

Teaching text: Shine

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What was unusual about the grass and flowers?	The grass and flowers had cut the children's feet.	2b 1 mark	<i>Question focus: retrieve and record information.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text, looking for the information.
2. Why do you think the children ran at the beginning of this extract?	<ul style="list-style-type: none"> They were excited. They wanted to explore. They had been cooped up in the spaceship. 	2d 1 mark	<i>Question focus: make inferences about a text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read the beginning of the story. Use your own experience and knowledge of the world to empathise with the children.
3. "the open expanse of land before them" Tick the word that is closest in meaning to "expanse" in this context. <input type="checkbox"/> width <input type="checkbox"/> universe <input type="checkbox"/> growth <input type="checkbox"/> area	area	2a 1 mark	<i>Question focus: consider the meaning of a word in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the sentence in its context. Carefully read that part of the text. Think about what the writer is telling you about this place.
4. What do you think made the Guide say, "I think we may be lucky. I think this place is good" (paragraph 5)? Give two reasons from the text.	The place was good because: <ul style="list-style-type: none"> the air was sweet to breathe there was water the children could run around there was a beach. 	2d 2 marks	<i>Question focus: explain inference and deduction using evidence.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read paragraph 5. Scan the text looking for reasons to use in your answer.

<p>5. In the book, the children name the planet "Shine". Give two reasons from the text why that is appropriate.</p>	<p>2g 2 marks</p>	<p>Reasons include the following.</p> <ul style="list-style-type: none"> • The plants were "sharp and shining like jewels" (line 12). • They walked for an hour "over the crisp and sparkling frost plain" (line 16). • The rivulet "sparkled as brightly as the glass leaves and grass" (lines 25–26). • The lake is a "brilliant mirror" (line 29). 	<p>Question focus: explain how meaning is enhanced through choice of words and phrases. Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim read the text, thinking about the question. • Scan the text looking for words, phrases and ideas to use in your answer. <p>Award 1 mark for reference to any of the features that make the name "Shine" appropriate, up to a total of 2 marks.</p>
<p>6. The language used to describe Shine is very positive, but there are some subtle indicators that it may not all be perfect. Identify two of them.</p>	<p>2f 2 marks</p>	<p>Indications that the planet may not be perfect include the following.</p> <ul style="list-style-type: none"> • The children's first experience on it is of being hurt, making them cry. • The use of the connective "though" before "the air smelled good and sweet to breathe" (lines 21–22) implies that there is something disquieting about it. • The use of the word "dying" to explain how the chuckling rivulet joins the lake. 	<p>Question focus: explain how narrative content contributes to meaning as a whole. Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim read the text, thinking about the question. • Scan the text looking for words, phrases and ideas to use in your answer. <p>Award 1 mark for each indicator identified, up to a total of 2 marks.</p>