

eExam Question Bank

Coursecode:

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<input type="checkbox"/>	Question Type ↓↑	Question ↑↓	A ↑↓	B ↑↓	C ↑↓	D ↑↓	Answer ↑↓	Remark ↑↓
<input type="checkbox"/>	FBQ	Where pupils in a particular grade occupy one class and are taught by one or more teachers is described as <input type="text"/>	mono-grade					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	A series of activities purposely designed to measure learners abilities is termed <input type="text"/>	test					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Laboratory assistants are regarded as <input type="text"/> staff	support					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	An expired filament bulb opened up at the head with water put into the empty bulb acts as a <input type="text"/>	magnifying glass					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Binding wire or short fresh wood split into Y-shape could be used as <input type="text"/>	test tube holder					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Water tap and bunsen burners are referred to as <input type="text"/>	service points					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Desks, benches and tables usually constitute the <input type="text"/> _in the classrooms	furniture					<input type="button" value="eExam"/>
<input type="checkbox"/>	FBQ	Resources for the teaching of Integrated Science can be material resources or <input type="text"/> resources	human					<input type="button" value="eExam"/>

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	The positively charged particle emitted in radioactivity is called <input type="text"/> particle	alpha						eExam
<input type="checkbox"/>	FBQ	The negatively charged particle emitted in radioactivity is called <input type="text"/> particle	beta						eExam
<input type="checkbox"/>	FBQ	Radioactivity is of two types: natural and <input type="text"/>	artificial						eExam
<input type="checkbox"/>	FBQ	Factors that affect melting and evaporation are heat, size and shape, moving air and <input type="text"/>	pressure						eExam
<input type="checkbox"/>	FBQ	Students given free hand to search for problems of special interests and find solutions to them are engaged in <input type="text"/> method	project						eExam
<input type="checkbox"/>	FBQ	Presentatipon of concepts from various points of view, with the teacher acting as the moderator is called <input type="text"/> method	discussion						eExam
<input type="checkbox"/>	FBQ	Discovery and <input type="text"/> methods can be guided or unguided, inductive or deductive	inquiry						eExam
<input type="checkbox"/>	FBQ	Demonstration is a way of acquisition of <input type="text"/>	skills						eExam
<input type="checkbox"/>	FBQ	In lecture or talk and chalk or expository method, learners are mostly <input type="text"/>	passive						eExam
<input type="checkbox"/>	FBQ	The teaching of Integrated Science in schools is to be taught using child-centred approach and <input type="text"/> method	activity-based						eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	In science, there are various approaches, strategies and <input type="text"/> used for teaching	methods					eExam
<input type="checkbox"/>	FBQ	<input type="text"/> domain deals with value, beliefs, attitudes, interests, social relations, emotional judgment, habit and life styles	Affective					eExam
<input type="checkbox"/>	FBQ	Manipulative skills and skills that demand the use of the body are called <input type="text"/> domain.	Psychomotor					eExam
<input type="checkbox"/>	FBQ	Bloom's taxonomy of educational objectives are <input type="text"/> in number.	six					eExam
<input type="checkbox"/>	FBQ	There are three <input type="text"/> of knowledge in lesson objectives	domains					eExam
<input type="checkbox"/>	FBQ	A detailed day-to-day learning activity is called <input type="text"/>	Lesson note					eExam
<input type="checkbox"/>	FBQ	An overall schematic representative of a lesson which covers a period of time which may be weekly or monthly is called <input type="text"/>	Lesson plan					eExam
<input type="checkbox"/>	FBQ	A scheme of work is drawn up to facilitate the coverage of <input type="text"/>	syllabus					eExam
<input type="checkbox"/>	FBQ	A guide to academic work designed for a particular level of learners in a given period usually, for a year or in a term is called <input type="text"/>	Syllabus					eExam
<input type="checkbox"/>	FBQ	The four Components of a curriculum are Objectives, content, evaluation and <input type="text"/>	evaluation					eExam

<input type="checkbox"/>									
<input type="checkbox"/>	FBQ	A programme, designed to provide planned and guided learning experience to a particular group is called <input type="text"/>	Curriculum						eExam
<input type="checkbox"/>	FBQ	In the work of the scientist, the result gotten and the generalization made are held as <input type="text"/> truth	tentative						eExam
<input type="checkbox"/>	FBQ	In explaining a phenomenon, parsimony requires that the least complex or accurate <input type="text"/> _is usually taken.	model						eExam
<input type="checkbox"/>	FBQ	Empiricism requires that products of science such as laws, results, conclusions, theories etc were arrived at based on <input type="text"/>	evidence						eExam
<input type="checkbox"/>	FBQ	Scientists carry out investigations in science without personal bias or <input type="text"/>	prejudice						eExam
<input type="checkbox"/>	FBQ	Integrated science avoids duplication of <input type="text"/>	content						eExam
<input type="checkbox"/>	FBQ	In General Science, individual subjects can be identified in <input type="text"/>	compartments						eExam
<input type="checkbox"/>	FBQ	The nature, philosophy and objectives of Integrated Science is stated in the Curriculum Development Newsletter Nummer <input type="text"/>	1	One					eExam
<input type="checkbox"/>	FBQ	Integrated Science covers all areas of science cutting across subject <input type="text"/>	boundaries						eExam
<input type="checkbox"/>	FBQ	Integrated Science is about fundamental <input type="text"/> of scientific thoughts.	Unity						eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	Three types of skills that the learners can acquire in Integrated Science are Prtocess, Manipulative and <input type="text"/>	Social					eExam
<input type="checkbox"/>	FBQ	The new science curricula were result oriented rather than just <input type="text"/> facts, theories and laws of Science	memorizing					eExam
<input type="checkbox"/>	FBQ	The Nuffield Curriculum Projects were developed in the <input type="text"/>	United Kingdom	U.K.				eExam
<input type="checkbox"/>	FBQ	Chemical Bond <input type="text"/> was also the name of a curriculum for science.	Approach					eExam
<input type="checkbox"/>	FBQ	One of the resulting curricula is the Biological Science Curriculum <input type="text"/>	Study					eExam
<input type="checkbox"/>	FBQ	The launching of the Russian Sputnik in 1957 led to the overhaul of science curricula in <input type="text"/> —.	America	U.S.A.				eExam
<input type="checkbox"/>	FBQ	One of the earliest formal science education curriculum in Nigeria was called <input type="text"/>	Nature study					eExam
<input type="checkbox"/>	FBQ	Changes in the Science Curriculum over time in order to make it better for easy implementation is called <input type="text"/>	Reform	Reforms				eExam
<input type="checkbox"/>	FBQ	NISP in full is Nigerian Integrated Science Project <input type="text"/>	Project					eExam
<input type="checkbox"/>	FBQ	The committees were set up to review and revise the existing Science and Mathematics <input type="text"/>	syllabuses					eExam

<input type="checkbox"/>								
<input type="checkbox"/>	FBQ	The number of committees set up by STAN is <input type="text"/>	4	Four				eExam
<input type="checkbox"/>	FBQ	Coomittees set up by STAN are called <input type="text"/>	National Executive Committees					eExam
<input type="checkbox"/>	FBQ	The revision and improvement of the Science Syllabuses WASC and (HSC) in Nigeria was due to the problem of <input type="text"/>	Mass failure					eExam
<input type="checkbox"/>	FBQ	The 3 levels of basic education in Nigeria are Lower, Middle and <input type="text"/>	Upper					eExam
<input type="checkbox"/>	FBQ	Basic Science is currently taught at primary Schools and <input type="text"/>	Junior Secondary Schools					eExam
<input type="checkbox"/>	FBQ	Self--directed learning is also known as <input type="text"/> learning	autonomous					eExam
<input type="checkbox"/>	FBQ	The nomenclature of Integrated Science changed to Basic Science in the year <input type="text"/>	2009					eExam
<input type="checkbox"/>	FBQ	Nigeria system of education which came into effect fully in the early 1980s is called <input type="text"/>	6-3-3-4					eExam
<input type="checkbox"/>	FBQ	Integrated Science came into the scene in Nigeria in <input type="text"/>	1968					eExam
<input type="checkbox"/>	FBQ	The science in existence in Nigeria when herbs were used for food, medicine, dyes and poison for hunting games was <input type="text"/>	Informal					eExam
<input type="checkbox"/>	FBQ	Integrated Science was an <input type="text"/> idea.	Innovative					eExam
<input type="checkbox"/>	FBQ	The launching of Sputnik into space was by <input type="text"/>	Russia	USSR				eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Demerits of multiple choice objective test include	It is prone to cheating	It aids recognition rather than recall	It is generally difficult to construct	It is easy to mark	D	eExam
<input type="checkbox"/>	MCQ	The merits of essay tests are ALL EXCEPT	It promotes better study habit	It reduces the possibility of cheating	It requires a high degree of thinking	It demands identification rather than recall	D	eExam
<input type="checkbox"/>	MCQ	When pupils differ in their number, ages and ability but are taught by one teacher in one classroom, that is referred to as	Individual differences	Group teaching	Multi-grade	Mixed ability	C	eExam
<input type="checkbox"/>	MCQ	When the pupils themselves take independent steps to help themselves through learning tasks, rather than relying on the teacher, they engage in	Independent study	Autonomous learning	Student-centred learning	Self-instruction	B	eExam
<input type="checkbox"/>	MCQ	An Example of Self Directed Learning techniques is	Project Method	Laboratory Method	Problem-solving Method	Demonstration Method	A	eExam
<input type="checkbox"/>	MCQ	New themes infused into the Integrated science curriculum include	Environmental education	Drug abuse education	Pollution	Population and family life education	C	eExam
<input type="checkbox"/>	MCQ	Curiosity, objectivity, open-mindedness, honesty and humility are	Objectives of science teaching	Scientific aptitudes	Scientific attitudes	Scientists attributes	C	eExam
<input type="checkbox"/>	MCQ	Themes used for development of learning experiences in Integrated Science include ALL EXCEPT	You as a living thing	You and your home	Living and non-living components of the environment	Saving your energy	C	eExam
<input type="checkbox"/>	MCQ	Course taught towards the realization of certain definite learning outcomes is associated with	General Science only	Integrated Science only	Both General Science and Integrated Science	Basic Science	B	eExam
<input type="checkbox"/>	MCQ	"To continue the process of science concept building for acquiring science vocabulary, not only by definition but by experience" is an objective of	Integrated Science	Nigerian Education	Primary Education	Secondary Education	A	eExam
<input type="checkbox"/>	MCQ	"Equipping students to live effectively in the modern age of science and technology" is an objective of	Integrated Science	Nigerian Education	Primary Education	Secondary Education	D	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	Khabele pointed out that the course, Integrated science is	An approach to the teaching of science	A presentation of concepts to express the fundamental unity of scientific thoughts	A mean to avoiding premature stress on the distinction between the various fields	All of the above	D	eExam
<input type="checkbox"/>	MCQ	Howell's definition of Integrated Science shows that the course	Is a beginning course	Teaches learners what science is	Teaches how scientists work	All of the above	D	eExam
<input type="checkbox"/>	MCQ	D'Arbon presents Integrated Science as ALL EXCEPT	The repetition of subject matter from the various sciences	Does not recognize the traditional subject boundaries	Topics are presented as themes	None of the above	A	eExam
<input type="checkbox"/>	MCQ	Integrated Science as a discipline covers the following aspects EXCEPT	Fundamental unity of scientific thoughts	Strategies and processes of scientific enterprise	Interaction with the environment	Scientific knowledge of the environment	C	eExam
<input type="checkbox"/>	MCQ	Relating, cooperating and sharing are	Process skills	Manipulative skills	Social skills	Practical Skills	C	eExam
<input type="checkbox"/>	MCQ	Drawing, cutting, coupling, dissecting, fitting equipments, painting and fixing are	Process skills	Manipulative skills	Social skills	Practical Skills	B	eExam
<input type="checkbox"/>	MCQ	Recording, reporting, analyzing and predicting are	Process skills	Manipulative skills	Social skills	Practical Skills	A	eExam
<input type="checkbox"/>	MCQ	Observing, measuring, collecting and sorting are	Process skills	Manipulative skills	Social skills	Practical Skills	A	eExam
<input type="checkbox"/>	MCQ	Types of skills that the learners can acquire through the NISP are ALL EXCEPT	Process skills	Manipulative skills	Social skills	Practical Skills	D	eExam
<input type="checkbox"/>	MCQ	With the introduction of the 6-3-3-4 system of education in the 80s, Integrated Science was taught at the	JSS classes	First two years of the JSS classes	JSS and SSS classes	All of the above	A	eExam
<input type="checkbox"/>	MCQ	Of the 5-year secondary school programme then, Integrated Science used to be taught at the	First three years	First two years	First year	All of the above	B	eExam
<input type="checkbox"/>	MCQ	Integrated Science was introduced into the school curriculum in	1955	1957	1960	1968	B	eExam
<input type="checkbox"/>	MCQ	Science at the primary school and up to the school leaving certificate level emerged in the	1930s	1940s	1950s	1960s	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	The early history of science teaching in primary schools featured ALL EXCEPT	Nature study	Hygiene	General Science	Agricultural science	C	eExam
<input type="checkbox"/>	MCQ	The informal system of education began to give way to modern science in the	1930s	1940s	1950s	1960s	B	eExam
<input type="checkbox"/>	MCQ	The blacksmith is indigenous	Science	Laboratory	Technology	Factory	C	eExam
<input type="checkbox"/>	MCQ	The local method for the production of dyes, gin, black soap and herbal drinks is likened to the present day	Biology	Chemistry	Physics	Science	B	eExam
<input type="checkbox"/>	MCQ	Other aspects of issues taught in the informal system of education does not include	Traditional Aesthetics Studies and Assessment	Traditional Mathematics and Calculation	Traditional Songs and Folktales	Traditional Physical Education and Prowess	C	eExam
<input type="checkbox"/>	MCQ	Knowledge transfer in the informal education system involves ALL BUT	Traditional Science and Speculation	Traditional Technology and Production	Traditional Language and Communication	Traditional Religion and Culture	D	eExam
<input type="checkbox"/>	MCQ	The practice of the informal system of education has ALL EXCEPT	organization	Administration	History	Curriculum	C	eExam
<input type="checkbox"/>	MCQ	Informal education in Nigeria had distinct	Schools	Topics	Methodology	Examination	C	eExam
<input type="checkbox"/>	MCQ	Informal education in Nigeria is associated with ALL EXCEPT	Uniformity of practices	Beliefs	Customs	Principles	A	eExam
<input type="checkbox"/>	MCQ	Science came into Nigeria with	The launching of Sputnik	The introduction of science education in schools	The arrival of the Europeans	The use of herbs	D	eExam
<input type="checkbox"/>	MCQ	The evolution which followed the launching of the Sputnik was evident in ALL EXCEPT	The USSR	The USA	The UK	Germany	D	eExam
<input type="checkbox"/>	MCQ	The launching of the Sputnik led to the introduction of	Science Education	General Science	Integrated Science	Physics, Chemistry and Biology	C	eExam
<input type="checkbox"/>	MCQ	Sputnik was launched in the year	1955	1957	1960	1968	B	eExam
<input type="checkbox"/>	MCQ	The launching of Sputnik into space was by	The USSR	The USA	The UK	Germany	A	eExam
<input type="checkbox"/>	MCQ	Efforts at revising the WASC and HSC curricula in Nigeria begun in the year:	1955	1957	1960	1968	D	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	The search for innovative science teaching techniques in Nigeria was initiated by	STAN	WAEC	NUC	NCCE	B	eExam
<input type="checkbox"/>	MCQ	Strategies recommended in the NISP are ALL BUT	Observational Learning	Discovery teaching strategies	Problem solving activities	Open-ended laboratory exercises	A	eExam
<input type="checkbox"/>	MCQ	The approach suggested in the NISP document is the	Practical approach	Child-centred approach	Discipline-centred approach	Process approach	B	eExam
<input type="checkbox"/>	MCQ	The NISP listed observation, reporting, generalization and prediction as	General skills	Specific skills	Laboratory skills	Practical skills	B	eExam
<input type="checkbox"/>	MCQ	Effective Integrated science teaching has to achieve ALL EXCEPT	Relevance to learners' needs and experiences	Adequate foundations for specialist careers in science and technology	Taking care of the individual differences	Adding cultural dimension to Science Education	C	eExam
<input type="checkbox"/>	MCQ	Integration in science provides for a course which	Teaches Physics, Chemistry and Biology together	Stresses the fundamental unity of science	Covers all the aspects of science	All of the above	D	eExam
<input type="checkbox"/>	MCQ	Strategies inherent in the curriculum reforms across the globe allow for ALL EXCEPT	Deeper understanding of scientific concepts and principles	Use of the process approach	Inculcation of scientific attitudes	Learning through guided heurism	C	eExam
<input type="checkbox"/>	MCQ	The Nuffield Curriculum Projects were developed in the	U.S.A.	USSR	United Kingdom	Nigeria	C	eExam
<input type="checkbox"/>	MCQ	Reforms which followed the launching of Sputnik led to which of the following initiative(s) in the U.S.A?	Biological Science Curriculum Study	Physical Science Study Committee Course	Chemical Bond Approach	All of the above	D	eExam
<input type="checkbox"/>	MCQ	The Nigerian Integrated Science Project, NISP was initiated in Ibadan in	1955	1957	1960	1968	D	eExam
<input type="checkbox"/>	MCQ	The evolution of Nature Study in Nigeria follow the trend	Nature Study-Hygiene-Rural Science-Agricultural Science-Domestic Science - General Science-Integrated Science	Nature Study-Rural Science-Hygiene-Agricultural Science-Domestic Science - General Science-Integrated Science	Nature Study-Rural Science-Hygiene-Domestic Science-Agricultural Science - General Science-Integrated Science	Nature Study-Hygiene-Rural Science-Domestic Science - Agricultural Science - General Science-Integrated Science	A	eExam

<input type="checkbox"/>								
<input type="checkbox"/>	MCQ	The objectives of studying nature include ALL EXCEPT	Teach and learn facts about nature	Engage the learners in appreciating God's creations based on scientific observations and experience	Identification and classification of living and non-living things	Teach and learn morals derived from scientific observations	C	eExam
<input type="checkbox"/>	MCQ	The purpose of studying nature in the nineteenth and twentieth centuries as expressed by science educators across the world include ALL EXCEPT	Improvement of the quality of life	Teaching Self-reliance	Improving the quality of farm produce	Attracting youths to farm	B	eExam
<input type="checkbox"/>	MCQ	One of the earliest formal science education curriculum is called	Integrated Science	General Science	Nature Study	Rural Hygiene	C	eExam
<input type="checkbox"/>	MCQ	Changes in the Science Curriculum over time in order to make it better for easy implementation are called	Growth	Development	Innovation	Reform	D	eExam
<input type="checkbox"/>	MCQ	Terms of the National Executive Committee(s) include ALL EXCEPT	Revision of the Science and Mathematics syllabuses	Production of teachers and pupils materials	Development of assessment instruments	Cooperation with other Science Curriculum development groups	C	eExam
<input type="checkbox"/>	MCQ	In response to the call for revision, STAN set up _____	Separate National Executive Committees for each science subject	Separate National Executive Committees for each of the Sciences and Mathematics	One National Executive Committee for all the science subjects	One National Executive Committee for the Sciences and one for Mathematics	B	eExam
<input type="checkbox"/>	MCQ	The revision and improvement of the Science Syllabuses for WASC and HSC in Nigeria was precipitated by	Need for change	Massive failure	Change of subject nomenclature	All of the above	B	eExam
<input type="checkbox"/>	MCQ	The first 9 years of the 9-3-4 system is known as	Lower Basic Classes	Middle Basic Classes	Upper Basic Classes	None of the above	D	eExam
<input type="checkbox"/>	MCQ	In the present 9-3-4 system of education, the subject formerly known as Integrated science is taught at the	First three years of the 9 component	Second three years of the 9 component	First six years of the 9 component	All the 9 years of the 9 component	D	eExam
<input type="checkbox"/>	MCQ	In 2009, the nomenclature of Integrated science changed to	Basic Science	Basic Science and Technology	Basic Science and Basic Technology	Basic Technology	A	eExam

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