



## GRADE 7 MATHEMATICS JUNE EXAM

### QUESTION 1

Circle the correct answer.

- 1.1. Determine the missing number in the sequence: 81, 27, \_\_\_\_, 3, 1 (1)

A 13,5  
B 6  
C 9  
D 15

- 1.2. Round off 2487,59 off to the nearest integer. (1)

A 2500  
B 2488  
C 2487  
D 2487,60

- 1.3. Arrange the following integers in ascending order: 15, -9, 8, 12, 0 (1)

A 15, -9, 8, 0, 12  
B -9, 8, 12, 0, 15  
C -9, 0, 8, 12, 15  
D 15, 12, 8, 0, -9

- 1.4.  $a \times (b + c)$  (1)

A  $a \times b \times c$   
B  $a \times b + a \times c$   
C  $a \times b + c$   
D  $a + b \times a + c$

- 1.5.  $3 \times 12 - 24 + 8$  (1)

A 6  
B 1  
C 32  
D -6

- 1.6. Which one shows the prime factors of the lowest common denominator in: (1)

$\frac{4}{5}$  and  $\frac{3}{20}$

A  $2 \times 2 \times 3$   
B  $2 \times 3$   
C  $2 \times 5 + 2 \times 3$   
D  $2 \times 3 \times 5$

- 1.7. What is the difference between 10 and -9 (1)

A 10  
B -10  
C 28  
D -28

(7)

### QUESTION 2

- 2.1. From the given group of numbers, choose one number that fits each of the descriptions below.

9, 17,  $\frac{1}{2}$ , 125,  $\frac{1}{3}$ , 60, 36

- 2.1.1. A prime number.  
\_\_\_\_\_ (1)

- 2.1.2. Improper fraction.  
\_\_\_\_\_ (1)

- 2.1.3. Lowest common multiple between 4, 5 and 8.  
\_\_\_\_\_ (1)

- 2.1.4. 1, 2, 3, 4, 6, 9, 12 and 18 are factors of.  
\_\_\_\_\_ (1)

- 2.1.5. Example of a cube number.  
\_\_\_\_\_ (1)

- 2.1.6. Example of a square number.  
\_\_\_\_\_ (1)

# Mathematics June 2012 Common Test Grade 1

**Washington (State)**



## **Mathematics June 2012 Common Test Grade 1:**

**C# For Artists** Rick Miller, 2015-01-01 Supercharge your creative energy by recognizing and utilizing the power of the flow. Learn a development cycle you can actually use at work. Comprehensive programming project walk through shows you how to apply the development cycle. Project Approach Strategy helps you maintain programming project momentum. C Student Survival Guide helps you tackle any project thrown at you. Apply real world programming techniques to produce professional code. In depth coverage of arrays eliminates their mystery. Create complex GUIs using System Windows Forms components. Learn the secrets of thread programming to create multithreaded applications. Master the complexities of generic collections and learn how to create generic methods. Discover three object oriented design principles that will greatly improve your software architectures. Learn how to design with inheritance and composition to create flexible and reliable software. Create well behaved objects that can be used predictably and reliably in C Net applications. Learn how to use MSBuild to manage large programming projects. Create multitiered database applications with the help of Microsoft s Enterprise Library. Master the use of the singleton factory model view controller and command software design patterns. Reinforce your learning with the help of chapter learning objectives skill building exercises suggested projects and self test questions. Packed with numerous tables lots of pictures and tons of code examples over 7500 lines of code. All code examples were compiled executed and tested before being used in the book to ensure quality. And much much more. **The Color of Mind** Derrick Darby, John L. Rury, 2018-01-24 American students vary in educational achievement but white students in general typically have better test scores and grades than black students. Why is this the case and what can school leaders do about it. In *The Color of Mind* Derrick Darby and John L. Rury answer these pressing questions and show that we cannot make further progress in closing the achievement gap until we understand its racist origins. Telling the story of what they call the Color of Mind the idea that there are racial differences in intelligence character and behavior they show how philosophers such as David Hume and Immanuel Kant and American statesman Thomas Jefferson contributed to the construction of this pernicious idea how it influenced the nature of schooling and student achievement and how voices of dissent such as Frederick Douglass Frances Ellen Watkins Harper and W E B Du Bois debunked the Color of Mind and worked to undo its adverse impacts. Rejecting the view that racial differences in educational achievement are a product of innate or cultural differences Darby and Rury uncover the historical interplay between ideas about race and American schooling to show clearly that the racial achievement gap has been socially and institutionally constructed. School leaders striving to bring justice and dignity to American schools today must work to root out the systemic manifestations of these ideas within schools while still doing what they can to mitigate the negative effects of poverty segregation inequality and other external factors that adversely affect student achievement. While we cannot expect schools alone to solve these vexing social problems we must demand that they address the dignitary injustices associated with how we track discipline and deal with special

education that reinforce long standing racist ideas That is the only way to expel the Color of Mind from schools close the racial achievement gap and afford all children the dignity they deserve

**Contemporary Research and Perspectives on Early Childhood Mathematics Education** Iliada Elia, Joanne Mulligan, Ann Anderson, Anna Baccaglioni-Frank, Christiane Benz, 2018-02-21 This book brings together a collection of research based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 TSG 1 at the 13th International Congress on Mathematical Education ICME 13 held at the University of Hamburg in 2016 It will help readers understand a range of key issues that early childhood mathematics educators encounter today Research on early childhood mathematics education has grown in recent years due in part to the well documented positive relation between children s early mathematical knowledge and their later mathematics learning and to the considerable emphasis many countries are now placing on preschool education The book addresses a number of central questions including What is mathematical structural development and how can we promote it in early childhood How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children s mathematical development How can children s informal mathematics related experiences affect instruction and children s learning in different mathematics content areas What is the role of tools including technology and picture books in supporting early mathematics learning What are the challenges in early childhood mathematics education for teachers education and professional development

**Associations between Reading and Mathematics: Genetic, Brain Imaging, Cognitive and Educational Perspectives** Sarit Ashkenazi, Orly Rubinsten, Bert De Smedt, 2017-10-05 Converging evidence demonstrates a strong link between reading and mathematics multiple cognitive processes are shared between reading and mathematics including the representation and retrieval of symbolic information attention working memory and cognitive control Additionally multiple brain networks are involved in both math and reading and last common genetic factors might influence both reading and math Hence it comes as no surprise that there are meaningful associations between aspects of math and reading abilities Moreover comorbidity rates between math learning disabilities MD and reading disabilities RD are high up to 66% and prevalence rate of the comorbid condition is reported to be more common than the prevalence rate of isolated math learning disabilities Accordingly the goal of the research topic is to explore the underline mechanisms of this overlap between reading and math The research topic aims to include the following topics Genetics it has been found that both RD and MD are based on genetic factors and run in families Moreover math problem solving shares significant genetic overlap with general cognitive ability and reading decoding whereas math fluency shares significant genetic overlap with reading fluency and general cognitive ability Hence this topic will explore the shared and unique genetic risk factors to RD and MD In addition to shared and unique genetic influence on reading and math Neural perspective converging evidence from both structural and multiple functional imaging studies involving a wide range of numerical tasks points to the intraparietal sulcus IPS as a core region that involve in

quantity manipulation However several additional brain areas such as frontoparietal and temporoparietal areas were found to be involved in numerical tasks Individuals with MD show deficits in a distributed set of brain regions that include the IPS fusiform gyrus in posterior brain regions and pre frontal cortex regions Similarly converging evidence indicate that the left hemisphere regions centered in the fusiform gyrus temporoparietal cortex and pre frontal cortex regions are strongly involve in typical reading and present lower activity connectivity or abnormal structure in RD Thus there is a meaningful neural overlap between reading and math Hence the authors can submit empirical studies on the role of several of brain regions that are involved in math and reading commonality and diversity both in the typical and a typical development Cognitive factors that play role in mathematics and reading and comorbidity between RD and MD There is a long lasting debate whether MD and RD originate from unique cognitive mechanisms or not Multiple cognitive processes are shared between reading and mathematics Therefore impairments in any one of domain general skills could conceivably play an important role in both pure and comorbid conditions Moreover it has been suggested that phonological processing has a significant role in some aspects of numerical processing such as retrieval of arithmetical facts Education it will be interesting to look at the effect of interventions that aim to improve reading such as phonological awareness and there transfer effect on improving mathematical processing Alternatively it will be good to test whether math interventions will improve reading

*Individual Differences in Arithmetical Development* Ann Dowker,Bert De Smedt,Annemie Desoete,2020-01-03 This eBook is a collection of articles from a Frontiers Research Topic Frontiers Research Topics are very popular trademarks of the Frontiers Journals Series they are collections of at least ten articles all centered on a particular subject With their unique mix of varied contributions from Original Research to Review Articles Frontiers Research Topics unify the most influential researchers the latest key findings and historical advances in a hot research area Find out more on how to host your own Frontiers Research Topic or contribute to one as an author by contacting the Frontiers Editorial Office frontiersin.org about contact

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