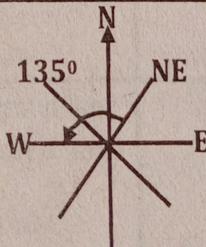
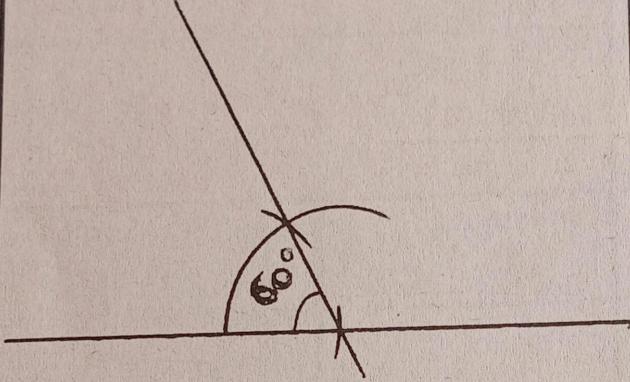
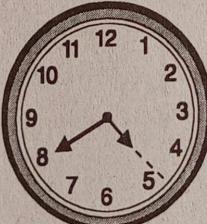
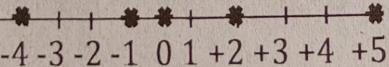


THE SIPRO PRIMARY SIX MATHEMATICS END OF TERM I MARKING GUIDE 2024.

QN	LEVEL	SOLUTION	MRK	REASON	COMMENT										
1	P.1	$\begin{array}{r} \underline{5} - \underline{2} = \underline{5} - \underline{2} \\ 7 \quad 7 \quad 7 \\ = \underline{3} \\ 7 \end{array}$	B ₂	For $\frac{3}{7}$	Use real objects to illustrate the concept of subtraction of fractions.										
2	P.2	$\begin{array}{l} 8 + \square = 18 \\ 8 - 8 + \square = 14 - 8 \\ \square = 6 \end{array}$	B ₁ B ₁	For subtraction For 6	Accept: $8 + \square = 14$ $\square = 14 - 8$ $\square = 6$										
3	P.4	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>Yrs</td> <td>months</td> </tr> <tr> <td>3</td> <td>8 $17 \div 12$</td> </tr> <tr> <td>+2</td> <td>9 1rem5</td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> <tr> <td>6</td> <td>5</td> </tr> </table>	Yrs	months	3	8 $17 \div 12$	+2	9 1rem5	<hr/>	<hr/>	6	5	M ₁ A ₁	For the method used. For correct answer	Operate weeks and days, hours and minutes, years and months with regrouping.
Yrs	months														
3	8 $17 \div 12$														
+2	9 1rem5														
<hr/>	<hr/>														
6	5														
4	P.6	$\begin{array}{l} 7 + 0 + 8 = 15 \text{ divisible by 3} \\ = 708 \text{ is divisible by 3} \end{array}$	M ₁ A ₁	For the method used. For correct answer	Make a review on divisibility tests and apply correctly.										
5	P.5	$\begin{array}{l} 0.25 = \frac{25}{100} \\ = \frac{1}{4} \end{array}$	B ₁ B ₁	For $\frac{25}{100}$. For $\frac{1}{4}$	Revisit converting fractions to decimal numbers.										
6	P.4	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>TH</td> <td>H</td> <td>T</td> <td>O</td> </tr> <tr> <td>1</td> <td>0</td> <td>7</td> <td>9</td> </tr> </table> <p>(1xthousands) + (0xhundreds) + (7xtens) + (9xones)</p>	TH	H	T	O	1	0	7	9	B ₂	For the answer	Reject: $(1 \times 1000) + (0 \times 100)$ $(7 \times 10) + (9 \times 1)$		
TH	H	T	O												
1	0	7	9												
7	P.6	$\begin{array}{l} n(B) = 5 + 2 \\ = 7 \\ n(\Sigma) = 6 + 2 + 5 + 2 \\ = 8 + 7 \\ = 15 \\ \text{Prob} = n(E) \\ n(SS) \\ = \frac{7}{15} \end{array}$	B ₁ B ₁	For universal For $\frac{7}{15}$	Expose learners to variety of venn diagrams with different approaches.										
8	P.5	 <p>Western direction or west</p>	B ₁ B ₁	For correct illustration For correct answer.	<ul style="list-style-type: none"> - Encourage learners to draw the compass directions. - Demonstrate practically to learners. 										
9	P.4	$\begin{array}{l} P = SP - BP \\ \text{Sh. } 16,500 \\ - \text{Sh. } 12,000 \\ \text{Sh. } 4,500 \end{array}$	M ₁ A ₁	For correct method For correct answer	Help learners to identify S.P, loss, BP, etc.										
10	P.4	$\begin{array}{l} \text{Perimeter} = 4 \text{ sides} \\ = 4 \times 12 \text{ dm} \\ = 48 \text{ dm} \end{array}$	M ₁ A ₁	For correct method For correct answer	Revisit areas and perimeter of plane shapes.										

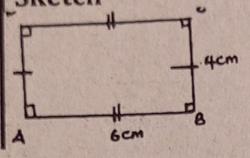
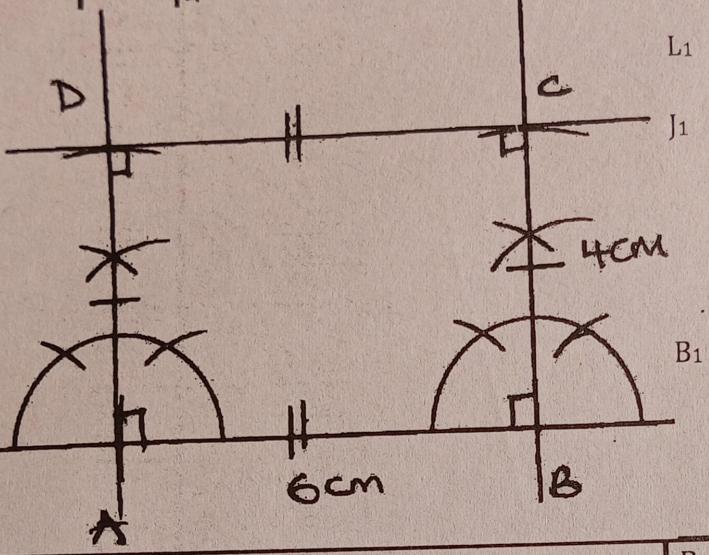
11	P.4	-7 < 0	B2	For correct inequality	line to ...
12	P.5	$ \begin{array}{r} 462 \\ 7 \overline{) 3234} \\ -28 \\ \downarrow \\ 43 \\ -42 \\ \downarrow \\ -14 \\ \underline{-14} \\ 00 \end{array} $	M1	For correct method	<ul style="list-style-type: none"> - Make enough practice on the use of long division. - Emphasise the importance of multiples in division of whole numbers.
13	P.5	$ \begin{array}{r} 2600 \\ \text{sh. } \underline{18,200} \\ \overline{-1} \\ \text{Sh. } 2,600 \end{array} $	A1	For the answer.	Operate correctly with ease for learners to understand.
14	P.4	$ \begin{array}{r} 2 + \underline{1} = (2 \times 3) + (1 \times 5) \\ 5 \quad 3 \qquad \qquad 15 \\ = \underline{6} + 5 = \underline{11} \\ \qquad \qquad \qquad 15 \quad 15 \end{array} $	M1	For correct method	Accept any other method leading to correct answer.
15	P.5		B1 B1	For arcs For 60° angle.	Revisit drawing and construction of angles.
16	P.5	$ \begin{array}{r} 2k - 3 = 7 \\ 2k - 3 + 3 = 7 + 3 \\ 2k \qquad \qquad = 10 \\ \underline{2k} \qquad \qquad = \underline{10^5} \\ 2_1 \qquad \qquad \quad 2_1 \\ K \qquad \qquad = 5 \end{array} $	M1 A1	For correct method For correct answer	Expose learners to a variety of equations different approaches
17	P.4		B1 B1	For minute hand For hour hand	Teach and revise telling time using clock.
18	P.5	 -4 -3 -2 -1 0 1 +2 +3 +4 +5 Descending order +5, +2, 0, -1, -4	B1 B1	For identification For correct order	Emphasise the use of number line.
19	P.5	1 carton $12 \times 2\text{kg}$ 24kg 1 carton - 24kg	M1 A1	For the method. For 24kg	Expose learners statements and

20	P.4	<p>4 groups of five</p> $\begin{array}{r} 5\sqrt{24} \\ \underline{-20} \\ 4 \text{ ones} \end{array}$ 	B1 B1	For the method. For correct answer	Demonstrate the occurrence of scores with tally symbols.
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SECTION B

21a)	P.3	$C = 100$ $XL = + 40$ $\underline{140}$ One hundred forty	B1 B1	For the 140 For words.	<ul style="list-style-type: none"> - Make a review on conversion of Hindu Arabic to Roman numerals. 										
b)		42,053 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>4</td><td>2</td><td>0</td><td>5</td><td>3</td></tr> <tr> <td>10^4</td><td>10^3</td><td>10^2</td><td>10^1</td><td>10^0</td></tr> </table> $(4 \times 10^4) + (2 \times 10^3) + (-x 10^2) + (5 \times 10^1) + (3 \times 10^0)$	4	2	0	5	3	10^4	10^3	10^2	10^1	10^0	B2	For correct expansion.	<ul style="list-style-type: none"> - Reject 40 - fouty.
4	2	0	5	3											
10^4	10^3	10^2	10^1	10^0											
22 a)	P.5	$2p + p + 30^\circ = 180^\circ$ $3p + 30^\circ = 180^\circ$ $3p + 30^\circ - 30^\circ = 180^\circ - 30^\circ$ $3p = 150^\circ$ $\underline{3p} = 150^\circ$ $\underline{3} = 3$ $P = 50^\circ$	M ₁ M ₁ A ₁	For equation formation For collection of terms For 50°	Revisit operation on types of angles.										
b)		$1\text{rev} = 3600$ $1\text{rev} = 1 \times 360^\circ$ $2 \quad 2$ $= 180^\circ$	M ₁ A ₁	For the method. For correct answer											
23a)	P. 5	Books $\text{Sh. } 5000 \times 3$ $\text{Sh. } 15,000$ Beans $\text{Sh. } 4500 \times 2$ $\text{Sh. } 9000$ Salt $\underline{\text{500}} \times \text{sh. } 1600$ 1000 $= \text{sh. } 800$ Total $\text{Sh. } 15,000 + \text{sh. } 9,000 + \text{sh. } 1,000 +$ $\text{sh. } 800 = \text{sh. } 25,800$	B ₁ B ₁ B ₁ B ₁	For sh. 15,000 For sh. 7,000 For sh. 700 For sh. 25,800	<ul style="list-style-type: none"> - Emphasise the - Guide learners to understand the following kinds of prices. <p>i) Bill ii) Change iii) Money at hand iv) Unit price. v) Total price</p>										
b)		$\text{sh. } 25800$ $+ \text{sh. } 4200$ $\underline{\text{sh. } 30,000}$	B ₁	For sh. 30,000											
24a)	P.5	$P = 3 \times 3 \times 2$ $P = 9 \times 2$ $P = 18$ The value of P is 8.	M ₁ A ₁	For the method For the answer	Make a review prime factorization numbers.										
b)		$HCF = 2 \times 3$ $HCF = 6$	B ₂	For correct answer											

				For correct method.	
c)		$LCM = 2 \times 3 \times 3 \times 2 \times 2$ $LCM = 6 \times 6 \times 2$ $LCM = 36 \times 2$ $LCM = 72$	M1 A1	For correct answer	
25 a)	P.5	i) $a = +5$ ii) $b = -7$	B1 B1	For $+5$ For -7	Encourage learners to count the gaps on number line.
b)i) ii)		$-3 < +3$ $+10 > -20$	B1	For each correct statement	
26a)	P.5	$ET = S.T + D$ 9: 20a.m $\begin{array}{r} +2 \\ \hline 30 \end{array}$ 11: 50a.m	M1 A1	For correct method For correct answer	Operate during time and regroup where applicable
b)		$D = 180\text{km}$ $S = 45\text{km/h}$ $T = ?$ $T = \frac{D}{S}$ $T = \frac{180\text{km}}{45\text{km/h}} \times 1\text{h}$ $T = 4\text{hours}$	B1	For the method	
27a)	P.4	$A = \frac{1}{2} b \times h$ $A = \frac{1}{2} \times 12\text{cm} \times 8\text{cm}$ $A = 6\text{cm} \times 8\text{cm}$ $A = 48\text{cm}^2$	M1 A1	For correct working. For correct answer.	- Revisit area of perimeter of shapes. - Emphasis on correct units
b)		$P = S_1 + S_2 + S_3$ $P = 12\text{cm} + 10\text{cm} + 10\text{cm}$ $P = 12\text{cm} + 20\text{cm}$ $P = 32\text{cm}$	M1 A1	For correct method For correct answer	
28a)	P.5	$\begin{array}{r} 2 \div 4 \\ 5 \quad 1 \\ \underline{2} \times 1 \\ 5 \quad \cancel{4} \\ \underline{1} \\ 10 \end{array}$	M1 A1	For correct method For correct answer	Make a note of values and place values of numbers.
b)		$2.7 + 3.6 - 1.5$ 6.3 $- 1.5$ $\underline{\quad 4.8}$	B1 B1	For 6.3 For 4.8	
29)	P.5	i) $3y + 2y + 5n - 2n$ $5y + 3n$	B1 B1	For collecting like terms. For $5y + 3n$	Expose learners to solving word problems involving algebraic statements.
		ii) $a \times b$ -3×4 -12	B1 B1	For subtraction For -12	

b)		<p>Let Kiiza's age be K. Babirye will be $k+5$ $K + k + 5 = 19$ $2k + 5 - 5 = 19 - 5$ $2k = 14$ $\frac{2k}{2} = \frac{14}{2}$ $k = 7$</p>	M ₁	For formation of equation	
30a)	P.5	<p>Sketch</p> 	B ₁	For 12yrs	
			S ₁	For the sketch	- Emphasise neatness and accuracy.
			L ₁	For AB = 6cm	- Help the learners to construct basic angles $90^\circ, 60^\circ, 120^\circ$ and 30°
			C ₁	For 90° at A or B	- Provide practice on construct of regular hexagon.
			L ₁	For BC 4cm	
			J ₁	For joining	
			B ₁	For diagonal AC 7.1cm, 7.2cm or 7.3cm	
31a)	P.4	Bosco – 24 apples 12×2 or $(12 + 12)$	B ₁	For Bosco	Encourage learners to first look for the scale before answering.
b)		Ben	B ₁	For Ben	
c)		$Betty = 12 \times 4 = 48$	B ₂	For 48	
d)		Brenda = 72 apples 72 apples - <u>48 apples</u> 24 apples	M ₁	For correct method	
			A ₁	For correct answer	
32 a)	P.6	$K + k + 8 = 20$ $2k + 8 = 20$ $2k + 8 - 8 = 20 - 8$ $\frac{2k}{2} = \frac{12}{2}$ $k = 6$ The value of P is 6.	M ₁	For correct method	Expose learners to a variety of related questions with different approaches.
b)		$n(F) k + 3k$ $4k$ 4×6 24	M ₁	For correct working.	
			A ₁	For correct answer	
c)		$n(F) \text{ only} = 3k$ $3 \times 6 = 18$ $n(\Sigma) = 20 + 18 + 2 = 40$ $\text{Prob} = \frac{18}{40}$	B ₁	For 18	
			B ₁	For correct answer	