

AICE Thinking Skills: Paper 1: Practice Questions with Answers

PS1 Sample question (Data Extraction)

The cost of sending letters from the United Kingdom to continental Europe is shown below:

Not over £ p Not over £ p Not over £ p

20 g=0.22 250 g=1.06 500 g=2.02

60 g=0.37 300 g=1.25 750 g=2.77

100 g=0.53 350 g=1.44 1000 g=3.52

150 g=0.70 400 g=1.64 1250 g=4.07

200 g=0.88 450 g=1.83 1500 g=4.62

A firm in London wishes to send two letters to separate clients in continental Europe. The letters weigh

75 g and 215 g.

What is the total cost of sending the two letters?

A £1.25

B £1.41

C £1.43

D £1.59 - -Key D

Stimulus Type: Table

Justification:

The 75 g letter will cost 53p to post (over 60 g but under 100 g) and the 215 g letter will cost £1.06p (over 200 g but under 250 g). The total cost is 53p + £1.06p = £1.59p.

Candidates are expected to select the two correct values from the table, given the weights of the parcels, and add these together. The primary skill is extraction with a small amount of processing.

- PS2 Sample question (Data Processing)

We had 76 people wanting coffee at a conference. The caterers provided enough coffee for each of 80

people to have an 8 fluid ounce cup three-quarters full. We carefully filled each cup to exactly three-quarters full as we handed them out, but failed to notice that they had given us 10 fluid ounce cups.

How many people went without?

A 0

B 4

C 8

D 12 - -KeyD

Stimulus Type

Words

Justification

Aice Thinking Skills Questions Answers

Ray Lee, Jimmy Liu



Aice Thinking Skills Questions Answers:

Teaching with DBQs Kevin Thomas Smith, 2018-03-09 Help your students navigate complex texts in history and social studies This book shows you how to use document based questions or DBQs to build student literacy and critical thinking skills while meeting rigorous state standards and preparing students for AP exams DBQs can be implemented year round and can be adjusted to meet your instructional needs With the helpful advice in this book you ll learn how to use DBQs to teach nonfiction and visual texts including primary and secondary sources maps and paintings You ll also get ideas for teaching students to examine different points of view and write analytical responses Topics include Using the SOAPSETone Speaker Occasion Audience Purpose Subject Evidence and Tone technique to to analyze visual and nonvisual texts Teaching students to distinguish between primary and secondary sources Working with multiple texts and learning to recognize the relationships between them Formulating DBQs to suit different types of assessment including short answer questions multiple choice questions and in class essay prompts Evaluating student responses and providing constructive feedback

Introduction to Gifted Education Julia Link Roberts, Tracy Ford Inman, Jennifer Robins, 2021-09-03 Introduction to Gifted Education is the definitive textbook designed for courses that introduce teachers to gifted education whether that is in graduate school or in certification or continuing development programs for teachers The book is inclusive in nature addressing varied approaches to each topic while relying on no single theory or construct The book includes chapters that focus on critical topics such as gifted education standards social emotional needs cognitive development diverse learners identification programming options creativity professional development and curriculum The book provides a comprehensive look at each topic including an overview of big ideas its history and a thorough discussion to help those new to the field gain a better understanding of gifted students and strategies to address their needs A rich companion piece supports the text providing practical strategies and activities for the instructor designed for both online classes and face to face classes Texas Association for the Gifted and Talented 2018 Legacy Book Award Winner Scholar *Better Questions, Better Thinking* John Langrehr, 1993 Second in a series of teacher resource books Book 2 is suitable for upper primary and junior secondary levels and aims at developing analytical creative and critical thinking skills Provides reproducible activity sheets for every topic and sample answers Companion to Teach Thinking Strategies by the same author **Essential Selective Thinking Skills** Ray Lee, Jimmy Liu, 2023 Suitable for Years 5 6 Designed to the exact format of the Selective High School Placement Test with hand picked questions that closely relate to past Selective High School Examination questions 5 thinking skills practice tests of 40 questions each recommended time limit 40 minutes Includes answers with explanations **Building Thinking Skills** Michael Baker, 2003 Essential Opportuntiy Class Thinking Skills Ray Lee, Jimmy Liu, 2023 Suitable for Years 3 4 Designed to the exact format of the Opportunity Class Placement Test with hand picked questions that closely relate to past Opportunity Class Examination questions 5 thinking skills practice tests of 30 questions each recommended time limit 30

minutes Includes answers with explanations **Thinking Skills for Tests - Early Learning, Guide** Robin MacFarlane,2010-12-02 Answers to Critical Thinking Questions Hole, *Critical Thinking Skills: Sequence , Primary Thinking Skills: Following Directions / Making Inferences , Questions for Thinking Skills* Monica Gustafson,1990-06-01

Questions for Life Stephen G. Barkley,Terri Bianco,2011-11-01 Questions for Life is a tool that provides a way to focus on critical thinking when addressing core subjects textbook content and real life situations Questions for Life works the way the brain works It is relevant and meaningful to all learners whether they are students educators or those working in nonacademic environments The structure of Questions for Life provides a road map for navigating the thinking process purposefully and successfully It offers opportunities to strategize using questioning processes designed to elicit critical thinking The Questions for Life model is attuned to brain development and backed by significant research that makes it substantially more valuable than any new model or gimmick teachers often come across It is much more powerful than that First and foremost it is a tool for the educator and secondly it is a tool for students According to a report titled Tough Choices or Tough Times by the National Center on Education and the Economy the problem is not with our educators 1 It is the system within which they work It is a system that requires educators to postpone their own reflection thinking and strategic planning to make time to muddle through mandates and meet state standards It is a system that offers few opportunities for teachers or students to stop and think as they move ahead into a future that will be so altered from today s experience as to be almost unrecognizable To respond effectively to these new circumstances the system must be changed to allow teachers to acquire embody and impart the skills and thinking processes their students need to know Teachers will need to shift how and what they teach There can be no change in how students learn if there is no corresponding shift in how teachers teach Most studies of skills people use in the workplace speak to the need for students to be taught to think decide and act Too often teachers do the thinking deciding and acting for their students A significant shift takes place when teachers share the thinking processes they use with students allowing students to do the thinking problem solving and decision making Questions for Life is a tool for creating that change *Primary Thinking Skills: Using Logic & Reason , Building Thinking Skills: (MP 52.01)* Sandra Parks,Howard Black,Sandra Black,1984 Provides an effective tool for implementing analysis skills necessary for success in all academic disciplines **Critical Thinking Skills** Mohan Dhall,2023 For selective school tests opportunity class tests and problem solving Critical Thinking Skills Book 3 introduces students to a very wide range of logical reasoning questions many of which will excite and challenge through their novelty and creativity The use of visual stimulus is important here as it tests interpretation skills as well as the application of rules to situations The capacity to apply thinking in iterative ways is also tested in this book as there are several different questions for many single stimulus items This has been purposefully incorporated in order to extend and build critical thinking skills as a demonstration of fluid intelligence Each book includes fully worked solutions to all questions **Extending and developing your thinking skills**

The Open University, **Thinking Tools** Curtis Miles,Jane Rauton,1985 *Cognitive Thinking Activities Set 1* Kelley Dos Santos Kremer,2011-09-01 Research supports the premise that students learn most quickly when they are provided instruction that requires a variety of creative and critical thinking skills study techniques and metacognitive strategies Each quick little or no prep activity in this packet utilizes these skills and strategies Students will be asked to answer What if questions think fast define patterns give and interpret clues and more The critical thinking games and activities can be used as individual assignments or as class tasks or they can be used as competitions between groups to reinforce skills or concepts

Personal and Social Skills Miguel Kagan,1999 A collection of activities and work sheets to help teach character education **Thinking Skills** John Butterworth,2006

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