## Annex A1

# PISA 2003 MATHEMATICS ASSESSMENTS: CHARACTERISTICS OF QUESTIONS USED 

Note that all the publicly released questions that were used in the PISA 2003 mathematics assessment are presented in Chapter 3. Note as well that the data in these graphs are from the compendium (available at pisa2003.acer.edu.au/downloads.php) and that the percentages refer to students that reached the question (the percentage of students who did not reach the question plus the percentage of students that attempted to answer it will therefore add up to more than $100 \%$ ).
Annex A1
Table A1.1
Characteristics of released PISA 2003 mathematics items

| Item code | Item name | OECD average percent correct | Location on PISA scale <br> (PISA score points) |  |  |  | Traditional topic | Content area 'Overarching Idea' | Competency cluster | Context | Word count | Item format |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Full/partial credit points |  |  |  |  |  |  |  |  |  |
|  |  |  | Item | 1 | 2 | 3 |  |  |  |  |  |  |
| M033Q01 | P2000 A View Room Q1 | 76.77 | 432 | 432 |  |  | Geometry | Space and shape | Reproduction | Personal | Short | Multiple Choice |
| M034Q01 | P2000 Bricks Q1 | 43.27 | 582 | 582 |  |  | Geometry | Space and shape | Connections | Educational and occupational | Medium | Short Answer |
| M124Q01 | P2000 Walking Q1 | 36.34 | 611 | 611 |  |  | Algebra | Change and relationships | Reproduction | Personal | Medium | Extended <br> Response |
| M124Q03 | P2000 Walking Q3 | 20.62 | 665 | 605 | 666 | 723 | Algebra | Change and relationships | Connections | Personal | Medium | Extended <br> Response |
| M144Q01 | P2000 Cube Painting Q1 | 62.09 | 497 | 497 |  |  | Geometry | Space and shape | Reproduction | Educational and occupational | Short | Short Answer |
| M144Q02 | P2000 Cube Painting Q2 | 27.44 | 645 | 645 |  |  | Geometry | Space and shape | Connections | Educational and occupational | Short | Short Answer |
| M144Q03 | P2000 Cube Painting Q3 | 75.16 | 432 | 432 |  |  | Geometry | Space and shape | Connections | Educational and occupational | Short | Multiple Choice |
| M144Q04 | P2000 Cube Painting Q4 | 38.42 | 599 | 599 |  |  | Geometry | Space and shape | Connections | Educational and occupational | Short | Short Answer |
| M145Q01 | P2000 Cubes Q1 | 68.03 | 478 | 478 |  |  | Data | Space and shape | Reproduction | Educational and occupational | Medium | Short Answer |
| M150Q01 | P2000 Growing Up Q1 | 66.96 | 477 | 477 |  |  | Number | Change and relationships | Reproduction | Scientific | Short | Short Answer |
| M150Q02 | $\begin{aligned} & \text { P2000 Growing Up } \\ & \text { Q2 } \end{aligned}$ | 68.77 | 472 | 420 | 525 |  | Data | Change and relationships | Reproduction | Scientific | Medium | Short Answer |
| M155Q01 | P2000 Population <br> Pyramids Q1 | 64.86 | 479 | 479 |  |  | Data | Change and relationships | Connections | Scientific | Medium | Short Answer |

Table A1.1
Characteristics of released PISA 2003 mathematics items (continued)

| Item code | Item name | OECD <br> average percent correct | Location on PISA scale (PISA score points) |  |  |  | Traditional topic | Content area 'Overarching Idea' | Competency cluster | Context | Word count | Item format |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Full/partial credit points |  |  |  |  |  |  |  |  |
|  |  |  | Item | 1 | 2 | 3 |  |  |  |  |  |  |
| M155Q02 | P2000 Population <br> Pyramids Q2 | 60.66 | 511 | 492 | 531 |  | Data | Change and relationships | Connections | Scientific | Long | Extended <br> Response |
| M155Q03 | P2000 Population <br> Pyramids Q3 | 16.79 | 674 | 643 | 706 |  | Data | Change and relationships | Reflection | Scientific | Long | Extended <br> Response |
| M179Q01 | P2000 Robberies Q1 | 29.5 | 635 | 577 | 694 |  | Data | Uncertainty | Connections | Public | Short | Extended <br> Response |
| M192Q01 | P2000 Containers Q1 | 40.41 | 594 | 594 |  |  | Algebra | Change and relationships | Connections | Educational and occupational | Medium | Complex <br> Multiple Choice |
| M266Q01 | P2000 Carpenter Q1 | 19.95 | 687 | 687 |  |  | Measurement | Space and shape | Connections | Educational and occupational | Medium | Complex <br> Multiple Choice |
| M273Q01 | P2000 Pipelines Q1 | 54.92 | 525 | 525 |  |  | Geometry | Space and shape | Connections | Educational and occupational | Medium | Complex <br> Multiple Choice |
| M302Q01 | Car Drive Q1 | 95.32 | 262 | 262 |  |  | Data | Change and relationships | Reproduction | Public | Medium | Short Answer |
| M302Q02 | Car Drive Q2 | 78.42 | 414 | 414 |  |  | Data | Change and relationships | Connections | Public | Short | Short Answer |
| M302Q03 | Car Drive Q3 | 30 | 631 | 631 |  |  | Data | Change and relationships | Reflection | Public | Long | Extended <br> Response |
| M402Q01 | Internet Relay Chat Q1 | 53.72 | 533 | 533 |  |  | Measurement | Change and relationships | Connections | Personal | Medium | Short Answer |
| M402Q02 | Internet Relay Chat Q2 | 28.79 | 636 | 636 |  |  | Measurement | Change and relationships | Reflection | Personal | Long | Short Answer |
| M406Q01 | Running Tracks Q1 | 28.66 | 639 | 639 |  |  | Measurement | Space and shape | Connections | Public | Medium | Short Answer |
| M406Q02 | Running Tracks Q2 | 19.33 | 687 | 687 |  |  | Measurement | Space and shape | Connections | Public | Medium | Short Answer |

Table A1.1
Characteristics of released PISA 2003 mathematics items (continued)

Characteristics of released PISA 2003 mathematics items (continued)

| Item code | Item name | OECD average percent correct | Location on PISA scale <br> (PISA score points) |  |  |  | Traditional topic | Content area 'Overarching Idea' | Competency cluster | Context | Word count | Item format |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Full/partial credit points |  |  |  |  |  |  |  |  |
|  |  |  | Item | 1 | 2 | 3 |  |  |  |  |  |  |
| M446Q01 | Thermometer Cricket Q1 | 68.22 | 470 | 470 |  |  | Number | Change and relationships | Reproduction | Scientific | Medium | Short Answer |
| M446Q02 | Thermometer Cricket Q2 | 6.79 | 801 | 801 |  |  | Algebra | Change and relationships | Reflection | Scientific | Long | Short Answer |
| M447Q01 | Tile Arrangement Q1 | 70.23 | 461 | 461 |  |  | Geometry | Space and shape | Reproduction | Public | Short | Multiple Choice |
| M462Q01 | Third Side Q1 | 14.11 | 702 | 671 | 734 |  | Geometry | Space and shape | Reflection | Scientific | Short | Short Answer |
| M464Q01 | The Fence Q1 | 25.11 | 662 | 662 |  |  | Measurement | Space and shape | Connections | Public | Short | Short Answer |
| M467Q01 | Coloured Candies Q1 | 50.21 | 549 | 549 |  |  | Data | Uncertainty | Reproduction | Personal | Short | Multiple Choice |
| M468Q01 | Science Tests Q1 | 46.77 | 556 | 556 |  |  | Data | Uncertainty | Reproduction | Educational and occupational | Medium | Short Answer |
| M474Q01 | Running Time Q1 | 74.07 | 452 | 452 |  |  | Number | Quantity | Reproduction | Educational and occupational | Short | Multiple Choice |
| M484Q01 | Bookshelves Q1 | 60.88 | 499 | 499 |  |  | Number | Quantity | Connections | Educational and occupational | Medium | Short Answer |
| M496Q01 | Cash Withdrawal Q1 | 53.12 | 533 | 533 |  |  | Number | Quantity | Connections | Public | Medium | Complex <br> Multiple Choice |
| M496Q02 | Cash Withdrawal Q2 | 65.65 | 479 | 479 |  |  | Number | Quantity | Connections | Public | Short | Short Answer |
| M505Q01 | Litter Q1 | 51.55 | 551 | 551 |  |  | Data | Uncertainty | Reflection | Scientific | Medium | Extended <br> Response |
| M509Q01 | Earthquake Q1 | 46.48 | 557 | 557 |  |  | Data | Uncertainty | Reflection | Scientific | Long | Multiple Choice |
| M510Q01 | Choices Q1 | 48.76 | 559 | 559 |  |  | Number | Quantity | Connections | Educational and occupational | Medium | Short Answer |
| M513Q01 | Test Scores Q1 | 32.21 | 620 | 620 |  |  | Data | Uncertainty | Connections | Educational and occupational | Long | Extended <br> Response |

Table A1.1
Characteristics of released PISA 2003 mathematics items (continued)

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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Full/partial credit points |  |  |  |  |  |  |  |  |  |
|  |  |  | Item | 1 | 2 | 3 |  |  |  |  |  |  |
| M520Q01 | Skateboard Q1 | 72.01 | 480 | 464 | 496 |  | Number | Quantity | Reproduction | Personal | Long | Short Answer |
| M520Q02 | Skateboard Q2 | 45.53 | 570 | 570 |  |  | Number | Quantity | Reproduction | Personal | Short | Multiple Choice |
| M520Q03 | Skateboard Q3 | 49.78 | 554 | 554 |  |  | Number | Quantity | Connections | Personal | Long | Short Answer |
| M547Q01 | Staircase Q1 | 78.04 | 421 | 421 |  |  | Number | Space and shape | Reproduction | Educational and occupational | Short | Short Answer |
| M555Q02 | Number Cubes Q2 | 62.97 | 503 | 503 |  |  | Geometry | Space and shape | Connections | Personal | Long | Complex Multiple Choice |
| M559Q01 | Telephone Rates Q1 | 61 | 504 | 504 |  |  | Number | Quantity | Reflection | Public | Long | Multiple Choice |
| M564Q01 | Chair Lift Q1 | 49.26 | 551 | 551 |  |  | Number | Quantity | Reproduction | Public | Medium | Multiple Choice |
| M564Q02 | Chair Lift Q2 | 45.56 | 569 | 569 |  |  | Number | Uncertainty | Reflection | Public | Medium | Multiple Choice |
| M571Q01 | Stop The Car Q1 | 48.83 | 556 | 556 |  |  | Algebra | Change and relationships | Reflection | Scientific | Long | Multiple Choice |
| M598Q01 | Making a Booklet Q1 | 64.15 | 488 | 488 |  |  | Geometry | Space and shape | Reflection | Personal | Long | Short Answer |
| M603Q01 | Number Check Q1 | 47.1 | 559 | 559 |  |  | Number | Quantity | Connections | Scientific | Long | Complex Multiple Choice |
| M603Q02 | Number Check Q2 | 36.08 | 601 | 601 |  |  | Number | Quantity | Connections | Scientific | Long | Short Answer |
| M702Q01 | Support for President Q1 | 35.66 | 615 | 615 |  |  | Data | Uncertainty | Connections | Public | Long | Extended <br> Response |
| M704Q01 | The Best Car Q1 | 72.91 | 447 | 447 |  |  | Algebra | Change and relationships | Reproduction | Public | Long | Short Answer |
| M704Q02 | The Best Car Q2 | 25.42 | 657 | 657 |  |  | Algebra | Change and relationships | Reflection | Public | Long | Short Answer |
| M710Q01 | Forecast of Rain Q1 | 33.88 | 620 | 620 |  |  | Data | Uncertainty | Connections | Public | Long | Multiple Choice |

Table A1.1
Characteristics of released PISA 2003 m

| Item code | Item name | OECD average percent correct | Location on PISA scale (PISA score points) |  |  |  | Traditional topic | Content area 'Overarching Idea' | Competency cluster | Context | Word count | Item format |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Full/partial credit points |  |  |  |  |  |  |  |  |
|  |  |  | Item | 1 | 2 | 3 |  |  |  |  |  |  |
| M800Q01 | Computer Game Q1 | 91.77 | 309 | 309 |  |  | Number | Quantity | Reproduction | Personal | Medium | Multiple Choice |
| M803Q01 | Labels Q1 | 28.14 | 641 | 641 |  |  | Number | Uncertainty | Connections | Educational and occupational | Medium | Short Answer |
| M806Q01 | Step Pattern Q1 | 66.19 | 484 | 484 |  |  | Number | Quantity | Reproduction | Educational and occupational | Short | Short Answer |
| M810Q01 | Bicycles Q1 | 68.31 | 473 | 473 |  |  | Number | Quantity | Connections | Personal | Medium | Short Answer |
| M810Q02 | Bicycles Q2 | 71.71 | 459 | 459 |  |  | Number | Quantity | Connections | Personal | Medium | Short Answer |
| M810Q03 | Bicycles Q3 | 20.14 | 670 | 631 | 710 |  | Number | Change and relationships | Reflection | Personal | Long | Extended Response |
| M828Q01 | Carbon Dioxide Q1 | 39.74 | 593 | 593 |  |  | Data | Change and relationships | Reproduction | Scientific | Long | Short Answer |
| M828Q02 | Carbon Dioxide Q2 | 54.26 | 533 | 533 |  |  | Data | Uncertainty | Connections | Scientific | Medium | Short Answer |
| M828Q03 | Carbon Dioxide Q3 | 32.08 | 629 | 629 |  |  | Number | Quantity | Connections | Scientific | Long | Short Answer |
| M833Q01 | Seeing the tower Q1 | 31.81 | 628 | 628 |  |  | Geometry | Space and shape | Connections | Personal | Long | Complex <br> Multiple Choice |

Characteristics of released PISA 2003 mathematics items (continued)

## Percentage of students who:



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.2 ■ Student performance on Staircase - Question 1

## Percentage of students who:




Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.3 ■ Student performance on Exports - Question 1

## Percentage of students who:

Gave an incorrect answer
Did not answer the question
Did not reach the question
Answered correctly -
27.1 million zeds or

27100000 zeds or 27.1
(unit not required)


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.4 ■ Student performance on Exchange Rate - Question 2

## Percentage of students who:

Gave an incorrect answer
Did not answer the question

Did not reach the question
Answered correctly - 975 SGD (unit not required)


Note: Countries are ranked in descending order of students who gave the correct answer.

## Percentage of students who:

| Gave an incorrect answer | Did not reach the question |
| :--- | :--- | :--- |
| Did not answer the question | Answered correctly -15 points |



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.6 ■ Student performance on Growing Up - Question 1

## Percentage of students who:

Gave an incorrect answer
Did not reach the question
Did not answer the question
Answered correctly - 168.3 cm (unit already given)


Note: Countries are ranked in descending order of students who gave the correct answer.

## Percentage of students who:

Gave an incorrect answer (1998, Girls are taller than boys when they're older than 13 years)

Did not answer the question
Did not reach the question

Answered correctly - gave the correct interval (from 11 to 13 years) or stated that girls are taller than boys when they are 11 and 12 years old
Gave answer of a subset of 11,12 and 13 ( 12 to 13, $12,13,11,11.2$ to 12.8 )


Note: Countries are ranked in descending order of total percent correct, that is, allowing for both full and partial credits.

Figure A1.8 ■ Student performance on Cubes - Question 1

## Percentage of students who:



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.9 ■ Student performance on Step Pattern - Question 1

## Percentage of students who:

Gave an incorrect answer
Did not answer the question


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.10 ■ Student performance on Skateboard - Question 1

## Percentage of students who:

Did not get either the minimum or maximum price correct


Did not answer the question
Did not reach the question


Note: Countries are ranked in descending order of total percent correct, that is, percent full credit + half of the percent partial credit.

## Percentage of students who:

| Gave an incorrect answer | Did not reach the question |
| :--- | :--- |
| Did not answer the question | Answered correctly -5 |



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.12■ Student performance on Number Cubes - Question 2

## Percentage of students who:

Gave an incorrect answer - only 3 shapes correct
Gave an incorrect answer - only 2 shapes correct
Gave an incorrect answer - only 1 shape correct
Gave an incorrect answer - no shapes correct
Did not answer the question
Did not reach the question
Answered correctly -
No, Yes, Yes, No, in that order


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.13 ■ Student performance on Internet Relay Chat - Question 1

## Percentage of students who:

| Gave an incorrect answer | Did not reach the question |
| :--- | :--- |
| Did not answer the question | Answered correctly - either 10 a.m. or 10:00 |



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.14 ■ Student performance on Coloured Candies - Question 1

## Percentage of students who:

Gave wrong answer D $-50 \%$
Gave wrong answer $\mathrm{C}-25 \%$
Gave wrong answer $\mathrm{A}-10 \%$
Did not answer the question
Did not reach the question
Gave correct answer B - $20 \%$


Note: Countries are ranked in descending order of students who gave the correct answer.

## Percentage of students who:

Gave an incorrect answer
Did not answer the question
Did not reach the question

Answered correctly - reason focuses on big variance in data or on the variability of the data for some categories


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.16 ■ Student performance on Skateboard - Question 3

## Percentage of students who:

Gave the correct price for 3 parts
Gave the correct price for 2 parts
Gave the correct price for 1 part
Did not give the correct price for any of the parts

Did not answer the question
Did not reach the question

Did not give the correct price for any of the parts


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.17 ■ Student performance on Science Tests - Question 1

## Percentage of students who:

| Gave an incorrect answer | $\square$ Did not reach the question |
| :--- | :--- |
| Did not answer the question | Answered correctly -64 |



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.18 ■ Earthquake - Question 1

## Percentage of students who:

Gave incorrect answer - D
Gave incorrect answer - B
Gave incorrect answer - A
Did not answer the question
Did not reach the question
Answered correctly - C


Note: Countries are ranked in descending order of students who gave the correct answer C.

Figure A1.19■ Student performance on Choices - Question 1
Percentage of students who:



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.20 ■ Student performance on Exports - Question 2

## Percentage of students who:

Gave wrong answer $\mathrm{D}-3.4$ million zeds
Gave wrong answer $\mathrm{C}-2.4$ million zeds
Gave wrong answer $\mathrm{B}-2.3$ million zeds
Gave wrong answer $\mathrm{A}-1.8$ million zeds

Did not answer the question
Did not reach the question
Gave correct answer E3.8 million zeds


Note: Countries are ranked in descending order of students who gave the correct answer E.

## Percentage of students who:

| Gave wrong answer $\mathrm{C}-10$ | Did not answer the question |
| :--- | :--- |
| Gave wrong answer $\mathrm{B}-8$ | $\square$ |
| Did not reach the question |  |
| Gave wrong answer A - 6 | $\square$ |
| Gave correct answer D - 12 |  |



Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.22 ■ Student performance on Growing Up - Question 3

## Percentage of students who:

Gave an incorrect answer
Did not answer the question
Did not reach the question

Answered correctly - Refers to the reduced steepness of the curve from 12 years onwards using either daily-life or mathematical language or compares actual growth


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.23 ■ Student performance on Exchange Rate - Question 3

## Percentage of students who:

Gave an incorrect answer
Did not reach the question
Did not answer the question
Answered correctly - "Yes" with adequate explanation


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.24 ■ Student performance on P2000 Walking - Question 1

## Percentage of students who:

Gave the correct formula, but not the answer
Answered 70 cm or another incorrect answer
Did not answer the question
Did not reach the question
Gave the correct answer ( 0.5 m or 50 cm or $1 / 2$ [unit not required]), plus formula


Note: Countries are ranked in descending order of students who gave the correct answer.

## Percentage of students who:

[^0]Did not reach the question
Gave the correct answer (Newspaper 3), plus at least two reasons (the poll is more recent, with larger sample size, a random selection of the sample, only voters were asked)


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.26■ Student performance on Test Scores - Question 1

## Percentage of students who:

Gave an incorrect answer giving no or wrong mathematical reasons or simply describing differences

Did not reach the question
Answered correctly - one valid argument is given (number of students passing, disproportionate influence of outlier, number of students with scores in the highest level)


Note: Countries are ranked in descending order of students who gave the correct answer.

## Percentage of students who:

Answered "Yes" or other incorrect answer
Did not answer the question
Did not reach the question
Answered correctly - either "No, this focuses on only a small part of the graph" or "Trend data are required"

Answered "No", but the explanation lacks detail


Note: Countries are ranked in descending order of total percent correct, that is, allowing for both full and partial credits.

Figure A1.28 ■ Student performance on Internet Relay Chat - Question 2

## Percentage of students who:



Gave only one correct time or other incorrect answer

Did not answer the question
Did not reach the question

Answered correctly - any time or interval of time satisfying the 9 hours time difference from a correct interval


Note: Countries are ranked in descending order of students who gave the correct answer.

## Percentage of students who:



Gave an incorrect answer
Did not answer the question
Did not reach the question
Answered correctly -
Correct rule that will make
"Ca" the winner


Note: Countries are ranked in descending order of students who gave the correct answer.

Figure A1.30 ■ Student performance on Walking - Question 3

## Percentage of students who:



Did not reach the question

Answered correctly 89.6 metres and $5.4 \mathrm{~km} / \mathrm{hr}$ (units and working out not required)

Answered only $5.4 \mathrm{~km} / \mathrm{hr}$ or only 89.6 or showed correct method, but made minor calculation errors
Gave answer of $\mathrm{n}=112$, but did not work out the rest of the problem


Note: Countries are ranked in descending order of total percent correct, that is, allowing for both full and partial credits.

Figure A1.31■ Student performance on Carpenter - Question 1
Percentage of students who:
Got three of the four designs correct

Got two of the four designs correct $\quad$\begin{tabular}{lll}
Got one of the four designs correct

$\quad$

Did not answer the question <br>
Did not get any of the four designs <br>
correct

$\quad$

Answered correctly - <br>
Design A Yes, Design B No,
\end{tabular}



Note: Countries are ranked in descending order of students who gave the correct answer.


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A Perspective from PISA

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[^0]:    - Answered "Newspaper 3" but gave no reasons or only one reason Answered "Newspaper 4" or other incorrect answer
    Did not answer the question

