



# RAFFLES GIRLS' PRIMARY SCHOOL

## SEMESTRAL ASSESSMENT (1)

2006

Name : \_\_\_\_\_ Class: P3 \_\_\_\_\_ Index No: \_\_\_\_\_

10 May 2006

SCIENCE

Att: 1 hr 15 min

|                            |       |       |
|----------------------------|-------|-------|
| Your score out of 60 marks |       |       |
|                            | Class | Level |
| Highest score              |       |       |
| Average score              |       |       |
| Parent's signature         |       |       |

### SECTION A (15 x 2 marks)

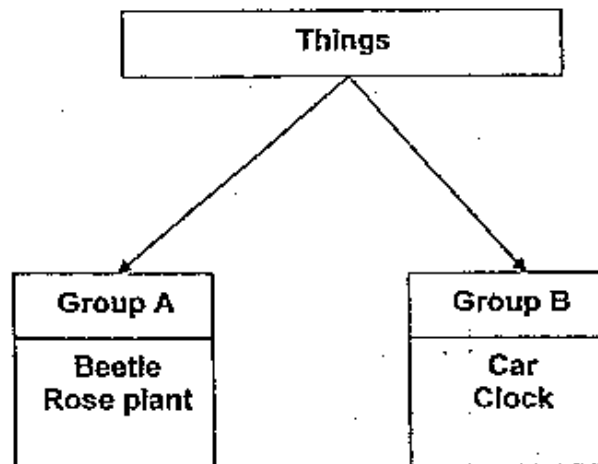
There are 15 questions in this section. Answer all of them. For each question, 4 suggested answers numbered 1, 2, 3 and 4 are given. Choose the most suitable answer and shade the correct oval on the Optical Answer Sheet (OAS).

1. What do living things need to stay alive?

- A. Air
- B. Food
- C. Water

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

2. Study the classification chart below carefully.

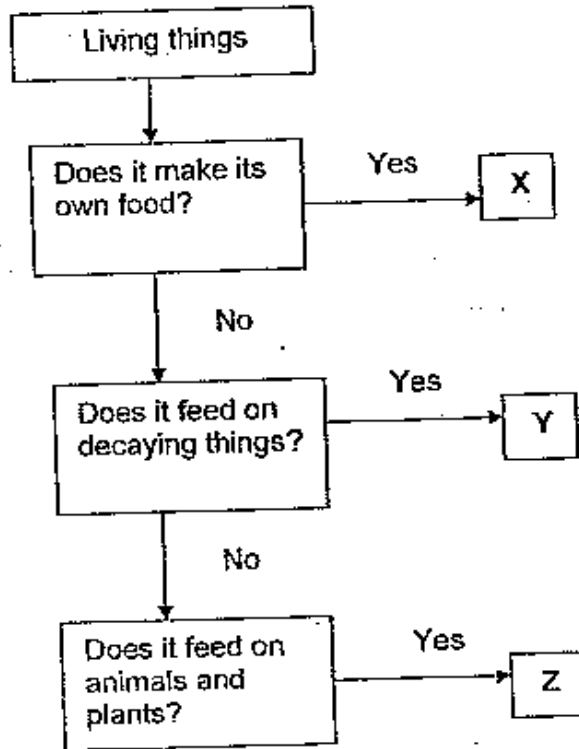


Which one of the following shows the things mentioned placed in the correct groups?

|     | Group A       | Group B    |
|-----|---------------|------------|
| (1) | Baby          | Fish       |
| (2) | Basket        | Kite       |
| (3) | Dead Fish     | Bag        |
| (4) | Sleeping Baby | Moving car |

3. When Susan tried to catch a butterfly which was on a leaf with her net, the butterfly flew away. The way that the butterfly behaved shows us that living things \_\_\_\_\_.
- A. can die
  - B. can grow
  - C. can move by themselves
  - D. respond to changes around them
- (1) A only
  - (2) C only
  - (3) A and C only
  - (4) C and D only

4. Study the chart below carefully.

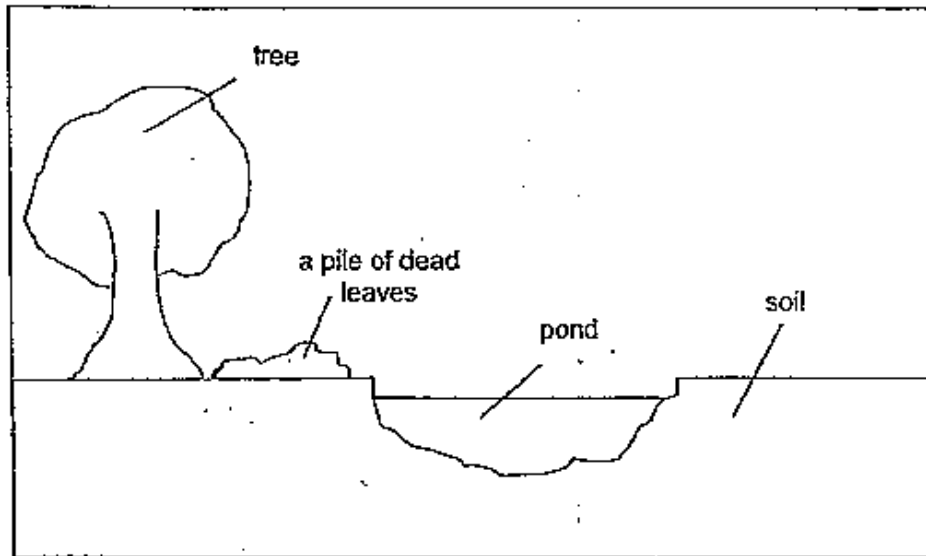


Which one of the following shows correctly what X, Y and Z most likely represent?

|     | X                | Y               | Z                |
|-----|------------------|-----------------|------------------|
| (1) | bird's nest fern | Jew's ears      | hydrilla         |
| (2) | water hyacinth   | maidenhair fern | mouse            |
| (3) | moss             | bracket fungus  | chicken          |
| (4) | duckweed         | puff balls      | stag's horn fern |

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5. The diagram below shows the different parts of Mr Ong's garden.



Study the picture of the living thing shown below.



In which part of Mr Ong's garden would this living thing most likely make its home?

- (1) in the soil
- (2) on the tree
- (3) in the pond
- (4) amongst the dead leaves

6. Siti filled in the table shown below to show how some animals move.

| Animal   | Type of movement | Body part used to move |
|----------|------------------|------------------------|
| emu      | fly              | wings                  |
| snake    | crawl            | legs                   |
| dolphin  | swim             | flippers               |
| kangaroo | run              | legs                   |

For which animal did she write in the information correctly?

- (1) emu  
(2) snake  
(3) dolphin  
(4) kangaroo
7. Goldfishes breathe through their \_\_\_\_\_.
- (1) gills  
(2) skin  
(3) lungs  
(4) mouth
8. A squirrel and a bat both \_\_\_\_\_.
- A. have four legs  
B. have a pair of wings  
C. reproduce by giving birth  
D. have hair on their bodies
- (1) A and B only  
(2) B and D only  
(3) C and D only  
(4) A, C and D only
9. Animal X has wings, lays eggs and has feelers on its head.  
Which one of the following animals is Animal X likely to be?
- (1) swan  
(2) eagle  
(3) iguana  
(4) housefly

10. Study the pictures of the leaves shown below.



Leaf A

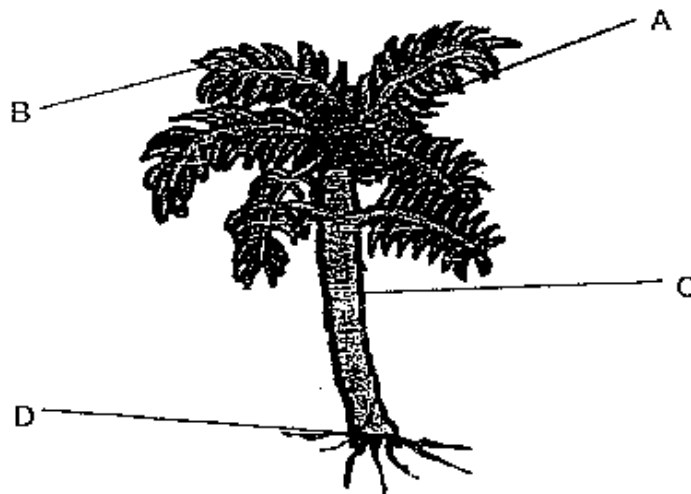


Leaf B

Which one of the following describes correctly the edges of the leaves shown?

|     | Leaf A       | Leaf B       |
|-----|--------------|--------------|
| (1) | Lobed-edged  | Tooth-edged  |
| (2) | Entire-edged | Lobed-edged  |
| (3) | Lobed-edged  | Entire-edged |
| (4) | Tooth-edged  | Lobed-edged  |

11. The picture below shows a coconut tree.



Which one of the following shows correctly what A, B, C and D represent?

|     | A     | B     | C     | D     |
|-----|-------|-------|-------|-------|
| (1) | Leaf  | Stem  | Root  | Fruit |
| (2) | Stem  | Root  | Fruit | Leaf  |
| (3) | Root  | Fruit | Leaf  | Stem  |
| (4) | Fruit | Leaf  | Stem  | Root  |

12. Study the description of a plant given below.

I am a land plant.

I have fruits which grow in clusters.

My fruit has one seed and a hairy outer covering.

Which one of the following is likely to be the plant described above?

- (1) kiwi plant
- (2) mango tree
- (3) papaya plant
- (4) rambutan tree

13. Study the table below.

|         |                               |
|---------|-------------------------------|
| Group A | Cattail, Water lily           |
| Group B | Water hyacinth, Water lettuce |

Which one of the following most likely shows what Group A and Group B represent?

|     | Group A                    | Group B              |
|-----|----------------------------|----------------------|
| (1) | Land plants                | Water plants         |
| (2) | Flowering plants           | Non-flowering plants |
| (3) | Non-flowering plants       | Flowering plants     |
| (4) | Partially submerged plants | Floating plants      |

14.      A      and      B      are two examples of micro-organisms.  
Which one of the following shows correctly what A and B represent?

|     | A              | B              |
|-----|----------------|----------------|
| (1) | yeast          | bracket fungus |
| (2) | Jew's ears     | puff balls     |
| (3) | bracket fungus | bacteria       |
| (4) | bacteria       | yeast          |

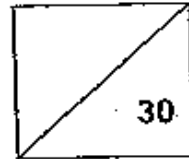
15. Which of the following statements about micro-organisms are true?

- A. Micro-organisms can reproduce.
- B. All micro-organisms are harmful to people.
- C. We can only see micro-organisms with the help of a microscope.

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



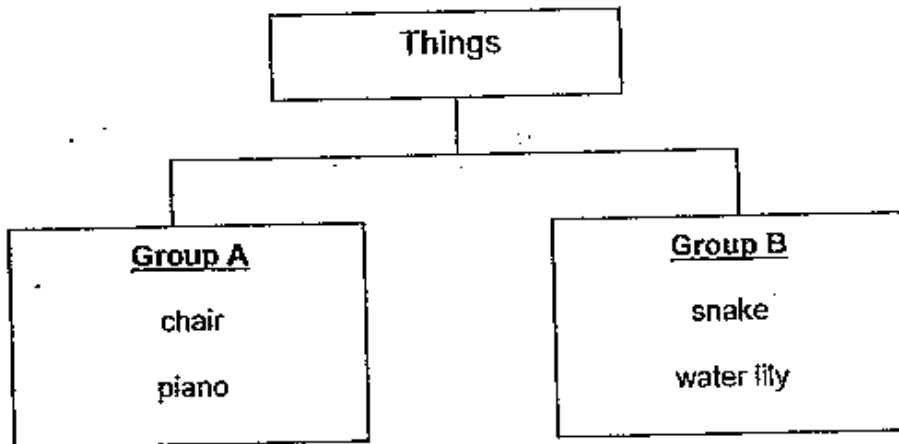
Name : \_\_\_\_\_ Class: P3 \_\_\_\_\_ Index No: \_\_\_\_\_



**SECTION B (30 marks)**

There are 15 questions in this section. Answer all of them. Write your answers clearly in the spaces provided.

16. Look at the classification chart below.



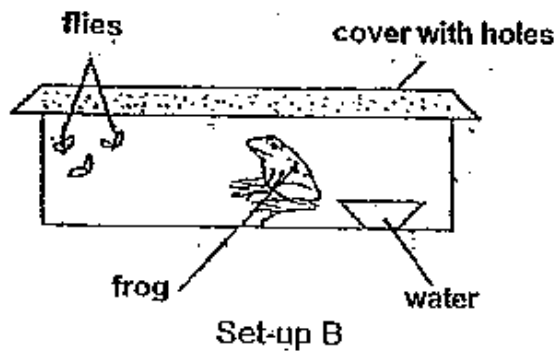
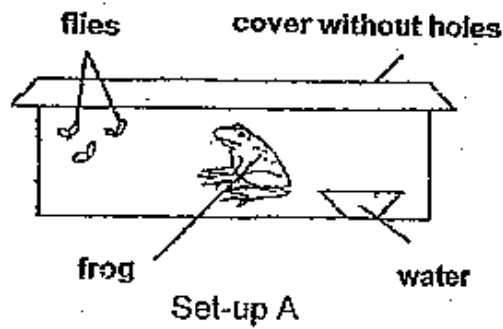
(a) I would place a 'pencil' in Group \_\_\_\_\_ (1 m)

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

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17. Look at the set-ups below.

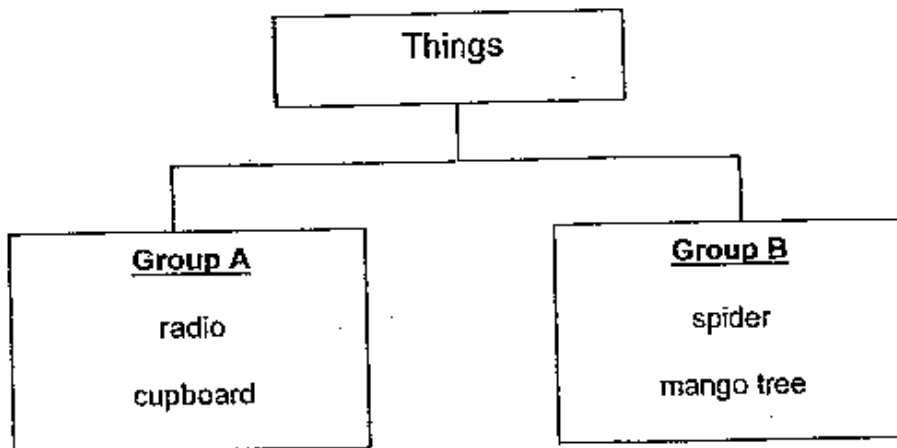


- (a) After a few days, the frog in Set-up \_\_\_\_\_ will still be alive. (1 m)
- (b) Give a reason for your answer in (a). (1 m)

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18. Look at the classification chart below.

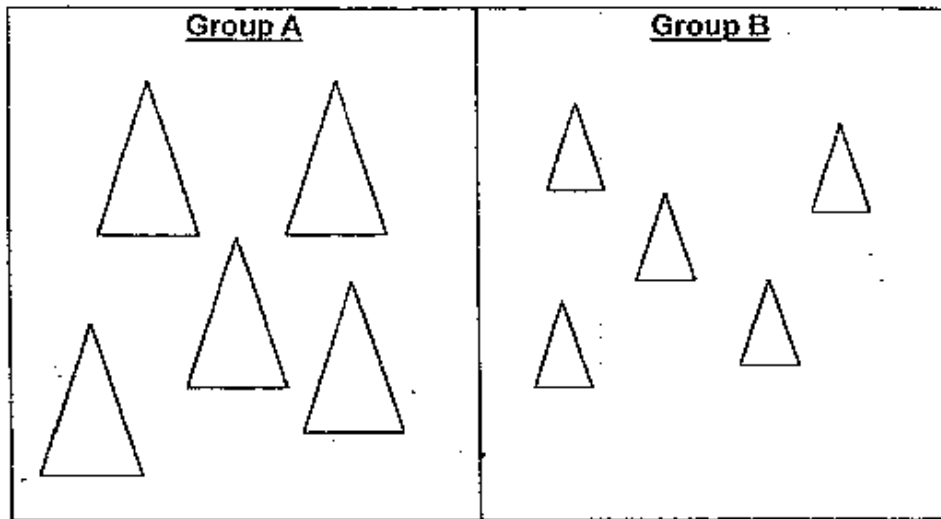


Give a suitable heading for Group A and Group B.

(a) Group A: \_\_\_\_\_ (1 m)

(b) Group B: \_\_\_\_\_ (1 m)

19. Look at the objects below carefully.



(a) Based on your observation, state one similarity between the two groups. (1 m)

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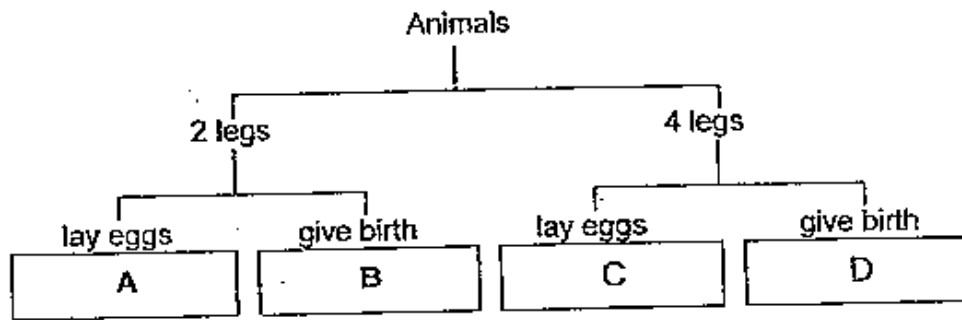
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(b) State one way in which Group A and Group B are different. (1 m)

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20. The classification chart below shows how some animals are grouped.



A, B, C and D represent different animals. Which letters most likely represent the 'chimpanzee' and the 'frog'?  
Write A, B, C or D in the spaces provided below.

- (a) Chimpanzee: \_\_\_\_\_ (1 m)
- (b) Frog : \_\_\_\_\_ (1 m)
21. Join the boxes on the left to the correct boxes on the right with lines to match the outer coverings to their function(s). (2 m)

Outer covering

Feathers of an eagle

Shell of a turtle

Scales of a fish

Function

Protect the animal from injuries

Help the animal to fly

22. (a) In what way is a sparrow similar to a butterfly? (1 m)

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- (b) In what way is a sparrow different from a butterfly? (1 m)

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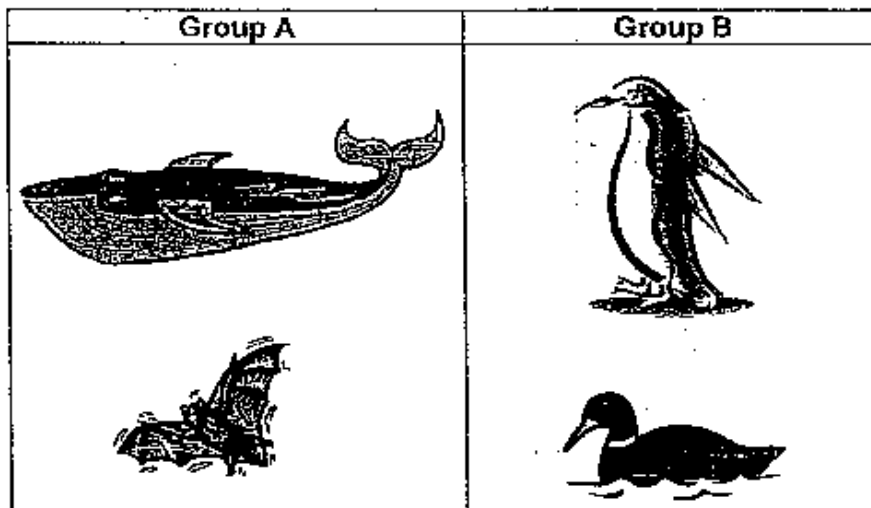
23. Look at the classification table below.

| Group A     | Group B      | Group C        | Group D          |
|-------------|--------------|----------------|------------------|
| owl<br>crow | dog<br>tiger | shark<br>guppy | bee<br>butterfly |

What do groups A, B, C and D represent? (2 m)

- (a) Group A: \_\_\_\_\_  
(b) Group B: \_\_\_\_\_  
(c) Group C: \_\_\_\_\_  
(d) Group D: \_\_\_\_\_

24.

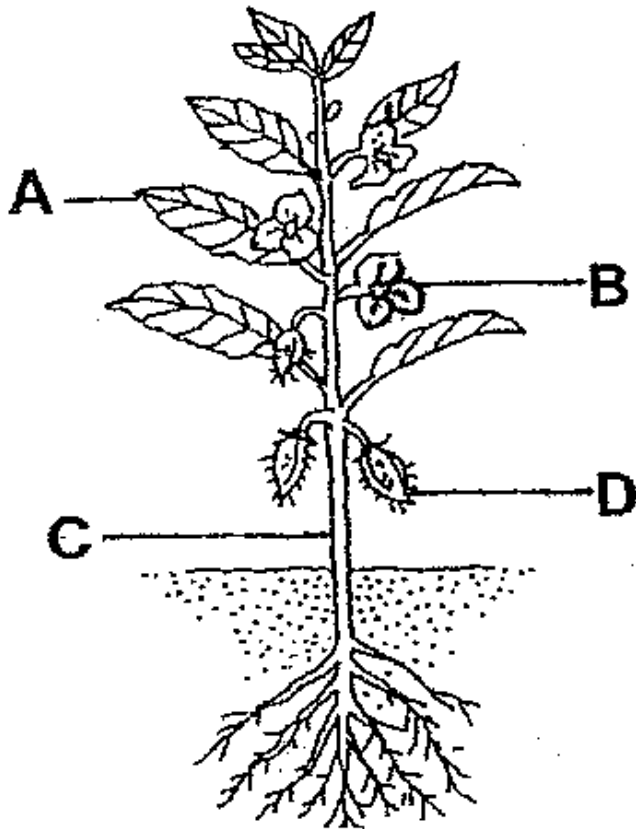


Based on what you know about the characteristics of animals, state two ways in which animals in Group A are different from animals in Group B. (2 m)

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25. Look at the picture of a balsam plant shown below.



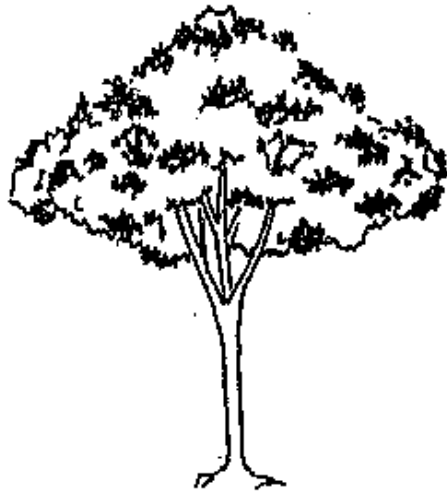
(a) Which part of the plant, A, B, C or D supports the leaves? (1 m)

\_\_\_\_\_

(b) Which part of the plant, A, B, C or D will develop into a fruit? (1 m)

\_\_\_\_\_

26. Study the pictures shown below.



Plant A



Plant B

(a) Which has a weak stem, Plant A or Plant B? (1 m)

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(b) What do plants with weak stems do to reach for the sunlight? (1 m)

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27. A gardener planted seedlings of a balsam plant in Pot A, Pot B and Pot C. Each pot had 10 seedlings. The seedlings in the three pots, were then grown under different conditions for one month.

|       | Conditions |          |          |
|-------|------------|----------|----------|
| Pot A | air        | water    | light    |
| Pot B | air        | water    | no light |
| Pot C | air        | no water | light    |

- (a) The plants in which pot will survive? (1 m)

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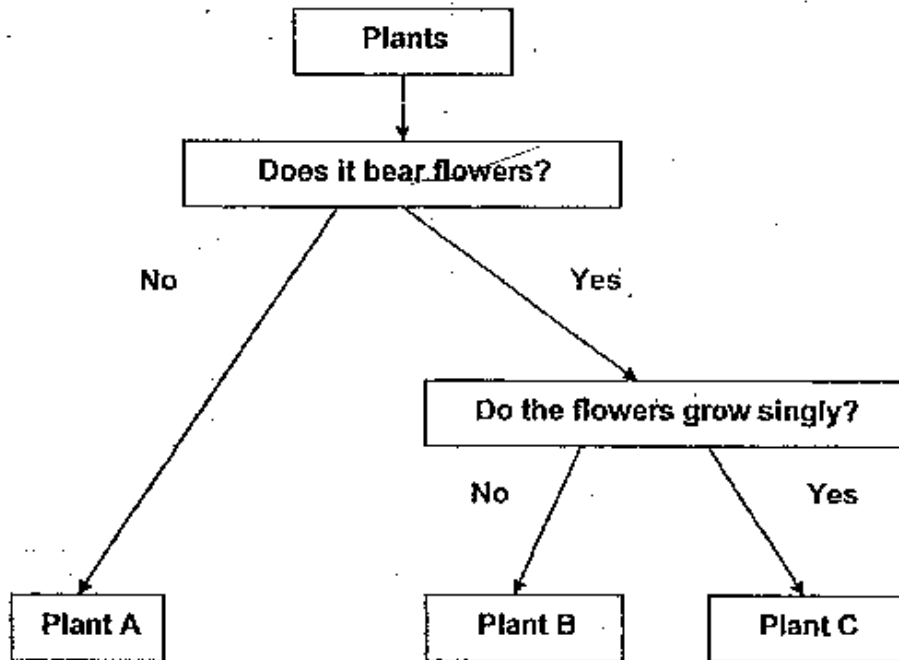
- (b) Give a reason for your answer in (a). (1 m)

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28. Study the chart below.



(a) Other than the fact that they are plants, in what other way are Plant B and Plant C similar, based on the chart above? ( $\frac{1}{2}$  m)

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(b) Which of the following plants, do plants A, B and C represent? ( $1\frac{1}{2}$  m)

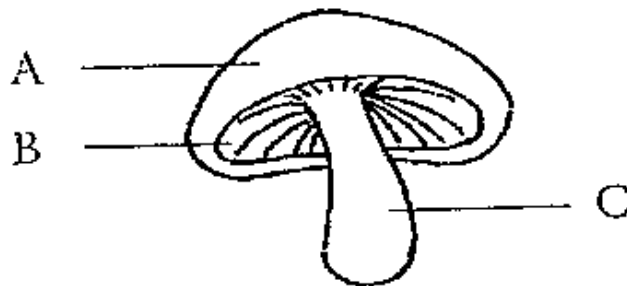
|              |             |                  |
|--------------|-------------|------------------|
| balsam plant | ixora plant | stag's horn fern |
|--------------|-------------|------------------|

Plant A: \_\_\_\_\_

Plant B: \_\_\_\_\_

Plant C: \_\_\_\_\_

29. The picture below shows a mushroom.  
(a) What do A, B and C represent? (1½ m)



Part A: \_\_\_\_\_  
Part B: \_\_\_\_\_  
Part C: \_\_\_\_\_

- (b) Spores are found in Part \_\_\_\_\_. (½ m)

30. Susan put a piece of moist bread into a clear plastic bag. The bag was then left in a cupboard. After a week, she saw black patches growing on the bread.

- (a) What is the name of the fungus growing on the bread? (1 m)

\_\_\_\_\_

- (b) Why does the fungus mentioned in (a) need to grow on the bread? (1 m)

\_\_\_\_\_  
\_\_\_\_\_

**END OF PAPER**

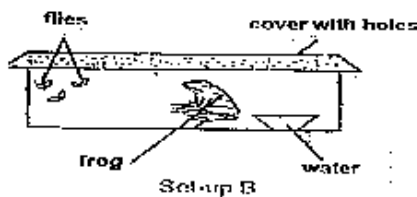
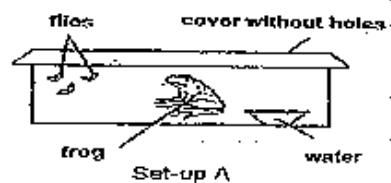
Settlers: Ms Haslina  
Mr Ronald Lee  
Mdm Doris Yap

**Answer Sheets**  
**Raffles Girls Pri 3 SAI / 2006 Science**

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

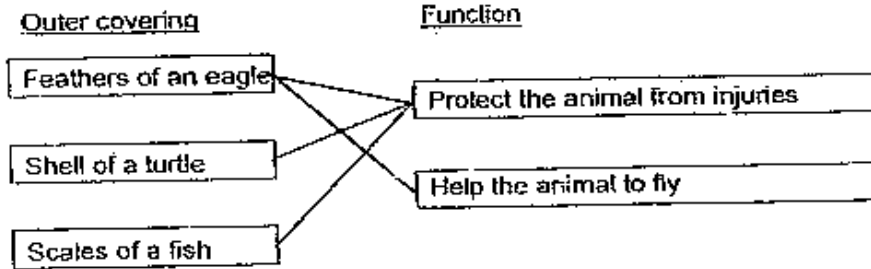
- Q16a. I would place a 'pencil' in Group **A**  
 b. Group A is non-living thing thus pencil also a non-living things.

Q17



- a. **Set-up B** will still be alive.  
 b. Set-up B the cover with holes, the frog has air to breathe while Set-up A the cover without holes.
- Q18a. Group A : Non-living things  
 Group B : Living things
- Q19a. Both groups are triangles  
 b. Group A have bigger triangle than Group B.
- Q20a. Chimpanzee : **Group B**  
 Frog : **Group C**

Q21



Q22a. Both can fly.  
b. Sparrow has 2 legs and butterfly has 6 legs.

Q23a. Group A : Birds  
b. Group B : Mammals  
c. Group C : Fishes  
d. Group D : Insects

Q24. Group A are mammals and Group B are birds  
Group A have fur and Group B have feathers

Q25a. Part C supports the leaves.  
b. Part B will develop into a fruit.

Q26.



Plant A



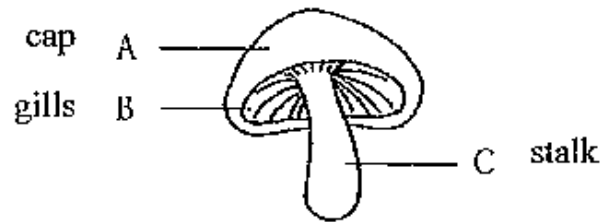
Plant B

a. Plant B has a weak stem  
b. They cling onto other plants and things for support to reach for sunlight.

Q27a. Pot A plant will survive.  
b. Plants need air, water and sunlight to grow.

- Q28a. Both plants have flowers.  
b. Plant A : stag's horn fern  
Plant B : ixora plant  
Plant C : balsam plant

Q29a.



- b. Spores are found in Part B
- Q30a. Mould  
b. The bread is moist.