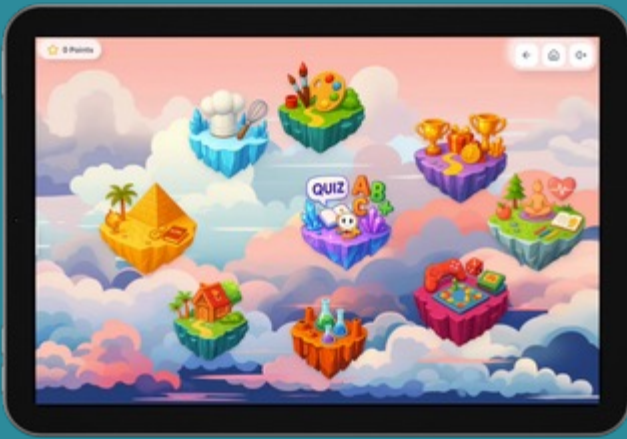


Sukindi

— LEARNING —

Homework without the hassle

Sukindi is an Australian learning platform that supports Teachers, Parents and Students with an interactive homework app and downloadable resources.



Scan to start your
free 7-day trial

www.sukindi.com.au



Why Readers Respond Differently - Year 6

Table of Contents	
Presentation: Why Readers Respond Differently	
Teacher guide: five-lesson sequence	
Classroom display: A response needs evidence	
Organiser: Meet the work	
Organiser: Drought and response	
Organiser: Fire and community response	
Organiser: Two supported responses	
Worksheet 1: Initial interpretation cards	
Worksheet 2: Detail to interpretation	
Worksheet 3: Alternative or unsupported?	
Activity 1: Literature-circle roles	
Activity 2: Literature-circle challenges 1-6	
Activity 3: Literature-circle challenges 7-12	
Worksheet 4: Fresh response rehearsal	
Worksheet 5: Reconsider and repair	
Quiz: Why Readers Respond Differently	
Assessment: Reasoned response with alternative	
Rubric: Learning evidence	



Teacher guide · Why Readers Respond Differently

Before the week

Teacher supplies a lawful copy of *Bindi* by Kirli Saunders, illustrated by Dub Leffler, and reads the whole book before this analysis week. Preview fire themes sensitively and offer an opt-out response route. Have sticky notes or evidence cards ready. Do not require disclosure of private experience, trauma or cultural identity.

Lesson 1 · Locate the work and author

45–60 min. Attribute the work accurately. Use the display and Meet the work organiser. Revisit one actual drought passage and one fire/community-response passage. Model response → link detail to reason. Diagnose whether each learner can locate actual evidence or reach only the insecure step.

Lesson 2 · First personal response

45–60 min. Revisit the actual drought sequence. Model observation versus inference. Re-use the drought organiser and Worksheet 1. Learners record two genuine details from the teacher copy and explain an initial response. Accept a coherent supported view.

Lesson 3 · Precise evidence

45–60 min. Use Worksheet 2 and model a full literature-circle turn. Groups use the twelve challenge cards; each turn must name a chosen passage, link detail to response and hear a fair alternative. Check reasoning, not turn-taking alone.

Teacher guide · Why Readers Respond Differently

Lesson 4 · Another fair reading

45–60 min. Use Worksheet 3 and the two fresh rehearsal sheets. Model how a reader can revise or sustain a response after hearing another text-supported interpretation. Correct “everyone must feel the same way” with a specific detail and reason. Give one criterion-linked response to each learner.

Lesson 5 · Independent evidence

45–60 min. Retrieve success criteria without displaying an answer. Learners choose a new real Bindi moment and complete the assessment independently. Apply the learning evidence metrics, record the observed detail, quality of the explanation and a targeted next step.

Access and differentiation

Support: lawful read-aloud and oral or drawn response and a partly completed organiser to provide detail and explanation for two readings. Extension: test a counter-reading against another genuine detail. Keep the evidence-and-reason target in every route.

Marking boundary and preparation

Answer pages give open criteria because pupils choose actual passages. Check each cited detail in the teacher copy. Do not demand one feeling, invent a quotation or infer author identity from the narrator. A real detail + justified link + fair alternative meets the independent target.

A response needs evidence

Different readers notice different things. Strong responses point to real details from the text and explain why they matter.



Read
Notice
Think
Explain

A strong response includes three parts:



My response

What I think, feel or notice as a reader.



A real detail from Bindi

Choose an actual word, phrase, sentence or moment from the text.



Why that detail matters

Explain how it helps create meaning and why it affects you (as a reader).

Drought

A reader may feel concern.

Choose an actual passage from Bindi and explain why.



My response

I think / feel / notice ...

A real detail from Bindi

A word / phrase / sentence or moment ...

Why that detail matters

It shows / suggests / helps me understand ...

Fire and community

Another reader may notice cooperation.

Choose an actual passage from Bindi and explain why.



My response

I think / feel / notice ...

A real detail from Bindi

A word / phrase / sentence or moment ...

Why that detail matters

It shows / suggests / helps me understand ...

"I liked it" is not enough

A personal opinion on its own does not show your thinking. Point to a real detail from the text and explain the link between the detail and your response.



'I liked it.'
(Not enough)



I liked it because ...
(a real detail + explanation)



Meet the work

Why Readers Respond Differently



Bindi — written by Kirli Saunders; illustrated by Dub Leffler.

The teacher provides a lawful copy and reads the whole book before this study.



Choose a real passage that prompts your response.
Record the actual word, phrase, sentence or illustrated moment and where you found it.



Author and illustrator

What do you know about Kirli Saunders as the author and Dub Leffler as the illustrator? You might consider their roles and how their choices shape the work.



My chosen passage

Write the actual word, phrase, sentence or describe the illustrated moment.
Include when you found it (for example, page number or location in the book).



What I noticed

Explain what you noticed and how it made you think or feel.
Why might other readers respond differently?



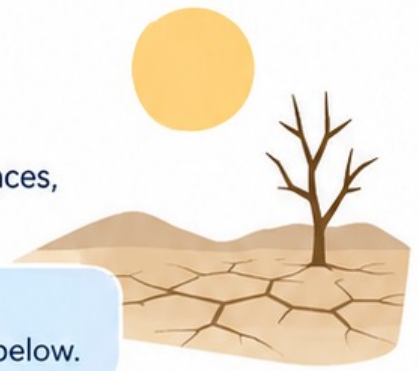
Do not invent a quotation or page number.

Different readers.
New ideas.
A richer conversation.



Drought and response

Readers can respond differently to the same part of a text. Our experiences, ideas and feelings can shape what we notice and how we react.



Revisit the actual drought sequence in *Bindi*.

Choose one detail from this part of the story and complete the organiser below.

A real detail I found

Write a specific detail from the drought sequence. This could be a description, an action, a choice a character makes or a change you notice.

My first response

Write what you thought or felt when you noticed the detail. Be honest about your reaction.

Why this detail prompted it

Explain how the detail you chose led to your response. Use ideas from the text to support your thinking.

A different reader may notice something else.
Both responses need real evidence.

Why Readers Respond Differently

Fire and community response

The same text can lead to different thoughts, feelings and opinions.

Revisit the actual fire and community-response sequence in **Bindi**.



A real detail I found

Write a specific detail from the fire and community-response sequence.



A possible response

Explain one way a reader might respond to this detail (for example, a feeling, a thought or an opinion).



Why the detail matters

Explain why this detail might lead to different responses from different readers.



You may choose a different response if your evidence supports it.

Two readers, two supported responses

Choose one actual moment from *Bindi*. Explain two fair readings.

Reader A

Response

What does this reader think or feel about the moment?



Actual detail

What is the real evidence from the text?



Reason

How does this detail support the reader's response?



Reader B

Response

What does this reader think or feel about the moment?



Actual detail

What is the real evidence from the text?



Reason

How does this detail support the reader's response?



Different responses can both be valid when each is explained with real evidence.

Name: _____

Initial interpretation cards 1

Find two actual details in *Bindi*: one from the drought sequence and one from the fire or community-response sequence. Record where each appears in your teacher's copy. Separate what you observe from how you respond.

1. Detail from the drought sequence

Where I found it	_____ _____
Actual detail	_____ _____ _____
My response	_____ _____ _____

2. Detail from the fire or community-response sequence

Where I found it	_____ _____
Actual detail	_____ _____ _____
My response	_____ _____ _____

Name: **ANSWERS** _____

Initial interpretation cards 1

Find two actual details in *Bindi*: one from the drought sequence and one from the fire or community-response sequence. Record where each appears in your teacher's copy. Separate what you observe from how you respond.

1. Detail from the drought sequence

Where I found it	Teacher checks location in the class copy. _____ _____
Actual detail	A genuine drought detail from the selected passage. _____ _____ _____
My response	Concern, hope or another view explained from that detail. _____ _____ _____

2. Detail from the fire or community-response sequence

Where I found it	Teacher checks location in the class copy. _____ _____
Actual detail	A genuine fire or community-response detail. _____ _____ _____
My response	A plausible response linked to that detail. _____ _____ _____

Detail to interpretation cards 2

Name: _____

Choose two different actual passages from *Bindi*. For each, link a real detail to a possible interpretation and your response. Mark what is observed and what is inferred.

1.

Real detail (observed)	Possible interpretation (inferred)	My response and why
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2.

Real detail (observed)	Possible interpretation (inferred)	My response and why
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Overall reflection

Detail to interpretation cards 2

Name: ANSWERS

Choose two different actual passages from *Bindi*. For each, link a real detail to a possible interpretation and your response. Mark what is observed and what is inferred.

1.		
Real detail (observed) <u>Actual word, phrase, image</u> <u>or event from a chosen</u> <u>passage.</u> _____ _____	Possible interpretation (inferred) <u>A plausible meaning,</u> <u>clearly signalled as an</u> <u>inference.</u> _____ _____	My response and why <u>A reader response linked to</u> <u>that detail with a reason.</u> _____ _____

2.		
Real detail (observed) <u>Actual word, phrase, image</u> <u>or event from a chosen</u> <u>passage.</u> _____ _____	Possible interpretation (inferred) <u>A plausible meaning,</u> <u>clearly signalled as an</u> <u>inference.</u> _____ _____	My response and why <u>A reader response linked to</u> <u>that detail with a reason.</u> _____ _____

Overall reflection

Different supported responses may both pass.

Name: _____

Date: _____

Alternative or unsupported?

Think about one actual Bindi moment. Compare a supported alternative reading with this unsupported claim: 'Everyone must feel the same way because the book is sad.'
Repair the claim using real evidence.

1. My moment and actual detail

Write about one moment from *Bindi* and the exact detail that stands out to you.

2. A fair alternative response and reason

Explain a different but reasonable way someone else might respond to this moment, and give a reason.

3. How I would repair the unsupported claim

Rewrite the claim so it is accurate and supported by evidence from the text.

Name: **ANSWERS**

Date: _____

Alternative or unsupported?

Think about one actual Bindi moment. Compare a supported alternative reading with this unsupported claim: 'Everyone must feel the same way because the book is sad.'
Repair the claim using real evidence.

1. My moment and actual detail

Write about one moment from *Bindi* and the exact detail that stands out to you.

A real chosen Bindi moment and precise observed detail.

2. A fair alternative response and reason

Explain a different but reasonable way someone else might respond to this moment, and give a reason.

A fair different reading linked to an actual detail; it need not match the first response.

3. How I would repair the unsupported claim

Rewrite the claim so it is accurate and supported by evidence from the text.

Repair: readers may respond differently; any claim must use genuine evidence and a reason.

Respectful literature-circle roles

Different readers notice different things. We listen, give reasons and support our ideas with the text.

Passage finder: locate an actual moment



- Choose a meaningful passage from the teacher copy (for example, a moment in the drought story).
- Read or summarise the key part.
- Say why you chose it (in one or two sentences).

Evidence connector: explain detail → response



- Pick out a specific detail from the passage (a word, phrase or action).
- Explain how this detail helps you understand the text.
- Share your response (for example, a feeling, question or idea) and link it clearly to the detail.

Alternative listener: offer a fair different reading



- Listen carefully to the first response.
- Offer another possible reading of the same passage.
- Support your idea with evidence from the text.
- Be respectful. A different view can be valid, even if you see it another way.

1 Setup

- Work in a group of three: one Passage finder, one Evidence connector and one Alternative listener.
- Use the same teacher copy of the text.
- Take turns so everyone has a chance to lead.
- Keep the discussion focused, kind and on the text.

2 Rules for respectful discussion

- 1 One person speaks at a time.
 - 2 Always use an actual moment from the text.
 - 3 Link your response to evidence (a word, phrase or action).
 - 4 Listen to different views and ask questions if you are unsure.
 - 5 Be polite and build on each other's ideas.
- Keep to the roles and take turns.

3 Worked turn (example)

Passage finder: locate an actual moment

"I choose an actual drought passage from the teacher copy and show where I found it."

Evidence connector: explain detail → response

"I name a real detail from that passage. It prompts my response because I can explain the link."

Alternative listener: offer a fair different reading

"I may respond differently. I show a real detail and explain why it supports my view."

4 Partner check

The partner (the third group member) checks both links:

- Does each person use an actual detail from the passage?
- Does each response clearly connect to that detail?



Both ideas are supported by the text.



Both links between detail and response are clear.

5 Finish condition



Finish after each person has led one turn and both responses are evidence-based.

Well done! You have explored how different readers can respond in different, but equally valid, ways.

Literature-circle challenges 1–6

Read a passage from *Bindi*, then choose a card and complete the task.

1

Choose a drought moment

Find a moment in *Bindi* that shows the effects of drought. Write down one specific detail from the passage and explain how it made you respond (e.g. feel, think or question).

Use an actual passage from *Bindi* to support your answer.

2

Choose a fire moment

Find a moment in *Bindi* that shows a bushfire or its aftermath. Write down one specific detail from the passage and explain why this detail is important in making you respond.

Use an actual passage from *Bindi* to support your answer.

3

Find community action

Locate a moment in *Bindi* that shows people taking action together. Suggest two possible responses to this moment (e.g. how different readers might feel, think or act) and explain why both responses are reasonable.

Use an actual passage from *Bindi* to support your answer.

4

Find a response to place

Find a moment in *Bindi* that shows a character's response to the Australian environment (such as the land, weather or living things). Write down the actual detail from the passage and explain what it shows about the character or the situation.

Use an actual passage from *Bindi* to support your answer.

5

Distinguish what you observe from what you infer

Choose a moment in *Bindi*. Write down one thing you can observe from the passage (a detail that is directly there) and one thing you infer (something you work out). Explain how you know which is the observation and which is the inference.

Use an actual passage from *Bindi* to support your answer.

6

Explain how another reader might respond

Choose a moment in *Bindi*. Explain how another reader (for example, someone your age with a different background or experience) might respond differently to this moment. Give a fair and thoughtful explanation for their possible response.

Use an actual passage from *Bindi* to support your answer.

Literature-circle challenges 7–12

Cut out the cards. Use them in your literature circle to think more deeply, listen well and give thoughtful reasons for your ideas.

7

Give a second reading of a drought moment.

Reread a part that shows a time of drought. What else do you notice now? How might this detail lead a reader to respond differently from your first reading?



8

Connect fire detail to reader response.

Choose a detail about fire. Explain how this detail might affect a reader's feelings, ideas or questions. How might different readers respond differently to the same detail?



9

Connect community detail to reader response.

Choose a detail about community (people working together, helping each other or belonging). Explain how this detail might influence a reader's response. Why might different readers see it in different ways?



10

Repair "I liked it" with evidence.

If your response is "I liked it", add evidence. Choose a detail from the text and explain how it helped you feel, think or imagine something. Be specific about what the detail shows and why it matters.



11

Respond respectfully to a different interpretation.

A classmate has a different interpretation from yours. Respond in a respectful way. Explain what you can see in their idea and add your own thinking. How can both ideas be reasonable?



12

Decide whether to revise or sustain your first response and why.

After discussion, will you revise your first response or sustain it? Explain your decision. Refer to text details and the ideas you have heard. What made you think differently or think more deeply about your original view?



☐ **Teacher check:** Accept a real chosen detail + plausible connection + fair alternative. Ask for revision when a claim has no evidence.

Fresh response rehearsal

Name: _____

Your teacher reads a different passage from Bindi's community-response sequence. Use that actual passage; do not rely on a modelled passage.

1. Actual detail and where I found it

2. My response

3. Why the detail supports my response

4. A fair alternative response and its evidence

PREVIEW

Fresh response rehearsal

Name: ANSWERS

Your teacher reads a different passage from Bindi's community-response sequence. Use that actual passage; do not rely on a modelled passage.

1. Actual detail and where I found it

An actual detail from the new community-response passage, with location.

2. My response

A plausible personal response.

3. Why the detail supports my response

Explains how the detail prompts that response.

4. A fair alternative response and its evidence

A fair alternative, also connected to real evidence.

Reconsider and repair

Readers can look at the same text and notice different details, make different connections and come to different conclusions. This activity helps you to challenge a narrow claim and think more deeply about other possible readings.



Here is a claim to reconsider:

“My response is the only possible one.”

Repair this claim using a second possible reading and an actual Bindi detail. Then explain whether you revise or sustain your first response.

What is wrong with the claim?

A fair alternative with evidence

I revise or sustain my response because...

Reconsider and repair

Readers can look at the same text and notice different details, make different connections and come to different conclusions. This activity helps you to challenge a narrow claim and think more deeply about other possible readings.



Here is a claim to reconsider:

“My response is the only possible one.”

Repair this claim using a second possible reading and an actual Bindi detail. Then explain whether you revise or sustain your first response.

What is wrong with the claim?

The claim wrongly excludes other supported readers' views.

A fair alternative with evidence

State a fair different response and identify an actual Bindi detail that could support it.

I revise or sustain my response because...

Revise or sustain the first response with a reason grounded in the text.

Reasoned response with alternative

Name: _____

Choose one actual moment from *Bindi* that you have not used on a model sheet.
Work independently. You may give an oral or drawn response if agreed with your teacher;
evidence and reasoning still matter.

1. My moment and real detail

2. My response and why

3. A fair alternative response, its detail and why

4. I revise or sustain my response because...

PREVIEW

Reasoned response with alternative

Name: **ANSWERS**

Choose one actual moment from *Bindi* that you have not used on a model sheet.
Work independently. You may give an oral or drawn response if agreed with your teacher;
evidence and reasoning still matter.

1. My moment and real detail

A genuine chosen Bindi moment and specific detail.

2. My response and why

A coherent personal response linked to that detail.

3. A fair alternative response, its detail and why

A fair alternative response with its own real detail and reason.

4. I revise or sustain my response because...

A reasoned decision to revise or sustain; more than one interpretation may pass.

Learning evidence rubric

Why Readers Respond Differently

Use this rubric to assess a piece of work or a discussion about why different readers might respond differently to a text.

Criterion	Needs teaching	Developing with support	Target met independently
Concept / accuracy	Shows an unsupported or inaccurate understanding.	Shows understanding using a familiar model with a prompt.	Interprets a fresh case correctly.
Application / procedure	Task is incomplete or includes significant errors.	Completes the task with a model or clear support.	Provides a reasoned response and offers a fair alternative interpretation.
Reason / evidence	Gives a guess or opinion only.	Uses relevant text, but the link to the idea needs a prompt.	Uses specific, real detail from the text and gives a clear reason.
Transfer / communication	Response is unclear or shows no transfer.	Communicates a clear response with support.	Gives a coherent response in a fresh context.

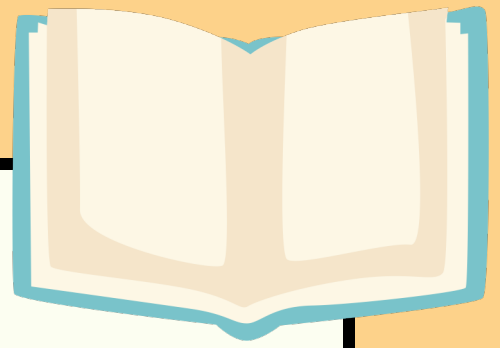
Observed evidence

Targeted next step

Accept justified alternative interpretations and accessible response modes.

Why Readers Respond Differently





Our purpose and starting point

Explain a personal response to a real moment in Binna's story.

Success: name an actual detail, explain your response, and give an alternative.

Diagnostic 1: Which drought moment stayed with you? Show it in your teacher copy.

Diagnostic 2: Could a reader respond differently to a moment? What would they need?





Words for careful reading

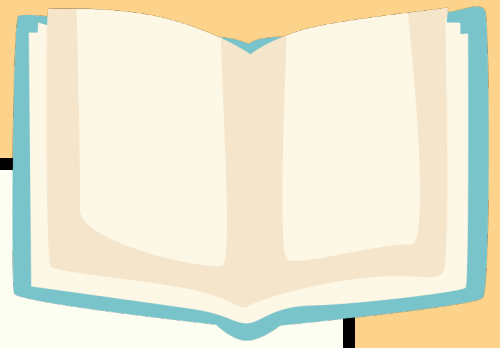
Response: what a reader thinks, feels or notices.

Perspective: a viewpoint. Experience and context may affect it.

Interpretation: a meaning a reader draws from the work.

Separate observation in the work from inference you make.





A response needs evidence

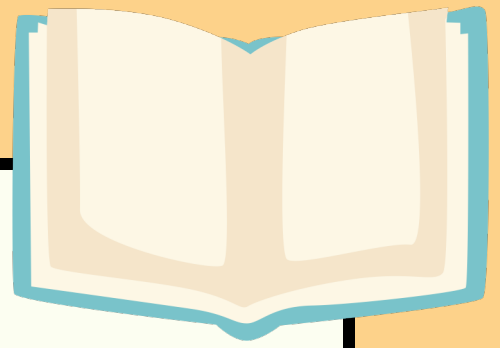
Choose a real word, phrase, image or event in the text or copy of Bindi.

Name your response to that moment.

Explain how the detail prompts your response.

Another reader may respond differently when their reason also fits real evidence.





First model: the drought sequence

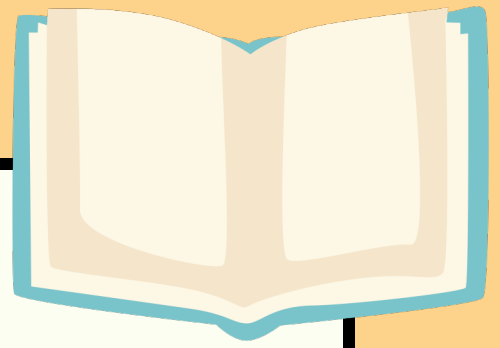
Revisit an actual passage from the drought sequence.

Teacher model: “This detail makes me feel concerned because

Point to the exact detail aloud; do not invent a quotation or page.

Ask: what part is observation and what part is my inference?





A contrasting supported response

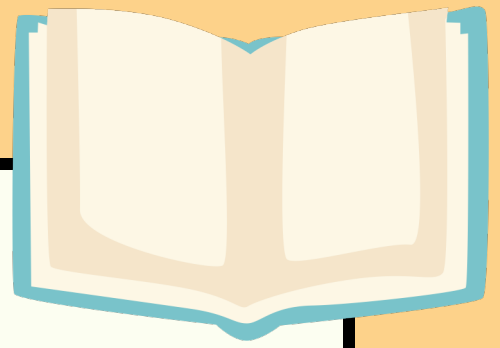
Revisit a real passage from the fire and community-response sequence.

One reader may focus on difficulty; another may notice cooperation.

Each reader selects an actual detail and explains the connection.

Neither feeling is compulsory. Evidence and reasoning decide whether it is supported.





Guided decision: detail or opinion?

A reader says, “I liked it.” Is that a supported response or not?

Find a real Bindi moment in your teacher copy.

With a partner, add the detail and explain what it means.

Pause: which sentence states a preservation response and reason?





Guided decision: one good answer

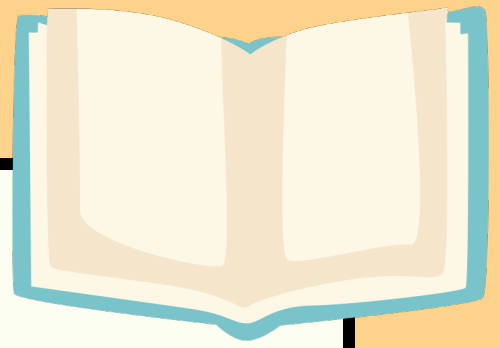
“I liked it” alone gives no evidence.

A stronger answer identifies a true chosen passage or illustration.

It then explains how that detail prompts a specific response.

A different response can pass when it has its own relevant detail and reason.





Try a fresh Bindi moment

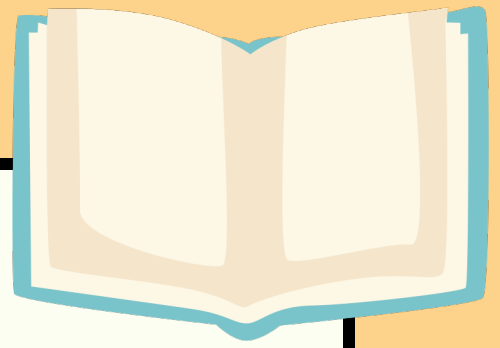
Choose a different actual moment from the community response sequence.

Record what the work actually shows before naming what you infer.

Explain a first response using the detail you selected.

Check: could a peer locate that detail in the teacher copy?





Literature circle: a complete run

Passage finder: select an actual passage and show its location.

Evidence connector: link a real detail to a response.

Alternative listener: offer another fair reading and its evidence.

Partner check: ask whether both links truly fit the work.





Your literature-circle challenge

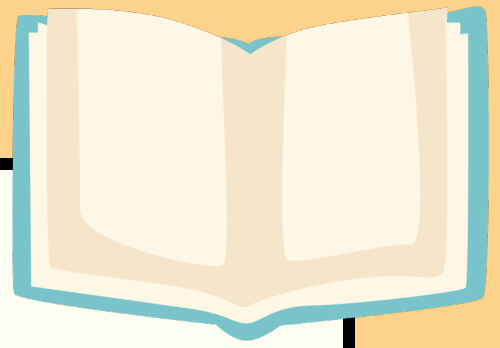
Select one challenge card and a real Bindi passage.

Explain your response and show the detail that supports it.

Invite a different possible reading without dismissing your partner.

The group completes the turn when everyone can explain one evidence link.





Correct a tempting misconception

Claim: “Everyone must feel the same way because the book is...”

The claim forces one emotion and gives no precise evidence

Repair: “I respond this way because of this *specific* detail...”

Add: “Another reader may respond differently because...”





Rehearse in a fresh context

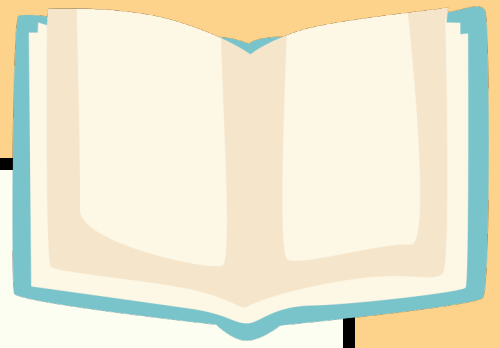
Listen as the teacher revisits a different community-response message.

Write: detail → my response → reason.

Add a fair alternative with a real detail and reason.

Then decide whether to revise or sustain your first response.





Three routes, one learning target

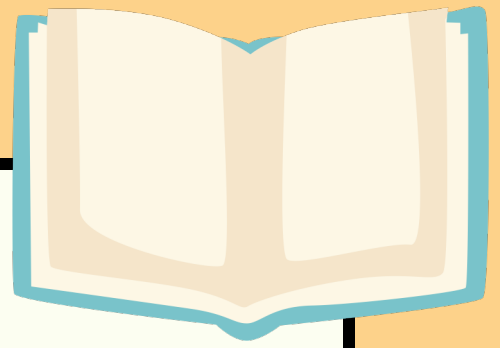
Support: listen again, speak or draw a response, and use a partially filled organiser.

Core: choose precise evidence and explain both responses.

Extension: test a counter-reading against another textual detail.

No one needs to disclose private experience or cultural identity.





Independent response

Choose a new actual moment from Bindi, not the modelled passage.

Work independently: personal response, genuine evidence and reason.

Give a fair alternative interpretation with evidence.

Finish by explaining whether you revise or sustain your response.





Use evidence to reflect.

Can a teacher find the detail I named in the real work?

Did I explain how that detail led to my response?

Did I treat a different supported response like this?

My next step is the one link I can make clearer.





What this unit has shown

Personal responses to literature may differ.

A response becomes reasoned when a real detail supports it.

A fair alternative also needs evidence and explanation.

Your view may change or stay the same. Explain why from the work.





Well Done
Different responses can be supported.



Why Readers Respond Differently – Quiz





Question 1

A reader says, “The drought made me uneasy.”

What would turn this into a supported personal response?





Answer 1

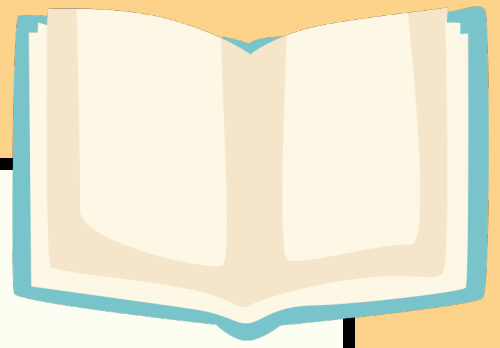
Locate a real detail in the actual drought passage.

Explain how that detail prompts the reader's response.

The feeling alone is not enough.



Question 2



A second reader notices community cooperation.

How could that be a fair alternative response?





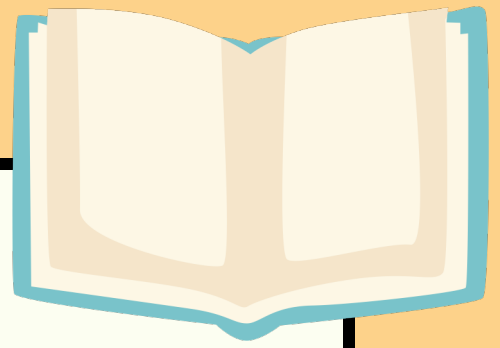
Answer 2

Point to an actual detail in the community-response sequence.

Explain why it supports that reader's response.

A different response does not need to be presented.





Question 3

Choose a new Bindi moment in the teacher copy.

Give your response and a fair alternative. What evidence would each need?





Answer 3

Credit a true chosen moment, two plausible responses
and a clear detail-to-reason link for each.

Do not require one fixed emotion





Question 4

In a detail-to-interpretation card, what counts as an observation?

Name one actual detail from a passage you choose.





Answer 4

An observation is something genuinely present in a chosen text or image.

An interpretation is a possible meaning drawn from it.

Check the detail in the teacher copy.





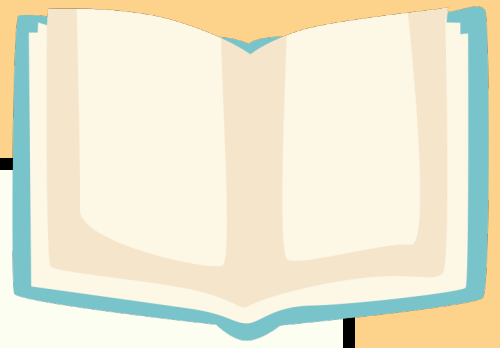
Question 5

Two readers use different real details from the same novel.

Can their different responses both be supported? Explain.



Answer 5



Yes, if each detail is real and each reader explains link.

A changed detail may change the response;

the evidence test stays the same





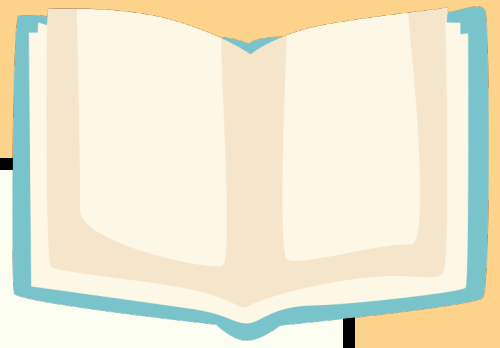
Question 6

“Everyone must feel the same way because the book is so good.”

What is wrong with this claim? Repair it.



Answer 6

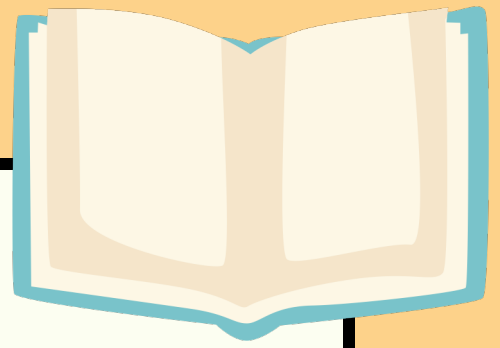


It imposes one emotion and gives no specific evidence.

Repair it with a personal response, a real selection of details,

and room for another supported reading.





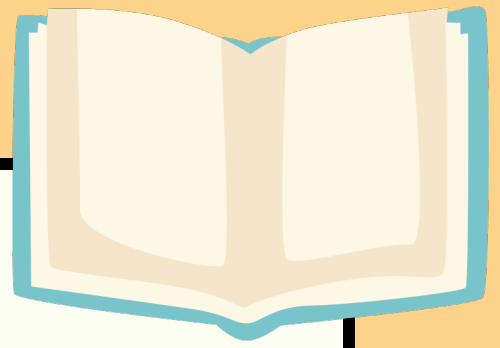
Question 7

In a literature circle, you are the alternative listener.

What do you do after hearing the first response?



Answer 7



Listen respectfully, offer another plausible reading,
point to actual evidence, and explain your link.

Do not dismiss the first reader without checking it





Question 8

Compare a chosen drought moment with a chosen community-response moment.

How might a reader's responses differ?





Answer 8

Name one relevant difference in the actual selected outcome.

Connect each possible response to a true detail.

Avoid inventing book wording or a required feeling.





Question 9

Choose a new verse or illustration from the teacher's copy.

What response does it prompt for you?





Answer 9

Credit a coherent personal response to a genuinely chosen moment.

The same evidence method applies to words or images.

This is a fresh matched context.



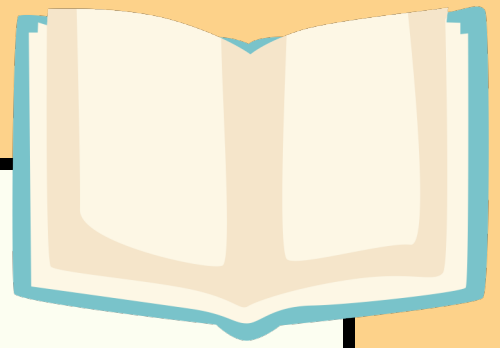


Question 10

What exact evidence supports your answer to Question 9?

Explain the connection rather than naming a device or idea.





Answer 10

Point to a real word, phrase, illustration detail or event.

Explain how that observation prompts the response.

A guess or preference alone is insufficient.





Question II

A reader says, “My view is the only possible one.”

What counterexample or limitation would you give?





Answer II

A different reader can select another real detail and explain a fair view.

Qualify the claim: more than one supported interpretation may pass.

Do not accept an unsupported alternative





Question 12

Use a new Bindi moment: give a reasoned response and offer an alternative.

What will you check before submitting?





Answer 12

Check both responses have genuine evidence and a clear reason.

Communicate the difference fairly and coherently.

Revise or sustain your first view with a text grounded reason.





Will Done!
Use real evidence.



PREVIEW