Science test

Paper 1

Please read this page, but do not open the booklet until your teacher tells you to start. Write your name and the name of your school in the spaces below.

First name __________________________________________
Last name __________________________________________
School ___________________________________________

Remember

- The test is 1 hour long.
- You will need: pen, pencil, rubber, ruler, protractor and calculator.
- The test starts with easier questions.
- Try to answer all of the questions.
- The number of marks available for each question is given below the mark boxes in the margin. You should not write in this margin.
- If you are asked to plan an investigation, there will be space for you to write down your thoughts and ideas.
- Do not use any rough paper.
- Check your work carefully.
- Ask your teacher if you are not sure what to do.

For marker's use only
Total marks
1. The drawing below shows part of a food web in the sea around Antarctica.

   ![Food Web Diagram]

   (a) From the food web, give the names of two animals that only eat krill.

   1. ______________________________________________________
   2. ______________________________________________________

   tiny ‘plants’
(b) (i) Which word describes the plants in a food web?
Tick the correct box.

producers [ ] predators [ ]
herbivores [ ] carnivores [ ]

(ii) Krill are small animals that eat tiny plants.

Which word describes krill in the food web?
Tick the correct box.

producers [ ] predators [ ]
herbivores [ ] carnivores [ ]

(c) (i) Crabeater seals eat krill.
Fishermen catch large amounts of krill from the sea.

How would a decrease in the number of krill affect the number of crabeater seals?
__________________________________________
__________________________________________

(ii) Look at the food web.
Leopard seals also eat krill.

A decrease in the number of krill will affect the crabeater seals sooner than it affects leopard seals.
Give the reason for this.
__________________________________________
__________________________________________

maximum 6 marks
2. Choose words from the box below to answer all the questions.

<table>
<thead>
<tr>
<th>cell division</th>
<th>digestion</th>
<th>fertilisation</th>
<th>fetus</th>
<th>genes</th>
</tr>
</thead>
<tbody>
<tr>
<td>intestine</td>
<td>ovary</td>
<td>ovum (egg)</td>
<td>sperm</td>
<td>testis</td>
</tr>
</tbody>
</table>

(a)

(i) What is the name of cell A?

______________________________

(ii) Where is cell A produced?

______________________________

(b)

(i) What is the name of cell B?

______________________________

(ii) Where is cell B produced?

______________________________
What process is shown in C? Choose your answer from the box opposite.

(d) The diagram shows a baby developing inside its mother.

(i) Which word means an unborn baby? Choose your answer from the box opposite.

(ii) Where does the unborn baby develop? Choose your answer from the box opposite.
3. The drawings below show three healthy young plants.

[Diagrams of three plants, labeled A, B, C.]

The drawings below show the three plants after two weeks.

[Diagrams of plants A, B, C after two weeks.]

(a) (i) Plant B did not have enough light. How can you tell this from the drawing?

___________________________________________________________________
___________________________________________________________________
(ii) Plant C did not have enough water.

How can you tell this from the drawing?

---------------------------------------------

---------------------------------------------

(b) The drawing below shows a root hair cell.

![Root Hair Cell Diagram]

Give two substances that root hair cells absorb from the soil.

1. ____________________________
2. ____________________________
4. Two pupils investigated the effect of temperature on how fast oil flows through a funnel. They used the equipment in the photograph below.

(a) They measured the time taken for all the oil to flow through the funnel. What equipment did they use to measure the time?

(b) Complete the table below to show what they should do with each factor in their investigation. Tick one box for each factor.

<table>
<thead>
<tr>
<th>factor</th>
<th>change it</th>
<th>keep it the same</th>
<th>measure it</th>
</tr>
</thead>
<tbody>
<tr>
<td>temperature of the oil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>type of oil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>volume of oil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>time taken for all the oil to flow through the funnel</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(c) (i) Look at their results in the table below.

<table>
<thead>
<tr>
<th>temperature of oil (°C)</th>
<th>time taken for all the oil to flow through the funnel (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>131</td>
</tr>
<tr>
<td>40</td>
<td>35</td>
</tr>
<tr>
<td>60</td>
<td>22</td>
</tr>
<tr>
<td>80</td>
<td>19</td>
</tr>
</tbody>
</table>

What happens to the time taken for the oil to flow through the funnel as its temperature increases?

(ii) How long would it take for all the oil to flow through the funnel at 15°C?

Choose from the following times.
Tick the correct box.

- 15 seconds
- 80 seconds
- 131 seconds
- 180 seconds

Maximum 5 marks
5. Meera poured 7 cm$^3$ of water into a measuring cylinder. She poured 7 cm$^3$ of melted wax into another measuring cylinder. She put both measuring cylinders into a freezer for 24 hours.

(a) Look at the measuring cylinders. What happened to the volume of the water and the wax after freezing?

the volume of water ________________________

the volume of wax __________________________

(b) The measuring cylinders were taken out of the freezer and left in a room at 20 °C.

- Frozen water melts at 0 °C.
- Wax melts at 53 °C.

What would the physical state of each substance be at 20 °C?

Choose from gas or liquid or solid.

water _______________________________

wax _______________________________
(c) Meera added blue copper sulphate crystals to some water in a beaker. The copper sulphate dissolved in the water.

(i) Give one way Meera could see that the copper sulphate had dissolved in the water.

___________________________________________________________________

(ii) Give one way that she could get the copper sulphate to dissolve more quickly.

___________________________________________________________________

(d) Meera poured some of the copper sulphate solution into a dish. She left it in a warm room for a week.

A week later there was a blue solid but no liquid in the dish.

(i) What happened to the water in the copper sulphate solution?

___________________________________________________________________

(ii) What was the blue solid left in the dish?

______________________________

maximum 7 marks
6. The diagram below shows a pen. The pen is held up by two magnets, one in the stand and the other in the pen.

(a) On the dotted lines above, label the North pole and the South pole of the magnet in the pen.

Use the letters N and S.
(b) John put a block of metal between the two magnets as shown below.

![Diagram of magnets and block of metal]

The block of metal became a magnet.

(i) On the dotted lines above, label the North poles and the South poles of both the block of metal and the magnet.

Use the letters N and S.

(ii) What metal could the block be made of?

______________________________

(c) John repeated the experiment using a piece of wood instead of a block of metal.

The pen did not stay up.

Give the reason for this.

___________________________________________________________

maximum 4 marks
7. Three pupils watched a firework display.

   (a) A man lit the fireworks. He wore ear defenders.

   Why should he wear ear defenders when he is close to loud fireworks?

   ___________________________________________________________
   ___________________________________________________________

   1 mark

   (b) A rocket exploded making a loud sound and a bright flash. Peter, Sabrina and Jan were standing at different distances from the rocket.

   When the rocket exploded, Jan heard the quietest sound. Why did Jan hear the quietest sound?

   ___________________________________________________________
   ___________________________________________________________

   1 mark
(c) Jan saw the flash before she heard the sound.

What does this tell you about the speed of light and the speed of sound?

(___________________________________________________________)

(___________________________________________________________)

(d) Complete the sentences below using words from the list.

chemical          electrical          heat          light          sound

(i) Jan, Sabrina and Peter could see the rocket explode because it gave out ________________ energy.

(ii) They could hear the rocket explode because it gave out ________________ energy.

(e) When the rocket stopped burning it fell to the ground.

What force caused it to fall to the ground?

______________________________
8. Gabby arranged a torch, two cards and a screen as shown below. Light from the torch passed through holes in the cards and onto the screen.

(a) Why did a spot of light appear on the screen? Tick the correct box.

- Light can be split up into many colours.
- Light travels in straight lines.
- Light can travel through empty space.
- Light travels very fast.

(b) Gabby moved card B to one side as shown below. The ray of light passed through the hole in card A and onto card B.

Continue the ray of light from the torch to show where it would hit card B. Use a ruler.
(c) Gabby used a torch to shine a ray of light towards a mirror. Continue the ray of light to show how it reflects off the mirror. Add an arrow to show the direction of the reflected ray. Use a ruler.

(d) Gabby built a circuit like the circuit in her torch.

What could she do to the circuit to make this bulb brighter? Tick the correct box.

- Add another battery.
- Add another bulb.
- Add another switch.
- Add longer wires.
9. Every year thousands of trees are cut down in forests.

(a) Mammals and birds are two groups of animals that live in forests.

Give two reasons why fewer mammals and birds can survive after trees have been cut down.

1. ______________________________________________________  
   ________________________________________________________

2. ______________________________________________________  
   ________________________________________________________

(b) Many small plants grow in the clearings left after trees are cut down.

Explain why small plants are able to grow well after the trees have been cut down.

___________________________________________________________  
   ________________________________________________________

___________________________________________________________  
   ________________________________________________________
(c) In some forests, small branches are left on the ground. Fungi and bacteria feed on these branches and release minerals, such as nitrates, back into the soil.

Why is it important that the minerals are released back into the soil?

________________________________________________________________________

________________________________________________________________________

(d) A label was printed on the back of a birthday card. In sustainable forests, new trees are planted to replace trees that are cut down.

Give two reasons why it is important to replace forest trees that are cut down.

1. ______________________________________________________________________

________________________________________________________________________

2. ______________________________________________________________________

________________________________________________________________________

maximum 7 marks
10. People in different countries eat different amounts of starch. A scientist compared the amount of starch that people ate with the number of people with cancer of the large intestine.

The scatter graph below shows her results.

Look at the scatter graph.

(a) (i) Which country had the greatest proportion of people with cancer of the large intestine?

______________________________

(ii) What conclusion could you come to about the effect of eating starch on getting cancer of the large intestine?

___________________________________________________________________

___________________________________________________________________

0 5 10 15 20 25 30
amount of starch eaten (g/day)

50 100 150 200 250 300 350 400
number of people, per 100 000, with cancer of the large intestine

China
Finland
Ireland
Britain
Netherlands
United States

KS3/06/Sc/Tier 3–6/P1 20
(b) (i) Starch is a carbohydrate.

Which two of the following foods are good sources of starch? Tick the two correct boxes.

- bread
- cheese
- chicken
- tomatoes
- fish
- pasta

(ii) What other type of nutrient, needed as part of a balanced diet, keeps the intestine working well and prevents constipation? Tick the correct box.

- fat
- fibre
- minerals
- protein
- vitamins

Maximum 5 marks
11. The diagram below shows bones and muscles of the human arm.

The biceps and triceps are muscles that contract to move the bones of the lower arm.

(a) What do the biceps and triceps do to move the arm in the direction shown by the arrow? Tick the correct box.

- The biceps and the triceps contract at the same time.  
- The biceps contracts and the triceps relaxes.  
- The biceps relaxes and the triceps contracts.  
- The biceps and the triceps relax at the same time.

(b) Ligaments hold bones together at a joint. Ligaments can stretch.

Why must ligaments be able to stretch?

___________________________________________________________

___________________________________________________________
(c) The diagram below shows an elbow joint.

(i) The ends of the bones at a joint are covered by a layer of smooth material called cartilage. There is also a fluid in the joint.

Why are cartilage and fluid needed in a joint?

___________________________________________________________________
___________________________________________________________________

(ii) In the joint shown below, some of the cartilage has broken off.

Suggest one way this damage will affect the joint.

___________________________________________________________________
___________________________________________________________________

maximum 4 marks
12. An alloy is a mixture of elements.
   The table shows the mass of each element present in 100 g of five different alloys, bronze, solder, steel, stainless steel and brass.

<table>
<thead>
<tr>
<th>alloy</th>
<th>mass of each element in 100 g of alloy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>lead (g)</td>
</tr>
<tr>
<td>bronze</td>
<td>4</td>
</tr>
<tr>
<td>solder</td>
<td>62</td>
</tr>
<tr>
<td>steel</td>
<td></td>
</tr>
<tr>
<td>stainless steel</td>
<td></td>
</tr>
<tr>
<td>brass</td>
<td>67</td>
</tr>
</tbody>
</table>

(a) Which alloy in the table above contains an element which is a non-metal?

______________________________

(b) Which two alloys in the table contain only two metals?

__________________________ and __________________________

(c) Another alloy called nichrome contains only the elements chromium and nickel. 100 g of nichrome contains 20 g of chromium.

How much nickel does it contain?

_______ g
(d) Before 1992, two-pence coins were made of bronze. Steel rusts but bronze does \textit{not} rust.

(i) Why does bronze \textit{not} rust? Use information in the table opposite to help you.

___________________________________________________________________
___________________________________________________________________

(ii) Rusting requires water and a gas from the air. Give the name of this gas.

______________________________
13. Susie used chromatography to identify the coloured substances in the ink from a felt-tip pen.

She used:

- green ink
- blue ink
- purple ink
- ink from her felt-tip pen.

She used water as the solvent.

Look at the diagram above.

(a) (i) Which colours were present in the ink from the felt-tip pen?

__________________________________________________________________
(ii) How many coloured substances were there in green ink?

How can you tell?

___________________________________________________________________

___________________________________________________________________

(iii) Susie placed the spots of ink on a line on the chromatography paper as shown in the diagram. To draw the line, Susie had to choose a felt-tip pen or a pencil.

Which one should she use?

___________________________________________

Give the reason for your answer.

___________________________________________________________________

___________________________________________________________________

(b) Susie used water as the solvent in this experiment. When she repeated the experiment with a different set of pens, it did not work. She then used ethanol instead of water.

Suggest why the experiment worked with ethanol but not with water.

___________________________________________

___________________________________________

maximum 4 marks
14. Two pupils were given a sample of 'biological' washing powder and a sample of 'non-biological' washing powder. They investigated how the two powders compare in removing egg-stains from cloth.

Look at their report.

(a) Give one way they made their investigation fair.

________________________________________________________________________

________________________________________________________________________

(b) Give two ways they could improve their investigation.

1. ______________________________________________________

2. ______________________________________________________

(c) What should they observe to compare the two types of washing powder?

________________________________________________________________________

________________________________________________________________________

maximum 4 marks
15. Each of the observations shown below has one explanation.

Draw a line from each observation to the correct explanation.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ship going out to sea goes out of sight.</td>
<td>The Earth spins on its axis.</td>
</tr>
<tr>
<td>We have day and night.</td>
<td>The Earth is a sphere.</td>
</tr>
<tr>
<td>We have summer and winter.</td>
<td>The Earth orbits the Sun and the Earth’s axis is tilted.</td>
</tr>
<tr>
<td>One year on Earth is 365 days.</td>
<td>Gravity attracts objects towards the Earth.</td>
</tr>
<tr>
<td></td>
<td>The Earth orbits the Sun.</td>
</tr>
</tbody>
</table>

maximum 4 marks
16. The drawings show the mass and weight of four objects on different planets.

<table>
<thead>
<tr>
<th>Planet</th>
<th>Mass (kg)</th>
<th>Weight (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>Mars</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Jupiter</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Venus</td>
<td>4</td>
<td>36</td>
</tr>
</tbody>
</table>

(a) On which of the four planets is the object with the largest mass?

______________________________

(b) How can you tell, from the drawings, that gravity is greater on Earth than on Venus?

___________________________________________________________
___________________________________________________________

(c) Gravity is less on the Moon than on the Earth.

Complete the sentences below to compare the weight and mass of an astronaut on the Moon and on the Earth.

The weight of an astronaut on the Moon is _________________ the weight of the astronaut on the Earth.

The mass of an astronaut on the Moon is _________________ the mass of the astronaut on the Earth.
(d) The table below gives information about five planets.

<table>
<thead>
<tr>
<th>planet</th>
<th>distance from the Sun (million km)</th>
<th>time for planet to orbit the Sun (Earth-years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Venus</td>
<td>110</td>
<td>0.6</td>
</tr>
<tr>
<td>Earth</td>
<td>150</td>
<td>1.0</td>
</tr>
<tr>
<td>Mars</td>
<td>230</td>
<td></td>
</tr>
<tr>
<td>Jupiter</td>
<td>780</td>
<td>12.0</td>
</tr>
<tr>
<td>Saturn</td>
<td>1400</td>
<td>30.0</td>
</tr>
</tbody>
</table>

(i) Look at the information in the table.

How does the time for a planet to orbit the Sun change with its distance from the Sun?

___________________________________________________________________
___________________________________________________________________

(ii) Use information in the table to estimate the time for Mars to orbit the Sun.

________ Earth-years

(e) The diagram below shows the path of a comet around the Sun.

On the path of the comet below, place a letter X to show the position where the comet is travelling the fastest.
17. The diagram shows four forces acting on a plane in flight.

(a) Which arrow represents air resistance? Give the letter.

_____  

(b) (i) When the plane is flying at a constant height, which two forces must be balanced? Give the letters.

_______ and _______  

(ii) When the plane is flying at a constant speed in the direction shown, which two forces must be balanced? Give the letters.

_______ and _______
(c) (i) Just before take-off, the plane is speeding up along the ground.

Which statement is true?
Tick the correct box.

- Force B is zero. [ ]
- Force B is greater than force D. [ ]
- Force D is equal to force B. [ ]
- Force D is greater than force B. [ ]

(ii) Which statement is true about the plane just as it leaves the ground?
Tick the correct box.

- Force C is zero. [ ]
- Force C is greater than force A. [ ]
- Force A is equal to force C. [ ]
- Force A is greater than force C. [ ]

maximum 5 marks
END OF TEST