

**Test:** (F) Primary 3 - Term 1 (CA1) Science (Henry Park)

**Points:** 38 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 35**

Primary 3 Science (Term 1) 2 pts

**Section A Multiple-Choice Questions (30 marks)**

For each question from 1 to 15, four options are given. One of them is the correct answer.

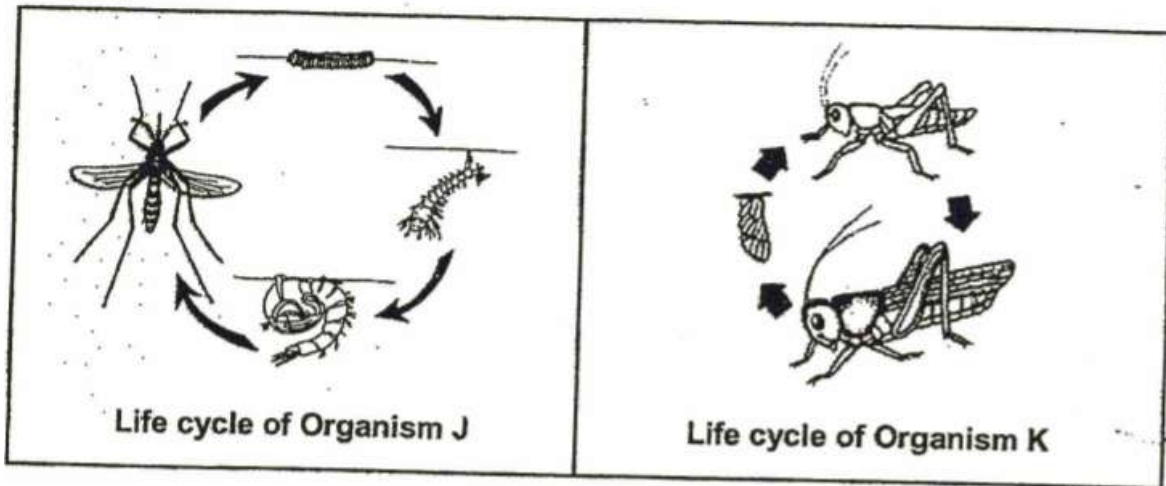
The diagram below shows Organism X.



Which of the following statements is **correct** about Organism X?

- A)** It has leaves.
- B)** It hunts for food.
- C)** It makes its own food.
- D)** It feeds on dead organisms.

Bob compared the life cycles of organisms J and K as shown below.

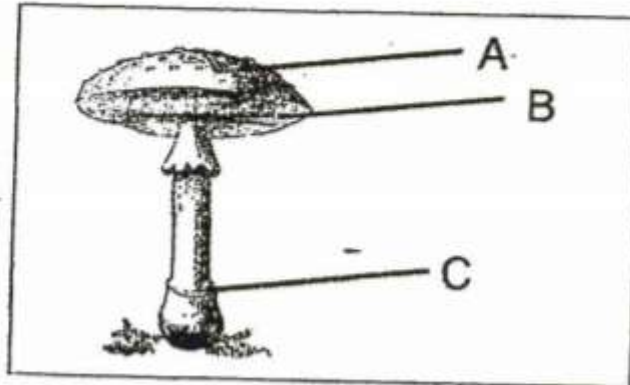


Which one of the following comparisons is correct?

|     | <b>Organism J</b>               | <b>Organism K</b>                       |
|-----|---------------------------------|---|
| (1) | Eggs are laid in water.         | Eggs are laid on land.                  |
| (2) | The young has wings.            | The young does not have wings.          |
| (3) | The young undergoes moulting.   | The young does not undergo moulting.    |
| (4) | The young looks like the adult. | The young does not look like the adult. |

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

The fungi shown below, has three parts.

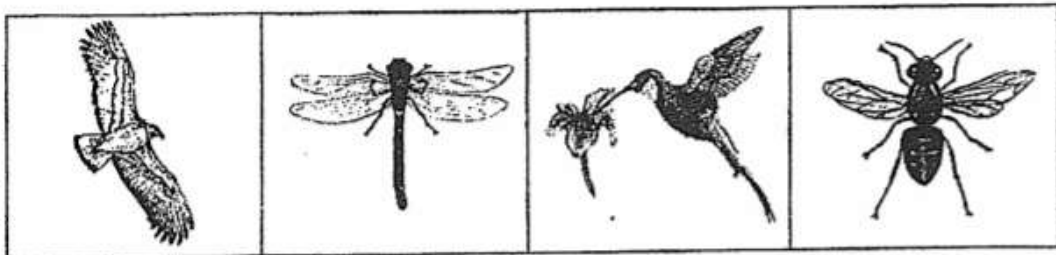


Which of the following part(s) can spores be found?

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

## Question 4 of 35

Look at the pictures below.



In what way are the above animals similar?

- A) They have wings
- B) They have 2 legs
- C) They have feelers
- D) They have feathers

Which one of the following differences between animals and fungi is correct?

|     | <b>Animals</b>                | <b>Fungi</b>            |
|-----|-------------------------------|-------------------------|
| (1) | Cannot make their own food    | Can make their own food |
| (2) | Need water                    | Do not need water       |
| (3) | Is not a plant                | Is a plant              |
| (4) | Do not reproduce using spores | Reproduce using spores  |

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

A scientist found a new animal and named it **Kihansi**.

He observed **Kihansi** and recorded its characteristics below.

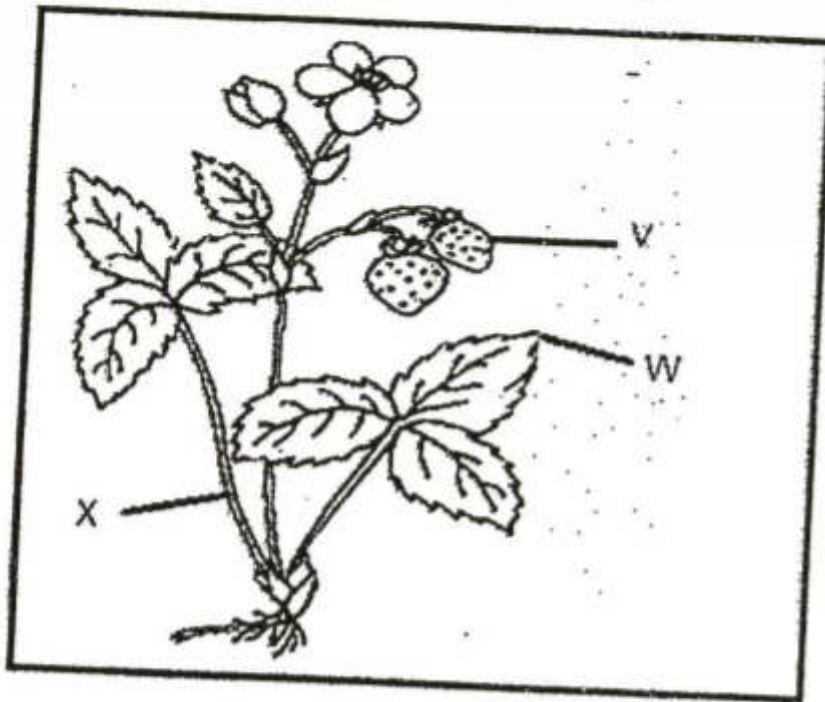
**Characteristics of Kihansi**

- It hatches from eggs.
- It has moist skin.
- It can live on land and in water.

Which group of animals do you think the **Kihansi** is likely to belong to?

- A) Insects
- B) Reptiles
- C) Mammals
- D) Amphibians

The diagram below shows a strawberry plant.



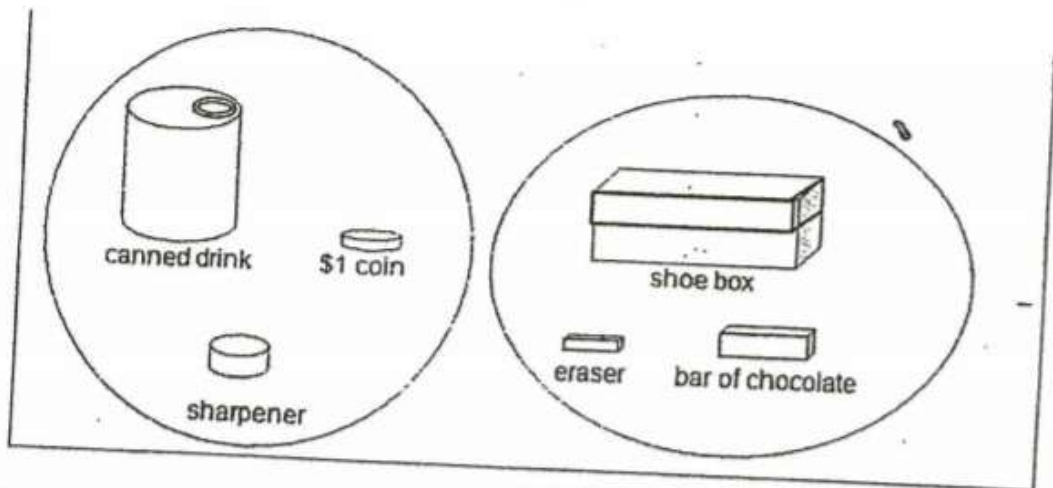
Which of the following is correct?

- (1)
- (2)
- (3)
- (4)

| V      | W     | X    |
|--------|-------|------|
| flower | root  | leaf |
| fruit  | leaf  | root |
| flower | fruit | leaf |
| fruit  | leaf  | stem |

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

Look at the classification of some objects below.



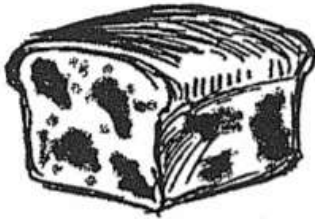



Choose the **correct description** on how the objects are classified.

- A) The objects are classified according to their shapes.
- B) The objects in each group do not have any similarity at all.
- C) The objects are placed in the two groups based on their sizes.
- D) The objects are placed in the two groups based on their uses.

Some observations about living thing X are stated below.

| Observations                            |
|---|
| It produces spores                      |
| It does not make its own food           |
| It needs air, water and food to survive |

Living thing X is likely to be \_\_\_\_\_.

|     |  |     |  |
|-----|--|-----|--|
| (1) | Bread Mould<br> | (2) | Fern<br>    |
| (3) | Ixora<br>      | (4) | Insect<br> |

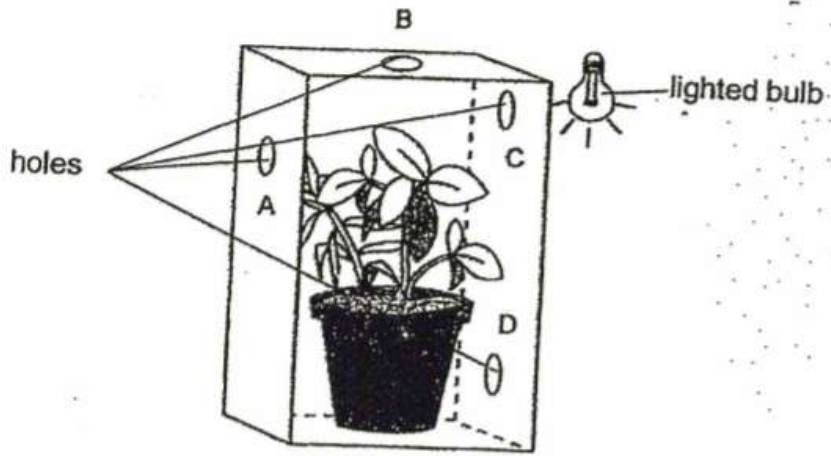
- A) Option 1
- B) Option 2
- C) Option 3
- D) Option 4

Which of the following is **NOT** a purpose of classification?

- A To mix things up so that there is diversity.
- B To make it easy to find the things we want.
- C To help us put things in an orderly manner.
- D To find similarities and differences in the diversity of living things.

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

- A young plant was placed in a thick cardboard box in a dark room as shown below. Four holes A, B, C and D, were made on the sides of the box to allow light to enter.



Which one of the holes would the plant **most likely** grow towards?

- A) A
- B) B
- C) C
- D) D



The table below describes the stages of the life cycles of four animals, P, Q, R and S.

|                                 | Animal P | Animal Q | Animal R | Animal S |
|---------------------------------|----------|----------|----------|----------|
| The young moults.               | ✓        | x        | x        | x        |
| The eggs are laid in water.     | ✓        | ✓        | ✓        | x        |
| The young looks like the adult. | x        | ✓        | x        | ✓        |

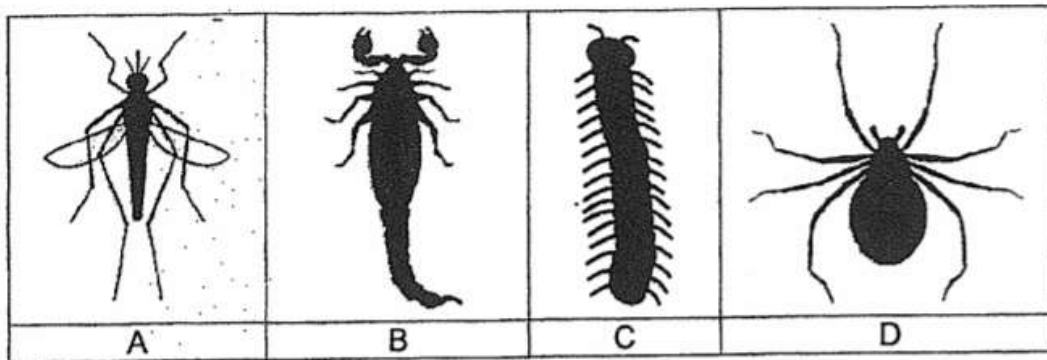
A tick (✓) indicates that the description is correct and a cross (x) indicates that the description is wrong.



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

- A) Animal P
- B) Animal Q
- C) Animal R
- D) Animal S

The picture below shows the shadows of various types of living things.



Which of the following is an insect?

- A) A
- B) B
- C) C
- D) D

David planted four balsam plants in 4 similar pots.

He placed the pots under different conditions as shown in the table below.

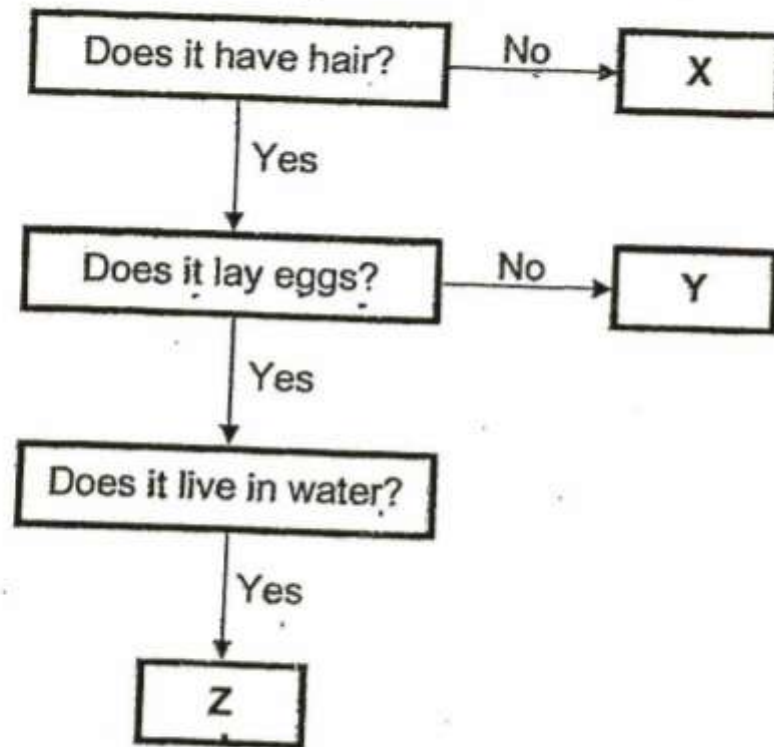
| Plant | Conditions |          |       |            |
|-------|------------|----------|-------|------------|
|       | Air        | Sunlight | Water | Fertiliser |
| A     | ✓          | ✓        | ✓     | X          |
| B     | X          | ✓        | ✓     | ✓          |
| C     | ✓          | X        | X     | ✓          |
| D     | X          | ✓        | X     | ✓          |

| Legend          |
|-----------------|
| ✓ – present     |
| X – not present |

Which of the following plants is likely to live the longest?

- 
- A) Plant A
- B) Plant B
- C) Plant C
- D) Plant D

Sam observed three animals and drew the following chart.



Which of the following is **NOT** likely to be a mammal?

- A) X only
- B) Y only
- C) X and Y only
- D) Y and Z only

**Section B: Structured Questions (8 marks)**

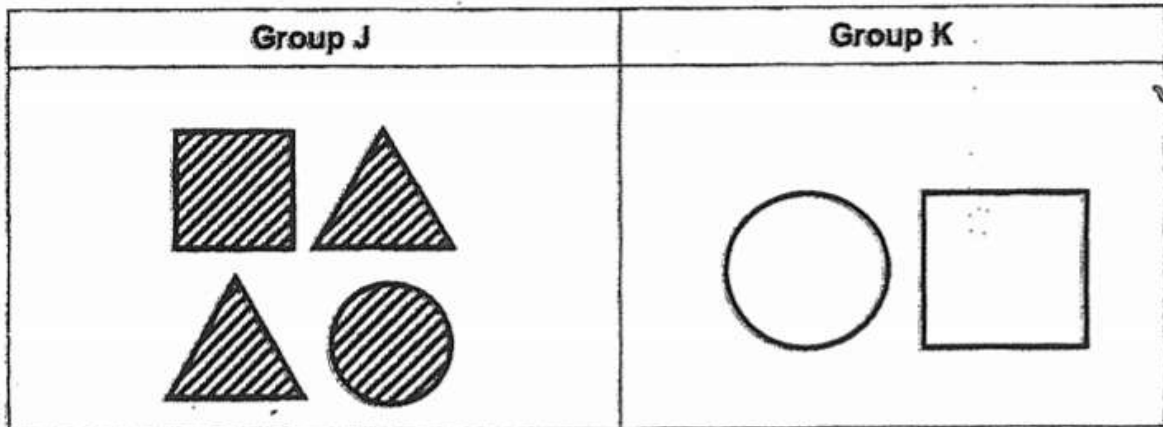
Mould is a non-flowering plant.

- A) True
- B) False

Some fungi can be eaten.

- A) True
- B) False

Observe the shapes below.



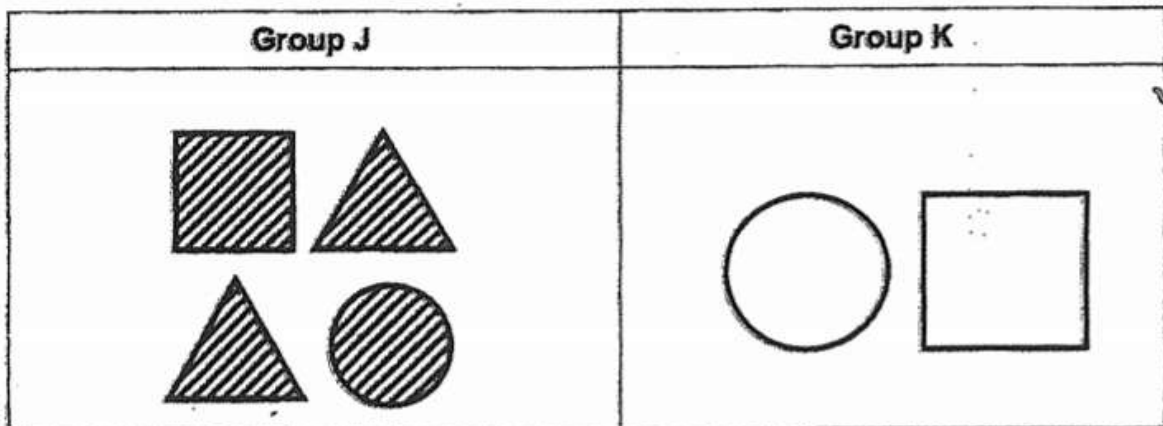
The shapes shown above are classified into 2 groups.

How are they classified?

Group J: Shapes that are \_\_\_\_\_.

---

Observe the shapes below.



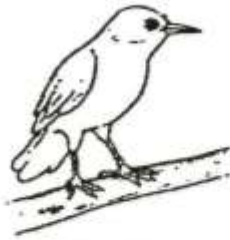
The shapes shown above are classified into 2 groups.

How are they classified?

Group K: Shapes that are \_\_\_\_\_.

---

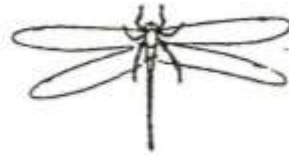
Observe the six animals below carefully.



Mynah



Ostrich



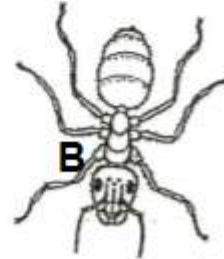
Dragonfly



Bed bug

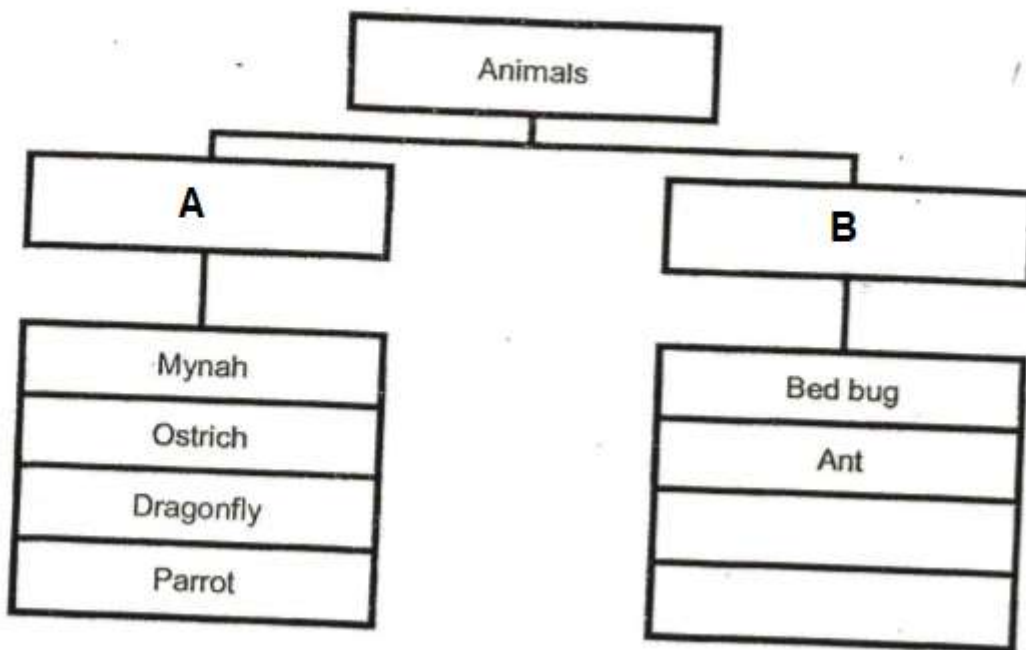


Parrot



Ant

Write suitable headings for the two groups in the boxes below.



What is the heading for A?

---

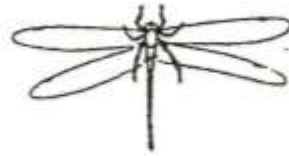
Observe the six animals below carefully.



Mynah



Ostrich



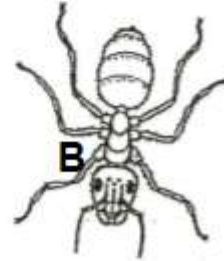
Dragonfly



Bed bug

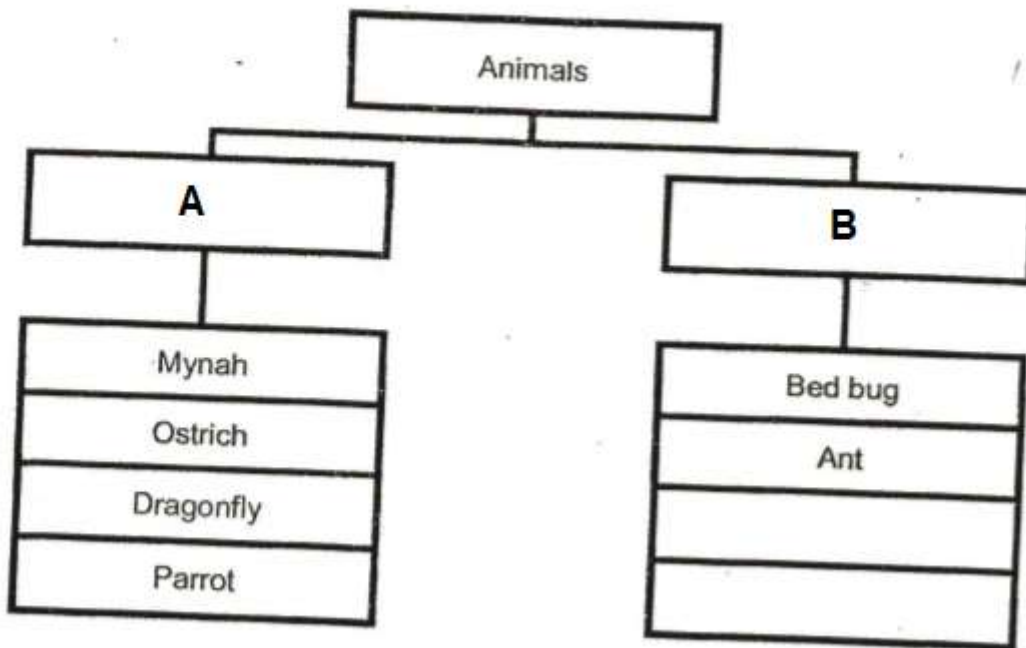


Parrot



Ant

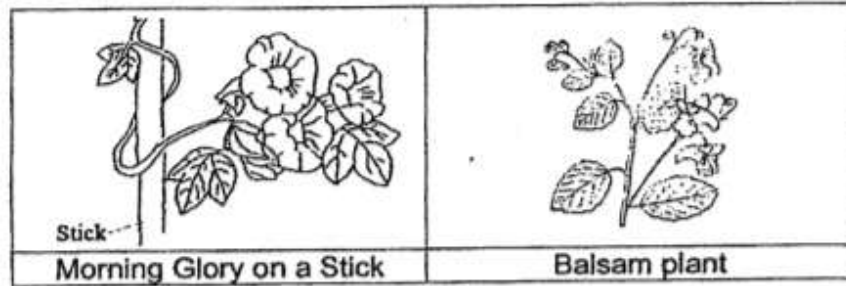
Write suitable headings for the two groups in the boxes below.



What is the heading for B?

---

Study the pictures below and fill in the blanks with suitable words from the box provided.



|   |
|---|
| <p><b>weak</b>      <b>support</b>      <b>shade</b>      <b>strong</b></p> |
|---|

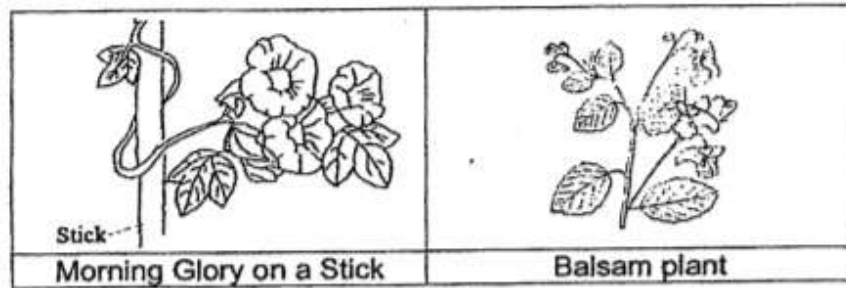
The morning glory plant climbs on the stick so that it can grow towards the sunlight.

The function of the stick is to provide (a) \_\_\_\_\_ to the plant as it has a (b) \_\_\_\_\_ stem.

Fill in the blank for (a).

---

Study the pictures below and fill in the blanks with suitable words from the box provided.



|      |         |       |        |
|------|---------|-------|--------|
| weak | support | shade | strong |
|------|---------|-------|--------|

The morning glory plant climbs on the stick so that it can grow towards the sunlight.

The function of the stick is to provide (a) \_\_\_\_\_ to the plant as it

has a (b) \_\_\_\_\_ stem.

Fill in the blank for (b).

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**Section C: Open-Ended Questions**

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.*

Observe the two types of organisms below.



State one similar characteristic between the Organisms S and T.

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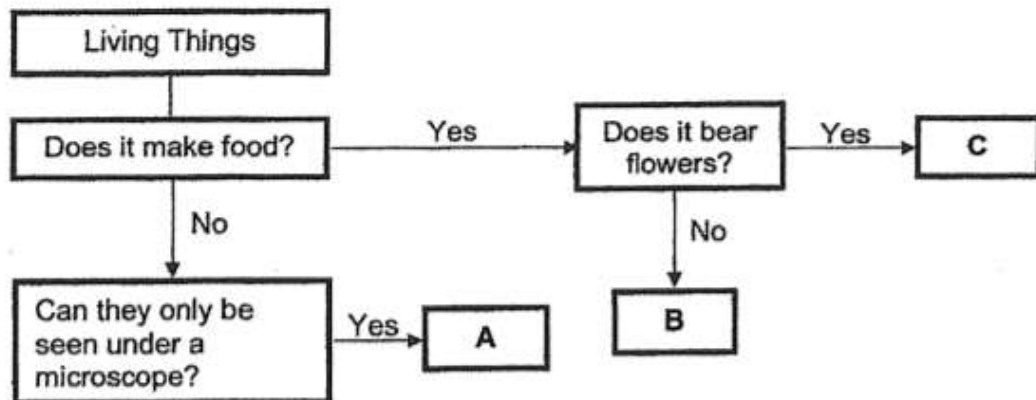
Observe the two types of organisms below.



John classified Organisms S and T as plants. Is John correct? Explain why.

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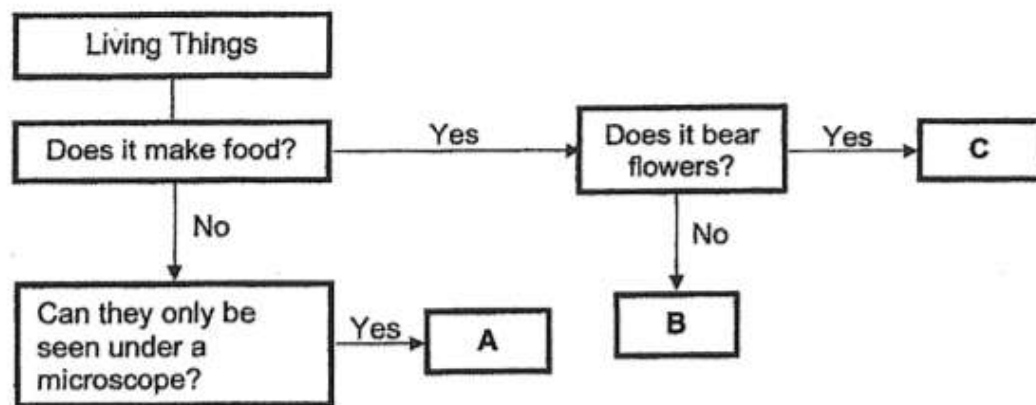
Study the flow chart about some living things.



From the chart above, describe two characteristics of living thing C.

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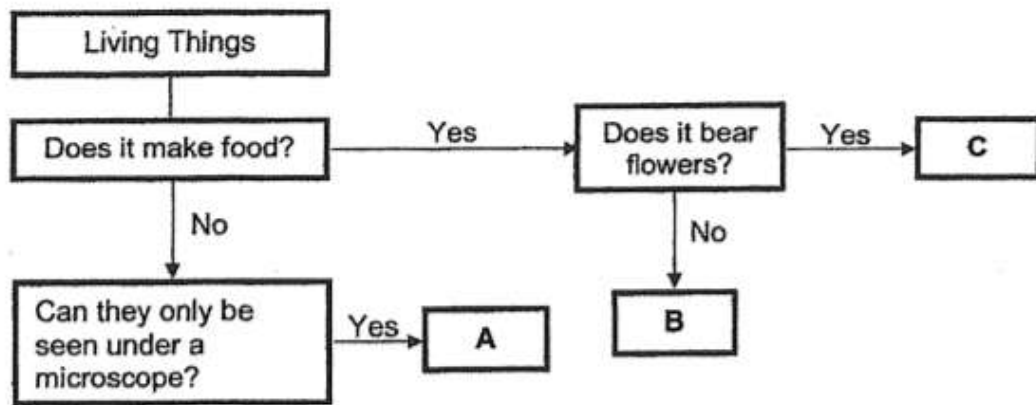
Study the flow chart about some living things.



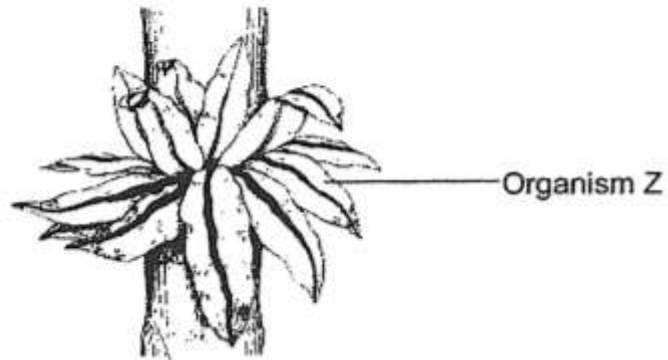
Which of the living things, A, B or C, is a bacteria?

---

Study the flow chart about some living things.



Look at Organism Z shown below.



Which living thing, A, B or C is Organism Z likely to be?

---

Professor Albert conducted an experiment to find out how different conditions affect the growth of bacteria.

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

| Condition | Growth of Bacteria |       |       |
|-----------|--------------------|-------|-------|
|           | Day 1              | Day 3 | Day 5 |
| A         | •                  | ••    | •••   |
| B         | -                  | -     | •     |
| C         | •                  | •     | •     |

Legend

- none   • very little growth   •• some growth   ••• a lot of growth

Which type of condition, A, B or C, best supports the growth of bacteria?

Professor Albert conducted an experiment to find out how different conditions affect the growth of bacteria.

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

| Condition | Growth of Bacteria |       |       |
|-----------|--------------------|-------|-------|
|           | Day 1              | Day 3 | Day 5 |
| A         | •                  | ••    | •••   |
| B         | -                  | -     | •     |
| C         | •                  | •     | •     |

Legend

- none   • very little growth   •• some growth   ••• a lot of growth

Professor Albert cannot observe the growth of bacteria with his eyes. Explain why he cannot observe the bacteria with his naked eyes.

Professor Albert conducted an experiment to find out how different conditions affect the growth of bacteria.

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

| Condition | Growth of Bacteria |       |       |
|-----------|--------------------|-------|-------|
|           | Day 1              | Day 3 | Day 5 |
| A         | •                  | ••    | •••   |
| B         | -                  | -     | •     |
| C         | •                  | •     | •     |

Legend

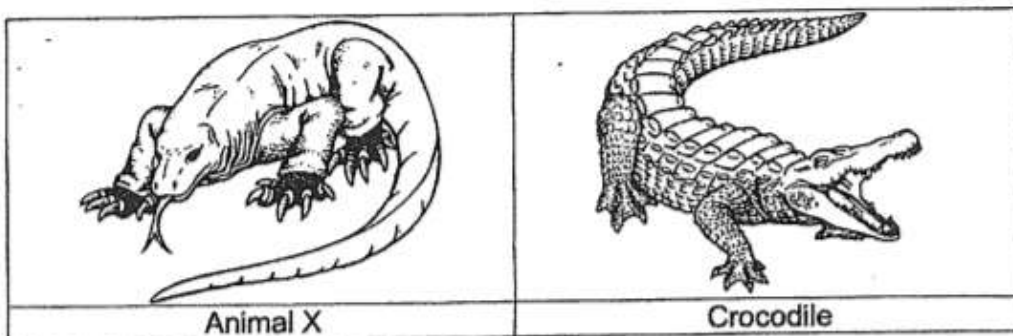
- none    • very little growth    •• some growth    ••• a lot of growth

Name the instrument Professor Albert needs to use to observe the bacteria.

---

Jayden went to the zoo and saw Animal X, shown below, moving on the ground.

He noticed that the body covering of the animal looked very similar to the crocodile that he saw earlier.

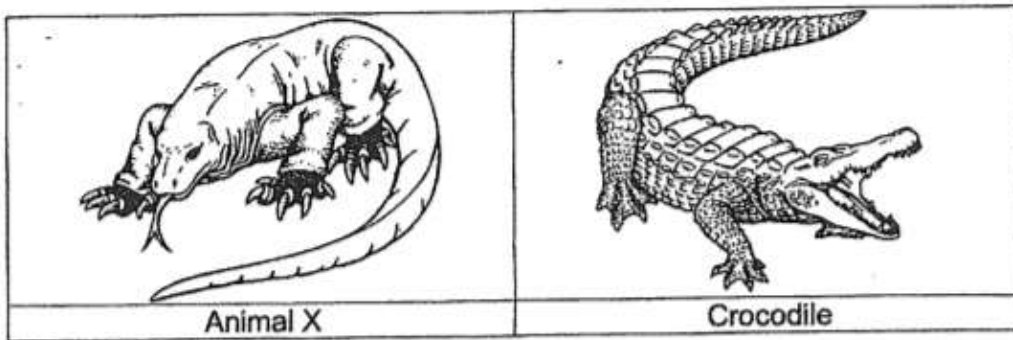


Name the body covering of Animal X.

---

Jayden went to the zoo and saw Animal X, shown below, moving on the ground.

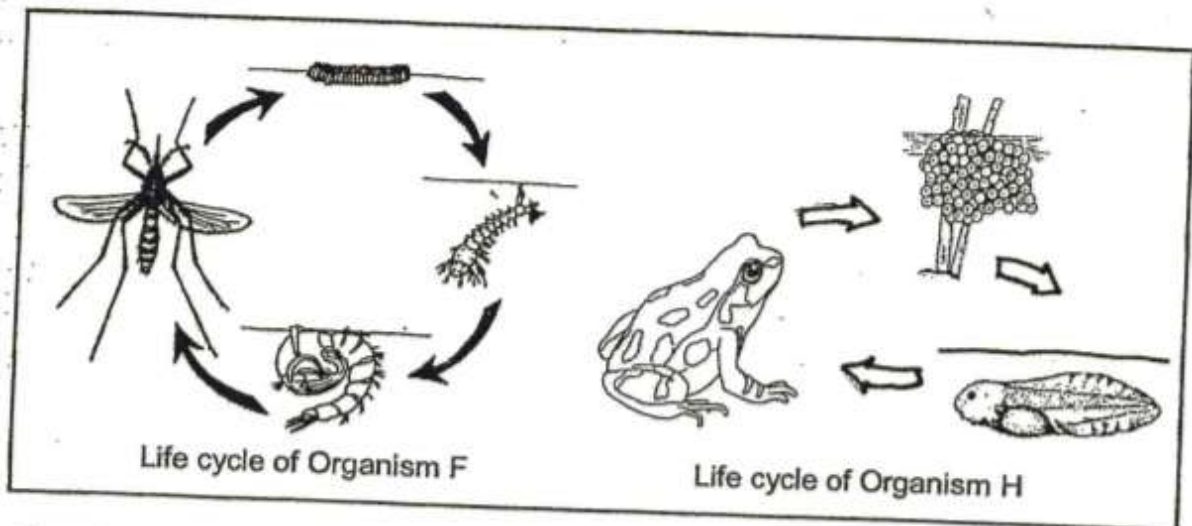
He noticed that the body covering of the animal looked very similar to the crocodile that he saw earlier.



Jayden was then asked to classify Animal X in his school worksheet. Which animal group would he classify Animal X?

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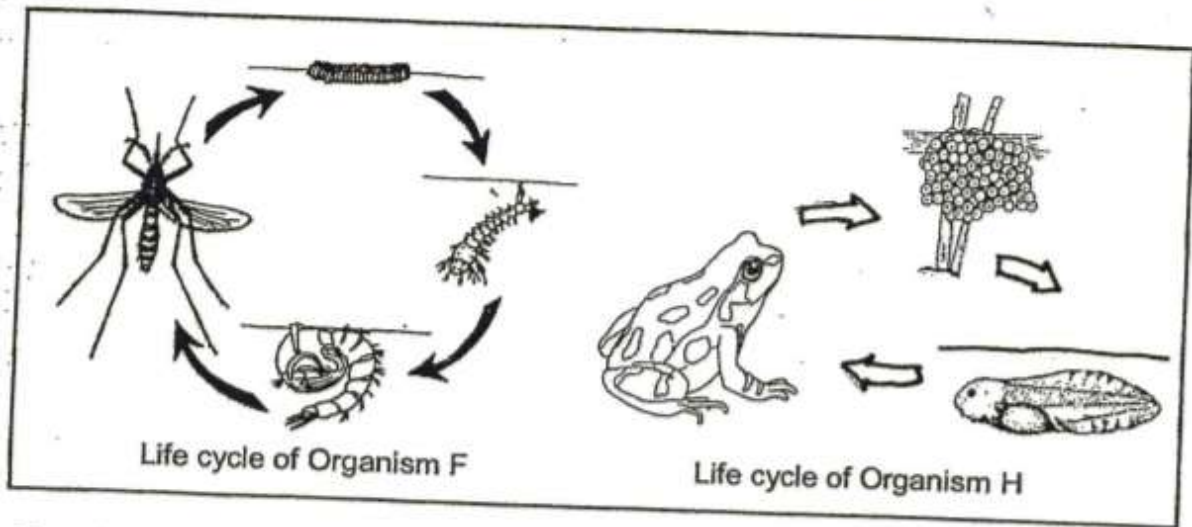
The diagrams below show the life cycles of organisms F and H.



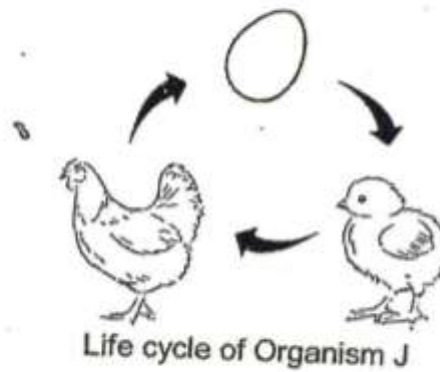
Based on your observation, state one similarity between the two life cycles shown above.

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The diagrams below show the life cycles of organisms F and H.



The diagram below shows the life cycle of Organism J.



Based on your observation, state one difference between the life cycles of organisms H and J.

Based on your observation, state one difference between the life cycles of organisms H and J.

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