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Ib command terms biology

Purpose 1 Definitions give the exact meaning of a word, phrase, or physical quantity Give a sequence of names or other simple answers that you represent using a pencil line label list Give an unsynthesised name or other simple answer Find a value of a certain name, value or other simple answer Give a specific name, value or other simple answer Description or calculation purpose 2 Annotations Simple to a diagram or graph Add notes Apply ideas, find numerical answers that indicate the relevant stages of equations, principles, theories or law calculations in new situations (unless instructed) Identify estimates of unknown amounts Find answers from a certain number of possibilities Give an overview Of the similarities and differences between two or more items that reach conclusions, a simulation or model that refers to both of them (all) throughout construction or reaches conclusions from information that manipulates mathematical relationships to give new equations or relationships to develop in a graphical form, to find possible answers to simulations or models, the relative importance of various factors where possible Evaluation of alternative hypotheses, including the scope of discussion against Evaluating their meaning and limitations Giving a detailed description of the cause, reason, or mechanism Cause, reason or mechanism prediction display gives a step of calculation or derived sketch representation by graph showing lines and labeled but unscaled axes, but with clearly indicated important features (e.g. intercepts) Getting answers alates and/or other possible answers the wrong question - occurs easily if you are not paying attention to the terms of the command! Highlight them with a copy of the syllabus and exam questions. The definition is a simple Purpose 1 command term. But you have to be accurate in the answer. Definition is also a great start to the review. Quiz yourself about definitions and check out your answers. Pay attention to the mark scheme - the importance of underlined terms and why you can't get marks that don't have them? Unzip the definition to the component part - what is the relevance of eachHow does it lead to a more detailed explanation of the concept? Here's the definition of the evaluation statement for the SL core and the two optional quizzes my class did this year. It's Google - here's the link. (Lecturer in Mathematics, Science, Chemistry, Environmental Science and ESS at the Edge Learning Center) This year's IB exam will take place shortly in May, so students are busy taking mocks and asking

practice questions. With years of experience, students don't always do as well as they can on these tests. It does not understand the concept or knowledge of the topic, but can simply be the fact that they do not answer the question. They can give great detail and true answers, but if it doesn't address the question, it won't earn a mark. Reading questions and understanding what the examiner wants is an essential skill to achieve the mark and get the top grade. Everyone can make mistakes and mistakes, but this blog aims to reduce this by discussing 7 of the key command terms that students find difficult. 1) Definition This term wants students to give the exact meaning of a given word, phrase or concept. It may seem simple at first glance, but it's how you want to give and the details that often lead to this. For instance. Defining oxidation in terms of changes in oxidation state Students can say that oxidation is the loss of electrons and they would be correct, but did not answer the question. The correct answer is oxidation is when the oxidation state of the element increases. The answer used the details of the question and defined how the examiner wanted it. 2) Explain here This seems to be a simple term, but the examiner wants you to give a detailed account. This is easier said than done, and students can write long answers, but they don't really tell the point of what needs to be explained. The first thing to check is the mark of the question. If there are only two marks, look for a specific point, and the 3 mark asks for more depth in detail. Students should create concise sentences to explain the details of each mark. 3) Outline how this student trips, they will be wasting time, describing concepts and ideas in detail. The idea of this term is to give a basic or brief summary of the concept, re-mark is an important indicator of the work required. Common methods in chemistry and biology are experimental and data questions, both of which are in Paper 2 and Paper 3. In the data, it is necessary to give a trend of the graph or table, and the operation of the data or range can score good points. 4) Analysis This is another term used in data questions, and students must break down and draw essential points from the source or concept. In most cases, the question must specify details or important points from multiple data sources. Have a concept for analyzing it! Know the idea from a previous question and how that concept relates to the idea. 5) Similarities and differences between two (or more) items or concepts compared to this term. When giving similarities or differences, the item must refer to the whole. For instance. Volta batteries were electrolytic cells that converted chemical energy into electrical energy and electrical energy into chemical energy. It was outlined between two types of electrochemical cells, and had differences that referred to both of them and clarified how they differed. Another way students can't earn marks is they just give differences and similarities. If they don't give both ideas, the full mark will never be scored. If there are similarities, only terms are compared. You need to give both ideas, but you don't have to use them for the same amount, especially with the three mark questions. 6) The term suggests that students want to give solutions, hypotheses or possible answers. Students are annoyed by this because they can be very open to the possibilities, but a sensible answer could get a mark. 7) Justification Simply put, students need to give good reason or evidence to support their answers. It can be from graphs or conceptual knowledge trends, given data. However, the term is essential to scoring marks and was regularly found in one-mark questions. In other words, even if the answer was correct, if it was not justified or supported, no mark was given. These are the main terms I've seen students lose marks by mistake. The important thing to take away from this blog is to take the time to read the question and make sure you are addressing the question with a valid answer. Exams are months away, so we offer comprehensive lessons that can cover the full range of topic areas with all style exercises of the question. It's also possible to do a full mock with a detailed review of areas that need improvement. If you have any questions about IB Chemistry or IB Biology, please contact us. About Edge Edge Learning Center is Hong Kong's best test preparation, academic tutor and admissions consulting service provider. Founded in 2008, The Edge helped thousands of students improve their IB and AP grades as well as ACT and SAT scores. The AC team has just finished another successful period of being accepted by schools such as Columbia, MIT and the University of Chicago! 2018-9 Check out the rest of the enrollment results! 1. Originally created by Steven Taylor, ib biology command terms (first exam 2016) Payne

c=d_4_biolo_gui_1402_1_e&part=10&chapter=1.3.All IB Biology questions and evaluation statements are built around these command terms, allowing you to know exactly what is expected of you. Definition annotation comparison of draw label list state and estimated estimation of contrast calculation Estimated estimates The estimated description of the determining estimation prediction sketch of the comparative estimation structure is taken from ib biology target guide c=d_4_biolo_gui_1402_1_e&part=10&chapter=14. All IB Biology questions and evaluation statements are built around these command terms so you know exactly what is expected of you. They are grouped according to the purpose of IB biology: Objective 1: To demonstrate knowledge and understanding: - Facts, concepts and terms - Methodology and technology - convey scientific information. All definitions of the Define Major Label List State command term are retrieved from c=d_4_biolo_gui_1402_1_e&part=10&chapter=1.5. All IB Biology questions and evaluation statements are built around these command terms so you know exactly what is expected of you. They are grouped according to the purpose of IB biology: Objective 1: To demonstrate knowledge and understanding: - Facts, concepts and terms - Methodology and technology - convey scientific information. Definition of the state of the draw measure label list Calculation of estimates of identification estimates Apply: - Facts, concepts, terms - Methodologies and techniques - How to convey scientific information. All definitions of command terms are taken from the subject guide of IB biology: c=d_4_biolo_gui_1402_1_e&part=10&chapter=1.6.All IB Biology questions and evaluation statements are built around these command terms, allowing you to know exactly what is expected of you. They are grouped according to the purpose of IB biology: Objective 1: To demonstrate knowledge and understanding: - Facts, concepts and terms - Methodology and technology - convey scientific information. Definition of the state of the draw measure label list Calculation of estimates of identification estimates Apply: - Facts, concepts, terms - Methodologies and techniques - How to convey scientific information. Objective 3: Formulation, Analysis and Evaluation: - Hypotheses, Research Questions and Predictions - Methodology and Technology - Primary and Secondary - Scientific explanation comparison comparison comparison and comparative structure confederation design decision description description of prediction sketch Description of prediction All definitions of ib biology subject guide c=d_4_biolo_gui_1402_1_e&part=10&chapter=1.7. General revisions and learning tips Read questions carefully Learn and review command terms that underline all of the command terms - In exams, what is the value of the question? - If the question specifies two answers, give only two, as subsequent answers will understand what the question wants: - Overview, description, description are the same! It's not! - labels and anisets are not the same! - discussions, ratings and descriptions are not the same! - distinctions, comparisons, comparisons and contrasts are not the same! - analysis, ratings and suggestions are not the same! - neatly and clearly ignore and present answers - if the number of answers is not specified, try to give more points than mark suggests. For example, a 4-mark question aims to make at least 6 different points. 8. Use this presentation: • Learn command terms • Pick up some exam tips • Suggestions to test your understanding of exam question types: • Use sample questions as revision tests: - Try answering each question in the scrap paper before displaying the answer key. Goal 1 Defines give the exact meaning of a word, phrase, concept, or physical quantity. Example: Define diffusion and penetration. Tip: •IB-specific vocabulary: • Split definitions into component parts - this is useful for description 10. Goal 1 Defines give the exact meaning of a word, phrase, concept, or physical quantity. Example: Define diffusion and penetration. Diffusion is the passive movement of particles from high concentration areas to low concentrations. Penetration is a passive movement of water molecules, partially (selectively) across permeable membranes, from areas of lower soe mix concentrations to areas of higher soe blend concentrations. Tip: • IB-specific vocabulary: • Split definitions into component parts - this is useful in description 11. Purpose 1 Drawing Use a pencil to represent it by an accurate, labeled picture or chart. Rulers (straight edges) must be used for straight lines. The picture must be drawn on a scale. The chart has correctly plotted points (if necessary) and must be joined in straight lines or smooth curves. Example: 12. Purpose 1 Draw Using a pencil, represented by an accurate picture or graph labeled. A straight lines (straight edges) should be used. The picture must be drawn on a scale. The chart has correctly plotted points (if necessary) and must be joined in straight lines or smooth curves. Example: Draw a labeled graph showing a typical sigmide population growth curve 13. Purpose 1 Label Add a label to a picture. Example: Labeling the structure of the human ear. Tip: • In general, two correct labels are worth one mark • Configure revision books for drawings, graphs, and diagrams and test each other • Revise and create links about the structure and its features 14. Objective 1 Example of adding a label to a label diagram: Labeling the structure of the human ear. Tip: A = Pina B = Eardrum C = Middle Ear Tape/Bone D = Semicircular Canal • Generally, the two correct labels are worth one mark • Make up a revision book of drawings, graphs and diagrams and test each other • Revise and create links about the structure and its function 15. Objective 1 List Give a series of simple answers without explanation Example: List 7 levels in the hierarchy of classification Kingdom, filam, class, order, family, genus, species Two examples of fibrous proteins • List can be used to give examples of understanding, applications or skills • Use mnmonics for memory where list order is important • Try using examples that can link topics throughout course 16. Objective 1 List Give a series of simple answers without explanation Example: List 7 levels in the hierarchy of classification Kingdom, phila, class, order, family, genus, species Two examples of fibrous proteins • List can be used to give any example of understanding, application or skill • Use mnmonics for memory where list order is important • Try using examples that can link topics across course 17. Objective 1 List Give a series of simple answers without explanation Example: List 7 levels in the hierarchy of classification Kingdom, phila, class, order, family, genus, species Give two examples of fibrous proteins Keratin • List can be used to give any example of understanding, application or skill • Use mnmonics for memory where list order is important • Try using examples where topics can be linked together 18 courses you can link topics across 18 courses. Gets the value of the objective 1 measure quantity. Example: Measure organelle x length. Tip: • Bring a ruler to the exam! • Generally, you need to calculate from the measurement, not the measurement • Present all answers in metric, SI unit 19. Objective 1 State Give a specific name, value, or other simple answer without explanation or calculation. Example: Indicate which species are in the farthest relationship to T. perkinsi based on tree diagram Tip: • Definition is included in subject line • Split definitions into component parts - this helps explain • Create a vocabulary or use an online glossary to define question 20. Objective 1 State Give a specific name, value, or other simple answer without explanation or calculation. Example: Show which species are in the farthest relationship to T. perkinsi based on tree diagrams T. laborator tip: • Definitions are in the subject guide • Split definitions into parts of that component - This helps explain • Use an online glossary to help you configure the vocabulary or define question 21. Objective 2 Annotate Add a simple note to a picture or chart. Example: Attach anatin to a graph showing hormone levels in the menstrual cycle. Tip: • Annotate is more than just a 'label', you need to give several causes and explanations • Configure galleries such as anokazied charts, diagrams, flowcharts, etc., and use them as visual organizers in revisions of complex concepts 22. Objective 2 Annotate Add a simple note to a picture or chart. Example: Attach anatin to a graph showing hormone levels in the menstrual cycle. Tip: • Anokate is more than just a 'label', you need to give several causes and explanations • Make up galleries such as anokazied graphs, diagrams, flowcharts, etc., and use them as visual organizers in revisions to complex concepts 23. Objective 2: Calculate obtain numerical answers indicating the relevant stages of work (unless instructed). Example: Calculate the magnification of an image in a bacteriophage. 50nm tip: • Make sure you are using the correct SI unit in your answer • Make a booklet of all possible types of calculations you have learned to use 24. Objective 2: Calculate obtain numerical answers indicating the relevant stages of work (unless instructed). Example: Calculate the magnification of an image in a bacteriophage. 50nm - Measure the length of the image on the scale bar (mm) = 40mm - Convert to the same unit as the scale bar label = 40 x 1000 x 1000 = 40,000,000nm - multiplication factor by division Get = 40,000,000 / 50 = 800,000 x Magnification Tips: • Make sure you use the correct SI unit in the answer • Create a booklet of all possible types of calculations learned to use 25. Objective 2: Calculate obtain numerical answers indicating the relevant stages of work (unless instructed). Example: Calculate the percentage difference in . Response time response time for the control group from day 2 to day 31 (seconds) May2009TZ1SLP3 tips: • Learn all the different calculate percentages.. Method. • Make sure you are using the correct SI unit in your answer • Make a booklet of all possible types of calculations you have learned to use 26. Objective 2 Calculation Get numerical answers indicating the relevant stagesWork (unless instructed to do so). Example: Calculate the percentage difference in . Control group response time from day 2 to day 31 - 130 to 145s -145s -130 = 15s - percentage difference = increase in original measurements, therefore% diff = (15/130) x 100 = 11.5% response time (seconds) May2009TZ1SLP3 Hint: • Learn all the different calculate percentages. Method. • Make sure you are using the correct SI unit in your answer • Make a booklet of all possible types of calculations you have learned to use 27. Objective 2 Describes Providing a detailed account. Example: Explain the effect of exposure to previous odors on bee flight (2) Explain how biomass is measured (2) May2009TZ1SLP3 tips: • Description is not a description • Pay attention to the number of available marks • The description can be part of process or data response graph 28. Objective 2 Describes Providing a detailed account. Example: Explaining the effects of exposure to previous odors on bee flight (2) The experimental group flies around more odor sources. Greater circulation in the experimental group; More oriented flight of the experimental group. Explain how to measure biomass (2) Tip: • Description is not a description • Pay attention to the number of marks available • The description can be part of the process or data response graph May2009TZ1SLP3 29. Objective 2 Describes Providing a detailed account. Example: Explaining the effects of exposure to previous odors on bee flight (2) The experimental group flies around more odor sources. Greater circulation in the experimental group; More oriented flight of the experimental group. Explain how biomass is measured (2) Organisms record dirt and soil cleaning mass. The organism dries in the oven until it reaches a certain mass; Tip: • Description is not a description • Note the number of marks available • The description can be part of the process or data response graph May2009TZ1SLP3 30. Objective 2 Distinguish between clarifying the difference between multiple concepts or items. Example: Distinguish autotroph from heterotroph tip: • Points need to be compared (see all concepts/items) • No need to present similarities • You can build a chart and think of all possible distinction questions as 31. Objective 2 Distinguish between clarifying the difference between multiple concepts or items. Example: Distinguishing autotroph from heterotroph: an organism that synthesizes organic molecules from simple inorganic substances. Heterotroph: Organisms that obtain organic molecules from other organisms. Tip: • Points should be compared (see all) • No need to present similarities • You can build a chart and think of all possible distinguishable questions as 32. Objective 2 Estimate Get approximation. Example: Estimate the difference between the lowest and highest rates of CO2 release from soils in hardwood areas and give units. Tip: • Estimates may come from graphical questions • Estimation techniques are used in ecology, not direct measurements • Note all instances of estimates in subject guide May2012TZ1SLP3 33. Objective 2 Estimate Get approximation. Example: Estimate the difference between the lowest rate and highest percentage of CO2 emission rates from hardwood soils and give units Top speed = 255 mg CO2 m-2 hr-1. Minimum rate = 184/183 mg CO2 m-2 hr-1. Difference between lowest rate and highest rate = 2 55-184 /183 =) 71/72 mg CO2 m-2 hr-1 (required units) Tip: • Estimates may come from graphical questions • Estimation techniques are used in ecology rather than direct measurement • Note all instances of the estimates in the subject guide May2012TZ1SLP3 34. Objective 2 Identify answers from many possibilities. Example: Identify group 2 response times on day 31 of the study. Tip: Response time (seconds) • Identification - Select one answer • Practice creating your own identify questions using different types of graphs • Specific can also be used for diagram parts such as curves, organelles, etc. May2009TZ1SLP3 Identifying the group with the largest difference in response time from day 2 to day 31 35. Objective 2 Identify provide answers from many possibilities. Example: Identify group 2 response times on day 31 of the study. Tip: Response time (seconds) • Identification - Select one answer • Practice creating your own identify questions using different types of graphs • Specific can also be used for diagram parts such as curves, organelles, etc. May2009TZ1SLP3 183 seconds (unit required) Identifies the group with the largest difference in response time from day 2 to day 31. 36. Objective 2 Identify Provide answers from many possibilities. Example: Identify group 2 response times on day 31 of the study. Tip: Response time (seconds) • Identification - Select one answer • Practice creating your own identify questions using different types of graphs • Specific can also be used for diagram parts such as curves, organelles, etc. May2009TZ1SLP3 183 seconds (unit required) Identifies the group with the largest difference in response time from day 2 to day 31. Group 3 37.Purpose 2 Overview Give a brief account or summary Example: Overview of photosynthetic light-dependent reactions (HL, 6 marks). Tip: • Pay close attention to the number of marks • Clearly present an answer to get the full number of marks • Outline is a summary or account that does not involve reason or explanation (step by step) 38. Objective 2 Overview Give a brief account or summary Example: Overview of photosynthetic light-dependent reactions (mark 6). Light energy is absorbed by optical system II. Electrons that are excited/photoactivated by the absorption of light energy: NADP+ decreased to NADPH + H+. Photodegradation of water produces oxygen and hydrogen. called non-annular photophosphorylation; H+ pumps across the thylacoid membrane via ATP synthase (by chemiosmosis) to produce ATP. Tip: • Pay close attention to the number of marks available • Present answers clearly to get the full number of marks • Outlines are 39 summaries and accounts for reasons and explanations (step by step). Objective 3 Analysis Decomposes to bring out important elements and structures. Example: Analyze the results of this experiment. Tip: QuestionBank CD Rom • You need to reach a conclusion using the data - you must agree on the data • Pay attention to the number of marks available • Practice by analyzing all graphs from database questions where you can find 40. Objective 3 Analysis Decomposes to bring out important elements and structures. Example: Analyze the results of this experiment. PAN increases the highest TARs level/level in pan-only groups. PAN causes membrane/lipid oxidation/damage; Edarabon prevents increased TBARS levels; Edarabon prevents oxidation of damage to /membrane/lipid; early eyalabon is more effective than late/continuous. The overlap of error bars suggests that the results may not be significant. Tip: QuestionBank CD Rom • You need to reach a conclusion using the data - you must agree on the data • Pay attention to the number of marks available • Practice by analyzing all graphs from database questions where you can find 41. Objective 3 Comment Make a judgment based on a specific statement or calculation result Example: Comment on hypothesis that the plants shown in the photo may be pollinated by animals (2 marks) [Source: Ib Examiner Provided Photo] Tips for Nov2010TZ0HLP2: • Pay close attention to the number of marks available and clearly present your answers • Look for qualifiers for questions such as named examples • Include two or more perspectives in your answers • Practice using all discussion assessment statements in Subject Guide 42. Objective 3 Comment Make judgments based on specific statements or calculation results Example: Comments on the hypothesis that the plants shown in the photo may be pollinated by animals Nov2010TZ0HLP2 answer confirms the hypothesis. Must be a qualified stigma/answer in the petal flower/ring so that the visiting animal enters itPast them: cone-shaped flowers, so that very visible petals (providing contrast) (slightly) animals come in so that the animal can see the flowers. [Source: IB Examiner Provided Photo] Tip: • Pay close attention to the number of marks available and clearly present your answers • Look for question qualifiers (e.g. examples) • Include two or more perspectives in your answers • Practice using all discussion assessment statements in subject guide 43. Objective 3 Describe the similarities between two (or more) comparison items or situations, and refer to both (all) as a whole. Example: Compare the effects of Scrosc on chemical receptors in A and B Tip: • Marks are only available in similarities - often found in data questions • Create comparison charts of as many topics as possible • Present answers to tables for clarity May2002SLP2 44.Purpose 3 Comparison Explain the similarities between two (or more) items or situations, referring to both (all) overall. Example: Compare the effects of Scrosc on chemical receptors in A and B Tip: • Often found in data questions • Create comparison graphs of as many topics as possible • Present answers to tables for clarity May2002SLP2 Both (A and B) detect sweetness. (A and B) result in the detection of acidity. Both give a greater sense of sweetness than sourness; Objective 3 Describe the similarities and differences between two (or more) items or situations, and see both (all) as a whole. Example: Compare and contrast spermatozoa and eggzation processes Tips: • Often found in data questions • Create comparison graphs of as many topics as possible • Present answers to tables for clarity May2011TZ2HLP2 46. Objective 3 Compare and contrast two items or more To explain the similarities and differences between the situations and refer to both (all) as a whole. Example: Comparing and contrasting the processes of spermatoplasty and egg development Spermatoplasty begins with germ cells/germ epithelium (of the gonads), where the filamentous division produces many cells and involves cell proliferation before the filamentous division occurs The moon released during ovulation released during ovulation released during ovulation / Four sperm produced in the middle of a cycle initiated during the onset of puberty egg production and produced before the four sperm born during menopause begin menopause are not produced for each divided and divisive polar body / Isterial polar body is not produced / Heterogeneous division of the egg in which the equal divisive cytotma is produced is reduced in spermTip: • Often found in data questions • Create comparison graphs of as many topics as possible • Present answers to tables for clarity 47.Purpose 3 To build Display information in diagrams or logical formats. Example: Building a pyramid of energy in this meadow: Tip: The total solar energy that the steppe receives is 5x105 kJ m-2 y-1. The net production of grasslands is 5x102 kJ m-2 y-1, and the total production is 6x102 kJ m-2 y-1. The total energy passed to primary consumers is 60 kJ m-2 y-1. Only 10% of this energy is passed on to secondary consumers • Read passages of information very carefully and highlight important points • Use scrap paper before committing answers to exam papers • Practice by asking building questions for your friends 48.Purpose 3 To build display information in diagrams or logical formats. Example: Building a pyramid of energy in this meadow: Tip: The total solar energy that the steppe receives is 5x105 kJ m-2 y-1. The net production of grasslands is 5x102 kJ m-2 y-1, and the total production is 6x102 kJ m-2 y-1. The total energy passed to primary consumers is 60 kJ m-2 y-1. Only 10% of this energy is transmitted to secondary consumers. Secondary consumer: 6kJ m-2 y-1 Primary consumer: 60 kJ m-2 y-1 Producer: 600 kJ m-2 y-1 • Read the information aisle very carefully • Practice building for your friends before committing answers to exam papers using scrap paper 49.Purpose 3 To infer draw conclusions from given information. Example: Guess the names of substances B and D tips: Infer the effects of persistent contamination that kills decomposing agents on autotrophic productivity • Reduce means solving it! When revising, ask for guessing questions for your friends and explain how they arrived at their answer 50. Objective 3 Infer draw conclusions from a given information. Example: Guess the names of substances B and D B = Lactic acid D = carbon dioxide tips: Infer the effects of persistent contamination that kills decomposing agents on self-nutritional productivity • Deuce means solve it! When revising, ask for guessing questions for your friends and ask them to explain how they arrived at their answers. Objective 3 Infer draw conclusions from a given information. Example: Guess the names of substances B and D B = Lactic acid D = carbon dioxide tip: Infer the effects of persistent contamination that kills decomposers on self-nutrient productivity Autotroph needs nutrients. Decomposers rethyl nutrients in the soil; Therefore, productivity decreases. • Deuce means solve it! If you want to revise, Questions for your friends are asking you to explain how they arrived at their answer 52. Objective 3 Determine get the only possible answer. Example: Determines the hemisphere that wakes up the most when the right eye is open. Question Bank CD ROM Tips: • 'Decision' means you often need to do more than just identify • Try to design your own decision question based on graphical data or Table 53. Objective 3 Determine get the only possible answer. Example: Determines the hemisphere that wakes up the most when the right eye is open. QuestionBank CD ROM tips for the left hemisphere (indicating the greatest change from activity when both eyes are closed): •Decisions' often require you to go ahead with more than identification steps simply by trying to design your own decision questions based on graphical data or Table 54. Objective 3 Design Create a plan, simulation, or model Example: Design a survey to test the effects of water temperature on plant growth. Tip: • Approach this question as if you were giving a way to investigate. • Specify explicitly and variables • Give example values if possible • Write methods in the form of paragraphs that are not numbered steps. 55. Objective 3 Design Create a plan, simulation or model Example: Design a survey to test the effects of water temperature on plant growth. The species of plant used is specified. The independent variable is temperature. A sensible range of temperatures is given. The timescale on which the investigation will take place is described and is reasonable (given the species used). Dependent variables are correctly identified, such as mass/length/number of leaves. Controls such as light intensity/wavelength, CO2 conc./availability, pH, and mineral availability are cited. This method specifies at least three repetitions to ensure reliability (one mark for each valid control). Tip: • Approach this question as if you were giving a way to investigate. • Specify explicitly and variables • Give example values if possible • Write methods in the form of paragraphs that are not numbered steps. 56. Purpose 3 Discussions Provide a review balanced with consideration, including the scope of discussion, factors and hypotheses. Opinions and conclusions should be clearly presented and supported by appropriate evidence. Muscles bathed in lipid solution for 5 hours. The lipids were then washed off for the next 3 hours. This graph shows the levels of plasma fatty acids involved in glucose absorption and the activity of enzymes in response to insulin during the study period. Example: Tip: Nov2013TZ0HLP2 Discuss whether the effects of lipids on this enzyme are reversible • Look for question modifiers (e.g., examples) • Include two or more perspectives57. Purpose 3 Discussions provide a balanced review with consideration, including the scope of discussion, factors and hypotheses. Opinions and conclusions should be clearly presented and supported by appropriate evidence. Muscles bathed in lipid solution for 5 hours. The lipids were then washed off for the next 3 hours. This graph shows the levels of plasma fatty acids involved in glucose absorption and the activity of enzymes in response to insulin during the study period. Example: Nov2013TZ0HLP2 Yes, when the activity returns to its original level (when lipids/fatty acids decrease), the effect is reversible. If lipid/fatty acid washed enzymes are more active/active; 3 hours/experiment time may not be enough to reverse the effect. Tip: Discuss whether the effects of lipids on this enzyme are reversible • Looking for modifiers for questions such as named examples • Include two or more perspectives in answer 58. Objective 3 Evaluate Compare and evaluate strengths and limitations. Example: Use Figures A and B to assess evidence of global warming. Tip: Biology Specimen Paper, 2009 • Not only describe graphs and methods, but also use evaluation language • Read introductory passages very carefully - How well does the data address the purpose of the survey? • Note the number of marks available 59.Objective 3 To evaluate compare and evaluate strengths and limitations. Example: Use the A and B(2) diagrams to assess evidence of global warming. The tendency of spawning to move early in the study period; Higher temperatures lead to early spawning. The data is very variable, especially figure A/ correlation is not strong. Tip: Biology Specimen Paper, 2009 • Not only describe graphs and methods, but also use evaluation language • Read introductory passages very carefully - How well does the data address the purpose of the survey? • Note the number of marks available 60.Explain objective 3 Give a detailed explanation including reason and cause. Example: I will explain two examples of evolution due to environmental changes. Tip: • Read the question carefully - are there any other qualifiers (e.g. named example) that need to be addressed to get the mark?61. Objective 3 Explain Provide a detailed explanation including the reason and cause. Example: I will explain two examples of evolution due to environmental changes. The population tends to give rise to more offspring than the environment can support. Variation exists within a group. Antibiotic resistance of antibiotics, for example - environmental changes are the application of antibiotics. - Some bacterial was killed. - Some survive. - Reproduce and pass conflict differences that allow resistance to antibiotics. - Characteristics of population change over time (evolution); for example, peppergr - environmental changes are black pollution of air and trees. - White moth that looks like a predator. - Black variant camouflages better. - Survive to reproduce and pass conflicts due to the black color. - Over time the characteristics of population change (evolution) become blacker and blacker. Tip: • Read the question carefully - are there any other modifiers you need to address to get the mark (e.g. named example)?62. Goal 3: Predict that it will give the expected result. Example: Prediction, the effect on glucose upinting by easy diffusion of increasing the external glucose concentration to 30mmol dm-3, using reasons. Tip: Question bank CD ROM • Pay attention to the number of marks and qualifiers, for example 'there's a reason'. • Keep looking for data trends • When practicing, test yourself by looking at the dataset and making predictions63. Objective 3 Prediction Give expected results Example: Prediction, the effect on glucose upinting by easy diffusion of increasing the external glucose concentration to 30 mmol dm-3, using reasons. Glucose upolsynving remains constant. Most or all protein channels are in use. Tip: Question bank CD ROM • Pay attention to the number of marks and qualifiers, for example 'there's a reason'. • Keep looking for data trends • When practicing, test yourself by looking at the dataset and making predictions64. Objective 3 Sketch represented by a picture or chart (appropriately labeled). Sketches should give you a general idea of the shapes and relationships you need, and you should include related features. Example: Tip: Sketch a graph that predicts the effect of the pH operation on the activity of an enzyme with an optimal pH of 7. • Draw using a pencil and use a ruler (label line 65, etc.) for straight lines. Objective 3 Sketch represented by a picture or chart (appropriately labeled). Sketches should give you a general idea of the shapes and relationships you need, and you should include related features. Example: Tip: Sketch a graph that predicts the effect of the pH operation on the activity of an enzyme with an optimal pH of 7. • Draw using a pencil and use a ruler (label line 66, etc.) for straight lines. Objective 3: Propose solutions, hypotheses, and other possible answers. Example: Show each case why the amount of fish caught in the Atlantic and Indian Oceans changed from 1980 to 1990 Question Bank CD Rom Tips: • Your application/Perhaps in an unknown situation • Practice these questions with friends - can you explain the suggestions to each other?67. Objective 3: Propose answers, hypotheses, and other possible answers. Example: Showing in each case why the amount of fish caught in the Atlantic and Indian Oceans changed from 1980 to 1990: Atlantic: quotas decreased / stocks depleted / market preferences changed / yields decreased / small fleets; Indian Ocean: quotas increased / Better Technology / Larger Fleet / Taste Yield Increase / Market Change Question Bank CD Rom Tips: • Perhaps apply your reasoning to unknown situations • Practice these questions with friends - Can you explain the suggestions to each other?68. More exam tips & resources You may not know if the results of your actions will come, but if you do nothing, there will be no results - Mahatma Gandhi composes books and portfolios for the practice of equations, diagrams, descriptions, and data analysis. Pair up with people who help you succeed - not necessarily your dense companions. Test your understanding by explaining it to others. 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