

Transcription of the Braille Version

SEB

Key Stage 2
Science

Test ST002B

Transcription of the Braille Version

[braille page 1]

Instructions

On your paper write:

Your full name:

Your date of birth:

Your school:

You have 25 minutes for this test plus your additional time allowance.

Missing words, numbers or letters are shown by the symbol --

.....

[braille page 2]

1. Duck pond

1 (a) Peter goes to the duck pond with his grandad and his dog.

Which two things are true about a dog and a duck? Choose your two answers from A, B, C and D below.

A. They both have fur.

B. They both move.

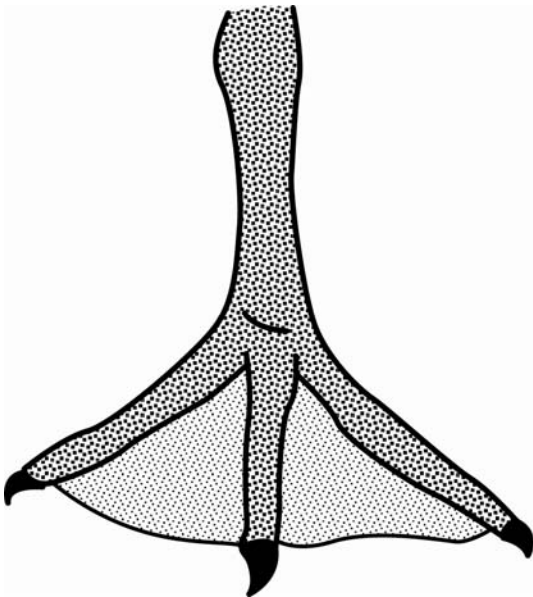
C. They both lay eggs.

D. They both breathe.

[1 mark]

[braille page 3, facing page 4]

Diagram for use with question 1 (b) (i)



[braille page 4]

1 (b) Two of the ducks come out of the pond. Look at the diagram of a duck's foot on the opposite page.

(i) Describe how a duck's feet are adapted for swimming. [1 mark]

The male duck has a bright green head with a white ring around the neck. The body feathers are light grey. The female duck has brown feathers all over its body.

Peter says, "Why do the two ducks look different?"

His grandad says, "The female needs to stay hidden when she sits in her nest."

(ii) Why would the female duck be hard to see in a nest? [1 mark]

(iii) Explain why the female duck needs to stay hidden when she is in her nest. [1 mark]

[braille page 5]

1 (c) Peter sees some piles of soil on the grass near the pond.

Grandad tells him that the piles of soil are made by animals called moles.

Read the description of a mole.

A mole has small eyes, a furry coat, sharp claws, dark fur, a pointed nose and large front paws.

(i) Describe how a feature of the mole helps the mole to live underground.

Feature: --

How it helps: --

[1 mark]

(ii) Peter says, "Why do moles live in soil?"

His grandad says, "To find earthworms to eat, and to hide in the soil."

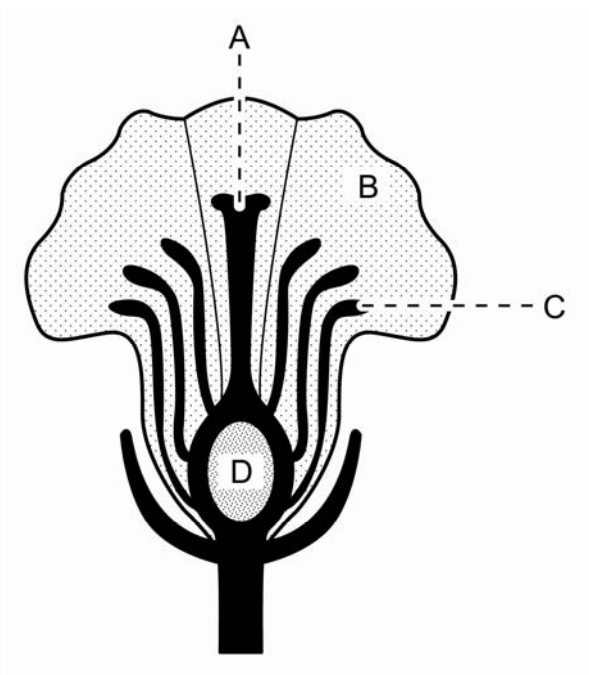
Which word cannot be used to describe a mole?

Choose your answer from prey, producer, predator or consumer. [1 mark]

.....

[braille page 6, facing page 7]

Diagram for use with question 2 (a)



[braille page 7]

2. Seed dispersal

2 (a) The diagram on the opposite page shows a flower cut in half.

Look at the diagram. Which letter A, B, C or D shows where the seed develops? [1 mark]

2 (b) Class 6 have collected different types of seed.

They blow the seeds with an electric fan.

This disperses the seeds.

They measure how far each seed travels.

What equipment can measure how far the seeds travel? [1 mark]

2 (c) The seeds can be blown by the children's mouths or with an electric fan.

Explain why the electric fan helps to make the test fair. [1 mark]

[braille page 8]

2 (d) Here is a table of the children's results using an electric fan.

plant	distance travelled (cm)
sycamore ..	76
apple	27
bulrush	149
oak	0

.....
The sycamore seed and bulrush seed travel the furthest distances.

They fall slowly from the plant so the wind has more time to blow them away.

Which features of the seeds help them to fall slowly? Choose your answer from A, B, C or D below.

- A. They are smooth and soft.
- B. They have a large area and are heavy.
- C. They have a large area and are light.
- D. They are flexible and soft.

[1 mark]

2 (e) Name the force that slows the seeds as they fall. [1 mark]

[braille page 9]

2 (f) The children dispersed the seeds with an electric fan. The electric fan disperses seeds like the wind does in nature.

Name one other way seeds are dispersed in nature. [1 mark]

.....

3. Grass heads

3 (a) Class 6 are investigating how grass grows.

They grow grass on grass heads filled with sand.

They keep their grass heads standing in dishes of water so they do not dry out.

All plants need water to grow.

Name two other things that all plants need to grow. [1 mark]

[braille page 10]

3 (b) Some children give their grass head a hat.

They keep all other conditions the same.

The children predict that when the grass under the hat grows, it will look more yellow than the grass not covered by the hat.

Give one reason why the grass under the hat might look more yellow. [1 mark]

3 (c) Class 6 use a ruler to measure the height of the grass every week. The grass grows to different heights so it is difficult to know which piece of grass to measure.

Write yes or no for each idea to show if it is a good way for class 6 to measure the height of the grass each week.

(i) Class 6 could measure the height of the grass by finding the average length of several pieces of grass. Write yes or no.

(ii) Class 6 could measure the height of the grass by measuring the length of a different piece of grass each week. Write yes or no.

[1 mark]

[braille page 11]

3 (d) Some other children put their grass head in a sealed, dry plastic bag.

They keep all other conditions the same. They observe that droplets of water form on the inside of the bag.

Which one statement, A, B, C or D explains why droplets of water form on the inside of the plastic bag?

A. Water condenses from the grass head and evaporates on the bag.

B. Water dissolves from the grass head and evaporates on the bag.

C. Water evaporates from the grass head and condenses on the bag.

D. Water dissolves from the grass head and condenses on the bag.

[1 mark]

.....
[braille page 12]

4. Smallpox

4 (a) Smallpox and cowpox are diseases. People who catch smallpox can die.

Dr Jenner lived about 200 years ago. He discovered how to stop people catching smallpox. He said, "I think that people who have had cowpox will not catch smallpox."

(i) What sort of statement did Dr Jenner make? Choose your answer from explanation, prediction, comparison or observation. [1 mark]

(ii) Dr Jenner did a test to find out if his statement was true.

He infected a boy called James with cowpox.

James got better.

Describe what Dr Jenner must have done next and also describe the evidence needed to show that his statement was true. [2 marks]

(iii) Dr Jenner tested other people.

Why did Dr Jenner test other people? [1 mark]

[braille page 13]

4 (b) Not everyone had Dr Jenner's treatment.

In 1844 many people died from smallpox.

The table shows how many people died from smallpox at different ages in London.

age (years)	number of people who died from smallpox
10	226
20	240
30	98
40	43
50	13
60	19
70	10
80	10

.....
How many people who were 30 years old died from smallpox? [1 mark]

[braille page 14]

4 (c) Here is the table again.

age (years)	number of people who died from smallpox
10	226
20	240
30	98
40	43
50	13
60	19
70	10
80	10

.....

Holly looks at the information in the table. She says, "The younger the person the more likely they were to die of smallpox."

Explain why Holly cannot be sure of her conclusion. [1 mark]

.....

Please check your answers

End of test

© Queen's Printer and Controller of HMSO 2014