SINGAPORE CHINESE GIRLS' SCHOOL
SECOND SEMESTRAL ASSESSMENT 2011
PRIMARY 3
SCIENCE

Name: _____ ( ) Date: _____

Class: Primary 3 SY / C / G / SE / P Duration: 1 h 25 mins

Part I (20 x 2 marks)

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. Which one of the following statements about living things is **true**?

   1) Some living things will not die.
   2) All living things need water to live.
   3) Living things are made up of only animals and plants.
   4) All living things reproduce by giving birth to their young alive.

2. Which one of the following groups does the animal below belong to?

   1) bird
   2) fish
   3) insect
   4) mammal

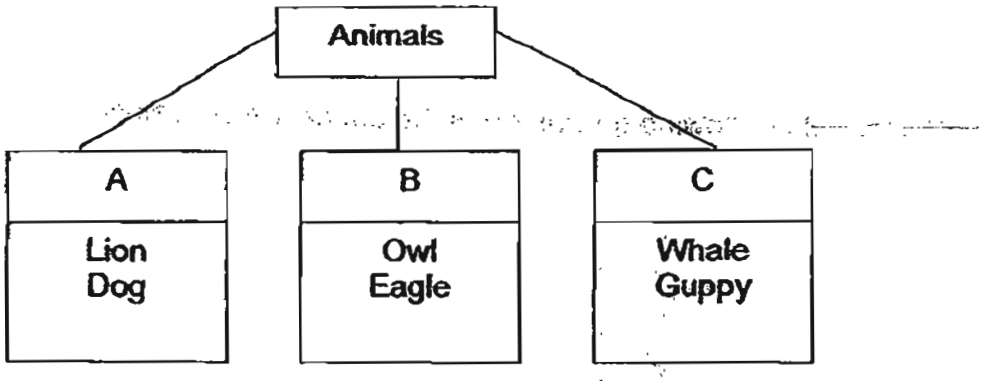
3. Study the table below.

A	B
dolphin	rose plant
whale	fern
duckweed	orchid
shrimp	caterpillar

Which one of the following would be suitable headings for A and B?

	A	B
1)	Animals	Plants
2)	Can Swim	Cannot swim
3)	Found in water	Found on land
4)	Reproduce by giving birth to young alive	Reproduce by seeds

4. The mammals in the classification below are grouped according to the number of legs. Study the table and answer the question below.



Students of Primary 3 Grace were asked to classify a dolphin and a bat in the table above. Which one of the following students gave the correct answer?

	Students	A	B	C
1)	Harry	Bat		Dolphin
2)	Elena	Dolphin	Bat	
3)	Jack		Bat	Dolphin
4)	Mary	Bat	Dolphin	

5. Study the pictures below.

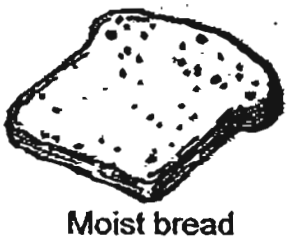
The leaves above have similar _____.

1) sizes
2) edges
3) shapes
4) textures

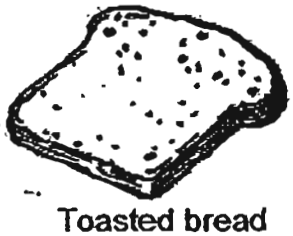
6. What material is the part X of the object below most likely to be made of?

1) Wood
2) Glass
3) Plastic
4) Styrofoam

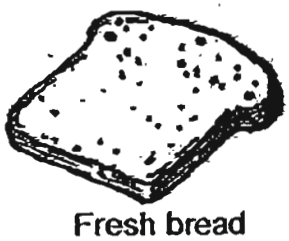
7. Dorothy placed some bread on a table as shown below. Arrange the bread in order from the one with the most mould to the one with the least mould.



Moist bread
A



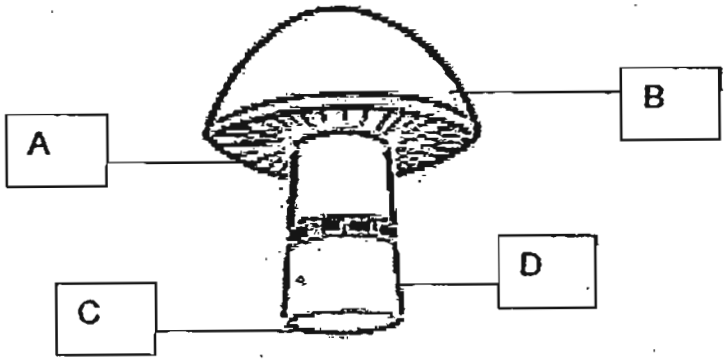
Toasted bread
B



Fresh bread
C

1) A, B, C
2) A, C, B
3) C, A, B
4) C, B, A

8.



Which part of the mushroom above hold spores?

1) A
2) B
3) C
4) D

Refer to the table below and answer Questions 9 and 10.

Characteristics	Material W	Material X	Material Y	Material Z
Soft	√			
Waterproof	√	√	√	√
Transparent	√			√
Rough			√	

9) Which material is Z likely to be?

1) glass
2) iron
3) paper
4) wood

10) Which one of the following materials would you choose to make a raincoat?

1) W
2) X
3) Y
4) Z

11) Which one of the following diagrams shows the correct flow of digestion?

1) Mouth → Gullet → Stomach → Small Intestine → Large Intestine
2) Mouth → Stomach → Gullet → Large Intestine → Small Intestine
3) Mouth → Small Intestine → Large Intestine → Stomach → Gullet
4) Mouth → Stomach → Small Intestine → Large Intestine → Gullet

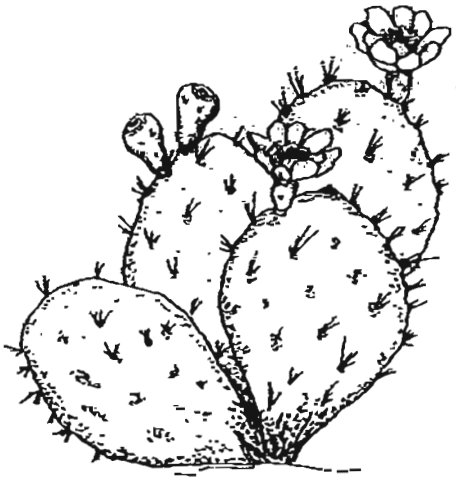
12. Study the table below.

Respiratory System	Skeletal System
Windpipe	Bones
Muscles	Blood vessels
Heart	Stomach

How many items are classified **incorrectly**?

1) 1
2) 2
3) 3
4) 4

13. Study the plants below



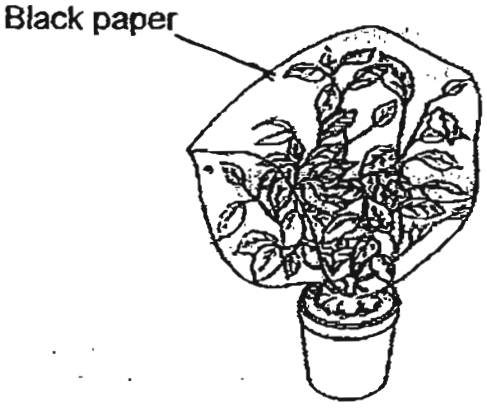
Plant X

Plant Y

How are the plants similar?

1) They are not living things.
2) They make their own food.
3) They only need light and air to live.
4) They will grow up to the same height.

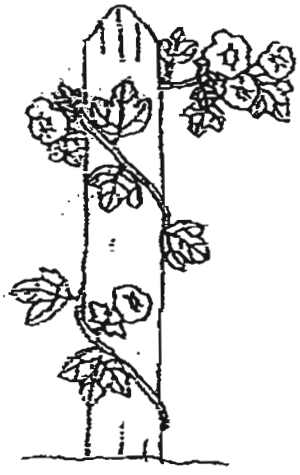
14. Javinder covered a potted plant with a black paper as shown below and placed it in a cupboard. He watered the plant every day.



What did Javinder want to find out?
He wanted to find out if _____

1) sunlight was needed for the plant to live.
2) the roots held the plant firmly to the ground.
3) tubes in the stem transported food to all parts of the plant.
4) tubes in the stem transported water to all parts of the plant.

15.

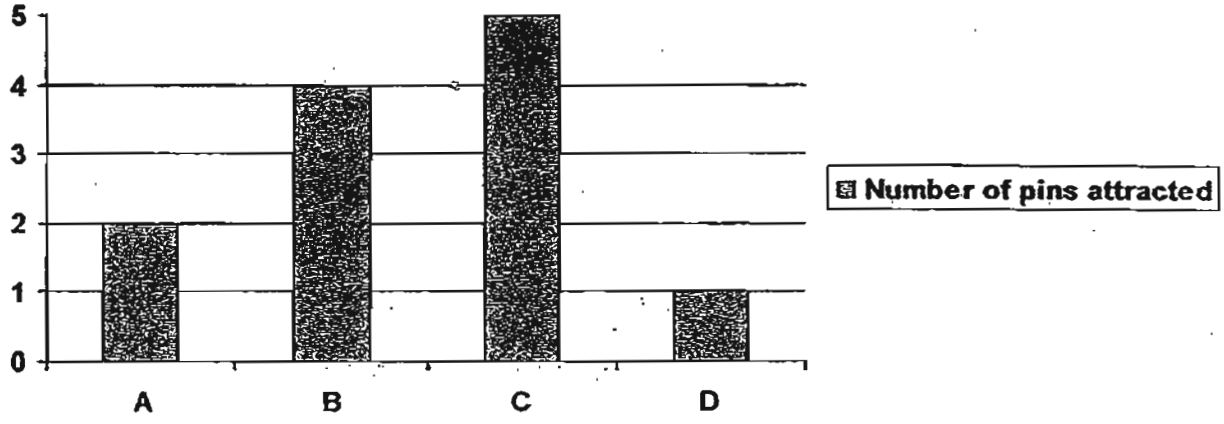


A wooden plank was placed together with the plant in the diagram above. Which one of the following statements best explains the reason for doing so?

1) The roots would be able to absorb more water.
2) More fruits would be able to have space to grow.
3) The leaves would be able to trap enough sunlight.
4) The flowers would be able to attract more insects.

Tina used 4 different magnets A, B, C and D to attract some pins. She plotted a graph as shown below. Study the graph and answer questions 16 and 17.

16. How many magnets were stronger than magnet A?

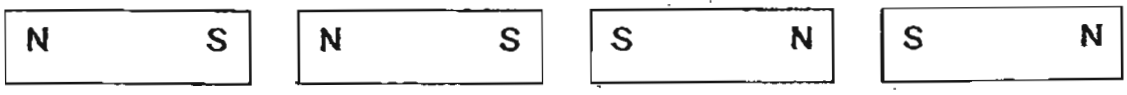


1) 1
2) 2
3) 3
4) 4

17. If the magnets above were only temporary magnets made by using the stroking method, which one of them would have been stroked the most number of times?

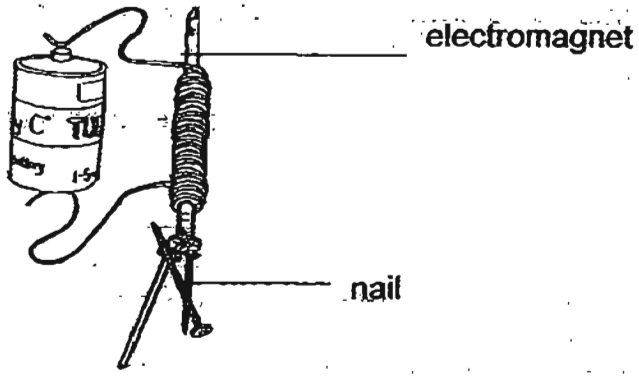
1) A
2) B
3) C
4) D

18. What would happen if the 4 magnets were brought close together?



1) Only 1 pair of magnets would attract.
2) Only 2 pairs of magnets would attract
3) All 3 pairs of magnets would attract.
4) All magnets would repel each other

19.

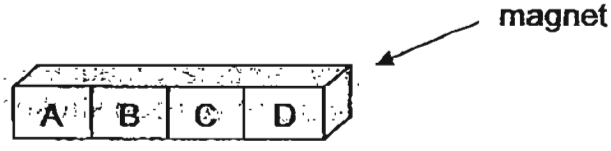


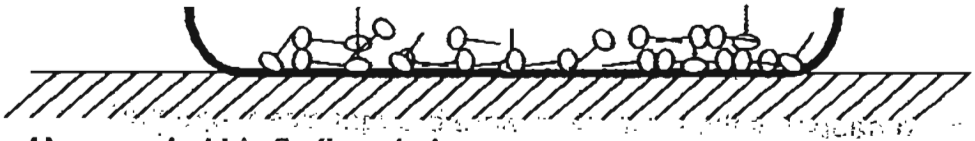
What could Susan do to increase the strength of her electromagnet set-up as seen above?

a) increase the length of wire
b) increase the size of the nails
c) increase the number of batteries
d) Increase the number of coils round the iron nail

1) a and b
2) a and c
3) b and d
4) c and d

20. Tom place a magnet into a bowl of pins. Then he counted the number of pins attracted to to Parts, A, B, C and D.





He recorded his findings below.

Attempt	Number of pins attracted			
	Part A	Part B	Part C	Part D
1st	4	2	5	7
2nd	1	3	7	9
3rd	7	3	2	2
4th	9	4	3	8

Tom's teacher told him that he had made mistakes in recording his results and only one set of results was correct. Which set of results was correct?

1) 1st Attempt
2) 2nd Attempt
3) 3rd Attempt
4) 4th Attempt

SINGAPORE CHINESE GIRLS' SCHOOL
SECOND SEMESTRAL ASSESSMENT 2011
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Name: _____ ( ) **Date:** _____

Class: Primary 3 SY / C / G / ~~E~~ / P **1 h 25 min**

Components	Marks Obtained	Total Marks
Part I		40
Part II		30
Total		70

Parent's Signature:

_____

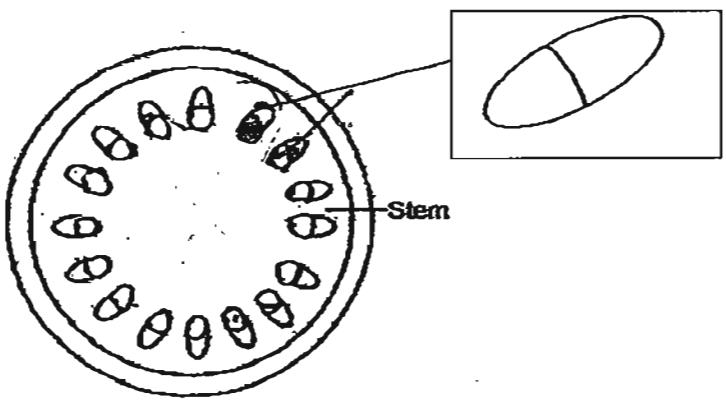
Part II (30 marks)

Answer all the following questions.

21a) Match the following plant parts to their functions below by drawing straight lines to join the dots. (3 m)

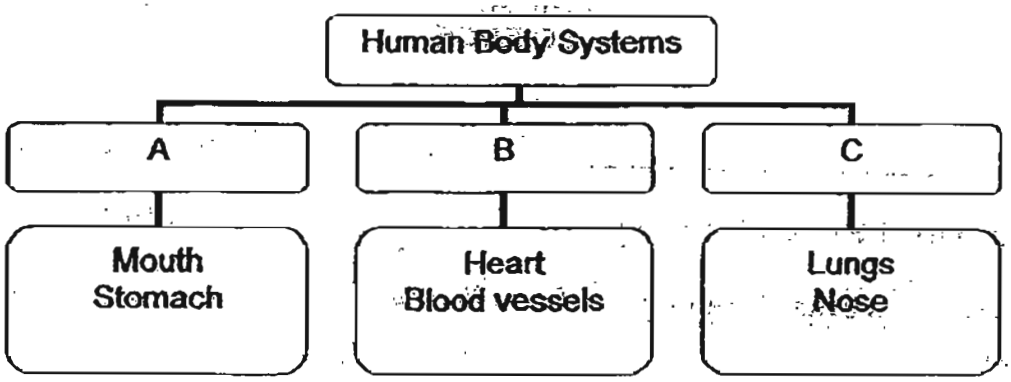
Roots •	• Help to keep the plant upright
Leaves •	• Hold the plant firmly to the ground
Stem •	• Trap sunlight.
	• Transport food to all parts of the plant

21b) Below is a cross section of a stem. In the box shade and label the part that transports water to the plant with the letter X. (2 m)



5

22) Study the table below



a) Write down suitable headings for A, B and C (3 m)

A) _____

B) _____

C) _____

b) What is the main function of the organs in Group A? (1 m)

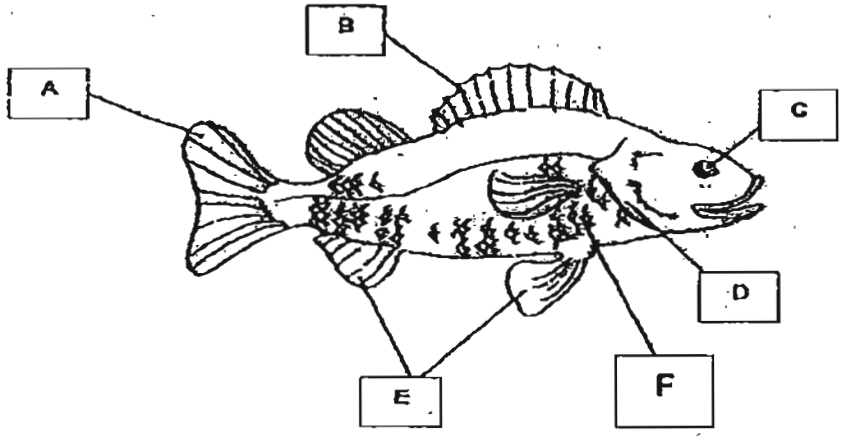
_____

c) In which group would the organ 'windpipe' be classified in? (1 m)

_____

5

23) Study the animal below.



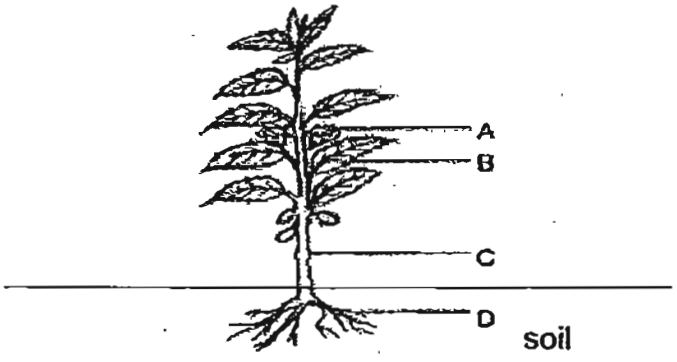
a) Which part can the respiratory organ of Animal X be found in the diagram above? (1 m)

_____

b) State one difference between the respiratory organs of Animal X and yourself. (1 m)

_____

c) Mary went to the garden and she pulled out the plant from the soil.



c) Which part of the plant, A, B, C or D, will be removed due to her action? (1m)

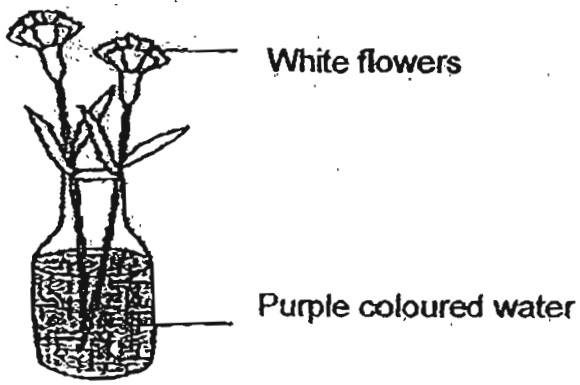
_____

d) Predict what will happen to the plant when the part you identified was removed entirely.(1m)

_____

4

24) Pamela placed two stalks of white flowers in purple-coloured water as shown below. She prepared two such set-ups and labelled them A and B. She recorded her findings from day 1 to day 4 in the table below.



Set-up A

	Day 1	Day 2	Day 3	Day 4
Water level	40 ml	38 ml	35 ml	
Height of flower	20 cm	20 cm	20 cm	
Colour of flower petals	White	White	White with purple spots on some petals	White with purple spots on some petals

Set-up B

	Day 1	Day 2	Day 3	Day 4
Water level	40 ml	40 ml	40 ml	40 ml
Height of flower	20 cm	20 cm	20 cm	20 cm
Colour of flower petals	White	White	White	White

a) Record Pamela's observation for set-up A on day 4 in the table above. (2 m)

b) Describe the changes in set-up A that Pamela observed after 3 days. (2 m)

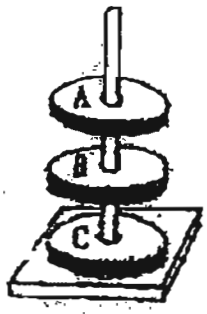
_____

c) Pamela did something to the stalks of flowers in Set-up B before putting them in water. Suggest what she might have done to cause the results in Set-up B. (1 m)

_____

5

25) Candice set up an experiment as shown below. Rings A, B and C were floating above each other.



a) What material are rings A, B and C made of? (1m)

_____

b) Why do you think the rings were able to float above each other? (1m)

_____

c) Candice was told to flip one ring to stop them from floating above each other. Which ring should she flip? (1m)

_____

d) In the table below indicate if each statement is 'True', 'False' or 'Not Possible To Tell' by putting a tick in each of the appropriate boxes below. (2m)

	Statements	True	False	Not Possible to Tell
A	The rings will be able to float longer if the size of the rings were increased.			
B	The results of the experiment will be different if Candice conducted the experiment at different times of the day.			

5

Answer Ke

EXAM PAPER 2011

SCHOOL : SCGS
SUBJECT : PRIMARY 3 SCIENCE

TERM : SA2

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17
2	3	3	3	3	3	2	1	1	1	1	4	2	1	3	2	3

Q18	Q19	Q20
2	4	4

21)a)Roots→Hold the plant firmly to the ground
Leaves→Trap sunlight
Stem→Transport food to all parts of the plant
→Help to keep the plant upright

b)

22)a)A: Digestive System B: Circulatory System C: Respiratory System
b)The function of the organs in group A is to digest the food.
c)Group C.

23)a)Part D.
b)Animal X breathes through gills, while I breathe through lungs.
c)Part C.
d)The plant will die as it cannot absorb water and mineral salts from the ground anymore.

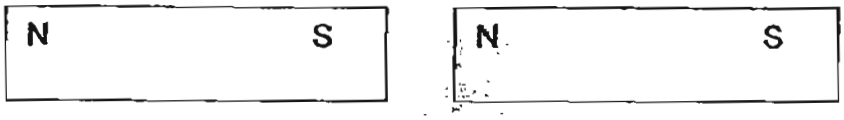
24)a)31ml, 20cm
b)Set-up A was absorbing the purple coloured water and was beginning to turn purple.
c)She might have covered the opened end of the stem with plaster so that the water-carrying tubes could not carry the water to the flower.

25)a)Steel.
b)The like poles of the magnetic rings are facing each other and like poles repel.
c)Ring B.
d)A: Not B: F

26)a)They have lost their magnetism. **b)**

c)repel, attract, poles

26)

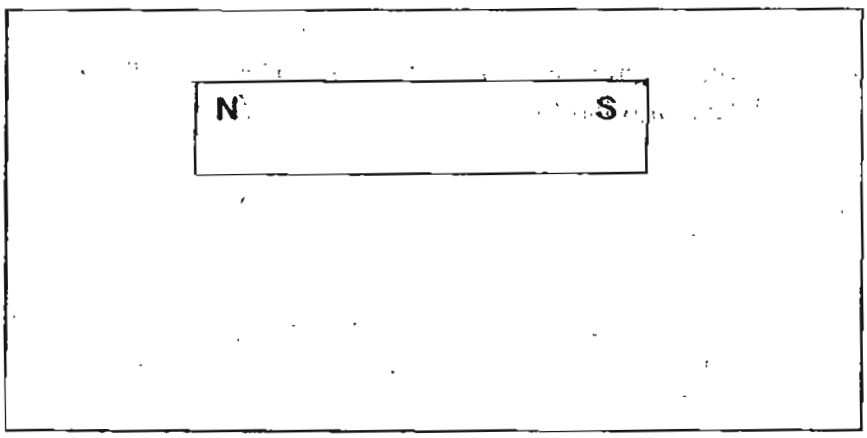


Magnet A Magnet B

a) Sammy placed two magnets beside each other as shown in the diagram above but they did not attract each other. What do you think has happened to the magnets? (1 m)

_____

b) Sammy took another magnet and placed it near 4 needles made from steel. In the space below draw Sammy's observation. (The magnet has been drawn for you) (2 m)



c) Sammy made the following conclusion, "I have learnt that like poles of a magnet _____ each other and unlike poles _____ each other. The magnet is strongest at _____". (3 m)

6