

TOP CROWN PROGRESSIVE PATH ACADEMY
39/40 GANIU ODUBANWO STREET POTA BADAGRY

THIRD TERM EXAMINATION

SUBJECT BIOLOGY

CLASS: S. S. S ONE

DURATION 2HR

1. Which of these is a micro-organism? A. bacteria B. mosses C. spirogyra D. fern.
2. When bacteria are arranged in chains they are called _____. A. spirilla B. staphylococci C. streptococci D. bacilli
3. Virus are considered to be living organism because they _____. A. possess transmittable character B. move from one place to another C. respond to stimulation D. ingest food materials
4. Which of the following does a virus have in common with animals? A. nucleus B. DNA C. glycogen D. cytoplasm.
5. Which of the following diseases is not caused by bacteria? A. tuberculosis B. syphilis C. cholera D. chicken pox.
6. Which of the following is not a protozoan? A. paramecium B. plasmodium C. penicillium D. amoeba
7. Which of the following pairs are examples of unicellular algae? A. yeast and chlamydomonas B. chlamydomonas and prototheca C. spirogyra and yeast D. spirogyra and prototheca.
8. Which of the following best defines a culture solution? A. a population of micro-organism cultivated in a medium B. a population of weeds cultivated in a medium C. solution containing different chemicals D. solution containing dead organisms.
9. Which of the following habitats is a means of keeping micro-organisms from striving on our body? A. trimming our nails regularly B. taking three meals regularly C. wearing beautiful dresses D. working hard at one's job.
10. All of the following allow for the natural growth of micro-organisms except A. air B. food C. soil D. agar.
11. The first person to discover micro-organisms was A. Van Leeuwenhoek B. Louis Pasteur C. Spallanzani D. Robert Koch.
12. All of the following are micro-organisms except A. bacteria B. virus C. mosses D. cyanobacteria.
13. Which of these is not a fungus? A. Rhizopus B. plasmodium C. mucor D. aspergillus.
14. The following diseases can be spread through contact except A. leprosy B. syphilis C. tuberculosis D. filariasis
15. The growth phase in bacteria in which bacterial cells divided steadily at a constant rate is called A. Exponential phase B. lag phase C. stationary phase D. decline phase E. dividing phase
16. Growth of microorganism can be measured by the following methods except: A. serial dilution method B. turbidity method C. physical counting method D. squared transparent paper E. dry weight method.
17. Which of the following microbes cause cholera? A. virus B. bacterium C. protozoan D. plasmodium E. fungus
18. The following practices contribute to controlling the spread of diseases except: A. sewage treatment with chemicals. B. proper sewage disposal C. disinfecting the surrounding D. using human waste as manure.

2015 3rd Term Biology Questions For Ssstudents

Sir Tarun Rupani



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these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning www.ejel.com These will be chosen for their quality of writing and relevance to the Journal s objective of publishing papers that offer new insights or practical help into the application e Learning

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ECGBL2015-9th European Conference on Games Based Learning Robin Munkvold and Line Kolås,2015-09-18 These proceedings represent the work of researchers participating in the 9th European Conference on Games Based Learning which is being hosted this year by Nord Trondelag University College Steinkjer Norway on the 8 9 October 2015 The Conference has become a key platform for individuals to present their research findings display their work in progress and discuss conceptual advances in many different areas and specialties within Games Based Learning It also offers the opportunity for like minded individuals to meet discuss and share knowledge ECGBL continues to evolve and develop and the wide range of papers and topics will ensure an interesting two day conference In addition to the main streams of the conference there are mini tracks focusing on the areas of the design of multiplayer collaborative serious games applied Games and gamification the teacher s role in game based learning games for STEM Science Technology Engineering Mathematics learning assessment of digital game based learning and pervasive and ubiquitous gaming for learning In addition to the presentations of research we are delighted to host the third year of the Serious Game competition which provides an opportunity for educational game designers and creators to participate in the conference and demonstrate their game design and development skills in an international competition This competition is again sponsored by SEGAN Serious Games Network With an initial submission of more than 60 games 28 finalists will present their games at the conference Prizes will be awarded to the games judged to demonstrate the best quality and originality of game play itself and the positioning and articulation of the game s contribution to the educational domain With an initial submission of 190

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ECIE2015-10th European Conference on Innovation and Entrepreneurship Renata Paola Dameri, Roberto Garelli and Marina Resta, 2015-08-24 These proceedings represent the work of contributors to the 10th European Conference on Innovation and Entrepreneurship ECIE 2015 hosted this year by The University of Genoa Italy on the 17 18 September 2015 The Conference Chair is Prof Luca Beltrametti and the Programme Co chairs are Prof Renata Paola Dameri Prof Roberto Garelli and Prof Marina Resta all from the University of Genoa ECIE continues to develop and evolve Now in its 10th year the key aim remains the opportunity for participants to share ideas and meet the people who hold them The scope of papers will ensure an interesting two days The subjects covered illustrate the wide range of topics that fall into this important and growing area of research The opening keynote presentation is given by Marco Doria Mayor of Genoa on the topic of Innovation and entrepreneurship in Genoa past present and future A second keynote will be given by Flavia Marzano from the National board for innovation and Italian digital agenda on the topic of Innovation New visions not just new technologies The second day Keynote will be given by Roberto Santoro President of the European Society of Concurrent Engineering Network ESoCE Net on the topic of People Olympics for healthy and active living A people driven social innovation platform In addition to the main themes of the conference there are a number of specialist mini tracks on topics including Innovation and strategy Entrepreneurship education in action The theory and practice of collaboration in entrepreneurship and Challenges for entrepreneurship and innovation in the 21st Century With an initial submission of 275 abstracts after the double blind peer review process there are 88 Academic research papers 6 PhD research papers 1 Masters Research paper 4 work in progress papers and 1 Non academic paper published in these Conference Proceedings These papers represent research from Australia Brazil Bulgaria Colombia Croatia Cyprus Czech Republic Denmark Egypt Finland France Germany Ghana Greece Hungary India Iran Ireland Israel Italy Japan Kazakhstan Kuwait Lithuania Malaysia Mexico Netherlands New Zealand Nigeria Norway Poland Portugal Romania Romania Russia Russian Federation Saudi Arabia South Africa Spain Sweden Thailand Thailand UK and USA

Active Learning in College Science Joel J. Mintzes, Emily M. Walter, 2020-02-23 This book explores evidence based practice in college science teaching It is grounded in disciplinary education research by practicing scientists who have chosen to take Wieman's 2014 challenge seriously and to investigate claims about the efficacy of alternative strategies in college science teaching In editing this book we have chosen to showcase outstanding cases of exemplary practice supported by solid evidence and to include practitioners who offer models of teaching and learning that

meet the high standards of the scientific disciplines Our intention is to let these distinguished scientists speak for themselves and to offer authentic guidance to those who seek models of excellence Our primary audience consists of the thousands of dedicated faculty and graduate students who teach undergraduate science at community and technical colleges 4 year liberal arts institutions comprehensive regional campuses and flagship research universities In keeping with Wieman s challenge our primary focus has been on identifying classroom practices that encourage and support meaningful learning and conceptual understanding in the natural sciences The content is structured as follows after an Introduction based on Constructivist Learning Theory Section I the practices we explore are Eliciting Ideas and Encouraging Reflection Section II Using Clickers to Engage Students Section III Supporting Peer Interaction through Small Group Activities Section IV Restructuring Curriculum and Instruction Section V Rethinking the Physical Environment Section VI Enhancing Understanding with Technology Section VII and Assessing Understanding Section VIII The book s final section IX is devoted to Professional Issues facing college and university faculty who choose to adopt active learning in their courses The common feature underlying all of the strategies described in this book is their emphasis on actively engaging students who seek to make sense of natural objects and events Many of the strategies we highlight emerge from a constructivist view of learning that has gained widespread acceptance in recent years In this view learners make sense of the world by forging connections between new ideas and those that are part of their existing knowledge base For most students that knowledge base is riddled with a host of na ve notions misconceptions and alternative conceptions they have acquired throughout their lives To a considerable extent the job of the teacher is to coax out these ideas to help students understand how their ideas differ from the scientifically accepted view to assist as students restructure and reconcile their newly acquired knowledge and to provide opportunities for students to evaluate what they have learned and apply it in novel circumstances Clearly this prescription demands far more than most college and university scientists have been prepared for

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