Multiple Choice Rotations Lesson

QCS Lesson
MC Alpha

Resource code: 27052028
Please note: any activity that is not completed during class time may be set for homework or undertaken at a later date.

MC Alpha Rotation Lesson

- Activity Description:
  - This lesson contains three Multiple Choice units comprised of questions testing the Alpha Common Curriculum Elements.
  - Unit one provides students with two photographs and requires them to answer questions about these photographs.
  - The second unit is based on a short narrative about Carly, a girl who has just returned to school after a period of illness. Students are required to empathise with her and use the information provided in the passage to answer the questions.
  - In the third unit, students have to use the information about turtles provided in the tables to complete the activity.

- Purpose of Activity:
  - This lesson allows students the opportunity to practise the Alpha skills required in the multiple choice section of the QCS.

- CCEs:
  - Recognising letters, words and other symbols (α1)
  - Interpreting the meaning of words or other symbols (α4)
  - Interpreting the meaning of pictures/illustrations (α5)
  - Interpreting the meaning of tables or diagrams or maps or graphs (α6)
  - Empathising (α28)

- Suggested Time Allocation:
  - This rotation lesson is designed to take one hour to complete – approximately 20 minutes per unit.

- Teaching Notes:
  - After students have completed each section, go through the answers thoroughly with them and volunteer their own answers. If possible, start a group discussion about different answers.
  - If an extension activity is required, students could be asked to compare and contrast the photographs provided in unit one. Remind them of the mnemonic 'All The Cloudy Days Last Longer In Summer Months'.

For the Teachers

SAMPLE
UNIT ONE

Items 1-6

The two photographs below depict very different landscapes.
Items 1 - 3 refer to Photograph 1.

Item 1

The city depicted in Photograph 1 can best be described as

A dense and sprawling.
B grimy and overpopulated.
C quaint and liveable.
D modern and affordable.

Item 2

The style and focus of the photo is very

A warm.
B distracting.
C luminous.
D sharp.

Item 3

A good caption for this photo would be

A ‘Relaxing at home’.
B ‘A summer’s day’.
C ‘The view from my highrise’.
D ‘The effects of Global Warming’.

Items 4 - 6 refer to Photograph 2.

Item 4

The location shown in Photograph 2 appears very

A popular.
B serene.
C vulnerable.
D poverty-stricken.
Item 5

The style and focus of the photo is very

A  cool.
B  gloomy.
C  soft.
D  attention-grabbing.

Item 6

A good caption for this photo would be

A  ‘Business trip to England’.
B  ‘After the storm’.
C  ‘The effects of water pollution’.
D  ‘Our island holiday – wish you were here!’
Items 1 - 3 refer to Photograph 1.

**Item 1**

The city depicted in Photograph 1 can best be described as

A dense and sprawling.  
B grimy and overpopulated.  
C quaint and liveable.  
D modern and affordable.

**Item 2**

The style and focus of the photo is very

A warm.  
B distracting.  
C luminous.  
D sharp.

**Item 3**

A good caption for this photo would be

A ‘Relaxing at home’.  
B ‘A summer’s day’.  
C ‘The view from’.  
D ‘The effects of Global Warming’.

Items 4 - 6 refer to Photograph 2.

**Item 4**

The location shown in Photograph 2 appears very

A popular.  
B serene.  
C vulnerable.  
D poverty-stricken.
Item 5

The style and focus of the photo is very
A cool.
B gloomy.
C soft.
D attention-grabbing.

Item 6

A good caption for this photo would be
A ‘Business trip to England’.
B ‘After the storm’.
C ‘The effects of water pollution’.
D ‘Our island holiday – wish you were here!’.
In order to successfully complete this unit, students were required to study the six photographs provided and choose the most correct answer.

### CCEs Present in Unit:

<table>
<thead>
<tr>
<th>CCEs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Interpreting the meaning of pictures/illustrations</td>
</tr>
</tbody>
</table>

**Unit One Item 1**

A. Students should have been able to select the two adjectives to describe the city scene in photograph 1. ‘Dense’ means tightly packed, and ‘sprawling’ means expansive. These were the two most appropriate adjectives, as the picture clearly shows that all the buildings are tightly packed like puzzle pieces and extend as far as the horizon. It cannot be seen from the picture whether the city is grimy, the buildings are more modern than quaint and there is no indication of whether life in this city is affordable or not.

**Unit One Item 2**

D. Here, students should have been able to determine photograph 1’s style and focus. Just looking at the image shows that it is crisp and clear, and the contrast is relatively high. The colours are not warm – more dull; the city doesn’t glow and the photo isn’t particularly distracting.

**Unit One Item 3**

C. Students should have been able to select a relevant caption for photograph 1. It is not known whether the photographer is relaxing at home, nor is the season depicted. Furthermore, although the clouds in the sky could be interpreted as smog and thus linked to global warming, this photograph does not show its effects. The photograph is clearly taken from high up and shows a considerable view of the city; hence, ‘The view from my highrise’ would be an appropriate caption.

**Unit One Item 4**

B. Students should have been able to select which of four adjectives best described the location pictured in photograph 2. There are no people in the picture, so it couldn’t be called popular; it doesn’t look particularly fragile, so cannot be called vulnerable; and there is no evidence of the area being poverty-stricken. It does, however, look very serene and calm.

**Unit One Item 5**

C. To get this question correct students needed to choose a term to describe the style and focus of photograph 2. Not all of the colours used are cool, and it is definitely not gloomy. As the image is just of a scene and features no subjects, it could not be called attention-grabbing either. The slightly blurred nature of the photograph indicates that its focus and style is in fact soft.

**Unit One Item 6**

D. Students’ appreciation of the photographs mood and content should have allowed them to select a good caption for the photograph. Such beaches do not exist in England, and although a storm looks as though it could be brewing, this photograph was not taken after a storm. Furthermore, the water is crystal clear and lacks any evidence of pollution. It could be an island, and looks very much like a holiday destination, so students should have chosen ‘Our island holiday – wish you were here!’ as the most appropriate caption.
In the following passage, the narrator, Carly, has just arrived back at school on a Monday after taking several weeks off to recover from being badly attacked by a dog.

I had been dreading the impending sound of the recess bell all morning. Its irritating beep pierced the peaceful silence of my English Extension class as we mused over the ingenuity of the great F. Scott Fitzgerald, whose work we were currently studying. I had managed to go relatively unnoticed throughout first and second period, despite the fresh angry scars that punctured my cheeks and the telltale strip of plaster that still encased what was left of my right ear. I suppose it comes with being in a class primarily composed of rejects and nerds – those who have suffered social persecution all their lives. I choose not to inflict it on anyone else. I rose from my seat with a shakily out of the classroom, trying to keep as inconspicuous a profile as possible, lest I meet one of the flawless, shallow floozies I had formerly called my friends. Some friends! Sure, they may have showered me with affection, fluffy teddy bears and flowers for the first week I was in hospital, but the day my bandages came off, they realised that I was no longer sporting head-turning looks. Well, I may still turn heads, but it's for a completely different reason to before. I saw them exchange that amused, horror-stricken glance best friends do with each other when they witness something unacceptable. I knew exactly what it was, because it used to be my trademark – the “get me out of here” expression, accompanied with an usually cheerful voice brimming with insincerity. From that day on, they suddenly dropped off. Even my mum started to get suspicious when she'd ring the girls to inform them of my visiting hours for the week, and they were always so mysteriously busy. Four weeks alone in hospital sure does makes you realise who your real friends are. Or aren't, rather.
Item 8
The narrator finds her old friends
A  tolerant and beautiful.
B  superficial and intolerant.
C  compassionate but flawed.
D  flawless but temperamental.

Item 9
What injuries has the narrator sustained?
A  Her cheeks are scarred and her right ear is torn.
B  Her cheeks are scarred and her left ear is torn.
C  She has no damage to her face, but her body is scarred.
D  Her cheeks and both ears are damaged.

Item 10
The narrator believes that the students in her class before recess are
A  shocked by her appearance because she looks so different now.
B  critical of her appearance because she used to bully them.
C  nonchalant towards her appearance as they are too absorbed in their work.
D  accepting of her appearance because they too have been bullied.

Item 11
How did the narrator’s old friends respond when the narrator first went to hospital?
A  They visited every day after school.
B  They ignored her and made up excuses to not come and visit.
C  They fawned over her and gave her lots of gifts.
D  They gave each other funny looks when they thought the narrator wasn’t looking.

Item 12
Which word is closest in meaning to the word ‘persecution’ (line 9)?
A  maltreatment.
B  benefits.
C  status.
D  punishment.
I had been dreading the impending sound of the recess bell all morning. Its irritating beep pierced the peaceful silence of my English Extension class as we mused over the ingenuity of the great F. Scott Fitzgerald, whose work we were currently studying. I had managed to go relatively unnoticed throughout first and second period, despite the fresh angry scars that punctured my cheeks and the telltale strip of plaster that still encased what was left of my right ear. I suppose it comes with being in a class primarily composed of rejects and nerds – those who have suffered social persecution are well aware of its pains, so tend not to inflict it on anyone else. I rose from my chair shakily, and met the puppy dog eyes of my teacher, who gave me a sad and understanding smile. I do love Miss Baker, but even her sickly sympathy for my ruined face turned my stomach.

I shuffled out of the classroom, trying to keep as inconspicuous a profile as possible, lest I meet one of the flawless, shallow floozies I had formerly called my friends. Some friends! Sure, they may have showered me with affection, fluffy teddy bears and flowers for the first week I was in hospital, but the day my bandages came off I realised I was no longer sporting head-turning looks. Well, I may still turn heads, but it's for a completely different reason to before. I used to get that amused, horror-stricken glance best friends do with each other when they witness something unacceptable. I knew exactly what it was, because it used to be my trademark – the “get me out of here” expression, accompanied with an usually cheerful voice brimming with insincerity. From that day on, they suddenly dropped off. Even my mum started to get suspicious when she'd ring the girls to inform them of my visiting hours for the week, and they were always so mysteriously busy. Four weeks alone in hospital sure does makes you realise who your real friends are. Or aren't, rather.

In the following passage, the narrator, Carly, has just arrived back at school on a Monday after taking several weeks off to recover from being badly attacked by a dog.

The class the narrator has before recess on a Monday is
Item 8

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The narrator believes that the students in her class before recess are

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B  critical of her appearance because she used to bully them.
C  nonchalant towards her appearance as they are too absorbed in their work.
D  accepting of her appearance because they too have been bullied.

Item 11

How did the narrator’s old friends initially respond when the narrator first went to hospital?

A  They visited every day after school.
B  They ignored her and made up excuses to not come and visit.
C  They fawned over her and gave her lots of gifts.
D  They gave each other funny looks when they thought the narrator wasn’t looking.

Item 12

Which word is closest in meaning to the word ‘persecution’ (line 9)?

A  maltreatment.
B  benefits.
C  status.
D  punishment.
In order to successfully answer the questions within this unit, students needed to locate and retrieve information that appeared both implicitly and explicitly in the passage.

### CCEs Present in Unit:

<table>
<thead>
<tr>
<th>CCEs Present in Unit:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Recognising letters, words and other symbols.</td>
</tr>
<tr>
<td>4 Interpreting the meaning of words or other symbols.</td>
</tr>
<tr>
<td>28 Empathising</td>
</tr>
</tbody>
</table>

### Unit Two Item 7

C. The answer to this was explicit in the text. Carly has just arrived back at school on Monday, and in the first two sentences she revealed that she was in English Extension class and had been dreading the sound of the recess bell. Students should have therefore deduced that English Extension was the class the narrator had before recess.

### Unit Two Item 8

B. Students should have been able to identify two adjectives that the narrator would use to describe her old friends. She described them as shallow, and her story reveals that they stopped being her friend when they realised that she no longer conformed to their ideas of beauty. This indicates that they are superficial and intolerant.

### Unit Two Item 9

B. To answer this question, students should have referred to explicit information in the first paragraph. The narrator makes reference to scars on her cheeks, and says that plaster covered what was left of her right ear, indicating that her right ear must be torn.

### Unit Two Item 10

D. The narrator said that "rejects" and "nerds" don’t bully anyone else because they know what it’s like to be socially persecuted. Students should have linked this to answer that said that students in Carly's Extension English class are accepting of her appearance because they too have been bullied.

### Unit Two Item 11

C. The answer to this question was explicit in the text in the second paragraph. Carly said that her friends "showered [her] with affection, fluffy teddy bears and flowers for the first week [she] was in hospital", which shows that they fawned over her and gave her lots of gifts.

### Unit Two Item 12

A. Students should have been able to determine which of four words was closest in meaning to "persecution" as it was used in the text. In the context of the passage, it was used to describe bullying, so the word closest in meaning of the four given was therefore ‘maltreatment’.
<table>
<thead>
<tr>
<th>Turtle</th>
<th>Hatchling Emergence Season</th>
<th>Peak</th>
<th>Clutch Size</th>
<th>Survival Rate</th>
<th>Hatchling Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Turtle</td>
<td>December to May</td>
<td>February</td>
<td>60 - 150 eggs</td>
<td>84%</td>
<td>Roughly 5cm</td>
</tr>
<tr>
<td>Loggerhead Turtle</td>
<td>October to March</td>
<td>December</td>
<td>90 – 150 eggs</td>
<td>80%</td>
<td>Roughly 4.3cm</td>
</tr>
<tr>
<td>Hawksbill Turtle</td>
<td>January to December</td>
<td>January</td>
<td>20 – 210 eggs</td>
<td>79%</td>
<td>Roughly 4cm</td>
</tr>
</tbody>
</table>
### Flatback Turtle

<table>
<thead>
<tr>
<th>Hatchling Emergence Season:</th>
<th>November to February</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peak:</td>
<td>January</td>
</tr>
<tr>
<td>Clutch Size:</td>
<td>40-50 eggs</td>
</tr>
<tr>
<td>Survival Rate:</td>
<td>80%</td>
</tr>
<tr>
<td>Hatchling Size:</td>
<td>Roughly 6cm</td>
</tr>
</tbody>
</table>

### Leatherback Turtle

<table>
<thead>
<tr>
<th>Hatchling Emergence Season:</th>
<th>December to January</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peak:</td>
<td></td>
</tr>
<tr>
<td>Clutch Size:</td>
<td>80-100 eggs</td>
</tr>
<tr>
<td>Survival Rate:</td>
<td>79%</td>
</tr>
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<td>Hatchling Size:</td>
<td>Roughly 6cm</td>
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</tbody>
</table>
UNIT THREE

Items 13-19

The tables on the previous pages are designed to assist those who wish to watch turtle hatchings. Each table provides information about different species’ hatchling emergence season, clutch size, hatchling size and survival rate. The maps of Queensland depict the location of nesting sites.

Item 13

From the information given in the tables, the hatchling species most likely to survive the run from its nest to the water is the

A  Green Turtle  
B  Loggerhead Turtle  
C  Flatback Turtle  
D  Leatherback Turtle

Item 14

The turtle species whose nesting areas are restricted to the far northern tip of Queensland is the

A  Green Turtle and Loggerhead Turtle  
B  Hawksbill Turtle  
C  Hawksbill Turtle and Flatback Turtle  
D  Leatherback Turtle

Item 15

Compared to the Hawksbill Turtle, the Green Turtle has

A  a shorter hatchling emergence season.  
B  a longer hatchling emergence season.  
C  a lesser hatchling survival rate.  
D  a smaller hatchling size.

Item 16

If you were in far north Queensland in March, which species of hatchlings could you expect to see if you travelled around to various beaches?

A  Green Turtle and Hawksbill Turtle  
B  Green Turtle, Hawksbill Turtle and Flatback Turtle  
C  Green Turtle  
D  Green Turtle and Flatback Turtle
Item 17
The turtle species with the greatest range of clutch size is the
A  Green Turtle
B  Loggerhead Turtle
C  Hawksbill Turtle
D  Leatherback Turtle

Item 18
Which of the following do the Leatherback and Flatback Turtle have in common?
A  Their hatchlings both emerge in January and December.
B  Their hatchling survival rate is virtually the same.
C  Both of the above.
D  None of the above.

Item 19
Which turtle species has the greatest spread of nesting sites?
A  Green Turtle
B  Loggerhead Turtle
C  Flatback Turtle
D  Leatherback Turtle
The tables on the previous pages are designed to assist those who wish to watch turtle hatchings. Each table provides information about different species of turtles' hatching emergence season, clutch size, hatchling size and survival rate, and the maps of Queensland depict the location of nesting sites.

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**Item 19**
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In order to successfully answer the comprehension questions within this unit, students needed to read and interpret a series of tables and maps about sea turtles.

**CCEs Present in Unit:**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>6</td>
<td>Interpreting the meaning of tables or diagrams or maps or graphs</td>
</tr>
<tr>
<td>52</td>
<td>Searching and locating items/information</td>
</tr>
</tbody>
</table>

**Unit Three Item 13**

A. From the information given in the tables, students should have learned that Green Turtle’s hatchlings have the greatest survival rate – 84%.

**Unit Three Item 14**

B. Students were asked to determine which species of turtles nested in the far northern tip of Queensland. If they looked at all of the maps and interpreted them correctly, they would have realised that the turtle whose nesting area was restricted to far north Queensland, i.e. it didn’t nest anywhere else, was the Hawksbill Turtle.

**Unit Three Item 15**

A. The Hawksbill Turtle’s hatchlings emerge from January to December – a whole 12 month cycle. On the other hand, Green Turtle’s hatchlings only emerge from December to May, which is only a six month cycle. More concluded that Green Turtles have a shorter hatchling emergence period than Hawksbill Turtles.

**Unit Three Item 16**

A. This question required students to read the maps and tables in conjunction with each other. The turtles that lay eggs in far north Queensland include the Green, Hawksbill and Flatback Turtles. The Flatback Turtle’s hatchlings emerge from November to February; the Hawksbill Turtle’s hatchlings emerge from January to December; the Green Turtle’s hatchlings emerge from December to May. Therefore, only Hawksbill and Green Turtle’s eggs would still be hatching in March.

**Unit Three Item 17**

C. Here, students were asked to determine the turtle species that had the greatest range of clutch size by gleaning information from the table. The answer was the Hawksbill Turtle. Laying between 20 and 210 eggs, their range of clutch size is 190 eggs.

**Unit Three Item 18**

A. By interpreting information from the tables about Leatherback and Flatback Turtles, students should have discerned that their hatchlings both emerge in January and December (December – January and November – February respectively) and their hatchling survival rate is roughly the same (79% and 80% respectively).

**Unit Three Item 19**

A. By looking at the maps, students should have recognised that the turtle species with the greatest spread of nesting sites was the Green Turtle, which lays eggs from the tip of Queensland all the way down.