<table>
<thead>
<tr>
<th>Question Number</th>
<th>Answer</th>
<th>Response codes</th>
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</table>
| 1               | 4      | Option 1 = offering them a reward for their hard work.  
|                 |        | Option 2 = showing them how much fun reading books can be.  
|                 |        | Option 3 = telling them they will make friends in other countries.  
|                 |        | Option 4 = showing they can make a difference to other people’s lives.* |
| 2               | 3      | Option 1 = to show you books are fun  
|                 |        | Option 2 = so you will learn to read well  
|                 |        | Option 3 = so you can raise a lot of money*  
|                 |        | Option 4 = to show you there are many books to read |
| 3               | 1      | Option 1 = help raise money.*  
|                 |        | Option 2 = buy books online.  
|                 |        | Option 3 = learn how to read.  
|                 |        | Option 4 = make friends with some children in Africa. |
| 4               | 4      | Option 1 = by selling books and giving them the money  
|                 |        | Option 2 = by teaching them to write their own books  
|                 |        | Option 3 = by helping them to set up their own bookshops  
|                 |        | Option 4 = by giving them more books to read* |
| 5               | 1      | Option 1 = Response recognises that the section persuades the reader to participate by providing an affecting story of the program*  
|                 |        | Option 2 = Other response |
| 6               | 3      | Option 1 = do not have access to books.  
|                 |        | Option 2 = live in Sub-Saharan Africa.  
|                 |        | Option 3 = like to help others.*  
|                 |        | Option 4 = cannot read. |
| 7               | 2      | Option 1 = scared by possible dangers.  
|                 |        | Option 2 = wonder at the marine environment.*  
|                 |        | Option 3 = proud of knowing so much about the sea.  
|                 |        | Option 4 = confused about the objects found underwater. |
| 8               | 4      | Option 1 = relating them to the deep ocean.  
|                 |        | Option 2 = the description of nearby jewels.  
|                 |        | Option 3 = suggesting the sounds they make.  
|                 |        | Option 4 = the sudden contrast of movement.* |
| 9               | 1      | Option 1 = a ship.*  
|                 |        | Option 2 = a cannon.  
|                 |        | Option 3 = the diver.  
|                 |        | Option 4 = a sea animal. |
| 10              | 4      | Option 1 = curious  
|                 |        | Option 2 = nervous  
|                 |        | Option 3 = relieved  
<p>|                 |        | Option 4 = reluctant* |
| 11              | 1      | Option 1 = an escape from everyday life*|</p>
<table>
<thead>
<tr>
<th></th>
<th>Option 1</th>
<th>Option 2</th>
<th>Option 3</th>
<th>Option 4</th>
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<tbody>
<tr>
<td>12</td>
<td>Option 1 = grows many canes</td>
<td>Option 2 = the possibility of danger</td>
<td>Option 3 = childhood memories</td>
<td>Option 4 = the hope of wealth</td>
</tr>
<tr>
<td>13</td>
<td>Option 1 = a disaster.*</td>
<td>Option 2 = a disaster.*</td>
<td>Option 3 = a success.</td>
<td>Option 4 = a surprise.</td>
</tr>
<tr>
<td>14</td>
<td>Option 1 = explain which way of spreading seeds works best.</td>
<td>Option 2 = name different ways of spreading seeds.*</td>
<td>Option 3 = name different stages of spreading seeds.</td>
<td>Option 4 = explain how seed spreading works.</td>
</tr>
<tr>
<td>15</td>
<td>Option 1 = how long they live</td>
<td>Option 2 = how they start growing*</td>
<td>Option 3 = what fruit they produce</td>
<td>Option 4 = what plant they become</td>
</tr>
<tr>
<td>16</td>
<td>Option 1 = It relies on the reader’s background knowledge.</td>
<td>Option 2 = It challenges the assumptions made earlier.</td>
<td>Option 3 = It addresses the reader directly.*</td>
<td>Option 4 = It gives a summary of the text.</td>
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<tr>
<td>17</td>
<td>Option 1 = A cut-off piece of root grows into a new plant.*</td>
<td>Option 2 = Suckers shoot from the roots and start new plants.</td>
<td>Option 3 = In its first year, a cane does not flower or produce fruit.</td>
<td>Option 4 = A daughter plant grows where a cane tip touches the ground.</td>
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<tr>
<td>18</td>
<td>Option 1 = timid but kind.</td>
<td>Option 2 = timid but kind.</td>
<td>Option 3 = confused and fearful.</td>
<td>Option 4 = aggressive and disrespectful.</td>
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<tr>
<td>19</td>
<td>Option 1 = quiet.</td>
<td>Option 2 = quiet.</td>
<td>Option 3 = unfriendly.</td>
<td>Option 4 = aggressive.</td>
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<tr>
<td>20</td>
<td>Option 1 = create tension.*</td>
<td>Option 2 = create tension.*</td>
<td>Option 3 = indicate surprise.</td>
<td>Option 4 = resolve a conflict.</td>
</tr>
<tr>
<td>21</td>
<td>Option 1 = is unfriendly.</td>
<td>Option 2 = is unfriendly.</td>
<td>Option 3 = can be manipulated.*</td>
<td>Option 4 = is strong and decisive.</td>
</tr>
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| 22 | 4 | Option 1 = he is different from Papa.  
Option 2 = the villagers have not heard his name.  
Option 3 = he has gained the respect of the villagers.  
Option 4 = he is being kept at a distance by the villagers.* |
| 23 | 3 | Option 1 = He is meeting the Principal because it is his first day.  
Option 2 = He has something to deliver to the Principal.  
Option 3 = A teacher is not happy with his behaviour.*  
Option 4 = His parents have left a message for him. |
| 24 | 1 | Option 1 = learn from a negative experience.*  
Option 2 = keep a record of recent experiences.  
Option 3 = encourage more positive experiences.  
Option 4 = refuse to acknowledge a recent experience. |
| 25 | 4 | Option 1 = to encourage Michael to feel more at ease  
Option 2 = to acknowledge Michael is new to the school  
Option 3 = to show Michael how much he has embarrassed his family  
Option 4 = to suggest that Michael's feelings may be influencing his behaviour* |
| 26 | 2 | Option 1 = defeated.  
Option 2 = uncertain.*  
Option 3 = miserable.  
Option 4 = disappointed. |
| 27 | 2 | Option 1 = annoy her.  
Option 2 = charm her.*  
Option 3 = challenge her.  
Option 4 = get to know her. |
| 28 | 2 | Option 1 = his facial expressions.  
Option 2 = what he thinks to himself.*  
Option 3 = what he says to the Principal.  
Option 4 = what the Principal says about |
| 29 | 1 | Option 1 = material from the formation of our Solar System*  
Option 2 = rocks broken away from the Sun  
Option 3 = pieces of other solar systems  
Option 4 = gases emitted by Earth |
| 30 | 1 | Option 1 = a non-scientific description.*  
Option 2 = an old-fashioned expression.  
Option 3 = a popular saying.  
Option 4 = a foreign phrase. |
| 31 | 1 | Option 1 = Any plausible answer that refers to the reflection of light from the sun *  
Option 2 = Other response |
| 32 | 4 | Option 1 = a large icicle grows from the nucleus.  
Option 2 = the comet passes through a cloud of dust.  
Option 3 = the comet travels faster than the speed of light.  
Option 4 = parts of the nucleus are changed by the Sun’s heat.* |
<p>| | | | |</p>
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| 33 | 2 | Option 1 = the speed of a comet in orbit.  
    Option 2 = the direction of a comet’s tail in orbit.*  
    Option 3 = the number of comets orbiting the Sun.  
    Option 4 = the distance of a comet’s tail from the Sun.  |
| 34 | 3 | Option 1 = expert opinions on comets.  
    Option 2 = a description of a comet’s tail.  
    Option 3 = examples of well-known comets.*  
    Option 4 = an explanation of how comets are formed.  |
| 35 | 4 | Option 1 = what Hale-Bopp is.  
    Option 2 = who Fred L. Whipple is.  
    Option 3 = what is in a comet’s tail.  
    Option 4 = what the Solar System is.*  |
| 36 | 4 | Option 1 = is a process that cannot be reversed.  
    Option 2 = would have occurred regardless of human influence.  
    Option 3 = was deliberately caused by farmers and land developers.  
    Option 4 = may have been averted had the right knowledge been available.*  |
| 37 | 2 | Option 1 = are the only things preventing underground salt rising to the surface.  
    Option 2 = play a vital role in preventing the watertable from rising.*  
    Option 3 = re able to access and utilise water in order to grow.  
    Option 4 = contribute to the salinity problem.  |
| 38 | 3 | Option 1 = mainly the city of Wagga Wagga and the Murray River.  
    Option 2 = an unimportant part of society and the environment.  
    Option 3 = numerous aspects of society and the environment.*  
    Option 4 = mainly farmers and their equipment.  |
| 39 | 2 | Option 1 = describe how rural towns are responding to the salinity crisis.  
    Option 2 = give a real-world example of the high costs associated with salinity.*  
    Option 3 = show that the costs of salinity are trivial when distributed across the country.  
    Option 4 = show that the costs of salinity are restricted to rural areas and country towns.  |
| 40 | 3 | Option 1 = is as ignorant about salinity as it has always been.  
    Option 2 = may be about to cause another environmental emergency.  
    Option 3 = needs to act now if salinity is to be prevented in the future.*  
    Option 4 = will be unable to predict the consequences of preventing salinity.  |
| 41 | 2 | Option 1 = a rising watertable.  
    Option 2 = a stable environment.*  
    Option 3 = a damaged environment.  
    Option 4 = the early stages of salinity.  |
| 42 | 2 | Option 1 = stormwater.  
    Option 2 = irrigation.*  
    Option 3 = soil.  
    Option 4 = salt.  |
| 43 | 2 | Option 1 = are experts in salinity.  
Option 2 = do not know much about salinity.*  
Option 3 = are replanting salt-damaged land.  
Option 4 = are measuring the financial costs of salinity. |
| 44 | 3 | Option 1 = ridicule the visual spectacle of the film.  
Option 2 = draw attention to the perceived weaknesses of the film.  
Option 3 = emphasise the complex visual spectacle of the film.*  
Option 4 = establish a basis for his criticisms of the film. |
| 45 | 1 | Option 1 = sinister but appealing.*  
Option 2 = energetic and amusing.  
Option 3 = hilarious and awkward.  
Option 4 = ineffective but admirable. |
| 46 | 3 | Option 1 = is central to the worth of the film.  
Option 2 = is secondary to the narrative structure of the film.  
Option 3 = is overshadowed by the technical qualities of the film.*  
Option 4 = is a powerful feature of the imaginary world created in the film. |
| 47 | 1 | Option 1 = compendium of clichés and a timeless story of good and evil*  
Option 2 = evil technology and wonderfully hissable villains  
Option 3 = an unqualified triumph and the amazing world created  
Option 4 = magnificent, photo-realistic and the sheer film-making skills |
| 48 | 1 | Option 1 = technical expertise*  
Option 2 = soaring imagination  
Option 3 = one of the best films of the year  
Option 4 = somehow it all works wonderfully well |