



**RAFFLES GIRLS' PRIMARY  
SCHOOL**  
**WEIGHTED ASSESSMENT (1)**  
**2021**

Your Score	25
Parent's signature	

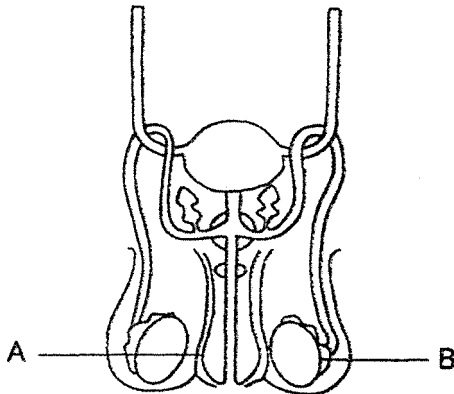
Name : \_\_\_\_\_ Index No.: \_\_\_\_\_ Class: P5 \_\_\_\_\_ Date: 22 April

**SCIENCE**

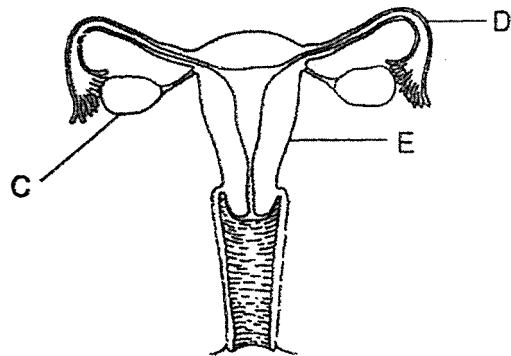
**Duration: 40 minutes**

For questions 1 to 6, write your answers clearly in the spaces provided.  
The number of marks is shown in brackets [ ] at the end of each question or part question.

1. The male and female human reproductive systems are shown below.



Male reproductive system



Female reproductive system

(a) Name the parts labelled B and E. [1]

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

E: \_\_\_\_\_

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- (b) Explain why part B is important in human reproduction. [1]

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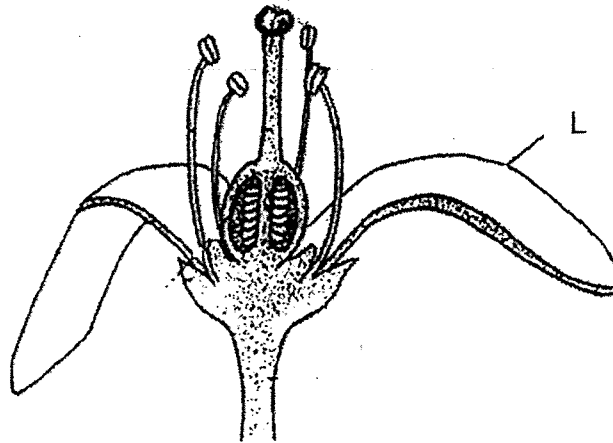
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- (c) In which part of the reproductive systems, A, B, C, D or E, does fertilization take place? [1]

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2. Study the cross-section of the insect-pollinated flower below.



(a) Draw an arrow (  $\longrightarrow$  ) in the diagram above to show how pollination takes place. [1]

(b) State the function of the part labelled L in the flower. [1]

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(c) Based on the diagram above, will the fruit developed from the flower have one or many seeds? Give a reason for your answer. [1]

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Score	3
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3. Mavis found fruit P and fruit Q which were of the same mass. She wanted to carry out an experiment to investigate if the fruits were dispersed by water.

(a) Identify the following variables: [2]

(i) Independent variable:

\_\_\_\_\_

(ii) Dependent variable:

\_\_\_\_\_

(b) The list below shows some of the steps Mavis would take when conducting the experiment.

Put a tick (✓) next to the step Mavis should include in her experiment. Leave the box empty if the step is not required in her experiment. [1]

Steps required	Procedure
<input type="checkbox"/>	Drop fruit from a height of 1.5 m in front of a fan.
<input type="checkbox"/>	Check if the fruit is edible.
<input type="checkbox"/>	Cut open fruit to see if it was filled with liquid.
<input type="checkbox"/>	Put the fruit in a pail of water and observe.

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Score	<input checked="" type="checkbox"/>
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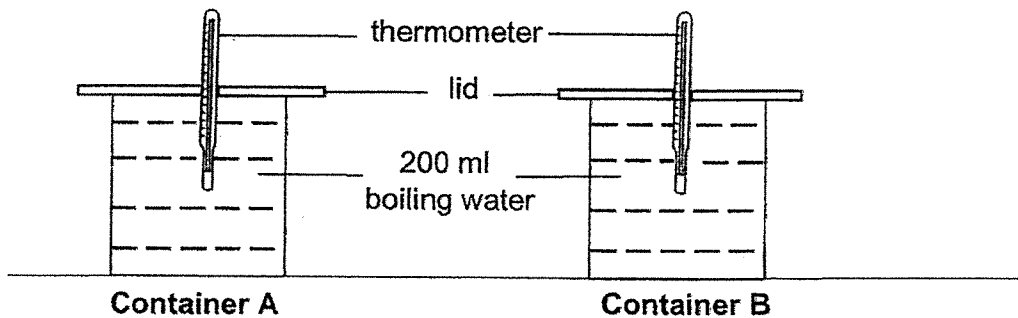
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(c) State one other variable in the experiment that Mavis must keep the same to ensure a fair test. [1]

(d) State a physical characteristic that the fruit has to help it dispersed by water. [1]

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4. Alexis poured 200 ml of boiling water into two identical containers, A and B, as shown below. Then the containers were left on a table in a room with a constant temperature of 29 °C.



She recorded the time taken for the boiling water to cool to 40 °C in the table shown below.

Container	Time taken for boiling water to cool to 40 °C (mins)
A	50
B	50

(a) Give a reason why the temperature of water in both containers, A and B, decreased. [1]

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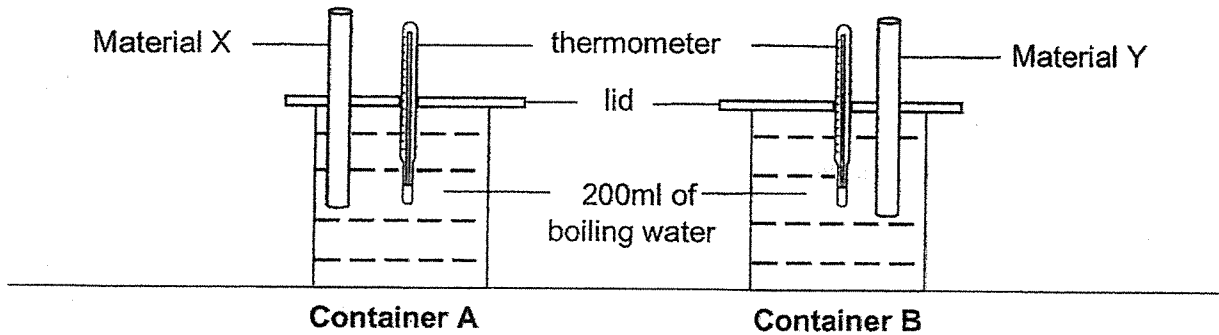
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2021 P5 Science WA1

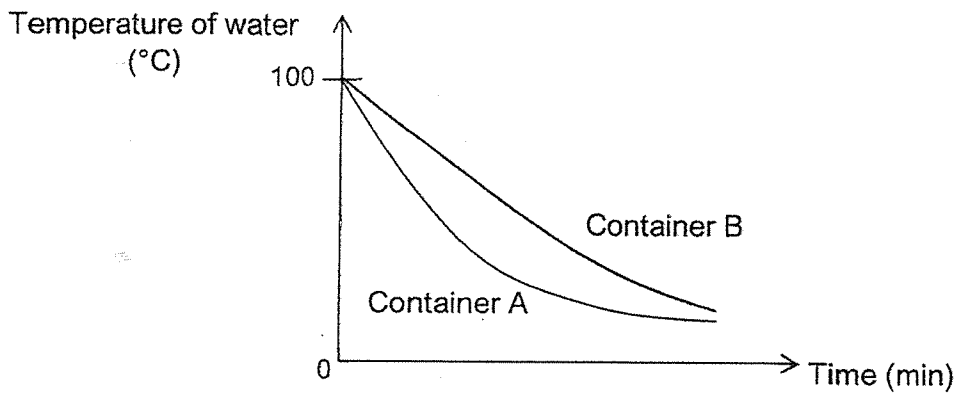
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Alexis conducted a second experiment by inserting two rods made of Material X and Y into Container A and B respectively as shown below.



She then plotted the change in the temperature of the boiling water in both containers over time as shown in the graph below.



- (b) Which material, X or Y, would be more suitable to be made into a container to keep drinks cold? Explain your answer. [2]

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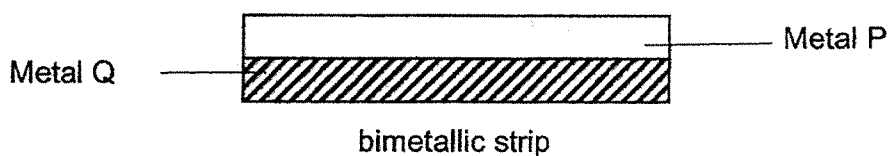
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- (c) What would be the temperature of the water in the containers A and B after ten hours?  
Give a reason for your answer. [1]

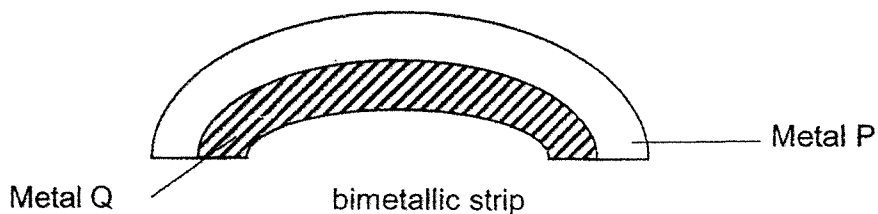
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Alexis had a bimetallic strip made of metals P and Q as shown below.



After heating, the strip bends as shown below.



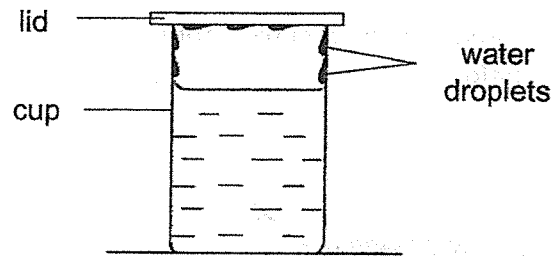
- (d) Give a reason for the observation above. [1]

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5. Andy placed a cup of drink on a table in a room of temperature 25 °C. After two minutes, Andy saw water droplets as shown in the diagram below.



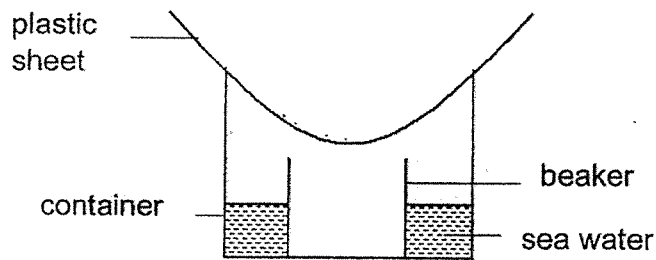
- (a) Based on his observation, is the temperature of Andy's drink higher, lower or same as the room temperature? Explain your answer. [2]

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The following diagram shows the set-up Andy used to collect fresh water from sea water. He placed the set-ups in the garden on a sunny day for seven hours.



Set-up W

- (b) Explain how fresh water could be collected using the set-up above. [2]

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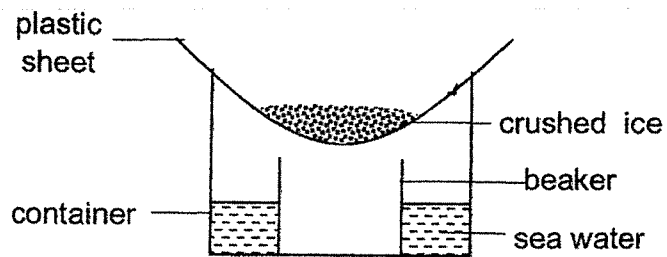
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Andy repeated the experiment using a similar set-up, placing crushed ice on the plastic sheet as shown below.



**Set-up R**

- (c) Explain why Andy was able to collect more water using set-up R. [1]

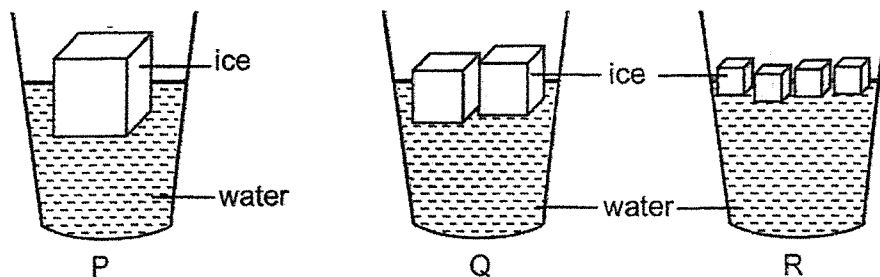
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6. Jean wanted to find out how the exposed surface area of ice cube(s) would affect the decrease in the temperature of water. She filled identical cups, P, Q and R, with the same volume of water and added the same mass of ice as shown below.



She recorded the temperature of the water at the start of the experiment and after ten minutes as shown in the table below.

Cups	Temperature of water at the start of the experiment (°C)	Temperature of water after 10 mins (°C)
P	35	30
Q	35	(a) _____
R	35	20

- (a) Write the temperature of water in cup <sup>Q</sup>R after ten minutes in the box above. [1]
- (b) Based on the results above, how does the size of the ice cube affect the decrease in temperature of water? [1]

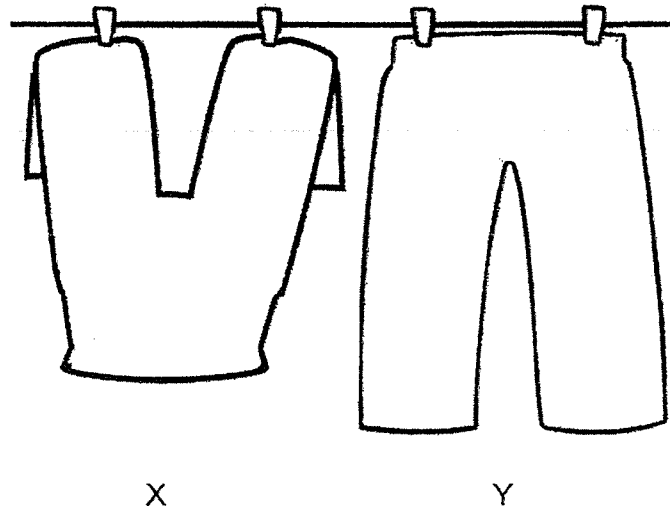
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Jean tried to dry two identical wet trousers, X and Y, as shown in the diagram below. She folded trousers X before hanging it to dry but not trousers Y.



(c) Which one of the trousers, X or Y; will dry faster? Explain. [2]

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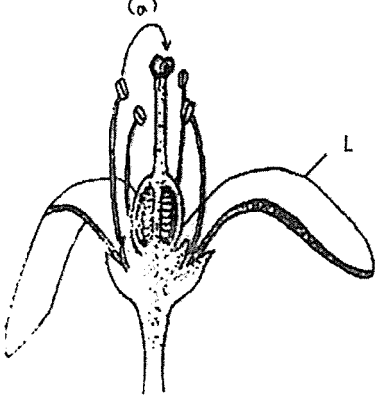
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**THE END**

## ANSWER KEY

**YEAR** : 2021  
**LEVEL** : PRIMARY 5  
**SCHOOL** : RAFFLES GIRLS' PRIMARY SCHOOL  
**SUBJECT** : SCIENCE  
**TERM** : WEIGHTED ASSESSMENT (1)

<b>Q1</b>	<p>(a) <b>B: testis</b> <b>E: womb</b></p> <p>(b) <b>Without part B, no male sex cells would be produced for fertilization.</b></p> <p>(c) <b>D</b></p>
<b>Q2</b>	<p>(a)</p>  <p>(b) <b>To attract pollinators</b></p> <p>(c) <b>It will have many seeds. After fertilisation, the ovules develop into the seed and the flower has many ovules, so the fruit developed from the flower would have many seeds.</b></p>

<p><b>Q3</b></p>	<p>(a)  (i)type of fruit  (ii)measured/observed variable  (b)  <input checked="" type="checkbox"/> Put the fruit in a pail of water and observe.  (c)  Volume of water in the pail.  (d)waterproof covering</p>
<p><b>Q4</b></p>	<p>(a)  Water lost heat to the surrounding air.  (b)  Y. The temperature of water in B decreased slower. It is a poorer conductor of heat, so it will conduct heat from the surroundings to the drinks slower.  (c)  29°C. After a while, the boiling water would have lost heat to the surroundings and reach room temperature.  (d)  Metal P expanded more than metal Q after heating. Due to this uneven expansion, the strip bend.</p>
<p><b>Q5</b></p>	<p>(a)  C:Higher  E:The water droplets are formed on the inside of the cup. The warm water vapour in the cup lost heat to the cooler inner surface of the cup and condensed forming the water droplets on the inner surface of the cup and lid.  (b)  The sea water gained heat from the surrounding and evaporated, warm water vapour came into contact with cool inner surface of the plastic sheet, lost heat and condensed to form water droplets. The water droplets then rolled down and collected in the beaker.</p>

	<p>(c) The plastic sheet in R is colder than the plastic sheet in W. Hence, rate of condensation is faster.</p>
Q6	<p>(a) 21-29</p> <p>(b) The bigger the ice cube, the smaller the decrease in temperature of water.</p> <p>(c) Y. Y had bigger exposed surfaced area than X. As exposed surfaced area is a factor that affects rate of evaporation, There will be a bigger surface area for water to evaporated and the rate of evaporation will be faster.</p>