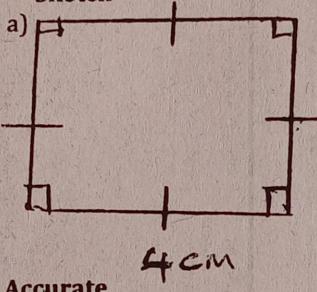
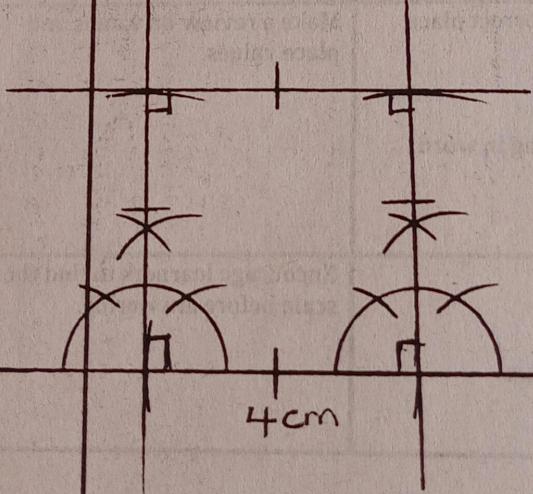


**THE SIPRO PRIMARY FIVE END OF TERM I MATHEMATICS MARKING GUIDE - 2024**

NO	LEVEL	SOLUTION	AWARD	REASON	COMMENT
1.	P.2	$\begin{array}{r} 2 + 1 = 2 + 1 \\ 5 \quad 5 \quad 5 \\ \quad \quad = 3 \\ \quad \quad \quad 5 \end{array}$	B <sub>2</sub>	For $\frac{3}{5}$	Revisit addition and subtractions of fractions using demonstration method.
2.	P.5	Set A and B are Equivalent sets	B <sub>2</sub>	For correct type of set	Help learners to differentiate equal from equivalent sets.
3.	P.5	A quarter to six of the clock.	B <sub>2</sub>	For correct time shown	-Teach time property.
4.	P.4	$\begin{array}{r} 8000 \\ \text{Sh.} \underline{40000} \\ \quad \quad \quad 5 \\ \text{Sh.} 8,000 \end{array}$	M <sub>1</sub> A <sub>1</sub>	For division For sh. 8000	Operation and practice numbers using long division.
5.	P.5	$\begin{array}{r} 24 \\ \times 15 \\ \hline 120 \\ 24 \\ \hline 360 \end{array}$	M <sub>1</sub> A <sub>1</sub>	For correct working For 360	<p>-Practice the lattice method too.</p> <p>-Demonstrate the concept of repeated addition.</p>
6.	P.5	$\begin{array}{l} M - 4 = 11 \\ M - 4 + 4 = 11 + 4 \\ M = 15 \end{array}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Expose learners to different equations.
7.	P.4	$\begin{array}{l} P = S + S + S \\ P = (10 + 10 + 13) \text{dm} \\ P = 33 \text{dm} \end{array}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Help learners understand the meaning of perimeter.
8.	P.1		B <sub>2</sub>	For correct drawing	-Teach all shapes with their properties.
9.	P.5	$\begin{array}{r} 1 < 2 \\ 4 \quad 3 \\ 3 \quad 4 \\ 1 \times 12 \quad 2 \times 12 \\ 4 \quad 3 \quad 2 \quad 1 \quad 8 \end{array}$	B <sub>2</sub>	For correct equality	-Help learners to know the meaning of comparison symbol.
10.	P.3	$(4 \times 1000) + (6 \times 100) + (3 \times 10) + (2 \times 1)$ $4000 + 600 + 30 + 2$	B <sub>2</sub>	For correct expansion	Revisit all forms of expansion.
11.	P.4		B <sub>2</sub>	For correct tallies	-Let learners get the difference in drawing tallies and in bundles.
12.	P.4	$\begin{array}{l} A = 5 \times 5 \\ A = 5 \text{m} \times 5 \text{m} \\ A = 25 \text{m}^2 \end{array}$	M <sub>1</sub> A <sub>1</sub>	For correct working For $25 \text{m}^2$	-Emphasize correct unit area.
13.	P.5		B <sub>1</sub> B <sub>1</sub>	For correct pattern For 21	Expose learners to different sequences.
14.	P.5	$\begin{array}{r} LXX = 80 \\ VII = +7 \\ \hline 87 \end{array}$	B <sub>2</sub>	For 87	Let learners practice Roman and Hindu arabic numerals.
15.	P.4	$\begin{array}{l} \text{sh.} \underline{400} \\ \text{sh.} \underline{500} = 9 \text{ coins of sh.} 500 \end{array}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Operate money correctly.
16.	P.6	$P - Q = \{c, f, h\}$	B <sub>2</sub>	For correct set	Make a review on sets.
17.	P.4	$1 \text{hr} = 60 \text{min}$ $2 \frac{1}{2} \text{hr} = \frac{5}{2} \times 60 \text{min}$ $2 \frac{1}{2} \times 60 = 150 \text{min}$	M <sub>1</sub> A <sub>1</sub>	For correct working For 150min	<p>-Emphasise conversion units of time.</p>
18.	P.5	$\begin{array}{l} 2k + 4p + 6k - p \\ 2k + 6k + 4p - p \\ 8k + 3p \end{array}$	M <sub>1</sub> A <sub>1</sub>	For collecting like terms For $8k + 3p$	Help learners to collect like terms.
19.	P.4	$\begin{array}{l} 100 \text{cm} = 1 \text{m} \\ 1 \text{cm} = \underline{1} \text{m} \\ \quad \quad \quad 100 \\ 4500 \text{m} = \underline{1} \times \underline{450} \text{m} \\ \quad \quad \quad 100 \\ \left[ \frac{45}{10} \right] \text{m} = 4.5 \text{m} \end{array}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Revisit metric conversion.

20.	P.4		B <sub>2</sub>	For correct angle
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SECTION B																																																		
21.	P.5 a)	<table> <tr> <td>G.nuts Sh. 7000</td> <td>Pencils <u>sh.1200</u></td> <td>B<sub>1</sub></td> <td>For sh. 21,000</td> <td rowspan="4">Put emphasis on the given.</td> </tr> <tr> <td>x 3</td> <td>6</td> <td>B<sub>1</sub></td> <td>For sh.200</td> </tr> <tr> <td><u>sh.21,000</u></td> <td>=sh.200</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Posho</b> sh. <u>6000</u></td> <td></td> <td>B<sub>1</sub></td> <td>For sh.3,000</td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>= sh.3,000</td> <td></td> <td></td> <td></td> </tr> <tr> <td><b>Sugar:</b> sh. <del>18000</del> sh. <del>6000</del> = 3kg</td> <td></td> <td>B<sub>1</sub></td> <td>For 3kg</td> </tr> <tr> <td><b>Total Amount</b> sh. 21000 sh. 6000 sh. 18000 +sh. 1200</td> <td></td> <td>B<sub>1</sub></td> <td>For sh 46,200</td> </tr> <tr> <td><u>Sh. 46200</u></td> <td></td> <td></td> <td></td> </tr> <tr> <td>b)</td> <td>sh. 50,000 -sh. 46,200 <u>sh. 3,800</u></td> <td>B<sub>1</sub></td> <td>For the balance</td> <td></td> </tr> </table>	G.nuts Sh. 7000	Pencils <u>sh.1200</u>	B <sub>1</sub>	For sh. 21,000	Put emphasis on the given.	x 3	6	B <sub>1</sub>	For sh.200	<u>sh.21,000</u>	=sh.200							<b>Posho</b> sh. <u>6000</u>		B <sub>1</sub>	For sh.3,000	2				= sh.3,000				<b>Sugar:</b> sh. <del>18000</del> sh. <del>6000</del> = 3kg		B <sub>1</sub>	For 3kg	<b>Total Amount</b> sh. 21000 sh. 6000 sh. 18000 +sh. 1200		B <sub>1</sub>	For sh 46,200	<u>Sh. 46200</u>				b)	sh. 50,000 -sh. 46,200 <u>sh. 3,800</u>	B <sub>1</sub>	For the balance			
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22.	P.4	a) A = {bat, duck, hen, cat, goat} b) A ∩ B = {cat, goat} c) A - B = {bat, duck, hen} d) n(A ∪ B) = 7	B <sub>1</sub> B <sub>1</sub> B <sub>1</sub> B <sub>1</sub>	For the correct elements of set A For A ∩ B For A - B For 7	-Help learners to understand the difference between sets.																																													
23.	P.4	<table> <tr> <td>a) A - cuboid B - cylinder / tin</td> <td>B<sub>1</sub> B<sub>1</sub></td> <td>For correct naming</td> <td>-Help learners to understand volume and capacity.</td> </tr> <tr> <td>b) 1 litre = 1000ml 6 litres = (1000 x 6)ml = 6000ml.</td> <td>M<sub>1</sub> A<sub>1</sub></td> <td>For correct substitution For correct answer</td> <td></td> </tr> <tr> <td>c) <u>6</u> = 6 containers 1</td> <td>B<sub>2</sub></td> <td>For correct answer</td> <td></td> </tr> </table>	a) A - cuboid B - cylinder / tin	B <sub>1</sub> B <sub>1</sub>	For correct naming	-Help learners to understand volume and capacity.	b) 1 litre = 1000ml 6 litres = (1000 x 6)ml = 6000ml.	M <sub>1</sub> A <sub>1</sub>	For correct substitution For correct answer		c) <u>6</u> = 6 containers 1	B <sub>2</sub>	For correct answer																																					
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					Make a review on fraction solving word statements.
25	P.4 a)	$\frac{\square}{4} = \frac{6}{8} \div 2$ $\frac{3}{4} = \frac{6}{8}$	M <sub>1</sub> A <sub>1</sub>	For working For correct answer	
	b)	$\frac{4 \times 10^2}{5} = 8$ $\frac{1 \times 10^2}{5} = 2$ $\frac{1 \times 10^5}{2} = 5$ $\frac{1}{5} = \frac{1}{2} \frac{4}{5}$	M <sub>1</sub> A <sub>1</sub>	For working For correct order	
26.	P.4 a)	$P = L + W + L + W$ $P = 12\text{dm} + 7\text{dm} + 12\text{dm} + 7\text{dm}$ $P = 19\text{dm} + 19\text{dm}$ $P = 38\text{dm}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Teach practically so that learners construct knowledge on their own on concept of area and perimeter.
	b)	$A = L \times W$ $A = 12\text{dm} \times 7\text{dm}$ $A = 84\text{dm}^2$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	
27	P.4 a)	$\square - 4 = 4$ $\square + 4 + 4 = 4 + 4$ $\square = 8$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Help learners to identify opposite operation
	b)	$\square + 2 = 7$ $\square + 2 - 2 = 7 - 2$ $\square = 5 \text{ oranges}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	
28.	P.4	<p><b>Sketch</b></p>  <p><b>Accurate</b></p> 	S <sub>1</sub>	For sketch	Emphasise neatness and accuracy.
			L <sub>1</sub> C <sub>1</sub> J <sub>1</sub>	For 4cm For 90° For Joining	
	b)	$k + 49^\circ = 90^\circ$ $k + 49^\circ - 49^\circ = 90^\circ - 49^\circ$ $K = 41^\circ$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Revisit all types of angles
29	P.5	a) $\begin{array}{r} 124_{\text{five}} \\ + 42_{\text{five}} \\ \hline 221_{\text{five}} \end{array}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer	Operate bases correctly regroup where applicable
		$4 + 2 = 6$ $6 \div 5 = 1\text{r}1$ $7 \div 5 = 1\text{r}2$			

		b) $\begin{array}{r} 3 \\ \times 2 \\ \hline 1 & 2 \\ \hline 2 & 4 \end{array}$ $3_{\text{five}}$ $8 - 4 = 4$ $6 - 2 = 4$ $3 - 1 = 2$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer
		c) $1 \ 2 \ 3_{\text{five}}$ $(1 \times 5^2) + (2 \times 5^1) + (3 \times 5^0)$ $1 \times 5 \times 5 + 2 \times 5 + 3 \times 1$ $25 + 10 + 3$ $38_{\text{ten}}$	M <sub>1</sub> A <sub>1</sub>	For correct working For 38
30	P.5	a) 24  PF24 {2 <sub>1</sub> , 2 <sub>3</sub> , 2 <sub>3</sub> , 3 <sub>1</sub> }  b) 36  $2 \times 2 \times 3 \times 3$	M <sub>1</sub> A <sub>1</sub>	For correct method For the answer
		c) $\begin{array}{r} 2 \\ \sqrt{16} \\ \hline 2 \\ 2^2 \times 2^2 \\ = 2 \times 2 \\ = 4 \end{array}$ $= \begin{array}{r} 1 \\ 6 \\ \times 1 \\ 6 \\ \hline 9 \\ 6 \\ \hline x 1 \\ 6 \\ \hline 2 \\ 5 \\ 6 \end{array}$	M <sub>1</sub> A <sub>1</sub>	For the method For the answer
31.	P.5	a) Thousands b) $8 \times 100 = 800$ c) $6000 + 90 = 6090$ 46,895, Forty six thousand eight hundred ninety-five.	B <sub>1</sub> B <sub>2</sub> B <sub>2</sub> B <sub>2</sub>	For the correct place value For 800 For 6090 For writing in words correctly
32.	P.3	a) Peter b) 12kg c) $24\text{kg} + 32\text{kg} = 56\text{kg}$	B <sub>1</sub> B <sub>2</sub> B <sub>2</sub>	For Peter For 12kg For the sum