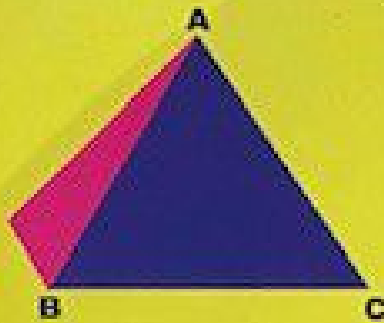


# DEVELOPING MATHEMATICAL MINDS

## AT UPPER PRIMARY LEVEL

### VOLUME I

$< 3$



$$\sqrt{(5)^2 - 9}$$



200 cm<sup>3</sup>

45 cm<sup>2</sup>



**Shereen A. Khan  
&  
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## PREFACE

Developing Mathematical Minds for Upper Primary Level, Volume I targets the student who needs practice in all mathematics topics while preparing to exit the primary school. The book will provide valuable assistance to all mathematics candidates at the upper primary level. There are seven short practice tests, with 23 questions each and five long practice tests, with 46 questions each. The questions cover all the objectives at the primary level syllabus in mathematics.

The short practice tests are designed for the student who needs to review all the essential content strands, but on a smaller sample of topics. It is ideally suited to the child who is challenged by the span of content covered in a long test and can provide opportunities for teachers to review a reasonable number of concepts in a single lesson.

The long practice tests are designed for the students who are almost ready for the final examination. They provide a realistic assessment at the required level of mastery of all the topics included in the curriculum at the primary level. It is recommended that teachers use these tests only when the child is ready and can manage the depth and breadth of topics covered in the syllabus.

At the end of each test, students are advised to revise the topics that may have presented some degree of difficulty. This will enable them to be better prepared to solve similar problems. It is suggested that students use a systematic approach by showing complete working in presenting their solutions. Students should also make regular checks to ensure improvement in timing, accuracy and overall performance.

Teachers are advised to devise suitable mark schemes (a sample of one is provided in this Volume) for each test and apply them when correcting their students' work. It is recommended that teachers analyse their class results to determine areas of strengths and weaknesses. Topics can be reviewed based on these findings and extra practice assigned to individuals based on their needs. In correcting students' work, opportunities must be given to students to explain how they arrive at their solutions. This will assist them in formulating their ideas and communicating them effectively. It will also provide opportunities for other students to learn alternative approaches to solving problems.

*Shereen A. Khan & Fayad W. Ali*