

79 BIOLOGY ESSAY WRITING QUESTIONS

1. Define Biology (3mks)
 2. Motor vehicles move, use energy and produce carbon dioxide and water. Similar characteristics occur in living organisms yet motor vehicles are not classified as living. List the other characteristics of living things that do NOT occur in motor vehicles. (10mks)
 3. List and explain the branches of Biology. (10mks)
 4. Describe the cell structures as seen under electron microscope. (20mks)
 1. Plant
 2. Animal
 5. Differentiate using a diagram the cells under electron microscope. (10mks)
 6. Describe the heart functions. (20mks)
 7. Draw and explain various ways by which a typical cell is adapted to its function. (20mks)
 8. Describe how the mammalian body protects itself against diseases and pathogens. (20mks)
 9. How are leaves of higher plants adapted to their functions? (10mks)
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10. Draw and explain how mammalian teeth are adapted to their function. (20mks)
 11. Describe what happens to beans and maize meal from ingestion to egestion. (20mks)
 12. How are the small intestines adapted to their functions? (20mks)
 13. Outline and explain the various homeostatic functions of the liver. (10mks)
 14. Explain the stages of photosynthesis showing the main products in each stage (20mks)
 15. Explain how endotherms respond to heat and cold in their environment. (10mks)
 16. Describe the route taken by soil from uptake by the roots to the evaporating areas of the leaves. (20mks)
 17. Describe the adaptations of the mammalian heart to its function? (20mks)
 18. Describe double circulation in mammals. (20mks)
 19. Describe process of urine formation in mammalian kidneys. (20mks)
 20. Explain the uses of various hormones in homeostasis in mammals. (10mks)
 21. Distinguish between diabetes mellitus and insipidus. (7mks)
 22. Explain how the various abiotic factors may affect the plant. (10mks)
 23. Discuss cause effect and control measures of water pollution. (20mks)
 24. How are xerophytes and hydrophytes adapted to their functions? (20mks)
 25. Outline difference between wind and insect pollinated flower. (20mks)
 26. Describe what happens to the flower from pollination to seed and fruit development. (20mks)
 27. Describe the adaptations of the female reproductive system in Humans. (20mks)
 28. Describe process of gaseous exchange in terrestrial plants. (10mks)
 29. How is the mammalian gaseous exchange system adapted to its functions? (10mks)
 30. Describe the structure and function of the mammalian skin. (20mks)
 31. Describe the roles of hormones in the menstrual cycle. (10mks)
 32. Discuss mechanism of opening and closing of the stomata. (20mks)
 33. Write an essay on Natural Selection. (20mks)
 34. Discuss Lamarck and Darwin theory of evolution. (20mks)
 35. Explain how blood cells are adapted to their functions. (15mks)

O Level Biology Essay Questions

Yicheng Fang



O Level Biology Essay Questions:

Biology Expression - An Inquiry Approach for 'O' Level Express Theory Workbook ,2006 **"O" Level Biology Examination Armoury** , Biology Expression - An Inquiry Approach for 'O' Level Science (Biology) Theory Workbook ,2006 Cambridge International AS and A Level Biology Coursebook with CD-ROM Mary Jones,Richard Fosbery,Jennifer Gregory,Dennis Taylor,2012-11 A series of titles which provides full support for the Cambridge International AS and A Level Biology syllabus Cambridge International AS and A Level Coursebook provides students with a full introduction to the AS and A Level syllabus and comprehensive support for their examination The experienced author team have reviewed the core text expanded the Applications of Biology chapters and added two new chapters on practical skills Each chapter now has a set of exam style practice questions as well as questions to help review the material Also included are advice on how to revise and prepare for the examinations multiple choice questions revision summaries and answers to all book questions O Level Examined Alan S. Willmott,Cedric G. W. Hall,1975 **Examinations Bulletin** Schools Council (Great Britain).,1983

The Mirror E.N.O. Provencal,1997-06-14 Chemical Pedagogy Keith S Taber,2024-12-20 How should chemistry be taught in schools colleges and universities Chemical Pedagogy discusses teaching approaches and techniques the reasoning behind them and the evidence for their effectiveness The book surveys a wide range of different pedagogic strategies and tactics that have been recommended to better engage learners and provide more effective chemistry teaching These accounts are supported by an initial introduction to some key ideas and debates about pedagogy the science of teaching Chemical Pedagogy discusses how teaching innovations can be tested to inform research based practice Through this book the author explores the challenges of carrying out valid experimental studies in education and the impediments to generalising study results to diverse teaching and learning contexts As a result the author highlights both the need to read published studies critically and the value of teachers and lecturers testing out recommended innovations in their own classrooms Chemical Pedagogy introduces core principles from research into human cognition and learning to provide a theoretical perspective on how to best teach for engagement and understanding An examination of some of the more contentious debates about pedagogy leads to the advice to seek optimally guided instruction which balances the challenge offered to learners with the level of support provided This provides a framework for discussing a wide range of teaching approaches and techniques that have been recommended to those teaching chemistry across educational levels including both those intended to replace teaching from the front and others that can be built into traditional lecture courses to enhance the learning experience **Trends in Education** ,1979 New Trends in Biology Teaching ,1971 **Innovation and Research in Education** Michael Young,2023-07-14 Originally published in 1965 this title looks at programmed learning language laboratories curricular reform educational television team teaching these are just some of the fashions that were going to change education in the following decade quite as much as the introduction of comprehensive schools Would anyone

ever know what their effects are Not unless there was a great expansion of research The author of this book states the need for a marriage of innovation and research The social sciences could gain as much as education Today it can be read in its historical context

A comparative study of elite English-medium schools, public schools, and Islamic madaris in contemporary Pakistan Akhtar Hassan Malik, 2015-04-12 This ethnographic study examines the role of differing school knowledge in reproducing various social classes in the society It was observed that an unequal availability of capital resources agents class habitus and the type of their cultural currency act as selection mechanisms that clearly favour some social groups over others The ruling classes ensure the transfer of their power and privilege to their children by providing them with quality education in elite schools The disadvantaged classes are excluded from these unique institutions by both social and economic sanctions They have no other option than to educate their children either in public schools or Islamic madaris As a result inequitable educational opportunities consolidate the existing social class hierarchy

The 'Q' Factor Trudy Marwick, *Exploring Human Biology in the Laboratory* Matthew M. Douglas, Jonathan M. Douglas, 2016-01-01 Exploring Human Biology in the Laboratory is a comprehensive manual appropriate for human biology lab courses This edition features a streamlined set of clearly written activities These exercises emphasize the anatomy physiology ecology and evolution of humans within their environment

Biology and Human Affairs, 1970 Readings in Educational Psychology Edgar Stones, 2012-05-04 The papers in this volume relate to the nature and conditions of classroom learning with particular emphasis on the cognitive aspects They are concerned with the question of concept formation and stress the importance of the teacher's function in ensuring that the child really has assimilated the ideas and not merely the words for the concepts The role of language is fundamental to this theme and the interaction of language thinking and learning is dealt with in the first section of the book This section also provides a context within which subsequent discussions of classroom learning problems can be viewed Some problems concerning the elaboration of a general theory of teaching are then examined with particular reference to possible methods of bridging the gap between research and implementation

Model Essays John Richard Watson, Derek Cyril Perkins, 1979 **Regulations and Syllabuses for the Joint Examinations for the School Certificate and General Certificate of Education (ordinary Level) and General Certificate of Education (advanced Level)** West African Examinations Council, 1978

Bulletin of the Atomic Scientists, 1959-02 The Bulletin of the Atomic Scientists is the premier public resource on scientific and technological developments that impact global security Founded by Manhattan Project Scientists the Bulletin's iconic Doomsday Clock stimulates solutions for a safer world

Unforgettable W. Michael Gray, 2016-10-12 We have an uneasy relationship with the relentless deluge of information gushing out of academia and our media outlets To turn it off is escapist but to attempt to cognitively grapple with it is overwhelming In Unforgettable Enabling Deep and Durable Learning a nationally recognized master teacher gives professors and their students the means to chart a clear path through this information explosion

Humans crave explanatory patterns and this book enables teachers to think deeply about their academic disciplines to find and articulate their core explanatory principles and to engage their students in a compelling way of thinking. An alternative title for this book could be *Why the Best College Teachers Do What They Do* because the author articulates a compelling rationale that will equip faculty to create and deliver transformative courses. Students in transformative courses grapple with essential questions and gain mental muscle that equips them for real world challenges.

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