



# ICCS 2009 User Guide for the International Database Supplement 5

Falk Brese  
Michael Jung  
Plamen Mirazchiyski  
Wolfram Schulz  
Olaf Zuehlke



Supplement 5

SECOND EDITION



Università degli Studi Roma Tre  
Laboratorio di Pedagogia sperimentale

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For more information about the IEA ICCS 2009 International Database contact:

IEA Data Processing and Research Center

Mexikoring 37

22297 Hamburg

Germany

email: [iccs@iea-dpc.de](mailto:iccs@iea-dpc.de)

Website: [www.iea.nl](http://www.iea.nl)

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*Copyedited by* Katy Ellsworth, Freelance Editing, Delta BC, Canada

*Design and production by* Becky Bliss Design and Production, Wellington, New Zealand

## Supplement 5:

# ICCS 2009 Released Items

### Overview

This document contains released items used in the ICCS 2009 main survey. Seven clusters of items were used in the study in a rotated booklet design with three clusters per test booklet.

The second edition of this supplement contains Clusters 1 and 7, which were released as part of the first edition of this title in 2011, and a further set of released items from Cluster 4.

Clusters 1 and 4 comprise items that were newly developed for ICCS 2009 and Cluster 7 is drawn from previously secure trend items from the Civic Education Study (CIVED) in 1999. The CIVED 1999 items contributed to the ICCS 2009 civic knowledge scale and were also used as the basis for reporting differences in performance between CIVED 1999 and ICCS 2009 for relevant countries on the civic content knowledge scale. For further details see the *ICCS 2009 International Report* (Schulz, Ainley, Fraillon, Kerr, & Losito, 2010).

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### About the Released Items

Summary item information is presented on pages 3 to 7. This information includes:

Item ID:	The unique item identifier used in the test and reported in the ICCS 2009 International Database.
Format:	The item format as either MC (four option multiple choice) or CR (constructed- response requiring students to write one or more sentences).
Key:	For multiple choice items the key is the correct response. The key is numbered 1, 2, 3, or 4 to indicate the ordinal position of the correct response in the set of four response options.
Content domain:	The content domain reference to the <i>ICCS Assessment Framework</i> (Schulz, Fraillon, Ainley, Losito, & Kerr, 2008).
Content sub domain:	The content sub domain reference to the <i>ICCS Assessment Framework</i> (Schulz et al., 2008).
Content aspect:	The content aspect reference to the <i>ICCS Assessment Framework</i> (Schulz et al., 2008) (where applicable).
Cognitive domain:	The cognitive domain reference to the <i>ICCS Assessment Framework</i> (Schulz et al., 2008).

The released items are presented following the summary item information. The items are presented in the same order as they appeared in the clusters. Each item is presented on a separate page with summary information for that item.

In ICCS 2009, items were typically presented as “units” in which some brief contextual stimulus (such as text or an image) was followed by one or more related items. In the released item set there are five units comprising more than one item. Released Items 3 and 4 comprise a single unit; Released Items 7 and 8 comprise a single unit; Released Items 28, 29, and 30 comprise a single unit; Released Items 31, 32, and 33 comprise a single unit; and Released Items 37 and 38 also comprise a single unit. In each case the relevant stimulus material has been included only with the first released item. In the test instrument the items appeared immediately in sequence following the relevant stimulus material.

Released Items 5 and 35 are constructed response items. They have been presented with an abbreviated scoring guide. In ICCS 2009, each constructed response item scoring guide included extensive examples of student responses for each score category. These examples have not been included with the scoring guide for Released Items 5 and 35.

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
1	8	CI2COM1	MC	3	1	Civic principles	Equity	N/A	Reasoning and analyzing
2	9	CI2MOM1	MC	4	1	Civic society and systems	Civil institutions	The media	Reasoning and analyzing
3	10	CI2MLM1	MC	3	1	Civic principles	Equity	N/A	Reasoning and analyzing
4	11	CI2MLM2	MC	3	1	Civic principles	Equity	N/A	Reasoning and analyzing
5	12,13	CI2PDO1	CR	N/A	2	Civic principles	Social cohesion	N/A	Reasoning and analyzing
6	14	CI2RDM2	MC	4	1	Civic society and systems	State institutions	Legislatures/parliaments	Reasoning and analyzing
7	15	CI2SHM1	MC	2	1	Civic participation	Influencing	Selective purchasing of products according to ethical beliefs about the way they were produced	Reasoning and analyzing
8	16	CI2SHM2	MC	4	1	Civic participation	Influencing	Developing proposals for action or advocacy	Reasoning and analyzing

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
9	17	CI2TGM1	MC	2	1	Civic society and systems	Citizens	Rights/responsibilities	Reasoning and analyzing
10	18	CI2TGM2	MC	2	1	Civic society and systems	State institutions	Governments	Reasoning and analyzing
11	19	CI101M1	MC	2	1	Civic society and systems	Citizens	N/A	Knowing
12	20	CI109M1	MC	4	1	Civic society and systems	State institutions	Governments	Knowing
13	21	CI108M1	MC	3	1	Civic society and systems	Civil institutions	Trade unions	Knowing
14	22	CI128M1	MC	4	1	Civic society and systems	State institutions	Legislatures/parliaments	Knowing
15	23	CI137M1	MC	4	1	Civic society and systems	State institutions	Governments	Knowing
16	24	CI110M1	MC	4	1	Civic society and systems	Civil institutions	Pressure groups	Knowing

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
17	25	CI113M1	MC	2	1	Civic society and systems	State institutions	Legislatures/parliaments	Knowing
18	26	CI104M1	MC	4	1	Civic society and systems	Citizens	N/A	Knowing
19	27	CI115M1	MC	2	1	Civic society and systems	Citizens	N/A	Reasoning and analyzing
20	28	CI119M1	MC	3	1	Civic society and systems	Citizens	N/A	Knowing
21	29	CI120M1	MC	3	1	Civic principles	Freedom	N/A	Knowing
22	30	CI121M1	MC	1	1	Civic society and systems	Civil institutions	Companies/corporations	Knowing
23	31	CI127M1	MC	3	1	Civic society and systems	Civil institutions	Companies/corporations	Knowing
24	32	CI132M1	MC	3	1	Civic identities	Civic connectedness	N/A	Reasoning and analyzing
25	33	CI129M1	MC	3	1	Civic society and systems	State institutions	Governments	Reasoning and analyzing

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
26	34	CI130M1	MC	4	1	Civic society and systems	State institutions	Legislatures/parliaments	Knowing
27	35	CI106M1	MC	3	1	Civic principles	Equity	N/A	Knowing
28	36	CI2SRM1	MC	1	1	Civic principles	Social cohesion	N/A	Reasoning and analyzing
29	37	CI2SRM2	MC	2	1	Civic participation	Decision-making	Voting	Reasoning and analyzing
30	38	CI2SRM3	MC	1	1	Civic principles	Social cohesion	N/A	Reasoning and analyzing
31	39	CI2OMM1	MC	4	1	Civic society and systems	State institutions	Governments	Reasoning and analyzing
32	40	CI2OMM2	MC	3	1	Civic principles	Equity	N/A	Reasoning and analyzing
33	41	CI2OMM3	MC	4	1	Civic society and systems	State institutions	Governments	Reasoning and analyzing
34	42	CI2HRM2	MC	2	1	Civic principles	Freedom	N/A	Reasoning and analyzing



Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
35	43,44	CI2RRO1	CR	N/A	2	Civic participation	Community participation	Participating in religious, cultural, and sporting organizations	Reasoning and analyzing
36	45	CI2DCM1	MC	3	1	Civic identities	Civic self-image	N/A	Reasoning and analyzing
37	46	CI2PFM1	MC	2	1	Civic principles	Equity	N/A	Reasoning and analyzing
38	47	CI2PFM2	MC	1	1	Civic participation	Community participation	Participating in religious, cultural, and sporting organizations	Reasoning and analyzing

### Released Item 1

Item ID	CI2COM1	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

Below is a sticker that people can buy on the internet.



The sticker is made up of symbols that represent different ways of thinking about the world. The symbols have been put together to look like the English word 'coexist' which means 'live together'.

CI2COM1

**Q** What is the **most likely** purpose of this sticker?

- ☐ to show that different ways of thinking are all the same
- ☐ to show that people should think carefully about what they believe
- ☐ to show that people can accept others even if they have different beliefs
- ☐ to show that people with different ways of thinking about the world can never happily live together

**Released Item 2**

Item ID	CI2MOM1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	Civil institutions	Content aspect	The media		
Cognitive domain	Reasoning and analyzing				

In many countries, media such as newspapers, radio stations and television stations are privately owned by media companies. In some countries, there are laws which limit the number of media companies that any one person or business group can own.

CI2MOM1

**Q** Why do countries have these laws?

- ☐ to increase the profits of media companies
- ☐ to enable the government to control information presented by the media
- ☐ to make sure there are enough journalists to report about the government
- ☐ to make it likely that a range of views is presented by the media

**Released Item 3**

Item ID	CI2MLM1	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

In <Zedland>, there is a minority group of people whose main language is different from the official language of the country. The group has its own schools where the children are taught and learn only in their own traditional language.

The government of <Zedland> decides that **all** schools should teach **all** children only in the official language of the country. The government makes this decision because it believes it will help the children of the minority group.

CI2MLM1

**Q** Which of the following arguments **best** supports the government's decision?

- ☐ It will stop the children from speaking their own traditional language at home.
- ☐ It will make school more interesting to the children.
- ☐ It will give the children a greater chance to participate fully in the wider community.
- ☐ It will help the children learn their traditional language at home more easily.

**Released Item 4 (paired in a unit with released item 3)**

Item ID	CI2MLM2	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

CI2MLM2

**Q** What is the **best** argument against the government's decision?

- ☐ The subjects schools teach should not be influenced by governments.
- ☐ Governments should accept the need for more than one official language.
- ☐ Governments have a responsibility to protect the cultures of minority groups.
- ☐ The children of the minority group may complain about learning the official language.

**Released Item 5**

Item ID	CI2PDO1	Max Score	2	Key	N/A
Content domain	Civic principles				
Content sub domain	Social cohesion	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

Public debate is when people openly exchange their opinions. Public debate happens in letters to newspapers, TV shows, radio talkback, internet forums and public meetings. Public debate can be about local, state, national or international issues.

CI2PDO1

**Q** How can public debate benefit society?

Give **two different** ways.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Released Item 5: Scoring

<b>Code 2:</b>	Refers to benefits from <b>two different categories</b> of the five categories listed below.
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### Benefit Categories

1. better knowledge or understanding of the substance of an issue or situation
2. provides solutions to problems OR a forum from which solutions can come
3. increase in social harmony, acceptance of difference, or reduction of frustration
4. increases people's confidence or motivation to participate in their society
5. represents/enacts the principle of freedom of expression for people

[**Note 1:** two different benefits from the same category are to be scored only as one benefit].

<b>Code 1:</b>	Refers only to benefits from <b>one</b> of the five listed categories (including responses in which <b>different benefits from the same category</b> are provided).
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<b>Code 0:</b>	Repeats the question (either explicitly or as a statement that people express their opinions <b>WITHOUT</b> the extension to the representation of the principle of freedom of expression), indicates that public debate will result in all people agreeing (incorrect) or provides an irrelevant OR incoherent response.
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**Released Item 6**

Item ID	CI2RDM2	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Legislatures/parliaments		
Cognitive domain	Reasoning and analyzing				

In most countries, one group of people makes laws in parliament. Another group of people applies the laws in the courts.

CI2RDM2

**Q** What is the **best** reason for having this system?

- ☐ It allows many people to make changes to laws.
- ☐ It makes the legal system easy to understand for ordinary citizens.
- ☐ It means that laws can be kept secret until they are applied in the courts.
- ☐ It means that no one group has all the power over laws.



**Released Item 7**

Item ID	CI2SHM1	Max Score	1	Key	2
Content domain	Civic participation				
Content sub domain	Influencing	Content aspect	Selective purchasing of products according to ethical beliefs about the way they were produced		
Cognitive domain	Reasoning and analyzing				

<Male Name> buys new school shoes. <Male Name> then learns that his new shoes were made by a company that employs young children to make the shoes in a factory and pays them very little money for their work. <Male Name> says he will not wear his new shoes again.

CI2SHM1

**Q** Why would <Male Name> refuse to wear his new shoes?

- ☐ He thinks that shoes made by children will not last very long.
- ☐ He does not want to show support for the company that made them.
- ☐ He does not want to support the children that made them.
- ☐ He is angry that he paid more for the shoes than they are actually worth.

**Released Item 8 (paired in a unit with released item 7)**

Item ID	CI2SHM2	Max Score	1	Key	4
Content domain	Civic participation				
Content sub domain	Influencing	Content aspect	Developing proposals for action or advocacy		
Cognitive domain	Reasoning and analyzing				

<Male Name> wants other people to refuse to buy the shoes.

CI2SHM2

**Q** How can he **best** try to do this?

- ☐ buy all of the shoes himself so no one else can buy them
- ☐ return the shoes to the shop and ask for his money back
- ☐ block the entrance to the shop so people cannot enter it
- ☐ inform other people about how the shoes are made

**Released Item 9**

Item ID	CI2TGM1	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	Rights/responsibilities		
Cognitive domain	Reasoning and analyzing				

Governments keep records of their activities, decisions, and the information they use to make their decisions.

Some countries have laws that allow people to look at many of these government records.

CI2TGM1

**Q** Why is it important in a democracy for people to be able to look at government records?

- ☐ It proves to people that the government's decisions are right.
- ☐ It allows people to make informed judgments about the government's decisions.
- ☐ It means that the government will only make decisions that everyone agrees with.
- ☐ It stops people from criticizing decisions made by the government.

**Released Item 10**

Item ID	CI2TGM2	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Governments		
Cognitive domain	Reasoning and analyzing				

Most countries have laws that allow their government to keep some records secret.

CI2TGM2

**Q** Which of the following records would a government **most likely** want to keep secret?

- ☐ statistics showing the amount of money spent on hospitals
- ☐ plans about how to defend the country from attack
- ☐ the number of people allowed to immigrate into the country
- ☐ the names of ambassadors from other countries

**Released Item 11**

Item ID	CI101M1	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	N/A		
Cognitive domain	Knowing				

CI101M1

**Q** Which of these statements best describes the role of the citizen in democratic countries? The citizen ...

- ☐ can vote on the national budget.
- ☐ can vote for representatives who then vote for laws.
- ☐ must always vote for the same political party.
- ☐ must obey leaders without question.

**Released Item 12**

Item ID	CI109M1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Governments		
Cognitive domain	Knowing				

CI109M1

**Q** Which of the following is most likely to be a serious threat to democracy?

- ☐ peaceful protests being held about unpopular laws
- ☐ many different opinions being expressed in newspapers
- ☐ candidates saying that other candidates are lying
- ☐ national leaders ignoring human rights

**Released Item 13**

Item ID	CI108M1	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	Civil institutions	Content aspect	Trade unions		
Cognitive domain	Knowing				

CI108M1

**Q** What is the main purpose of <labor/trade unions>? Their main purpose is to ...

- ☐ improve the quality of products produced.
- ☐ increase the amount that factories produce.
- ☐ improve conditions and pay for workers.
- ☐ establish a fairer tax system.

**Released Item 14**

Item ID	CI128M1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Legislatures/parliaments		
Cognitive domain	Knowing				

CI128M1

**Q** A country's constitution contains ...

- ☐ statements about current relations with neighboring countries.
- ☐ statements made by the <Prime Minister> to the national legislature.
- ☐ statements made by the political parties to their supporters.
- ☐ statements of principle establishing the system of government and laws.



**Released Item 15**

Item ID	CI137M1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Governments		
Cognitive domain	Knowing				

The next question differs from those earlier in the test. The question contains three statements of opinion and one statement of fact. Read the question, and then choose the fact.

CI137M1

**Q** Three of these statements are opinions and one is a fact. Which of the following is a fact?

- ☐ It is harmful for the family when women work.
- ☐ Men are better political leaders than women.
- ☐ Women should become more involved in politics.
- ☐ Most leaders of the world's countries are men.

**Released Item 16**

Item ID	CI110M1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	Civil institutions	Content aspect	Pressure groups		
Cognitive domain	Knowing				

CI110M1

**Q** Which of the following would be against the law for a citizens' political organization in democratic countries?

- ☐ to ask for public debates about a political issue
- ☐ to peacefully demonstrate against a law they oppose
- ☐ to send political statements to citizens by mail
- ☐ to damage the offices of another organization

**Released Item 17**

Item ID	CI113M1	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Legislatures/parliaments		
Cognitive domain	Knowing				

CI113M1

**Q** In democratic countries a main task of the national <legislature/Parliament> is to ...

- ☐ enforce laws by catching criminals.
- ☐ discuss and vote on laws.
- ☐ supervise the courts.
- ☐ protect the system of laws from change.

**Released Item 18**

Item ID	CI104M1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	N/A		
Cognitive domain	Knowing				

A reporter was arrested because she spoke on television giving evidence of government corruption.

CI104M1

**Q** Which of the reporter's rights was violated?

- ☐ the right to freedom of choice of occupation
- ☐ the right to a fair trial
- ☐ the right to freedom of movement
- ☐ the right to freedom of the press

**Released Item 19**

Item ID	CI115M1	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

CI115M1

**Q** Which of the following is the clearest violation of civil liberties in a democratic political system?

- ☐ An armed policeman in uniform enters a religious shrine.
- ☐ A policeman breaks up a private meeting where people are criticizing political leaders.
- ☐ A policeman arrests members of a group who were plotting to blow up a government building.
- ☐ A person carrying an unregistered gun is fined.

**Released Item 20**

Item ID	CI119M1	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	N/A		
Cognitive domain	Knowing				

CI119M1

**Q** Which of the following is necessary in democratic countries?

- ☐ There are laws protecting the environment.
- ☐ Many companies are owned by the government.
- ☐ Citizens can influence public debate and decisions.
- ☐ Political leaders are rarely criticized.

**Released Item 21**

Item ID	CI120M1	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Freedom	Content aspect	N/A		
Cognitive domain	Knowing				

CI120M1

**Q** Which of the following is included in the U. N. Convention on the Rights of the Child? The right for children to ...

- ☐ choose their school.
- ☐ join a political party.
- ☐ be protected from violence.
- ☐ earn the same salary as an adult.

**Released Item 22**

Item ID	CI121M1	Max Score	1	Key	1
Content domain	Civic society and systems				
Content sub domain	Civil institutions	Content aspect	Companies/corporations		
Cognitive domain	Knowing				

CI121M1

**Q** Most multinational businesses are owned and managed by ...

- ☐ companies from developed countries.
- ☐ companies from developing countries.
- ☐ the United Nations.
- ☐ the World Bank.



**Released Item 23**

Item ID	CI127M1	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	Civil institutions	Content aspect	Companies/corporations		
Cognitive domain	Knowing				

CI127M1

**Q** What is the <essential characteristic/central feature> of a <free market> economy?

- ☐ compulsory <trade union> membership
- ☐ extensive regulation of the economy by the national government
- ☐ active competition between businesses
- ☐ wealth for all people

**Released Item 24**

Item ID	CI132M1	Max Score	1	Key	3
Content domain	Civic identities				
Content sub domain	Civic connectedness	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

The next question differs from those earlier in the test. The question contains three statements of fact and one statement of opinion. Read the question, and then choose the opinion.

CI132M1

**Q** Three of these statements are facts and one is an opinion. Which of the following is an opinion?

- ☐ Every country has its own flag and national anthem.
- ☐ The United Nations has its own flag even though it is not a country.
- ☐ Everyone should feel respect for his or her country's flag and anthem.
- ☐ Flags are often found on ships belonging to a nation.

**Released Item 25**

Item ID	CI129M1	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Governments		
Cognitive domain	Reasoning and analyzing				

CI129M1

**Q** A dictator agrees to restore democracy in his country. Which of the following actions would be the most convincing evidence to support the claim that he is promoting democracy?

- ☐ He makes statements supporting other leaders in his party.
- ☐ He holds a Parade for Democracy in the largest city.
- ☐ He agrees to a date for national elections including several parties' candidates.
- ☐ He speaks to a newspaper reporter about the need for democracy.

**Released Item 26**

Item ID	CI130M1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Legislatures/parliaments		
Cognitive domain	Knowing				

CI130M1

**Q** Which of the following actions by a member of a national <parliament/legislature> is the clearest example of corruption?

- ☐ making a speech criticizing recent government spending
- ☐ complaining about a negative article in the newspaper
- ☐ asking the <Minister> of Agriculture to pay farmers whose crops were damaged in a flood
- ☐ accepting money from voters in exchange for supporting a law they favor

**Released Item 27**

Item ID	CI106M1	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Knowing				

CI106M1

**Q** Which of the following is the main purpose of the Universal Declaration of Human Rights?

- ☐ to promote the political rights of well-educated people
- ☐ to decrease political conflicts between countries
- ☐ to guarantee the same basic rights to everyone
- ☐ to make it possible for new countries to be established

**Released Item 28**

Item ID	CI2SRM1	Max Score	1	Key	1
Content domain	Civic principles				
Content sub domain	Social cohesion	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

A teacher at a local school plans to hold a classroom discussion about how to stop students fighting in the playground.

The teacher has written some rules for the discussion on the board.

**Rules**

Listen carefully when another person speaks.

Do not make fun of anyone for anything they say.

Give everyone a turn to speak.

Do not interrupt anyone while they are speaking.

CI2SRM1

**Q** How will the rules help the class decide how to stop students fighting in the playground?

- ☐ The rules mean that everyone will be able to express an opinion.
- ☐ The rules mean that everyone will talk only about the issue.
- ☐ The rules mean that all the students will agree with each other.
- ☐ The rules mean that everyone will be happy with the decision made by the class.

**Released Item 29 (paired in a unit with released items 28 and 30)**

Item ID	CI2SRM2	Max Score	1	Key	2
Content domain	Civic participation				
Content sub domain	Decision-making	Content aspect	Voting		
Cognitive domain	Reasoning and analyzing				

Someone suggests the following rule:

The senior students are responsible for stopping any fights in the playground.

The 12 junior students in the class vote in favor of the suggested rule. The 7 senior students in the class vote against the suggested rule.

Based on the vote, the class decides to accept the suggested rule.

CI2SRM2

**Q** What is democratic about this decision?

- ☐ The rule will stop most of the students fighting.
- ☐ Most of the students in the class voted in favor of the rule.
- ☐ All the students in the class will be happy with the rule.
- ☐ All the students in the class can use the playground.

**Released Item 30 (paired in a unit with released items 28 and 29)**

Item ID	CI2SRM3	Max Score	1	Key	1
Content domain	Civic principles				
Content sub domain	Social cohesion	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

After the vote the teacher says, ‘Even though your decision is democratic, the rule is unfair and we cannot use it.’

CI2SRM3

**Q** Which statement **best** explains the unfairness of the rule?

- ☐ The responsibility for stopping fights is not shared by all students.
- ☐ The senior students will not be able to stop the fighting.
- ☐ Some students in the class enjoy fighting.
- ☐ The rule is only relevant to people who have been fighting.



**Released Item 31**

Item ID	CI2OMM1	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Governments		
Cognitive domain	Reasoning and analyzing				

Some countries have an office that investigates and makes decisions about complaints from people who believe they have been unfairly treated by the government. This is called the <Ombudsman's Office>.

The work and decisions of the <Ombudsman's Office> are independent of the government.

CI2OMM1

**Q** Why is it important for the <Ombudsman's Office> to be independent of the government?

- ☐ so that people's complaints can be kept secret from the public
- ☐ so that the public can control the decisions made by the <Ombudsman's Office>
- ☐ so that people will only make reasonable complaints to the <Ombudsman's Office> about the government
- ☐ so that the public can trust the decisions of the <Ombudsman's Office>

**Released Item 32 (paired in a unit with released items 31 and 33)**

Item ID	CI2OMM2	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

In most countries people do not pay a fee to make a complaint to the <Ombudsman's Office>.

CI2OMM2

- Q** What is a benefit of having the service of the <Ombudsman's Office> free of charge to the public?
- ☐ The <Ombudsman's Office> will focus only on helping people who have no money.
  - ☐ People can be sure that the decisions of the <Ombudsman's Office> will be correct.
  - ☐ It makes it possible for anyone to lodge a complaint with the <Ombudsman's Office>.
  - ☐ It encourages people who work in the <Ombudsman's Office> to take complaints seriously.

**Released Item 33 (paired in a unit with released items 31 and 32)**

Item ID	CI2OMM3	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Governments		
Cognitive domain	Reasoning and analyzing				

CI2OMM3

**Q** How can having an <Ombudsman's Office> benefit the government?

- ☐ Governments can find out what people think before they make their decisions.
- ☐ Governments have no need to stop people from making complaints.
- ☐ Governments can use the <Ombudsman's Office> to solve their problems.
- ☐ Governments can become aware of problems and try to find solutions.

**Released Item 34**

Item ID	CI2HRM2	Max Score	1	Key	2
Content domain	Civic principles				
Content sub domain	Freedom	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

CI2HRM2

**Q** Which one of the following rights is a universal human right according to the United Nations Universal Declaration of Human Rights?

- ☐ the right to take money from others if you are poor
- ☐ the right to work
- ☐ the right to buy anything you want
- ☐ the right to move to and become a citizen of any country in the world

### Released Item 35

Item ID	CI2RRO1	Max Score	2	Key	N/A
Content domain	Civic participation				
Content sub domain	Community participation	Content aspect	Participating in religious, cultural, and sporting organizations		
Cognitive domain	Reasoning and analyzing				

A local religious group has become divided. The two sides disagree about some aspects of their faith.

The group's religious leader says that the sides may never agree about some aspects of their faith. Despite this, he wants the two sides to talk about the problem.

CI2RRO1

**Q** What are **two different** benefits of these people discussing these issues even if they may never agree with each other's opinions?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

## Released Item 35: Scoring

<b>Code 2:</b>	Refers to benefits from <b>two different categories</b> of the three categories listed below.
----------------	---

### Benefit Categories

1. cognitive understanding of the substance/content of different opinions
2. social resolution of conflict through the development of social acceptance of one another, social cohesion, harmony, tolerance or acceptance of difference
3. cognitive or unspecified resolution of conflict by way of an active solution or compromise (without reference to social acceptance)

[**Note 1:** two different benefits from the same category are to be scored only as one benefit].

<b>Code 1:</b>	Refers only to benefits from <b>one</b> of the three listed categories (including responses in which <b>different benefits from the same category</b> are provided).
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<b>Code 0:</b>	Indicates that the groups <u>will</u> change their minds and change their minds to agree about the substance of their faith (rather than a partial agreement, compromise or truce), suggests a passive resolution (they might agree – without explanation) or provides an irrelevant or incoherent response or repeats the question.
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**Released Item 36**

Item ID	CI2DCM1	Max Score	1	Key	3
Content domain	Civic identities				
Content sub domain	Civic self-image	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

<Female Name> has been asked to be the leader of her local volunteer environmental protection group.

CI2DCM1

**Q** What does <Female Name> **most** need to understand about herself to decide whether the group would benefit from her leadership?

- ☐ how good she is at avoiding criticism
- ☐ how she can make everyone in the group like her
- ☐ whether her abilities as a leader match the needs of the members of the group
- ☐ whether she can make sure that everyone in the group always agrees with her.

### Released Item 37

Item ID	CI2PFM1	Max Score	1	Key	2
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

A new group of people, <Group A>, have come to live in <Zedtown>. They have different cultural traditions to the people already living in <Zedtown>. They want to celebrate one of their traditional festivals in the town square. The majority group in <Zedtown> does not want the people in <Group A> to hold their celebration in the town square.

The democratically elected leaders of <Zedtown> have given the people in <Group A> permission to hold their celebration, even though the leaders know that this decision will be unpopular with many people in the town.

CI2PFM1

**Q** Which of the following opinions **best** explains the <Zedtown> leaders' decision to allow the people of <Group A> to hold their celebration?

- ☐ The majority group in <Zedtown> must be forced to accept the wishes of <Group A>.
- ☐ All cultural groups have the right to express themselves.
- ☐ The rights of minority groups are more important than the rights of the majority.
- ☐ The majority group does not have the right to want the celebration to be banned.



**Released Item 38 (paired in a unit with released item 37)**

Item ID	CI2PFM2	Max Score	1	Key	1
Content domain	Civic participation				
Content sub domain	Community participation	Content aspect	Participating in religious, cultural, and sporting organizations		
Cognitive domain	Reasoning and analyzing				

CI2PFM2

**Q** Which action by <Group A> is **most likely** to help the people in the majority group change their opinion of the suggested celebration?

- ☐ invite people from the majority group to discuss the suggested celebration
- ☐ hold a protest march in the town square
- ☐ decorate the town square with their cultural symbols
- ☐ demand that the majority group accept that people in <Group A> have the right to hold their celebration

## Released Items of the European Module Test

### About the Released Items

Summary item information is presented on pages 49 to 51. This information includes:

Item ID:	The unique item identifier used in the test and reported in the ICCS 2009 International Database.
Format:	The item format is MC (two or four option multiple choice) for all items.
Key:	For multiple choice items the key is the correct response. The key is numbered 1, 2, 3, or 4 to indicate the ordinal position of the correct response in the set of two or four response options.
Content domain:	The content domain reference to the ICCS Assessment Framework (Schulz, Fraillon, Ainley, Losito, & Kerr, 2008).
Content sub domain:	The content sub domain reference to the ICCS Assessment Framework (Schulz et al., 2008).
Content aspect:	The content aspect reference to the ICCS Assessment Framework (Schulz et al., 2008) (where applicable).
Cognitive domain:	The cognitive domain reference to the ICCS Assessment Framework (Schulz et al., 2008).

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
<b>E1A</b>	52	ES2T01A	T/F	N/A	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E1B</b>	52	ES2T01B	T/F	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E1C</b>	52	ES2T01C	T/F	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E2</b>	53	ES2T02	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E3</b>	54	ES2T03	MC	3	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E4</b>	55	ES2T04	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E5</b>	56	ES2T05	MC	4	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E6</b>	57	ES2T06	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
<b>E7</b>	58	ES2T07	MC	3	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E8</b>	59	ES2T08	MC	3	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E9A</b>	60	ES2T09A	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E9B</b>	60	ES2T09B	MC	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E9C</b>	60	ES2T09C	MC	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E9D</b>	61	ES2T09D	MC	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E9E</b>	61	ES2T09E	MC	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E10</b>	62	ES2T10	MC	1	1	Civic society and systems	Citizens	Citizens' and groups' assigned and desired rights within their civic society	Knowing

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
<b>E11A</b>	63	ES2T11A	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E11B</b>	63	ES2T11B	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E11C</b>	63	ES2T11C	MC	1	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing
<b>E12</b>	64	ES2T12	MC	2	1	Civic society and systems	State institutions	Supranational/intergovernmental governance bodies	Knowing

### Released Item E1

Item ID	ES2T01A	Max Score	1	Key	Country specific
Item ID	ES2T01B	Max Score	1	Key	1
Item ID	ES2T01C	Max Score	1	Key	1
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

Show whether each statement is true or false by writing a <cross> (X) next to 'True' or 'False' in each row of the table.

Write **only one** <cross> in each row of the table.

ES2T01

**Q** Are these statements true or false?

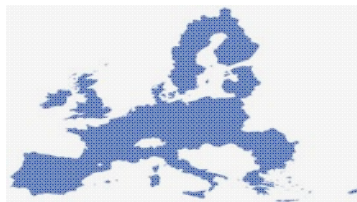
a)	<Country of test> is a member of the European Union.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
b)	The European Union is an economic and political partnership between countries.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
c)	People get new political rights when their country joins the European Union.	<input type="checkbox"/>	True	False	<input type="checkbox"/>

## Released Item E2

Item ID	ES2T02	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T02

**Q** What is the flag of the European Union?

☐

☐

☐

☐


**Released Item E3**

Item ID	ES2T03	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T03

**Q** How many countries are member states of the European Union?

- ☐ 1 to 10
- ☐ 11 to 20
- ☐ 21 to 30
- ☐ 31 to 40



**Released Item E4**

Item ID	ES2T04	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T04

**Q** What is one requirement for a country to be allowed to join the European Union?

- ☐ The EU considers it to be a republic.
- ☐ The EU considers it to be democratic.
- ☐ It must be a member of the United Nations <(UN)>.
- ☐ It must have a written constitution.

**Released Item E5**

Item ID	ES2T05	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T05

**Q** Which of the following cities is a meeting place for the European Parliament?

- ☐ Rome
- ☐ Berlin
- ☐ Paris
- ☐ Brussels

**Released Item E6**

Item ID	ES2T06	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T06

**Q** Who votes to elect Members of the European Parliament <(MEPs)>?

- ☐ National governments of European Union countries
- ☐ Citizens in each European Union country
- ☐ Heads of State of European Union countries <(presidents, kings, queens etc.)>
- ☐ The European Commission <(EC)>

**Released Item E7**

Item ID	ES2T07	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T07

- Q** The European Union collects money from member countries to spend on projects. What determines how much each member country contributes to the European Union?
- ☐ The five richest European Union countries contribute all the money.
  - ☐ All European Union countries contribute the same amount of money.
  - ☐ All European Union countries contribute, but the amount depends on how rich they are.
  - ☐ Each country chooses how much to contribute based on how well they think the European Union has been using the money.

**Released Item E8**

Item ID	ES2T08	Max Score	1	Key	3
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

ES2T08

**Q** Here are some statements about the possible enlargement of the European Union (i.e. the possibility of more countries joining the European Union). Which of the following statements is true?

- ☐ The European Union has decided not to accept any more countries as new members.
- ☐ The European Union may accept more member countries in the future but there are currently no countries being considered as candidates for membership.
- ☐ The European Union may accept more member countries in the future and is currently considering granting membership to some specific countries.
- ☐ The European Union has decided to only accept new member countries if any existing member countries decide to leave the European Union.

### Released Item E9

Item ID	ES2T09A	Max Score	1	Key	2
Item ID	ES2T09B	Max Score	1	Key	1
Item ID	ES2T09C	Max Score	1	Key	1
Item ID	ES2T09D	Max Score	1	Key	1
Item ID	ES2T09E	Max Score	1	Key	1
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

Show whether each statement is true or false by writing a <cross> (X) next to 'True' or 'False' in each row of the table.

Write **only one** <cross> in each row of the table.

ES2T09

**Q** Are these statements true or false?

a)	The European Union decides what is taught in your school about the European Union.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
b)	The European Union aims to promote peace, prosperity and freedom within its borders.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
c)	All European Union countries have signed the European Convention on Human Rights.	<input type="checkbox"/>	True	False	<input type="checkbox"/>

Show whether each statement is true or false by writing a <cross> (X) next to 'True' or 'False' in each row of the table.

Write **only one** <cross> in each row of the table.

ES2T09

**Q** Are these statements true or false?

d)	The European Union has made laws to reduce pollution.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
e)	The European Union pays money to farmers in European Union countries to use environmentally friendly farming methods.	<input type="checkbox"/>	True	False	<input type="checkbox"/>

**Released Item E10**

Item ID	ES2T10	Max Score	1	Key	1
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	Citizens' and groups' assigned and desired rights within their civic society		
Cognitive domain	Knowing				

ES2T10

**Q** What can all citizens of the European Union do by law?

- ☐ Study in any European Union country without needing a special permit.
- ☐ Travel to any European Union country without needing to carry any identity documents with them.
- ☐ Work in any European Union country without needing a special permit.
- ☐ Vote in the national elections of any European Union country.



### Released Item E11

Item ID	ES2T11A	Max Score	1	Key	2
Item ID	ES2T11B	Max Score	1	Key	2
Item ID	ES2T11C	Max Score	1	Key	1
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Knowing				

*Show whether each statement is true or false by writing a <cross> (X) next to 'True' or 'False' in each row of the table.*

*Write **only one** <cross> in each row of the table.*

ES2T11

**Q** Are these statements true or false?

a)	The Euro is the official currency of all countries in Europe.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
b)	The Euro is the official currency in all European Union countries.	<input type="checkbox"/>	True	False	<input type="checkbox"/>
c)	Euro banknotes have the same design in every country where it is the official currency.	<input type="checkbox"/>	True	False	<input type="checkbox"/>

**Released Item E12**

Item ID	ES2T12	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Supranational/intergovernmental governance bodies		
Cognitive domain	Reasoning and analyzing				

ES2T12

**Q** Which of the following is an advantage for countries that have the Euro as their official currency?

- ☐ The prices of goods are the same in every country that uses the Euro.
- ☐ Buying and selling goods between countries which use the Euro is made easier.
- ☐ Wages paid to employees are the same in all countries that use the Euro.
- ☐ It is harder for criminals to produce fake coins and banknotes.

## **Released Items of the Latin American Module Test**

### **About the Released Items**

Summary item information is presented on page 66. This information includes:

Item ID:	The unique item identifier used in the test and reported in the ICCS 2009 International Database.
Format:	The item format is MC (four option multiple choice) for all items.
Key:	For multiple choice items the key is the correct response. The key is numbered 1, 2, 3, or 4 to indicate the ordinal position of the correct response in the set of four response options.
Content domain:	The content domain reference to the ICCS Assessment Framework (Schulz, Fraillon, Ainley, Losito, & Kerr, 2008).
Content sub domain:	The content sub domain reference to the ICCS Assessment Framework (Schulz et al., 2008).
Content aspect:	The content aspect reference to the ICCS Assessment Framework (Schulz et al., 2008) (where applicable).
Cognitive domain:	The cognitive domain reference to the ICCS Assessment Framework (Schulz et al., 2008).

Released item No.	Page	Item ID	Format	Key	Max Score	Content Domain	Content sub domain	Content aspect	Cognitive domain
L1	67	LS2T06	MC	3	1	Civic principles	Freedom	N/A	Knowing
L2	68	LS2T13	MC	2	1	Civic society and systems	Citizens	Citizens' and groups' assigned and desired rights within their civic society	Knowing
L3	69	LS2T01	MC	4	1	Civic principles	Equity	N/A	Reasoning and analyzing
L4	70	LS2T14	MC	1	1	Civic society and systems	Citizens	Citizens' and groups' assigned and desired rights within their civic society	Knowing
L5	71	LS2T04	MC	4	1	Civic society and systems	State institutions	Legislatures/Parliaments	Reasoning and analyzing

**Released Item L1**

Item ID	LS2T06	Max Score	1	Key	3
Content domain	Civic principles				
Content sub domain	Freedom	Content aspect	N/A		
Cognitive domain	Knowing				

LS2T06

**Q** Which of the following was one of the consequences of last century's Latin American dictatorships?

- ☐ Poverty was significantly reduced in countries ruled by dictatorships.
- ☐ Many new immigrants settled in countries ruled by dictatorships.
- ☐ Many common criminals were freed in countries ruled by dictatorships.
- ☐ Many dissidents had to flee from countries ruled by dictatorships.

**Released Item L2**

Item ID	LS2T13	Max Score	1	Key	2
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	Citizens' and groups' assigned and desired rights within their civic society		
Cognitive domain	Knowing				

LS2T13

**Q** What characterises an authoritarian government?

- ☐ Fewer police officers and military personnel are needed because the country is at peace.
- ☐ Citizens' opinions have no influence on government decisions.
- ☐ Citizens must take the law into their own hands.
- ☐ Citizens vote directly on laws.

**Released Item L3**

Item ID	LS2T01	Max Score	1	Key	4
Content domain	Civic principles				
Content sub domain	Equity	Content aspect	N/A		
Cognitive domain	Reasoning and analyzing				

LS2T01

**Q** Which of the following is one way organised crime groups affect the lives of all citizens?

- ☐ Improving the financial situation of citizens.
- ☐ Helping citizens to feel safer.
- ☐ Strengthening reliability on the government.
- ☐ Weakening the power of the State.

**Released Item L4**

Item ID	LS2T14	Max Score	1	Key	1
Content domain	Civic society and systems				
Content sub domain	Citizens	Content aspect	Citizens' and groups' assigned and desired responsibilities within their civic society		
Cognitive domain	Reasoning and analyzing				

Residents of a town thought a person was guilty of stealing. They caught him and beat him up before the police arrived.

LS2T14

**Q** Why is the behaviour of the residents inappropriate?

- ☐ Because the State is the only entity responsible for administering justice.
- ☐ Because theft is not a grave enough offence to justify beating someone.
- ☐ Because the punishment was not severe enough.
- ☐ Because only the police are authorised to beat this person for what he did.



**Released Item L5**

Item ID	LS2T04	Max Score	1	Key	4
Content domain	Civic society and systems				
Content sub domain	State institutions	Content aspect	Legislatures/Parliaments		
Cognitive domain	Reasoning and analyzing				

LS2T04

**Q** Why do some countries enact laws banning the sale of alcohol and tobacco to minors?

- ☐ To keep young people from contaminating the environment with cigarette butts and empty alcohol containers.
- ☐ Because they believe young people should save this money to buy food, clothing, and educational material.
- ☐ To keep young people from buying tobacco and alcohol for their parents.
- ☐ Because they believe young people are not mature enough to make decisions concerning the use of tobacco and alcohol.

## References

- Schulz, W., Fraillon, J., Ainley, J., Losito, B., & Kerr, D. (2008). *International Civic and Citizenship Education Study: Assessment framework*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).
- Schulz, W., Ainley, J., Fraillon, J., Kerr, D., & Losito, B. (2010). *ICCS 2009 International Report. Civic knowledge, attitudes and engagement among lower secondary school students in thirty-eight countries*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement (IEA).

