

# Anglo-Chinese School (Junior)



## CONTINUAL ASSESSMENT 1 (2016)

PRIMARY 4

SCIENCE

BOOKLET A

Wednesday

9 MARCH 2016

1 hour

Name: \_\_\_\_\_ ( ) Class: 4.( )

### INSTRUCTIONS TO PUPILS

- 1 Do not turn over the pages until you are told to do so.
- 2 Follow all instructions carefully.
- 3 There are 15 questions in this booklet.
- 4 Answer ALL questions.
- 5 Shade your answers in the Optical Answer Sheet (OAS) provided.

**Booklet A (30 marks)**

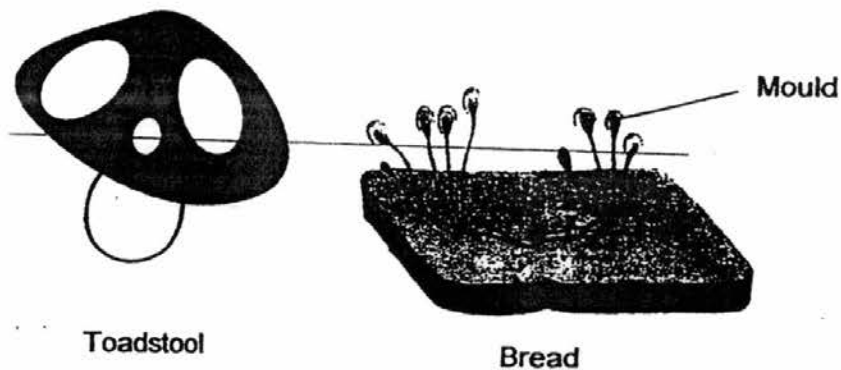
For each question from 1 to 15, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Shade your answer on the Optical Answer Sheet. (15 x 2 marks)

1. Which of the following statements about all living things are correct?

- A They can reproduce.
- B They can respond to changes.
- C They can make their own food.
- D They need air, food and water to live.

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

2. The diagrams below show a toadstool and mould growing on bread.

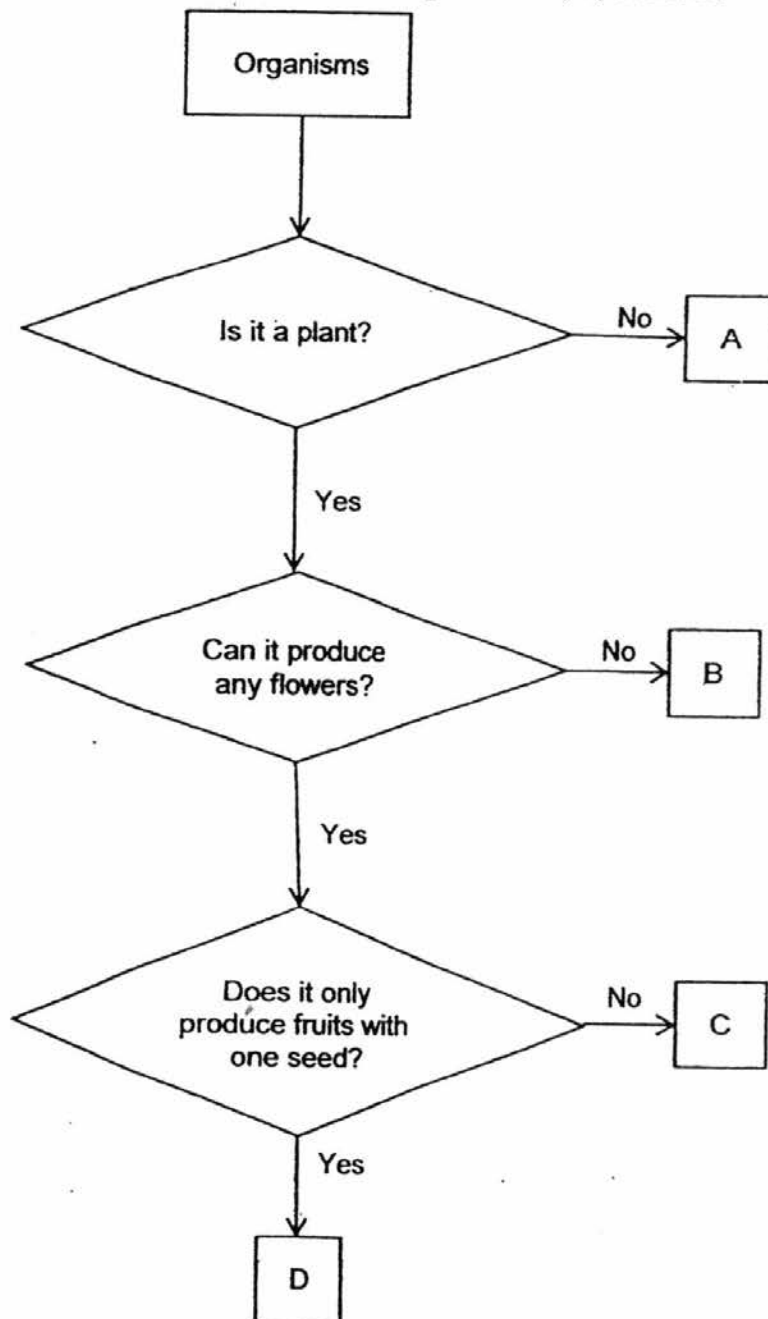


Which of the following characteristics do toadstool and mould have in common?

- A Both are microorganisms.
- B Both reproduce from spores.
- C Both feed on other living things.
- D Both cannot make their own food.

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

3. The flowchart shows some characteristics of organisms A, B, C and D.

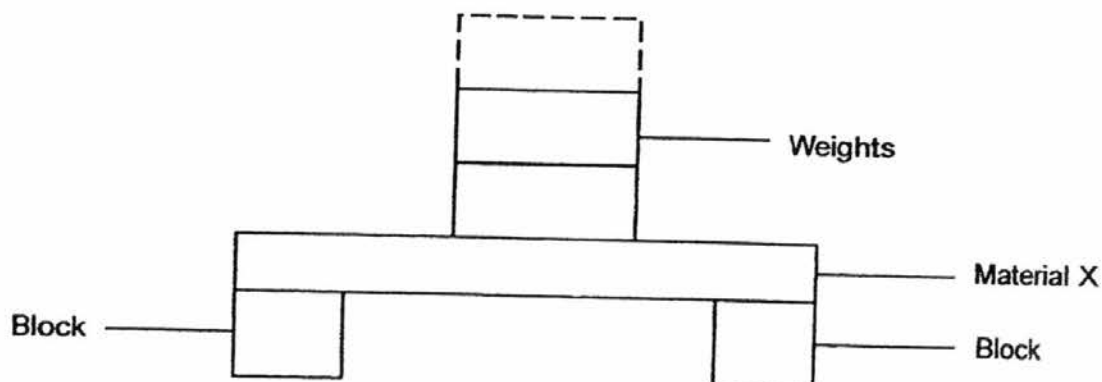


Which of the following statement(s) show(s) a difference between organisms B and D?

- A D can produce fruits but B cannot produce fruits.  
 B D produces fruits with many seeds but B does not.  
 C D is a flowering plant but B is a non-flowering plant.

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

4. Dan carried out an experiment as shown below. He placed material X on top of two blocks. Weights were then placed one at a time on top of material X until material X broke. Dan repeated the experiment using materials Y and Z. He recorded his results in the table below.



Material	Number of weights placed on each material before it broke
X	3
Y	5
Z	8

What is the aim of Dan's experiment?

- (1) To find out which block is the strongest.
  - (2) To find out which material is the strongest.
  - (3) To find out if the number of weights affect the strength of the blocks.
  - (4) To find out if the strength of weights affect the material of the blocks.
5. A group of Primary 4 pupils made the following statements about digestion.

Siti : The saliva in the mouth helps to digest food.  
 Tim: Digestion of food is completed in the small intestine.  
 Bob: Digestion of food takes place in the gullet and the stomach only.  
 Lucy: The undigested food goes into the large intestine where water is removed from it.

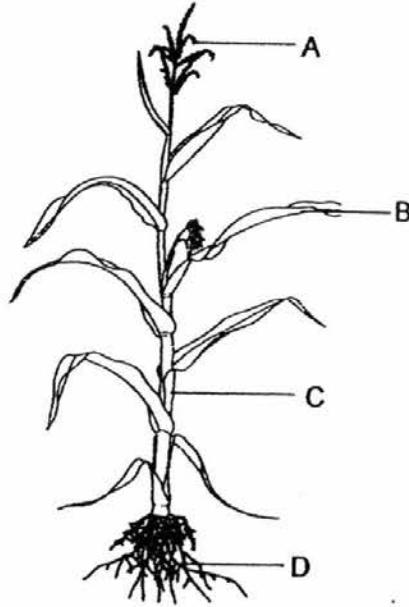
Which of the pupils made correct statements?

- (1) Siti and Tim only
- (2) Bob and Lucy only
- (3) Siti and Bob only
- (4) Siti, Tim and Lucy only

6. Two children, Ali and Peter, commented on a certain plant part of the maize plant shown below in the diagram.

Ali : It provides support.

Peter : It holds the leaves up so that they can get sunlight.



Maize Plant

Which part, A, B, C or D, of the maize plant are they referring to?

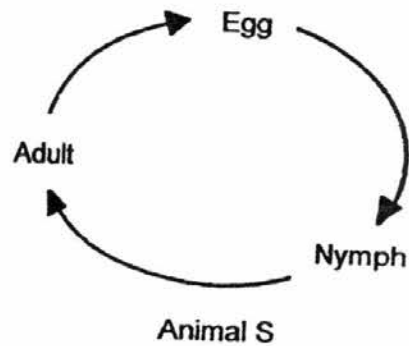
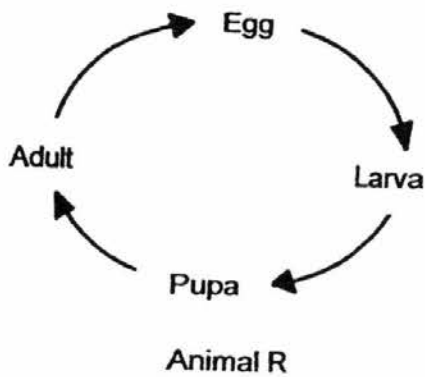
- (1) A  
 (2) B  
 (3) C  
 (4) D
7. Sara classified 6 animals into 2 groups in the table below.

<u>Group 1</u>	<u>Group 2</u>
crow	dog
penguin	dolphin
clownfish	elephant

What characteristic did Sara use to classify the animals?

- (1) Where they live.  
 (2) How they move.  
 (3) Their outer covering.  
 (4) Whether they give birth.

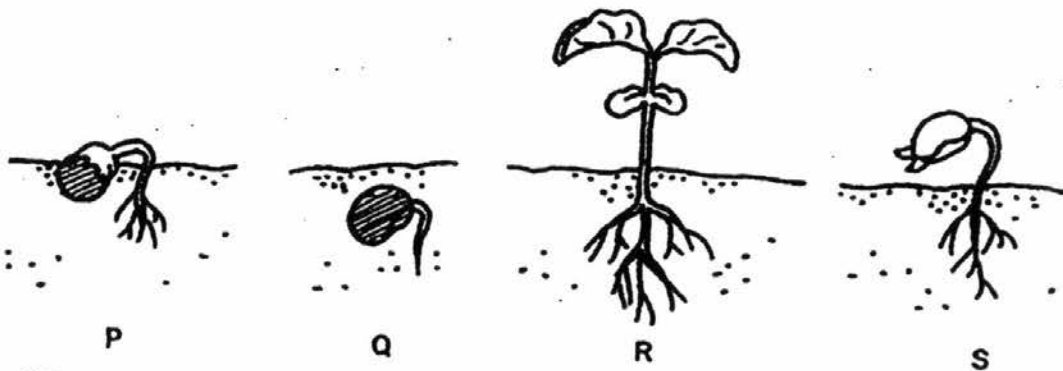
8. The diagrams below show the life cycle of Animals R and S.



Which insects below have similar life cycles to Animals R and S?

	Animal R	Animal S
(1)	mosquito	cockroach
(2)	grasshopper	mosquito
(3)	cockroach	grasshopper
(4)	cockroach	mosquito

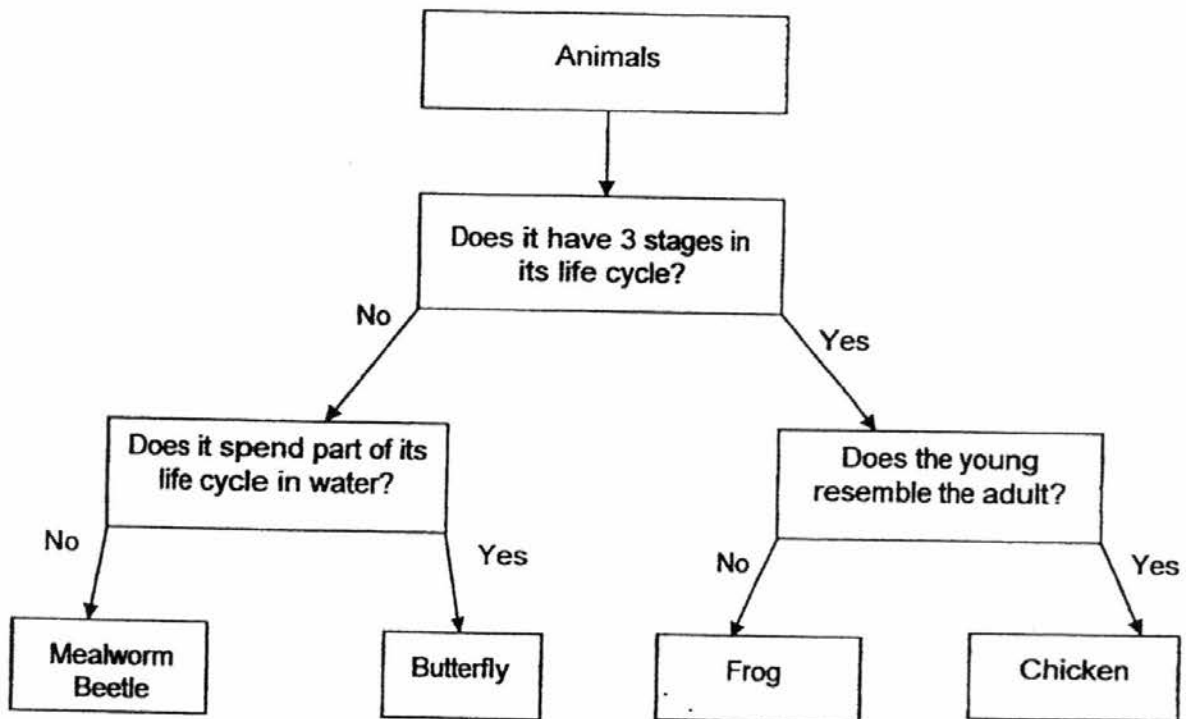
9. Look at the diagrams below.



Which one of following shows the correct order of a seed growing into a young plant?

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

10. John drew the flowchart below.



Which animal was classified incorrectly?

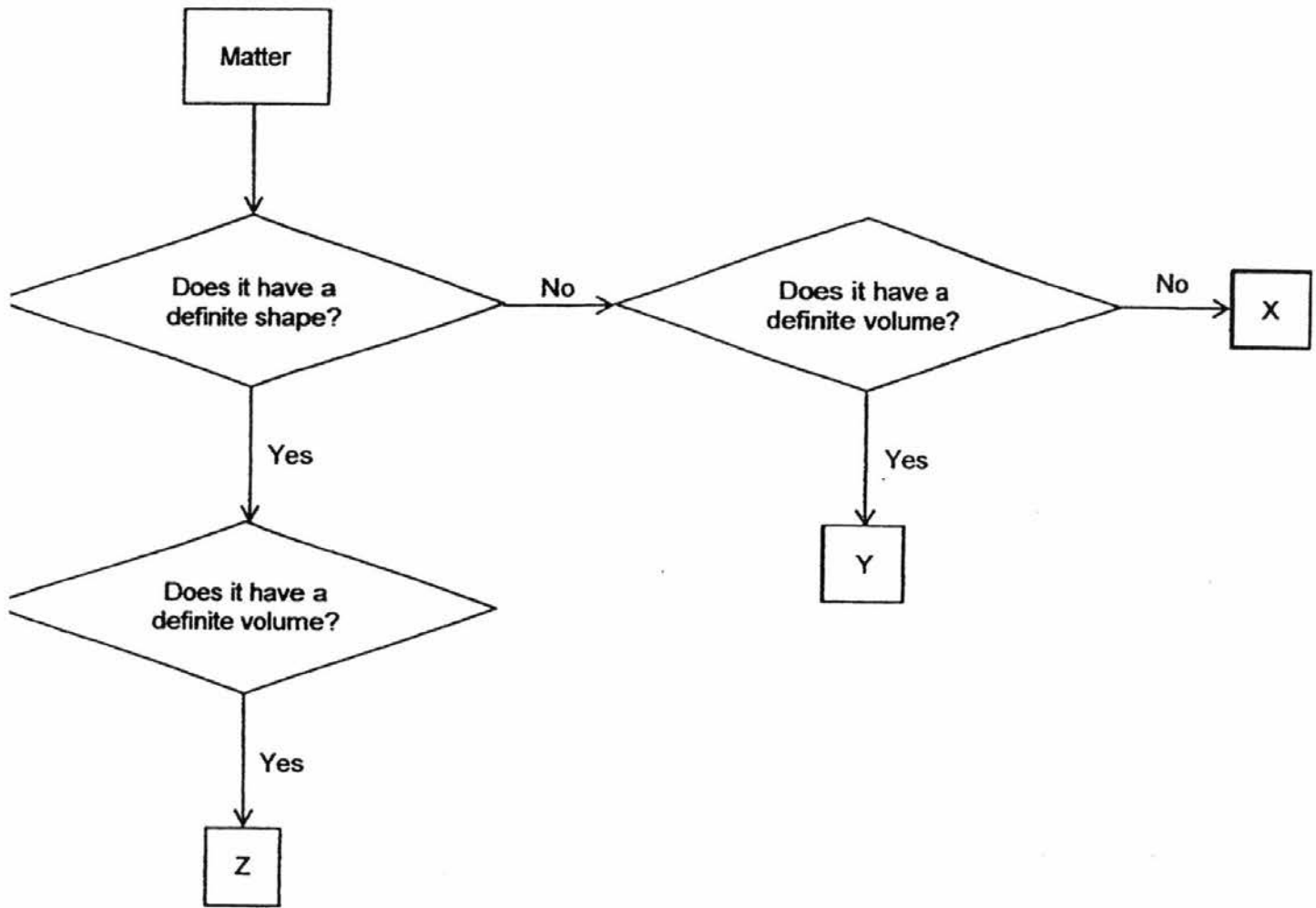
- (1) Frog
  - (2) Chicken
  - (3) Butterfly
  - (4) Mealworm Beetle
11. Mohan observed the growth of a seed to an adult plant. He recorded his observations in the table below.

Day	Length of root (cm)	Length of shoot (cm)	Number of leaves
0	0	0	0
2	1	0	0
4	2	1	0
6	3	3	0
8	4	5	3
10	5	6	5

On which day did the plant most likely start making its own food?

- (1) Day 4
- (2) Day 6
- (3) Day 8
- (4) Day 10

12. Study the flowchart below.



Which one of the following correctly represents X, Y and Z?

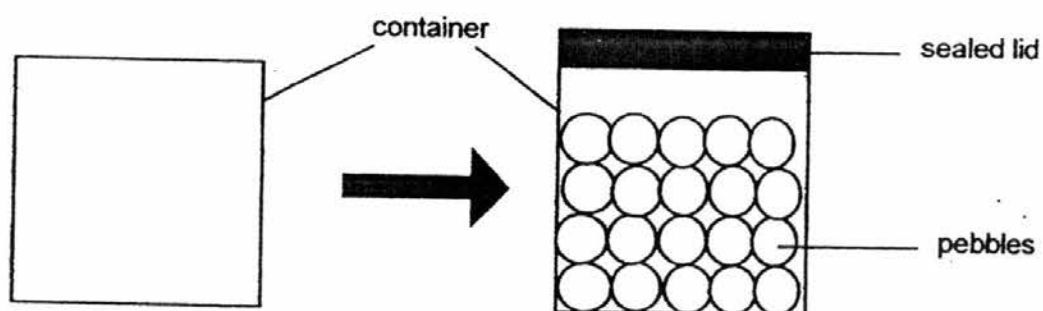
	X	Y	Z
(1)	Water	Oxygen	Coin
(2)	Oxygen	Apple juice	Rock
(3)	Air	Sand	Apple juice
(4)	Apple juice	Water	Sand



13. Which of the following are matter?

- (1) Eraser, light and air
- (2) Air, water and eraser
- (3) Light, electricity and heat
- (4) Electricity, eraser and heat

14. The diagram below shows an empty container with a volume of  $400\text{cm}^3$ . Susie placed some pebbles in the container and sealed it later with a lid.

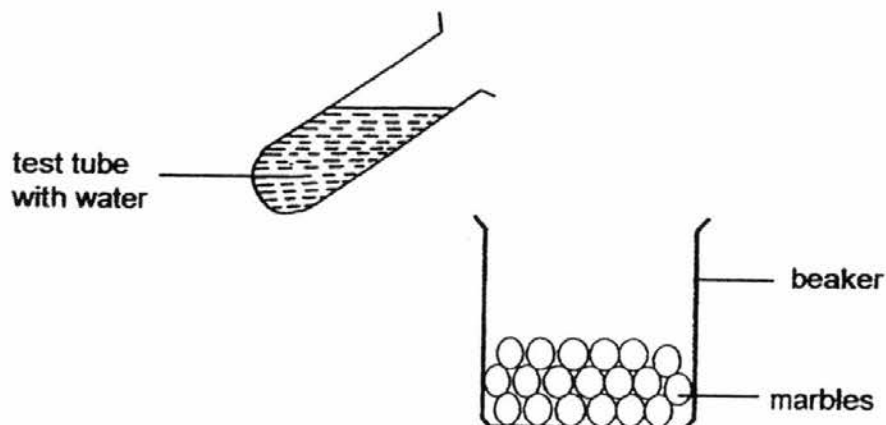


Which of the following statement(s) is/are true?

- A The pebbles can be compressed.
- B The air takes the shape of the container it is in.
- C The pebbles take the shape of the container they are in.

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

15. The water in the test tube is poured into the beaker filled with marbles as shown. A group of pupils were asked to observe the beaker of marbles as water was poured into it and give a reason for their observation.



	Observations	Reasons
Ali	Water will remain on top of the marbles.	Water does not occupy space.
Luke	Water will occupy the space in between the marbles.	Water can be compressed.
Betty	Water will be absorbed by the marbles.	Water can be compressed.
Stacy	Water will occupy the space in between the marbles.	Water occupy the space previously occupied by air.

Which of the above pupils gave the correct reason for his/her observation?

- (1) Ali
- (2) Luke
- (3) Betty
- (4) Stacy

**End of Booklet A**

# Anglo-Chinese School (Junior)



**CONTINUAL ASSESSMENT 1 (2016)**  
**PRIMARY 4**  
**SCIENCE**  
**BOOKLET B**

**Wednesday**

**9 MARCH 2016**

**1 hour**

Name: \_\_\_\_\_ ( ) Class: 4.( ) Parent's Signature: \_\_\_\_\_

## INSTRUCTIONS TO PUPILS

- 1 Do not turn over the pages until you are told to do so.
- 2 Follow all instructions carefully.
- 3 There are 7 questions in this booklet.
- 4 Answer ALL questions.
- 5 The marks are given in the brackets [ ] at the end of each question or part question.

Booklet	Possible Marks	Marks Obtained
A	30	
B	20	
<b>Total</b>	<b>50</b>	

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This question paper consists of 8 printed pages (inclusive of cover page).

**Booklet B (20 marks)**

For questions 16 to 22, write your answers in this booklet.

The number of marks available is shown in brackets [ ] at the end of each question or part question.

16. Study the table below.

X	Y	Z
Bat	Turtle	Frog
Lion	Lizard	Toad
Monkey	Crocodile	Salamander

(a) State suitable headings for Groups X and Y and Z [1]

X: \_\_\_\_\_

Y: \_\_\_\_\_

Z: \_\_\_\_\_

(b) In which group does a snake belong to? State a characteristic that it has which is similar only to the animals in that group. [1]

\_\_\_\_\_

\_\_\_\_\_

(c) State two similar characteristics that only the animals in group X have. [1]

\_\_\_\_\_

\_\_\_\_\_

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SCORE	3
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17. In an experiment, Lily kept four slices of the same type of bread, A, B, C and D under different conditions. A tick (✓) indicates the presence of the condition.

Bread	Conditions	
	Presence of moisture	Presence of light
A		✓
B	✓	✓
C	✓	
D		

The table below shows Lily's findings after 2 weeks.

Bread	Observations
A	No visible patches of mould.
B	Some visible patches of mould.
C	Many visible patches of mould.
D	One visible patch of mould.

- (a) Based on her experiment, what can she conclude about the best condition(s) for mould to grow? [1]

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- (b) Where does the mould get its food? [1]

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- (c) Lily wants to find out if mould grows faster on white or wholemeal bread. In the table below, indicate with a tick or ticks (✓) the variable(s) that should be kept the same to ensure a fair test. [1]

Variables	Kept the same
Type of bread	
Location of the experiment	
Amount of moisture present	
Amount of mould growing on the bread	

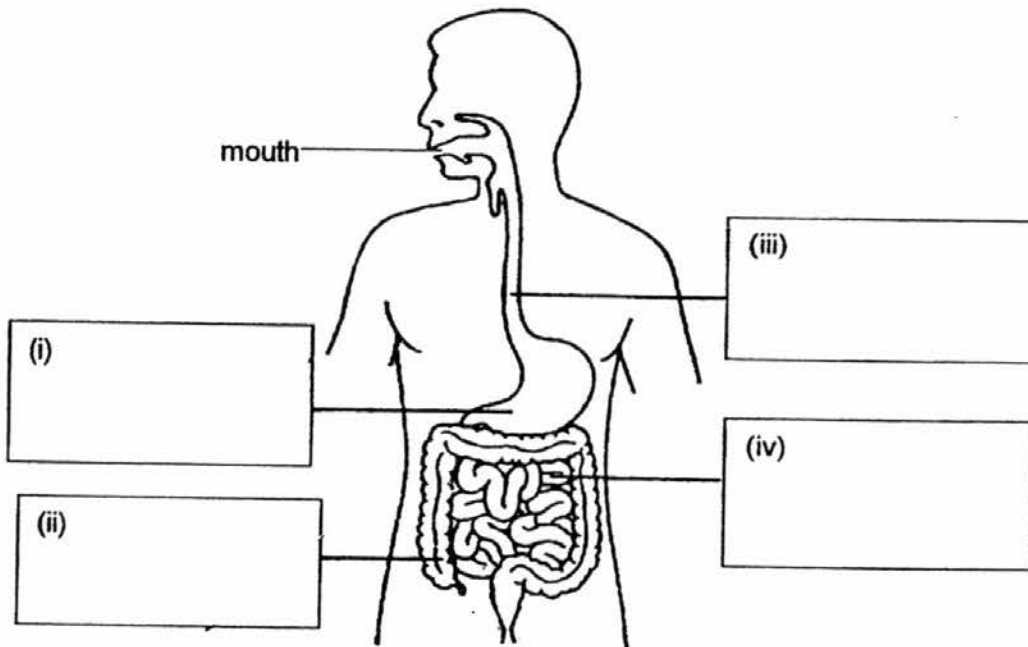
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SCORE	3
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18. The diagram below shows the human digestive system.

(a) Label parts (i), (ii), (iii) and (iv) of the digestive system.

[2]



(b) In which parts of the digestive system are digestive juices produced?

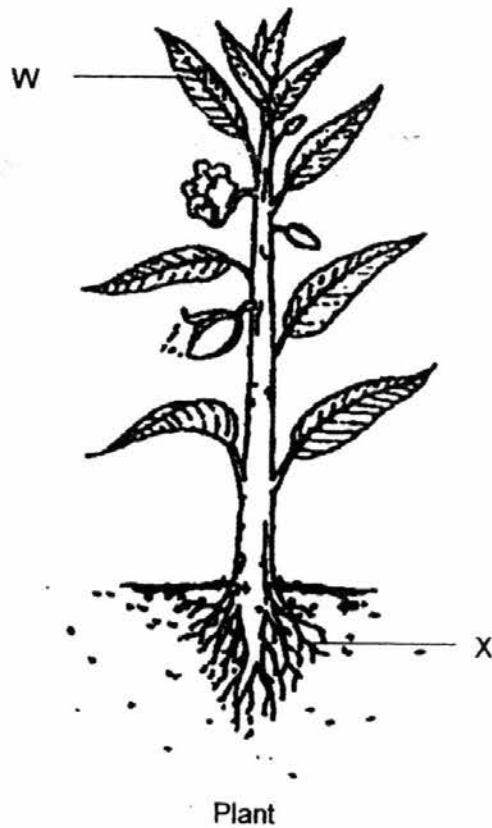
[1]

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SCORE	/
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19. The diagram below shows a plant.



- (a) What is the function of Part W? [1]

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- (b) How does Part X help Part W to carry out its function? [1]

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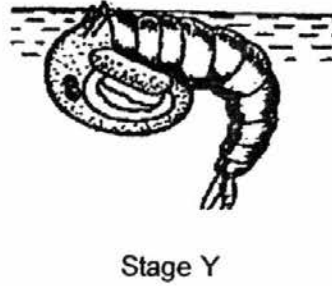
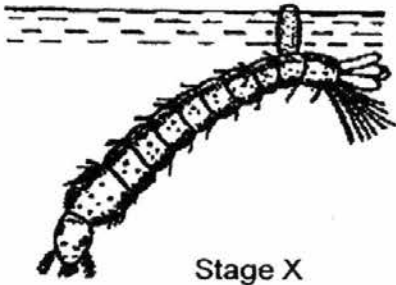


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SCORE	
	2

20. The diagrams below show two stages in the life cycle of Animal Q.



- (a) Identify the two stages, X and Y. [1]

X: \_\_\_\_\_ Y: \_\_\_\_\_

- (b) At which stage, X or Y, of its life cycle will Animal Q not feed? [1]

Stage: \_\_\_\_\_

- (c) Dengue fever is an illness caused by infection with a virus transmitted by the Aedes mosquito. It is spread when an adult female Aedes mosquito bites a healthy person after biting an infected person.

~~What is the best way to prevent the Aedes mosquitoes from breeding?~~ [1]

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SCORE	3
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21. Bala made a shadow using his hand as shown below.



- (a) Is shadow a matter? Based on properties of matter, explain your answer. [1]

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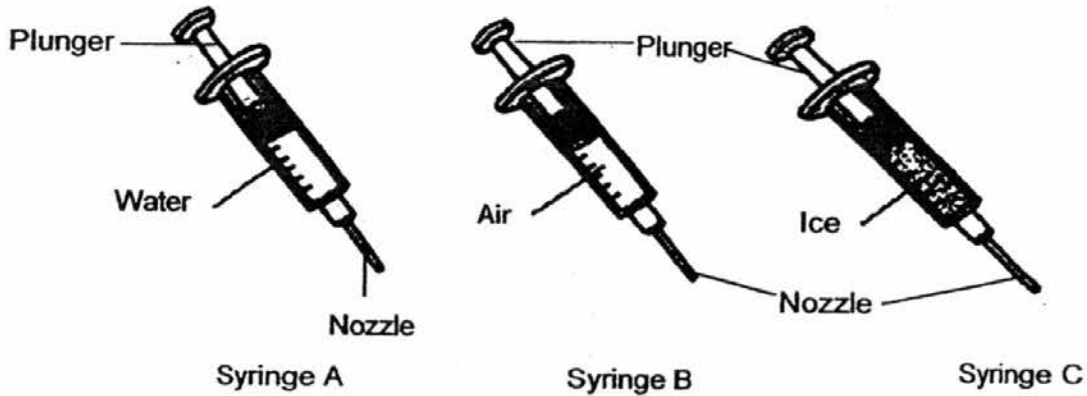
- (b) Which of the following statement(s) is/are true?  
Write the letter 'T' in the box(es) next to the statement(s) that is/are true. [2]

Statements		Write the letter 'T'
(i)	Ice and snow are examples of matter.	
(ii)	Sound and water are not matter.	
(iii)	Gases have no definite volume.	
(iv)	Both solids and liquids take the shape of their containers.	

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SCORE	3
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22. Mark filled three syringes, A, B and C, with different substances as shown below.



- (a) He covered the nozzle of each syringe with his finger and tried to push the plunger in. He recorded his observations in the table below. Match the syringes, A, B and C to the correct observations. Fill in the table with letters A, B and C. [1]

Observations		Syringes
(i)	The plunger could not be pushed in.	
(ii)	The plunger could be pushed in, but not all the way to the end.	

- (b) Explain why the plunger(s) in (a)(ii) could be pushed in. [1]

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- (c) Based on the properties of matter, state a difference between ice and air. [1]

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End of Paper

SCORE	3
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**EXAM PAPER 2016**

**LEVEL : PRIMARY 4**

**SCHOOL : ANGLO-CHINESE SCHOOL (JUNIOR)**

**SUBJECT : SCIENCE**

**TERM : CA1**

Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q 10
3	3	3	2	4	3	4	1	4	3
Q 11	Q 12	Q 13	Q 14	Q 15					
3	2	2	1	4					

Q16a) X: Has fur                      Y: Has scales                      Z: Has slimy skin

Q16b) Group Y. It has scales.

Q16c) They have fur and gives birth to their young alive.

Q17a) Mould needs moisture and darkness to grow.

Q17b) Mould gets its food from dead or decayed living things.

Q17c) Location of the experiment, amount of moisture present.

Q18ai) Stomach    ii) Large intestine    iii) Gullet    iv) Small intestine

Q18b) Mouth, stomach and small intestine.

Q19a) It makes food for the plant.

Q19b) Part X absorbs water and mineral salts from the ground and transport it to other parts of the plant.

Q20a) X: Larva                      Y: Pupa

Q20b) Stage: Y

Q20c) We can spray oil on stagnant water so as to stop the larva from breathing.

**Q21a) No. It does not occupy space, does not have a definite shape and volume.**

**Q21b) (i) and (iii)**

**Q22ai) C, A**

**ii) B**

**Q22b) air can be compressed so the plungers could be pushed in.**

**Q22c) Ice cannot be compressed but air can.**