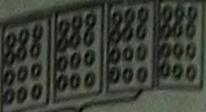
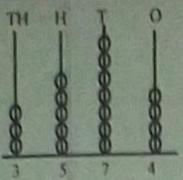
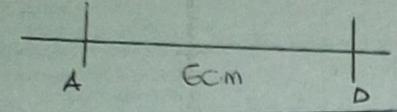
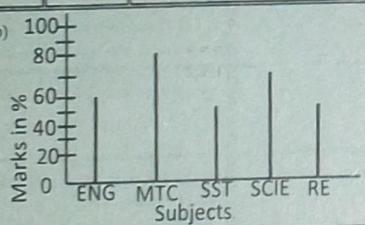
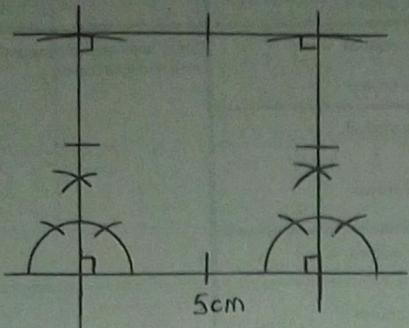


THE SIPRO PRIMARY FIVE MATHEMATICS MID TERM TWO 2023- MARKING GUIDE

NO	LEVEL	SOLUTION	AWARD	REASON	COMMENT														
1	P.1	A kite	B ₁	For the answer	Name and draw all plane and solid shapes.														
2	P.4	$\frac{b}{2} = 13$ $(2 \times b) = (13 \times 2)$ $b = 26$	M ₁ A ₁	For the method. For the answer	Expose learners to a variety of equations.														
3	P.4	$53 = 50 + 3$ $= L \text{ III}$ $= LIII$	B ₁	For LIII	Make a review on changing Roman numerals to Hindu - Arabic as well.														
4	P.5	$\frac{2}{3} \times 9^3 \text{ parts}$ $= 6 \text{ parts}$	B ₁ B ₁	For 6 parts For correct shading	Encourage learners to number the boxes.														
5	P.4	Area = side x side = 8m x 8m = 64sq m	M ₁ A ₁	For the method. For the answer	Recite multiplication tables														
6	P.4	1, 3 ^{odd} 5 $\circled{7}$, 9 ^{5th} $\circled{11}$ 5 + 9 = 14	B ₁ B ₁	For identifying odd numbers. For the sum.	Make a review on types of numbers														
7	P.2		B ₁	For the answer	Revisit and name all set symbols														
8	P.3	$ \begin{array}{r} 1 \ 2 \ 3 \\ \times \ 4 \\ \hline 4 \ 9 \ 2 \end{array} $	B ₁	For the product.	Recite tables on individual basis.														
9	P.5	A - B = {2, 3} n(A - B) = 2	B ₁ B ₁	For A - B For n(A-B)	Encourage learners to identify different regions on the venn diagram.														
10	P.4	<table border="1"> <tr> <td>F8</td> <td>F4</td> </tr> <tr> <td>8+8 = 16</td> <td>4+4 = 8</td> </tr> <tr> <td>8+1 = 9</td> <td>4+1 = 5</td> </tr> <tr> <td>8+2 = 10</td> <td>4+2 = 6</td> </tr> <tr> <td>8+4 = 12</td> <td>4+4 = 8</td> </tr> <tr> <td>F8 = {1, 2, 4, 8}</td> <td>F4 = {1, 2, 4}</td> </tr> <tr> <td>H.C.F = 4</td> <td></td> </tr> </table>	F8	F4	8+8 = 16	4+4 = 8	8+1 = 9	4+1 = 5	8+2 = 10	4+2 = 6	8+4 = 12	4+4 = 8	F8 = {1, 2, 4, 8}	F4 = {1, 2, 4}	H.C.F = 4		M ₁ A ₁	For the method. For H.C.F	Emphasise the division when looking for factors of a number.
F8	F4																		
8+8 = 16	4+4 = 8																		
8+1 = 9	4+1 = 5																		
8+2 = 10	4+2 = 6																		
8+4 = 12	4+4 = 8																		
F8 = {1, 2, 4, 8}	F4 = {1, 2, 4}																		
H.C.F = 4																			
11	P.4	$ \begin{array}{r} 19 \\ 5 \sqrt{19} \\ \hline 3 \times 5 \\ \hline -15 \\ \hline 4 \text{ ones} \end{array} $	M ₁ A ₁	For the method For the answer	Accept On sight														
12	P.4	Sh 4,700 + Sh 6,500 _____ Sh 11,200	M ₁ A ₁	For the method For the answer	Operate with or without grouping and with word statements														
13	P.3		B ₂	For the answer	Draw and indicate all the properties on shapes.														
14	P.4	Wks days $ \begin{array}{r} 6^5 \quad 2^9 \\ -2 \quad 5 \\ \hline 3 \quad 4 \end{array} $ 1 wk = 7 days 7+2 = 9	M ₁ A ₁	For the method For the answer	Operate and regroup days of the wks., hours and minutes etc														
15	P.5	104 _{base 5} = (1x5 ²) + (0x5 ¹) + (4x5 ⁰) (1x5x5)+(0x5)+(4x1) 25 + 0 + 4 29 _{base 10}	M ₁ A ₁	For the method For the answer	Operate and regroup bases.														
16	P.3	It is 25 minutes to 5 o'clock in the morning.	B ₂	For the answer	Tell time and use real clock face.														
17	P.4	litres ml 2 4 800 + 15 600 _____ 40 400	B ₁ B ₁	For arrangement For the answer	Operate and regroup where applicable.														

					Emphasise the use of correct units.
18	P.3	3 books cost sh 2700 1 book costs sh 2200 $\frac{2700}{3} = 900$ 1 book costs sh 900	M ₁ A ₁	For the method. For the answer.	Accept:  $\frac{3}{4} = 27$ $= 9 \times 3$ $= 27$
19	P.4	$\frac{3 \times 36}{4}$ $= 3 \times 9$ $= 27$	M ₁ A ₁	For the method. For the answer.	Use class objects to operate correctly.
20	P.3	(12 hours + a half) - 10 hours 13 hours - 10 hours 3 hours	H ₁	For the answer.	
SECTION B:					
21	P.3a)	$\begin{array}{r} 3000 \\ 500 \\ 70 \\ + 4 \\ \hline 3574 \end{array}$	B ₁ B ₁	For vertical arrangement. For 3574	Make review on values and place values.
	b)		B ₁ B ₁	For correct beads. For 3574 on the abacus	
	c)	$\begin{array}{r} \text{TH} \quad \text{H} \quad \text{T} \quad \text{O} \\ 3 \quad 5 \quad 7 \quad 4 \\ 3 \quad 5 \quad 0 \quad 0 \\ + \quad 1 \quad 0 \quad 0 \\ \hline 3 \quad 6 \quad 0 \quad 0 \end{array}$	M ₁ A ₁	For the method. For the answer.	
22	P.3a)	4 triangles	B ₁	For the answer.	Expose learners to finding area and perimeter plus other related questions.
	b)		B ₁	For the line segment.	
23	P.4a)	$\begin{array}{r} 12 \quad 15 \quad 17 \quad 20 \quad 22 \quad 25 \\ + 3 \quad + 2 \quad + 3 \quad + 2 \quad + 3 \\ \hline 22 + 3 = 25 \end{array}$	B ₁ B ₁	For the pattern. For 25	Recite multiplication tables.
	b)	$\begin{array}{r} 36^2 = \quad 36 \\ \times 36 \\ 216 \\ + 108 \\ \hline 1292 \end{array}$	M ₁ A ₁	For the method. For the answer.	
24	P.4a)	It was mathematics.	B ₁	For the answer.	Make a review on all types of graphs and interpret correctly.
	b)		B ₂	For drawing a line on the graph.	
	c)	$\begin{array}{r} 60 \\ 80 \\ 60 \\ 65 \\ + 50 \\ \hline 315 \end{array}$	B ₁ B ₁	For the method. For 315	
25	P.3a)	- Map of Uganda - the nest	B ₂	For the answer.	Expose learners to all coins and notes and identify all the features.

		- the birds											
	b)	$\begin{array}{r} \text{Sh } 40,000 \\ - \text{ Sh } 5,000 \\ \hline \text{Sh } 35,000 \end{array}$	M ₁	For the method.									
			A ₁	For the answer									
26	P.4a)	$\begin{array}{l} h+2=9 \\ h+2-2=9-2 \\ h=7 \end{array}$	M ₁	For the method.	Solve and practice equations with different approaches.								
	b)	$\begin{array}{l} \boxed{13}-3=10 \\ \boxed{\square}+3=10+\square \\ \boxed{\square}=13 \end{array}$	M ₁	For the method.									
	c)	<p>Let the number be K</p> $\begin{array}{l} K \times 4 = 20 \\ 4K = 20 \\ 4K = \frac{20}{4} \\ 4 = 4 \\ K = 5 \end{array}$	M ₁	For the method.									
			A ₁	For the answer									
27	P.3a)	$\begin{array}{l} P = \{2, 3, 5, \underline{6}, \underline{7}\} \\ Q = \{4, \underline{6}, \underline{7}, 9\} \end{array}$	B ₁ B ₁ B ₁	For each correct region filled	Encourage learners to identify the common members.								
	b)	PUQ = {2, 3, 5, 6, 7, 4, 9}	B ₂	For the correct answer									
28	P.4a)	$\begin{array}{l} 9 = \text{tenths} \\ 4 = \text{hundredths} \end{array}$	B ₁ B ₁	For each correct answer	Make a review on decimal number.								
	b)	$\begin{array}{l} 9 \times \frac{1}{10} \\ \frac{9}{10} = 0.9 \end{array}$	B ₁ B ₁	For $\frac{1}{10}$ For 0.9									
29	P.3a)	$\begin{array}{l} 60 \text{ min} = 1 \text{ hour} \\ 1 \text{ min} = \frac{1}{60} \text{ hour} \\ 240 \text{ min} = (\frac{1}{60} \times 240) \text{ hours} \\ \frac{240}{60} = 4 \text{ hours} \end{array}$	M ₁ A ₁	For the method. For the answer.	Operate with or without regrouping time, days of the week etc correctly.								
	b)	<table border="1"> <tr> <td>Years</td> <td>months</td> </tr> <tr> <td>4</td> <td>2¹⁹</td> </tr> <tr> <td>-2</td> <td>9</td> </tr> <tr> <td><u>1</u></td> <td><u>10</u></td> </tr> </table> $\begin{array}{l} \text{Iyr} = 12 \\ 12 + 7 = 19 \\ 19 - 9 = 10 \end{array}$	Years	months	4	2 ¹⁹	-2	9	<u>1</u>	<u>10</u>	M ₁ A ₁	For the method. For the answer.	
Years	months												
4	2 ¹⁹												
-2	9												
<u>1</u>	<u>10</u>												
	c)	$\begin{array}{l} 24 \text{ hours} = 1 \text{ day} \\ 1 \text{ hour} = (\frac{1}{24}) \text{ days} \\ 72 \text{ hours} = (\frac{1}{24} \times 72) \text{ days} \\ \frac{72}{24} = 3 \text{ days} \end{array}$	M ₁ A ₁	For the method. For the answer.									
30	P.4a)	Sketch	S ₁ L ₁ S ₁ C ₁	For the sketch For 5cm For joining. For right answer	Emphasise neatness and accuracy.								



	b)	$\begin{aligned} \text{Area} &= L \times L \\ &= 5\text{cm} \times 5\text{cm} \\ &= 25 \text{ sq.cm} \end{aligned}$	M ₁ A ₁	For the method. For the answer.	Operate and make enough practice correctly.
31	P.5a)	$\begin{aligned} 13 - 12 + 8 \\ (13 + 8) - 12 \\ 21 - 12 \\ = 9 \end{aligned}$	B ₁ B ₁	For correct re-arrangement. For 9	
	b)	$ \begin{array}{r} 74 \\ 666 \\ \hline 63 \\ \hline 36 \\ \hline 36 \\ \hline \end{array} $	M ₁ A ₁	For the method. For the answer.	
32	P.5 a)	$\begin{aligned} P &= 13\text{cm} - 6\text{cm} \\ &= 7\text{cm} \end{aligned}$	B ₁ B ₁	For $(13 - 6)\text{cm}$ For 7cm	Make enough practice on finding area and perimeter of plane shapes.
	b)	$\begin{aligned} \text{Perimeter} &= (13\text{cm} + 13\text{cm}) + (7\text{cm} + 7\text{cm}) \\ &= 26\text{ cm} + 14\text{cm} \\ &= 40\text{cm} \end{aligned}$	M ₁ A ₁	For the method For the answer	
	c)	<p>Area</p> $ \begin{aligned} W &= L \times W \\ &= 7\text{cm} \times 3\text{cm} \\ &= 21 \text{ sq.cm} \end{aligned} $ $ \begin{aligned} Z &= L \times W \\ &= 13\text{cm} \times 4\text{cm} \\ &= 52 \text{ sq.cm} \end{aligned} $ $ \begin{array}{r} 21 \text{ sq.cm} \\ + 52 \text{ sq.cm} \\ \hline 73 \text{ sq.cm} \end{array} $	M ₁ A ₁	For the method. For the answer.	

THE SIPRO PRIMARY FIVE ENGLISH MID - TERM TWO MARKING GUIDE - 2023

NO.	CLASS LEVEL	CORRECT RESPONSE	WRONG RESPONSE	MARKING POINT	ASPECT	TECHNICAL ADVICE
1.	P.4	for	on	Knowledge of the preposition.	Prepositions	Review prepositions that accompany the vocabulary in each topic.
2.	P.3	who	that/which	Suitable relative pronoun.	Relative pronouns.	Take learners through the use of various relative pronouns.
3.	P.2	she	He/they	Knowledge of the pronoun.	Pronouns	Discuss the application of subjective and objective pronouns.
4.	P.5	broke	breaks/break	Suitable verb required.	Verbs	Review the use of the vocabulary in sentences. Expound on the formation of verb tenses.
5.	P.5	journalist/reporter	news anchor	Knowledge of the noun.	Nouns	Take learners through the application of nouns/vocabulary in sentences. Discuss the meaning of the words.
6.	P.4	fourth	forth/fortieth	- Formation of the ordinal. - Spelling.	Ordinal numbers.	Discuss the spellings of tricky ordinal numbers such as ninth, twelfth, sixth, etc.
7.	P.4	heavily	heavy	Correct formation of adverb.	Adverbs	Guide the learners to use adverbs in sentences correctly. Take learners through the formation of adverbs of manner.
8.	P.3	fetched	fetches	Correct tense formation.	Verb tenses.	Guide learners on how to form the past simple tense of verbs.
9.	P.3	ferries	ferry	Knowledge of the plural.	Number	Take learners through the formation of plural i.e. using s, es, ies; those that change irregularly and those that don't change.
10.	P.5	himself	him self/herself	Knowledge of the reflexive pronoun.	Reflexive pronouns.	Review the formation and application of reflexive pronouns in sentences.
11.	P.4	twice	thrice/trice	Suitable adverb formed.	Adverbs of frequency.	Discuss the use of adverbs of frequency in sentences. Provide more examples.
12.	P.5	invitation	invitation	Knowledge of the abstract noun.	Abstract nouns.	Review formation of abstract nouns e.g. using ion, ment, ness, ace, etc. Ask learners to use them in

13.	P.5	Personal	Persons/personalised	Adjectives Correct formation of adjectives.
14.	P.5	smoothed	smoothened	Tenses Correct verb tense formed.
15.	P.4	worse	badder/worst	Comparison of adjectives. Knowledge of the comparison of adjectives.
16.	P.2	envelope, ink, letter, parcel	- Any other order. - Misspelt words.	Alphabetical order. Knowledge of arranging words alphabetically.
17.	P.4	wait, weak, work, write		
18.	P.4	Lala cried after losing the election.	Lala cried after loosing the election.	Opposites - Spellings. - Correct opposites. - Following instruction.
19.	P.4	Write a letter to your enemy.	enemy	
20.	P.2	tickets	ticketes	Numbers - Formation of the plural.
21.	P.5	parties	party's	- Spellings.
22.	P.3/P.5	The chief editor did not edit the news.	Did the chief editor edit the news.	Sentences - Formation of a correct sentence. - Punctuation.
23.	P.4	Which school was the best in the competition?	The best in the competition was which school?	
24.	P.4	kilogramme	kilo	Abbreviations - Spellings. - Knowledge of the full forms.
25.	P.3	do not	donot	
26.	P.5	take care	care of	
27.	P.4	This envelope is yours.	yours	
28.	P.5	That driver was warned against driving carelessly.	carelessly	- Following instruction. - Knowledge of one word for many.
29.	P.2	write – related to making letters, producing in written form, state information mentioned, etc.		One word for many. - Plain sentences. - Wrong tense. - Spellings.
				Homophones - Construction of meaningful sentences. Identify words in vocabulary.

30.	P.3	right – used as an adjective, adverb, verb, noun, exclamation.		- Punctuation. - Tense use.		
31.	P.3/P.4	Both Ronah and Rihana are beautiful girls.	Both Ronah is a beautiful girl and Rihana.	Joining two subjects using both ---- and	Structures	can form homophones. Encourage learners to use those words in sentences that bring out their meaning.
32.	P.5	What an interesting letter Mariana has written!	What a very interesting letter Mariana has written!	Replacing 'very' with 'what'.	Interjections	Review the use of either — or, and, or, etc. Give more practice about using the structure within the sentence.
33.	P.4	Our class travels to Bujagali Falls monthly.	Our class travels to Bujagali Falls every monthly.	Formation of an adverb of time.	Adverbs of time.	Discuss the use of exclamatory phrases in sentences. 'What' and 'very' are both exclamatory words.
34.	P.4	He went to the market but he did not buy what he was sent.	He did not buy what he was sent but he went to the market.	'but' is used to introduce the result	Structures	Take learners through the formation of adverbs of time, manner, etc. Guide them to use the adverbs in sentences.
35.	P.4	I borrowed a diary from the librarian.	The librarian borrowed me a diary.	Replacing 'borrow' with 'lend'.	Verbs	Review contrasting situations in sentences. Let learners know that 'but' introduces a result that contradicts with the earlier incident.
36.	P.5	I usually board Global Bus whenever I am travelling upcountry.	I always usually board Global Bus whenever I am travelling upcountry.	Replacing 'always' with 'usually'.	Adverbs of frequency.	Discuss the verbs that are used interchangeably. Guide the learners to use them in sentences.
37.	P.5/P.4	Here is the writer's address.	Here is the writers' address.	Formation of the possessive.	Possessives	Take learners through the use of adverbs of frequency in sentences. Give more practice about the same.
38.	P.5	If the mechanic bought a spanner, he would tighten the nuts.	If the mechanic buys a spanner, he would tighten the nuts.	Formation of if 2 conditional.	Conditionals	Explore the use of possessives in details in sentences.
39.	P.4	Our teachers don't like pupils who are liars.	Our teachers don't like pupils who are lying.	Correct formation of the common noun.	Common nouns.	Review the use of the apostrophe to make possessives.
40.	P.3	I am so tired because I danced a lot yesterday.	I danced a lot yesterday because I am so tired.	Using 'because' to introduce the reason.	Conjunctions	Take learners through the changes in tenses in if 2 and 3. Review the use of 'unless.'
						Discuss the formation of common nouns from verbs, adjectives, etc. Guide learners to use them in sentences.
						Review the use of because, as, since, for to introduce reasons why something happened.

41.	P.5	The passenger tightened the seatbelt in order to sit comfortably.	The passenger tightened the seatbelt in order he wanted to sit comfortably.	Using 'in order' to introduce the purpose.	Structures
42.	P.4	That gentleman is the owner of the two vehicles.	The gentleman is the owner of the two vehicles.	Knowledge of the use of possessives.	Possessives
43.	P.5	Either the postmaster or the postmistress posted my letter.	Either the postmaster posted my letter or the postmistress.	Using the structure to join two different subjects.	Conjunctions
44.	P.3	It is bad to violate children's rights.	It is bad to violating children's rights.	Use of the infinitive.	Infinitives
45.	P.3	While I was travelling to town, I lost my luggage.	While I lost my luggage, I was travelling to town.	Use of the structure to show parallel actions.	Structures
46.	P.4	Jonan likes studying more than playing.	Jonan likes playing more than studying.	Using the structure to show the preference.	Structures
47.	P.5	Unless the clerk weighs your letter, it will not be posted.	Unless the clerk weighs your letter, it will be posted.	Using 'unless' to mean 'if not'.	Conditionals
48.	P.3/P.4	Our church is next to the mosque.	Our church is next to near the mosque.	Replacing 'near' with 'next to'.	Structures
49.	P.4	You mustn't misbehave.	You should mustn't misbehave.	Replacing 'shouldn't' with 'mustn't'.	Structures
50.	P.5	My pen pal might send me an email today.	My pen pal might be going to send me an email today.	Replacing 'is going to' with 'might'.	Structures
51.	P.5	a) The writer of the letter is in Kalambi Primary School. b) The letter was written on 25 th May, 2023. c) The letter was written to Peterson.	He is in Kalambi Primary School. It was written on 25 th May, 2023. To Peterson.	Tense maintenance. Punctuation. Relevance of answers. Complete sentences. Knowledge of letter writing.	Comprehension

	d) The State Minister for Education and Sports will give the winning house a trophy. e) The school often organizes the sports day every year. f) The Sports day competitions will take place on 26 th July, 2023. g) The competitions will be held at the writer's school playground. h) Mars, Venus, Neptune and Jupiter are going to compete. i) The writer is in Venus. j) Amanyire Anderson wrote the letter.	The guest of honour will give the winning house a trophy. It organizes it every year. On 26 th July, 2023. They will be held at the school playground. Mars, Venus, Neptune and Jupiter. Venus Amanyire Anderson.	- Give regular practice on letter writing of an informal letter - Give follow - up activities like loud reading, retelling, acting, paraphrasing, summarizing. - Encourage learners to relate questions with their answers. - Help learners interpret what is required in a question e.g. Why, Where, When, How, Which, etc. - Discourage lifting answers from the comprehension texts directly instead let them read and understand before answering.		
52.	P.3/P.2	a) The human body is very wonderful. b) The mind highly thinks. c) Walking, talking, seeing, feeling, singing, writing. d) Legs support us on the land according to the poem. e) Plans are written. f) The life is kept inside the brain. g) Feelings can change as fast as the sun and rain. h) Nerves feel a touch. i) Petra wrote the poem above.	The human body. The mind can think. Any other. They walk. They are plans. Inside the brain. Our feelings can change. They are nerves. Petra did.	Comprehension	- Punctuation. - Tense maintenance. - Complete sentences, - Relevance of answers.
53.	P.4		- Any other order. - Misspelt words. - Incomplete sentences, - f - e - a - b - c - d - g - h - i - j - l - k - m - n - o - p - r - s - t - u - v - w - x - y - z	Composition	- Complete sentences, - Flow of ideas. - Punctuation.
					- Help the learners to understand the parts of a composition (introduction, body and Conclusion). - Guide learners to understand.

			the concept of jumbled composition using the "Jigsaw".
54.	P.5	<p>a) The table is about newspapers and their prices.</p> <p>b) Mr. Banjo Tom, the P.5 class teacher, Pombo Primary School bought the newspapers shown above.</p> <p>c) Primary five read the newspapers above.</p> <p>d) Mr. Banjo teaches Pombo Primary School.</p> <p>e) Six newspapers are listed in the above table.</p> <p>f) The New Vision Newspaper cost the highest amount of money.</p> <p>g) Mr. Banjo bought eight Orumuri Newspapers.</p> <p>h) The New Vision Newspaper and the Bukedde Newspaper have the highest number of newspapers bought.</p> <p>i) Each Daily Monitor newspaper costs two thousand shillings only.</p> <p>j) The total cost for all the newspapers was sixty thousand shillings.</p>	<ul style="list-style-type: none"> - Punctuation. - Following instruction. - Tense maintenance. - Relevance of answers. - Complete sentences. - Writing figures in words. - Primary five class. - Pombo Primary School. - They are six newspapers. - The New Vision newspapers. - He bought 8 newspapers. - The New Vision Newspaper has the highest number of newspapers bought. - It costs 2,000 shillings only. - Any other.
		(i) eighteen (ii) rights (iii) needs (iv) their (v) harm (vi) live (vii) must (viii) has (ix) mistreatment (x) protected	<ul style="list-style-type: none"> - Encourage learners to read the whole composition at least twice before filling it. - Ask them to re - read the filled in composition. - Give more practice about such fill - in texts.
55.	P.3		<p>Composition</p> <ul style="list-style-type: none"> - Flow of the composition. - Spellings. - Complete words. - Punctuation.

THE SIPRO PRIMARY FIVE SOCIAL STUDIES MID - TERM II MARKING GUIDE - 2023

NO	CLASS LEVEL	CORRECT RESPONSE	WRONG RESPONSE	MARKING POINT	TECHNICAL ADVICE
1	P.2	Umbrella / Hat / Sun glasses / White and light clothes / Vest	Rain coat	Item used to manage sunny weather.	Also revise about ways of managing rainy weather.
2	P.3	Cultural leaders / Traditional leaders	Political leaders	Type of leaders who are obtained through inheritance.	Discuss about all types of leaders and how they are obtained.
3	P.5	Nature of the soil / Climate / Social services / Economic opportunities/ Employment opportunities.	Early marriages	Factors affecting settlement patterns.	Discuss about all types of leaders and how they are obtained.
4	P.5	Swimming pool / Beach / River / Lake / Dam	Borehole	Place where swimming can take place.	Revise about other recreational centres and activities as well as their importance.
5	P.5	Plain Nilotics or Nilo Hamites	Nilotic / Hamites	Ethnic group to which the Iteso belong.	Revise in details about the plain Nilotes.
6	P.3	Southwest or South-Western direction.	South East	Compass directions	Talk about the groups of people who use a compass to do their work.
7	P.4	Oil palm	Palm oil	Major cash crop grown in Kalangala district	Help the learners to know the traditional cash crops and where they are mainly grown.
8	P.4	They are used for communication, banking, money transfer, entertainment, listening to news, research, They are used in calculating numbers.	They promote development	Importance of telephones to people.	Explain to the learners how telephones promote trade.
9	P.3	Forgetfulness is bad / Forgetfulness can bring death/ Poverty cannot stop you from succeeding / We should be determined.	Refusing to forgive leads to suffering and death.	The lesson learnt from the legend of Kintu and Nambi.	Discuss about all the legends in Uganda and their implications.
10	P.4	They help farmers to transport their produce to market centres / They link people in rural areas to main roads.	They transport people's goods.	Importance of feeder roads to people in the community.	Revise about types of roads and road signs.
11	P.4	To make administration easy / To create more jobs for people / To extend services nearer to people / To promote development.	To create more space for the people.	Reason why the government creates new districts in Uganda.	Help the learners to revise about local government in Uganda / Decentralisation
12	P.5	Overpopulation / High population / Population pressure.	Need for land.	The major cause of land fragmentation in Uganda.	Also talk about the major cause of deforestation and swamp drainage.
13	P.3	To get money / To get skills / To earn a living / To be respected in the community.	To become important people in an area.	Reason why people make projects.	Help the learners to know examples of projects done by people in the community.

14	P.5	It promotes tourism / It earns foreign exchange to a country / It employs people / It is used for study purpose.	It provides money to people.	Importance of the museum to a country like Uganda.	Discuss about problems affecting tourism industry.
15	P.4	The police / The prisons / Local Defence Unit / The army / Private security groups.	Local leaders	Security group that promotes peace in our communities.	Help the learners to know the ways police keeps law and order.
16	P.5	It leads to deforestation / It destroys vegetation / It leads to soil erosion which affects vegetation in an area.		It provides building materials to people in the community.	Also talk about ways people benefit from the activity of brick making.
17	P.5	Port Bell / Port Entebbe / Port Bukakata / Port Jinja / Port Kalangala	Port Mwanza	Inland port on Lake Victoria in Uganda.	Guide the learners to know examples of inland ports and seaports and their importance.
18	P.3	Accidents / Shortage of funds / Sickness / Harsh employers / Low salaries / Corruption / Late payments / Poor transport network / Insecurity / Sickness / Theft		Problem faced by people during work.	Also discuss about reasons why people work.
19	P.5	The Arabs or Arab traders.	Explorers	The earliest group of foreigners to come to Uganda.	Help the learners to know the first Arab trader to come to Uganda and the King of Buganda who welcomed him.
20	P.2	To promote discipline / To encourage the learners to work harder / To promote unity / To promote order in the school.		To beat the learners who misbehave.	Talk about rules and regulations in a school.
21	P.3	Salting / Sun drying / Smoking		Importance of guiding and counselling sessions.	Also talk about methods of catching fish in Uganda.
22	P.5	By giving soft loans to people / By encouraging people to grow more food crops and cash crops / Encouraging saving / Promoting Parish Development Model	Tinning / canning	Traditional or local methods of preserving fish.	Discuss about effects of poverty among people in a country.
23	P.5	South Sudan / Rwanda	Kenya / Tanzania	Neighbours of Uganda that are landlocked.	Revise about problems facing landlocked countries and their possible solutions.
24	P.3	To stop	To get ready	What the red colour on the traffic lights means to road users.	Help the learners to know various road signs and their meaning.
25	P.4	Landforms	Mountains	Another name for physical features.	Help the learners to give the meaning of physical features and their examples.
26	P.3	Provides fuel to motorists / Provides lubricating oil to motorists / Provides mechanical services.		Importance of petrol stations to motorists.	Discuss about other important places in the community.

P.3	Secretary for people with disabilities.	Secretary for Youths	Member on L.C.I responsible for promoting the welfare of disabled people.	Revise about the members of L.C.I Committee and their roles.
P.4	They lead to displacement of people / They lead to death of people, animals/ They destroy people's property/ They lead to easy spread of diseases.	They provide water to people.	Effects of floods to people in an area.	Also talk about ways of controlling floods and dangers of drought.
P.4	It is very expensive.	People fear to travel by air.	Reason why people don't commonly use air transport.	Discuss about advantages and disadvantages of air transport.
P.5	By using irrigation method / By growing quick maturing crops / By using manure, fertilisers / By planting improved seeds.	By promoting agriculture	Way people can increase food production.	Revise about the causes of famine in a country.
P.2	School anthem	National anthem	The song that shows love to the school during school assemblies.	Discuss in details about symbols of a school.
2	P.4 Fishing / Weaving / Modelling / Brick making / Tourism / Mining / Tourism	Farming	Economic activities mostly carried out in swampy areas.	Also talk about economic activities carried out in hilly areas.
33	P.5 To spread Christianity or the word of God.	To find the source of River Nile.	The major reason for the coming of missionaries to Uganda.	Revise in details about missionaries who came to Uganda.
34	P.5 Altitude	Vegetation cover	Factor that influences vegetation in mountainous areas.	Help the learners to know all the factors that influence vegetation and how each influences it.
35	P.2 There are many quarrels / Resources are not enough / There is indiscipline / There is high rate of disunity.	There is enough security.	Disadvantage of living in an extended family.	Also revise about advantages and disadvantages of a nuclear family.
36	P.4 Either: Angel Gabriel Or: Angel Gibril	Any other angel given.	The angel that brought the good news to Mary.	Revise about the angels and Prophets.
37	P.5 Either: Adam was chased from the garden of Eden. Or: Adam was chased from the garden of Eden.	Adam was created.	The immediate punishment God gave Adam after disobedience.	Revise about specific punishments God gave to; Adam, Eve and the serpent.
38	P.2 Either: To be forgiven of their sins. Or: To be forgiven of their sins.	To go to the paradise.	Reason why Christians / Muslims repent.	Discuss about sin and the concept of repentance.
39	P.4 Either: Daniel Or: Prophet Ayyub	Adam / Jonah	The person who was thrown in the den / Person who endured suffering.	Help the learners to know the people who had great faith according to the Bible / Qur'an.
40	P.3 Either: He was kind, Helpful, Trustworthy/Exemplary/Honest	He was the son of God.	Quality of Jesus as a good leader.	Talk about types of leaders.

SECTION B

			Major tourist attractions in Kidepo National park.	-Revise about major tourist attractions in different national parks in Uganda.
41	P.5	a) Ostriches b) It does not involve physical exchange of goods but earns income. c) Poor transport network / Poor accommodation facilities / Insecurity / Lack of advertisement of tourist attractions / High rate of poaching in game parks.	It employs people. Lack of tourist attractions.	-Reason why tourism is called an invisible export. -Also discuss about the reason why tourism is called an industry. -Discuss about ways tourism industry can be promoted in a country.
42	P.2	a) Respect the teachers and other leaders / Theft is not allowed / Vernacular speaking is prohibited/ Keep the classroom clean, etc. b) They promote unity / Morals / Order / Security / Peace	You should respect national laws. They are good in the school.	-Talk about the importance of a school to the community. -Revise about school symbols.
43	P.3	a) To get money / To get food / To earn a living / To help others / to keep their bodies fit. b) Poor transport / Bad weather/ Insecurity / Theft / High taxation / Low salaries / Corruption/ Accidents / Diseases	To be good people. Lack of leaders.	-Reasons why some people don't work. -Discuss in details about economic activities.
44	P.3	a) (i) Danger or accident ahead. (ii) No parking b) To control road accidents c) Traffic police and Road safety department.	Any other response. To help the road users Road safety department.	-Expose a lot of road signs and their meaning. -Help the learners to know the road safety rules. -Revise about departments of police and their roles.
45	P.5	a) Nilo Hamites or Plain Nilotes b) River Achwa	Bantu/ Nilotics River Nile	-Use the map to show migration patterns in Uganda. -Help the learners to locate different rivers and lakes on the map. -Revise about the products obtained from crude oil and the areas where it is extracted.
		c) They will get jobs/ They will get access to crude oil products/ Roads will be constructed / Hospitals and schools will be built / The government will earn revenue and provide social services. d) There was fertile soil for crop growing / The area received reliable rainfall or there was favourable climate.	They will get free oil products. There was enough food for them.	Also talk about the problems that the Bantu faced during their migration. Also discuss about ways of promoting security in an area. Discuss about ways peace and security can promote development in an area.
46	P.3	a) Theft / Trespass / Encroachment on land / Disputes / Wars / Famine. b) By respecting laws and leaders / By working together / Organising security meetings / Employing security guards	Money By promoting peace,	

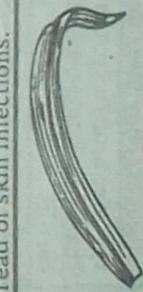
				-Help the learners to know ways of controlling child abuse. -Help the learners to know the groups of people who protect children's rights.
47	P.3	a) These are natural freedoms children must enjoy in life. b) A right to food / A right to play / A right to have a name / A right to medical care / A right to know your parents / A right to be protected. c) By walking in groups / By not walking at night / By respecting elders / By following rules and regulations.	These are freedoms of people. Freedom of movement.	Proper definition of children's rights. Examples of children's rights.
48	P.5	a) Equatorial climate b) Vegetation cover / Relief / Distance from the equator / Distance from large water bodies / Human activities / Altitude c) People in cold areas wear heavy clothes while those in hot areas wear light clothes.	By fighting people who abuse children's rights. Tropical climate	Ways children can protect their rights. Type of climate that is hot and wet throughout the year. Factors that determine the climate of an area.
49	P.5	a) River Kagera b) They provide water for home use, industrial use, irrigation / They provide fish / They help to generate electricity / They are used for transport / They form natural boundaries / They help in the formation of rain. c) Presence of waterfalls, rapids, floating vegetation, hard rocks/ Dangerous aquatic animals.	Human beings It is a factor of climate.	Effect of climate on people's way of dressing. River Nile The river that forms a natural boundary between Uganda and Tanzania.
50	P.4	a) To promote culture / To entertain people / To market the school / To promote the talents of the learners. b) Material culture / Non-material culture. c) It promotes morals / It promotes proper upbringing of children / It promotes unity / It promotes identity.	They transport people. The water is too deep. To get money	Uses of rivers to people. Reason why water transport is difficult along River Nile. Reason why schools organize music festivals.
51	P.3 Either: Or:	a) Praying / Fasting / Paying tithe / Reading the Bible b) Belief in one God / Belief in judgement day / Belief in life after death / Belief in holy books / Belief in angels / Belief in Prophets. a) Praying / Fasting / Paying offertory / Reading the Qur'an / Paying Zakat b) Belief in one Allah / Belief in judgement day / Belief in life after death / Belief in holy books / Belief in angels / Belief in Prophets.	Dressing Believing in one God. Praying Believing in one God. Praying	Types of culture Importance of culture to people. Common practices in Christianity. Similar beliefs between Christians and Muslims. Common practices in Christianity. Similar beliefs between Christians and Muslims.

52	P2 Either / Or	a) Sweeping / Mopping / Slashing / Collecting rubbish / Decorating / Paying offertory b) They are blessed / They are rewarded / They come closer to God / Their faith is renewed / God feels happy about them.	Building the church Wealth	Ways one can help the church.	-Talk about activities done in the church. -Discuss about problems faced by the church / Muslims today.
53	P.4 Either	a) Pentecost day b) Knowledge / Wisdom / Understanding / Faith c) It guides them / It protects them / It gives them spiritual healing. Or a) This is the total submission to the will of Allah. b) Shahadat / To pray five times a day / To fast / To pay Zakat/ To visit Mecca. c) They protect them from sin / They guide them / They bring them closer to Allah / They promote faith.	Easter Sunday Faithfulness / Kindness It treats them. Religions for Muslims. To believe in Judgement day. They introduce people into Islam.	Ways people benefit from offering free services to the church / Mosque The day Jesus fulfilled His promise. Gifts of the Holy Spirit Importance of the Holy Spirit to Christians. Definition of Islam. Pillars of Islam. Importance of the pillars of Islam.	-Talk about other important days in Christianity / Islam. -Also revise about fruits of the Holy Spirit and the symbols. Discuss in details about Pentecost day. Also talk about pillars of Islamic faith.
54	P.4 Either	a) On Holy Thursday b) To show love / To serve as an example. c) Bread / Wine	On Easter Sunday To help the apostles. Food / The cross	Reason why Jesus washed Apostles' feet. Items used during holy communion.	-Also talk about holy communion./ Discuss about important events in Christianity. -Help the learners to know the meaning of bread and wine in the holy communion.
55	P.5 Either	a) Idd el-Fitr b) To get blessings / Rewards / To renew their faith / To come closer to Allah / To be loved by Allah. c) Abusing / Murder / Stealing / Rumour mongering / Backbiting / Telling lies.	Idd Adhuha To get money. Praying	The day that marks the end of Saum. Importance of Saum to Muslims. Bad things a Christian / Muslim should not do during fasting.	-Also talk about Idd Adhuha. -Discuss about all the pillars of Islam. -Revise about lent / Saum in details.
		a) It contains the word of God. b) Both have laws / Both guide people / Both help to settle disputes / Both help to promote good leadership. Or a) It contains the word of Allah. b) Both have laws / Both guide people / Both help to settle disputes / Both help to promote good leadership.			-Discuss about importance of the Bible. -Similarities between the Bible and the constitution of Uganda. -Also talk about the differences between the Qur'an and Bible.

THE SIPRO PRIMARY FIVE INTEGRATED SCIENCE MID - TERM TWO MARKING GUIDE - 2023

NO.	CLASS LEVEL	CORRECT RESPONSE(S)	WRONG RESPONSE(S)	MARKING POINT	TECHNICAL ADVICE
1.	P.4	Water	Swamp	General habitat for a fish.	Go through habitats for different animals.
2.	P.5	Both a weighing scale and a beam balance are used for measuring mass of objects/ Both instruments are used for measuring weight.	Both are instruments.	Similarity between a weighing scale and a beam balance in terms of function.	Discuss floating and sinking objects.
3.	P.3	Some plants are poisonous to people/ Some plants are totems to some people.	Some plants are sold to get money/Some plants don't make food.	Dangers of plants to people.	Guide learners on the importance and dangers of plants to animals.
4.	P.4	Rabbits' meat is a source of proteins which prevent kwashiorkor among children.	Keeping rabbits prevents kwashiorkor.	Importance of rabbits' meat in the control of kwashiorkor.	Help learners to know how different foodstuffs help to control deficiency diseases.
5.	P.5	Root tuber/Roots.	Root hairs	Where food is stored in a sweet potato plant.	Discuss ways tuber crops are propagated.
6.	P.3	Burn/A burn.	Scalds	An accident caused by dry heat.	Take learners through ways of controlling burns and scalds.
7.	P.4	Brushing the tongue/Rinsing the mouth.	Washing	A way of cleaning the tongue.	Discuss different ways of cleaning the body parts/organs.
8.	P.3	Oxygen helps in respiration/Oxygen helps the germinating seed to get energy.	For breathing.	The importance of oxygen during seed germination.	Carry out experiments on seed germination.
9.	P.4	For transplanting seedlings.	For picking soil.	The use of a garden trowel.	Discuss uses of all the garden tools.
10.	P.5	Rock particles.	Mineral salts.	Components of soil formed by weathering.	Use experiments to discuss the components of soil.
11.	P.3	Wasps sting people.	Wasps bite people.	Danger of wasps.	Discuss how different insects are useful to people.
12.	P.5	Putting beehives in the shade/Placing a sugar solution near the hive/Planting flowering plants near the hive.	Giving them food.	Correct ways of controlling swarming.	Revise through swarming comprehensively.
13.	P.4	Allows partial burning of food/To limit the supply of oxygen/To prevent the wood from burning directly into ash.	For burning.	Importance of limited supply of oxygen during charcoal burning.	Take learners through steps involved in making charcoal.

14.	P.3	balls/ropes/dolls.	Pots	Things made of banana fibres.	Guide learners to make different objects using clay.
15.	P.5	To control the spread of diseases from infected poultry to healthy ones.	To boost the immunity of poultry	Reason for culling.	Revise poultry diseases, their causes and control.
16.	P.4	By washing their uniforms/By ironing the uniforms.	Drying the uniform.	A way of keeping uniforms clean.	Go through the importance of maintaining personal hygiene.
17.	P.5	Natural immunity.	Artificial immunity.	Acquisition of natural immunity.	Learners should know different types of vaccines.
18.	P.5	A hen has a short spur while a cock has a long spur/A hen has a small wattle while a cock has a big wattle/The comb of a hen is smaller than that of a cock/ A hen has shorter tail feathers than a cock.	A hen is a female chicken while a cock is a male chicken.	Structural differences between a hen and a cock.	Take learners to the nearby poultry farm, poultry farm and let them differentiate hens from cocks by looking at the body structures.
19.	P.4	Tasting/sense of tasting/Taste.	Tongue	Body sense done by the tongue.	Let learners revise all sense organs and their uses.
20.	P.5	Adult stage.	Larva stage.	Dangerous stage in the lifecycle of a housefly.	Guide learners to revise useful and harmful insects.
21.	P.5	Enables fats to be distributed well in the body/To promote sheep's hygiene.	For easy mating.	A reason for docking male sheep.	Discuss with learners the breeds of sheep, pigs and goats.
22.	P.4	Prevents mosquito bites/Prevents infected female anopheles mosquitoes from biting people.	To chase mosquitoes from the house.	How sleeping under treated mosquitoes control the spread of malaria.	Let learners revise signs and symptoms of malaria.
23.	P.2	To trap its prey/To find food.	To hide from enemies/For protection.	A reason for a chameleon changing colour.	Help learners to know how different animals move.
24.	P.3	Youth	Children	Response should be youth.	Learners should revise PIASCY in full, PIASCY messages and their importance.
25.	P.4	Reduces the breeding places for houseflies /Reduces bad smell that attracts houseflies.	Reduces the number of houseflies.	How proper disposal of rubbish reduces houseflies.	Take learners through dangers of poor sanitation.
26.	P.2	To promote proper growth of plants/ To provide crops with water needed for proper growth/To prevent drying up of crops.	There is much sunshine.	A reason for watering crops during sunny weather.	Discuss the crop growing activities done during wet season.

27.	P.3	Cabbages/tomatoes/egg plants/Oranges/mangoes/pineapples/Apples/Fruit juice.	Meat	Examples of food rich in vitamins/protective foods.	Discuss causes of different deficiency diseases.
28.	P.3	To prevent children from getting fractures /To control accidents/To prevent damage to body organs.	Avoid death.	Reason why children should not play rough games.	Learners should revise first aid for different accidents.
29.	P.4	By using saucers/jerrycans/tanks.	By using wheelbarrow/spoons.	Items used to harvest rain water.	Discuss ways of harvesting rain water.
30.	P.3	Through growing crops/By rearing animals/Food donations/Through hunting/By gathering fruits/fishing.	Through cooking.	Ways of obtaining food in villages.	Guide learners to revise sources of food.
31.	P.4	A hookworm feeds on digested food.	A hookworm feeds on digested food.	Dangers of intestinal worm infestations.	Discuss the dangers of worm infestation to humans.
32.	P.5	Mulching the gardens/Practising crop rotation/Carrying out bush fallowing/ Inter cropping/Application of manure/ Fertilizers.	Monocropping.	A way of maintaining soil fertility.	Help learners to know the dangers of soil pollutants.
33.	P.3	A rubbish pit helps in proper disposal of rubbish.	For promoting sanitation.	Importance of a rubbish pit in a home.	Guide learners to know the difference between a dustbin and a rubbish pit.
34.	P.4	Premolars/premolar teeth.	Molar teeth	The type of teeth missing in a milk set of teeth.	Learners should revise the types of teeth, their functions and adaptations.
35.	P.2	A housefly has three pairs of jointed legs /A housefly has three main body parts/A housefly breathes using spiracles.	A housefly feeds, breathes, moves, reproduces.	Characteristics of insects.	Discuss with learners the lifecycles of different insects.
36.	P.3	It kills germs that cause diarrhoeal diseases.	To remove germs.	A reason for washing hands with soap.	Learners should revise why people bathe regularly.
37.	P.4	To keep litter warm/To protect litter from coldness.	Wool is a source of warmth to litter.	Importance of wool to litter.	Discuss general ways of caring for rabbits.
38.	P.2	Leads to the spread of ringworm/ Leads to the spread of skin infections.	Causes ring worm.	Danger of sharing bathing sponges.	Revise items used to promote personal hygiene and their uses.
39.	P.4			A simple monocotyledonous leaf / The leaf should have parallel leaf venation.	Revise types of leaves with the help of real plant leaves.
40.	P.4	Oxygen	Carbon dioxide.	By – product of photosynthesis.	Encourage learners to interpret questions well.

SECTION B					
41.	P.5	a) Termites/Housefly/Mosquito/wasps/Bees/Tsetsefly/Black fly. b) They sting/Contaminate food/Spread diseases/They bite/ destroy crops	Butterfly. They feed on rotting food.	Harmful insects. Dangers of harmful insects to people.	Discuss with learners about insects in a detailed form.
42.	P.4	a) Maize bran/wheat bran/cabbage leaves /banana peelings/sweet potato leaves/carrots. b) To provide mineral salts/To enable rabbits get mineral salts. c) Treating sick rabbits/Building for hutch rabbits/Cleaning rabbits' hutches/Vaccinating rabbits.	Cassava peelings. To get energy. To keep them clean.	Feeds for rabbits. Importance of giving rabbits block of mineral salts. Care for rabbits.	Discuss the rabbit management practices and their importance.
43.	P.5	a) (i) grammes (ii) Newtons b) Density = $\frac{\text{mass}}{\text{volume}}$	(i) Kilogrammes/Egg yolk. (ii) Grammes. $\begin{aligned} \text{Density} &= \frac{\text{mass}}{\text{Volume}} \\ &= \frac{250\text{gm}}{50\text{cm}^3} \\ &= \frac{5\text{gm}}{1\text{cm}^3} \\ &= 5\text{g/cm}^3 \end{aligned}$	Correct basic unit for mass and weight. Correct steps in calculation of density and correct units on the answers.	Teach learners the difference between standard units and basic units. Help learners master the calculations about density of objects.
44.	P.5	a) (i) P - embryo (ii) N - air space b) Part N stores oxygen for the embryo while part M allows exchange of gases. c) Proteins/grow foods	(i) P - germinial disc (ii) N - space Part N allows exchange of gases while part M does not. Carbohydrates.	With the use of a real egg, discuss with learners parts an egg in details.	
45.	P.4	a) (i) Sleeping sickness (ii) elephantiasis b) (i) Spraying using insecticides to kill adult tsetseflies/Trapping using tsetse fly traps/Clearing bushes. (ii) Draining stagnant water/sleeping under a treated mosquito net/Keeping fish in ponds/Spraying insecticides to kill adult mosquitoes.	(i) elephantiasis (ii) sleeping sickness (i) draining still water (ii) killing. Ways of controlling tsetse flies and culex mosquitoes.	Correct part identified. Correct uses of each part/ Complete comparison. Correct name but not descriptive.	Guide learners to know vectors spread diseases control of vector - born diseases.

46.	P.2	(i) safety - pin (ii) cleans the wound (iii) methylated spirit/iodine solution (iv) dressing the wound/covering the wound	(i) short stick (ii) for giving First Aid (iii) soap (iv) cleans the wound	Correct responses. - Guide learners to revise about First Aid kit
47.	P.3	a) Charcoal/briquettes. b) electricity / paraffin/kerosene/ biogas. c) Putting out fire when not in use/ Switching off electricity when not in use /Using energy saving stoves for cooking food.	Paraffin Wind/firewood By budgeting.	Source of energy used for cooking in a clay stove. Other sources of energy used for cooking. Conservation of energy.
48.	P.3	a) Object C heats the water body causing evaporation/Object C heats plants causing transpiration. b) (i) Evaporation. (ii) Transpiration. c) Protects people from direct sunshine/ Cools the atmosphere.	Provides light and heat. (i) transpiration (ii) evaporation/condensation Provides rain	Use of the sun during water cycle. Processes at given points. Other uses of clouds.
49.	P.5	a) (i) dugout log beehive/Kigezi beehive. (ii) box beehive/tin beehive	Frame hive/tin hive/pot hive.	Revise the types of clouds. - Practically go through the water cycle with experimentation in the classroom.
50.	P.3	b) A queen excluder prevents a queen bee from crossing into a honey chamber to lay eggs/Prevents mixing of eggs and honey/ Separates a honey chamber from a brood chamber. c) Wasps/honey badgers/termite/ wax moth/Hive beetles/Sugar ants.	For separating the beehive Birds	Revise the methods of harvesting honey and honey extraction. - Carry out a fieldtrip to a nearby apiary for clarity about beehives.
		a) Living things reproduce/feed/respire/ excrete/move/breathe/ respond to stimuli. b) Snakes/worms/snails/slugs/ fish.	Living things die. Dogs/pigs	Examples of traditional and modern beehives from the given list. Function of a queen excluder. Bee enemies. Characteristics of living things. Animals without legs.
				- Discuss the importance of different life processes.

				Revise the function of all body organs and how to care for them.
51.	P.1	a) (i) For hearing/For body balancing. (ii) For smelling/For passage of air. b) By bathing.	(i) For feeling. (ii) For breathing. Brushing	Uses of the ears and nose. Ways of caring for the body using soap and water. Reason for brushing teeth.
52.	P.4	c) To remove remains of food particles/ mouth odour. To prevent tooth decay/To prevent a bad mouth odour.	To clean teeth.	To clean teeth. A balanced diet is a complete meal.
53.	P.3	a) A balanced diet is a meal that contains all food values in their correct amounts. b) Vitamins/proteins/carbohydrates. c) To enable them grow well/To keep them healthy/To prevent deficiency diseases.	Body building food. To relieve hunger/To get satisfied.	Meaning of a balanced diet. Classes of food. Importance of feeding children on a balanced diet.
54.	P.4	a) (i) Nitrogen (ii) carbon dioxide b) 21% c) Neon/Argon/Helium/Krypton/xenon	Rare gases Air is used for breathing/oxygen.	Composition of air for the given percentage. Percentage of oxygen. Example of a rare gas. Correct difference between perennial crops and annual crops.
55.	P.4	a) Perennial crops are crops that take more than a year to grow and mature while annual crops are crops that grow and mature within one year/Perennial and mature several times while crops are harvested only once and annual crops are harvested when they dry up. b) (i) Coffee, tea, vanilla, sugarcane, (ii) Sweet potatoes, millet, rice beans, soya beans, cow peas.	Cutting. Hand picking. Reject any interchanges.	Correct examples (i) Irish potatoes. (ii) mango plant Matching the crop growing practice to its function. Revise the different garden tools and their uses.