

General Scoring Principles

- Items are scored primarily on their degree of generalisation relative to the general scoring criteria provided for each item.
- For items with a single general concept, the child's response should clearly reflect the general concept provided for each item.
- For items with multiple general concepts, the child's response must clearly reflect at least two of the general concepts. If the child's first and second queried responses express the same general concept as the initial response, score 1 point.

Item Administration

To introduce the subtest, say, **Now I am going to ask you some questions, and I would like for you to tell me the answers.** Proceed to the appropriate start point. Read each question aloud to the child.

6-8 † 1. Why do people brush their teeth?

General: Recognition that brushing one's teeth cleans the teeth; prevents decay, disease, cavities, and other dental problems; or improves one's appearance

2 points

To keep their hygiene; It's hygienic
 Kills germs; Gets germs off of teeth
 Keep them clean; So they won't get dirty
 To prevent getting (cavities, gum disease)
 So your (teeth, gums) can be healthy
 So teeth will not (decay, rot)
 So (plaque, tarter) won't build up
 So you don't get (sores, diseases)
 To protect your teeth
 So teeth will be (stronger, in better condition)
 So they (stay white, won't turn yellow)
 To keep breath smelling good

1 point

So you don't have to go to the dentist; So dentist bill isn't high (Q)
 It's good for (them, teeth, gums, your mouth) (Q)
 So teeth don't get (damaged, hurt) (Q)
 So teeth don't have bugs on them (Q)
 So your teeth don't fall out; So you don't lose your teeth

0 points

It's good (Q)
 If you eat candy or drink a soft drink/fizzy drink
 Brush teeth to go to the dentist
 People will think you're gross if you don't
 You are supposed to; Parents make you

† If the child does not provide a 2-point response, say, **People brush their teeth to keep them clean and to prevent cavities. Brushing your teeth can also make your smile look better and help keep your breath fresh.**

2. Why should people eat vegetables?

General: Recognition that vegetables are part of a nutritious diet and are necessary for proper health, energy, strength, or growth

2 points

For a balanced diet; To eat something from each food group
 Contain (vitamins, nutrients, fiber, protein); Contain things that our body needs
 It's healthy; Keeps you healthy
 Prevents (disease, cancer, heart attack)
 For (strength, energy); To make you (strong, energised)
 Helps your (digestion, eyes, bones, memory) [Names specific body part or function]
 To (grow, get big)

1 point

They are good for you; Helps your body (Q)
 Lose weight; To be thin; Weight control
 Helps you see better; So you can see in the dark
 Prevents problems with (cramps, upset stomach)
 If they just ate (lollies, junk food) they would get sick

0 points

Prevent death; To stay alive (Q)
 So you won't be hungry; Tastes good (Q)
 Gain weight; Keep from getting too thin
 Parents say so
 To look good
 To get dessert

9-11 → 3. Why do cars have seatbelts?

General: Recognition that seatbelts are safety precautions to protect people from harm or to restrain them in an accident

2 points

To prevent people from getting hurt in a car accident; Reduce injury in a wreck
 So you won't fly out the windshield; So you don't fall out during an accident
 To keep people safe in a car accident; To be safe; As a safety precaution
 To protect people in a wreck; For protection
 So you don't hit (the dash, the steering wheel, your head); To restrain us in an accident
 It holds you in one spot; It keeps you in; Keeps you from flying forwards
 Can save your life in an accident

1 point

To save people's lives [No mention of accident] (Q)
 In case of an accident (Q)
 It's the law; So you don't get a ticket/fine; Police will pull you over

0 points

Lock yourself in (Q)
 Keeps the airbag from hurting you (Q)
 So you won't get in a car accident (Q)
 Goes across our chest or lap
 Parents make me
 So you can wear them

*4. What should you do if you see thick smoke coming from the window of your neighbour's house?

General: Have the fire department or police department notified

Call 000 or equivalent emergency number in your state; Report to (fire, police) department
 Ask adult to call (fire, police) department
 Set off the fire alarm; Pull down handle in fire box
 Call and (answer the dispatcher's questions, give them the address)
 Drive to (police, fire) station and tell them

* If child responds 'Call 911' (Q)

General: Perform some action until the fire department arrives

Call for help; Get help
 Call (ambulance, hospital)
 Tell my (mum, dad); Get my parents to (help, check it out) [Notify adult]
 Warn neighbours; Bang on door and tell them that their house is on fire
 Go see if they are OK; Check on the neighbours [Verify safety of neighbours]
 Get them out of the house; See if everyone is out [Evacuate neighbours]
 Go see what's wrong; Check and see if there really is a fire; Make sure it isn't barbecue
 Go help; Help them
 Get everyone out of your house because it could catch fire [Evacuate your own house]
 Stay away so you won't get hurt
 Get a fire extinguisher; Get a water hose

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

Call the operator (Q)
 Go next door (Q)
 (Stay, Run) away (Q)
 Yell "Fire" (Q)
 Put the fire out (Q)
 Break the window to let the smoke out
 Wait for the firemen
 Stop, drop, and roll
 Panic

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me another thing to do if you see thick smoke coming from the window of your neighbour's house.**

12-16 5. What are you supposed to do if you find someone's wallet or purse in a store?

General: Try to return it to the owner, either by looking for identification of the owner and returning it or by giving it to store personnel or a policeman

2 points

Check for ID and (return it to them, call them) [Must contain both parts]

Try to find who it belongs to and return it; Find them and give it back
[Must contain both parts]

Take it to the police

Mail it if there is an ID

Turn it in; Turn in to the (counter, Lost and Found, shop assistant, security guard)

Announce it on the loudspeaker

1 point

Check for (identification, name, phone number) (Q)

Try to find the owner (Q)

Give it back; Return it (Q)

Ask people nearby if they lost it; Hand it to them if they dropped it (Q)

Give it to my mum and she'll find the owner

Take it to their house; Call them

Put it on a flyer; Put it in the newspaper

0 points

Don't keep it (Q)

Pick it up (Q)

Give it to my (mum, dad) (Q)

Ask store personnel if it is theirs (Q)

Leave it there; Put it back [Take no action]

Give it to the postman; Drop it in a mailbox/postbox

Shout; Tell them

Throw it away

Keep it; See how much money is in it

6. Why is it important for police to wear uniforms?

General: Clear indication that the uniform is a means of easily identifying police officers and enhances their ability to enforce the laws

2 points

So you can tell who they are; To identify them in case of an emergency

So people know they are (genuine, real); To prove they're police

It gives them honour and respect; So people won't be disrespectful

So people can tell that they are the enforcers of the laws; To show their authority

1 point

So you know they are (on duty, working) (Q)

So people won't do something bad; To deter (bad, criminal) behaviour (Q)

So people will cooperate

So you know you are safe; To feel secure

0 points

To take on their role as police officers; Part of the job (Q)

So they can (help people, give tickets, take people to jail) (Q)

So we will be nice to them (Q)

So they look neat (Q)

They have (metal, vests) under their uniform so a bullet won't hurt them

So they can carry all their stuff

So they can carry a gun; So they can shoot back

So they won't get their clothes dirty

[Any response that refers to firemen]

***7. Tell me some reasons that you should turn off lights when no one is using them.**

General: Recognition of the conservation of energy or environmental resources

So you won't waste electricity; To save (electricity, fuel, power, energy)
 You might need electricity in the future and would not have any left
 So we don't run out of power; So power won't (go, run) out
 Decrease pollution created by power plants; Hurts the environment if you don't

General: Recognition of the conservation of financial resources

So you won't run up the electric bill; Otherwise the bill would be high
 To save money; Won't have to pay as much; Wastes money
 Costs a lot of money to burn them; Costs money
 Will use up light bulbs; Light bulb could go out
 So lights won't (go, turn) off

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

So they won't turn your electricity off (Q)
 So you don't (start a fire, burn the house down)
 Safer
 Might blow a fuse; Light bulb could explode
 So power lines don't explode; So lightning doesn't hit you
 Your parents get mad if you don't
 Someone might rob your house

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more reasons that you should turn off lights when no one is using them.**

8. What is the thing to do if a boy or girl much smaller than yourself starts to fight with you?

General: Take the initiative of not fighting with him or her (self-restraint)

2 points

Don't (fight, beat her up, hurt him, hit back)
 Violence doesn't solve anything; Fighting isn't good
 Talk to them sensibly; Find out what's the matter; See what the problem is; Try stopping the fight
 Tell them you don't want to fight; Teach them not to fight; Calm them down
 Leave him alone; Ignore them
 Avoid the fight; (Walk, Turn, Go) away

1 point

Tell them you don't want to hurt them (Q)
 Calm myself down; Talk myself out of fighting (Q)
 Tell them to (go away, leave you alone, forget it)
 Tell them to (stop, quit, settle down, not fight, be nice)
 Ask (a parent, the teacher) to stop them

0 points

Nothing; Don't do anything (Q)
 Stop them (Q)
 I'd just let him fight (Q)
 Say you're sorry; Apologise; Give them what they want (Q)
 Tell my (teacher, mum, dad) (Q)
 Call for help
 Say "I'm telling on you"
 You'll get in trouble if you fight
 Hold him down; Hit her lightly; Shove him away
 Tell them to leave me alone or else
 Play fight; Wear them out without hurting them
 (Punch, Fight, Punish) them; Hit them

9. Why is it important to apologise when you know you've hurt someone?

General: To maintain a friendship by admitting fault and attempting to make the other person feel better by awareness of your sorrow and seeking forgiveness

2 points

So they feel better; So the person will be healed; So they won't (feel bad, stay hurt)
 So they know (you're sorry, you accept you were wrong, you care)
 To keep the peace; So there are no bad feelings
 Good for both of you to work things out
 So you can get back to being friends; To keep friends
 So you (have a clear conscience, won't feel guilty)
 So they will forgive you; To regain their trust

1 point

So they won't (be mad at you, stay mad forever, think you're mean) (Q)
 Keeps the problem from getting worse; Improves the situation; Makes the problem smaller (Q)
 Because it was your fault; You were wrong to do that (Q)
 Because you (upset them, made them cry); So you don't hurt their feelings
 You should respect their feelings; Shows respect
 It is (polite, good manners); It's rude not to

0 points

It's (nice, kind) (Q)
 It's the right thing to do; It is wrong not to (Q)
 You would want them to apologise; Treat them right so they treat you right;
 Golden rule (Q)
 Because you did it
 So you won't do it again; To keep you from doing it again
 So your life will be better
 Because you (have to, should, need to)
 So you won't (stay mad, look bad)
 You may want something later
 If you were a friend they won't be mad
 (Teacher, Parents) will be mad
So you won't get in trouble; So they won't tell

10. What are the advantages of exercising and being active?

General: Recognition that exercise improves health, cardiovascular fitness, and physical condition

2 points

(Be, Keep, Stay) healthy
 Cardiovascular fitness; Lower heart rate
 Less risk of heart attack; Keep blood pressure low
 Good for your (heart, lungs, circulation)

1 point

Stay in shape; Keep fit (Q)
 Good for (you, your body); It can hurt your body if you don't (Q)
 (Lose, Gain) weight; To (get thin, burn fat); Maintain weight (Q)
 Increase your metabolism (Q)
 Look better; Improves how you look (Q)
 Feel better about self; You feel better (Q)
 Avoid (sickness, injury); You will live longer (Q)
 For (energy, endurance) (Q)
 Good for your (bones, muscles, legs, joints)
 Helps you (sleep, relax); Reduces stress
 You get stronger; Muscles get (bigger, stronger)
 Improves flexibility; Loosens you up
 Helps you play sports better; Do stuff better than people who don't exercise
 So you won't become (lazy, a couch potato); So you can do more things

0 points

Have a happier life; Makes you happy (Q)
 To (grow, get big) (Q)
 It gives you something to do (Q)
 You are supposed to
 Fun; Enjoyable

***11. What are some advantages of having public libraries?**

General: Recognition that public libraries allow free, public access to information

Enables all people to have access to books and information; People without money can (read, learn) for free; You can check out a book instead of buying it

The computers are free to use

Everyone can use them

General: Recognition that public libraries are a place to find information for school, work, research; to increase personal knowledge; or to gather as a community

You can (check out, borrow) books; You can take books home

It's a place to (study, read, work, do research); Get information for a report

You can find out more than from the books in your (school, home); Multiple copies of the same source

To learn; You can (read and learn more, get an education)

You can (study things you like, read about interesting things, find information about anything you want)

You can go anytime and read; It is convenient

So you can be a better reader; Helps you read more; Learn to read

You can use computers there; Use computer to do research

Community can come together; You can (attend library activities, join book clubs); Place to meet people

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

(Get, Look at) books; Books (Q)

More people can come to a public library (Q)

It's a quiet place to think; No one bothers you (Q)

It helps meet the needs of people (Q)

Fun; For entertainment (Q)

It keeps you out of trouble; Gives you something good to do

(Librarian, Someone) is there to help you

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more advantages of having public libraries.**

12. Why is it important for the government to inspect meat before it is sold?

General: Reflects an awareness of the importance of meat inspectors to the public as a whole (i.e., that many people are protected by them or would be adversely affected if they did not exist)

2 points

To ensure the quality of the meat; Bad quality might endanger people's lives

To prevent an epidemic; Infectious diseases could be passed on

To ensure that people are sold good meat; So stores don't sell (rotten, bad) meat; Can't let bad meat into the store

So we don't get (diseases, mad cow disease, food poisoning, salmonella); So people don't get sick from bad meat

1 point

So people won't (get sick, die) (Q)

Otherwise might endanger people's lives (Q)

For safety; To make it safe (Q)

It could have (germs, diseases); Meat could be (spoiled, rotten, poisoned) (Q)

Make sure (nothing is wrong with it, meat is good); Meat could be bad (Q)

It could have (bugs, hair, razors) in it

Make sure it's (edible, fresh, not old, not outdated)

0 points

To inspect the meat (Q)

To make sure people who work there know how to wrap meat (Q)

So companies won't get sued

Make sure it is meat

Might (be raw, have blood in it, have bones)

So it will stay cold

So they know they are out and need to get more

***13. Tell me some advantages of getting the news from a newspaper rather than from a television news program.**

General: Recognition of the greater *depth* of coverage in a newspaper

Newspaper (tells you more, has more details)

Fit more (words, facts) into it; There is no limit to how much they can write

TV is brief

General: Recognition of the greater *breadth* of coverage in a newspaper

Wider variety of things in newspaper

More (stories, views, information, news, ideas) in newspaper

Newspaper has local news; Read more about the city you live in

Get (birth and marriage announcements, obituaries, crime report, sports) in newspaper

General: Recognition of the convenience of having printed material

Can read it any time; Can (reread, refer back to) it

Take it wherever you go; Can take it with you

Newspaper has no time limit; Read it as long as you want; You may miss the news

Don't have to wait, like for news programs; Can find what you want without waiting

Pick and choose what to read; Only read stories you are interested in

If you're deaf you can read it, instead of getting news on captioned TV

You can (share, loan, borrow) a newspaper; Newspaper is written down so can show to others

2 points

Response reflects at least two of the three general ideas

1 point

Response reflects one of the general ideas

0 points

Better coverage; Get other news (Q)

Get (comics, coupons) (Q)

Improves vocabulary; Helps you read (Q)

You can read it (Q)

Save electricity; Save on electricity bill (Q)

It's cheaper

You can recycle it

You'll get it earlier; Takes more time on TV

Nor as (violent, graphic) as TV

Better for your (eyes, brain, health)

Newspaper is more accurate; TV lies

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more advantages of getting the news from a newspaper instead of the TV.**

14. Why is it important to grant authors copyrights on books and inventors patents on inventions?

General: Recognition that copyrights and patents provide legal protection and give proper credit for intellectual property

2 points

To protect their (creativity, originality, intellectual property)

So they get the credit for what they did

So that nobody else (steals, copies) their ideas; So others can't take credit for what they did; It wouldn't be fair if someone took their idea

So no one else can make money off of something someone else came up with

Provides legal protection for their work

1 point

So they can prove it is their idea (Q)

So you know who (made, wrote, invented) it (Q)

So people do not invent the same thing (Q)

So you know (when, where) it was made

So they can make (money, a profit)

To keep records of things; So it is documented and recorded; Provides a public record

0 points

It's fair (Q)

They did the work (Q)

So we don't use them the wrong way (Q)

There may be (mistakes, errors)

They did a good job

15. Why should a promise be kept?

General: Recognition that a promise is a basis of faith and mutual trust and has a mutual or reciprocal advantage; recognition that a promise has the status of an implied contract

2 points

A promise is (your word of honour, a commitment)

People have to be able to trust each other.

Because if nobody keeps their promises, nobody can believe them

They are trusting you and you want their trust; To keep faith in yourself and so they have faith in you

Then the other person will trust you and if you value that person's friendship you'll keep it

Agreement between two people is really a contract and should be honoured; A promise is a social contract

Our social system is based on faith in words and deeds

1 point

So people will trust you; It's a matter of trust; Shows you are trustworthy

You gave your word and it would be a lie to break it

People will think you're a liar; People won't believe you

It shows you (mean what you say, have integrity)

To (keep, stay) friends; So you don't lose friends

So you won't hurt another person's feelings; Don't let someone down

People are (depending, counting, relying) on you

0 points

It's your word (Q)

It's (moral, ethical, honest) (Q)

It's not fair if you don't (Q)

Others know what kind of person you are (Q)

If you don't keep promises (bad things can happen, they can get mad, you can get fired)

It's the right thing to do; Promises shouldn't be broken; It's not nice to break a promise

You'd be lying

It's a secret; Don't tell secrets

That person did not want others to know; It might be personal

*16. Why do doctors do further study after practising medicine for awhile?

General: Recognises the need to keep current with new technology, research, and medications

Keep up with new (treatments, research, medical information)

Learn ways to cure new illnesses

Learn to use new (equipment, technology); To perform new procedures

Because new medications are always coming along

General: Recognition that doctors should continue education in order to provide better care to patients, to increase or maintain skills or knowledge, or maintain registration requirements

To provide better care for their patients; To be a better doctor

To (learn, know) more; To learn everything they can to cure diseases; There are more things to learn about medicine; Need to know more about how the body works

Strengthen their training; To get more (experience, practice)

To review their studies; To brush up on their skills; To learn what they might have forgotten

So they are taught in their specific field; To specialise in an area of medicine

So they can get a certain amount of (hours, credits); To keep their registration; So they can continue to practice

Required by registration board

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

So they know what to do; So they don't make mistakes (Q)

So they can get smarter (Q)

So they can teach others (Q)

Get a higher degree; To become a doctor (Q)

They have to; Required (Q)

To make more money (Q)

So people can feel better

Know how to make medicine

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more reasons that doctors do further study.**

17. Why do we put stamps on letters?

General: Recognition that the purchase of a stamp pays for the cost of mailing a letter or that the letter may not be delivered without a stamp (even if the child does not specifically state that the stamp pays for mailing costs)

2 points

To pay for (mailing, postage, delivery of letters)

It's a mailing (fee, charge, cost); Covers cost to ship it; Pays for shipping and handling

Stamps are a sign you paid the post office money

Pay government to (post, mail, ship) stuff; Tax you pay to mail something

To (support the postal system, pay for the postman, give the post office money)

1 point

Pay money; Pay for them (Q)

So the person getting the letter won't have to pay for it (Q)

It's a form of tax; To pay the government (Q)

If you don't, it won't be (mailed, delivered, shipped, posted)

If there is no stamp it will be sent back to you; You can't send something without a stamp

The postman won't take things that don't have a stamp; So the postman will pick it up

0 points

For mailing; Mail; Send; Post; To send (Q)

It's the law (Q)

Show how much (it weighs, is in it)

To show it went to the post office

For the postman to see it and stamp it

So they can tell where the letter is going; So it goes to the right address

Know who it is from; Shows what country or state it came from

*18. Why is it important to keep one company from owning all of the newspapers and radio and TV stations in a single city?

General: Decreases sources and quality of information

There would be no other sources to get the information; You would only hear one side of the story

There would be no variety; All the information would be the same; So people can have choices

So there isn't only one opinion; So people can express different views

They could print whatever they want you to read or hear; Makes freedom of speech useless

Competition (improves quality, makes things better); Competition results in more precise facts

So more people can advertise; So advertisements would not be restricted

General: Decreases economic competition and prevents illegal monopolies

So there won't be a monopoly

So there can be competition

So that more than one company can make money; So they don't put everyone else out of business; Because other companies would not survive

The more companies there are, the more people can work; Jobs would be limited if there was a monopoly; Less jobs would be available

Competition creates lower prices; They can raise prices

Against antitrust law; It's illegal

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

People would get bored (Q)

They would (own, take over) the city (Q)

Not fair (Q)

Costs too much; Gets expensive (Q)

They would get all the (ratings, credit)

It would be easier to manage

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more reasons that it's important to keep one company from owning all of the newspapers and radio and TV stations in a single city.**

***19. Why is freedom of speech important in a democracy?**

General: Recognition of the right of all citizens to express opinions [A response reflecting this idea must not suggest self-expression without regard for the rights of others.]

So that all voices can be heard on an issue; Can express differences; Can communicate with others about problems

People can (speak their mind, say what they think); Share your (opinions, views); Everyone has their own opinions

It allows dissent; Can (disagree with the government, protest injustices)

You can criticise others without being arrested

General: Recognition of the right of citizens to participate in the political process

What you say can (lead to, influence) changes; What you say can (change, influence) others

Can back or oppose candidates

Lobby for or against issues

Way to influence government

Provides a way to (control, balance) power of the government

Provides feedback for government representatives; Tells government what people want

So secrets won't be kept from the people; If government does something bad, people will know

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

It's in the (Bill of Rights, Constitution, First Amendment) (Q)

Without freedom of speech this would not be a democracy (Q)

What we have in Australia; What our country is founded on (Q)

Can't go to gaol for it (Q)

You can do or say whatever you want

So you (know, understand) what people are saying

Causes riots; Gets people in trouble

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more reasons that freedom of speech is important in a democracy.**

***20. What are some problems with rapid changes in science and technology?**

General: Recognition that rapid change may create unforeseen consequences and reduce consideration of past experiences

We would be getting ahead of ourselves; Consequences may not have been thought of
Fast advances in technology can have glitches; We can make mistakes if we go too fast
Create things that are controversial, like cloning; Could create harmful things by accident

If we go too fast, we might forget important things we learned a long time ago

The world isn't ready for some changes

General: Recognition that rapid changes create difficulties in maintaining current knowledge and technology

We don't have enough time to learn things; Not everyone can keep up; It is harder for some people to change if they aren't in school

Facts and knowledge change too quickly; Difficult to keep information in books current

Have to keep buying equipment; You buy something and they come out with a newer thing; There is no use for the old because it is outdated

It is a waste of money; We waste a lot of money and time

People can lose their jobs if they don't have new skills; Technology can do jobs that people used to do

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

Evolving too fast; Too many changes too fast (Q)

Causes job loss; Replaces people with robots (Q)

Old technology leaves too quickly (Q)

The more we can do good or bad (Q)

Keep having to (change, learn new things) (Q)

Could become dependent on technology (Q)

We could (destroy the environment, cause pollution)

Change is bad; Technology makes things worse

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more problems with rapid changes in science and technology.**

Comprehension

***21. How do communication tools (such as TV, radio, and internet) threaten dictatorships?**

General: Recognition that communication tools threaten a dictator's ability to censor information about his or her government and area of influence

Because it is harder for dictatorships to give misinformation when other people are giving the correct information

Harder for them to use propaganda

People can let the outside world know what is happening; People will find out what he did wrong

People will hear about what they (did, are doing)

Allows people to hear the true story of what's going on there

The people can speak out against (him, the government)

General: Recognition that communication tools promote exchange of ideas, individual thought and expression

People can share their (ideas, opinions, values); People start communicating with each other

People are exposed to new (ideas, opinions, values)

People would start thinking for themselves

Can see what is going on in other places; Learn how other countries work; People are more aware of how things can be

People learn about other forms of government; People start communicating with people in (free, democratic) countries; They show what freedom of speech is like

2 points

Response reflects both of the general ideas

1 point

Response reflects one of the general ideas

0 points

Harder to (censor, control) information (Q)

Gives them more (freedom, independence) (Q)

Makes them lose (power, control) (Q)

Show things that are secret (Q)

People could organise against him (Q)

The internet is hard to stop

Can brainwash you; Give false information

Total freedom to do what you want

They might decide to (flee, go somewhere else)

* If the child's response reflects only one general idea, ask for a second response by saying, **Tell me some more ways that communication tools can threaten dictatorships.**