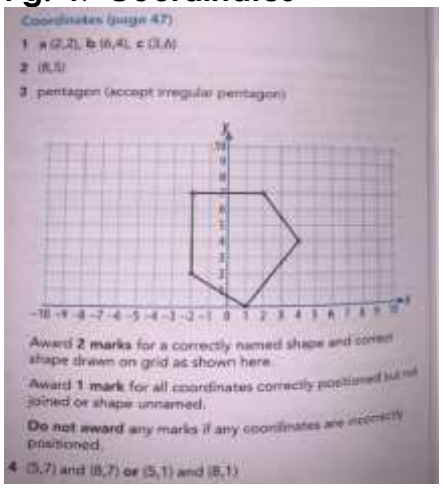
Day 3 Answers

Task 1

SATs Book Activities Developing/ Expected

Pg. 47 Coordinates


Coordinates (page 47)

1 a (2,2), b (6,4), c (3,6)

2 (8,5)

3 pentagon (accept irregular pentagon)

Award **2 marks** for a correctly named shape and correct shape drawn on grid as shown here.

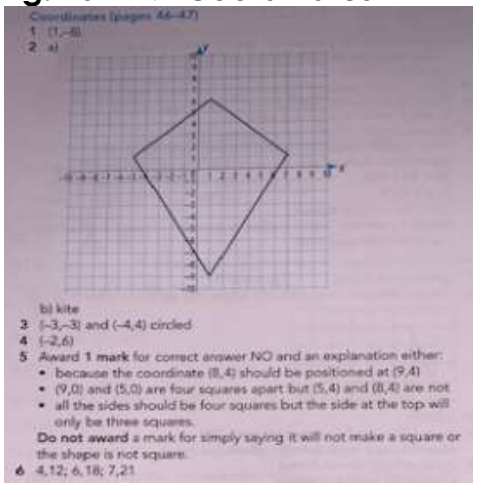
Award **1 mark** for all coordinates correctly positioned but not joined or shape unnamed.

Do not award any marks if any coordinates are incorrectly positioned.

4 (5,7) and (8,7) **or** (5,1) and (8,1)

Greater Depth

Pg. 46 – 47 Coordinates


Coordinates (pages 46–47)

1 (1,–6)

2 a)

b) kite

3 (–3,–3) and (–4,4) circled

4 (–2,6)

5 Award **1 mark** for correct answer NO and an explanation either:

- because the coordinate (8,4) should be positioned at (9,4)
- (9,0) and (5,0) are four squares apart but (5,4) and (8,4) are not
- all the sides should be four squares but the side at the top will only be three squares.

Do not award a mark for simply saying it will not make a square or the shape is not square.

6 4,12; 6,18; 7,21

Task 2

Arithmetic

8. 124.5 or 124½

9. 1457

10. 90.3

11. 125.3

12. 1078

13. 60

14. 85 r6 or 85.75 or $85\frac{3}{4}$ or $85\frac{6}{8}$

Task 3

Problem Solving/ Reasoning

Task 1

(a) (19, 25)

! Coordinates

(b) (–6, 19)

! Gives values for A and B transposed
Award 1m for part (b) only, ie:

- *A is (–6, 19) and B is (19, 25)*

Task 2

(a) ✓ boxes for: (3,2), (5,4) and (10,9).

All three coordinates must be ticked for the mark to be awarded.

(b) Explains that (11,12) cannot be on the line because the value of the first number is always one more than the value of the second number in the coordinate, eg (9,8), or similar explanation.

Explanation can use words or diagrams.

Task 3

(a) No **AND** appropriate supporting reason, eg

'Because the ***y*** number must be 3 bigger than the ***x*** number'
'***y*** is always bigger than ***x*** but 103 is less than 100 when you are minus'
'Because the co-ordinates are the wrong way round'

No mark *is awarded for 'No' alone.*

If the child has not ticked 'No' award one mark only if the explanation makes it clear why the line does ***not*** *pass through*
the point (–100, –103).

Do not *accept a correct explanation if 'Yes' has been clearly indicated.*

(b) $y = x + 3$ OR $y = 3 + x$