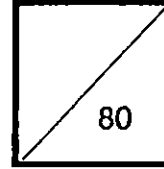




**HENRY PARK PRIMARY SCHOOL
2015 SEMESTRAL EXAMINATION 2
SCIENCE
PRIMARY 3**



Duration of Paper: 1 h 30 min

Name: _____ ()

Parent's Signature:

Class: Primary 3 _____

Section A: Multiple-Choice Questions (20 X 2 = 40marks)

For each question from 1 to 20, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade the correct oval (1, 2, 3 or 4) on the Optical Answer Sheet.

1. The diagram shows Animal Y feeding on plants.



Animal Y

Which characteristic of living things can be observed from the diagram above?

- (1) Living things grow.
- (2) Living things need food.
- (3) Living things reproduce.
- (4) Living things move from place to place.

()

2 A group of students came across Animal X. They made the following observations about this animal.

- It was carrying its young.
- Its body was covered with soft brown hair.
- The young was feeding on its mother's milk.

Which animal group does Animal X belong to?

- (1) Bird
- (2) Reptile
- (3) Mammal
- (4) Amphibian

()

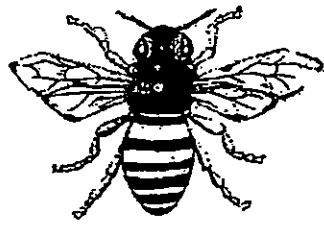
3. Daisy wants to find out if an animal is an insect.
Which of the following actions will help her find this out?

- A. Check if it lays eggs.
- B. Check if it has wings.
- C. Check if it has 6 legs.
- D. Check if it has 3 body parts.

- (1) A and B only
- (2) C and D only
- (3) A, B and D only
- (4) B, C and D only

()

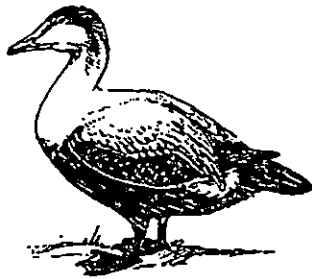
4 Ahmad wanted to classify the four animals shown below.



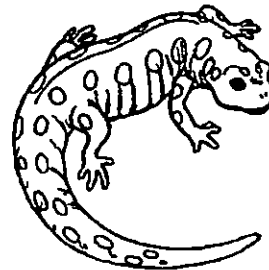
Bee



Bat

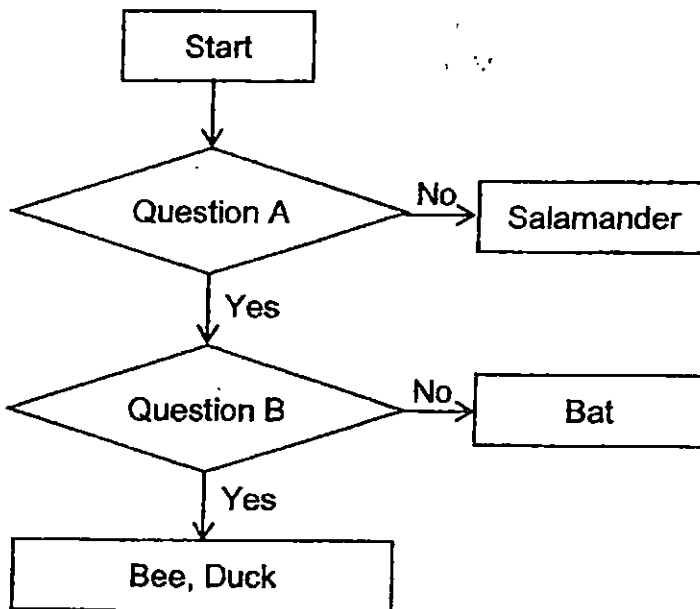


Duck



Salamander

He classified them with the help of the chart below.

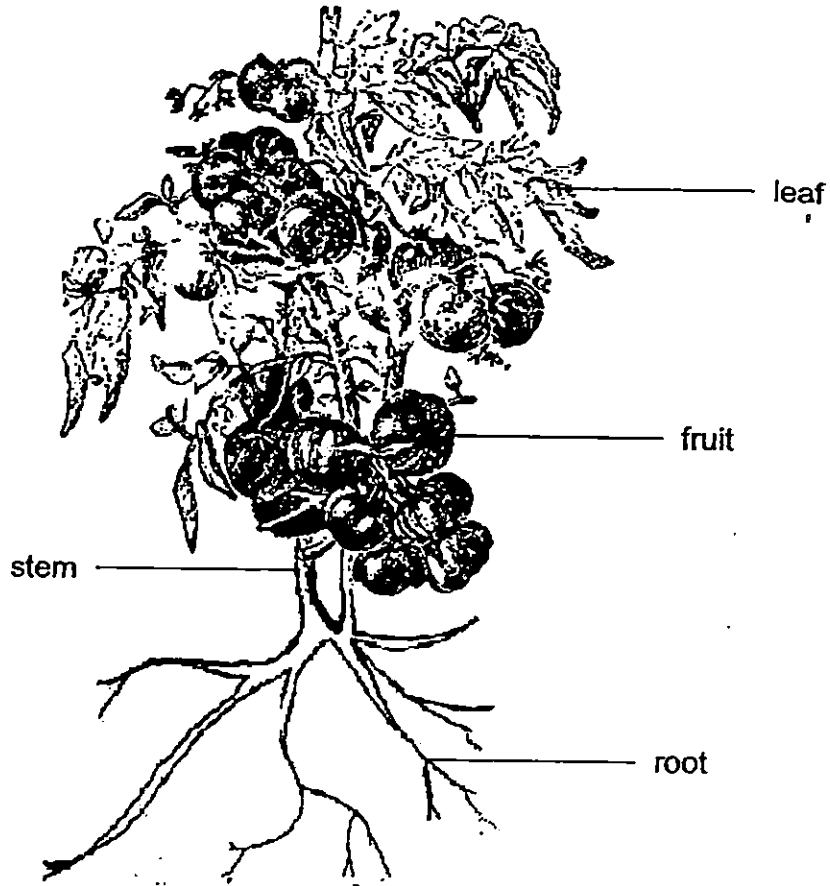


What were the two questions, A and B?

	Question A	Question B
(1)	Do they have wings?	Do they lay eggs?
(2)	Do they have wings?	Do they have a tail?
(3)	Do they lay eggs?	Do they have wings?
(4)	Do they lay eggs?	Do they have a tail?

()

5. The diagram below shows a plant.



Based on the diagram only, which part of the plant tells you that it is a flowering plant?

- (1) The fruit
- (2) The leaf
- (3) The stem
- (4) The roots

()

6. Sarah saw Plant A growing around the stem of Plant B as shown below.

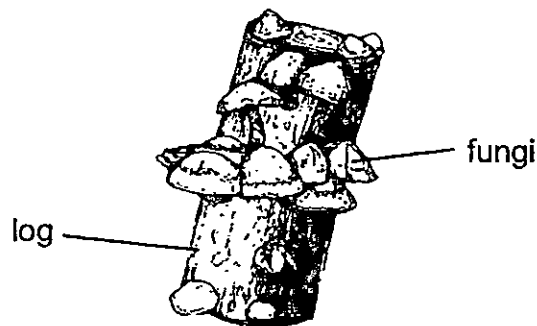


Why does Plant A need to grow around Plant B?

- (1) Plant A uses Plant B for support.
- (2) Plant A obtains food from Plant B.
- (3) Plant B provides shade for Plant A.
- (4) Plant B absorbs the nutrients from Plant A.

()

7. Lisa was walking in a park and she saw some fungi growing on a dead log as shown below.



Which of the following statements about the fungi is true?

- (1) The fungi reproduce by seeds.
- (2) The fungi make food for the log.
- (3) The fungi depend on the dead log for food.
- (4) The fungi are plants that grow on dead logs.

()

8. Ravi conducted several tests on materials A, B, C and D. He recorded his results in the table below.

A tick (✓) indicates the presence of the property and a cross (×) indicates the absence of the property.

Property	Materials			
	A	B	C	D
Waterproof	✓	✓	×	✓
Sinks in water	✓	✓	✓	×
Strong	✓	×	×	✓

The picture below shows a girl using a surfboard.

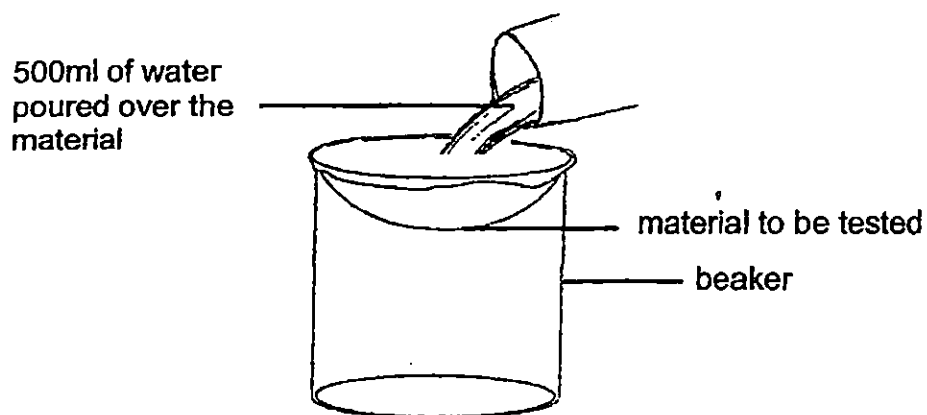


Which is the most suitable material to make a surfboard?

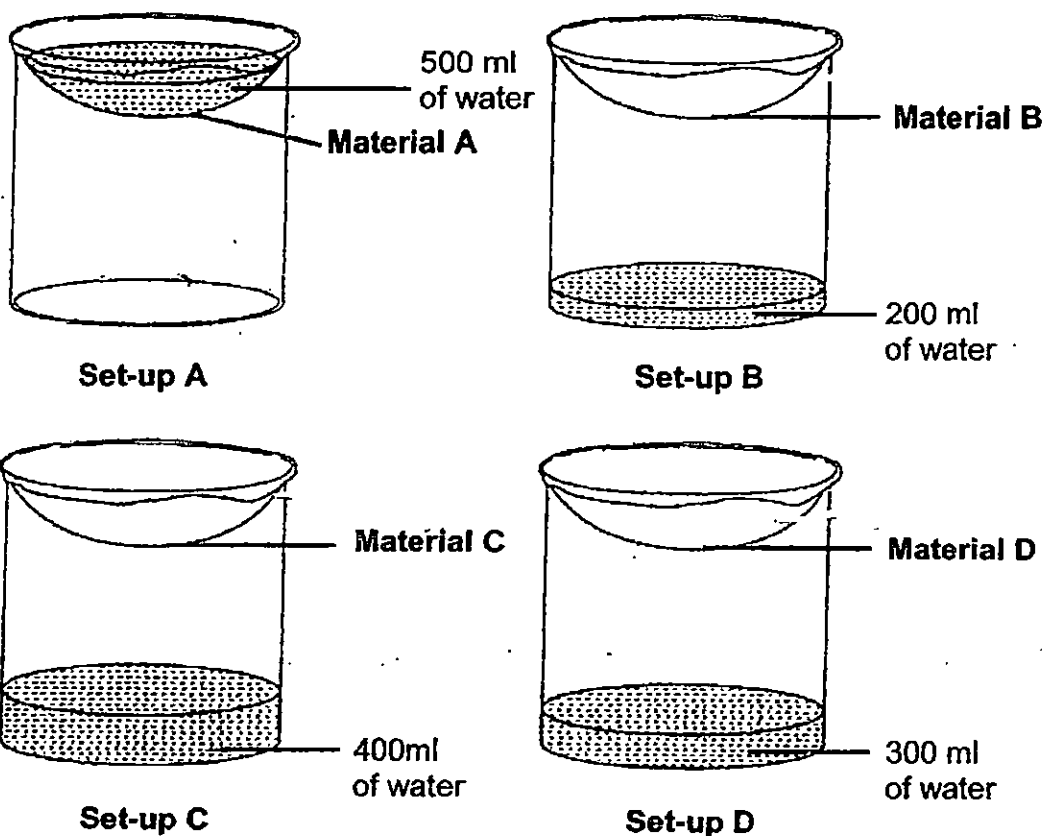
- (1) Material A
- (2) Material B
- (3) Material C
- (4) Material D

()

9 David carried out an experiment to find out which material, A, B, C or D, absorbs the most water. He set up his experiment as shown below.



The diagrams below show his results.

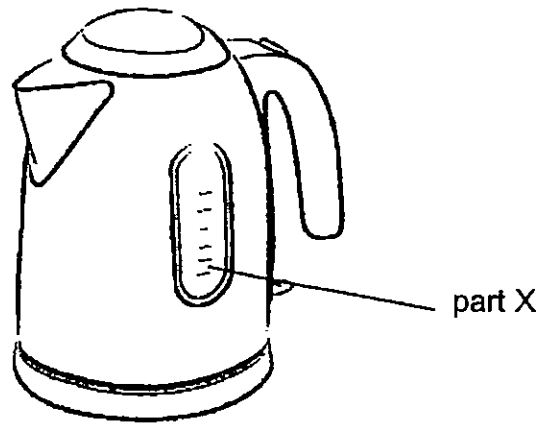


A bath towel is used to dry yourself after a shower.
Which is the most suitable material to make a bath towel?

- (1) Material A
- (2) Material B
- (3) Material C
- (4) Material D

()

10. The picture below shows an electric kettle.



Which of the following properties of part X enable us to see the water level?

- (1) It is strong.
- (2) It is waterproof.
- (3) It floats on water.
- (4) It allows light to pass through.

11. The table below describes the stages of the life cycles of four animals; K, L, M and N.

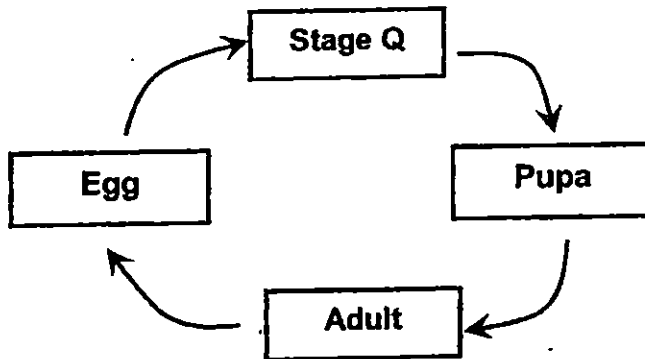
A tick (✓) indicates that the description is true and a cross (x) indicates that the description is false.

Description	Animal K	Animal L	Animal M	Animal N
The young looks like the adult.	✓	x	✓	✓
It has three stages in its life cycle.	✓	x	x	✓
The young goes through a process called moulting.	x	✓	x	✓

Which of the following animal is likely to be a beetle?

- (1) Animal K
- (2) Animal L
- (3) Animal M
- (4) Animal N

12. The diagram below shows the different stages of a life cycle of an animal.



Which one of the following represents the animal at **Stage Q** and the **Adult** stage correctly?

	Stage Q	Adult
(1)	Chick	Chicken
(2)	Nymph	Grasshopper
(3)	Tadpole	Frog
(4)	Caterpillar	Butterfly

()

13. Faith conducted an experiment to find out whether the presence of sunlight would affect the growth of seeds.

She placed a few seeds in each of the four containers.

Container	Amount of water (ml)	Sunlight	Number of seeds used
W	5	✓	4
X	10	✓	5
Y	5	×	4
Z	15	✓	4

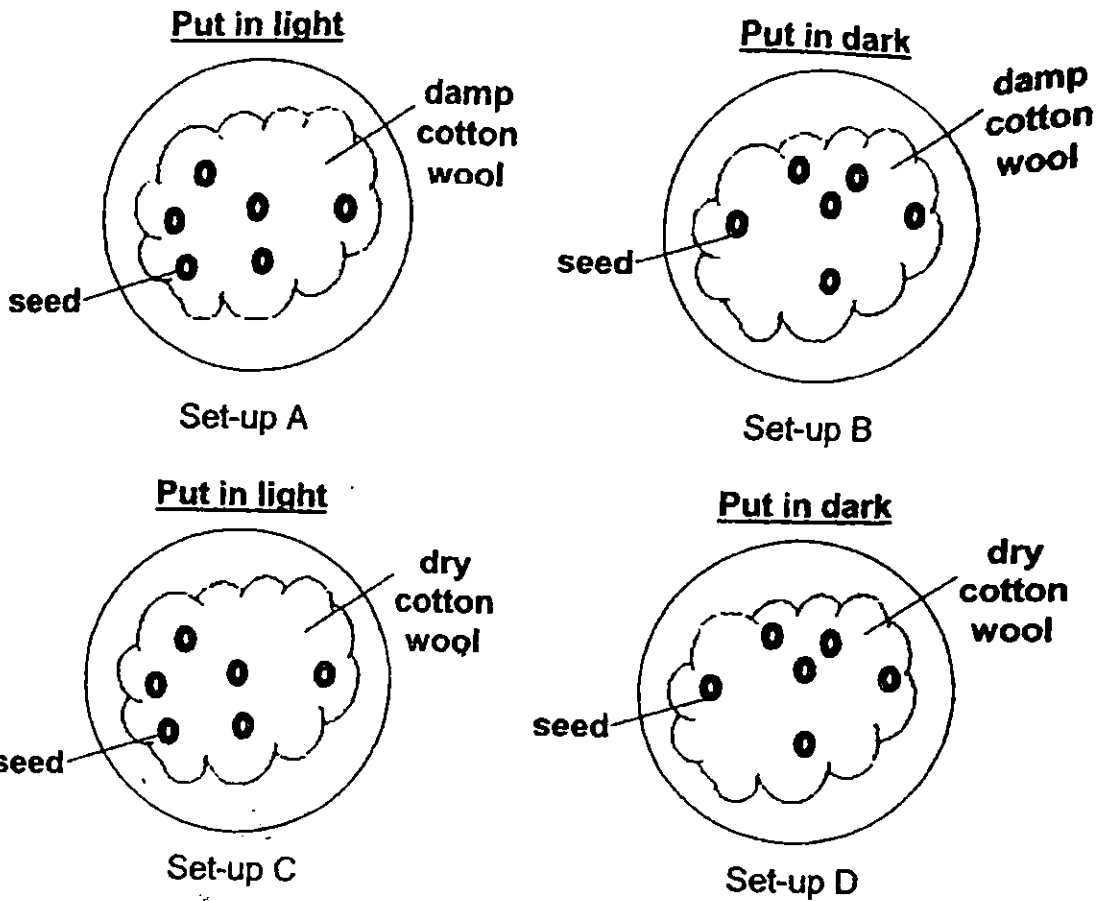
(✓ - sunlight is present, × - sunlight is absent)

From the table above, which containers should she use for a fair experiment?

- (1) Containers X and Z
- (2) Containers Y and Z
- (3) Containers W and X
- (4) Containers W and Y

()

14. Kate grew some seeds in four different containers in her classroom, as show below.



After two days, she found that the seeds germinated in some containers but not in the others.

In which containers did the seeds likely germinate?

- (1) A and B
- (2) B and C
- (3) A and D
- (4) C and D

()

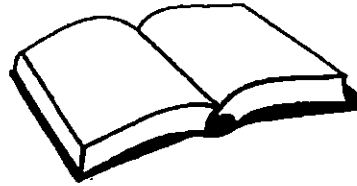
15. Which of the following does not use a magnet?

(1)



Telephone

(2)



Book

(3)



Compass

(4)



Refrigerator

()

16. A student tests several types of magnets.

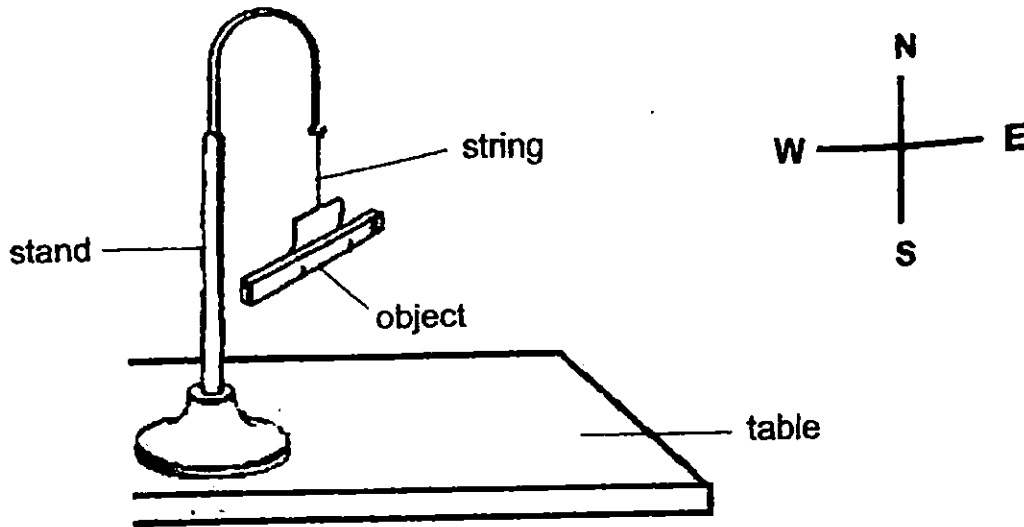
Which of the following observation could best help her compare the strengths of different magnets?

- (1) The shape of the magnets
- (2) The weight of the magnets
- (3) The type of materials attracted by the magnets
- (4) Distance at which an object is attracted to the magnets

()

17. Fazal hung 4 objects, P, Q, R and S, on a stand as shown below.

Each object came to rest at different positions. He recorded his findings in the table below.



Object	Resting position
P	
Q	
R	
S	

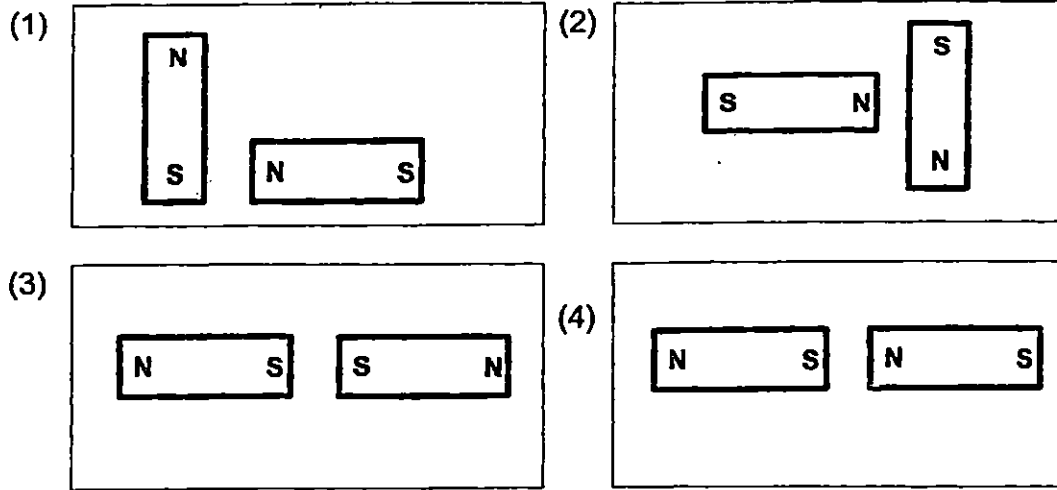
Based on the table, which of the following is likely to be a magnet?

- (1) Object P
- (2) Object Q
- (3) Object R
- (4) Object S

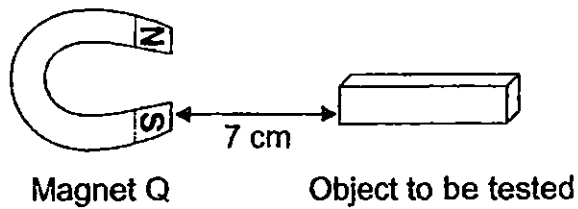
()

18. ~~Tom~~ arranged some similar magnets as shown below.

In which set-up, will the magnets repel each other **most strongly**?



19. Four objects are placed at the same distance from Magnet Q, as in the set-up shown below.

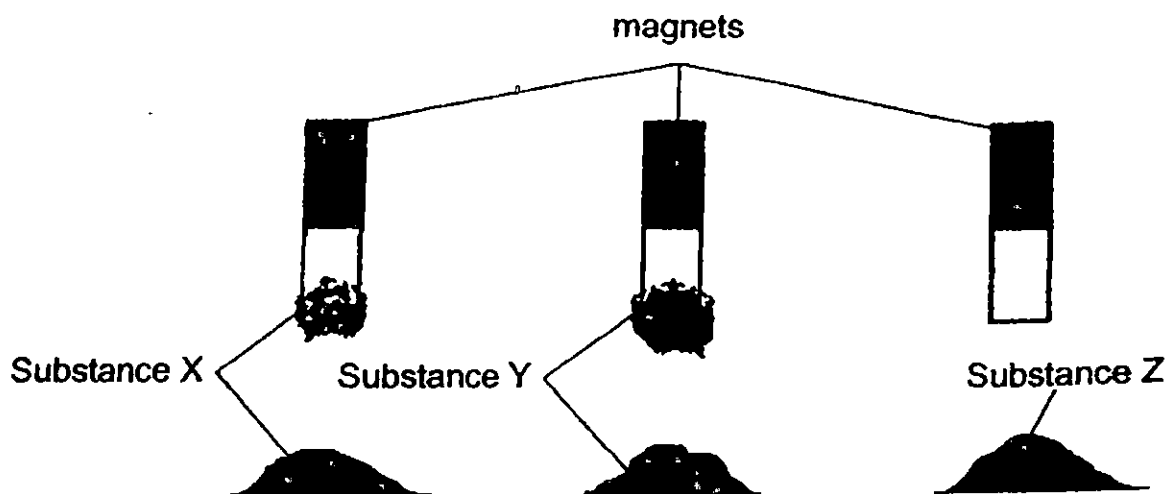


Which one of the following objects will be attracted to Magnet Q?

- (1) Eraser
- (2) Iron nail
- (3) Wooden clip
- (4) Aluminium can

()

20. The picture below shows similar magnets after they have been dipped into substances X, Y and Z respectively.



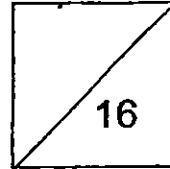
Which substance(s) could be sand?

- (1) X only
- (2) Z only
- (3) Y and Z only
- (4) X and Y only

()

End of Section A

**HENRY PARK PRIMARY SCHOOL
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SCIENCE
PRIMARY 3**



Name: _____ ()

Class: Primary 3 _____

Section B: Structured Questions (8 x 2 = 16 marks)

Write your answers to questions 21 to 28 in the spaces given.

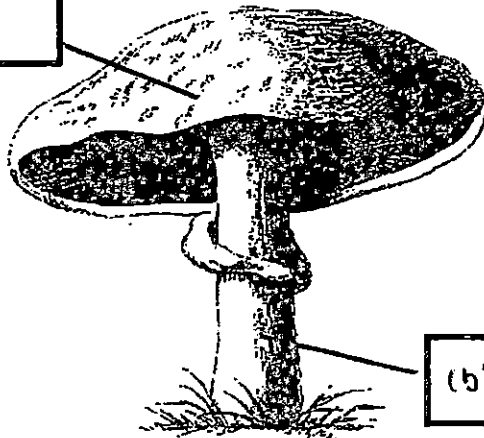
21. Complete the following table with the helping words given below. [2m]

<u>Helping Words</u>	
Fungi	Mosses
Ferns	Animals
Organisms that can make their own food	Organisms that cannot make their own food

22. Study the organism shown below. [2m]
Using the helping words given below, label parts (a) and (b) correctly.

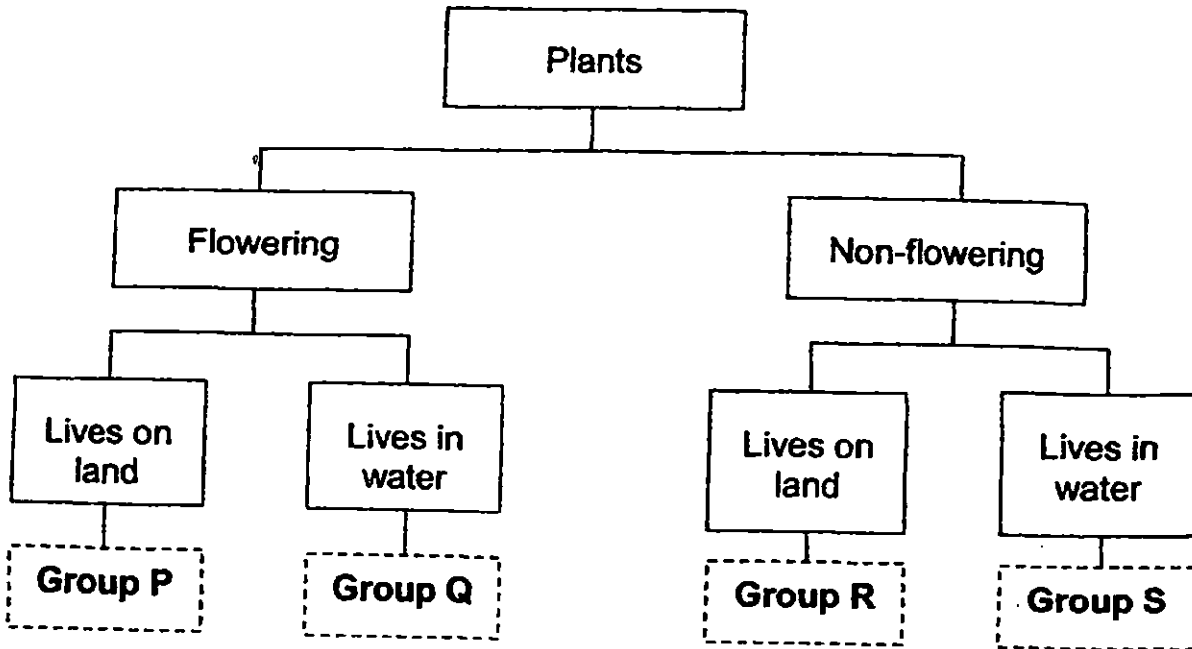
<u>Helping Words</u>	
cap	gills
cover	stalk

(a)



(b)

23. The following classification chart shows how plants can be grouped.



Kelly observed 4 plants, A, B, C and D, and recorded their characteristics in the table below.

A tick (✓) shows that the plant has the characteristic and a cross (x) shows that the plant does not have the characteristic.

Characteristic	Plant A	Plant B	Plant C	Plant D
Bears fruit	✓	✓	x	x
Grows in water	✓	x	✓	x

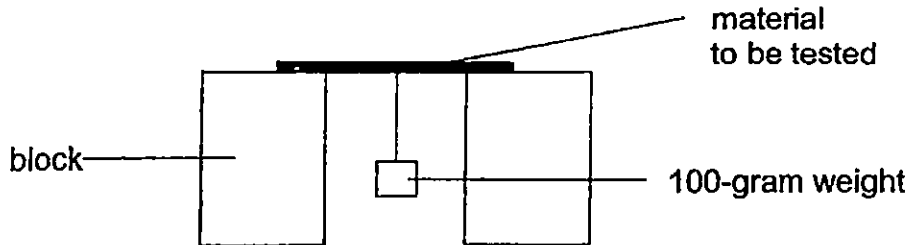
Which group, P, Q, R or S, does Plant A, B, C and D belong to?

[2m]

- (a) Plant A: Group _____
- (b) Plant B: Group _____
- (c) Plant C: Group _____
- (d) Plant D: Group _____

24. Caili set up an experiment as shown below.

She added 100-gram weights to Material S and Material T until they broke. Then, she counted the total number of 100-gram weights that caused each material to break.



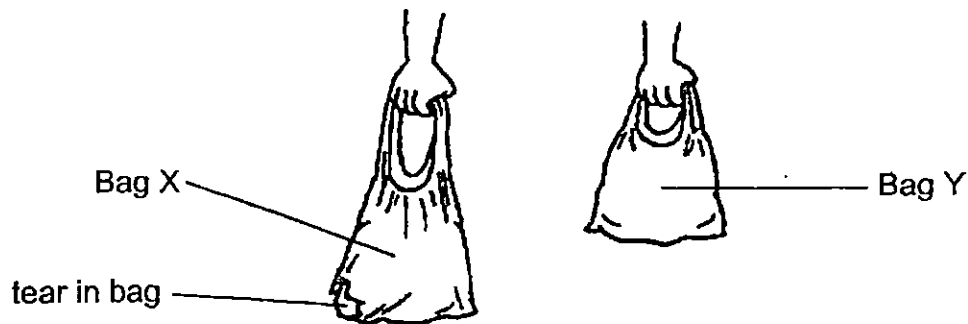
The results of her experiment are shown in the table below.

Material	S	T
Number of 100-gram weights	1	4

(a) Which property of the material did Caili investigate? [1m]

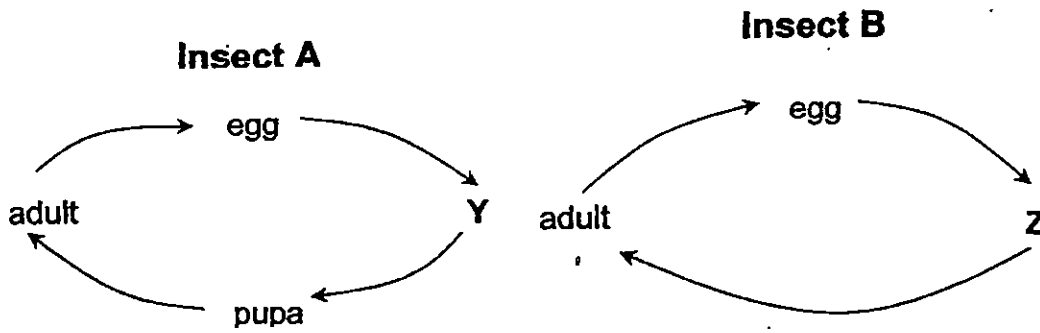
Materials S and T were used to make two different bags, X and Y.

The pictures below show what happens when the same object was placed in each of the bags.



(b) Which material, S or T, was used to make Bag X? [1m]

25. The diagrams below show the life cycles of two insects, A and B.



Name stages Y and Z in the life cycles shown above.

[2m]

Y: _____

Z: _____

26. Ahmad wants to carry out an experiment to find out if green beans or kidney beans germinate faster.

In the table below, tick (✓) correctly the variables he should keep the same and the variable that must be changed in order to carry out a fair experiment.

[2m]

Variable	Keep the same	Change
Number of seeds in each pot		
Type of soil in each pot		
Type of seed in each pot		
Place where each pot is kept		

27. Fill in the blanks with the correct helping words given below.

[2m]

attract weakest steel oppose repel wood strongest

Like poles of magnets _____ each other while unlike poles of magnets _____ each other.

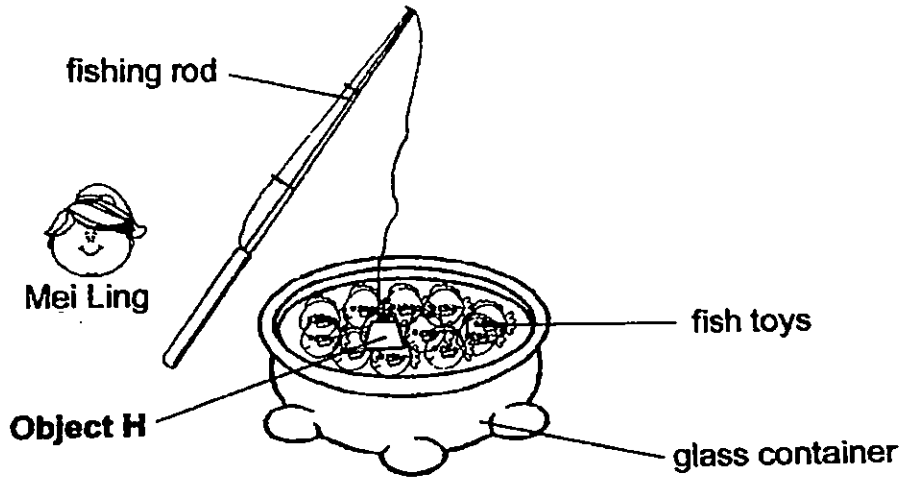
Objects made of _____ are attracted to a magnet.

A magnet is _____ at its poles.

28. Mei Ling wanted to play with her fishing toy set.

She used a fishing rod that had **Object H** hanging from the end of the line to "catch" as many fish toys as she could.

During the game, Mei Ling realised that some fish toys "swam" away from **Object H** when it was brought closer.



(a) What is **Object H** likely to be?
Tick (✓) the correct box.

[1m]

Magnet

Non-Magnetic
Material

Magnetic
Material

(b) What are the fish toys likely to be?
Tick (✓) the correct box.

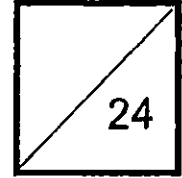
[1m]

Wood

Magnet

Steel

HENRY PARK PRIMARY SCHOOL
2015 SEMESTRAL EXAMINATION 2
SCIENCE
PRIMARY 3



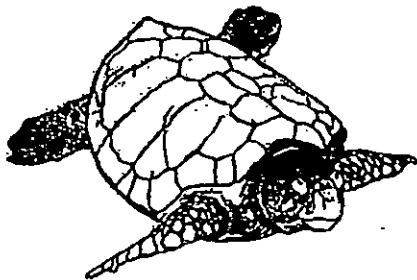
Name: _____

Class: Primary 3 _____

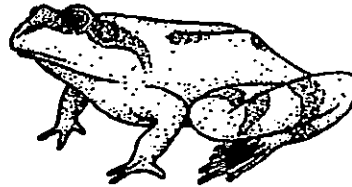
Section C: Open-Ended Questions (24 marks)

For each question from 29 to 36, write your answers in the spaces given.

29. The pictures below show organisms A and B.



Organism A



Organism B

These two organisms **reproduce** in **similar** ways.



(a) State this **similarity**. [1m]

These two organisms have **different outer coverings**.

(b) State this **difference**. [1m]

(c) Which animal group does Organism A belong to? [1m]

30. Sally saw the following plants in her garden and classified them into two groups X and Y, as shown below.

Group X	Group Y
	

She then found Plant K as shown below.

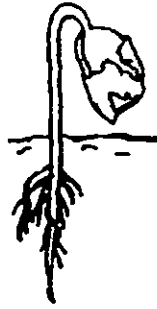


Plant K

(a) In which group, X or Y, should she place **Plant K**? [1m]

(b) Explain clearly your answer in (a). [2m]

31. The picture below shows a seedling.



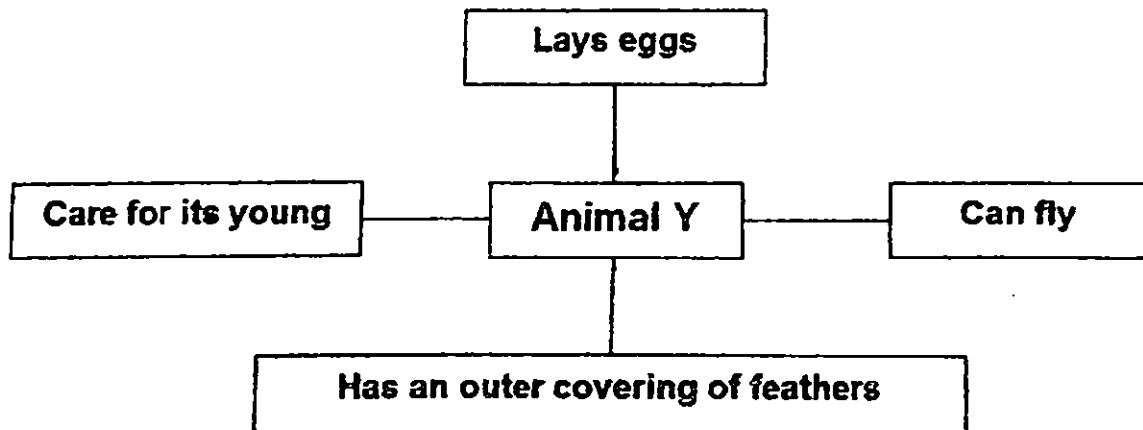
Seedling

(a) What will appear from the seedling after the stage shown above? [1m]

(b) Name the part that grows out of a seed first. [1m]

(c) Give a reason for your answer in (b). [1m]

32. The diagram below describes Animal Y.

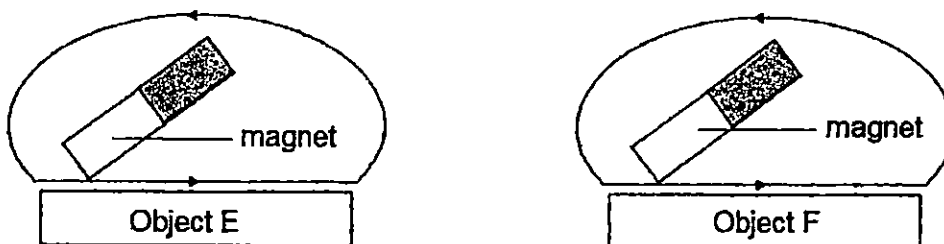


(a) Using the information above, which group of animals does Animal Y belong to? [1m]

(b) Explain your answer in (a), using the correct information from the diagram. [1m]

33. Betty wanted to make two temporary magnets. She used a strong magnet to magnetise objects E and F.

She stroked objects E and F 40 times each in the same direction, as shown below.



Betty, then, brought the temporary magnets near some steel paperclips.

The results are shown below.

Objects	Number of steel paperclips attracted to the objects		
	1 st try	2 nd try	3 rd try
E	0	0	0
F	5	4	5

(a) Which object, E or F, is **not** made of a magnetic material? [1m]

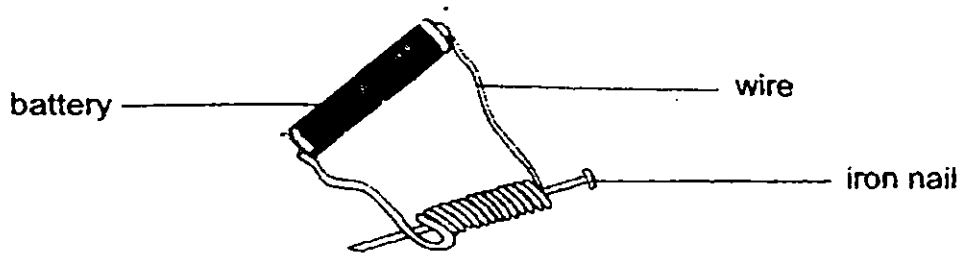
(b) Using information from the table, explain your answer in (a). [1m]

(c) Suggest 2 ways how Object F can be made into a **stronger** temporary magnet. [2m]

i) _____

ii) _____

34. Meena used an electromagnet, as shown below, to conduct an experiment.



She wanted to find out how the number of coils of wire around the iron nail affects the strength of the electromagnet.

(a) What must Meena count to find out how strong the electromagnet is?

Put a tick (✓) in the correct box in Table A below for your answer.

[1m]

Table A

Variables	Tick (✓) the correct variable
Length of nail	
Material of pins	
Number of pins attracted	
Number of coils of wire	

Meena recorded the results of her experiment in Table B below.

Table B

Number of coils of wire	10	20	30	40	50
Number of pins attracted	4	7	?	19	26

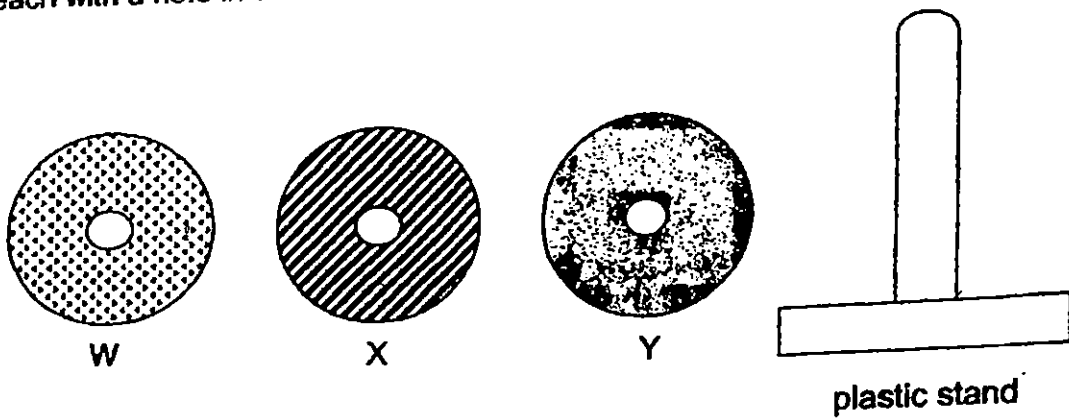
(b) Based on Meena's findings, how many pins could the iron nail attract when there were 30 coils of wire around it?

[1m]

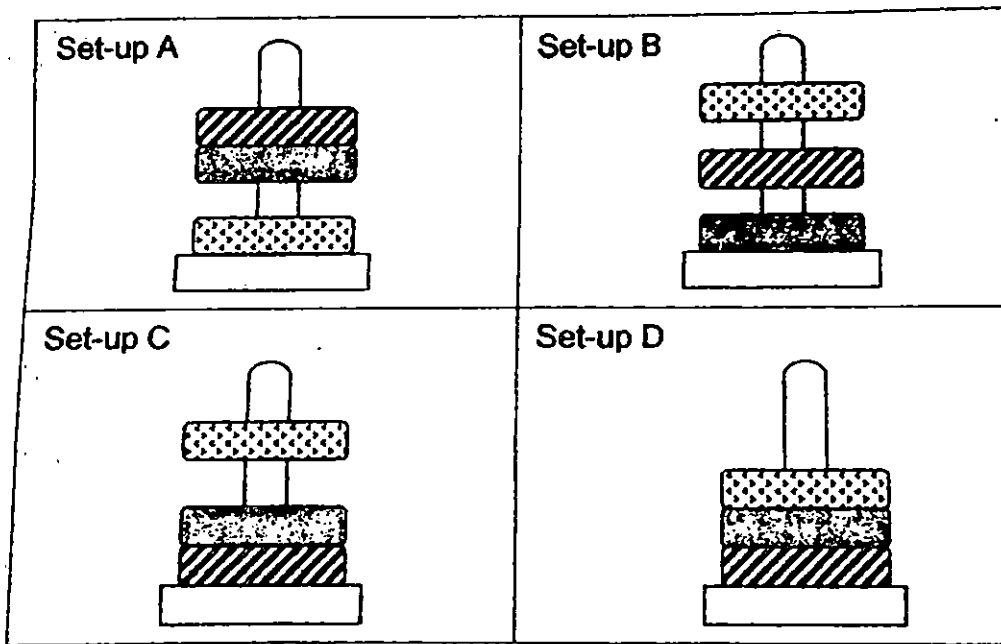
(c) Other than increasing the number of coils of wire around the iron nail, what else could Meena have done to increase the strength of the electromagnet?

[1m]

35. The diagram below shows a plastic stand and three discs, W, X, Y, of similar size, each with a hole in the centre. Only two of the discs are magnets.



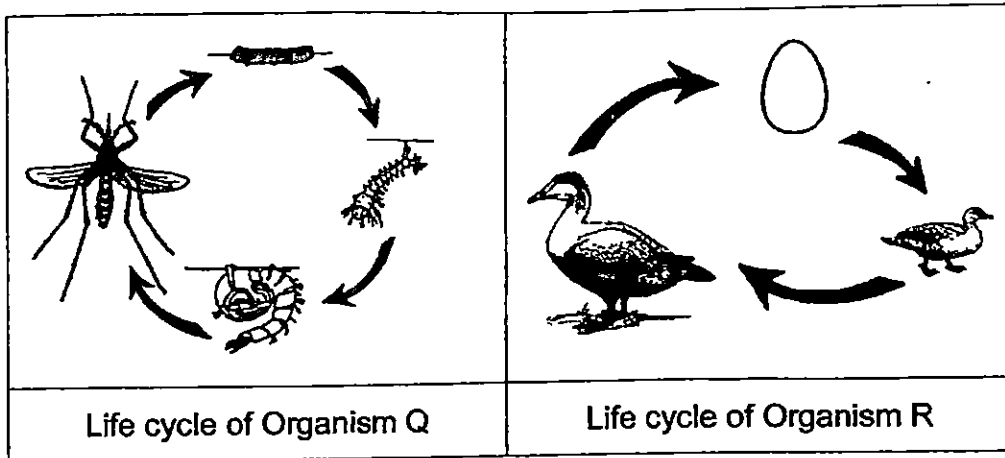
The diagrams below show the positions of the three discs when they are placed on top of one another through the plastic stand.



- (a) Based on the information provided, which one of the above set-ups would not be possible? [1m]

- (b) Give a reason for your answer. [2m]

36 The diagrams below show the lifecycle of organisms Q and R.



State the **differences** between the life cycles of organisms Q and R for each of the following:

[3m]

(a) Number of stages	
(b) Where the eggs are laid	
(c) Appearance of the young and the adult	

End of Paper

Setters: Mdm Fathlon Tawfik and Mr Sadhiq



EXAM PAPER 2015

LEVEL : PRIMARY 4

SCHOOL : HENRY PARK PRIMARY SCHOOL

SUBJECT : SCIENCE

TERM : SA2

Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10
2	3	2	1	1	1	3	4	2	4
Q 11	Q 12	Q 13	Q 14	Q 15	Q 16	Q 17	Q 18	Q 19	Q 20
2	4	4	1	2	4	3	3	2	2

Q21 Ferns / Mosses Fungi / Animals Q22a. cap Q22b. stalk

Q23a. Group Q
Q23b. Group P
Q23c. Group S
Q23d. Group R

Q24a. The property is strength Q24b. Material S.

Q25. Y: Larva Z: Nymph

Q26. Number of seeds in each pot : Keep the same
Q26. Type of soil in each pot : Keep the same
Q26. Type of seed in each pot : Change
Q26. Place where each pot is kept : Keep the same

Q27. Repel / attract / steel / strongest

Q28a. Magnet Q28b. Magnet Q29a. They lay eggs

Q29b. Organism A has the outer covering of scales but organism B has an outer covering of moist skin.

Q29c. It belongs to the animal group of reptile.

Q30a. Group X. Q30b. All the plants in group X grow on land like plant K, but the plant in group X require soil.

Q31a. Leaves will appear from the seedling after that stage.

Q31b. The roots Q31c. No model answer

Q32a. The group of birds. Q32b. Birds can fly, care for its young and have feathers.

Q33a. Object E Q33b. It did not attract any paper clips, even on the third try.

Q33c (i) By using a more powerful magnet to stroke it.

Q33c. (ii) By stroking it even more times. Q34a. Number of pins attracted

Q34b. It could attract fifteen paperclips.

Q34c. She could increase the number of dry cells that are connected to the coils of wire.

Q35a. Set up B. Q35b. Only the like poles of magnets repel, and only two of them are magnets, so there only can be one repulsion.

Q36a. No model answer.

Q36b. Organism Q lays its eggs in water, but organism R does not.

Q36c. The young of organism R look like the adult but the young of organism Q does not.