

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

**Michael Dias, Charles J. Eick, Laurie
Brantley-Dias**



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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 **Curriculum Review**
, 1980 **The American Biology Teacher** , 2007-08 *A Guide to Asking about Life for Teachers and TAs* Donald L.
Cronkite, 2001 *Millard's Review of the Far East* , 1918 *Practical Druggist and Pharmaceutical Review of Reviews* , 1913
Science Teacher Educators as K-12 Teachers Michael Dias, Charles J. Eick, Laurie Brantley-Dias, 2013-07-08 Science
teacher educators prepare and provide professional development for teachers at all grade levels They seek to improve
conditions in classroom teaching and learning professional development and teacher recruitment and retention Science
Teacher Educators as K 12 Teachers Practicing What We Teach tells the story of sixteen teacher educators who stepped
away from their traditional role and entered the classroom to teach children and adolescents in public schools and informal
settings It details the practical and theoretical insights that these members of the Association of Science Teacher Educators
ASTE earned from experiences ranging from periodic guest teaching to full time engagement in the teaching role Science
Teacher Educators as K 12 Teachers shows science teacher educators as professionals engaged in reflective analysis of their
beliefs about and experiences with teaching children or adolescents science With their ideas about instruction and learning
challenged these educators became more aware of the circumstances today s teachers face Their honest accounts reveal that
through teaching children and adolescents teacher educators can also renew themselves and expand their identities as well
as their understanding of themselves in the profession and in relation to others Science Teacher Educators as K 12 Teachers
will appeal to all those with an interest in science education from teacher educators to science teachers as well as teacher
educators in other disciplines Its narratives and insights may even inspire more teacher educators to envision new
opportunities to serve teachers K 12 learners and the local community through a variety of teaching arrangements in public
schools and informal education settings *Farmers' Review* , 1895 Announcement of the Graduate Division Iowa State
University. Graduate College, 1901 **"The" Athenaeum** , 1860 **Millard's Review** , 1918 **Medical Science**
Abstracts & Reviews , 1925 **The Scientist** , 1997-07 Medical Science Abstracts and Reviews , 1925 **Technical**
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Communities Educational Research Council of America. Social Science Staff, 1974

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