

Test: Primary 6 Science (Term 1) - Red Swastika (Y0)

Points: 35 points

Name: _____

Score: _____

Date: _____

Signature: _____

Select multiple choice answers with a cross or tick:

Only select one answer

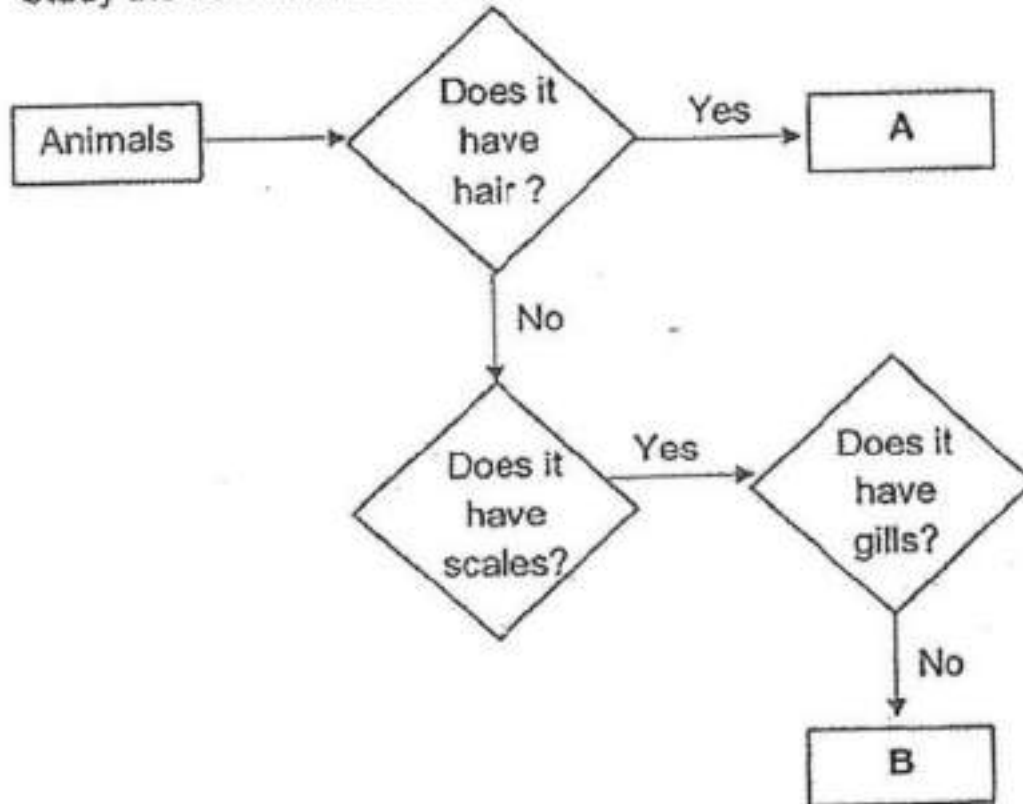
Can select multiple answers

Question 1 of 31

Primary 6 Science (Term 1)

2 pts

Study the flow chart below.



Which of the following is classified correctly for group A and B?

- A)

A	B
insect	reptile
- B)

A	B
mammal	fish
- C)

A	B
insect	fish
- D)

A	B
mammal	reptile

Question 2 of 31

Primary 6 Science (Term 1)

2 pts

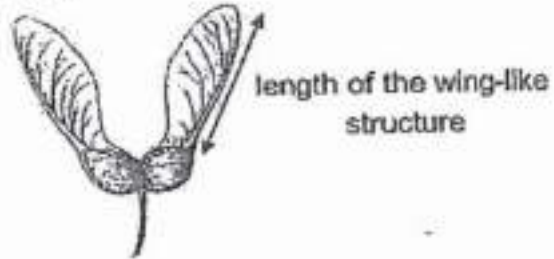
Which statement is correct about the fern and the mushroom?

- A) They grow only on the ground.
- B) They are non-flowering plants.
- C) They reproduce from spores.
- D) They make their own food.

Question 3 of 31

Primary 6 Science (Term 1) 2 pts

Aminah wanted to find out how the length of the wing-like structure affects the distance travelled by the seeds.



Which of the following should be kept constant to ensure a fair test?

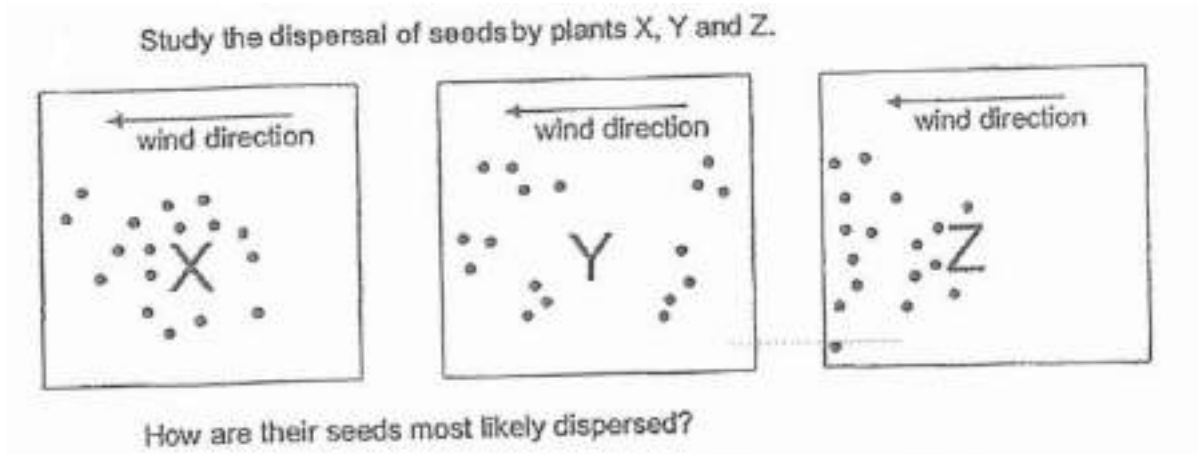
- A: location of the experiment
- B: length of the wing-like structure
- C: height from which the seeds were dropped

-
- A) A only
 - B) A and C only
 - C) B and C only
 - D) A, B and C

Question 4 of 31

Primary 6 Science (Term 1)

2 pts



- A)

X	Y	Z
animal	explosive action	wind
- B)

X	Y	Z
explosive action	animal	wind
- C)

X	Y	Z
animal	wind	explosive action
- D)

X	Y	Z
wind	animal	explosive action

Question 5 of 31

Primary 6 Science (Term 1) 2 pts

Bryan observed two cells, X and Y, under the microscope. He completed the table below. A tick (✓) indicates that the part was observed in the cell.

Parts of cell	Cell X	Cell Y
nucleus	✓	✓
cell wall		✓
cytoplasm	✓	✓
chloroplasts		
cell membrane	✓	✓

Which of the following shows the correct classification?

- A)

Cell X	Cell Y
cheek	leaf
- B)

Cell X	Cell Y
root	cheek
- C)

Cell X	Cell Y
onion	cheek
- D)

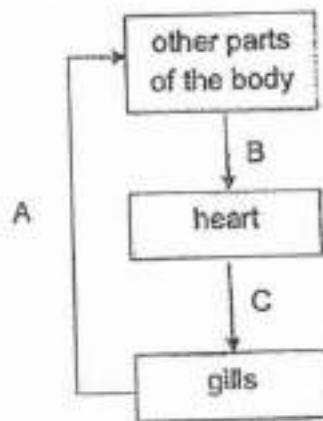
Cell X	Cell Y
cheek	onion

Question 6 of 31

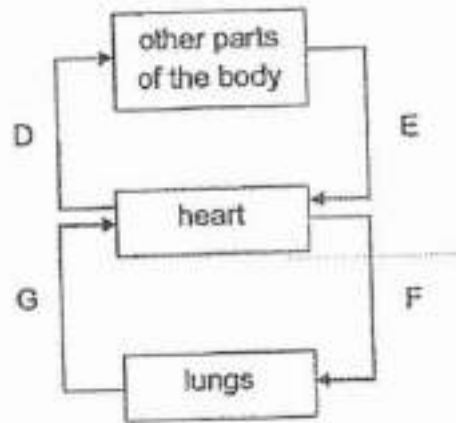
Primary 6 Science (Term 1)

2 pts

The diagram below shows the circulatory system in a fish and human.



Circulatory system of a fish



Circulatory system of a human

Which one of the following identifies oxygen-rich blood and carbon dioxide-rich blood at the different parts correctly?

- A)
- | Oxygen-rich blood | Carbon dioxide-rich blood |
|-------------------|---------------------------|
| A, D, G | B, C, E, F |
- B)
- | Oxygen-rich blood | Carbon dioxide-rich blood |
|-------------------|---------------------------|
| B, C, D, G | A, E, F |
- C)
- | Oxygen-rich blood | Carbon dioxide-rich blood |
|-------------------|---------------------------|
| C, G | A, B, E, D, F |
- D)
- | Oxygen-rich blood | Carbon dioxide-rich blood |
|-------------------|---------------------------|
| A, E, F | B, C, D, G |

Question 7 of 31

Primary 6 Science (Term 1)

2 pts

Which of the following is produced by green plants during photosynthesis?

- A: Food
 B: Oxygen
 C: Carbon dioxide

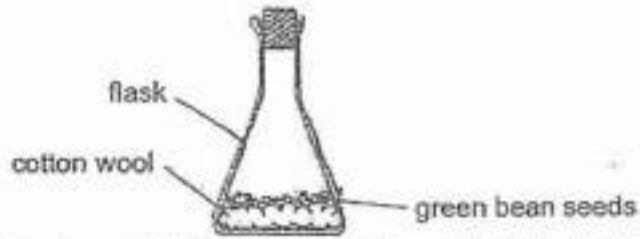
- A) A only
 B) A and B only
 C) A and C only
 D) B and C only

Question 8 of 31

Primary 6 Science (Term 1)

2 pts

David set up the following experiment using green bean seeds.



Which of the following conditions should he choose in order to have the seedlings with the thinnest stems at the end of his experiment?

- A)

Location	Type of cotton wool	Number of green bean seeds
in the garden	moist	6
- B)

Location	Type of cotton wool	Number of green bean seeds
in a dark cupboard	dry	30
- C)

Location	Type of cotton wool	Number of green bean seeds
in the refrigerator	dry	6
- D)

Location	Type of cotton wool	Number of green bean seeds
near the window	moist	30

Question 9 of 31

Primary 6 Science (Term 1) 2 pts

Rain boots are worn to protect the person from getting their feet wet when he/she walks in heavy rain.



Based on the properties shown below, which material is most suitable for making the rain boots?

Key
 √ : yes
 × : no

A)

Material	Property		
	Strong	Flexible	Waterproof
A	×	√	√

B)

B	√	√	√
---	---	---	---

C)

C	√	×	√
---	---	---	---

D)

D	√	√	×
---	---	---	---

Question 10 of 31

Primary 6 Science (Term 1) 2 pts

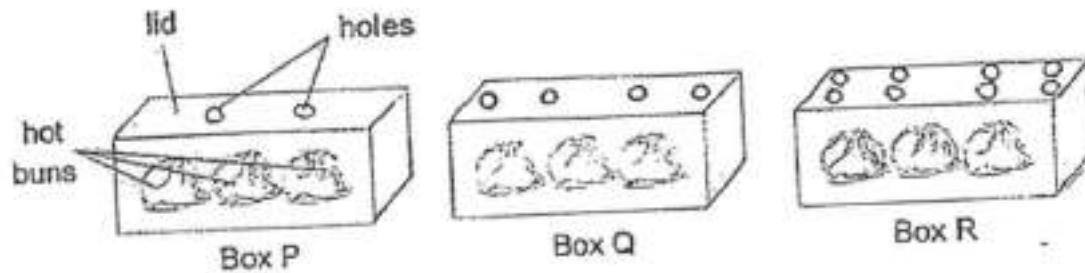
Which of the following about condensation and evaporation in the water cycle is not correct?

- A) Evaporation occurs at a fixed temperature.
- B) Condensation happens when water vapour loses heat.
- C) Evaporation is affected by the temperature of the surroundings.
- D) Condensation causes the formation of clouds.

Question 11 of 31

Primary 6 Science (Term 1) 2 pts

Martin put three identical hot buns, of the same temperature, into three identical boxes, P, Q and R. The number of holes on the lid of the boxes are different.



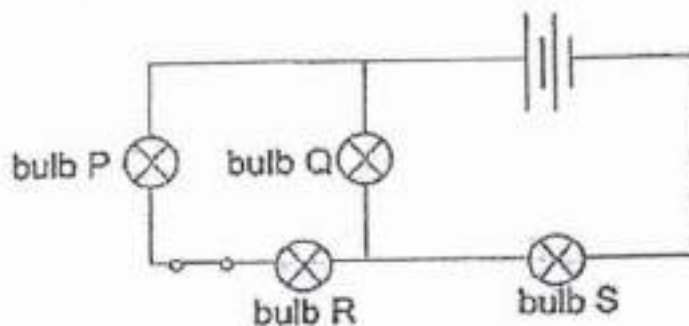
Based on information above, which of the following statements is correct?

- A) Water droplets formed on the inner surface of the box lids for P and Q only.
- B) The holes allow all the water droplets in the box to escape to the surrounding air outside the box.
- C) The most amount of water droplets dripped from the inner surface of the box lid onto the buns in box P.
- D) The most amount of water droplets dripped from the inner surface of the box lid onto the buns in box R.

Question 12 of 31

Primary 6 Science (Term 1) 2 pts

The diagram shows the arrangement of four bulbs in a circuit.



Which of the following bulbs can be turned on or off using the switch?

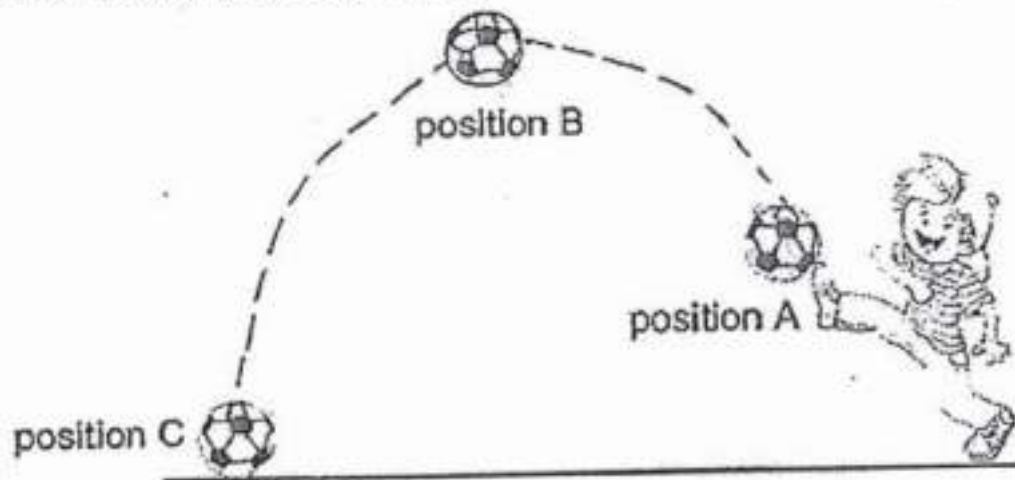
- A) Q and S only
- B) Q and R only
- C) P and R only
- D) P, Q and R only

Question 13 of 31

Primary 6 Science (Term 1)

2 pts

Ramesh kicked a ball upwards.



At which position(s) did gravitational force act on the ball?

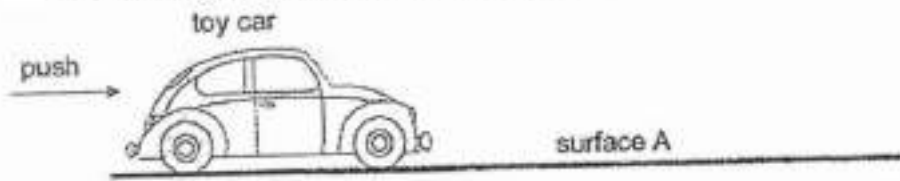
- A) A only
- B) B only
- C) B and C only
- D) A, B and C

Question 14 of 31

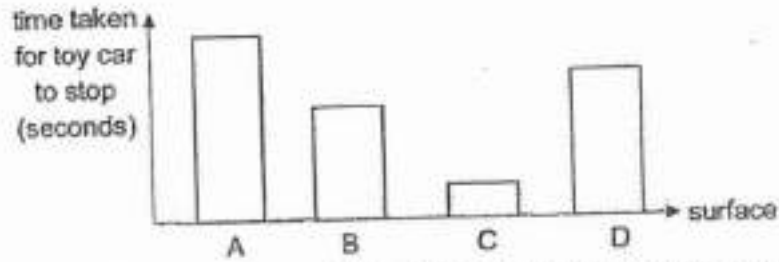
Primary 6 Science (Term 1)

2 pts

Ahmad pushed his toy car across surface A.



He repeated the experiment by using the same amount of force on the toy car on three other different surfaces, B, C and D. The time taken for the toy car to come to a complete stop is recorded and shown below.



Based on information above, which of the following statements are correct?

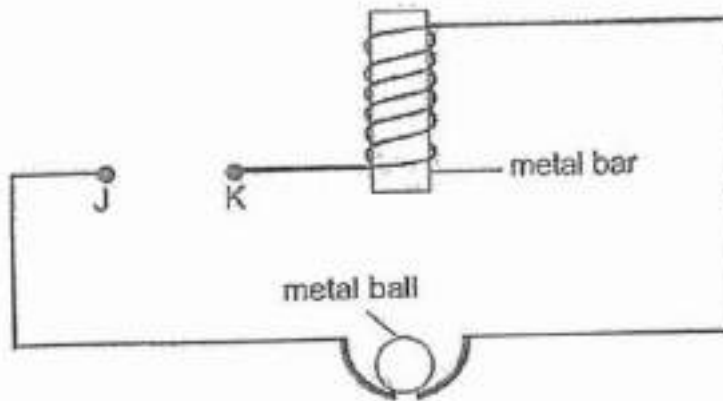
- A: Surface C is the smoothest.
- B: Surface D is rougher than surface A but smoother than surface C.
- C: The frictional force between the toy car and surface A is the least.
- D: There is no frictional force acting between the toy car and surface C.

- A) A and B only
- B) B and C only
- C) B and D only
- D) A, B and C only

Question 15 of 31

Primary 6 Science (Term 1) 2 pts

A wire was coiled around a metal bar as shown below. At first, the metal ball did not move.



When a battery was placed in between points J and K, the metal ball moved towards the metal bar before dropping back down. This was repeated until the battery was removed.

What can be concluded based on the information above?

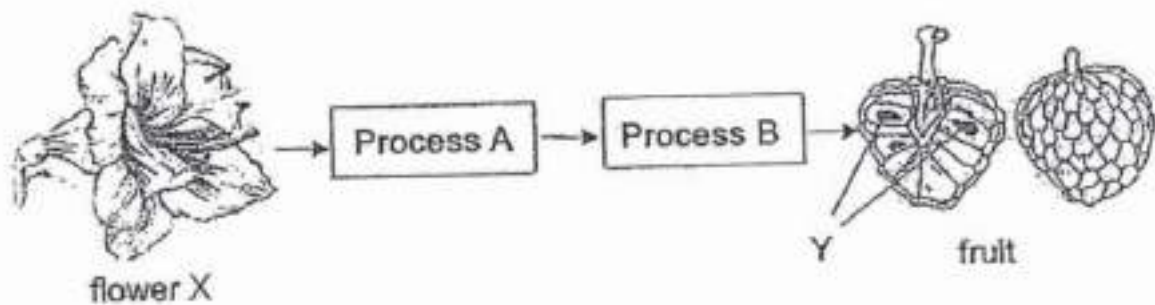
- A: The metal bar was a permanent magnet.
- B: The metal ball was made of a magnetic material.
- C: The metal ball dropped down as there was a closed circuit.

- A) B only
- B) A and C only
- C) A and B only
- D) B and C only

Question 16 of 31

Primary 6 Science (Term 1) 0.5 pts

The diagram below shows how a fruit is formed from flower X.



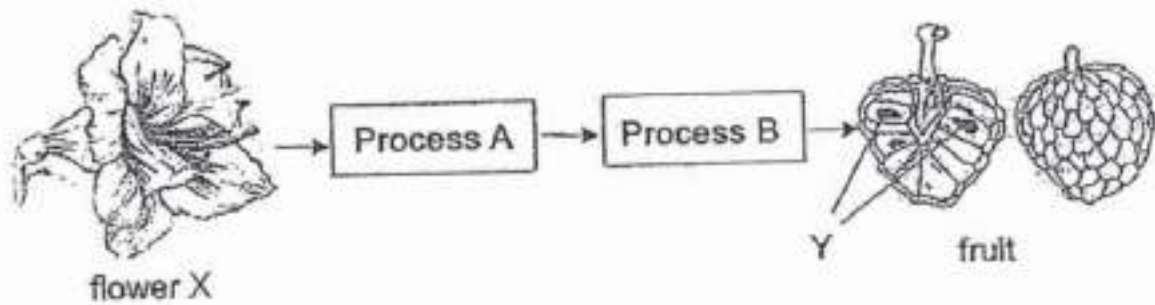
State process A.

Question 17 of 31

Primary 6 Science (Term 1)

0.5 pts

The diagram below shows how a fruit is formed from flower X.



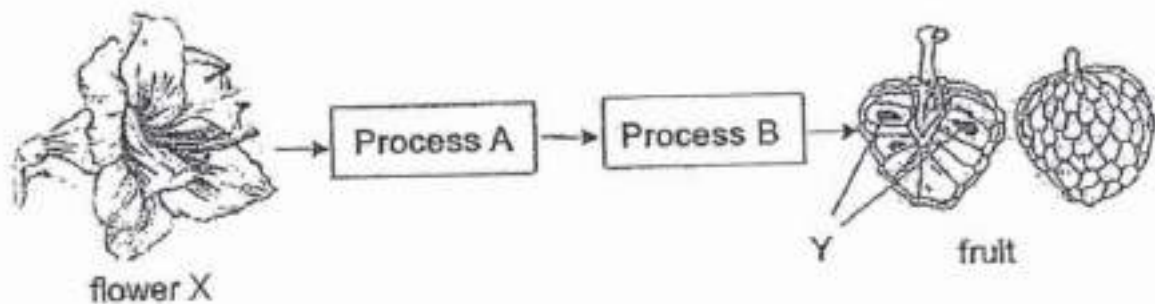
State process B.

Question 18 of 31

Primary 6 Science (Term 1)

1 pt

The diagram below shows how a fruit is formed from flower X.



Which part of the flower did part Y of the fruit developed from?

Question 19 of 31

Primary 6 Science (Term 1) 0 pts

The picture shows organism Z, interacting with flower X.



Describe how organism Z helps in process A (2m)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

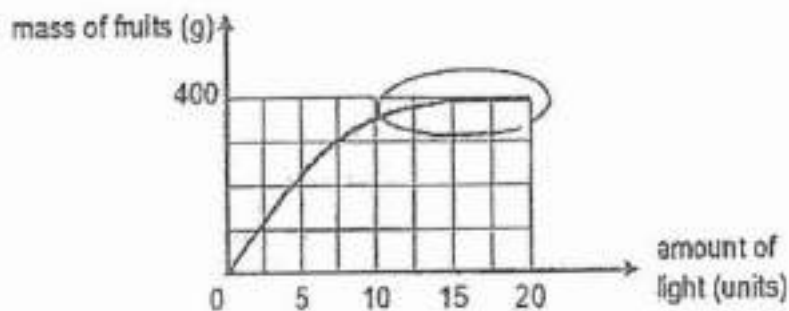
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 20 of 31

Primary 6 Science (Term 1) 0 pts

Peter conducted an experiment to investigate how the amount of light affected the mass of fruits in plant X over a period of time.

The graph below shows the result of the experiment.



Based on the graph, state how the amount of light affected the mass of fruits produced by plant X. (2 marks)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

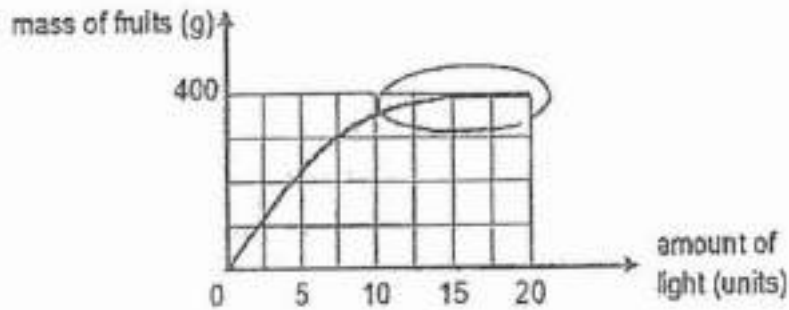
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 21 of 31

Primary 6 Science (Term 1) 0 pts

Peter conducted an experiment to investigate how the amount of light affected the mass of fruits in plant X over a period of time.

The graph below shows the result of the experiment.



Peter decreased the amount of carbon dioxide used in the experiment. Explain what would happen to the mass of the fruits after some time. (2 marks)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

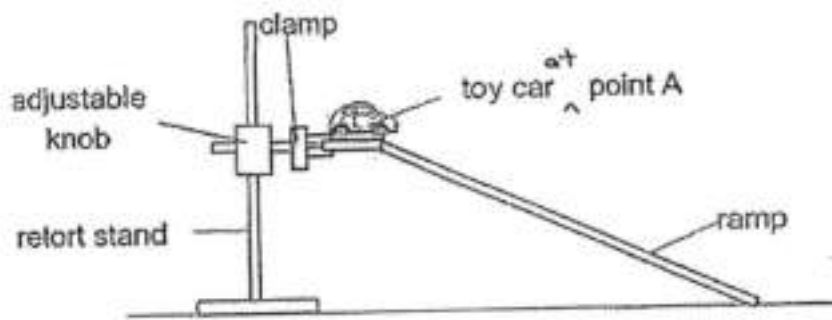
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 22 of 31

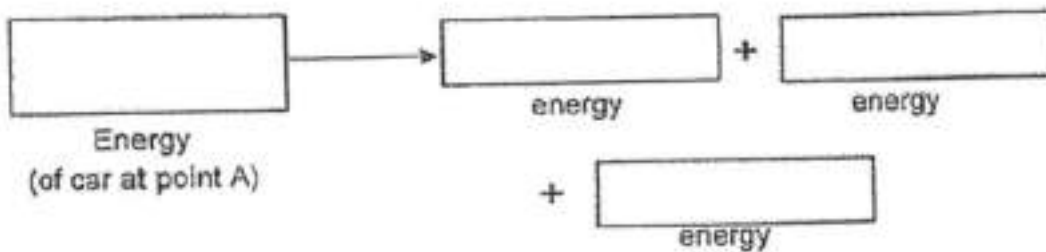
Primary 6 Science (Term 1)

0 pts

Jerome wanted to find out how the mass of a car affects the time taken for it to reach the bottom of a ramp. He set up the experiment below and gave the car a gentle push to let it move down the ramp.



Fill in the boxes to show the energy conversion in the car as it moves down the ramp. (1m)



This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

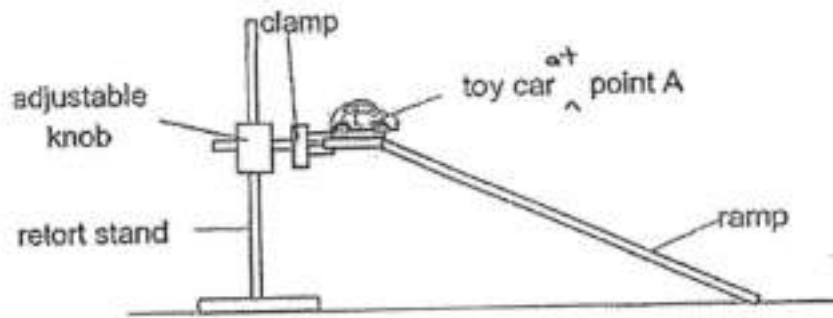
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 23 of 31

Primary 6 Science (Term 1)

0 pts

Jerome wanted to find out how the mass of a car affects the time taken for it to reach the bottom of a ramp. He set up the experiment below and gave the car a gentle push to let it move down the ramp.



Without changing or adding any new apparatus or materials, state what he could do to make the car move down the ramp faster using the same force. (1 mark)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

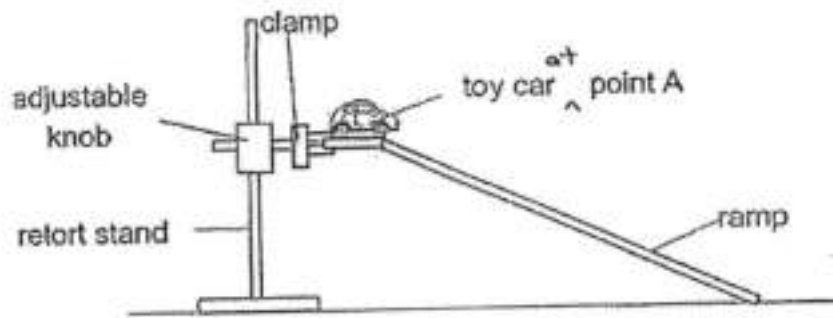
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 24 of 31

Primary 6 Science (Term 1)

0 pts

Jerome wanted to find out how the mass of a car affects the time taken for it to reach the bottom of a ramp. He set up the experiment below and gave the car a gentle push to let it move down the ramp.



Explain your answer in the previous question. (1 mark)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

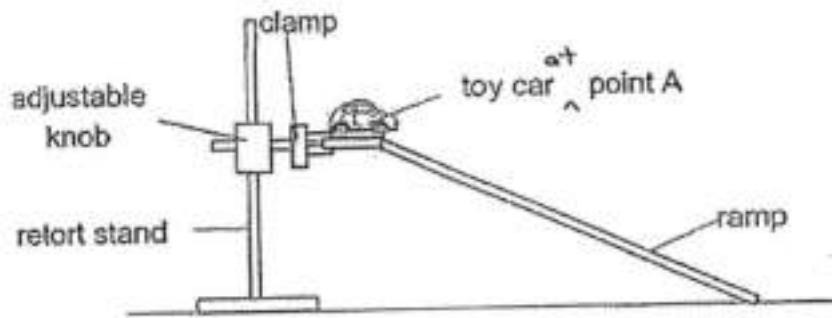
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 25 of 31

Primary 6 Science (Term 1)

0 pts

Jerome wanted to find out how the mass of a car affects the time taken for it to reach the bottom of a ramp. He set up the experiment below and gave the car a gentle push to let it move down the ramp.



Jerome repeated the experiment by applying a layer of oil on the surface of the ramp. Explain what will happen to the time taken for the toy car to reach the bottom of the ramp. (1 mark)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

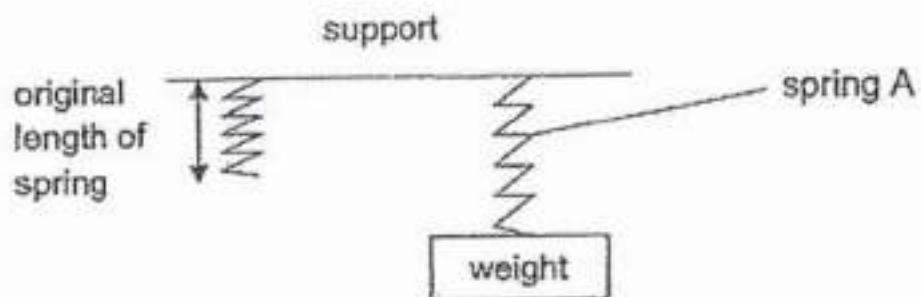
Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 26 of 31

Primary 6 Science (Term 1)

1 pt

A weight is hung on spring A as shown below.



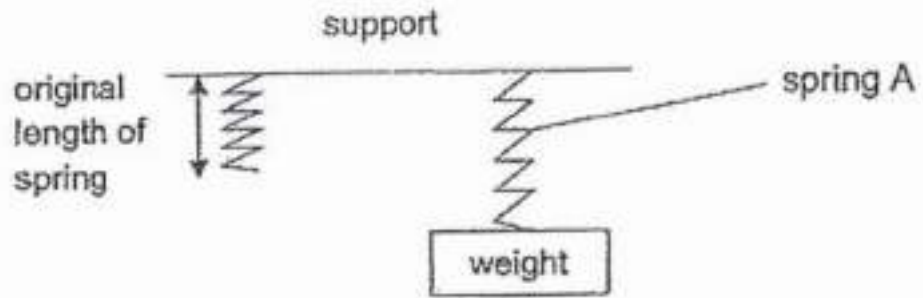
Name the force acting on the weight when it is hung on the spring. (1 mark)

Question 27 of 31

Primary 6 Science (Term 1)

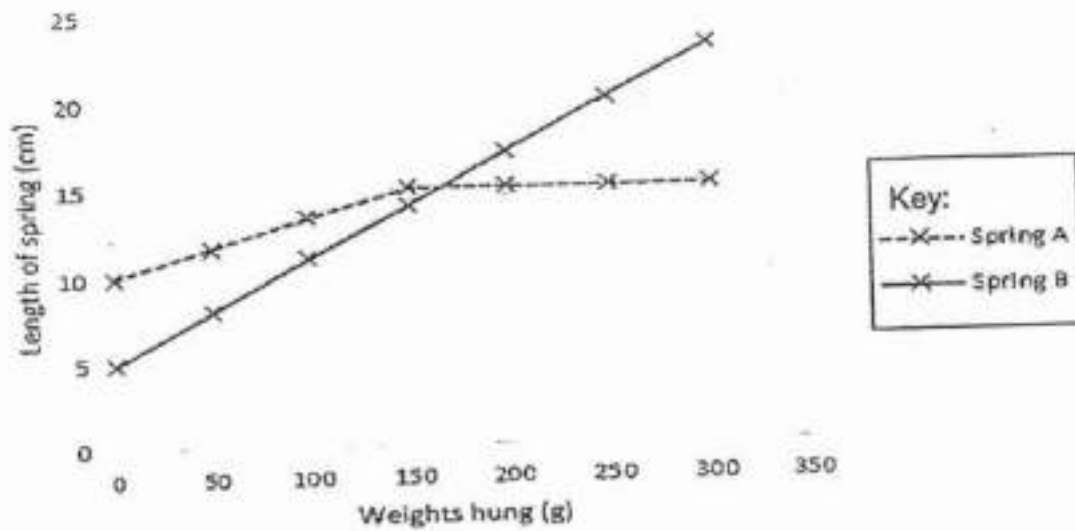
1 pt

A weight is hung on spring A as shown below.



Five more identical weights were hung on spring A, one by one. The length of spring A was measured and recorded. The experiment was repeated using spring B.

The graph shows the results obtained.



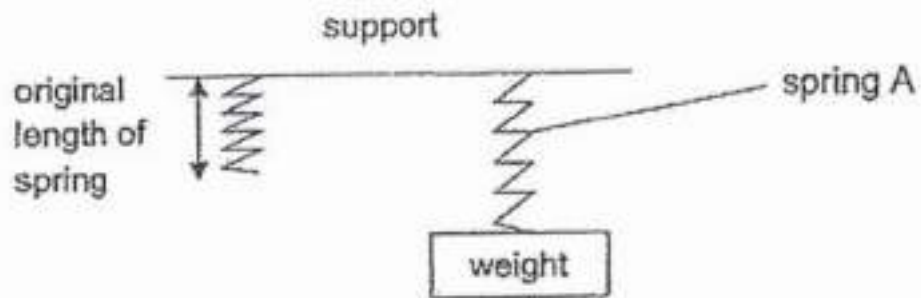
What is the original length of spring A? (1 mark)

Question 28 of 31

Primary 6 Science (Term 1)

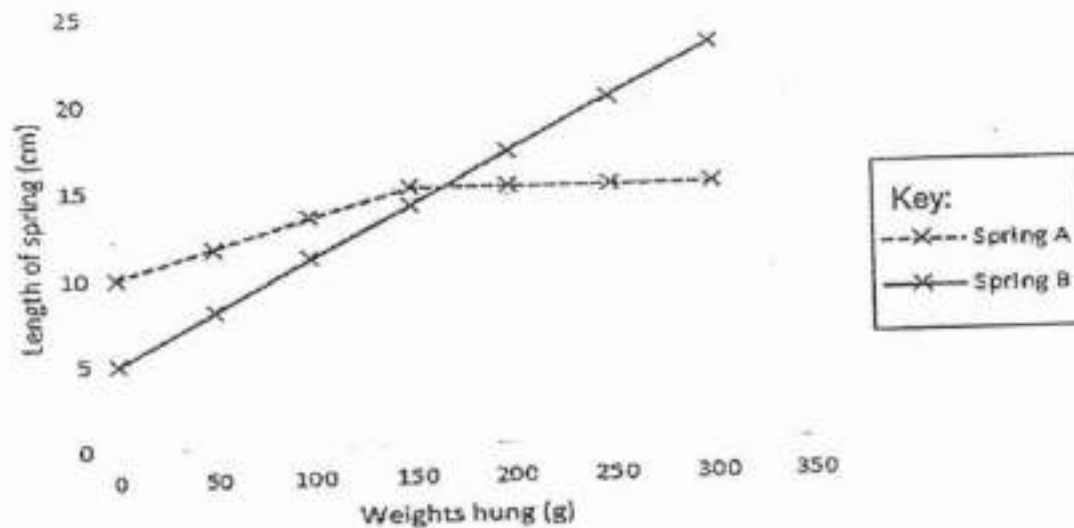
0 pts

A weight is hung on spring A as shown below.



Five more identical weights were hung on spring A, one by one. The length of spring A was measured and recorded. The experiment was repeated using spring B.

The graph shows the results obtained.



Which spring is more suitable for measuring objects weighing 250 g. Explain your answer. (2 marks)

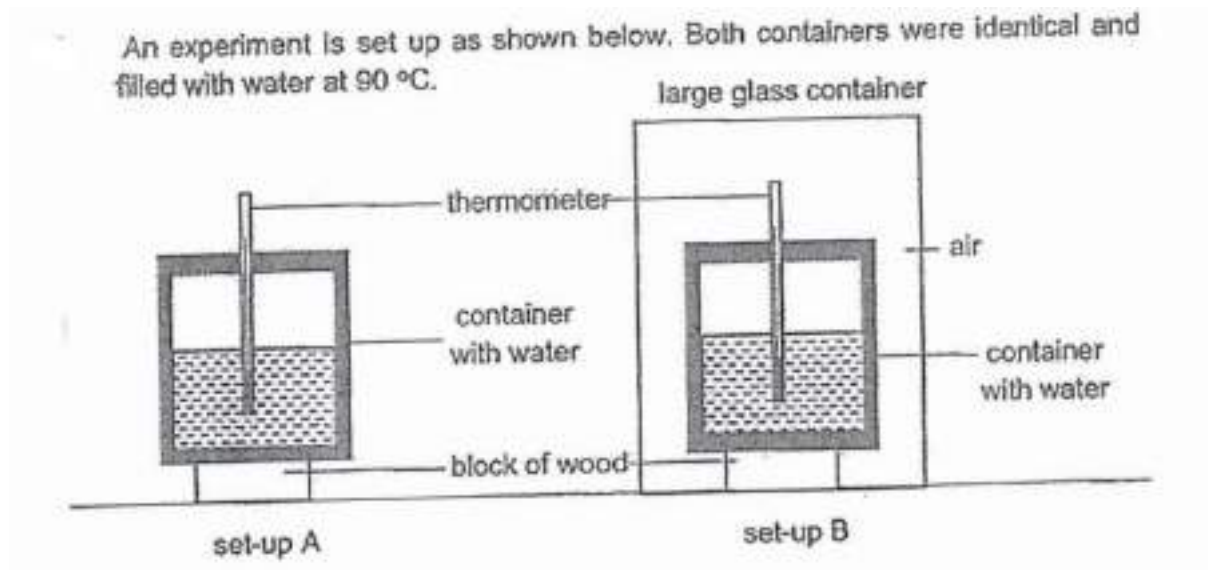
This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 29 of 31

Primary 6 Science (Term 1)

1 pt



In which set-up, A or B, will the water be at a higher temperature after 30 minutes? (1 mark)

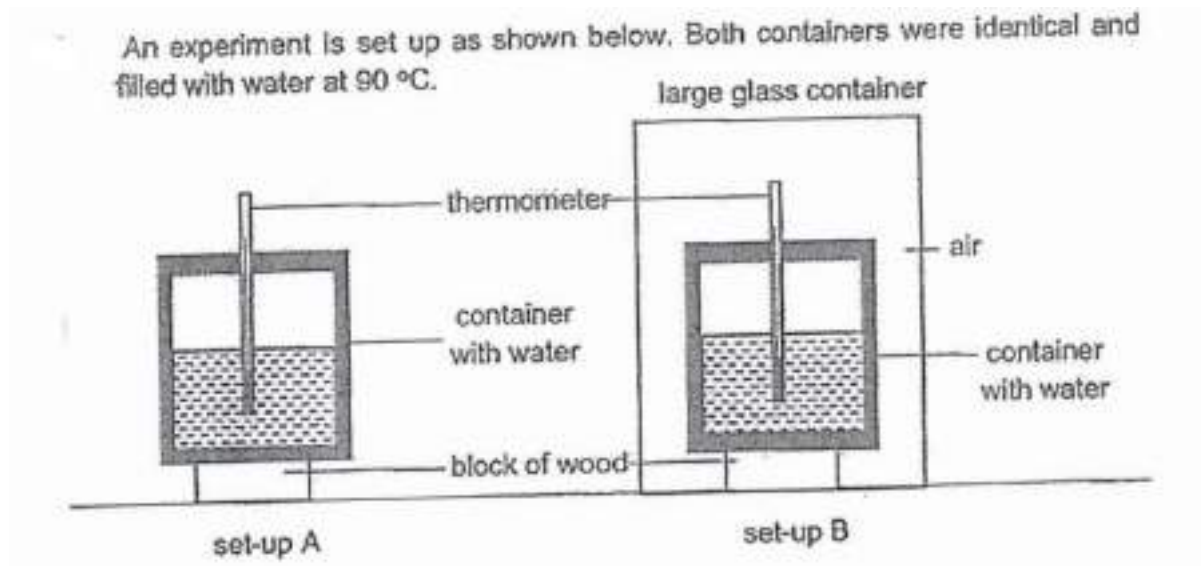
This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 30 of 31

Primary 6 Science (Term 1)

0 pts



Explain your answer in the previous question. (2 marks)

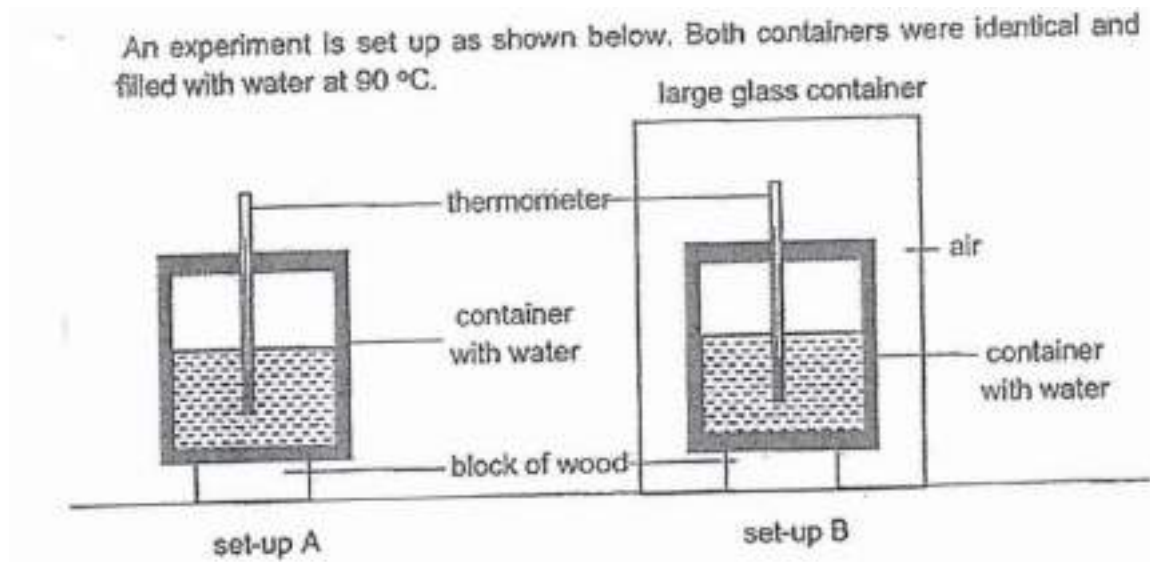
This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.

Question 31 of 31

Primary 6 Science (Term 1)

0 pts



What will happen to the temperature of water in both set-ups after one day? (1 mark)

This question is designed for extended answers that parent/ teacher will have to assign and guide child to attempt after the test has been completed.

Grading: This question type is not graded on this system and will not affect the final score as it was designed in such a way that it requires manual assistance.