SESEMAT PROPOSED MARKING GUIDE

S.3 MATHEMATICS 2023

1

Category	Number	Description	Subtotals	Scoring points
Washing clothes	20	20×3000	60,000	Multiplication Accurate products for all the 4 items
Supplying foodstuffs	40	40×5000	200,000	
Selling items at the local market	10	10×10,000	100,000	Accurate Totals obtained
Operating small stalls	30	30×2000	60,000	
Totals	100		420,000	
Weekly excess	Actual -Expected = Excess amount.	420,000 –300,000 = 120,000		Weekly excess
Annual excess	Weekly excess × Number of weeks in a year	120, 000×52 = 6,240,000		Annual Excess

Include the suggestions on how the excess amount can be used by giving appropriate advice.

2.

INCORRECT	Identifying the values of x which provide incorrect output	Multiplying the x values by 5	Incorrect product	× ×	No Reward No Reward
	4X + X				
CORRECT	Identifying the values of x which provide correct output	By multiplying the values of x by 4 and	Correct output	✓ ✓	Reward Reward

				✓	Reward
C T		adding x to the result			
I N C R R E C T	Identifying the values of x which provide incorrect output	By multiplying the values of x by 4 and adding to the result	Incorrect output	X X	No Reward No Reward
	3X + 2X				
C O R R E C T	Identifying the values of x which provide the correct output	By multiplying the values of x by 3 and multiplying the values of x by 2 then adding the two results	Correct output	✓ ✓ ✓	Reward Reward Reward
I N C O R R E C T	Identifying the values of x which provide the incorrect output	By multiplying the values of x by 3 and multiplying the values of x by 3 and multiplying the values of x by 2 then adding the two results	Incorrect output	X X	No Reward No Reward

In the conclusion, the learner may present the result as a function as;

$f(x) = 5X$

$f(x) = 4X + X$

$f(x) = 3X + 2X$.

3.

1. Establish classes by considering the lowest and the highest values in order to get the range of values	By establishing the highest and lowest values and subtracting	To determine the range of values
2. Group the marks	By tallying the values that exist in that class.	To determine the frequencies
3. Establish the frequency	By counting the tallies	To determine the frequency
4. Frequency	Counting	To establish the number of students in each group.
5. Obtain product	By multiplying frequency and mid - values	To get the sub – totals in each class.
6. Getting the total marks	By adding sub - totals	To order to get the total marks in determining mean.
7. Getting	By getting sub – totals and dividing by total frequency	To establish mean for decision making.

PURPOSE

- To determine general performance
- To use mean to make decision
- It can inform the Mathematics department to lay strategies on actions to be taken for improved performance.

4.

NO.			
1.	Measure distance	By using the ruler	To make accurate decision
2.	Construct angles	Using a protractor	To establish direction for accurate drawing.
3.	Measure the distance or length on the scale	Using a ruler	To establish the distance between Kampala and Katosi
4.	Finding actual distance on ground	By using the given scale	To estimate the cost that can be required

4.

5.	Actual distance	By measuring accurately using the scale given	To get actual distance
6.	Actual distance obtained through measuring to determine cost	By multiplying cost per km by number of km	To get the actual cost of the road

IMPORTANCE

- It helps in planning
- It helps in decision making
- It helps to determine the cost of alternative routes