

Very Short Answer Questions

Each of the following questions is of 1 mark.

Q. 1. How is money beneficial in transactions?

[CBSE (F) 2017]

Ans. It eliminates the need for double coincidence of wants. It acts as a medium of exchange.

Q. 2. What is barter system?

Ans. When goods are directly exchanged for goods and there is no use of money, it is called barter system.

Q. 3. Why one cannot refuse a payment made in rupees in India?

[CBSE (Delhi) 2016]

Ans. It is accepted as a medium of exchange and it is authorised by the government of the country.

Q. 4. Highlight the inherent problem in double coincidence of wants.

[CBSE (Delhi) 2017]

Ans. The inherent problem in double coincidence of wants is that both parties have to agree to sell and buy each others commodities.

Q. 5. Why is money called a medium of exchange?

[CBSE 2019, 32/5/1]

Ans. The money is called as a medium of exchange because it acts as an intermediate in the exchange process.

[CBSE Marking Scheme 2019 (32/5/1)]

Q. 6. Which metals were used for making coins in India in later stages?

Ans. Gold, Copper, Silver coins were used in later stages for making coins in India.

Q. 7. How does the use of money make it easier to exchange things? Give an example.

[CBSE 2017, 32/2/2]

Ans.

4. Money acts as a medium of exchange it helps people by saving their time. For e.g. → a farmer who wants to buy wheat will first change exchange his shoes for money and then money for wheat. This is why money is helpful.

[Topper's Answer 2017 (32/2/2)]

Grade 1june 2014 Pmaths

Claire M. Fletcher-Flinn



Grade 1 June 2014 Pmaths:

Mathematics and Transition to School Bob Perry, Amy MacDonald, Ann Gervasoni, 2015-01-09 This edited book brings together for the first time an international collection of work focused on two important aspects of any young child's life: learning mathematics and starting primary or elementary school. The chapters take a variety of perspectives and integrate these two components in sometimes explicit and sometimes more subtle ways. The key issues and themes explored in this book are the mathematical and other strengths that all participants in the transition to school bring to this period of a child's life; the opportunities provided by transition to school for young children's mathematics learning; the importance of partnerships among adults and among adults and children for effective school transitions and mathematics learning and teaching; the critical impact of expectations on their mathematics learning as children start school; the importance of providing children with meaningful, challenging and relevant mathematical experiences throughout transition to school; the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers; the importance for the aspirations of children, families, communities, educators and educational organisations to be recognised as legitimate and key determinants of actions, experiences and successes in both transition to school and mathematics learning; and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school. In each chapter, authors reflect on their work in the area of mathematics and transition to school, place that work within the overall context of research in these fields, predict the trajectory of this work in the future and consider the implications of the work both theoretically and practically. *Executive Function and Education* Mariëtte Huizinga, Dieter Baeyens, Jacob A. Burack, 2018-09-21 Executive function is an umbrella term for various cognitive processes that are central to goal-directed behavior, thoughts and emotions. These processes are especially important in novel or demanding situations which require a rapid and flexible adjustment of behavior to the changing demands of the environment. The development of executive function relies on the maturation of associated brain regions as well as on stimulation in the child's social contexts, especially the home and school. Over the past decade, the term executive function has become a buzzword in the field of education as both researchers and educators underscore the importance of skills like goal setting, planning and organizing in academic success. Accordingly, in initiating this Research Topic and eBook, our goal was to provide a forum for state-of-the-art theoretical and empirical work on this that both facilitates communication among researchers from diverse fields and provides a theoretically sound source of information for educators. The contributors to this volume, who hail from several different countries in Europe and North America, have certainly accomplished this goal in their nuanced and cutting-edge depictions of the complex links among various executive function components and educational success. [Proceedings of Mechanical Engineering Research Day 2017](#) Mohd Fadzli Bin Abdollah, Tee Boon Tuan, Mohd Azli Salim, Mohd Zaid Akop, Rainah Ismail, Haslinda Musa, 2017-05-29 This eBook is a compilation of papers presented at the

Mechanical Engineering Research Day 2017 MERD 17 Melaka Malaysia on 30 March 2017 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

Rashtriya Indian Military College RIMC Admission Test for Class VIII Arihant Experts, 2022-02-17 RIMC has announced applications for class VIII admissions in Rashtriya Indian Military College Dehradun As the name suggests the revised edition of RIMC Admission Test for Class VIII has been carefully designed for the male candidates who are going to appear Serving as a complete Study guide the book divides the entire syllabus into five sections giving complete coverage Solved Papers and Practice sets have also been provided with appropriate answers and explanations which not only gives insights to the examination pattern but also to checks the preparation level and to work on the weaker section This book provides useful study resources for good performance in the exams TOC English Mathematics General science General Knowledge Practice sets Math 65 Stephen Hake, 1995 Sociocultural Perspectives on Youth Ethical Consumerism Giuliano Reis, Michael Mueller, Rachel Gisewhite, Luiz Siveres, Renato Brito, 2017-11-07 This exciting new book advances current practice based and theoretical knowledge around how youth defines and engages with consumerism to provoke a larger conversation within science and environmental education It is also geared towards unveiling those literacy praxes that can assist youth to adopt more ethically oriented consumerist habits More specifically this book studies how youth s participation in the global consumer market intersects with media technologies new literacies as well as science and the environment from sociocultural perspectives In addition it considers how school science has mediated youth participation in hyper consumerism from food and technology to shelter and transportation This important and timely book is a must read for those interested in topics such as critical youth studies critical media literacy STEM arts based research STSE education citizenship education

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Frontiers in the Acquisition of Literacy Claire M. Fletcher-Flinn, 2015-09-28 Learning to read and to spell are two of the most important cultural skills that must be acquired by children and for that matter anyone learning a second language We are not born with an innate ability to read A reading system of mental representations that enables us to read must be formed in the brain Learning to read in alphabetic orthographies is the acquisition of such a system which links mental representations of visual symbols letters in print words with pre existing phonological sound and semantic comprehension cognitive systems for language Although spelling draws on the same representational knowledge base and is usually correlated with reading the acquisition processes involved are not quite the same Spelling requires the sequential production of letters in words and at beginning levels there may not be a full degree of integration of phonology with its representation by the orthography Reading on the other hand requires only the recognition of a word for pronunciation Hence spelling is more difficult than reading and learning to spell may necessitate more complete representations or more conscious access to them The learning processes that children use to acquire such cognitive systems in the brain and whether these same processes are universal across different languages and orthographies are central theoretical questions Most children learn to read and spell their language at the same time thus the co ordination of these two facets of literacy acquisition needs explication as well as the effect of different teaching approaches on acquisition Lack of progress in either reading and or spelling is also a major issue of concern for parents and teachers necessitating a cross

disciplinary approach to the problem encompassing major efforts from researchers in neuroscience cognitive science experimental psychology and education The purpose of this Research Topic is to summarize and review what has been accomplished so far and to further explore these general issues Contributions from different perspectives are welcomed and could include theoretical computational and empirical works that focus on the acquisition of literacy including cross orthographic research

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