EXAMINATIONS COUNCIL OF ZAMBIA

Examination for Primary School Certificate (EPSC) 2026

SCHOOL BASED ASSESSMENT TASKS

MATHEMATICS (210)

Grade 4 and Grade 5 (SBA Component 1)

Prepared in line with the ECZ School Based Assessment Guidelines for the Examination for Primary School Certificate 2026 (Chapter 4: Mathematics and Appendix 4: SBA Framework) and the CDC Mathematics Syllabus Grades 4–6 (2024).

12 tasks | 200 marks | Grade 4 = 100 marks | Grade 5 = 100 marks

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1. Overview of the SBA in Mathematics

1.1 Construct

Demonstrates numerical proficiency, critical thinking, logical and spatial reasoning to solve problems in real life.

1.2 Assessment schedule

Teachers must submit marks from six tasks at Grade 4 and six tasks at Grade 5 (two tasks per term). There is no SBA at Grade 6. Each grade contributes 100 marks and the scores are submitted to ECZ by 31 January of the following year. The SBA contributes 30 percent of the final mark.

Grade	Term	Task	Type of task	Mode	EoC	Marks
Grade 4	Term 1	Task 1: Sets and Numbers	Assignment	Individual	1	20
Grade 4	Term 1	Task 2: Fractions with Paper Strips	Practical activity	Groups of 4	4	20
Grade 4	Term 2	Task 3: Angles and Shapes	Practical activity	Individual	7	20
Grade 4	Term 2	Task 4: How We Travel to School (Statistics)	Class activity	Individual	6	10
Grade 4	Term 3	Task 5: Budget for a Fritters Sale	Assignment	Groups of 4 to 5	5	10
Grade 4	Term 3	Task 6: End of Year Test	End of year test	Individual	1, 3, 4, 5, 6, 7	20
Grade 5	Term 1	Task 1: Venn Diagrams, Roman Numerals and Prime Numbers	Class activity	Individual	1	10
Grade 5	Term 1	Task 2: Project: Designing and Making a Cuboid Storage Box	Project	Groups of 4	7 (and 3)	20
Grade 5	Term 2	Task 3: Fractions and Decimals in Daily Life	Assignment	Individual	4	10
Grade 5	Term 2	Task 4: Deriving and Using Area Formulae	Practical activity	Individual	3	20
Grade 5	Term 3	Task 5: Class Survey: Stem-and-Leaf Plots and Pie Charts	Assignment	Groups of 4 to 5	6	20
Grade 5	Term 3	Task 6: End of Year Test	End of year test	Individual	1, 3, 4, 6, 7	20
					Total	200

1.3 Coverage of Elements of Construct

The table shows the Elements of Construct (EoC) assessed by each task. EoC 2 (Models real life situations to find solutions) contains competences only at Grade 6 (linear equations and inequations), so it is not assessed at Grade 4 or Grade 5. EoC 5 (financial arithmetic) is assessed at Grade 4 only, because the Grade 5 syllabus has no financial arithmetic content.

EoC	G4-1	G4-2	G4-3	G4-4	G4-5	G4-6	G5-1	G5-2	G5-3	G5-4	G5-5	G5-6
EoC 1 Numbers and sets	✓					✓	✓					✓

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EoC	G4-1	G4-2	G4-3	G4-4	G4-5	G4-6	G5-1	G5-2	G5-3	G5-4	G5-5	G5-6
EoC 2 Modelling												
EoC 3 Measures						✓		✓		✓		✓
EoC 4 Fractions and operations		✓				✓			✓			✓
EoC 5 Financial					✓	✓						
EoC 6 Statistics				✓		✓					✓	✓
EoC 7 Angles and shapes			✓			✓		✓				✓

1.4 General guidelines for administering the tasks

- The tasks are exemplars developed from the SBA Framework. The teacher administers, scores and records all tasks and may adapt the contexts to the local environment, keeping the marks, competences and level of difficulty the same.
- Tasks are grade specific. A Grade 4 teacher assesses only Grade 4 competences and a Grade 5 teacher only Grade 5 competences.
- Tasks 1 to 5 at each grade are formative or practical in nature and are conducted in a natural learning environment. Each end of year test is administered under test conditions.
- Score using the marking schemes and scoring guides provided. Task totals equal the marks shown in the assessment schedule, so no conversion is needed. Record the marks on the standardised School Based Assessment Score Sheet.
- For learners who miss a task with a valid reason, arrange a make-up task. Learners found guilty of malpractice (leakage, copying, collusion, plagiarism, fabrication or impersonation) are awarded zero for the task.
- Teachers of learners with special educational needs and disabilities should modify and adapt the tasks to suit the needs of their learners.
- Keep learners' work, scripts, projects and score sheets safely for verification by the Ministry of Education and ECZ quality assurance officers.

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2. Grade 4 SBA Tasks (100 marks)

Grade 4 content: Sets, Numbers, Fractions, Financial Arithmetic, Angles, Shapes, Measures and Statistics.

Grade 4 – Task 1: Sets and Numbers

Task type	Assignment (Individual)
Term	Term 1
Duration	40 minutes in class, or as homework over two days
Total marks	20
Element of Construct (EoC) assessed	EoC 1: Represents and interprets relationships of numbers in different forms for decision making
Topic(s)	4.1 Sets (Operations on sets); 4.2 Numbers (Number and notation; Factors and multiples)
Specific competence(s) assessed	4.1.1.1 Apply set operations in everyday life 4.2.1.1 Use whole numbers to present ideas in real life 4.2.2.1 Apply factors and multiples to solve everyday life problems
Competences assessed (derived from learning activities)	Identifies the intersection of two sets; illustrates sets using circle diagrams Identifies the union of two sets Presents two sets with no common members (disjoint sets) Reads and writes numbers up to 1 000 000; expresses numbers in expanded notation Illustrates factors and identifies the Highest Common Factor (HCF) Illustrates multiples and identifies the Lowest Common Multiple (LCM)
Level(s) of difficulty	Remembering, Understanding, Applying, Analysing
Key competences	Analytical Thinking, Critical Thinking, Problem Solving

Learner's task sheet

Name: _____ Class: _____ Date: _____

Instructions: Attempt all questions. Show your working where necessary. Write the members of a set inside curly brackets { }.

Part A: Sets

The clubs at Twatasha Primary School in Kitwe have these members: **Set A** (Drama Club) = {Chola, Mwila, Bupe, Temwani, Lubuto}; **Set B** (Choir) = {Mwila, Natasha, Temwani, Kondwani}; **Set C** (Football Club) = {Kapya, Mapalo, Zulu}.

1. Use the information above to answer the following.

(a) List the learners who belong to both the Drama Club and the Choir. Write your answer using the symbol A ∩ B. **[2]**

(b) List all the learners who belong to the Drama Club or the Choir or both. Write your answer using the symbol A ∪ B. **[2]**

(c) Draw a circle diagram to show sets A and B. Write each learner's name in the correct part of the diagram. **[2]**

(d) Are sets A and C disjoint? Give a reason for your answer. **[2]**

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Part B: Numbers

2. A farmers' cooperative in Mkushi harvested 405 070 kg of maize this year.

(a) Write 405 070 in words. **[1]**

(b) Write 405 070 in expanded notation. **[2]**

3. Mrs Phiri sells fruits at Kasama Main Market. She has 12 oranges and 18 mangoes. She wants to pack them into the greatest number of identical bags so that no fruit is left over.

(a) List all the factors of 12 and all the factors of 18. **[2]**

(b) Identify the Highest Common Factor (HCF) of 12 and 18. **[1]**

(c) How many bags can she pack? How many oranges and how many mangoes will be in each bag? **[2]**

4. Two buses leave Kapiri Mposhi bus station together at 06:00. Bus A leaves the station every 4 hours and Bus B leaves every 6 hours.

(a) List the first four multiples of 4 and of 6. **[2]**

(b) Identify the Lowest Common Multiple (LCM) of 4 and 6. **[1]**

(c) At what time will the two buses next leave the station together? **[1]**

Notes to the teacher

- Learners work individually. Give guidance on what is expected but do not give solutions.
- Check that each learner's work is original (no copying or collusion). Refer suspected malpractice to the Head Teacher.
- Mark using the scheme below and record the score out of 20 on the standardised score sheet.

Marking scheme

Q	Expected response and mark allocation	Marks	Level of difficulty
1(a)	A ∩ B = {Mwila, Temwani} B1 both members; B1 correct set notation { }	2	Applying
1(b)	A ∪ B = {Chola, Mwila, Bupe, Temwani, Lubuto, Natasha, Kondwani} B1 all seven members, none repeated; B1 correct set notation	2	Applying
1(c)	Two overlapping circles labelled A and B (B1). Mwila and Temwani in the overlap; Chola, Bupe, Lubuto in A only; Natasha, Kondwani in B only (B1)	2	Understanding
1(d)	Yes (B1). They have no member in common / A ∩ C = { } (B1)	2	Analysing
2(a)	Four hundred and five thousand and seventy (kilograms). B1	1	Remembering
2(b)	400 000 + 5 000 + 70. B2 (B1 if two of the three parts are correct)	2	Understanding
3(a)	Factors of 12: 1, 2, 3, 4, 6, 12 (B1). Factors of 18: 1, 2, 3, 6, 9, 18 (B1)	2	Understanding
3(b)	Common factors 1, 2, 3, 6; HCF = 6. B1	1	Applying
3(c)	6 bags (B1); 2 oranges and 3 mangoes in each bag (B1)	2	Applying
4(a)	Multiples of 4: 4, 8, 12, 16 (B1). Multiples of 6: 6, 12, 18, 24 (B1)	2	Understanding
4(b)	LCM = 12. B1	1	Applying

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Q	Expected response and mark allocation	Marks	Level of difficulty
4(c)	06:00 + 12 hours = 18:00 (6:00 pm). B1	1	Applying
	Total	20	

Key: M = method mark, A = accuracy mark (awarded only after a correct method), B = independent mark. Follow-through marks may be awarded for correct working from an earlier incorrect answer.

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Grade 4 – Task 2: Fractions with Paper Strips

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