

**Turquoise A Marking Guidance: Theseus and the Minotaur**

Recommended for: Year 2 Term 1

| Qu. | Skill Area and Strand                                      | Objective  | Answers  | Marks | Possible Errors   | Advice   |
|-----|--|--|--|-------|---|--|
| 1   | Language for Effect: Vocabulary Development<br>Turquoise A | Able to find a word in a page of text that has the same meaning as a given word.   | Horrible   | 1     | Difficult<br><br>Another word unconnected with 'nasty' in meaning                 | 'Difficult' doesn't mean the same as 'nasty'. Which word on the page means 'nasty'?<br><br>What does 'nasty' mean? Look it up in the dictionary if you need to. Then find a word that means the same as 'nasty'.                   |
| 2   | Literal Comprehension<br>Turquoise A                       | Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by the teacher. | Accept one of the following (or similar):<br>in a maze; in a labyrinth; deep underground | 1     | A guess that doesn't draw on evidence from the story<br><br>Half-human, half-bull | Re-read this page. What does it tell us about where the Minotaur lives?<br><br>Look at the first word in the question. 'Where' must be answered with a place. Re-read the page, thinking about the place where the minotaur lived. |

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| 3 | Inferences: Making Inferences Turquoise A                | Participate in discussions about books they have listened to or read, making inferences about how characters feel.   | <p>a) Accept one of the following (or similar):<br/>scared; worried (1 mark)</p> <p>b) Accept one of the following:<br/>He could hear his own heart beating: thump-thump, thump-thump.<br/>The string would help him find his way out after he had killed the Minotaur ... if he was still alive by then! (1 mark)</p> | 2 | <p>Not understanding what the text tells us about how Theseus feels</p> <p>Not identifying a sentence that gives evidence about Theseus's feelings</p> | <p>How do you think Theseus would feel about having to go by himself in the dark to kill a scary monster?</p> <p>Look for a sentence that gives us a clue about Theseus's feelings e.g., his heart is beating loudly.</p> |
| 4 | Literal Comprehension: Literal Comprehension Turquoise A | Answer literal or deductive questions about books they have listened to or read, drawing on what they already know, or on background information and vocabulary provided by the teacher. | The string would help him to find his way out of the labyrinth.  | 1 | <p>The string would help him to kill the Minotaur.</p> <p>The string would help him to remember what he had to do.</p>                                 | Re-read the page. What does it tell us about the string and how it could help Theseus?  |
| 5 | Language for Effect: Literary Language Turquoise A       | Recognise clear patterns of language, such as the repetition of words or phrases.  | Thump-thump, thump-thump   | 1 | Faster and faster; closer and closer   | This word/phrase doesn't tell us about the sound Theseus's heart was making. Look at page 3 for clues about the sound his heart made.   |

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| 6 | Inferences: Prediction<br>Turquoise A                            | Make a sensible prediction of what might happen in a text they have not encountered before and, with support, can justify the prediction on the basis of what has happened so far in the story. | a) Accept any answer that makes a reasonable prediction (1 mark)<br><br>b) Accept any answer that attempts to justify the prediction (1 mark) | 2 | Not able to make a prediction or justify it<br><br>Making a prediction that is not justified by the text | Think about what is most likely to happen next. Will Theseus meet the Minotaur? Will they fight? Think about what happens in other stories you know that are a bit like this one.<br><br>That doesn't sound as if it is very likely to happen in this story. Think about what might happen when Theseus and the Minotaur meet. |
| 7 | Language for<br>Effect: Vocabulary<br>Development<br>Turquoise A | Able to find a word in a page of text that has the same meaning as a given word.  | Grabbed   | 1 | Twisted<br><br>Another word unconnected with 'took hold of' in meaning                                   | 'Twisted' doesn't mean exactly the same as 'took hold of', because you can take hold of something without twisting it. Which word means the same as 'took hold of'?<br><br>Think about what 'took hold of' means. Which word in the story means the same as 'took hold of'?  |

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| 8 | Responding to the Text: Personal Response and Evaluation of Text<br>Turquoise A | Explain how a story, poem or non-fiction topic makes them feel. | Accept any answer that shows an emotional response to this particular story, such as:<br>happy (that Theseus is safe); excited (by the action of the story); sad / sorry (for the Minotaur) | 1         | An answer that doesn't express an emotional response to the story. Children may describe what happens rather than saying how this made them feel. | Think about what happens at the end. Does Theseus win against the Minotaur? How does it make you feel? |
|   |   |   | <b>Total:</b>   | <b>10</b> |   |  |