



THE OPEN UNIVERSITY OF SRI LANKA

FACULTY OF EDUCATION

BACHELOR OF EDUCATION (HONOURS) IN PRIMARY EDUCATION

LEVEL - 03

FINAL EXAMINATION – 2023/2024

EPU3533 – CURRICULUM STUDIES AND PRACTICUM – MATHEMATICS

DURATION – THREE (03) HOURS

Date: 30.05.2025

Time: 09.30 a.m. – 12.30 p.m.

Answer All Questions in Part I and any three (03) questions from Part II.

PART - I

01. Why mathematics is considered as an important subject.
02. State European contribution to development of mathematics.
03. List out the important factors that you should consider when you select the methodologies for teaching mathematics of primary level.
04. Discuss the contribution of pre-school experience to learning mathematics.
05. What do you mean by the term “learning style”.
06. Why teacher’s reflections are very important in mathematics learning.
07. Explain the term “Peer learning” and discuss in brief its importance.
08. Define the term “formative assessment”.

(8 x 5 = 40 marks)

PART - II

09. i) Explain **three (03)** common types of mathematics learning difficulties observed among primary school students. Briefly describe the main characteristics of each difficulty. (06 marks)
- ii) Discuss **four (04)** possible causes that contribute to mathematics learning difficulties in the primary school context. Provide examples relevant to classroom situations. (08 marks)
- iii) Select **two (02)** appropriate intervention strategies that can be used by teachers to address mathematics learning difficulties in primary school students. For each strategy:
- Describe how it helps overcome the difficulty.
 - Provide a practical example of its application in the classroom. (06 marks)
10. i) Explain the importance of evaluating mathematical competencies in pre-school and primary school stages. Your answer should include at least three (03) key reasons with appropriate explanations. (06 marks)
- ii) Describe **four (04)** methods that can be used to evaluate mathematical competencies of primary school students.
- A brief explanation.
 - An example of how it can be applied in a classroom setting. (08 marks)
- iii) As a mathematics teacher, you observe that some students struggle with basic number operations. Propose **two (02)** strategies you would implement to assess and support these students' mathematical learning effectively. Provide examples for each strategy. (06 marks)
11. i. Define teaching-learning aids in the context of primary mathematics. Explain their importance in enhancing students' understanding of mathematical concepts. (05 marks)
- ii. Describe **four (04)** types of teaching-learning aids commonly used in primary mathematics classrooms. Provide **one (01)** example of how each aid can be used to teach a specific mathematical concept. (08 marks)
- iii. Suggest a low-cost or no-cost teaching-learning aid that a teacher can develop for teaching numbers at the primary level. Explain the steps to prepare it and describe how you would use it in the classroom. (07 marks)

12. i. List and briefly explain **five (05)** important mathematical concepts introduced at the pre-school level. Why is it essential to develop these concepts early in children?
(06 marks)
- ii. State and explain the objectives of teaching mathematics in primary school.
(07 marks)
- iii. Choose any **one (01)** important mathematical concept taught in primary school. Explain how you would teach this concept using an activity-based approach suitable for young learners.
(07 marks)
13. i. As a facilitator, a teacher plays four important roles in the teaching-learning process. List these **four (04)** roles and explain each role briefly with suitable examples.
(08 marks)
- ii. Plan a lesson on “Measuring Length” for Grade 3 students. Describe how you would facilitate learning by actively engaging your students during the lesson. Mention the teaching strategies, activities, and teaching-learning materials you would use.
(12 marks)

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