

Question	Answer	CD/Mark	Useful strategies
1. List four rights from the text that are included in the UNCRC.	Any four of: • to life • to the best possible health • to have a name • to have a nationality • to believe what you want to believe • to have privacy • to have time to relax and play • to have time to go to school.	2b 1 mark	<i>Question focus: identify information.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph to find the information you need. • Don't just use your existing general knowledge. Check in this text. Award 1 mark for 2 or 3 correct answers.
2. In the UNCRC, what is the purpose of education?	To try to develop each child's personality, talents and abilities.	2b 1 mark	<i>Question focus: identify information.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph to find the information you need • Don't just use your existing general knowledge. Check in this text.
3. "crammed onto benches in a stuffy classroom" (Paragraph 7) What is the impact of this kind of language in this text?	Accept an answer that understands the language is emotive/ biased/ tries to evoke images. For example: • it makes me feel sorry for the children • it helps me to understand what the rooms are like • it shows the text is biased.	2g 1 mark	<i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: • Carefully read the question, marking key words. • Scan the text for the quotation and consider when and where it is used. • What is the impact on you of this type of language?
4. At the end of paragraph 7, the writer asks "Do you think these children are receiving an education which develops their personality, talents and abilities?" Use ideas and facts from the text to give and to explain your answer to the question.	Accept an answer, based on the text, that recognises the limitations of the education on offer, for example: No – in a class of 100 the teacher won't know the children well enough. No – children who are crammed on benches in a stuffy classroom won't be able to concentrate. No – if 14 children are sharing a maths book, they can't all be learning.	2d 2 marks	<i>Question focus: explain inferences.</i> Strategies: • Carefully read the question, marking key words. • Reread the relevant section of the text looking for ideas you could include in your answer. • Identify a fact you could use, then think of an explanation as to why it is relevant. Award 1 mark for an answer that uses facts and ideas from the text which state the limitations of the provision. Award 1 mark for an explanation as to what the potential impacts of the provision would be. Award 2 marks for an answer that both states the limitations and explains its potential impact.

5. "In many countries around the world, school is seen as a privilege." In this sentence, the word 'privilege' means... tick one.	a special opportunity that should be valued	2a 1 mark	<i>Question Focus: explain the meaning of words in context.</i> Strategies: - Carefully read the question, marking key words. - Scan the text to find the word in the question - Carefully read that part of the text, thinking what the word might mean. - Look at the options given in the question. Which word has the closest meaning?
6. In paragraph 10, why do you think the writer says "You are lucky"? Use ideas from the text in your answer.	Accept any answer that recognises (a) That the child has access to schools with teachers and resources; and (b) That because they can go to school, their life chances are improved. For example: I'm lucky because it's easy for me to get to school and everything I need is here. If I work hard, I might get a good job when I leave school.	2d 1 mark	<i>Question Focus: explain inferences.</i> Strategies: - Carefully read the question, marking key words. - Reread the relevant section of the text looking for ideas you could include in your answer. - Identify a fact you could use, then think of an explanation as to why it is relevant. Award 1 mark for an answer that uses facts and ideas from the text and recognises that that the chance for a good, well-resourced education is a bonus.
7. Tick one message that is the same in the section called <i>No chance to go to school</i> and the section called <i>Why is education important?</i>	Without education, children may not develop their talents.	2h 1 mark	<i>Question Focus: make comparisons within the text.</i> Strategies: - Carefully read the question, marking key words. - Read the options in the question - Remember, the idea must be in both sections.
8. Why do you think the author uses questions throughout this text?	Accept an answer that identifies the impact of questions being any of - To make the text more personal - To make you think - To draw the reader in.	2g 1 mark	<i>Question Focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: - Carefully read the question, marking key words. - Scan the text for questions and consider when and where they are used. - Think about what the impact is and what you think the writer intended.
9. What is the main message of this text?	We should all try to make sure that children can go to school.	2c 1 mark	<i>Question Focus: summarise main ideas.</i> Strategies: - Carefully read the question, marking key words. - Reread the text considering the answer. - Evaluate each of the options in the question – they are all true, but which one summarises the message of the whole text?