

**Brown B Test 2 Marking Guidance: How to Make a Compass**  
Recommended for: Year 3 Term 2

Qu.	Skill Area and Strand	Objective	Answer	Marks	Possible Errors	Advice
1	Literal Comprehension: Literal Comprehension Brown B	Explain the main idea of a paragraph or page they have just read.	The North Pole	1	Any incorrect answer	Read all the answers given. Re-read the first paragraph, thinking about the question.
2	Literal Comprehension: Literal Comprehension Brown B	Explain the main idea of a paragraph or page they have just read.	They are both magnetic.	1	The children may not understand that the 'Earth is like a giant magnet' implies that it is magnetic.	Re-read the first paragraph, looking for clues to answer the question. Think about the word 'also'.
3	Literal Comprehension: Information Retrieval Brown B	Retrieve specified information from a range of fiction and non-fiction texts.	In 1772	1	Some children may pick out Ancient Chinese or Ancient Greek times from the text and give this as the answer.	Carefully re-read the paragraph beginning: <i>Some people think</i> ... Do we know for sure when the compass was invented? Which was the first ship to use a compass? When was this?
4	Themes and Conventions: Range of Texts Brown B  Themes and Conventions: Text Structure Brown B	Has read or listened to a range of texts, including some myths, legends, fiction, poetry, plays, non-fiction and reference books, and can answer questions about the texts. Beginning to use familiar non-fiction features independently to help them navigate through a text.	a) To give instructions of how to make something (1 mark)  b) What to do (1 mark)	2	Any incorrect answer.  What you need	Read the question carefully. Talk about the purpose of each of the other texts. What would you look for in those texts? What do you expect to see?  What does the word 'heading' mean? Look at the two headings again, and the text underneath them.

5	Language for Effect: Literary Language Brown B	Point out interesting vocabulary on a page and explain in simple terms the effect the word has on the reader.	Accept an adverb that implies gentle movement, e.g. gently; slowly; softly	1	Another word that links to the act of stroking a pet: comfort; love; calm	Use the context of the word as well as the word itself. What are the other words around the target word? Try to imagine yourself following the instruction. Role-play what you would do.
6	Literal Comprehension: Information Retrieval Brown B	Retrieve specified information from a range of non-fiction texts.	Needle Bar magnet (Both must be correct for the mark to be awarded.)	1	Cork; tape; pen; dish	Where would you look to find the things you need? What are each of those things made from? Which of them are made of metal?
7	Literal Comprehension: Literal Comprehension Brown B	Answer literal or deductive questions about a range of different kinds of books and texts, using clues and information from different parts of the text where these are clearly signposted.	To magnetise the needle	1	Any incorrect answer	Re-read the question. Scan the text for the words. Re-read the useful part of the text, trying to understand how the magnet is used.
8	Themes and Conventions: Text Structure Brown B	Beginning to use familiar non-fiction features independently to help them navigate through a text.	Accept any of the following: Finally; last; fourth	1	'Put' or another imperative verb that could replace 'float'	Re-read the question carefully. Note the pattern in the previous instructions: they all begin with an adverb of time.
9	Making Inferences: Prediction Brown B	Predict what will happen from what is clearly stated and straightforwardly implied in a text, sometimes drawing on knowledge of similar texts.	North	1	Any other direction or 'At my compass'	Re-read the useful part of the text. Look for information about how far apart the compasses must be before they are attracted to each other.

10	Literal Comprehension: Literal Comprehension Brown B	Explain the main idea of a paragraph or page they have just read.	<ol style="list-style-type: none"> <li>1. Explanation of how compasses work</li> <li>2. Information about the history of the compass</li> <li>3. How to make a compass</li> <li>4. How to test that a compass works</li> </ol> (Award 2 marks for all correct. Award 1 mark for any two statements numbered in the correct order.)	2	Getting the sequence wrong	Read the four statements in the answer. Scan the text looking for evidence of each of the statements.
			<b>Total:</b>	<b>12</b>		