

Biology EOC Review

Answers are in italics.

Goal 1: Learner will develop abilities necessary to do and understand scientific inquiry.
28-32%

1.01 Identify biological problems and questions that can be answered through scientific investigations.

The Scientific Method:

1. List and describe the steps of the Scientific Method. Make sure you include **observations**, creating a testable **hypothesis**, identifying **variables**, **data**, having an **adequate sample**, & **replicating** your **findings**.
Purpose/Question, Observation, Hypothesis, Experiment (independent, dependent and controls), Data and Analysis, Communicating Findings, Replicating/Repeating the experiment.
2. Why do many experiments make use of a **control group**? *Used as a basis of comparison, normal*
3. What are the characteristics of a good experiment? *Large sample size, one variable tested at a time.*
4. What is the difference between an **inference** and a **prediction**? *An inference is a logical interpretation based upon prior knowledge or experiences. A prediction is based upon direct observations.*
5. What are the differences between **hypothesis**, **theory** and **law**?
Hypothesis – suggested outcome to a scientific question. Theory – a well supported hypothesis that unifies a broad range of indirect observations. Law – A documented hypothesis supported by direct evidence.
6. What is the difference between an **independent** and **dependent** variable? *The independent variable (manipulated variable) is what the scientist changes in an experiment. The dependent variable (responding variable) changes as a result of the independent variable.*
7. Interpret graphs. Which axis has the independent variable? Which axis has the dependent variable? When do you use a **bar graph**? **A line graph**? **A pie graph**? *(X,Y) Bar graphs are used for comparisons, line graphs show change over time and pie graphs show a representation of something to the whole.*

Tools of a Biologist: Things to know about Microscopes

8. How do you **determine the magnification** of the field of view for a microscope? *You multiply the eyepiece by the objective lens.*
9. What happens to the **diameter** of the field of view when you change from low to high power? *It gets much smaller.*
10. How do you estimate the **size** of a cell or cell structure when using a microscope?
Micrometers (1.3 mm (millimeters) would be 1300 micrometers)
11. What do you adjust first on a microscope? What you then adjust when on the highest power? *You adjust it on low power with the coarse adjustment, then use the higher power and the fine adjustment.*

- 1.2 Design and conduct scientific investigations to answer biological questions (create testable hypotheses, identify variables, use a control or comparison group when appropriate, select and use appropriate measurement tools, collect and record data, organize data into charts and graphs, analyze and interpret data, communicate findings).**
12. Graph this data. 13. What is the **independent variable**? *Temperature*

The **dependent variable**? *Rate at which gills open and close*



2nd Semester Inquiry Review Answers Bio

Louis Richard Meeth



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Cambridge Checkpoints VCE Biology Units 1 and 2 Third Edition Harry Leather, Jan Leather, 2016-02-29

Biology Louis Richard Meeth, 1981 *Biology/science Materials* Carolina Biological Supply Company, 1991

Qualitative Inquiry in Geoscience Education Research Anthony D. Feig, Alison Stokes, 2011 *Curriculum Review* , 1980

The American Biology Teacher , 2007-08 **Biology** Kenneth R. Miller, 1991 A Guide to Asking about Life for

Teachers and TAs Donald L. Cronkite, 2001 **MALDI Mass Spectrometry Imaging** Tiffany Siegel Porta, 2021-12-03 This

book gathers knowledge about matrix assisted laser desorption ionisation MALDI mass spectrometry imaging for postgraduate and professional researchers in academia and in industry where it has direct application to clinical research

Summaries of Projects Completed in Fiscal Year ... , 1979 *Summaries of Projects Completed* National Science

Foundation (U.S.), **Summaries of Projects Completed in Fiscal Year ...** National Science Foundation (U.S.), 1979

Research in Education , 1974 *Resources in Education* , 1990 *Athenaeum* James Silk Buckingham, John

Sterling, Frederick Denison Maurice, Henry Stebbing, Charles Wentworth Dilke, Thomas Kibble Hervey, William Hepworth Dixon, Norman Maccoll, Vernon Horace Rendall, John Middleton Murry, 1860 Science and Religion in Dialogue Melville Y.

Stewart, 2009-12-01 This two volume collection of cutting edge thinking about science and religion shows how scientific and religious practices of inquiry can be viewed as logically compatible complementary and mutually supportive Features

submissions by world leading scientists and philosophers Discusses a wide range of hotly debated issues including Big Bang cosmology evolution intelligent design dinosaurs and creation general and special theories of relativity dark energy the

Multiverse Hypothesis and Super String Theory Includes articles on stem cell research and Bioethics by William Hurlbut who served on President Bush's Bioethics Committee Farmers' Review , 1895 Centering Humanism in STEM Education

Bryan Dewsbury, Susannah McGowan, Sheila S. Jaswal, Desiree Forsythe, 2024-09-24 Research demonstrates that STEM disciplines perpetuate a history of exclusion particularly for students with marginalized identities This poses problems

particularly when science permeates every aspect of contemporary American life Institutions repeated failures to disrupt systemic oppression in STEM has led to a mostly white cisgender and male scientific workforce replete with implicit and or

explicit biases Education holds one pathway to disrupt systemic linkages of STEM oppression from society to the classroom Maintaining views on science as inherently objective isolates it from the world in which it is performed STEM education must

move beyond the transactional approaches to transformative environments manifesting respect for students social and educational capital We must create a STEM environment in which students with marginalized identities feel respected

listened to and valued We must assist students in understanding how their positionality privilege and power both historically and currently impacts their meaning making and understanding of STEM **Lecture-free Teaching** Bonnie S. Wood, 2009

Intelligent Learning Paradigm and Student Empowerment Souvik Pal, Ton Quang Cuong, R. S. S. Nehru, 2024-12-06

The Covid 19 pandemic brought about dramatic change in the education sector deeply affecting schools as they were forced to shut down and as online learning became common Post Covid it is clear that many of the practices brought about by the pandemic are actually beneficial in education in the long run This new volume explores the development and evolution of smart learning learning analytics intelligent learning and the Internet of Things as they pertain to student empowerment in the classroom The book covers a wide range of topics on digital pedagogy including educational robotics immersive technology based education systems interactive e books using virtual reality and augmented reality XR technology online proctoring digital transformation of teaching method modules and much more Key features Incorporates and transforms digital pedagogy across the board of functional processes Explores state of the art smart tools in education Offers ideas for successful transformation to digital teaching methods Discusses how digital education can foster student agency and promote cross disciplinary collaboration

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