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MD'S *Speech*

Delivered at the Cambridge A' Level Graduation Ceremony of Year 2015

OVERCOMING THE CHALLENGES OF LIFE



There is a season, and a time to every purpose under the heaven: A time to be born and a time to die; a time to plant, and a time to pluck up that which is planted... A time to weep and a time to laugh... A time to cast away stones and a time to gather stones... A time to read and a time to play; a time of self-denial and a time of self-pleasing; a time to suffer and a time to enjoy.

Now we have completed minimum of one year at Ascending College. We came in small, now we are big (older and mature). To some, the next step is determined (known); to some others, the next step is unknown or undetermined. No matter where we go or what we do, there are challenges ahead of us. Challenges come mostly due to changes.

I know the struggles that many of you had to face;

how you found it difficult to pay your fees, how you lived, at times, in hunger; many times, neighbours embarrassed you while you were in search of water, uncountable nights of darkness, weariness and sickness. How you fought, at times, to concentrate on your school-work whenever there was too much trouble at home; how you kept it together when your family was having hard times making ends meet. Yes, maybe you've been tested a lot more and a lot earlier in life than many other young people. Maybe you've got more scars than your peers do. Maybe you had days when you felt more tired and discouraged than someone of your age should ever really feel. Maybe, maybe, maybe...

Graduates, I want you to understand that every scar that you have is a reminder: not just that you got hurt, but that you survived. As painful as they could be, those holes we all have in our hearts are what truly connect us to each other. They are the spaces we can make for other people's sorrow and pain, as well as their joy and love; so that eventually, instead of feeling empty, our hearts feel

even bigger and fuller.

It is OK to feel the sadness and the grief that come with those losses. But rather than let those feelings defeat you, let them motivate you. Let them serve as fuel for your journey.

Life challenges continue, but as you go along this unknown journey, remember these five (5) C's as guide:

- Common Sense – Keep active, mature yourself, think right, and reason right.
- Consistency – Keep going – don't give up, keep focused, encourage yourself, and reach your target.
- Character – Keep moral – be pleasant, obedient, respectful, and law-abiding.
- Courage – Keep strong – make a trail, dare the test.
- Commitment – Keep working – remember the rule of life; now is the time to work so that you can rest tomorrow.

In ten years' time, where will you be?

FROM THE *Editors Desk* CAMBRIDGE A' LEVEL

A Sine Qua Non for the
21st Century African Intelligentsia



"Unless we change direction, we are likely to end up where we are headed." - Chinese Proverb

The 21st century international experience given to young minds at Cambridge A' level is primus inter pares, considering the prime position occupied by the examination body in the echelon of A' level examinations across the globe. It is, however, a pity that so many parents, as well as

described as a giant stride in the voyage to success in academics and in career, not only within our country or continent, but also globally.

How does the whole programme look like? Well, the answer is simple yet specific, copious yet cogent. Here at Ascending College, Ibadan, much unlike many other A' level centres around, our training programme runs for just a year. This is one

of the most sublime discoveries about Cambridge A' level! Unlike the HSC (Higher School Certificate) programme of yester-years that could take a long time to acquire, success at Cambridge A' level examinations is possible and achievable within just a year. Besides, the success rate at Cambridge A' level is far greater and higher than what HSC could guarantee. Right now as we speak, our students boast of 70% success rate and above in their A' level examinations. All that is needed is proper orientation, preparation, and exposure, particularly for the students who would be taking the examinations.

What benefits does Cambridge A' level offer? Suffice it to say that since the world has become a global village, the education sector hasn't been left out of this paradigm shift. Though our country still lags behind in issues of education when compared with the Western world, Cambridge A' level students are given international exposure, tutoring and training that would equip them for global competition. This is one of the reasons Cambridge

A' level experience remains not only suitable, but also germane to scholarship at the international level. Interestingly, Cambridge A' level uses the same syllabus for students who take the examinations, regardless of their country, culture, religion or language. In a nutshell, students who take and successfully pass the examinations could secure scholarships to study abroad; also, they could use the certificate to gain admission into universities outside the country.

Now, let us come back home. Students in Nigeria who take and pass Cambridge A' level examinations stand the chance of gaining admission, more rapidly, into most of our tertiary institutions. More interestingly, Cambridge A' level graduates within the country are given admission into 200 level. At this point, some could think of

Cambridge A' level as equivalent to JMB. This comparison is baseless; considering the greater international opportunities which the former wields over the latter.

To conclude this piece, there is the need to mention, as a synopsis, the reasons for our choice of Cambridge A' level as a sine qua non for 21st century African intelligentsia. Scholarship is a global concept; hence, there is the need for Africans to begin to compete, much more than ever before, at the international level. This is what Cambridge A' level offers every young child, from different tribes, countries and continents, all over the world. At Ascending College, Ibadan, our pedigree boasts this feat!

Besides, Cambridge A' level certificate is an internationally-recognised qualification. Any

student who goes through this experience already has another certificate added to his/her CV. The various forms of exposure given to students – reasoning level, interpretation of texts, analysis of scholarly materials, critical examinations and clarification of concepts – cannot be compared to, or paralleled by, what any other A' level examination has to offer. At Ascending College, Ibadan, our testimonies attest to the veracity of the claims given above concerning Cambridge A' level examinations. In summary, our clarion call goes to every young mind who desires international exposure and experience in this 21st century, as well as to every loving parent who wants a much brighter future for his/her ward(s): "Come on board!"

Akintunde A. Olasupo

Lecturer, Ascending College

SCIENCE
CORNER

WHO
WORLD HEALTH ORGANIZATION
OLUTOKI OLUWATOSIN
(MAY/JUNE 2015/2016)



The World Health Organization (WHO) is a regulatory body concerned with international public health and a specialized agency of the United Nations (UN). In the 1800s, markedly increased trade and travel with the east led to outbreaks of cholera and other epidemic diseases in Europe. In response to the cholera epidemics in 1830 and 1847, which killed tens of thousands in Europe, the first international sanitary conference commenced in Paris in 1851. At this time, the pathogenic cause of cholera was yet unknown and due to political difference, not much accomplishment was recorded in this and several other meetings that came after. Nevertheless, the conferences were attempts to establishing a mechanism for international cooperation for disease prevention and control. The effort finally paid off in 1902 with the adoption of international sanitary convention for the control of cholera and five years later with a convention that addressed control of the plague.

In the Americas, the fore-runner of the Pan American Health Organization (PAHO), the International sanitary bureau was established in 1902, making PAHO the oldest international health agency in the world. In Europe, the office international d'hygiene publique was established in 1867, and in 1919, the League of Nations established the health organization of the League of Nations in Geneva. In 1926, the international sanitary convention was revised to include provisions against small pox and typhoid.

Immediately after World War II in 1945, the UN conference on international organization in San Francisco voted to establish a new international health organization. A year

later, the international health conference in New York approved the constitution of World Health Organization.

The choice of the term 'World', rather than International, emphasizes the truly global nature of what the organization has always sought to achieve. Its logo features the 'Rod of Asclepius' as a symbol for healing. It constitutes six regional organizations PAHO being one of them. Priorities were set for the organization in 1948 at the first world health assembly which focuses on:

- Health System
- Promoting health through life-course
- Non-communicable diseases
- Communicable diseases
- Corporate services
- Preparedness, surveillance and response

WHO was established on the 7th of April, 1948 which till today is still being celebrated around the world. It currently defines its roles in public health as follows:

Providing leadership on matters critical to health and engaging in partnership where joint action is needed.

Shaping the research agenda and stimulating the generation, translation and dissemination of valuable knowledge.

Setting norms and standards and promoting and monitoring their implementation.

Articulating ethical and evidence-based policy options.

Providing technical supports catalysing change and building sustainable institutional capacity.

Monitoring the health situation and assessing health trends.

WHO works closely with the United Nations system to support its member states in achieving their national priorities and ensuring better health outcomes. It strives to increase coherence, effectiveness and efficiency in delivering results.

WHO is reforming to be better equipped to address the increasingly complex challenges of health in the 21st century. From persisting problems to new and emerging public health threats, the institution needs the capability and flexibility to respond to this evolving environment. Strategies are based on:

Reforms to improve people's health.
Governance reform to increase coherence in global health.
Managerial reforms in pursuit of organization excellence.

Access to health infrastructure and system, the fundamental right of every individual seems to be the passion that drives the institution's efficacy in the past years. Notably, this drive has come to yield fruitful results. In a nutshell, the World Health Organization's definition of health has been the most holistic and most frequently cited: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" – WHO. Culled from: www.who.int website

FACT FILES



Fact files (ChemicalWorld)
AKINSANOYE OLAKUNLE (INSTRUCTOR,
ASCENDING COLLEGE)

Ø Friedrich August Kekule's proposal for the structure of benzene molecule was inspired by a dream. He was thinking about it when he fell asleep. He claimed he saw chains of snake-like carbon atoms swiveling around when one 'snake' suddenly bit its tail. As he woke, this gave him the idea of hexagonal ring of carbon atoms.

Ø The Ludwig Boltzmann's ideas were not accepted by many of his peers in his lifetime. The frequent attacks on his work led him to feel disillusioned, depressed and in bad health, he hanged himself. Soon after his death his theories were finally accepted by the scientific community.

Ø When fizzy drinks are made, carbon dioxide gas is dissolved in the drink under pressure. When you take the lid off a bottle of fizzy drink, bubbles of carbon dioxide suddenly appear. When you put the lid back on, the bubbles stop. This is because of the

CHEMICAL WORLD

AKINSANOYE
OLAKUNLE
Lecturer, Ascending College

equilibrium. The forward reaction happens during manufacture while the backward reaction happened. $\text{CO}_2(\text{g}) \rightleftharpoons \text{CO}_2(\text{aq})$.

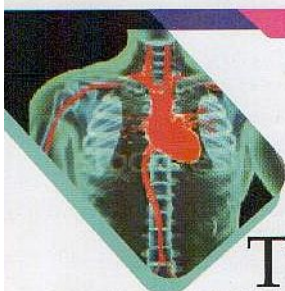
Ø When we are resting, about a third of the ATP we make in our bodies are used for pumping ions into and out of our cells.

Ø Heavy metal ions have been responsible for several thousand cases of poisoning in the area around Minamata Bay in Japan. Waste water from a chemical factory that processed various heavy metals was released into the bay between 1932 and 1968. The heavy metals accumulated in shellfish and the fish living in the bay were eaten by the local population. Many people developed muscle pains, lack of feeling and damage to eyes, hearing and speech. Many died. It was not until 1956 that

scientists realized that the cause of these symptoms was soluble mercury compound from the factory.

Ø Only about half of the material in chromosome is DNA. The rest is made up of proteins called histones. Histones contain a large number of basic amino acid residues. About one in every four residue is lysine or arginine. Positively charged basic amino acid residues may help overcome repulsions between the negatively charged phosphate groups in DNA backbone. In the chromosomes, the double helices of DNA are wound round a core of histones to form a superhelix.

Ø You can float a needle on water! Place a small piece of tissue paper on the surface of some water in a bowl. The water surface must be still. Place a needle on the tissue. The paper will sink slowly, leaving the needle to float. The hydrogen bonding in the water gives it a high surface tension. If you then add some detergent, the needle will sink.



The Heart

The heart is a muscular organ that pumps blood to other parts of the body through its 'myogenic action.' It implies that it initiates its own pump to distribute blood round the body. An adult human heart has a mass of around 300g and about the size of a clenched fist. This means that a person's folded fist is a raw way of knowing the size of his or her heart. It is a bag made up of muscles and cells called the 'cardiac muscle' and 'cardiac cells' that are interconnected with a cell surface membrane that is very tight. The close contact within muscles allows the passage of electrical waves easily between them.

HOW THE HEART WORKS

Blood from the superior (upper region) and the inferior (lower region) 'vena cava' enters the heart into the right auricle (atrium) and pressure causes the tricuspid valve to open so that blood could flow to the right ventricle below it.

NOTE: This blood contains less oxygen and much CO_2 . It comes from the vein.

Then the valve closes to avoid the backflow of blood to the right auricle. Then the semi-lunar valve opens for blood to enter the pulmonary artery, that is, the only artery that carries deoxygenated blood and this leads to capillary for gaseous exchange. Blood enters the capillary through the opening of the valve that regulates it. In here, CO_2 is moved out by expiration while O_2 is moved out by inspiration (inhalation). Then the blood rich in O_2 is moved to the pulmonary vein, that is, the only vein that carries oxygenated blood and moves to the left auricle. In here, pressure is generated and the bicuspid valve is forced open as blood enters the left ventricle. Then the valve closes and the other semi-lunar valve opens causing the blood to flow to the aorta then round the body. For this to happen, the left side must be more muscular than the right side because blood from the left side flows to distance organs.

The spectrum is a thin wall that separates the left side from the right side in order to avoid mixing of blood which might lead to low nutrients as a result of blood not reaching the capillaries which can also lead to high blood



EZEH VALENTINE
OCT/NOV 2015

pressure.

HIGH BLOOD PRESSURE

High blood pressure (hypertension) is defined as high pressure (tension) in the arteries, which are the vessels that carry blood from the heart to the rest of the body.

Blood pressure readings are given as two numbers. The systolic blood pressure (the top number) equals the pressure in the arteries as the heart contracts. The diastolic pressure (the bottom number) is the pressure in the arteries as the heart relaxes. Normal blood pressure is below 120/80; blood pressure between 120/80 and 139/89 is called 'pre-hypertension,' and a blood pressure of 140/90 or above is considered high while a systolic blood pressure of about 90 to 100 is considered low blood pressure.

Complications of high blood pressure include heart disease, kidney (renal) disease, hardening of the arteries (atherosclerosis or arteriosclerosis), eye damage, and stroke

(brain damage).

Hypertension is a major public health problem. The American Heart Association estimates high blood pressure affects approximately one in three adults in the United States, or about 76.4 million people. The causes of hypertension are multifactorial, meaning there are several factors whose combined effects produce hypertension.

i. High salt intake or salt sensitivity: This occurs in certain populations such as the elderly, African Americans, people who are obese, or people with kidney (renal) problems.

ii. Genetic predisposition to high blood pressure: People who have one or two parents with hypertension have high

blood pressure incidence about twice as high as the general population.

iii. A particular abnormality of the arteries, which results in an increased resistance (stiffness or lack of elasticity) in the tiny arteries (arterioles): This increased peripheral arteriolar stiffness develops in individuals who are also obese, do not exercise, have high salt intake, and are older.

Other diseases of the heart:

i. Heart attack (also known as 'myocardial infarction'): When the blood in vessels clots, as a result of wound, this can block the vessels leading to a shortage of blood reaching some parts of the

muscles in the heart. This part is starved of oxygen and dies causing a severe chest pain. This may be fatal but many people may survive if they are treated properly and immediately.

ii. Heart failure: Due to blockage of the main coronary artery resulting to gradual damage of the heart muscle. The heart fails to pump efficiently and effectively.

iii. Stroke: Occurs when an artery in the brain bursts so that blood leaks into the brain tissues causing brain haemorrhage or a blockage in the brain artery due to 'arteriosclerosis' or 'thrombus', the brain thereby is starved of oxygen.

Fibrillation: is a default of an improper action by the heart in which small sections of the cardiac muscle contract while others relaxes as a result of the fluttering of the heart walls. This is almost always fatal and is started by an electric shock or by damage to large areas of muscle in the walls of the heart.

» POETRY CORNER »

POVERTY



ADEBAYO BABATUNDE M. (Lecturer, Ascending College)

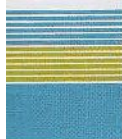
We work because of it and not only
to eat;
Unequal we become, to maintain
its evil,
It brings the negative even out of
the civil.

We can't all be rich,
No one will want to clear the pitch;
It's only through hard-work,
We can remain in a bright world.

Oh! Mother, please take me back,
For all I see is black;
The clearer I see, the darker it
becomes,
And the picture refuses to come.
Poverty in our world,
Though it seems odd,
But I realize a thing:
Without it the world will be thin.



Can we be without it
Even with having all to eat?
It is a necessary evil,
Even in a world that is civil.
Come to speak of it,



BRAIN TEASERS



- One evening there was a murder in the home of a married couple, their son and daughter. One of these four people murdered one of the others. One of the members of the family witnessed the crime. The other one helped the murderer.
These are the things we know for sure:
 - The witness and the one who helped the murderer were not of the same sex.
 - The oldest person and the witness were not of the same sex.
 - The youngest person and the victim were not of the same sex.
 - The one who helped the murderer was older than the victim.
 - The father was the oldest member of the family.
 - The murderer was not the youngest member of the family.
 Who was the murderer?
- Phil asks his friend Stan when his birthday is. Stan replies that he was 32 the day before yesterday and next year he'll be 35. When is his birthday and how is this possible?
- A woman and a girl walked into a restaurant. A man walked past and both females said, "Hello, father." How is this possible?
- Barcelona meets Real Madrid once in every half of the Spanish football league season. For each meeting, the probability that Barcelona wins is 0.05 and the probability that they lose is 0.75. Otherwise they play draw. If Barcelona wins, there is a probability of 0.7 that they are crowned champions. If they lose, the hope of winning the league fades. If they draw, there is a probability of 0.4 that they would be crowned champions. Given that for one particular meeting with real Madrid, Barcelona would not be crowned champions. What is the probability that they play draw?

ANSWERS

- The mother was the murderer.
We know from (3) that the youngest person was not the victim, from (4) that the youngest person was not the helper, and from (6) that the youngest person was not the killer. The youngest person could only have been the witness. Therefore, if we make up a chart, there are now three possible combinations:
 - Oldest person (father) H H M
 - Next to oldest (mother) V M H
 - Next to youngest (son) M V V
 - Youngest (daughter) W W W

(H = Helper; V = Victim; M = Murderer; W = Witness)

We can work out from (5) that the father was the oldest, from (2) that the youngest person must have been the daughter. Therefore, the next to the youngest must have been the son and the next to the oldest is the mother.

Of three possibilities: the first is impossible (from (3) – the youngest person and the victim were of different sexes); the third is also impossible (from (1) – the witness and the helper were of different sexes). Therefore, only the second possibility holds – and the mother was the murderer.

- Today is January 1 and his birthday is on December 31. He was 32, then turned 33 on December 31, and this year on December 31 he'll turn 34, so next year he'll be 35.

- The man was a priest.

SOLUTION

We have three probabilities to occur.

$P(\text{Barcelona wins})$ which is 0.05; $P(\text{Barcelona loses})$ which is 0.75; $P(\text{Barcelona draws})$ which is 0.2, since a probability is equal to 1, we therefore add up: $P(\text{Barcelona wins and loses})$ and deduct from 1.

We have three conditions: since probability (P) equals 1, then:

- If Barcelona wins..... C equals 0.7, while C' would be equal 0.3
- If Barcelona loses..... C equals 0, while C' would be 1
- If Barcelona draws..... C equals 0.4, while C' would be 0.6

NB: Let C = Champion, C' = Not Champion, W = Win, L = Lose, and D = Draw.

Therefore, given that for one particular match, they wouldn't be champions even if they win, lose or draw. This is represented as $P(D/C') - P(D \& C') / P(C')$.

$P(C') = P(W \& C') \text{ OR } P(L \& C') \text{ OR } P(D \& C')$

$P(D/C') = 0.2 \times 0.6 / 0.05 \times 0.3 + 0.75 \times 1 + 0.2 \times 0.6 = 0.12 / 0.885 = 0.136$

Therefore, the probability that Barcelona would draw given that they won't be crowned champions = 0.136.

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Sociology

HAIKUPOETRY

(A Japanese Poetry Tradition consisting of 17 lines altogether in three lines of five, seven and five syllables)

AKINTUNDE A. OLASUPO

Lecturer, Ascending College

1. Ticking and ticking,
Flying from all and sundry-
Time waits for no one.
2. Life's a gift to all,
Short, but a necessity:
You'd account for it.



ARTICLES

ROUTES TO SECURING UNIVERSITY ADMISSION



Tertiary education is perceived by many secondary school leavers in Nigeria today as a passport not only to self-fulfilment, but also as a ladder to higher socio-political status in society. This perception has led to a high demand for tertiary education and paved way to a sharp increase in the cost of post-secondary education in the country. Of all the problems facing many qualified secondary school leavers seeking admission into Nigerian tertiary institutions in the last decade, none is as critical, persistent and agonizing as the problem of making their admission dream a reality. It was discovered that in 2013, the total of 1,735,892 candidates sat for UTME; in 2014, it was 1,632,078 and 1,475,477 in 2015. Sadly enough, 35% out of these mammoth crowd secured admissions into Nigerian universities in each of those years.

This problem is attributed to the low carrying capacities of the tertiary institutions, especially the public ones. Thus, millions of qualified admission seekers have their hopes for higher education dashed year in year out. No nation can rise beyond the level of the capability of its educational system to produce the right calibre of middle and high level manpower required for its development. Thus, investment in tertiary education is per excellence investment in human capital development.

Admissions into universities, polytechnics, monotechnics, and colleges of education and agriculture are administered only by the Joint Admissions and Matriculation Board (JAMB). The body conducts the Unified Tertiary Matriculation Examinations (UTME) for prospective university students seeking entrance into any of the tertiary institutions in the

country. In 2004, the National Universities Commission (NUC) permitted the universities to screen and re-examine their candidates through interviews and admit suitably qualified candidates. The post-UTME screening exercise by various tertiary institutions in Nigeria appears to be a welcome development as long as such screening exercises are directed towards ensuring that qualified and high quality students who meet the JAMB cut-off points of 200/180 for the universities and 160 for the Monotechnics, Polytechnics and Colleges of Education and perform impressively in the Post-UTME screening exercises are admitted into the tertiary institutions. To make matters worse, in 2015, JAMB gave universities the liberty to shoot their Post-UTME eligibility score above what the Board had previously declared, based on the discretion of these universities. This 'energised' some institutions to fix their cut-off point to 250 and above; thus, disqualifying a candidate who scored even 249 in the JAMB examinations. This was faced with a lot of displeasure by candidates and some stakeholders in the society before it was stipulated to 200. This has been the usual practice of some Federal and State Universities.

Nigerian students are now trooping out of the country, in every sense of the word, spending billions of Naira every year to develop the economy of other countries, simply for the sake of admission. Nigerian students are everywhere you can imagine - Ghana, South Africa, Benin Republic, USA, UK, France, Malaysia, Ukraine, China, Russia, Germany, Finland, Sweden, Norway, Saudi Arabia, New Zealand, to mention but a few. Among these institutions are sub-standard ones which take the advantage of Nigeria's educational system to fleece

Nigerian students. Recently, the National Accreditation Board (NAB), Ghana identified some institutions operating in the country without accreditation. Unsurprisingly, so many Nigerian students rush to such institutions.

However, in order to overcome the problem of securing admissions through JAMB, other various routes have been identified. One of the solutions is that schools (universities) now run a one-year pre-degree programme at the end of which those who perform well will be offered admission. The problem with this is that students who sit for a pre-degree programme in an institution cannot be absorbed into another through the result from the school where the programme was run; thus, the pre-degree stuff is limited to the school where the programme has been undertaken alone.

In addition to this is the Open and Distance Learning (ODL), a mode of delivery that has made the physical distance from a university or tertiary institution an insignificant constraint in the access to higher education. However, this method of tertiary education does not offer students the real gist of what the Ivory Tower really has to offer.

However, a reliable alternative route is the Direct Entry admission through the Cambridge Advanced level. This is an international examination offered by Cambridge International University, UK. In many Nigerian colleges where this programme is offered, it is run for a minimum of one year of rigorous academic study. Admission is twice a year which is May/June and October/November. At the completion of the programme, examinations are also conducted twice a year for the respective admission periods. For the May/June examination, results are released in August and for the

October/November, results come out in January. Unlike JAMB, Cambridge A level enhances direct entry admission into 200 level, in any Nigerian university. It could also be used to secure admission into foreign universities recognized worldwide. Interestingly, in many of the universities within Nigeria, it requires no Post-UTME examinations/screening. Moreover, the certificate has lifetime validity and could be used for employment purposes.

Also, students can secure admission into universities through the Association of Business Executive (UK) programmes. ABE offers a range of business qualifications and ICT in stages. After the completion of two stages in ABE accredited schools, a candidate can progress through direct entry into selected universities in Nigeria and abroad to complete his/her degree programme. It is, therefore, advised that candidates take the privilege of these highlighted alternatives to UTME

for admission into higher institutions. Of course, there are many benefits attached. For instance, passing through A' level and ABE (UK) offers students an international certificate and a competitive edge in addition to the degree certificate they will obtain from the university as well as better placement in the employment world.

ESTHER AKANDE
(LECTURER, ASCENDING COLLEGE)

SQ3R

THE EFFECTIVE STUDY TECHNIQUE

AKINTUNDE A. OLASUPO
(LECTURER, ASCENDING COLLEGE)



The concept of understanding is crucial, particularly to students who are preparing for examinations. Why is this so? If a student burns the midnight oil almost every time but understands little or nothing afterwards, such a student has failed already. Reading without retaining is futility. Thus, it is

imperative for any student who desires good success to work towards understanding/ retaining what s/he reads.

Understanding is an end-product of studying. Many students read, but only a few studies! To pass any exams brilliantly and excellently, you must do more than reading: you must study. What do we mean by study? 'Study' is a process through which information is absorbed into the long-term memory of the individual. Many students read to pass examinations; as a result, they use techniques, such as cramming, constant repetition of formulas and definitions of concepts. These techniques only afford us the opportunity of storing what we have read into the short-term memory. On the contrary, there are more effective techniques that enhance long-term memory activity and activation.

SQ3R

Various methods have been used by great achievers, but the SQ3R method has been particularly useful. This technique is tested, tried and proven to be greatly effective in enhancing a student's understanding of texts. What is it all about?

SQ3R is a step-by-step approach to studying. It should be noted that studying is a process; hence,

the following steps are vital to the uplift of a student's understanding:

S—Survey **Q**—Question **R**—Read **R**ecite
R—Review/ Revise



SURVEY

To survey is to scan through or examine something or someone. It is to determine and delineate the form, extent and position of a thing by taking its linear and angular measurements. In studying, the first step is to survey the topic you want to study. This implies a quick look through the length and breadth of the topic at hand:

- The way/style through which the topic is handled in the textbook/notebook;
- The sub-divisions under that topic;
- The questions provided at the end of that chapter/topic, and so on.

To survey the topic before you is essential in that it offers you the opportunity of knowing a bit about the topic to be studied. Survey could be done in a few minutes, say between five (5) to ten (10) minutes.

QUESTION

This next that the quickly at questions on hand. questions some the end of



step requires student looks relevant the topic at Sometimes, are provided (in textbooks) at each chapter. In

this case, the student needs only to look at these questions briefly. Where questions are not given at the end, the student should, at this point, write out/ draw out relevant questions on the topic through the knowledge gained from the survey made earlier. On a general note, the use of questions helps a student to have a more specific and a better scope and grasp of what the topic is about.

READ

Reading is a step in the process of studying; it cannot/ should not be made to

stand alone. To read through a topic, you need utmost concentration of your senses (sight, hearing, taste, smelling, feeling, and movement) and, most importantly, your thoughts. It should be noted that all these are susceptible to every form of distraction, particularly your thoughts. Once your thought is disturbed, your senses react accordingly. Reading requires a conscious/ deliberate effort. While your eyes are fixed on the text containing the topic before you, your ears must not distract your eyes. Similarly, your movement(s) should be restricted – your hands and legs, as well as your head, should be coordinated. You must ensure that they all support your brain in grasping all that is before you.

Interestingly, this step requires the largest time available to you. For instance, if you have about two (2) hours to study a topic, reading alone should be given between forty-five (45) minutes and one (1) hour.





RECITE

This step requires that you answer the questions provided at the end of the chapter, or the questions you provided in Step 2. Learn to answer questions during your study as though you were in the examination already.

REVISE/REVIEW

This is the final step in the process of studying. To revise, you must go over what you have read



already. This enhances your understanding of the topic at hand. In particular, go over areas and subdivisions that you are not very clear about. Do not assume that you already understand every aspect of the topic, that is, leave no stone unturned.

In planning your study schedules, the following principles will greatly help you:

- Ø Study everyday rather than studying for long during one or two days a week;
- Ø Establish a regular daily schedule;
- Ø Study when you are fresh as much as possible;
- Ø Learn to study between classes rather than waste the free periods;
- Ø Do not read for too long at a time;
- Ø Take breaks between each session;
- Ø Review at the beginning and end of each session;
- Ø Study new materials within 15 minutes of learning them and again within 12 hours. Aim at 100% mastery;
- Ø Study all class notes at least once a week;
- Ø Make use of the library if it is available.

Things to note:

- Always study in an environment that is conducive to learning and understanding.
- Use good and up-to-date materials.
- Always study when you can assimilate.
- Treat and solve past questions.

Carry God along every time: "For the LORD giveth wisdom: out of his mouth cometh knowledge and understanding" (Proverbs 2:6). "Trust in the LORD with all thine heart; and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths" (Proverbs 3:5, 6).

CELEBRATING EXCELLENCE



In this year's edition of 'Ascending Outlook', we have put together series of interviews on both the A' level and post A' level experiences of some of our outstanding students, home and abroad.

INTERVIEWER: Can we know you?

RESPONDENT: I am Afolaranmi Oluwasegun JOSHUA from Iludunru, Kwara State. I graduated from the Federal Government



INT

When

Ascending

RESPONDENT:

I came to Ascending College on November 1st, 2011, to be specific and joined the October/November set.

INTERVIEWER: Why did you come to Ascending College when there were other

A' level schools around?

RESPONDENT: I came to Ascending College then because it was the only school I was aware of, as they had representatives that came to my school to conduct a scholarship test.

INTERVIEWER: Coming for the A' level programme, how did you cope at the beginning, knowing that the syllabus is different from what you were taught back then in secondary school?

RESPONDENT: Though it wasn't easy at first, as the system and techniques were not close to being the same as those of O' level, but with the help of the Almighty God and the lecturers that worked tirelessly in imparting the knowledge. Exposure to proper textbooks also helped me to cope

and blend well with the system.

INTERVIEWER: What was your motivation in trying to cope with the A' level rigor and stress?

RESPONDENT: It's always good when one sees an end from the beginning. If I fully know that there is a target: that at the end of this one year I'm going to be evaluated and that there is a maximum one can attain? What motivated me was that I wanted to get that maximum, no matter what has been. I think that has been helping me at the University of Ibadan too. More than being the best, I always want to get the maximum achievable. If it is 3 A's, God helping me, if it is 7.0 CGPA at 100 level, God helping me, if it is 9 A's in WAEC, God helping me, if it is all distinctions in MBBS

Part One, God helping me.

INTERVIEWER: With your achievement of setting a meteoric record of A* in Biology, A* in Chemistry and A* in Physics during your A' level studentship, how has your post A' level experience been, how have you fared thus far?

RESPONDENT: At the initial stage of post A' level experience at the University of Ibadan, Nigeria, all I had to do was preventing the euphoria and ecstasy of past successes. People would always complicate issues, thinking you can always perform a miracle, not minding that there is always a price to pay. So, I had to make myself realise that this new experience at the university was a different ball game. At the beginning, I started with excellent scores – 80%, 85%, and so on. But it got to a level, particularly during our pre-clinical years, my performance dropped because of some other things that got into my life, having to balance things. I had to deal with some things, push some things away because they made my pre-clinical a little tougher. But eventually when our results were released, I thank God for the success.

INTERVIEWER: Can you, please, elaborate more on those challenges?

RESPONDENT: Physiologically, as a youth, there are many challenges and obstacles one needs to face, especially attraction to the opposite sex. If one isn't careful and not focused, it is very dangerous as one might surely miss the way. I don't shy away from telling people the reality of this experience. Having to become more responsible is another challenge, such as having to engage in other activities, like religious or social, and so on. What do I contribute to the church, students' association, the press, and so on? However, one still has to do well in academics. If these priorities are misplaced, it tells on one's academics. It's a major challenge, especially to university students. You see someone who did very well at 100 level performing poorly afterwards in his/her academics. You can do those things and still be alright if you properly prioritise them.

INTERVIEWER: So were you a member of some of these associations?

RESPONDENT: Yes, I was actually a member of many associations, but those that came to me were mainly religious. I was the public relations officer of Christian medical and dental association; I was also the General Coordinator of the Deeper Life Medical Group, though I had to turn down some other ones and to accept some, I had to turn down my intention to become a senator, to

represent my class constituency. Recently, I was appointed as a member of the academic committee of the association. I'd never had any political office; the closest has been an appointment. I had to weigh these responsibilities to ensure that they do not have any adverse effect on my academics.

INTERVIEWER: So since you came to the University of Ibadan, how has it been generally?

RESPONDENT: Let me start by saying it has been God all through. If I have got any story in this University it has been God so far. Though it has been very challenging, my A' level experience has actually helped me a lot. For instance, a lecturer, my sub-dean, came to class and mentioned a topic: 'Human Genome Project'. I thought I had read it before the class but funny enough I was able to remember that we had been taught when I was at A' level, here at Ascending College. In fact, the A' level experience gave me a soft landing at the university because most of the topics we were taught in Chemistry, Physics, and so on, were very familiar. At the end of my year one, I was able to get 7.0. But going on to the clinical school, I was told that I shouldn't think about my scores in the previous year as the clinical would be a different ball game. But with the help of God and the constant focus on what the goal was, I was able to scale through.

INTERVIEWER: What experience at Ascending College has really or largely contributed to your entire success?

RESPONDENT: During the fellowship I attended last before we left Ascending College, I shared a testimony thanking God that I did not gain admission immediately after my secondary school. I think many people didn't understand that. When I got to the university, I witnessed many young chaps falling because they lacked enough experience to face the university life. This is why I would always recommend a pre-varsity programme as I had in Ascending College. This actually helps you in gaining the platform for self-reliance in a situation where parents are not there to monitor your activities. If there is anything I picked or gained from Ascending College, it is the spiritual strength. I was able to grow spiritually even when the storms came at the university, by the grace of God I was able to withstand and conquer them due to the foundation laid for me here. My colleagues often ask me how I was able to reason some things out, I trace it back to my A' level

experience because it gave us the platform not just to take in, digest and pour out, but to take in, digest, apply, circulate and project. A' level is not just knowing it but also applying it. I was able to take this belief to the university and it has really helped me.

INTERVIEWER: Thank you so much for sharing your experience with us, but finally before we round it up, what final charge do you have for those who are on the A' level programme already and those planning to undertake it in the future?

RESPONDENT: As I have said earlier, personally I would recommend the A' level programme as a pre-varsity experience for students. I often tell people that even if one wouldn't do the Cambridge examinations, one should just undergo the A' level training for the experience: it would be very essential at the university. You will always remember the drilling. And for those that are undertaking the programme, I would just say: diligence pays as long as God is involved. It is always a sweet story at the end when you look back knowing you did your best and now you see what God has made of it. In cases where diligence doesn't pay, I think it is because God isn't involved. Also, it is always good to cultivate the habit of diligence and discipline at the A' level programme. This would help prepare you for life at the university where parents won't be there to look after you, as decisions would be solely taken by you. Parents would just do their best financially and in other important areas.

INTERVIEWER: I'm of the opinion that the Cambridge A' level offers Nigerians and Africans the platform to compete internationally. To you, how far is this true?

RESPONDENT: Actually, when I was informed that I was going to write the examination being conducted by the British Council and written by over 150 countries, I felt some level of fulfilment: writing an international examination.

INTERVIEWER: We really appreciate you Mr. Afolaranmi Oluwasegun Joshua for your time and we really hope that not even the sky would be your limit but heaven. Thank you very much once again.

RESPONDENT: You are highly welcome. I'm really privileged.

**AFOLARANMI
OLUWASEGUN**
M.B.B.S
University of Ibadan



My name is Anuoluwapo Adeyemi, from Oke-Remo, Ogun State, a graduate of Engineering from the University of Sheffield, UK.

INTERVIEWER: When did you undertake the A' level programme, at Ascending College?

RESPONDENT: It was between October 2008 and June 2009, the May/June set.

INTERVIEWER: How did you get to know about Ascending College?

RESPONDENT: I participated in a scholarship examination which was conducted by some representatives from Ascending College, Ibadan, in my secondary school then. I got the scholarship and was able to participate in the programme.

INTERVIEWER: What got you motivated at the beginning of the programme, knowing that it has a quite different and wider syllabus from those of O' levels, in your secondary school?

RESPONDENT: I was particularly motivated because of the fact

that I had a whole year to myself after my secondary school. So I didn't want to stay at home and actually thought it could be useful for me in learning new things.

INTERVIEWER: How did you cope at the beginning?

RESPONDENT: To be sincere, it was a bit tough at the start, as I was still trying to adapt to the new environment of study and a new city. Though as time went on, it got a little bit better and easier, as teachers were there to help and guide. It was actually fine generally.

INTERVIEWER: After your A' level programme at Ascending College, you attended the University of Sheffield in the United Kingdom for a Bachelor's degree in Engineering. Was your A' level experience relevant in any way?

RESPONDENT: My A' level experience provided the basis and foundation for me. What I did in the university was actually a repeat of what I had done during my A' level programme. It really made things easier for me and helped me perform extremely well.

INTERVIEWER: I am of the opinion that the A' level programme offers Nigerians, and Africans in general, the platform to compete globally. What do you think about this?

RESPONDENT: Yes, sure, it did provide that

platform for me. The fact that I didn't make use of my A' level certificate to gain admission doesn't mean it wasn't useful for me. I actually have friends that made use of the Cambridge A' level certificate in gaining admission here in the UK. It's very useful and gives the opportunity.

INTERVIEWER: What advice do you have for those currently undergoing the A' level programme and those who might be planning to do so in the future?

RESPONDENT: Personally, I would recommend and advise students to go through the programme, as the certificate is very useful over there in the UK. In fact, employers in the UK often ask for the Cambridge A' level certificate when you want to apply for job. It is also very useful for students here in Nigeria, as they can use it to gain admission into 200 level in many Nigerian universities. It is a great certificate not to be underestimated.

INTERVIEWER: Thank you very much for your time.

RESPONDENT: You are highly welcome.

ANUOLUWAPO ADEYEMI
Sheffield University
United Kingdom



Interviewer: Please, can you introduce yourself?

Respondent: I am Temilorun Komolafe, a native of Ikere-Ekiti, Ekiti State. I am a graduate of OAU International School, Ile-Ife. Also, I am a graduate of Cambridge A' Level International Examinations, which I undertook at Ascending College, Ibadan. I belong to the October/November, 2014 set.

Interviewer: How did you get to know about the Cambridge A' level programme?

Respondent: Thank you. I got to know about this programme when I was still in secondary school. Some representatives of Ascending College came over to our school to intimate us with the A' level programme. Thereafter, they conducted a scholarship test for interested students in my school. Interestingly, I passed with Ascending College's Grade 2 scholarship and subsequently came over to the School to undertake the Cambridge A' level programme.

Interviewer: What influenced your decision?

Respondent: My decision was actually influenced after I had got my UTME result. I failed though I never expected that to have happened; however, my hope got strengthened when Ascending College gave me a scholarship to undergo the A' level programme.

Interviewer: How did you cope at the beginning of the programme?

Respondent: Hmm. At the beginning, things were quite difficult and not going in the right way, as I was still suffering from the nightmare of failing my UTME. Besides, I had the challenge of meeting new people and learning the Cambridge A' level stuff in full. But as time progressed, I met with wonderful friends who helped me in many aspects, though I also encountered bad friends; however, I never allowed them to influence me negatively. So, as time went on, I jelled up with the situation of things and concentrated on my business there. Thank God, I am here today.

Interviewer: What values were impacted into you in the course of the programme?

Respondent: Many values were impacted into me, but the most notable of all came from the hostel where we were taught how to pray to God, thank God and behave in a godly way, on a daily routine. Though some people never liked the rigors we were made to go through, the entire experience has turned out to be a vital step towards our excellent making in life. Personally, I see this as a necessary step in the handling of young minds.

Interviewer: What is your general understanding of the Cambridge A' level programme, considering your achievement of breaking previous records in Arts and Humanities and setting a new record of B in Literature in English, B in History and C in Sociology?

Respondent: To be sincere, at first, I never understood what the programme was all about. I felt like I was in a new world of learning. But as time progressed, with rapt attention given to lectures, I got on track. In fact, the programme became so easy for me that I eventually saw nothing difficult about the programme. However, outcomes in tests and exams sometimes weighed me

down and a sudden fear would come into me: "Can I actually do this?" As the main examinations drew nearer, I gained more confidence with the help of my teachers and parent. Some of my colleagues felt they couldn't do it because they were not fully determined and concentrated. Here am I today sharing my testimonies happily.

Interviewer: What advice do you have for your friends out there who are presently undertaking the Cambridge A' level programme as well as those who may undertake it in the future?

Respondent: The Cambridge A' level programme has actually helped me in many areas. For instance, my reasoning level got extremely developed. In fact, had I gained

admission into the university immediately after my secondary school education, perhaps, my reasoning capacity would have remained at the same level. My ultimate appreciation, therefore, goes to God who made my failure in UTME to be a blessing in disguise, by bringing me to Ascending College, Ibadan.

My advice to my friends out there who are presently undertaking the Cambridge A' level programme as well as those who may undertake it in the future is: never feel underestimated, pray to God fervently and always read hard with understanding – don't just read! Never have the mind that the programme is impossible for you to undertake and record success. Have this

belief that you can do it because that was the spirit and determination I had before writing the examinations. If others have tried it and emerged 'triumphant', why can't you? See you at the top!

Interviewer: Mr Temilorun Komolafe, thank you for sharing your wonderful A' level experience with us.

Respondent: You are welcome.

TEMILORUN KOMOLAFE

INTERVIEWER

: Can you please, introduce yourself?

RESPONDENT:

I am Oludowole Faith Oluwatinsin, a native of Ondo State. I am a recent graduate of university of Ilorin, Kwara State. Of course, I also graduated from Ascending College, Ibadan, my Alma Mater.

Interviewer: What set were you at Ascending College?

Respondent: I was in the October/November set of 2010/2011.

Interviewer: How did you get to know about Cambridge A' level, particularly at Ascending College?

Respondent: I got to know about the Cambridge A' level when some Ascending College officials came to my secondary school, Federal Government Girls College, Akure, to conduct their annual scholarship test. It was through this opportunity that I became aware of the Cambridge A' level programme and Ascending College.

Interviewer: Coming for the A' level programme, how did you cope at the beginning, knowing that the syllabus is quite different from what you had been taught at the secondary school level?

Respondent: Well, to be sincere, I was a little bit scared at the beginning, but the lecturers made it easy for me, as we started with the Advanced Subsidiary (AS) level and gradually went on to the A' level. The atmosphere was really nice and homey; I never felt inferior, as the lecturers carried

every one along. Even though the programme was of a different syllabus, I came in with the mindset of learning and the lecturers made it easier for me to learn.

Interviewer: What was your motivation in trying to cope with the rigor of the programme?

Respondent: Well, personally, I couldn't pick out a cogent source of motivation. I just felt like there was no other choice; it was either I pass or pack! Though most of my teachers also served as motivation to me as I was fortunate to be in a class where most of the lecturers were permanent staff. Most of them were really encouraging and hardworking. And aside from these, I also had a group of friends: we made up our minds not to fail any examinations. I was also motivated by the religious aspect of the school.

Interviewer: Were you in any way aware of what your final result or what your final goal could be, to the extent of being a celebrity and sharing your testimonies today. Was this part of your motivation?

Respondent: Initially, when I got to the school, I mapped out what my goal was and drew out a 16-point result – AAA – as my final result. But as time went on, I saw it wasn't easy to attain this goal because to have an A, I would need a minimum of 80%. So, I brought the plan down to a minimum of 13 points – BBB. I later thought in myself that I could still get the initial score I proposed by the God's grace. Actually, Ascending College's standard was really high because I could remember I had only one A throughout my time there. I either had B's or C's. It was really good because if

one follows such a high standard, then there shouldn't be any problem facing life.

Interviewer: So what was your grade at the final examination?

Respondent: At the final examinations, I had 16 points A* in Business Management, A in Financial Accounting and A in Economics.

Interviewer: That was a very great result indeed, I must say. So, how has your A' level experience or studentship at Ascending College helped your post A' level experience? How did you fare at the university?

Respondent: It really helped me because all what I did at my 100 level was like a revision of what I had done at Ascending College. Even up to my 400 level, some things seemed like revision, especially in courses like 'Financial Accounting'. It really helped me. It made me have basic ideas of what I was taught throughout my university life. Also, I had a better understanding of how to answer questions at the university level. Besides, through the A' level certificate, I gained several scholarship opportunities, mostly abroad. The notable ones were from Newcastle University and Birmingham University, in the UK. I also wrote a federal government scholarship board examination through which I got another scholarship. Now, I'm a graduate of University of Ilorin, Nigeria.

Interviewer: Other than the challenges you faced during your A' level studentship, what other encounters did you face at the university?

Respondent: Sincerely, the only thing that was somehow strange and different to me was only the fact that I found myself in a bigger classroom, among many more



students, compared to Ascending College. To be candid, I also faced the challenge of scrambling for seats, as there were more students with whom I took similar courses. Aside these, all other things were basically the same, as it was just on a smaller scale compared to the larger scale.

INTERVIEWER: So, what values, impacted into you from Ascending College, have really contributed to your entire success? What experience did you gather?

RESPONDENT: OK. The first impact wouldn't really be academics, as it was when I got to Ascending College that I really started to think seriously about God. The College really pounded on the issue of having God in your life; nobody was allowed to leave the way they came. So, this was a major and helpful impact on my life generally and spiritually. And aside from this, the College helped boost my self-

confidence and belief in myself: after I left Ascending College, I knew I could take on the world outside, not being overconfident though. I also learned that your background doesn't matter, but how you have made use of the opportunities given to you. I also learnt from here how to withstand peer pressure and set my priorities right. All these have really helped me till this point.

INTERVIEWER: Finally, what advice do you have for those who are undertaking the programme presently and those who are planning to undertake it?

RESPONDENT: First, I would say aim high, the ground is overcrowded, as the saying goes: 'Aim at the moon; if you don't get to the moon, you'd fall among stars.' But when you aim for the average, you might end up getting below average result. Also, never look down on yourself. It doesn't matter what anyone might

say. I personally know of some people who were not so good during their secondary school but with hard work and persistence, they got something tangible at the end of the day. Finally, never neglect the God-part (the religious aspect) because it actually helped me.

INTERVIEWER: Thank you, Miss Oludowole Faith Oluwatosin, for sparing us your time. We really appreciate.

RESPONDENT: I'm privileged.

OLUDOWOLE FAITH

ASCENDING COLLEGE

Ascending College is fully accredited by Oyo state Government of Nigeria. The college works closely with the British Council, Nigeria and was set up providing cost effective education, leading to internationally recognized certificates. Ascending College is an affiliate of Association of Business executives, UK and of partners with Colleges and Universities in the UK. Essentially, its aim is to provide students with the opportunity to achieve their educational goals within a cost effective and condensed time frame. Cambridge A'Level is a reliable route to secure Direct Entry Admission into all Universities around the World. All Universities in Nigeria accept Cambridge A'Level certificates as a means of securing Direct Entry admission. Our students' performance at Cambridge A'Level examinations Every year is impressive. Students are to choose three subjects related to their career, out of the subjects offered at Ascending College for Cambridge A'Level which includes: Physics, Mathematics, Chemistry, Biology, Economics, Accounts, Business Management, History, Geography, Computer Science, English, Literature and Law etc.

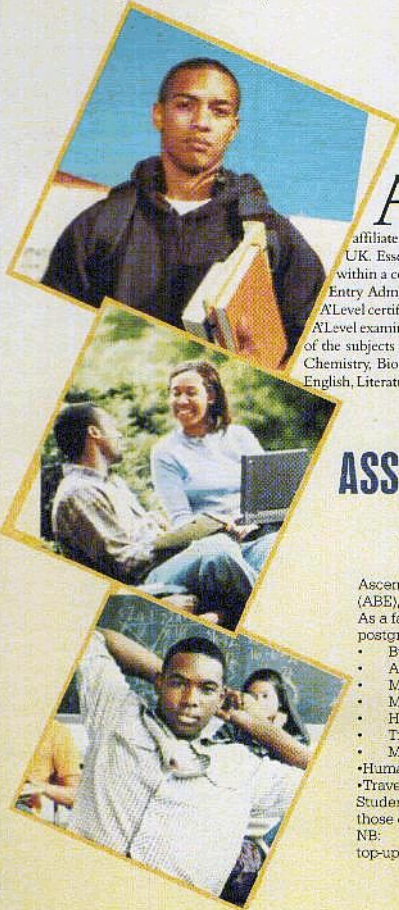
ASSOCIATION OF BUSINESS EXECUTIVES A UK DEGREE PROGRAMME (ABE, UK) PER EXCELLENCE

Ascending Business School (ABS) is an affiliate of Association of Business Executives, UK (ABE), a partner with many reputable business schools and universities all over the world. As a fast-growing institution, Ascending Business School (ABS) offers undergraduate and postgraduate courses in the following fields:

- Business Management
- Accounting
- Marketing
- Management Information System
- Human Resource Management
- Travel, Tourism and Hospitality Management
- Management Information System
- Human Resource Management
- Travel, Tourism and Hospitality Management

Students will obtain British certificate at cost effective rates that are even cheaper than those of private universities in Nigeria.

NB: After two (2) years at Ascending College, students could have a two (2) year top-up in any university in abroad and in Nigeria.





Social Vices:

PORNOGRAPHY AND ONLINE DATING

Social vices are the forms of evil, wicked and criminal actions or behaviours in the society. Social vices are those acts and conditions that violate societal norms and values. Some social vices are associated with the use of Information Communication Technologies (ICTs).

PORNOGRAPHY: Pornography (often abbreviated as 'porn' or 'porno' in informal usage) is the portrayal of sexual subject matter for the purpose of sexual arousal. Pornography may be presented in a variety of media, including books, magazines, postcards, photographs, sculpture, drawing, painting, animation, sound recording, film, video, and video games. When viewing pornography, there is an excessive release of the brain chemical dopamine, that binds to its receptor and causes arousal. Over time, these receptors become desensitized, resulting in a failure to stimulate them, resulting in an inability to have an erection. Basically, excess pornography floods dopamine receptors to the point that they don't work properly.

Dr. Pearce states that young men often don't see the connection between this overuse of pornography and impotence. It's not new that adolescent boys seek pornography, what's new is how readily accessible pornography is—on phones, computers, television, tablets—often without good filters to block it.

Statistically, around 20% of adolescents regularly view x-rated material. That rate climbs to 42% when "unwanted" exposure is included. Close to 70% of adolescents report accidentally stumbling across internet pornography "very" or "somewhat" often.

Besides medical concerns, research also reveals that exposure to pornography has a negative effect on healthy development and relationships, contributes to

sexual aggression, and is addictive.

Research concerning the effects of pornography is concerned with multiple outcomes. Such research includes potential influences on rape, domestic violence, sexual dysfunction, difficulties with sexual relationships, and child sexual abuse. Pornography behaviour becomes addiction if not checked. Pornography addiction is a purported behavioural addiction characterized by compulsive, repeated use of pornographic material that it causes serious negative consequences to one's physical, mental, social, and/or financial well-being. Pornography viewing is unhealthy and it can become problematic for an individual due to personal or social reasons, including excessive time spent viewing pornography instead of interacting with others. According to Wikipedia "Individuals may report depression, social isolation, career loss, decreased productivity, or financial consequences as a result of their excessive Internet pornography viewing impeding on their social life."

ONLINE DATING: Online dating or Internet dating (a personal introductory system whereby individuals can find and contact each other over the Internet to arrange a date, usually with the objective of developing a personal, romantic, or sexual relationship. Online dating services usually provide unmoderated matchmaking over the Internet, through the use of personal computers or cell phones. Here is the true life story of a girl whose life was totally destroyed through online dating. She met a guy through chatting, and they started the relationship on phone for long without seeing each other, but they used to have phone sex sometimes and she will send her nude pictures to the guy. She later persuaded the guy to meet him. She paid for the hotel and the guy eventually came. This is what eventually happened. At last the guy made it to Lagos and they met at the hotel where the girl booked for their meetings, he made love with over and over and

requested that the girl should spend a night with him which she refused because she was to have a test in the school the following morning, this made the guy angry with her, she called the girl different foul names and told her that she had already shown all her nude pictures to friends, he promised to teach her a lesson, he tied her, plucked her one eye, cut off her nipple, made different signage on her face, made some cuts on her breast and this led to one of her breasts being totally removed in the hospital and she had only one eye left, she ended this journey in the hospital not knowing what was happening. This was the lady's comment: "it was tough, I was blind in one eye, I had one breast and a hideous scars on my face. I wish she had killed me, but there are fates worse than death and I guess this is one of them, I was a victim of a sexual predator and I let him to my life period. I take full responsibility for that, I was driven by greed and lack of morals. It is a memory I will have to live with for the rest of my life, well not a memory but I look at myself in the mirror everyday. I didn't dare go back to school, what do I need an education for, I'd rather stay home, because there is no rising from this, there is no happy ending to this story". What a lesson.



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ASCENDING COLLEGE

10 REASONS WHY YOU SHOULD DO YOU'RE A' LEVEL AT ASCENDING COLLEGE

1. **PAST:** Students are admitted directly into 200 level in the University.
2. **SUPER:** It reduces the uncertainty in getting admission into the University. Most students are notable to get through the JAMB UTME by the time they finish their SSCE, 95% of A' level or with JAMB UTME.
3. **PREPARE FOR UNIVERSITY:** A 'level prepares students for successful university studies. A 'level questions are quite challenging intellectually. They go beyond the knowledge and understanding level of O'level into application, analysis and evaluation. Most A 'level students come out second class upper and first class degrees.
4. **AFFORDABLE:** Our fees are very moderate and affordable.
5. **QUALIFICATION:** A 'level is a qualification as such, it will be on your CV for life it is flexible: you will not be tied down to a particular university country.
6. **MATURING:** It exposes students to intricate issues in life that will give stability in the University environment. A significant percentage of students fail in the university because they cannot adjust to the "freedom" in the university, no uniform, no monitoring, no large classes etc.
7. **COMPETENT, CARING & COMMITTED STAFF:** Our teachers have experience and capability we have adequate system support that has evolved over the years, our teachers and non academic staffs can be described as "student friendly".
8. **FOCUSED CENTRE:** We are focused centre: No JSS, No SSS, No ATS, JAMB, PCE, etc. We are a dedicated link to the universities in Nigeria and Abroad.
9. **TRACK RECORD:** We have an impressive track record. We however, stress that success is an individual thing; it requires the input of the student too.
10. **A NETWORK OF FOCUSED STUDENTS:** At Ascending College, we concentrate strictly on students who want to secure admission into universities in Nigeria and abroad. Many friends made in Ascending College end up being links in different parts of the world. Within Nigerian universities, we have sizable number of alumni who will help others to settle into universities and guide them. Ascending College students are focused students.



ASCENDING COLLEGE EVENTS:

RESUMPTION: May/ June, 2016, July 18, 2016
Oct./ Nov. 2016, Oct. 17, 2016
Graduation 2016: August, 2016

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