



ANSWERS

KS2 Sample SATs

2015-16

| Question | Requirement | Mark |
|-------------|--|------|
| 35 G5.6a | <p>Award 1 mark for an explanation of the meaning of both sentences, e.g.</p> <ul style="list-style-type: none"> <i>The commas in the first sentence mean that all mangoes taste delicious / all mangoes are grown in hot countries.</i> <i>There are no commas in the second sentence, so it means that only mangoes grown in hot countries taste delicious.</i> <p>Also accept responses that are not written in full sentences.</p> <p>Do not accept responses that explain only one sentence.</p> <p>Do not accept responses that discuss the function of the commas without fully explaining the effect on the meaning, e.g.</p> <ul style="list-style-type: none"> <i>There are commas in the first sentence so those words aren't important.</i> | 1m |

Commentary: This question assesses understanding of how commas can clarify or change the meaning of a sentence. This is a new part of the test framework, replacing commas to mark phrases or clauses. In this case, the commas affect meaning because they indicate whether the relative clause is non-defining (as in the first sentence) or defining (as in the second sentence), but it is not necessary for children to use this terminology in their answer. Pupils need to explain the effect on meaning in both sentences in their answer.

| | | |
|------------|---|----|
| 37 G4.4 | <p>Award 1 mark for a correctly punctuated sentence using the passive voice, e.g.</p> <ul style="list-style-type: none"> <i>We were drenched.</i> <i>We were drenched by the pouring rain.</i> <i>We were drenched by the rain.</i> <p>Do not accept responses that change the verb or tense, e.g.</p> <ul style="list-style-type: none"> <i>We were soaked [by the pouring rain].</i> <i>We are drenched [by the pouring rain].</i> | 1m |
|------------|---|----|

Commentary: This question assesses the use of the passive voice. Passive and active voices were previously assessed only in the Level 6 test. Pupils may omit the preposition phrase (agent) in their answers. Recognisable misspellings are also accepted.

| Question | Requirement | Mark | | | | | | | | | | | | |
|--|--|-----------------------------|---|-----------------------------|--|--|---|--|--|---|--|---|--|----|
| 38 G3.4 | <p>Award 1 mark for a correctly completed table.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>after used as a subordinating conjunction</th> <th>after used as a preposition</th> </tr> </thead> <tbody> <tr> <td>He moved here <u>after</u> the end of the war.</td> <td></td> <td>✓</td> </tr> <tr> <td>Entry is free <u>after</u> 5pm in the evening.</td> <td></td> <td>✓</td> </tr> <tr> <td>I went to the cinema <u>after</u> I had eaten my dinner.</td> <td>✓</td> <td></td> </tr> </tbody> </table> | Sentence | after used as a subordinating conjunction | after used as a preposition | He moved here <u>after</u> the end of the war. | | ✓ | Entry is free <u>after</u> 5pm in the evening. | | ✓ | I went to the cinema <u>after</u> I had eaten my dinner. | ✓ | | 1m |
| Sentence | after used as a subordinating conjunction | after used as a preposition | | | | | | | | | | | | |
| He moved here <u>after</u> the end of the war. | | ✓ | | | | | | | | | | | | |
| Entry is free <u>after</u> 5pm in the evening. | | ✓ | | | | | | | | | | | | |
| I went to the cinema <u>after</u> I had eaten my dinner. | ✓ | | | | | | | | | | | | | |

Commentary: This question assesses identification of subordinating conjunctions and prepositions and knowledge of the terms. The term 'conjunction' is a new part of the test framework. The term 'connective' is no longer used.

| Question | Requirement | Mark | | | | | | | | | | | | |
|--|---|---------------------------|---------------------------|---------------------------|---|--|---|--|--|---|--|---|--|----|
| 40 G1.4 | <p>Award 1 mark for a correctly completed table.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Subordinating conjunction</th> <th>Co-ordinating conjunction</th> </tr> </thead> <tbody> <tr> <td>I like ice-skating <u>and</u> roller-skating.</td> <td></td> <td>✓</td> </tr> <tr> <td>Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.</td> <td></td> <td>✓</td> </tr> <tr> <td>Jamie will go ice-skating <u>if</u> I go with him.</td> <td>✓</td> <td></td> </tr> </tbody> </table> | Sentence | Subordinating conjunction | Co-ordinating conjunction | I like ice-skating <u>and</u> roller-skating. | | ✓ | Jamie likes roller-skating, <u>but</u> he has never tried ice-skating. | | ✓ | Jamie will go ice-skating <u>if</u> I go with him. | ✓ | | 1m |
| Sentence | Subordinating conjunction | Co-ordinating conjunction | | | | | | | | | | | | |
| I like ice-skating <u>and</u> roller-skating. | | ✓ | | | | | | | | | | | | |
| Jamie likes roller-skating, <u>but</u> he has never tried ice-skating. | | ✓ | | | | | | | | | | | | |
| Jamie will go ice-skating <u>if</u> I go with him. | ✓ | | | | | | | | | | | | | |

Commentary: This question assesses knowledge and classification of conjunctions. The term 'conjunction' is a new part of the test framework. The term 'connective' is no longer used.

| | | |
|------------|---|----|
| 41 G4.3 | <p>Award 1 mark for the subjunctive form.</p> <ul style="list-style-type: none"> • <i>were</i> <p>Do not accept responses using capital letters.</p> | 1m |
|------------|---|----|

Commentary: This question assesses the use of the subjunctive and understanding of the term. This is a new part of the test framework. Answers will be marked as incorrect if they wrongly use capital letters to write their response into the space in the sentence; this is the case with all questions of this type.

| | | |
|------------|--|----|
| 42 G1.8 | <p>Award 1 mark for all three determiners encircled.</p> <p>(Two) apple trees screened (the) open windows on (one) side.</p> | 1m |
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Commentary: This question assesses identification of determiners and knowledge of the term. In the new test framework, the term 'determiners' incorporates the previous term 'articles'.

| | | |
|------------|---|----|
| 43 G3.2 | <p>Award 1 mark for the full noun phrase underlined.</p> <p><u>That book about the Romans</u> was interesting.</p> | 1m |
|------------|---|----|

Commentary: This question assesses identification of noun phrases and knowledge of the term.

| | | |
|-------------|---|----|
| 44 G4.1b | <p>Award 1 mark for the correct words underlined.</p> <p>Rachel loves music... <u>has wanted</u> ... for her birthday.</p> | 1m |
|-------------|---|----|

Commentary: This question assesses identification of the perfect form of the verb and knowledge of the term. This is a new part of the test framework.

Spelling test

1. accommodate

2. cemetery

3. conscious

4. foreign

5. guarantee

6. mischievous

7. neighbour

8. privilege

9. recommend

10. rhythm

Word list – years 3 and 4

| | | | |
|----------------|--------------|----------------|-----------------|
| accident(ally) | early | knowledge | purpose |
| actual(ly) | earth | learn | quarter |
| address | eight/eighth | length | question |
| answer | enough | library | recent |
| appear | exercise | material | regular |
| arrive | experience | medicine | reign |
| believe | experiment | mention | remember |
| bicycle | extreme | minute | sentence |
| breath | famous | natural | separate |
| breathe | favourite | naughty | special |
| build | February | notice | straight |
| busy/business | forward(s) | occasion(ally) | strange |
| calendar | fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though/although |
| circle | heard | perhaps | thought |
| complete | heart | popular | through |
| consider | height | position | various |
| continue | history | possess(ion) | weight |
| decide | imagine | possible | woman/women |
| describe | increase | potatoes | |
| different | important | pressure | |
| difficult | interest | probably | |
| disappear | island | promise | |

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Word list – years 5 and 6

| | | |
|--------------------------|---------------------|---------------|
| accommodate | embarrass | persuade |
| accompany | environment | physical |
| according | equip (–ped, –ment) | prejudice |
| achieve | especially | privilege |
| aggressive | exaggerate | profession |
| amateur | excellent | programme |
| ancient | existence | pronunciation |
| apparent | explanation | queue |
| appreciate | familiar | recognise |
| attached | foreign | recommend |
| available | forty | relevant |
| average | frequently | restaurant |
| awkward | government | rhyme |
| bargain | guarantee | rhythm |
| bruise | harass | sacrifice |
| category | hindrance | secretary |
| cemetery | identity | shoulder |
| committee | immediate(ly) | signature |
| communicate | individual | sincere(ly) |
| community | interfere | soldier |
| competition | interrupt | stomach |
| conscience* | language | sufficient |
| conscious* | leisure | suggest |
| controversy | lightning | symbol |
| convenience | marvellous | system |
| correspond | mischievous | temperature |
| criticise (critic + ise) | muscle | thorough |
| curiosity | necessary | twelfth |
| definite | neighbour | variety |
| desperate | nuisance | vegetable |
| determined | occupy | vehicle |
| develop | occur | yacht |
| dictionary | opportunity | |
| disastrous | parliament | |

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

Content domain: 2d – make inferences from the text / explain and justify inferences with evidence from the text.

| Acceptable Points | Likely evidence (accept paraphrase) |
|--|---|
| inoffensive | |
| 1. acted like children / playful | <ul style="list-style-type: none"> • <i>little ones played round their parents</i> • <i>unwieldy gambols</i> • <i>bounding into the air</i> |
| 2. they are herbivores / vegetarians | <ul style="list-style-type: none"> • <i>reaching a bunch of foliage</i> |
| 3. being together as a family / looking after their young | <ul style="list-style-type: none"> • <i>little ones played round their parents</i> • <i>followed by its mate and its three enormous infants</i> |
| 4. the men don't find them frightening / they don't harm the men | <ul style="list-style-type: none"> • <i>I do not know how long we stayed gazing</i> • <i>this marvellous spectacle</i> |
| 5. slow movement | <ul style="list-style-type: none"> • <i>slowly lurched</i> |
| brutes | |
| 6. strength | <ul style="list-style-type: none"> • <i>tore it down as if it had been a sapling</i> • <i>the strength of the parents seemed to be limitless</i> |
| 7. huge size | <ul style="list-style-type: none"> • <i>dull thuds</i> • <i>its three enormous infants</i> • <i>put his forelegs round the trunk of the tree</i> • <i>their heads high above the brushwood</i> • <i>tore it down as if it had been a sapling</i> • <i>lurched</i> |
| 8. the way they move | <ul style="list-style-type: none"> • <i>unwieldy gambols</i> • <i>dull thuds</i> • <i>lurched off</i> |

| Qu | Requirement | Mark |
|----|---|------|
| | <p>Award 3 marks for a response that identifies one acceptable point for <i>inoffensive</i> and one acceptable point for <i>brutes</i>, both with evidence, e.g.</p> <ul style="list-style-type: none"> • <i>it explains that the iguanodons were harmless because it says they eat foliage which means they are vegetarians. It also says 'I do not know how long we have stared at this spectacle' which means they hadn't tried to hurt them or kill them when most dinosaurs would have tried to kill them for food. They were like brutes because they were so strong and pulled out trees without any effort. [AP2 - <u>inoffensive</u> + ev, AP4 - <u>inoffensive</u> + ev and AP6 - <u>brutes</u> + ev]</i> • <i>They were not offensive as they let the men stare at them for ages and they didn't attack them. But they were also like brutes as they were strong and pulled trees up really easily. [AP4 - <u>inoffensive</u> + ev and AP6 - <u>brutes</u> + ev]</i> • <i>You could tell that they were inoffensive because they were playing. One of the parents was followed by its mate so they were friendly. It says they lurched which makes them sound big and heavy. [AP1, AP3 - <u>inoffensive</u> + ev, AP7 <u>brutes</u> + ev]</i> <p>Award 2 marks for a response that identifies one acceptable point for <i>inoffensive</i> and one acceptable point for <i>brutes</i>, one with evidence, e.g.</p> <ul style="list-style-type: none"> • <i>They were very strong as they could tear down a tree. And the children played lots of games [AP6 - <u>brutes</u> + ev and AP1 - <u>inoffensive</u>]</i> • <i>They were moving really slowly because he says they lurched. They were also huge. [AP5 - <u>inoffensive</u> + ev and AP7 - <u>brutes</u>]</i> <p>Award 1 mark for two acceptable points, one for <i>inoffensive</i> and one for <i>brutes</i> or one acceptable point with evidence for either <i>inoffensive</i> or <i>brutes</i>, e.g.</p> <ul style="list-style-type: none"> • <i>They are vegetarians but they are really strong [AP2 - <u>inoffensive</u> and AP6 - <u>brutes</u>]</i> • <i>It explains that the iguanodons are harmless by saying they eat foliage so they are vegetarians. Also the little ones play around in 'unwieldy gambols' giving a cute impression. [AP2 - <u>inoffensive</u> + ev, AP1- <u>inoffensive</u> + ev]</i> • <i>They must have weighed a lot because they made dull thuds when they fell over. [AP7 - <u>brutes</u> + ev]</i> <p>Also accept, for a maximum of 1 mark, relevant quotations taken from the paragraph without a link to an acceptable point, that evidence both <i>inoffensive</i> and <i>brutes</i>, e.g.</p> <ul style="list-style-type: none"> • <i>The little ones played round their parents in unwieldy gambols</i> • <i>It calls them little ones and enormous infants</i> | |

| Qu | Requirement | Mark |
|----|---|----------|
| 33 | <p>Look at the paragraph beginning: <i>I had the same feeling of mystery and danger around us.</i></p> <p>Find and copy four different words from the rest of the paragraph that suggest danger.</p> <p>Content domain: 2g – identify / explain how meaning is enhanced through choice of words and phrases.</p> <p>Award 2 marks for four correct words and 1 mark for two or three correct words from the list below:</p> <ol style="list-style-type: none"> 1. gloom 2. menace 3. terrors 4. pounce 5. lair 6. crept. | Up to 2m |