

**THE UNITED REPUBLIC OF TANZANIA**  
**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**



**MATHEMATICS SYLLABUS**  
**FOR BASIC EDUCATION**  
**STANDARD III-VI**

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY**

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FOR BASIC EDUCATION  
STANDARD III-VI**

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## FOREWORD

The revised 2014 education policy has changed the structure of basic education. Some reforms in the curriculum have been introduced to facilitate its implementation. Some subjects have been retained or reorganized while new ones have been introduced in the Standard III- VI curriculum. The Ministry of Education, Science and Technology has therefore prepared this syllabus for Mathematics subject, for all English medium schools and other educational stakeholders so as to meet the requirements of the Education and Training Policy.

Mathematics syllabus has been prepared in line with the curriculum for Basic Education Standard III-VI of 2016 which focuses on developing competences to the pupils. The emphasis in teaching Mathematics is on the development of thinking both logical and analytical so as to build confidence and ability to communicate using logical arguments.

It is expected that this syllabus will bring changes in the way teachers teach Mathematics in the classroom today by focusing more on pupil's tasks or activities rather than providing information and mathematical rules to them.

The Ministry of Education, Science and Technology takes this opportunity to thank all organizations, coordinators and experts who contributed to the designing and writing of this syllabus. It also expresses its gratitude to the teachers for their inputs and regular feedback which contributed significantly to the development of this syllabus.

We will appreciate to receive any relevant feedback from all stakeholders for continual improvement of the Mathematics syllabus. All recommendations should be sent to the Director of Tanzania Institute of Education.



Prof. Eustella P. Bhalalusesa  
**Commissioner for Education**  
**Ministry of Education, Science and Technology**

## 1.0 Introduction

The Mathematics syllabus for Standard III-VI has been developed based on the curriculum for Basic Education of 2016 for the same standards. The syllabus is divided into three main parts; the first is the introduction, the second part is the curriculum overview describing Basic Education objectives for Standard III-VI, general and specific competences as well as subject objectives. The last part describes learning content for Standard III-VI provided in a matrix.

## 2.0 General Curriculum Descriptions

The Curriculum process for Basic Education STD III – VI is comprised of various aspects which show that the curriculum is a holistic concept in which various aspects are understood in an integrative way. This part presents some of the curriculum aspects which include Objectives of Primary Education, Competence of Primary Education STD III to VI, The Importance and Objectives of Mathematics, Main and Specific Competences, Teaching and Learning Mathematics and Assessing Learning.

### 2.1 Basic Education Objectives for Standard III - VI

The objectives of Basic Education for Standard III-VI are to:

- (a) Enable the pupil to develop his/her skills in reading, writing, arithmetic and oral communication.
- (b) Enable the pupil to know, use and appreciate the Kiswahili language.
- (c) Enable the pupil to know the foundation of the rule of law.
- (d) Enable the pupil to appreciate the culture of Tanzania and those of other countries.
- (e) Enhance the ability of the pupil to think, create and solve problems.
- (f) Enable the pupil to recognize the importance of ethics, integrity and accountability as being the qualities of a good citizen.
- (g) Enable the pupil to participate in games and sports and appreciate artistic activities.
- (h) Enable the pupil to discover and develop his/her talents and abilities.
- (i) Enable the pupil to appreciate and like to work.
- (j) Enable the pupil to recognize, appreciate and make use of technical skills.
- (k) Prepare the pupil for the next level of education and enhance a spirit of lifelong learning.

## 2.2 Competence in Basic Education – Standard III – VI

The Competences for Basic Education intend to impact the pupils to:

- (a) Communicate fluently in Kiswahili and English orally and in writing.
- (b) Read confidently and understand specified texts.
- (c) Use theoretical and mathematical principles in daily life situations.
- (d) Apply scientific, technological and vocational skills in real life situations.
- (e) Appreciate his/her culture and that of other communities.
- (f) Respect the diverse beliefs and ideologies of the community in which he/she lives.
- (g) Participate in games and sports and artistic activities.
- (h) Respect oneself and others.
- (i) Perform patriotic duties.
- (j) Participate in different activities appropriate to his/her age.
- (k) Participate in activities which enhance his/her logical and analytical thinking.
- (l) Collaborate with other people to perform acceptable activities in the community.

## 2.3 Importance of Studying Mathematics

Mathematics is essential in development and strengthening of logical, theoretical and abstract thinking. Children develop basics for counting, thinking and problem solving skills as they learn and use Mathematics. Mathematics is applicable throughout in our life. Thus, the importances of teaching and learning of Mathematics are:

- a) Enables the pupil to use mathematical knowledge and skills in everyday life;
- b) It is the backbone of the development of science and technology;
- c) Facilitates understanding of other subjects;
- d) The basis for problem solving and reasoning; critical, logical and analytical;
- e) It is a language and therefore a tool for communication; and
- f) Develops good attitudes for lifelong learning.

## 2.4 Objectives of Learning Mathematics

The objectives of learning Mathematics in Primary Schools are to:

- a) Develop logical thinking,
- b) Create curiosity and problem solving skills,
- c) Develop basics for the use of technology, communication, reasoning and reflections;
- d) Develop an ability to analyze and present information;
- e) Strengthen learner's understanding of the shapes, measurements and the respective applications in life; and
- f) Build confidence to apply mathematical competences in everyday life.

## 2.5 Main and Specific Competences

Table 1: Main and Specific Competences for Standard III-VI

Main Competences	Specific Competences
1.0 Use the language of Mathematics in presenting ideas or arguments	1.1 Apply the concept of numbers to communicate in different context 1.2 Apply the skills of statistics to present different information 1.3 Apply the skills of algebra to solve problems in everyday life
2.0 Think and conceptualize ideas in everyday life	2.1 Apply the skills of measurements in different life contexts 2.2 Apply the concepts of shapes and figures to solve different problems 2.3 Apply the concepts of patterns to solve word problems in everyday life
3.0 Solve problems in different contexts	3.1 Apply mathematical operations to solve problems 3.2 Apply the skills of number relations to solve problems in different contexts

## 2.6 Teaching and Learning of Mathematics

The teaching and learning of Mathematics has to be focused on conceptual understanding with moving from concrete to abstract learning. The link between theory and practice while teaching Mathematics is crucial for the pupils to be able to



apply the knowledge and skill in their daily lives.

Mathematics is more understood when you associate teaching and learning of the concept with objects, charts and models. It is important to consider the best use of the tools in teaching and learning. Mathematics is the subject of actions than explanation. Teacher and pupil all together are supposed to focus on doing, but it is better for pupil to be given more opportunity to do while the teacher acts as a facilitator.

The teaching of Mathematics should focus on concrete objects and models as teaching and learning materials for the learners to comprehend mathematical concepts and relate them with their real context. The teaching and learning has to be learner-centred and activity based.

### **2.7 Assessment of Learning**

Mathematical competences are developed rules and principles alongside concepts in a process of learning. Mathematical competences are reflected in computations, manipulations, reasoning and arguments as well as problem solving processes. Therefore, this curriculum requires an assessment procedure that takes into account knowledge, skills and attitudes. Given the nature of the described learning process, the assessment must focus more on working processes rather than the end results. Pupils' performance on the given learning tasks have to be assessed based on the assessment criteria and tools developed by the teacher.

### **3.0 Content of the Syllabus**

The content of the syllabus has been presented through a matrix with six columns namely: (a) main Competence, (b) Specific Competence (c) students activities (d) assessment criteria, (e) performance indicators (f) number of periods.

Description of Column Items in the Syllabus Matrix:

#### **3.1 Competence**

It is the ability one demonstrates in a course of doing something. It is described in terms of knowledge, skills and attitudes.

#### **3.2 Main Competence**

The general competence is the ability one demonstrates after learning a set of specific competence. The general competence is developed step by step over a long period of instruction.

### **3.3 Specific Competence**

It is the ability one demonstrates after doing a number of learning tasks for a specified instructional time.

### **3.4 Activities to be Performed by the Pupil**

It is those activities which the pupil ought to do in order to achieve an intended specific competence based on learner's both physical and mental readiness.

### **3.5 Assessment Criteria**

It is the set performance condition for a pupil to achieve a specific competence.

### **3.6 Benchmarking**

These are performance indicators set to differentiate performance levels for each pupil on different learning tasks.

### **3.7 Number of Periods**

The number of period is an estimated time of instruction for each specific competence. It is estimated based on the length and nature of the learning tasks for each specific competence. Total instructional time for Mathematics is six periods per week for Standard Three and Four while Standard Five and Six is five periods per week. Each period is estimated to last for 40 minutes. Moreover, the proposed periods for each specific competence may change depending on the teaching and learning context.

### 3.8 STANDARD III Contents

**Table 2: Main and Specific Competences for Standard Three**

Main Competences	Specific Competences
1.0 Use the language of Mathematics in presenting ideas or arguments (Part one)	1. Apply the concept of numbers to communicate in different context
2.0 Think and conceptualize ideas in everyday life (Part one)	2. Apply concepts of patterns to solve problems in everyday life
3.0 Solve problems in different contexts	3.1 Apply mathematical operations to solve problems 3.2 Apply the skills of number relations to solve problems in different contexts
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different life contexts 4.2 Apply concepts of shapes and figures to solve different problems
5.0 Use the language of Mathematics in presenting ideas or arguments (Part two)	5. Apply the skills of statistics to present different information

## Syllabus Contents

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Use the language of Mathematics in presenting ideas or arguments (Part one).	1. Apply the concept of numbers to communicate in different contexts.	i) Counting from 1000 to 9999.	Counting from 1000 to 9999 is performed correctly.	A pupil struggles to count from 999 to 9999	A pupil can count from 999 to 9999 by skipping some numbers or making errors in pronunciations.	A pupil can count from 999 to 9999 with minor errors.	A pupil can count from 999 to 9999 fluently and with confidence.	46
		ii) Reading numbers from 999 up to 9999	Reading numbers from 999 to 9999 is performed correctly.	A pupil can sometimes read numbers with mistakes and errors in pronunciation	A pupil can read numbers from 999 to 9999 with some mistakes and errors in pronunciation.	A pupil can read numbers from 999 to 9999 with minor errors in pronunciation.	A pupil can read numbers from 999 to 9999 fluently and with confidence.	
		iii) Writing numbers in numerals from 999 up to 9999.	Numbers from 999 up to 9999 are written in numerals correctly.	A pupil can write only some numbers from 999 up to 9999 in numerals with mistakes and errors	A pupil can write numbers from 999 up to 9999 in numerals with errors.	A pupil can write numbers from 999 up to 9999 in numerals with minor errors.	A pupil can write numbers from 999 up to 9999 in numerals without errors.	
		iv) Writing numbers by words from 999 up to 9999.	Numbers from 999 up to 9999 are written in words correctly.	A pupil can write numbers in words from 999 up to 9999 with mistakes and errors in spelling	A pupil can write numbers in words from 999 up to 9999 with spelling errors in some words.	A pupil can write numbers in words from 999 up to 9999 with minor errors.	A pupil can write numbers in words from 999 up to 9999 without errors at a reasonable speed.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Identifying place values of numbers.	Place value of numbers is identified correctly.	A pupil struggle to identify place values.	A pupil can identify place values for ones tens and hundreds with errors and mistakes.	A pupil can identify place values of numbers up to thousands with minor errors.	A pupil has identified place values up to thousands without errors.	
		vi) Dividing real objects in pieces or equal groups	Various real objects are divided into pieces or equal groups correctly.	A pupil can divide real objects but into unequal pieces or groups.	A pupil can divide real objects into equal groups but cannot divide a whole into equal pieces.	A pupil can divide real objects into equal pieces or equal groups with minor errors.	A pupil can divide real objects into equal pieces or equal groups with a clear concept.	
		vii) Reading fraction	Fraction is read correctly.	A pupil struggles to read fraction.	A pupil can read fraction with mistakes on some fractions	A pupil can read fraction with minor errors	A pupil can read fraction without errors	
		viii) Writing of fractions.	Fractions in numerals are written correctly.	A pupil struggle to write fractions in numerals.	A pupil can write fractions in numerals with errors.	A pupil can write fraction in numerals with minor errors.	A pupil can write fraction in numerals without errors.	
2.0 Think and conceptualize ideas in everyday life (Part one).	2. Apply concepts of patterns to solve problems in everyday life.	i) Identifying things which show patterns.	Things that show patterns are identified correctly.	A pupil hardly can identify things that show patterns.	A pupil can identify a few things that show patterns with a guidance of the teacher.	A pupil can identify things that show patterns without the guidance of the teacher.	A pupil can identify many things that show patterns with differentiation.	20

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ii) Identifying missing numbers in a sequence	Missing numbers in a sequence are identified correctly.	A pupil struggles to identify missing numbers in a sequence.	A pupil can identify missing numbers only in an increasing sequence with errors.	A pupil can identify missing numbers in both increasing and decreasing sequence with minor errors.	A pupil can identify missing numbers in both increasing and decreasing sequence without errors.	
		iii) Arranging numbers in ascending order.	Numbers are arranged in ascending order correctly.	A pupil can arrange numbers in ascending order by mistakes.	A pupil can arrange numbers in ascending order by skipping some numbers	A pupil can arrange numbers in ascending order with minor errors.	A pupil can arrange numbers in ascending order without errors.	
		iv) Arranging numbers in descending order	Numbers are arranged in descending order correctly.	A pupil can arrange numbers in descending order by mistakes.	A pupil can arrange numbers in descending order by skipping some numbers.	A pupil can arrange numbers in descending order with minor errors.	A pupil can arrange numbers in descending order without errors.	
3.0 Solve problems in different contexts.	3.1 Apply mathematical operations to solve problems.	i) Adding numbers to get a sum not exceeding 9999 without carrying forward.	Addition of numbers to get sum not exceeding 999 without carrying forward is performed correctly.	A pupil struggles to add numbers to get a sum not exceeding 9999 without carrying forward.	A pupil can add numbers to get a sum not exceeding 9999 without carrying forward with errors in summing the numbers.	A pupil can add numbers to get a sum not exceeding 9999 without carrying forward with minor errors in summing the numbers.	A pupil can add numbers to get a sum not exceeding 9999 without carrying forward without errors.	46

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ii) Adding numbers to get a sum not exceeding 9999 with carrying forward.	Addition of numbers with carrying forward is performed correctly.	A pupil struggles to add numbers with carrying forward to get a sum not exceeding 9999.	A pupil can add numbers with carrying forward to get a sum not exceeding 9999 with some mistakes and errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 9999 with minor errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 9999 without errors.	
		iii) Solving word problems involving addition	Solving word problems involving addition is performed correctly.	A pupil can solve word problems involving addition with mistakes in interpretation and computations.	A pupil can solve word problems involving addition with errors in interpretations.	A pupil can solve word problems involving addition with minor errors.	A pupil can solve word problems involving addition without errors.	
		iv) Subtracting without regrouping four digits numbers.	Subtraction without regrouping of four digits numbers is performed correctly.	A pupil struggles to Subtract without regrouping four digits numbers.	A pupil can subtract without regrouping four digits numbers with errors in taking away.	A pupil can Subtract without regrouping four digits numbers with minor errors.	A pupil can subtract without regrouping four digit numbers without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Subtracting with regrouping of four digit numbers.	Subtraction with regrouping of four digit numbers is performed correctly.	A pupil struggles Subtract with regrouping four digit numbers.	A pupil can subtract with regrouping four digits numbers with errors in taking away and regrouping.	A pupil can Subtract with regrouping four digit numbers with minor errors.	A pupil can subtract with regrouping four digit numbers without errors.	
		vi) Solving word problems involving subtraction.	Solving word problems involving subtraction is performed correctly.	A pupil can solve word problems involving subtraction with mistakes in interpretation and computations.	A pupil can solve word problems involving subtraction with errors in interpretations.	A pupil can solve word problems involving subtraction with minor errors.	A pupil can solve word problems involving subtraction without errors.	
		vii) Multiplying two digit numbers by one digit numbers.	Multiplication of two digit numbers by one digit numbers is performed correctly.	A pupil can multiply two digit numbers by one digit numbers with mistakes and errors in calculation and answers.	A pupil can multiply two digit numbers by one digit numbers with some errors.	A pupil can multiply two digit numbers by one digit numbers with minor errors.	A pupil can multiply two digit numbers by one digit numbers without errors.	
		viii) Solving word problems involving multiplication	Solving word problems involving multiplication is performed correctly.	A pupil can solve word problems involving multiplication with mistakes in interpretation and computations.	A pupil can solve word problems involving multiplication with errors in interpretations.	A pupil can solve word problems involving multiplication with minor errors.	A pupil can solve word problems involving multiplication without errors.	



Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	3.2 Apply the skills of number relations to solve problems in different contexts.	i) Identifying various units of measuring time.	Various units of measuring time are identified correctly.	A pupil cannot identify commonly used units of measuring time such as year, day, week and hour without a teacher's support.	A pupil can identify commonly used units of measuring time such as year, day, week and hour and with a teacher's support.	A pupil can identify some of the commonly used units of measuring time such as year, day, week, and hour. with a little teacher's support.	A pupil can identify most of the commonly used units of measuring time such as year, day, week, and hour. without a teacher's support.	53
		ii) Identifying number of hours a day using 12 hours approach.	Identifying number of hours a day using 12 hours approach is identified correctly.	A pupil struggles to identify a number of hours a day.	A pupil can identify a number of hours a day with errors.	A pupil can identify a number of hours a day with minor errors.	A pupil can identify a number of hours a day without errors.	
		iii) Mentioning a number of days in a week and their names.	Number of days in a week and their names are mentioned correctly.	A pupil struggles to mention number of days in a week and their names.	A pupil can mention a number of days in a week and their names with some mistakes.	A pupil can mention a number of days in a week and their names some with incorrect order.	A pupil can mention number of days in a week and names of the days in order.	
		iv) Mentioning monthly names and their respective number of days.	Monthly names and respective number of days are mentioned correctly.	A pupil can mention names of months and their respective number of days with inaccuracy.	A pupil can mention some names of months not necessary in order and correct number of days.	A pupil can mention names of months and their respective number of days with minor errors.	A pupil can mention names of months and their respective number of days without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Identifying values of different Tanzanian bank notes.	Values of different Tanzanian bank notes are identified correctly.	A pupil struggles to identify values of different Tanzanian bank notes.	A pupil can identify values of different Tanzanian bank notes with some errors.	A pupil can identify values of different Tanzanian bank notes with minor errors.	A pupil can identify values of different Tanzanian bank notes without errors.	
		vi) Mentioning uses of currency and importance of bank notes.	Uses of currency and importance of bank notes are mentioned correctly.	A pupil struggles to mention uses of currency and importance of bank notes.	A pupil can mention some uses of currency but struggles to mention the importance of bank notes.	A pupil can mention a considerable number of uses of currency and importance of bank notes.	A pupil can mention most uses of currency and importance of bank notes.	
		vii) Adding Tanzanian currency in shillings to get a sum not exceeding 9999.	Addition involving Tanzanian currency in shillings to get a sum not exceeding 9999 is performed correctly.	A pupil struggles to perform additions involving Tanzanian currency in shillings to get a sum not exceeding 9999 shillings.	A pupil can perform additions involving Tanzanian currency in shillings to get a sum not exceeding 9999 shillings with errors.	A pupil can perform additions involving Tanzanian currency in shillings to get a sum not exceeding 9999 shillings with minor errors.	A pupil can perform additions involving Tanzanian currency in shillings to get a sum not exceeding 9999 shillings without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		viii) Subtracting Tanzanian shillings not exceeding 9999.	Subtraction involving Tanzanian shillings is performed correctly.	A pupil struggles to perform subtractions involving Tanzanian shillings not exceeding 9999 shillings.	A pupil can perform subtractions involving Tanzanian shillings not exceeding 9999 shillings with errors.	A pupil can perform subtractions involving Tanzanian shillings not exceeding 9999 shillings with minor errors.	A pupil can perform subtractions involving Tanzanian shillings not exceeding 9999 shillings without errors.	
		ix) Solving word problems involving Tanzanian shillings.	Word problems involving Tanzanian shillings are solved correctly.	A pupil struggles to interpret word problems involving Tanzanian shillings.	A pupil can interpret some problems and solve them with computational errors.	A pupil can interpret word problems and solve them with minor errors.	A pupil can interpret word problems and solve them without errors.	
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different contexts.	i) Identifying measurements of length.	Measurements of length are identified correctly.	A pupil struggles to identify common measurements of length.	A pupil can identify some common measurements of length with a mix up of other units.	A pupil can identify most of the common measurements of length.	A pupil can identify with differentiation both standard and non standard measurements of length.	23

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ii) Measuring, reading and recording lengths of objects by using non-standard and standard units of length (centimetre and metres).	Measuring length of objects, reading and recording are performed correctly.	A pupil struggles to measure lengths of objects, read and record.	A pupil can measure, read and record the length of objects with few mistakes in measuring, reading and recording.	A pupil can measure, read and record lengths of objects with minor errors.	A pupil can measure, read and record lengths of objects without errors.	
		iii) Identifying non-standard and standard units of weight (Kilogram and gram).	Standard and non-standard units of weight are identified correctly.	A pupil struggles to identify non standard and standard units of weight with a mix up of the units.	A pupil can identify a one or two non-standard and one standard units of weight.	A pupil can identify most of the non standard and standard units of weight.	A pupil can identify most of the non standard and standard units of weight with clear differentiation.	
		iv) Measuring weights of objects by comparing quantities, reading and recording.	Measurement of weight of objects by comparison of quantities, reading and recording is performed correctly.	A pupil struggles to measure weights of objects, read and record.	A pupil can measure weight of objects by comparing, read and record with errors.	A pupil can measure weight of objects by comparing, read and record with minor errors.	A pupil can measure weight of objects by comparing, read and record without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
	4.2 Apply concepts of shapes and figures to solve different problems.	i) Identifying two-dimensional and three-dimensional figures.	Two-dimensional and three-dimensional figures are identified correctly.	A pupil can identify two-dimensional and non-two dimensional figures by mistaking other figures.	A pupil can identify some of the two-dimensional or non-two dimensional figures.	A pupil can identify two-dimensional and non-two dimensional figures.	A pupil can identify characteristics of two-dimensional and non-two dimensional figures correctly.	37
		ii) Mentioning names of some two dimensional figures.	The names of two-dimensional figures are mentioned correctly.	A pupil struggles to mention some names of two-dimensional figures.	A pupil can mention some names of two-dimensional figures with a mixture of two and three dimension figures.	A pupil can mention some names of two-dimensional figures with minor errors.	A pupil can mention some names of two-dimensional figures without errors.	
		iii) Creating shapes for the two dimensional figures.	Shapes for the two dimensional figures are created correctly.	A pupil struggles to make two-dimensional figures.	A pupil can make some of two-dimensional figures by paper cuttings with errors.	A pupil can make some of two-dimensional figures by paper cuttings and constructions with minor errors.	A pupil can make two dimensional figures by paper cuttings and constructions.	
		iv) Drawing two-dimensional figures.	Two-dimensional figures are drawn correctly.	A pupil struggles to draw two-dimensional figures.	A pupil can draw some of the two dimensional figures with errors.	A pupil can draw some of the two dimensional figures with minor errors.	A pupil can draw some of the two dimensional figures without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Making ornaments by using two-dimensional figures.	Ornaments are made using two-dimensional figures correctly.	A pupil struggles to make ornaments by using two-dimensional shapes.	A pupil can make some ornaments by using two-dimensional figures without clear pattern.	A pupil can make ornaments by using two-dimensional figures with some definite patterns.	A pupil can make ornaments by using two-dimensional figures with some creative patterns.	
		vi) Mentioning various objects with two-dimensional figures in our environment.	Various objects with two-dimensional figures are mentioned correctly.	A pupil struggles to mention objects with two-dimensional figures.	A pupil can mention some objects with two-dimensional figures with errors.	A pupil can mention various objects with two-dimensional figures with minor errors.	A pupil can mention many objects with two-dimensional figures with clear understanding.	
		vii) Mentioning various objects with three-dimensional figures in our environment.	Various objects with three-dimensional figures in our environment are mentioned correctly.	A pupil struggles to mention objects with three-dimensional figures.	A pupil can mention objects with three-dimensional figures sometimes with a mixture of two dimension ones.	A pupil can mention various objects with three-dimensional figures in our environment.	A pupil can mention many objects with three-dimensional figures with a clear differentiation from the two dimensional ones.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
5.0 Use the language of Mathematics in presenting ideas or arguments (Part two)	5. Apply the skills of statistics to present different information.	i) Reading and interpreting pictorial statistics.	Pictorial statistics are read and interpreted correctly.	A pupil struggles to read and interpret data by using pictorial statistics by mistaking.	A pupil can read and interpret some data by using pictorial statistics with errors.	A pupil can read and interpret data by using pictorial statistics with minor errors.	A pupil can read and interpret pictorial statistics without errors.	9
		ii) Writing number of objects from pictorial statistics.	Numbers of objects from pictorial statistics are written correctly.	A pupil struggles to write numbers of objects from pictorial statistics.	A pupil can write some numbers of objects from pictorial statistics with errors.	A pupil can write numbers of objects from pictorial statistics with minor errors.	A pupil can write numbers of objects from pictorial statistics without errors.	

### 3.9 STANDARD IV Contents

**Table 3: Main and Specific Competences for Standard Four**

Main Competences	Specific Competences
1.0 Use the language of Mathematics in presenting ideas or arguments (Part one)	1. Apply the concept of numbers to communicate in different context
2.0 Think and conceptualize ideas in everyday life (Part one)	2. Apply concepts of patterns to solve problems in everyday life
3.0 Solve problems in different contexts	3.1 Apply mathematical operations to solve problems 3.2 Apply the skills of number relations to solve problems in different contexts
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different life contexts 4.2 Apply concepts of shapes and figures to solve different problems
5.0 Use the language of Mathematics in presenting ideas or arguments (Part two)	5. Apply the skills of statistics to present different information



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Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Use the language of mathematics in presenting ideas or arguments (Part one).	1. Apply the concept of numbers to communicate in different contexts.	i) Counting from 9999 up to 99999.	Counting from 9999 up to 99999 is performed correctly.	A pupil struggles to count from 9999 up to 99999 with errors.	A pupil can count from 9999 up to 99999 with minor errors.	A pupil can count from 9999 up to 999999 correctly.	A pupil can count from 9999 up to 999999 fluently without errors.	42
		ii) Reading numbers from 9999 up to 99999.	Reading numbers from 9999 up to 99999 is performed correctly.	A pupil struggles to read numbers from 9999 up to 99999.	A pupil can read numbers up to 99999 with errors in pronunciations.	A pupil can read numbers from 9999 up to 99999 with minor errors in pronunciation.	A pupil can read numbers from 9999 to 99999 fluently without errors.	
		iii) Writing numbers in numeral from 9999 up to 99999.	Numbers from 9999 up to 99999 are written in numerals correctly.	A pupil struggles to write numbers from 9999 up to 99999 in numerals.	A pupil can write numbers from 9999 up to 99999 in numerals with errors.	A pupil can write numbers in numerals up to 99999 with minor errors.	A pupil can write numbers in numerals from 9999 up to 99999 without errors.	
		iv) Writing numbers by words from 9999 up to 99999.	Numbers from 9999 up to 99999 are written in words correctly.	A pupil struggles to write numbers in words from 9999 up to 99999.	A pupil can write numbers in words from 9999 up to 99999 with errors.	A pupil can write numbers in words from 9999 up to 99999 with minor errors.	A pupil can write numbers in words from 9999 up to 99999 without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Identifying place values of numerical digits.	Place values of numerical digits are identified correctly for numbers from 9999 up to 99999.	A pupil can identify place values of numerical digits with errors.	A pupil can identify place values of numerical digits with minor errors.	A pupil can identify place values of numerical digits.	A pupil can identify place values of numerical digits greater than 99999.	
		vi) Reading Roman numbers from I to L.	Roman numbers from I to L is read correctly.	A pupil struggles to read Roman numbers I-L.	A pupil can read Roman numbers I-L with errors in some numbers.	A pupil can read Roman numbers I-L with minor errors.	A pupil can read Roman numbers I-L and greater than L without errors.	
		vii) Writing Roman numbers I-L.	Roman numbers I-L is written correctly.	A pupil can write Roman numbers I-L with errors.	A pupil can write Roman numbers I-L with minor errors.	A pupil can write Roman numbers I-L.	A pupil can write Roman numbers I-L and greater than L without errors.	
		viii) Mentioning applications of Roman numbers.	The applications of Roman numbers are mentioned correctly.	A pupil struggles to mention applications of Roman numbers.	A pupil can mention one application of Roman numbers.	A pupil can mention two applications of Roman numbers.	A pupil can mention more than two applications of Roman numbers.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
2.0 Think and conceptualize ideas in everyday life (Part one).	2. Apply concepts of patterns to solve problems in everyday life.	i) Identifying an ascending or descending number patterns.	Ascending or descending numbers patterns are identified correctly.	A pupil struggles to identify ascending or descending number patterns.	A pupil can identify an ascending or descending number patterns with errors.	A pupil can identify an ascending or descending number patterns with minor errors.	A pupil can identify an ascending or descending number patterns without errors.	12
		ii) Identifying missing numbers in an ascending or descending number patterns.	Identifying missing numbers in an ascending or descending numbers patterns is performed correctly.	A pupil can try to identify missing numbers in an ascending or descending number patterns based on guess work.	A pupil can identify missing number in a one step simple number pattern.	A pupil can identify missing numbers in a more than one step simple number pattern.	A pupil can identify missing numbers in a more than one step simple and complex number pattern.	
3.0 Solve problems in different contexts.	3.1 Apply mathematical operations to solve problems.	i) Adding numbers to get a sum not exceeding 99999 without carrying forward.	Addition of numbers without carrying forward for the sum not exceeding 99999 is performed correctly.	A pupil can add numbers to get a sum not exceeding 99999 without carrying forward with mistakes and errors.	A pupil can add numbers to get a sum not exceeding 99999 without carrying forward with errors in summing the numbers.	A pupil can add numbers to get a sum not exceeding 99999 without carrying forward with minor errors in summing the numbers.	A pupil can add numbers in thousands without carrying forward without errors.	65

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ii) Adding numbers to get a sum not exceeding 99999 with carrying forward.	Addition of numbers to get a sum not exceeding 99999 with carrying forward is performed correctly.	A pupil can add numbers with carrying forward to get a sum not exceeding 99999 with mistakes and errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 99999 with some mistakes and errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 99999 with minor errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 99999 without errors.	
		iii) Solving word problems involving addition.	Solving word problems involving addition is performed correctly.	A pupil can solve word problems involving addition with mistakes in interpretation and computations.	A pupil can solve word problems involving addition with errors in interpretations.	A pupil can solve word problems involving addition with minor errors.	A pupil can solve word problems involving addition without errors.	
		iv) Subtracting without regrouping for five digits numbers.	Subtraction without regrouping for five digit numbers is performed correctly.	A pupil can Subtract without regrouping for five digit numbers with errors in taking away.	A pupil can subtract without regrouping for five digit numbers with minor errors in taking away.	A pupil can Subtract without regrouping for five digit numbers.	A pupil can subtract without regrouping for five digit numbers fluently.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Subtracting with regrouping of five digit numbers.	Subtraction with regrouping for five digit numbers is performed correctly.	A pupil can subtract with regrouping for five digit numbers with errors in taking away.	A pupil can subtract with regrouping for five digit numbers with minor errors in taking away.	A pupil can subtract with regrouping for five digit numbers with minor errors.	A pupil can subtract with regrouping for five digit numbers without errors.	
		vi) Solving word problems involving subtraction.	Solving word problems involving subtraction is performed correctly.	A pupil can solve word problems involving subtraction with regrouping with mistakes in interpretation and computations.	A pupil can solve word problems involving subtraction with regrouping with errors in interpretations.	A pupil can solve word problems involving subtraction with regrouping with minor errors.	A pupil can solve word problems involving subtraction with regrouping without errors.	
		vii) Multiplying three digit numbers by two digit numbers.	Multiplication of three digit numbers by two digit numbers is performed correctly.	A pupil struggles to multiply a two digit number by one digit number.	A pupil can multiply three digit numbers by two digit numbers with mistakes and errors.	A pupil can multiply three digit numbers with minor errors.	A pupil can multiply three digit numbers by two digit number without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		viii) Solving word problems involving multiplication.	Solving word problems involving multiplication is performed correctly.	A pupil can solve word problems involving multiplication with mistakes in interpretation and computations.	A pupil can solve word problems involving multiplication with errors in interpretations.	A pupil can solve word problems involving multiplication with minor errors.	A pupil can solve word problems involving multiplication without errors.	
		ix) Dividing objects in a given number of equal parts or groups.	Objects are divided in a given number of equal parts or groups correctly.	A pupil struggles to divide objects in a given number of equal parts or groups.	A pupil can divide objects in a given number of equal parts or groups with errors.	A pupil can divide objects in a given number of equal parts or groups with minor errors.	A pupil can divide objects in a given number of equal parts or groups without errors.	
		x) Dividing three digit numbers by two digit numbers without remainder.	Dividing three digit numbers by two digit numbers without remainder is performed correctly.	A pupil can divide up to two digit numbers by one digit numbers without remainder.	A pupil can divide three digit numbers by two digit numbers without remainder with errors and mistakes.	A pupil can divide up to three digit numbers by two digits number without remainder with minor errors.	A pupil can divide up to three digit numbers by two digit numbers without remainder without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		xi) Solving word problems involving division of numbers.	Word problems involving division of numbers are solved correctly.	A pupil struggles to solve word problems involving division of numbers.	A pupil can solve word problems involving division with errors in interpretations.	A pupil can solve word problems involving division with minor errors.	A pupil can solve word problems involving division without errors.	
		xii) Adding fractions with the same denominator.	Addition of fractions with the same denominator is performed correctly.	A pupil struggles to add fractions with the same denominator.	A pupil can add some fractions with the same denominator with mistakes and errors.	A pupil can add some fractions with the same denominator with minor errors.	A pupil can add some fractions with the same denominator without errors.	
		xiii) Subtracting fractions with the same denominator.	Subtraction of fractions with the same denominator is performed correctly.	A pupil struggles to subtract fractions with the same denominator.	A pupil can subtract some fractions with the same denominator with mistakes and errors.	A pupil can add some fractions with the same denominator with minor errors.	A pupil can add some fractions with the same denominator without errors.	
	3.2 Apply number relations to solve problems in different contexts.	i) Reading time in hours and in minutes.	Time in hours and in minutes is read correctly.	A pupil struggles to read time in hours and minutes.	A pupil can read time in hours and minutes with errors and mistakes.	A pupil can read time in hours and minutes with minor errors.	A pupil can read time in hours and minutes without errors.	47

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ii) Writing time in hours and minutes.	Time in hours and minutes is written correctly.	A pupil struggles to write time in hours and minutes.	A pupil can write time in hours and minutes with errors and mistakes.	A pupil can write time in hours and minutes with minor errors.	A pupil can write time in hours and minutes without errors.	
		iii) Adding time in hours and minutes.	Addition involving time in hours and minutes is performed correctly.	A pupil struggles to add time in hours and minutes.	A pupil can add time in hours and minutes with errors and mistakes.	A pupil can add time in hours and minutes with minor errors.	A pupil can add time in hours and minutes without errors.	
		iv) Subtracting hours and minutes.	Subtraction of hours and minutes is performed correctly.	A pupil struggles to subtract time in hours and minutes.	A pupil can subtract time in hours and minutes with errors and mistakes.	A pupil can subtract time in hours and minutes with minor errors.	A pupil can subtract time in hours and minutes without errors.	
		v) Solving word problems involving time.	Word problems involving time is solved correctly.	A pupil struggles to solve word problems involving time.	A pupil can solve word problems involving time with errors in interpretation and changing hours to minutes and minutes to hours.	A pupil can solve word problems involving time with minor errors in interpretation and changing hours to minutes and minutes to hours.	A pupil can solve word problems involving time without mistakes.	



Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		vi) Adding Tanzanian shillings.	Addition involving Tanzanian shillings is performed correctly.	A pupil struggles to perform additions involving Tanzanian shillings.	A pupil can perform additions involving Tanzanian shillings with errors and mistakes.	A pupil can perform additions involving Tanzanian shillings with minor errors.	A pupil can perform additions involving Tanzanian shillings without errors.	
		vii) Subtracting Tanzanian shillings.	Subtraction involving Tanzanian shillings is performed correctly.	A pupil struggles to perform subtractions involving Tanzanian shillings.	A pupil can perform subtractions involving Tanzanian shillings with errors and mistakes.	A pupil can perform subtractions involving Tanzanian shillings with minor errors.	A pupil can perform subtractions involving Tanzanian shillings without errors.	
		viii) Multiplying Tanzanian shillings.	Multiplication involving Tanzanian shillings is performed correctly.	A pupil struggles to perform multiplications involving Tanzanian shillings.	A pupil can perform multiplications involving Tanzanian shillings with errors and mistakes.	A pupil can perform multiplications involving Tanzanian shillings with minor errors.	A pupil can perform multiplications involving Tanzanian shillings without errors.	
		ix) Solving word problems involving purchases and sales.	Word problems involving purchases and sales are performed correctly.	A pupil struggles to solve word problems involving purchases and sales.	A pupil can solve word problems involving purchases and sales with mistakes and errors in interpretations and computations.	A pupil can solve word problems involving purchases and sales with minor errors.	A pupil can solve word problems involving purchases and sales without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different contexts.	i) Converting metric units of length.	Metric units of length are converted correctly.	A pupil struggles to convert metric units of length.	A pupil can convert metric units of length with mistakes and errors.	A pupil can convert metric units of length with minor errors.	A pupil can convert and use metric units of length without errors.	37
		ii) Measuring length by using metric units.	Measuring length by using metric units is performed correctly.	A pupil struggles to measure length by using metric units.	A pupil can measure length by using metric units with mistakes and errors.	A pupil can measure length by using metric units with minor errors.	A pupil can measure length by using metric units without errors.	
		iii) Converting units of weight.	Units of weight are converted correctly.	A pupil struggles to convert units of weight.	A pupil can convert units of weight with mistakes and errors.	A pupil can convert units of weight with minor errors.	A pupil can convert units of weight without errors.	
		iv) Solving word problems involving units of weight.	Word problems involving units of weight are solved correctly.	A pupil struggles to solve word problems involving units of weight.	A pupil can solve some word problems involving units of weight with errors in interpretations and computations.	A pupil can solve word problems involving units of weight with minor errors.	A pupil can solve word problems involving units of weight without errors.	
		v) Identifying various measurement tools of volume used in the local environment.	Various measurement tools of volume in the used in the local environment are identified correctly.	A pupil struggles to identify measurement tools of volume used in the local environment.	A pupil can identify measurement tools of volume used without a clear concept.	A pupil can identify measurement tools of volume used in local environment.	A pupil can identify various measurement tools of volume used in local environment with a clear concept.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		vi) Measuring volume by using various measurement tools.	Measuring volume using various measurement tools is performed correctly.	A pupil struggles to measure volume using various tools of measurement with a support.	A pupil can measure volume by using various tools of measurement with a support from a teacher.	A pupil can measure volume by using various tools of measurement with a minimal support.	A pupil can measure and record volume using various tools of measurement and produce accurate data without support.	
		vii) Solving word problems involving measurement tools of volume.	Word problems involving measurement tools of volume are solved correctly.	A pupil struggles to solve word problems involving measurement tools of volume.	A pupil can solve word problems involving measurement tools of volume with errors in interpretations and computations.	A pupil can solve word problems involving measurement tools of volume with minor errors.	A pupil can solve word problems involving measurement tools of volume without errors.	
	4.2 Apply concepts of shapes and figures to solve different problems.	i) Drawing a straight line and a line segment.	A straight line and a line segment are drawn correctly.	A pupil struggles to draw a straight line and a line segment.	A pupil can draw a straight line and a line segment with errors.	A pupil can draw a straight line and a line segment with minor errors.	A pupil can draw a straight line and a line segment without errors.	21
		ii) Measuring perimeters of two-dimensional figures.	Measuring perimeters of two-dimensional figures is performed correctly.	A pupil struggles to measure the perimeter of two-dimensional figures.	A pupil can measure the perimeter of two-dimensional figures with errors and mistakes.	A pupil can measure the perimeter of two-dimensional figures with minor errors.	A pupil can measure the perimeter of two-dimensional figures without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		iii) Calculating perimeters of a square, rectangle, and triangle.	Perimeters of squares, rectangles and triangles are calculated correctly.	A pupil struggles to calculate a perimeter of a square, rectangle and triangle.	A pupil can calculate the perimeter of a square, rectangle and triangle with mistakes and errors in computations and choosing the relevant formula.	A pupil can calculate the perimeter of a square, rectangle and triangle with minor errors.	A pupil can calculate the perimeter of a square rectangle and triangle without errors.	
		iv) Solving word problems involving perimeter.	Word problems involving perimeter are solved correctly.	A pupil struggles to solve word problems involving perimeter.	A pupil can solve some of the word problems involving perimeter with errors in interpretations and computations.	A pupil can solve word problems involving perimeter with minor errors.	A pupil can solve word problems involving perimeter without errors.	
5.0 Use the language of mathematics in presenting ideas or arguments (Part two)	5.0 Apply the skills of statistics to present information.	i) Collecting and recording data	Collecting and recording data is performed correctly.	A pupil struggles to collect relevant information and classifying the information.	A pupil can collect data with difficulties in classifying and recording them.	A pupil can collect and record data with minor errors.	A pupil can collect and record data without errors.	10
		ii) Drawing pictorial statistics by using presented information.	Pictorial statistics are drawn using the presented data or information.	A pupil struggles to draw pictorial statistics by using presented information.	A pupil can draw Pictorial statistics with difficulties in translating quantities into figure representations.	A pupil can draw Pictorial statistics by using presented information with a minimal support.	A pupil can draw Pictorial statistics correctly without a support.	

### 3.10 STANDARD V Contents

**Table 4: Main and Specific Competences for Standard Five**

Main Competences	Specific Competences
1.0 Use the language of Mathematics in presenting ideas or arguments (Part one)	1. Apply the concept of numbers to communicate in different context
2.0 Think and conceptualize ideas in everyday life (Part one)	2. Apply concepts of patterns to solve problems in everyday life
3.0 Solve problems in different contexts	3.1 Apply mathematical operations to solve problems
	3.2 Apply the skills of number relations to solve problems in different contexts
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different life contexts
	4.2 Apply concepts of shapes and figures to solve different problems
5.0 Use the language of Mathematics in presenting ideas or arguments (Part two)	5.1 Apply the skills of algebra to solve problems in everyday life
	5.2 Apply the skills of statistics to present different information

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Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Use mathematical language in presenting ideas or arguments (Part one).	1. Apply the concept of numbers to communicate in different contexts.	i) Counting up to 999999.	Counting from 99999 to 999999 are performed correctly.	A pupil struggles to count from 99999 to 999999.	A pupil can count from 99999 to 999999 by skipping some numbers or with errors.	A pupil can count from 99999 to 999999 with minor errors.	A pupil can count from 99999 to 999999 fluently and with confidence.	24
		ii) Reading numbers up to 999999.	Numbers 99999 up to 999999 are read correctly.	A pupil struggles to read numbers 99999 up to 999999.	A pupil can read numbers from 99999 to 999999 with some mistakes and errors in pronunciation.	A pupil can read numbers from 99999 to 999999 with minor errors in pronunciation.	A pupil can read numbers from 99999 to 999999 fluently and with confidence.	
		iii) Writing numbers in numerals up to 999999.	Numbers 99999 up to 999999 are written in numerals correctly.	A pupil struggles to write only some numbers from 999 to 9999 in numeral.	A pupil can write number 999 to 9999 in numerical with errors.	A pupil can write number 999 to 9999 in numerical with minor errors.	A pupil can write numbers from 999 to 9999 in numerical without errors.	
		iv) Writing numbers in words up to 999999	Number 999 99 up to 9999 99 are written in words correctly.	A pupil struggles to write numbers in words up to 9999.	A pupil can write numbers in words up to 999999 with errors and mistakes in spelling.	A pupil can write numbers in words up to 999999 with minor errors.	A pupil can write numbers in words up to 9999 without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Identifying place values for numbers (Ones, Tens, hundreds, thousands, ten thousands and hundred thousands).	Place values for numbers are identified up to hundred thousand correctly.	A pupil struggles to identify place values for numbers up to hundred thousands.	A pupil can identify place values for numbers up to hundred thousands with mistakes and errors.	A pupil can identify place values for numbers up to hundred thousands with minor errors.	A pupil can identify place values for numbers up to hundred thousands without errors.	
		vi) Comparing fractions.	Fractions are compared correctly.	A pupil struggles to compare fractions with only the same denominator.	A pupil can compare fractions with same denominator with minor errors and difficulties in those with different denominators.	A pupil can compare fractions with different denominators with minor errors.	A pupil can compare fractions with different denominators without errors.	
		vii) Identifying types of fractions.	Types of fractions are identified correctly.	A pupil struggles to identify types of fractions.	A pupil can identify types of fractions with a mix up of one type with another.	A pupil can identify types of fractions with minor errors.	A pupil can identify types of fractions without errors.	
		viii) Reading numbers up to two decimal places.	Numbers up to two decimal places are read correctly.	A pupil struggles to read numbers up to two decimal places.	A pupil can read numbers up to two decimal places with mistakes and errors.	A pupil can read numbers up to two decimal places with minor errors.	A pupil can read numbers up to two decimal places without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ix) Writing numbers up to two decimal places.	Numbers up to two decimal places are written correctly.	A pupil struggles to write numbers up to two decimal places.	A pupil can write numbers up to two decimal places with mistakes and errors.	A pupil can write numbers up to two decimal places with minor errors.	A pupil can write numbers up to two decimal places without errors.	
2.0 Think and conceptualize ideas in everyday life (Part one).	2. Apply concepts of patterns to solve problems in everyday life.	i) Listing types of numbers.	Listing types of numbers are performed correctly.	A pupil struggles to list different types of numbers.	A pupil can list types of numbers with errors and mistakes.	A pupil can list types of numbers with minor mistakes.	A pupil can list types of numbers without mistakes.	38
		ii) Mentioning even numbers.	Even numbers are mentioned correctly.	A pupil struggles to mention even numbers.	A pupil can mention even numbers by skipping some numbers.	A pupil can mention even numbers with minor errors.	A pupil can mention even numbers and their characteristics without errors.	
		iii) Writing even numbers.	Writing even numbers are performed correctly.	A pupil can write even numbers by mixing with other numbers.	A pupil can write even numbers with errors and mistakes.	A pupil can write even numbers with minor errors.	A pupil can write even numbers and their characteristics without errors.	
		iv) Identifying odd numbers.	Odd numbers are identified correctly.	A pupil struggles to identify odd numbers.	A pupil can identify odd numbers by skipping some numbers.	A pupil can identify odd numbers with minor errors.	A pupil can identify odd numbers without errors.	



Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Writing odd numbers.	Writing odd numbers is performed correctly.	A pupil can write odd numbers by mixing with other numbers.	A pupil can write odd numbers with errors and mistakes.	A pupil can write odd numbers with minor errors.	A pupil can write odd numbers without errors.	
		vi) Identifying prime numbers.	Prime numbers are identified correctly.	A pupil struggles to identify prime numbers.	A pupil can identify prime numbers by skipping some numbers.	A pupil can identify prime numbers with minor errors.	A pupil can identify prime numbers without errors.	
		vii) Writing prime numbers.	Writing prime numbers is performed correctly.	A pupil can write prime numbers by mixing with other numbers.	A pupil can write prime numbers with errors and mistakes.	A pupil can write prime numbers with minor errors.	A pupil can write prime numbers without errors.	
		viii) Listing factors of a number.	Listing factors of a number is performed correctly.	A pupil struggles to list factors of a number.	A pupil can list factors of a number with mistakes e.g skipping some factors.	A pupil can list factors of a number with minor errors.	A pupil can list factors of a number without errors.	
		ix) Calculating Highest Common Factor (HCF) of two numbers.	Calculating the Highest Common Factor (HCF) of two numbers is performed correctly.	A pupil struggles to calculate the Highest Common Factor (HCF) of two numbers.	A pupil can calculate the Highest Common Factor (HCF) of two numbers with mistakes in listing the factors and choosing common factors.	A pupil can calculate Highest Common Factor (HCF) of two numbers with minor errors.	A pupil can calculate Highest Common Factor (HCF) of two numbers without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		x) Listing multiples of a number.	Listing multiples of a number is performed correctly.	A pupil struggles to list multiples of a number.	A pupil can list multiples of a number with mistakes e.g skipping some factors.	A pupil can list multiples of a number with minor errors.	A pupil can list multiples of a number without errors.	
		xi) Calculating the Lowest Common Multiple (LCM) of two numbers.	Calculating the Lowest Common Multiple (LCM) of two numbers is performed correctly.	A pupil struggles to calculate Lowest Common Multiple (LCM) of two numbers.	A pupil can calculate Lowest Common Multiple (LCM) of two numbers with mistakes and errors in selecting multiples and common multiples.	A pupil can calculate Lowest Common Multiple (LCM) of two numbers with minor errors.	A pupil can calculate Lowest Common Multiple (LCM) of two numbers without errors.	
		xii) Calculating a square of numbers not exceeding 10000.	Calculating squares of numbers not exceeding 10000 is performed correctly.	A pupil struggles to calculate square of numbers not exceeding 10000.	A pupil can calculate a square of numbers not exceeding 10000 with errors and mistakes.	A pupil can calculate a square of numbers not exceeding 10000 with minor errors.	A pupil can calculate a square of numbers not exceeding 10000 without errors.	
		xiii) Calculating exponent of a two digits number.	Calculating exponent of a two digits number is performed correctly.	A pupil struggles to calculate exponent of two digits number.	A pupil can calculate exponent of two digits number with mistakes and errors.	A pupil can calculate exponent of a two digits number with minor errors.	A pupil can calculate exponent of a two digits number without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		xiv) Solving word problems involving exponent of a two digit number.	Word problems involving exponent of two digit numbers are solved correctly.	A pupil struggles to solve word problems involving exponent of two digit numbers.	A pupil can solve word problems involving exponent of two digit numbers with mistakes in interpretations and computations.	A pupil can solve word problems involving exponent of a two digit number correctly.	A pupil can solve word problems involving exponent of a two digits number more correctly.	
		xv) Calculating a square root of a number not exceeding three digits.	Calculating a square root of a number not exceeding three digits is performed correctly.	A pupil struggles to calculate a square root of a number not exceeding three digits.	A pupil can calculate a square root of a number not exceeding three digits with errors and mistakes.	A pupil can calculate a square root of a number not exceeding three digits with minor errors.	A pupil can calculate a square root of a number not exceeding three digits without errors.	
		xvi) Solving word problems involving square root of a number.	Word problems involving square root of a number are solved correctly.	A pupil struggles to solve word problems involving square root of a number not exceeding three digits.	A pupil can solve word problems involving square root of numbers not exceeding three digits with interpretation and computational errors.	A pupil can solve word problems involving square root of numbers not exceeding three digits with minor errors.	A pupil can solve word problems involving square root of numbers not exceeding three digits without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
3.0 Solve problems in different contexts.	3.1 Apply mathematical operations to solve problems.	i) Adding numbers to get a sum not exceeding 999999 without carrying forward.	Addition of numbers without carrying forward to get a sum not exceeding 999999 is performed correctly.	A pupil struggles to add numbers to get a sum not exceeding 999999 without carrying forward.	A pupil can add numbers to get a sum not exceeding 999999 without carrying forward with errors in summing the numbers.	A pupil can add numbers to get a sum not exceeding 999999 without carrying forward with minor errors in summing the numbers.	A pupil can add numbers to get a sum not exceeding 999999 without carrying forward without errors.	35
		ii) Adding numbers to get a sum not exceeding 999999 with carrying forward.	Addition of numbers with carrying forward to get a sum not exceeding 999999 is performed correctly.	A pupil struggles to add numbers with carrying forward to get a sum not exceeding 999999.	A pupil can add numbers with carrying forward to get a sum not exceeding 999999 with mistakes and errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 999999 with minor errors.	A pupil can add numbers with carrying forward to get a sum not exceeding 999999 without errors.	
		iii) Solving word problems involving addition.	Solving word problems involving addition is performed correctly.	A pupil struggles to solve word problems involving addition.	A pupil can solve word problems involving addition with errors in interpretations.	A pupil can solve word problems involving addition with minor errors.	A pupil can solve word problems involving addition without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		iv) Subtracting numbers up to six digits without regrouping.	Subtraction of numbers up to six digits without regrouping is performed correctly.	A pupil struggles to Subtract without regrouping six digit numbers.	A pupil can subtract without regrouping six digit numbers with errors in taking away.	A pupil can Subtract without regrouping six digit numbers with minor errors.	A pupil can subtract without regrouping six digit numbers without errors.	
		v) Subtracting with regrouping of six digit numbers.	Subtraction with regrouping of six digit numbers is performed correctly.	A pupil struggles to Subtract with regrouping six digit numbers.	A pupil can subtract with regrouping six digit numbers with errors in taking away and regrouping.	A pupil can Subtract with regrouping six digit numbers with minor errors.	A pupil can subtract with regrouping six digit numbers without errors.	
		vi) Solving word problems involving subtraction of numbers with regrouping.	Solving word problems involving subtraction with regrouping is performed correctly.	A pupil struggles to solve word problems involving subtraction with regrouping.	A pupil can solve word problems involving subtraction with regrouping with errors in interpretations.	A pupil can solve word problems involving subtraction with regrouping with minor errors.	A pupil can solve word problems involving subtraction with regrouping without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		vii) Multiplying numbers to get a product not exceeding six digits.	Multiplication of numbers to get a product not exceeding six digits is performed correctly.	A pupil struggles to multiply a two digit number by one digit number.	A pupil can multiply three digit numbers by two digit numbers with mistakes and errors.	A pupil can multiply three digit numbers with minor errors.	A pupil can multiply three digit numbers by two digit numbers without errors.	
		vii) Solving word problems involving multiplication.	Solving word problems involving multiplication is performed correctly.	A pupil struggles to solve word problems involving multiplication.	A pupil can solve word problems involving multiplication with errors in interpretations.	A pupil can solve word problems involving multiplication with minor errors.	A pupil can solve word problems involving multiplication without errors.	
		ix) Dividing numbers with up to six digits by a three digit number without remainder.	Division of numbers up to six digit by a three digits number without remainder is performed correctly.	A pupil struggles to divide up to six digit by a three digits number without remainder.	A pupil can divide up to six digits by a three digit number without remainder with errors and mistakes.	A pupil can divide up to six digits by a three digit number without remainder with minor errors.	A pupil can divide up to six digits by a three digit number without remainder without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		x) Dividing numbers up to six digits by a three digits number with a remainder.	Division of numbers up to six digits by a three digits number with remainder is performed correctly.	A pupil struggles to divide up to six digits by a three digits number with remainder.	A pupil can divide up to six digits by a three digits number with remainder with errors and mistakes.	A pupil can divide up to six digits by a three digits number with remainder with minor errors.	A pupil can divide up to six digits by a three digits number with remainder without errors.	
		xi) Solving word problems involving division of numbers.	Word problems involving division of numbers are solved correctly.	A pupil struggles to solve word problems involving division of numbers.	A pupil can solve word problems involving division of numbers with computational mistakes.	A pupil can solve word problems involving division of numbers with minor errors.	A pupil can solve word problems involving division of numbers without errors.	
		xii) Adding fractions with different denominators.	Addition of fractions with different denominators is performed correctly.	A pupil can only add fractions with the same denominators.	A pupil can add fractions with different denominators by making mistakes in finding LCM (Lowest Common multiples) of denominators and computations.	A pupil can add fractions with different denominators with minor errors.	A pupil can add fractions with different denominators without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		xiii) Subtracting fractions with different denominators.	Subtraction of fractions with different denominators is performed correctly.	A pupil can only subtract fractions with the same denominators.	A pupil can subtract fractions with different denominators by making mistakes in finding LCM of denominators and computations.	A pupil can subtract fractions with different denominators with minor errors.	A pupil can subtract fractions with different denominators without errors.	
		xiv) Multiplying fractions.	Multiplication of fractions is performed correctly.	A pupil struggles to multiply fractions.	A pupil can multiply fractions with errors and mistakes in simplifying fractions.	A pupil can multiply fractions with minor errors.	A pupil can multiply fractions without errors.	
		xv) Adding numbers up to two decimal places.	Addition of numbers up to two decimal places is performed correctly.	A pupil struggles to add numbers up to two decimal places.	A pupil can add numbers up to two decimal places with mistakes in interpreting place values and carrying forward.	A pupil can add numbers with up to two decimal places with minor errors.	A pupil can add numbers with up to two decimal places without errors.	
		xvi) Subtracting numbers up to two decimal places.	Subtraction of numbers up to two decimal places is performed correctly.	A pupil struggles to subtract numbers up to two decimal places.	A pupil can subtract numbers with up to two decimal places with mistakes in interpreting place values and regrouping.	A pupil can subtract numbers with up to two decimal places with minor errors.	A pupil can subtract numbers with up to two decimal places without errors.	



Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		xvii) Multiplying a number with two decimal places by a whole number.	Multiplication of a two decimal place number by a whole number is performed correctly.	A pupil struggles to multiply a number with two decimal places by a whole number.	A pupil can multiply a number with two decimal places by a whole number with errors in decimal point position and computations.	A pupil can multiply a number with two decimal places by a whole number with minor errors.	A pupil can multiply a number with two decimal places by a whole number without errors.	
	3.2 Apply number relations to solve problems in different contexts.	i) Making a calendar.	Making a calendar is performed correctly.	A pupil struggles to make a calendar with a support from a teacher.	A pupil can make a calendar with a teacher's support.	A pupil can make a calendar with errors in lengths of months.	A pupil can make a calendar with required considerations of days per each month and public holidays.	26
		ii) Converting units of time.	Conversion of units of time is performed correctly.	A pupil struggles to convert units of time.	A pupil can convert units of time with mistakes and errors.	A pupil can convert units of time with minor errors.	A pupil can convert units of time without errors.	
		iii) Multiplying units of time.	Multiplication of units of time is performed correctly.	A pupil struggles to multiply units of time.	A pupil can multiply units of time with mistakes in computation and changing the units.	A pupil can multiply units of time with minor errors.	A pupil can multiply units of time without errors.	
		iv) Dividing units of time.	Division of units of time is performed correctly.	A pupil struggles to divide units of time.	A pupil can divide units of time with mistakes in conversion of units.	A pupil can divide units of time with minor errors.	A pupil can divide units of time without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Writing Tanzanian currency in shillings and cents.	Tanzanian currency in shillings and cents is written correctly.	A pupil struggles to write currency in shillings and cents.	A pupil can write currency in shillings and cents with mistakes.	A pupil can write currency in shillings and cents with minor errors in cents.	A pupil can write currency in shillings and cents without errors.	
		vi) Adding Tanzanian shillings to get a sum not exceeding 999999.	Addition of Tanzanian shillings to obtain a sum not exceeding 999999 is performed correctly.	A pupil struggles to add Tanzanian shillings to obtain a sum not exceeding 999999.	A pupil can add Tanzanian shillings to obtain a sum not exceeding 999999 with errors and mistakes in conversion of shillings and cents and carrying forward.	A pupil can add Tanzanian shillings to obtain a sum not exceeding 999999 with minor errors.	A pupil can add Tanzanian shillings to obtain a sum not exceeding 999999 without errors.	
		vii) Subtracting Tanzanian shillings up to 999999.	Subtraction involving Tanzanian shillings up to 999999 is performed correctly.	A pupil struggles to subtract Tanzanian shillings up to 999999.	A pupil can subtract Tanzanian shillings up to 999999 with errors and mistakes in conversion of shillings and cents and regrouping.	A pupil can subtract Tanzanian shillings up to 999999 with minor errors.	A pupil can subtract Tanzanian shillings up to 999999 without errors.	
		viii) Multiplying Tanzanian shillings to get a product not exceeding 999999.	Multiplication involving Tanzanian shillings to get a product not exceeding 999999 is performed correctly.	A pupil struggles to multiply Tanzanian shillings to get a product not exceeding 999999.	A pupil can multiply Tanzanian shillings to get a product not exceeding 999999 with errors and mistakes in conversion of shillings and cents and carrying forward.	A pupil can multiply Tanzanian shillings to get a product not exceeding 999999 with minor errors.	A pupil can multiply Tanzanian shillings to get a product not exceeding 999999 without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		ix) Dividing Tanzanian shillings not exceeding 999999.	Division involving Tanzanian shillings not exceeding 999999 is performed correctly.	A pupil struggles to divide Tanzanian shillings not exceeding 999999.	A pupil can divide Tanzanian shillings not exceeding 999999 with errors and mistakes in conversion of shillings and cents and computation.	A pupil can divide Tanzanian shillings not exceeding 999999 with minor errors.	A pupil can divide Tanzanian shillings not exceeding 999999 without errors.	
		x) Solving word problems involving purchase and sales.	Word problems involving purchases and sales are performed correctly.	A pupil struggles to solve word problems involving purchases and sales.	A pupil can solve word problems involving purchases and sales with mistakes and errors in interpretations and computations.	A pupil can solve word problems involving purchases and sales with minor errors.	A pupil can solve word problems involving purchases and sales without errors.	
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different contexts.	i) Adding metric units of length.	Addition involving metric units of length is performed correctly.	A pupil struggles to add metric units of length.	A pupil can add metric units of length with mistakes in units' conversion and computations.	A pupil can add metric units of length with minor errors.	A pupil can add metric units of length without errors.	23
		ii) Subtracting metric units of length.	Subtraction involving metric units of length is performed correctly.	A pupil struggles to subtract metric units of length.	A pupil can subtract metric units of length with mistakes in units' conversion and regrouping.	A pupil can subtract metric units of length with minor errors.	A pupil can subtract metric units of length without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		iii) Identifying metric units of weight (Milligram up to tonne).	Metric units of weight (Milligram up to tonne) are identified correctly.	A pupil struggles to identify metric units of weight.	A pupil can identify metric units of weight without a clear concept.	A pupil can identify metric units of weight with errors in differentiation.	A pupil can identify metric units of weight with a clear concept.	
		iv) Converting metric units of weight.	Converting metric units of weight is performed correctly.	A pupil struggles to convert units of weight.	A pupil can convert units of weight with mistakes and errors.	A pupil can convert units of weight with minor errors.	A pupil can convert units of weight without errors.	
		v) Adding metric units of weight.	Addition involving metric units of weight is performed correctly.	A pupil struggles to add metric units of weight.	A pupil can add metric units of weight with mistakes in units' conversion and computations.	A pupil can add metric units of weight with minor errors.	A pupil can add metric units of weight without errors.	
		vi) Subtracting metric units of weight.	Subtraction involving metric units of weight is performed correctly.	A pupil struggles to subtract metric units of weight.	A pupil can subtract metric units of weight with mistakes in units conversion.	A pupil can subtract metric units of weight with minor errors.	A pupil can subtract metric units of weight without errors.	
		vii) Converting metric units of volume.	Conversion of metric units of volume is performed correctly.	A pupil struggles to convert metric units of volume.	A pupil can convert metric units of volume with mistakes and errors.	A pupil can convert metric units of volume with minor errors.	A pupil can convert metric units of volume without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		viii) Adding metric units of volume.	Addition involving metric units of volume is performed correctly.	A pupil struggles to add metric units of volume.	A pupil can add metric units of volume with mistakes in units' conversion and computations.	A pupil can add metric units of volume with minor errors.	A pupil can add metric units of volume without errors.	
		ix) Subtracting metric units of volume.	Subtraction involving metric units of volume is performed correctly.	A pupil struggles to subtract metric units of volume.	A pupil can subtract metric units of volume with mistakes in units conversion and computations.	A pupil can subtract metric units of volume with minor errors.	A pupil can subtract metric units of volume without errors.	
	4.2 Apply concepts of shapes and figures to solve different problems.	i) Identifying types of angles.	Types of angles are identified correctly.	A pupil struggles to identify types of angles.	A pupil can identify types of angles with mistakes in differentiating them.	A pupil can identify types of angles correctly.	A pupil can identify types of angles and with their characteristics.	23
ii) Drawing angles by sketching.		Drawing angles by sketching is performed correctly.	A pupil struggles to draw angles by sketching.	A pupil can draw angles by sketching with mistakes.	A pupil can draw angles by sketching with minor mistakes.	A pupil can draw angles by sketching without mistakes.		
iii) Identifying lines of symmetry in various shapes and figures.		Lines of symmetry in various shapes and figures are identified correctly.	A pupil struggles to identify lines of symmetry in various shapes and figures of symmetry.	A pupil can identify lines of symmetry in various shapes and figures with mistakes.	A pupil can identify lines of symmetry in various shapes and figures with minor errors.	A pupil can identify lines of symmetry in various shapes and figures without errors.		

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		iv) Identifying types of triangles.	Types of triangles are identified correctly.	A pupil struggles to identify types of triangles.	A pupil can identify types of triangles with mistakes.	A pupil can identify types of triangles with minor mistakes.	A pupil can identify types of triangles without mistakes.	
		v) Mentioning properties of triangles.	Properties of triangles are mentioned correctly.	A pupil struggles to mention properties of triangles.	A pupil can mention properties of triangles with mistakes.	A pupil can mention properties of triangles with minor mistakes.	A pupil can mention properties of triangles without mistakes.	
		vi) Calculating the area of a rectangle.	Calculating the area of a rectangle is performed correctly.	A pupil struggles to calculate the area of a rectangle.	A pupil can calculate the area of a rectangle with mistakes.	A pupil can calculate the area of a rectangle with minor mistakes.	A pupil can calculate the area of a rectangle without mistakes.	
		vii) Calculating the area of a square.	Calculating the area of a square is performed correctly.	A pupil struggles to calculate the area of a square.	A pupil can calculate the area of a square with mistakes.	A pupil can calculate the area of a square with minor mistakes.	A pupil can calculate the area of a square without mistakes.	
		viii) Calculating the area of a triangle.	Calculating the area of a triangle is performed correctly.	A pupil struggles to calculate the area of a triangle.	A pupil can calculate the area of a triangle with mistakes.	A pupil can calculate the area of a triangle with minor mistakes.	A pupil can calculate the area of a triangle without mistakes.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
5.0 Use the language of mathematics in presenting ideas or arguments (Part two)	5.1 Apply the skills of algebra to solve problems in everyday life.	i) Formulating algebraic equations.	Formulating algebraic equations is performed correctly.	A pupil struggles to formulate algebraic equations.	A pupil can formulate algebraic equations with mistakes and errors in transforming words or sentences into a mathematical equation.	A pupil can formulate algebraic equations with minor mistakes.	A pupil can formulate algebraic equations without mistakes.	16
		ii) Adding algebraic terms.	Addition of algebraic terms is performed correctly.	A pupil struggles to add algebraic terms.	A pupil can add algebraic terms with no clear concepts on like and unlike terms addition.	A pupil can add algebraic terms with minor mistakes.	A pupil can add algebraic terms without mistakes.	
		iii) Subtracting algebraic terms.	Subtraction involving algebraic terms is performed correctly.	A pupil struggles to subtract algebraic terms.	A pupil can subtract algebraic terms with no clear concepts on like and unlike terms addition.	A pupil can subtract algebraic terms with minor mistakes.	A pupil can subtract algebraic terms without mistakes.	
		iv) Multiplying algebraic terms to get a product with not more than exponent 2.	Multiplication of algebraic terms to get a product with not more than exponent 2 is performed correctly.	A pupil struggles to multiply algebraic terms.	A pupil can multiply algebraic terms to get a product with not more than exponent 2 with mistakes.	A pupil can multiply algebraic terms to get a product with not more than exponent 2 with minor errors.	A pupil can multiply algebraic terms to get a product with not more than exponent 2 without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		v) Dividing algebraic terms.	Division involving algebraic terms is performed correctly.	A pupil struggles to divide algebraic terms.	A pupil can divide algebraic terms with mistakes.	A pupil can divide algebraic terms with minor errors.	A pupil can divide algebraic terms without errors.	
	5.2 Apply the skills of statistics to present different information.	i) Calculating average by using different data.	Calculating average by using different data is performed correctly.	A pupil struggles to calculate the average using different data.	A pupil can calculate the average by using different data with errors and mistakes.	A pupil can calculate the average by using different data with minor errors.	A pupil can calculate the average by using different data without errors.	10
		ii) Reading and interpreting bar graphs.	Reading and interpreting bar graphs is performed correctly.	A pupil struggles to read and interpret bar graphs.	A pupil can read and interpret bar graphs with mistakes.	A pupil can read and interpret bar graphs with minor mistakes.	A pupil can read and interpret bar graphs without mistakes.	



### 3.11 STANDARD VI Contents

**Table 5: Main and Specific Competence for Standard Six**

Main Competences	Specific Competences
1.0 Use the language of Mathematics in presenting ideas or arguments (Part one)	1. Apply the concept of numbers to communicate in different context
2.0 Think and conceptualize ideas in everyday life (Part one)	2. Apply concepts of patterns to solve problems in everyday life
3.0 Solve problems in different contexts	3.1 Apply mathematical operations to solve problems 3.2 Apply the skills of number relations to solve problems in different contexts
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply the skills of measurements in different life contexts 4.2 Apply concepts of shapes and figures to solve different problems
5.0 Use the language of Mathematics in presenting ideas or arguments (Part two)	5.1 Apply the skills of algebra to solve problems in everyday life 5.2 Apply the skills of statistics to present different information

## Syllabus Contents

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
1.0 Use the language of mathematics in presenting ideas or arguments (Part one).	1. Apply the concept of numbers to communicate in different contexts.	i) Counting up to 1000000.	Counting up to 1000000 is performed correctly.	A pupil struggles to count up to 1000000.	A pupil can count up to 1000000 with errors of skipping some numbers.	A pupil can count up to 1000000 with minor errors.	A pupil can count up to 1000000 without errors.	23
		ii) Reading numbers up to 1000000.	Reading numbers up to 1000000 is performed correctly.	A pupil struggles to read numbers up to 10000000.	A pupil can read numbers up to 10000000 with errors in pronunciations.	A pupil can read numbers up to 10000000 with minor errors in pronunciations.	A pupil can read numbers from 10000000 to 99999 fluently without errors.	
		iii) Writing numbers in numerals up to 10000000.	Numbers in numerals up to 10000000 are written correctly.	A pupil struggles to write numbers in numerals up to 10000000.	A pupil can write numbers in numerals up to 10000000 with errors.	A pupil can write numbers in numerals up to 10000000 with minor errors.	A pupil can write numbers up to 10000000 without errors.	
		iv) Writing numbers in words up to 10000000.	Numbers up to 10000000 are written in words correctly.	A pupil struggles to write numbers in words up to 10000000.	A pupil can write numbers in words up to 10000000 with errors in spelling.	A pupil can write numbers in words up to 10000000 with minor errors.	A pupil can write numbers in words up to 10000000 without errors.	
		v) Identifying place value of numerical digits for numbers up to 1000000.	Place values of numerical digits are identified correctly.	A pupil struggles to identify place value numeral digits of named digits.	A pupil can identify place values of numeral digits with errors.	A pupil can identify place values numeral digits with minor errors.	A pupil can identify place values numeral digits without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		vi) Writing whole numbers on a number line.	Whole numbers are written on a number line correctly.	A pupil struggles to write whole numbers on a number line.	A pupil can write whole numbers on a number line with errors.	A pupil can write whole numbers on a number line with minor errors.	A pupil can write whole numbers on a number line without errors.	
		vii) Reading decimals to three decimal places.	Reading decimals to three decimal places is performed correctly.	A pupil struggles to read decimals to three decimal places.	A pupil can read decimals up to three decimal places with errors.	A pupil can read decimals up to three decimal places with minor errors.	A pupil can read decimals up to three decimal places without errors.	
		viii) Writing decimals to three positions.	Decimal numbers up to three decimal places are written correctly.	A pupil struggles to write decimals to three decimal places.	A pupil can write decimals up to three decimal places with errors.	A pupil can write decimals up to three decimal places with minor errors.	A pupil can write decimals up to three decimal places without errors.	
		ix) Approximating a whole number to the nearest tens, hundreds and thousands.	Approximations of whole numbers to the nearest tens, hundreds and thousands are done correctly.	A pupil struggles to approximate whole numbers to the nearest tens, hundreds and thousands.	A pupil can approximate whole numbers to the nearest tens, hundreds and thousands with errors.	A pupil can approximate whole numbers to the nearest tens, hundreds and thousands with minor errors.	A pupil can approximate whole numbers to the nearest tens, hundreds and thousands without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		x) Approximating a decimal number to a given number of decimal places.	Approximations of whole numbers to a given number of decimal places are done correctly.	A pupil struggles to approximate whole numbers to a given number of decimal places.	A pupil can approximate whole numbers to a given number of decimal places and thousands with errors.	A pupil can approximate whole numbers to a given number of decimal places and thousands with minor errors	A pupil can approximate whole numbers to a given number of decimal places and thousands without errors.	
2.0 Think and conceptualize ideas in everyday life (Part one).	2. Apply concepts of patterns to solve problems in everyday life.	i) Calculating the GCM of not more than three numbers.	Calculating the GCM of not more than three numbers is done correctly.	A pupil struggles to calculate the GCM of not more than three numbers.	A pupil can calculate the GCM of not more than three numbers with computational errors.	A pupil can calculate the GCM of not more than three numbers with minor errors.	A pupil can calculate the GCM of not more than three numbers without errors.	19
		ii) Calculating LCM of not more than three numbers.	Calculating LCM of not more than three numbers is performed correctly.	A pupil struggles to calculate LCM of not more than three numbers.	A pupil can calculate LCM of not more than three numbers with mistake.	A pupil can calculate LCM of not more than three numbers with minor mistakes.	A pupil can calculate LCM of not more than three numbers without mistakes.	
		iii) Changing percentages into decimals.	Changing of percentages into decimals is performed accurately.	A pupil struggles to change percentages into decimals.	A pupil can change percentage into decimals with errors in computations.	A pupil can change percentage into decimals with minor errors.	A pupil can change percentage into decimals without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		iv) Changing percentages into fractions.	Changing of percentages into fractions is performed accurately.	A pupil struggles to change percentages into fractions.	A pupil can change percentage into fraction with mistake in computations.	A pupil can change percentage into fraction with minor mistakes.	A pupil can change percentage into fraction without mistakes.	
		v) Converting a fraction into decimals.	Conversion of fractions into decimals is performed correctly.	A pupil struggles to convert fractions into decimals.	A pupil can convert fractions into decimals with computational errors.	A pupil can convert fractions into decimals with minor errors.	A pupil can convert a fraction into decimals without errors.	
		vi) Converting decimals into fraction.	Conversion of decimals into fractions is performed correctly.	A pupil struggles to convert decimals into fractions.	A pupil can convert decimals into fraction with computational errors.	A pupil can convert a decimal into fraction with minor errors.	A pupil can convert decimals into fraction without errors.	
		vii) Converting decimals into percentage.	Conversion of decimals into percentages are performed correctly.	A pupil struggles to convert decimals into percentage.	A pupil can convert decimals into percentage with computational errors.	A pupil can convert decimals into percentage with minor errors.	A pupil can convert decimals into percentage without errors.	
		viii) Converting fraction into percentage.	Conversion of fraction into percentage is performed correctly.	A pupil struggles to convert fractions into percentages.	A pupil can convert a fraction into percentage with computational errors.	A pupil can convert a fraction into percentage with minor errors.	A pupil can convert a fraction into percentage without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
3.0 Solve problems in different contexts.	3.1 Apply mathematical operations to solve problems.	i) Adding numbers to get the sum not exceeding 10000000 without carrying forward.	Addition of numbers without carrying forward to get a sum not exceeding 10000000 is performed correctly.	A pupil can add numbers to get a sum not exceeding 10000000 without carrying forward with mistakes and errors.	A pupil can add numbers to get a sum not exceeding 10000000 without carrying forward with errors in summing the numbers.	A pupil can add numbers to get a sum not exceeding 10000000 without carrying forward with minor errors in summing the numbers.	A pupil can add numbers in thousands without carrying forward without errors.	54
		ii) Adding numbers to get the total not exceeding 10000000 by carrying.	Addition of numbers with carrying forward to get a sum not exceeding 10000000 is performed correctly.	A pupil struggles to add numbers with carrying forward to get a sum not exceeding 10000000.	A pupil can add numbers with carrying forward to get a sum not exceeding 10000000 with errors in adding and carrying.	A pupil can add numbers with carrying forward to get a sum not exceeding 10000000 with minor errors.	A pupil can add numbers with carrying forward to get a sum not exceeding 10000000 without errors.	
		iii) Solving word problem involving adding numbers.	Solving word problems involving addition is performed correctly.	A pupil can solve word problems involving addition with errors in interpretation and computation.	A pupil can solve word problems involving addition with errors in interpretations.	A pupil can solve word problems involving addition with minor errors.	A pupil can solve word problems involving addition without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		iv) Subtracting up to ten million numbers without regrouping.	Subtraction of numbers up to six digits without regrouping is performed correctly.	A pupil struggles to Subtract without regrouping up to ten million.	A pupil can subtract without regrouping up to ten million with errors in taking away.	A pupil can Subtract without regrouping up to ten million with minor errors.	A pupil can subtract without regrouping up to ten million without errors.	
		v) Subtraction up to ten million numbers with regrouping.	Subtraction with regrouping up to ten million is performed correctly.	A pupil struggles to Subtract with regrouping up to ten million.	A pupil can subtract with regrouping up to ten million with errors in taking away and regrouping.	A pupil can Subtract with regrouping up to ten million numbers with minor errors.	A pupil can subtract with regrouping up to ten million without errors.	
		vi) Solving word problems involving subtraction.	Solving word problems involving subtraction with regrouping is performed correctly.	A pupil can solve word problems involving subtraction with regrouping with mistakes in interpretation and computations.	A pupil can solve word problems involving subtraction with regrouping with errors in interpretations.	A pupil can solve word problems involving subtraction with regrouping with minor errors.	A pupil can solve word problems involving subtraction with regrouping without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		vii) Multiplying numbers to get a product not exceeding ten million.	Multiplication of numbers to get a product not exceeding ten million is performed correctly.	A pupil struggles to multiply two numbers whose product does not exceed ten million.	A pupil can multiply two numbers whose product does not exceed ten million with errors.	A pupil can multiply two numbers whose product does not exceed ten million with minor errors.	A pupil can multiply two numbers whose product does not exceed ten million without errors.	
		viii) Solving word problem related to multiplication.	Solving word problems involving multiplication is performed correctly.	A pupil can solve word problems involving multiplication with errors in interpretation and computations.	A pupil can solve word problems involving multiplication with errors in interpretations.	A pupil can solve word problems involving multiplication with minor errors.	A pupil can solve word problems involving multiplication without errors.	
		ix) Dividing numbers not exceeding ten million without remainder.	Division of numbers up to ten million without remainder is performed correctly.	A pupil struggles to divide numbers up to ten million without remainder.	A pupil can divide numbers up to ten million without remainder with errors.	A pupil can divide numbers up to ten million without remainder with minor errors.	A pupil can divide numbers up to ten million without remainder without errors.	
		x) Dividing numbers with a maximum of ten million with remainder.	Division of numbers up to ten million with remainder is performed correctly.	A pupil struggles to divide numbers up to ten million with remainder.	A pupil can divide numbers up to ten million with remainder with errors.	A pupil can divide numbers up to ten million with remainder with minor errors.	A pupil can divide numbers up to ten million with remainder without errors.	



Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		xi) Solving word problems involving division.	Word problems involving division of numbers are solved correctly.	A pupil struggles to solve word problems involving division.	A pupil can solve word problems involving division of numbers with errors in interpretation and computation	A pupil can solve word problems involving division of numbers with minor errors.	A pupil can solve word problems involving division of numbers without errors.	
		xii) Subtracting decimal numbers to three decimal places.	Subtraction of decimal numbers to three decimal places is performed correctly.	A pupil struggles to subtract decimals to three decimal places.	A pupil can Subtract decimals to three decimal places with procedural and computational errors.	A pupil can Subtract decimals to three decimal places with minor errors.	A pupil can Subtract decimals to three decimal places without errors.	
		xiii) Multiplying numbers with two decimal places by numbers with one decimal place.	Multiplication of numbers with two decimal places by number with one decimal place is performed correctly.	A pupil struggles to multiply numbers with two decimal places by numbers with one decimal place.	A pupil can multiply numbers with two decimal places by numbers with one decimal place with errors in computations and locating a decimal point.	A pupil can multiply numbers with two decimal places by numbers with one decimal place with minor errors.	A pupil can multiply numbers with two decimal places by numbers with one decimal place without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment Criteria	Benchmarking				No of periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very Good</i>	
		xiv) Multiplying numbers with two decimal places by a whole number.	Multiplication of numbers with two decimal places by a whole number is performed correctly.	A pupil struggles to multiply numbers with two decimal places by a whole number.	A pupil can multiply numbers with two decimal places by a whole number with errors in computations and locating a decimal point.	A pupil can multiply numbers with two decimal places by a whole number with minor errors.	A pupil can multiply numbers with two decimal places by a whole number without errors.	
		xv) Dividing decimal numbers to get a quotient with not more than two decimal places.	Division of numbers to get a quotient with not more than two decimal places is performed correctly.	A pupil struggles to divide numbers to get a quotient with not more than two decimal places.	A pupil can divide numbers to get a quotient with not more than two decimal places with errors in computations and locating a decimal point.	A pupil can divide numbers to get a quotient with not more than two decimal places with minor errors.	A pupil can divide numbers to get a quotient with not more than two decimal places without errors.	
		xvi) Adding Integers.	Addition of integers is performed correctly.	A pupil struggles to add integers.	A pupil can add integers with errors in manipulations with negative and positive signs.	A pupil can add integers with minor errors.	A pupil can add integers without errors.	
		xvii) Subtracting integers	Subtraction of integers is performed correctly.	A pupil struggles to subtract integers.	A pupil can subtract integers with errors in manipulations with negative and positive signs.	A pupil can subtract integers with minor errors.	A pupil can subtract integers without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		xviii) Multiplying integers.	Multiplication of integers is performed correctly.	A pupil struggles to multiply integers.	A pupil can multiply integers with errors in manipulations with negative and positive signs.	A pupil can multiply integers with minor errors.	A pupil can multiply integers without errors.	
		xix) Dividing integers.	Division of integers is performed correctly.	A pupil struggles to divide integers.	A pupil can divide integers with errors in manipulations with negative and positive signs.	A pupil can divide integers with minor errors.	A pupil can divide integers without errors.	
	3.2 Apply number relations to solve problems in different contexts.	i) Reading time in 12 hours format.	Reading time in 12 hours format is performed correctly.	A pupil struggles to read time in 12 hours.	A pupil can read time in 12 hours format with mistake in reading minutes and am, pm issue.	A pupil can read time in 12 hours format with minor errors.	A pupil can read time in 12 hours format without errors.	19
ii) Writing time in 12 hours format.		Writing time in 12 hours format is performed correctly.	A pupil struggles to write time in 12 hours format.	A pupil can write time in 12 hours format with errors.	A pupil can write time in 12 hours format with minor errors.	A pupil can write time in 12 hours format without errors.		
iii) Reading time in 24 hours format.		Reading time in 24 hours format has been performed correctly.	A pupil struggles to read time in 24 hours.	A pupil can read time in 24 hours format with mistake in reading minutes.	A pupil can read time in 24 hours format with minor errors.	A pupil can read time in 24 hours format without errors.		

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		iv) Writing time in 24 hours format.	Writing time in 24 hours format is performed correctly.	A pupil struggles to write time in 24 hours format.	A pupil can write time in 24 hours format with errors.	A pupil can write time in 24 hours format with minor errors.	A pupil can write time in 24 hours format without errors.	
		v) Changing time from 12 hours format to 24 hours format.	Changing time from 12 hours format to 24 hours format is performed correctly.	A pupil struggles to change time from 12 hours format to 24 hours format.	A pupil can change time from 12 hours format to 24 hours format with errors.	A pupil can change time from 12 hours format to 24 hours format with minor errors.	A pupil can change time from 12 hours format to 24 hours format without errors.	
		vi) Changing time from 24 hours format to 12 hours format.	Changing time from 24 hours format to 12 hours format has been performed correctly.	A pupil struggles to change time from 24 hours format to 12 hours format.	A pupil can change time from 24 hours format to 12 hours format with errors in relating the <i>am</i> and <i>pm</i> hours.	A pupil can change time from 24 hours format to 12 hours format with minor errors.	A pupil can change time from 24 hours format to 12 hours format without errors.	
		vii) Solving word problems involving time.	Solving word problems involving time is performed correctly.	A pupil struggles to Solve word problems involving time.	A pupil can Solve word problems involving time with interpretational and computational errors.	A pupil can Solve word problems involving time with minor errors.	A pupil can Solve word problems involving time without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		viii) Solving word problems involving profit and loss.	Solving word problems involving profit and loss is performed correctly.	A pupil struggles to Solve word problems involving profit and loss.	A pupil can Solve word problems involving profit and loss with interpretational and computational errors.	A pupil can Solve word problems relating to profit and loss with minor errors.	A pupil can Solve word problems relating to profit and loss without errors.	
4.0 Think and conceptualize ideas in everyday life (Part two)	4.1 Apply skills of measurements in different life contexts.	i) Multiplying metric units of length.	Multiplication of metric units of length is performed correctly.	A pupil struggles to multiply metric units of length.	A pupil can multiply metric units of length with errors in computation and units conversion.	A pupil can multiply metric units of length with minor errors.	A pupil can multiply metric units of length without errors.	16
		ii) Dividing metric units of length.	Division of metric units of length is performed correctly.	A pupil struggles to divide metric units of length.	A pupil can divide metric units of length with errors in computation and units conversion.	A pupil can divide metric units of length with minor errors.	A pupil can divide metric units of length without errors.	
		iii) Multiplying metric units of weight.	Multiplication of metric units of weight is performed correctly.	A pupil struggles to multiply metric units of weight.	A pupil can multiply metric units of weight with errors in computation and units conversion.	A pupil can multiply metric units of weight with minor errors.	A pupil can multiply metric units of weight without errors.	
		iv) Dividing metric units of weight.	Division of metric units of weight is performed correctly.	A pupil struggles to divide metric units of weight.	A pupil can divide metric units of weight with errors in computation and units conversion.	A pupil can divide metric units of weight with minor errors.	A pupil can divide metric units of weight without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		v) Multiplying metric units of volume.	Multiplication of metric units of volume is performed correctly.	A pupil struggles to multiply metric units of volume.	A pupil can multiply metric units of volume with errors in computation and units conversion.	A pupil can multiply metric units of volume with minor errors.	A pupil can multiply metric units of volume without errors.	
		vi) Dividing metric units of volume.	Division of metric units of volume is performed correctly.	A pupil struggles to divide metric units of volume.	A pupil can divide metric units of volume with errors in computation and units conversion.	A pupil can divide metric units of volume with minor errors.	A pupil can divide metric units of volume without errors.	
		vii) Solving word problems involving metric units of measurements.	Word problems involving metric units of measurements are solved correctly.	A pupil struggles to solve word problems involving metric units of measurements.	A pupil can solve word problems involving metric units of measurements with interpretational, conversional and computational errors.	A pupil can solve word problems involving metric units of measurements with minor errors.	A pupil can solve word problems involving metric units of measurements without errors.	
	4.2 Apply concepts of shapes and figures to solve different problems.	i) Measuring angles using standard measurement tools.	Measurement of angles using standard measurement tools is performed correctly.	A pupil struggles to measure angles using standard tools of measurements.	A pupil can measure angles using standard measurement tools with accuracy and precision errors.	A pupil can measure angles using standard measurement tools with minor errors.	A pupil can measure angles using standard measurement tools without errors.	50

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beginning</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		ii) Drawing angles using standard measurement tools.	Drawing of angles using standard measurement tools is performed correctly.	A pupil struggles to draw angles using standard measurement tools.	A pupil can draw angles using standard measurement tools with errors in accuracy and precision.	A pupil can draw angles using standard measurement tools with minor errors.	A pupil can draw angles using standard measurement tools without errors.	
		iii) Identifying perpendicular and parallel lines.	Identification of perpendicular and parallel lines is performed correctly.	A pupil struggles to identify perpendicular and parallel lines.	A pupil can identify perpendicular and parallel lines with mistakes due to unclear concepts.	A pupil can identify perpendicular and parallel lines with minor mistakes.	A pupil can identify perpendicular and parallel lines without mistakes.	
		iv) Calculating angles.	Angles are calculated correctly.	A pupil struggles to calculate angles.	A pupil can calculate angles with a loose adherence to the rules and principles.	A pupil can calculate angles with minor errors.	A pupil can calculate angles without errors.	
		v) Identifying rectangular shapes.	Rectangular shapes are identified correctly.	A pupil struggles to identify rectangular shapes.	A pupil can identify rectangular shapes with errors.	A pupil can identify rectangular shapes with minor errors.	A pupil can identify rectangular shapes without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		vi) Mentioning properties of rectangular shapes.	Properties of rectangular shapes are mentioned correctly.	A pupil struggles to mention properties of rectangular shapes.	A pupil can mention properties of rectangular shapes with errors.	A pupil can mention properties of rectangular shapes with minor errors.	A pupil can mention properties of rectangular shapes without errors.	
		vii) Calculating perimeters of parallelograms and trapeziums.	Perimeters of parallelograms and trapeziums are calculated correctly.	A pupil struggles to calculate perimeters of parallelograms and trapeziums.	A pupil can calculate perimeters of parallelograms and trapeziums with procedural and computational errors.	A pupil can calculate perimeters of parallelograms and trapeziums with minor errors.	A pupil can calculate perimeters of parallelograms and trapeziums without errors.	
		viii) Calculating area of parallelograms.	Calculating the area of parallelograms is performed correctly.	A pupil struggles to calculate the area of parallelograms.	A pupil can calculate area of parallelograms with procedural and computational errors.	A pupil can calculate area of parallelograms with minor errors.	A pupil can calculate area of parallelograms without errors.	
		ix) Calculating the area of trapeziums.	Area of trapezia is calculated correctly.	A pupil struggles to calculate the area of trapeziums.	A pupil can calculate area of trapeziums with procedural and computational errors.	A pupil can calculate area of trapeziums with minor errors.	A pupil can calculate area of trapeziums without errors.	
		x) Listing the three-dimensional (3D) shapes.	Listing of 3D shapes is performed correctly.	A pupil struggles to list the 3D shapes.	A pupil can list the 3D shapes with errors.	A pupil can list the 3D shapes with minor errors.	A pupil can list the 3D shapes without errors.	



Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		xi) Drawing 3D Shapes.	Drawing of 3D Shapes is performed correctly	A pupil struggles to draw the 3D shapes.	A pupil can draw the 3D shapes with errors.	A pupil can draw the 3D shapes with minor errors.	A pupil can draw 3D shapes without errors.	
		xii) Making 3D shapes.	3D shapes are made correctly.	A pupil struggles to make 3D shapes.	A pupil can make 3D shapes with errors.	A pupil can make 3D shapes.	A pupil can make attractive 3D shapes.	
		xiii) Calculating the circumference of a circle.	The circumferences of circles are calculated correctly.	A pupil struggles to calculate circumferences of circles.	A pupil can calculate circumferences of circles with procedural and computational errors.	A pupil can calculate circumferences of circles with minor errors.	A pupil can calculate circumferences of circles without errors.	
		xiv) Calculating the area of a circle.	The area of circles is calculated correctly.	A pupil struggles to calculate area of circles.	A pupil can calculate area of circles with procedural and computational errors.	A pupil can calculate area of circles with minor errors.	A pupil can calculate area of circles without errors.	
		xv) Calculating the surface area of a rectangular prism.	The surface area of rectangular prism is calculated correctly.	A pupil struggles to calculate surface area of rectangular prism.	A pupil can calculate surface area of rectangular prism with procedural and computational errors.	A pupil can calculate surface area of rectangular prism with minor errors.	A pupil can calculate surface area of rectangular prism without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		xvi) Calculating the surface area of a cube.	The surface area of a cube is calculated correctly.	A pupil struggles to calculate surface area of a cube.	A pupil can calculate surface area of a cube with procedural and computational errors.	A pupil can calculate surface area of a cube with minor errors.	A pupil can calculate surface area of a cube without errors.	
		xvii) Calculating the surface area of a cylinder.	Surface area of cylinders is calculated correctly.	A pupil struggles to calculate surface area of a cylinder.	A pupil can calculate surface area of a cylinder with procedural and computational errors.	A pupil can calculate surface area of a cylinder with minor errors.	A pupil can calculate surface area of a cylinder without errors.	
		xviii) Calculating the volume of a rectangular prism	Volume of a rectangular prism is performed correctly.	A pupil struggles to calculate the volume of a rectangular prism.	A pupil can calculate the volume of a rectangular prism with procedural and computational errors.	A pupil can calculate the volume of a rectangular prism with minor errors.	A pupil can calculate the volume of a rectangular prism without errors.	
		xix) Calculating the volume of the cube.	Volume of the cube is calculated correctly.	A pupil struggles to calculate the volume of a cube.	A pupil can calculate the volume of a cube with procedural and computational errors.	A pupil can calculate the volume of a cube with minor errors.	A pupil can calculate the volume of a cube without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		xx) Calculating the volume of the cylinder.	Volume of the cylinder is calculated correctly.	A pupil struggles to calculate the volume of cylinder.	A pupil can calculate the volume of a cylinder with procedural and computational errors.	A pupil can calculate the volume of a cylinder with minor errors.	A pupil can calculate the volume of a cylinder without errors.	
		xxi) Locating a point on x-y coordinate plane.	Locating points on x-y coordinate plane is performed correctly.	A pupil struggles to sketch and locate points on x-y coordinate plane.	A pupil can sketch and locate points on x-y coordinate plane with mistakes in sketching the plane and determining the x and y coordinates.	A pupil can sketch and locate points on x-y coordinate plane with minor mistakes.	A pupil can sketch and locate points on x-y coordinate plane without mistakes.	
		xxii) Reading a points on x-y coordinate system.	Reading of points on x-y coordinate system is performed correctly.	A pupil struggles to read points on x-y coordinate system.	A pupil can read points in an x-y coordinate system with mistakes in determining the x and y coordinates.	A pupil can read points on x-y coordinate system with minor mistakes.	A pupil can read points on x-y coordinate system without mistakes.	
		xxiii) Writing coordinates of a point on x-y plane.	Writing of coordinates of the point on x-y plane is performed correctly.	A pupil struggles to write coordinates of points on x-y plane.	A pupil can write coordinates of points on x-y plane with errors.	A pupil can write coordinates of points on x-y plane with minor errors.	A pupil can write coordinates of points on x-y plane without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		xxiv) Drawing plane figures on x-y coordinate plane.	Drawing plane figures on x-y coordinate plane is performed correctly.	A pupil struggles to draw plane figures on x-y coordinate plane.	A pupil can draw plane figures on x-y coordinate plane with errors.	A pupil can draw plane figures on x-y coordinate plane with minor errors.	A pupil can draw plane figures on x-y coordinate plane without errors.	
5.0 Use the language of mathematics in presenting ideas or arguments (Part two)	5.1 Apply the skills of algebra to solve problems in everyday life.	i) Solving simple algebraic equations	Simple algebraic equations are solved correctly.	A pupil struggles to solve simple algebraic equations.	A pupil can solve simple algebraic equations with procedural and computational errors.	A pupil can solve simple algebraic equations with minor errors.	A pupil can solve simple algebraic equations without errors.	6
		ii) Solving word problems involving simple algebraic equations.	Word problems involving simple algebraic equations are solved correctly.	A pupil struggles to solve word problems involving simple algebraic equations.	A pupil can solve word problems involving algebraic equations with errors due to interpretations and computation.	A pupil can solve word problems involving algebraic equations with minor errors	A pupil can solve word problems involving algebraic equations without errors	
	5.2 Apply the skills of statistics to present different information.	i) Reading and interpreting Pie charts	Reading and interpreting Pie charts is performed correctly.	A pupil struggles to read and interpret Pie charts.	A pupil can read and interpret Pie charts with errors.	A pupil can read and interpret Pie charts with minor errors.	A pupil can read and interpret Pie charts without errors.	8
		ii) Drawing Pie charts.	Drawing Pie Charts is performed correctly	A pupil struggles to draw Pie charts.	A Pupil can draw Pie charts with errors.	A Pupil can draw Pie charts with minor errors.	A Pupil can draw Pie charts without errors.	

Main Competence	Specific Competence	Activities to be performed by the pupil	Assessment criteria	Benchmarking				Number of Periods
				<i>Beggining</i>	<i>Average</i>	<i>Good</i>	<i>Very good</i>	
		iii) Solving word problems involving Pie Charts.	Word problems involving Pie Charts are solved correctly.	A pupil struggles to solve word problems involving Pie Charts.	A pupil can solve word problems involving Pie Charts with mistake in interpreting the pie-chart.	A pupil can solve word problems involving Pie Charts with minor mistake	A pupil can solve word problems involving Pie Charts without mistake	