go against the principles of ethical clothing production?	Yes	No
More clothing ends up in landfills.	<input type="radio"/>	<input type="radio"/>
More clothing is donated to charities.	<input type="radio"/>	<input type="radio"/>
Hourly pay rates remain low to keep clothing prices low.	<input type="radio"/>	<input type="radio"/>
New trends require workers to learn new sewing techniques.	<input type="radio"/>	<input type="radio"/>

ETHICAL CLOTHING

Alia is working on a report about ethical issues related to clothing production and consumption. In her research, she finds the following information on a blog about "Fast Fashion":

Fast Fashion is the production of clothes to meet the rapid changes in fashion trends. These clothes are typically inexpensive and not made to last because consumers usually discard them quickly in order to replace them with newer styles. Fast Fashion means that more clothing must be produced each year and that clothing must be made cheaply. This production often leads to poor working conditions and greater negative impacts on the environment.

Durable clothing is an alternative to Fast Fashion. It is more expensive to produce and to buy, but because it is designed to last so much longer, less must be made. We as consumers must resist the Fast Fashion trend and buy more durable, ethically made clothes.

Alia also finds that the production of ethical clothing must follow three important principles:

Principles of Ethical Clothing Production

1. Ensure that workers have fair wages and good working conditions;
2. Minimise environmental waste and pollution;
3. Minimise water use.

A list of four possible consequences of the Fast Fashion trend are presented, and students need to decide whether each consequence violates one or more of the principles of ethical clothing production. The first and third consequences violate the principles. The first consequence violates the second principle because more clothing in landfills adds to environmental waste instead of minimising it. The third consequence violates the first principle because keeping pay rates low means the company or industry is not working to ensure that workers have fair wages. The second and fourth consequences do not violate the principles. To receive credit on this item, students had to get all parts of the item correct. The correct answers are: Yes, No, Yes, No.

Item Number	CG128Q01
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Assessing consequences and implications
Response Format	Complex Multiple Choice
Level	4

Ethical Clothing: Released Item #2

PISA 2018

Ethical Clothing
Question 2 / 4

Refer to "Ethical Clothing" on the right. Type your answers to the question.

A large consumer group focused on promoting ethical clothing production has called for a ban on Fast Fashion clothes. They are urging people to buy durable clothing instead. Their campaign has been very successful on social media and has millions of followers committed to the ban. There can be both positive and negative consequences when people buy more durable clothes and less Fast Fashion.

Describe one positive consequence and one negative consequence.

Positive consequence:

Negative consequence:

ETHICAL CLOTHING

Alia is working on a report about ethical issues related to clothing production and consumption. In her research, she finds the following information on a blog about "Fast Fashion":

Fast Fashion is the production of clothes to meet the rapid changes in fashion trends. These clothes are typically inexpensive and not made to last because consumers usually discard them quickly in order to replace them with newer styles. Fast Fashion means that more clothing must be produced each year and that clothing must be made cheaply. This production often leads to poor working conditions and greater negative impacts on the environment.

Durable clothing is an alternative to Fast Fashion. It is more expensive to produce and to buy, but because it is designed to last so much longer, less must be made. We as consumers must resist the Fast Fashion trend and buy more durable, ethically made clothes.

Alia also finds that the production of ethical clothing must follow three important principles:

Principles of Ethical Clothing Production

1. Ensure that workers have fair wages and good working conditions;
2. Minimise environmental waste and pollution;
3. Minimise water use.

Here, the student is asked to think about what might happen if there were a ban on Fast Fashion clothes. They are asked to provide one possible positive consequence of a ban and one negative consequence. In order for students to provide either kind of consequence, they first need to think about the current effects of Fast Fashion described in the stimulus. Then they must consider what would happen if a ban went into effect, which requires the student to be able to think beyond what has been described in the unit thus far. Test developers came up with several classes of responses for both the positive and negative consequences, which are provided in the coding guide below with sample responses. For this item, full credit was given if the student could correctly describe both a positive and a negative consequence. Students received partial credit if they could accurately describe only a positive or only a negative consequence.

Item Number	CG128Q02
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Assessing consequences and implications
Response Format	Open Response – Human Coded
Level	3

Full Credit

Code 2: Includes a correct response for both the positive AND negative consequences. In general, the two consequences should appear in the correct boxes. If the student puts both responses in a single box, it must be clear that one is a positive consequence and one is a negative consequence. Correct possible consequences for each are provided below. Positive consequences – responses should refer to one of the following types of positive consequences:

1. Positive effects on the environment
2. Positive effects on workers
3. Positive effects for customers
4. Positive effects for the clothing production industry
5. Positive effects on fashion or clothing
 - People would wear durable clothes more often and less clothes would be thrown away. [1]
 - There would be less pollution. [1]
 - Ethical clothing reduces waste in landfills. [1]
 - Workers get fair wages. [2]
 - Workers will be treated better. [2]
 - There would be more durable clothing available. [3 or 5]
 - More durable clothing options might increase competition. [3 or 4]
 - More durable clothing factories will open. [4]
 - It could become easier and cheaper to make durable clothing. [3 or 4]
 - It will be more ethical. [5]
 - Clothing will last longer. [5]

Negative consequences – responses should refer to one of the following types of consequences:

1. Negative effects on workers
2. Negative effects on customers or clothing charities
3. Negative effects on the clothing production industry
4. Negative effects on fashion or clothing
 - Some Fast Fashion factories might close because people don't buy the clothes. [1 or 3]
 - People won't have to buy as many clothes because durable clothes last longer, so there will be fewer jobs for clothing workers. [1]

- Clothing prices could go up for everyone if there is more durable clothing available than Fast Fashion. [2]
- There will be fewer style options. [2 or 4]
- Fewer clothes will be donated to charity. [2]
- Companies will make less profit with durable clothes. [3]
- If companies switch to durable clothes, they might not be as successful as they were before. [3]
- Clothes will be more boring. [4]

Partial Credit

Code 1: Includes a correct possible positive consequence OR a correct possible negative consequence. The other possible consequence is missing, incorrect, vague, insufficient or irrelevant. The correct consequence must appear in the correct box.
 Note: For this item, each response is evaluated independently. Therefore, this coding guide is an exception to the general principle that an incorrect portion of a response leads to a Code 0.

Ethical Clothing: Released Item #3

PISA 2018 [Progress Bar] [Help] [Previous] [Next]

Ethical Clothing
Question 3 / 4

Refer to "Ethical Clothing" on the right. Click on a choice to answer the question.

Alia locates information about a clothing factory that is trying to improve its reputation as an ethical producer of clothing. She finds that, in some cases, taking an action to follow one of the principles of ethical clothing production creates a conflict with another principle.

Which of the following actions taken by the factory presents a conflict between two of the principles of ethical clothing production?

- Offering free money-management classes for its employees outside of working hours.
- Going to court to fight a wage increase required by the government.
- Switching to a type of cotton that needs minimal water and large quantities of pesticides.
- Firing workers who do not meet productivity standards set by the factory operator.

ETHICAL CLOTHING

Alia is working on a report about ethical issues related to clothing production and consumption. In her research, she finds the following information on a blog about "Fast Fashion":

Fast Fashion is the production of clothes to meet the rapid changes in fashion trends. These clothes are typically inexpensive and not made to last because consumers usually discard them quickly in order to replace them with newer styles. Fast Fashion means that more clothing must be produced each year and that clothing must be made cheaply. This production often leads to poor working conditions and greater negative impacts on the environment.

Durable clothing is an alternative to Fast Fashion. It is more expensive to produce and to buy, but because it is designed to last so much longer, less must be made. We as consumers must resist the Fast Fashion trend and buy more durable, ethically made clothes.

Alia also finds that the production of ethical clothing must follow three important principles:

Principles of Ethical Clothing Production

1. Ensure that workers have fair wages and good working conditions;
2. Minimise environmental waste and pollution;
3. Minimise water use.

In this item, students have to think about how one action might affect another within the framing of the principles of ethical clothing. Four actions by a factory are described. Students need to read each one and identify which one causes a conflict between two of the principles. The correct answer is C. Switching to a type of cotton that needs minimal water addresses the third principle of ethical clothing (minimise water use). However, this type of cotton requires large quantities of pesticides, which violates the second principle (minimise environmental waste and pollution).

Item Number	CG128Q03
Cognitive Process	Evaluate actions and consequences
Cognitive Subprocess	Considering actions
Response Format	Simple Multiple Choice
Level	4

Ethical Clothing: Released Item #4

PISA 2018

Ethical Clothing
Question 4 / 4

Refer to "Ethical Clothing" on the right. Type your answer to the question.

As part of an experiment, a vending machine in Berlin offered white t-shirts for two euros (about \$2 USD). Before a t-shirt was dispensed to a customer, a screen showed shocking images of the working conditions inside a clothing factory. Afterward, the customer was given the choice to complete the purchase or donate the two euros toward efforts to make clothing production more ethical.

Nine out of ten customers chose to make the donation.

Why do you think most people chose to make the donation?

ETHICAL CLOTHING

Alla is working on a report about ethical issues related to clothing production and consumption. In her research, she finds the following information on a blog about "Fast Fashion":

Fast Fashion is the production of clothes to meet the rapid changes in fashion trends. These clothes are typically inexpensive and not made to last because consumers usually discard them quickly in order to replace them with newer styles. Fast Fashion means that more clothing must be produced each year and that clothing must be made cheaply. This production often leads to poor working conditions and greater negative impacts on the environment.

Durable clothing is an alternative to Fast Fashion. It is more expensive to produce and to buy, but because it is designed to last so much longer, less must be made. We as consumers must resist the Fast Fashion trend and buy more durable, ethically made clothes.

Alla also finds that the production of ethical clothing must follow three important principles:

Principles of Ethical Clothing Production

1. Ensure that workers have fair wages and good working conditions;
2. Minimise environmental waste and pollution;
3. Minimise water use.

The last item in this unit describes an experiment that took place in Germany. A vending machine offered T-shirts for only two euros. However, before the machine dispensed the T-shirt, it presented images of the working conditions where the T-shirt was made. Then, customers were asked if they wanted to go forward with the purchase or donate the two euros to make clothing production more ethical. Students learn that in this experiment, nine out of ten customers made the donation. They are then asked to write in their own words why they think most people chose to make the donation. The test developers came up with two primary ways to receive credit for this item, both of which required students to take the perspective of the customer who just learned how the T-shirt was made.

Item Number	CG128Q05
Cognitive Process	Identify and analyse multiple perspectives
Cognitive Subprocess	Recognising perspectives
Response Format	Open Response – Human Coded
Level	2

Full Credit

Code 1: Describes a reason for making a donation that refers to an awareness of working conditions in the clothing industry or how consumer actions affect others.

- The images made people aware of the real cost of the t-shirt.
- The images encouraged people to think about how their actions affect other people.
- It made people realise the t-shirt was cheap because factories take advantage of their workers.
- Because they saw the images and they became aware. [*Minimal response: Addresses the concept of awareness, but it doesn't specify what the customers became aware of.*]
- They saw how hard the workers had to work.
- They didn't want to contribute to the poor working conditions.

OR: Describes a reason for making a donation that focuses on the emotions or motivations of the donors only.

- People felt guilty.
- The images made people feel bad about buying the clothes.
- They felt pressured.
- They wanted to help.
- Because they are compassionate.
- This was a simple action people could do to help workers and not feel so guilty.
- They felt it was the least they could do.