

# **Transcription of the Braille Version**

UEB

Key Stage 2  
Science

Test ST008C

## Transcription of the Braille Version

### [braille page 1]

#### Instructions

On your paper write:

Your full name:

Your date of birth:

Your school:

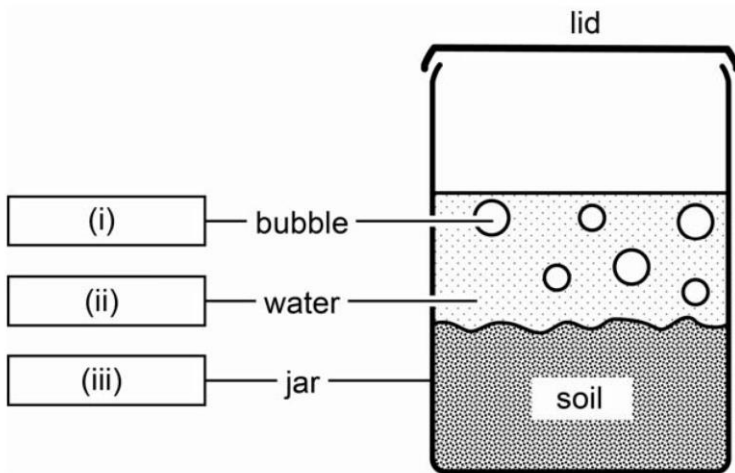
You have 25 minutes for this test plus your additional time allowance.

Missing words, numbers or letters are shown by the symbol \_\_\_\_\_

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### [braille page 2, facing page 3]

Diagram for use with question 1 (a)



### [braille page 3]

#### 1. Soil

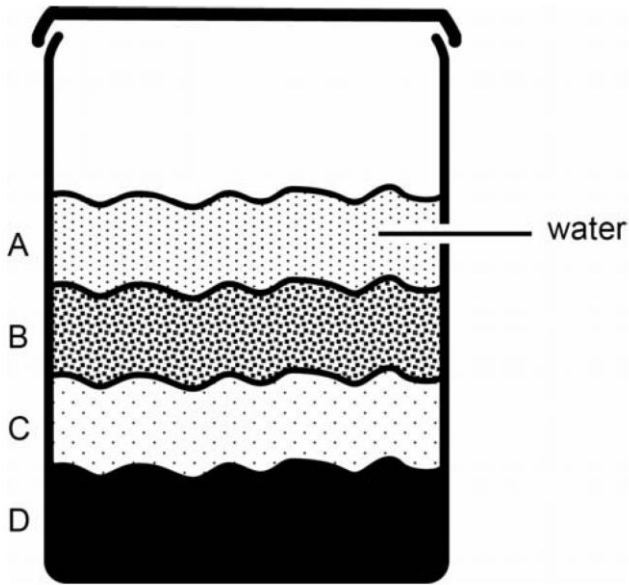
1 (a) Tom puts some soil and water in a jar with a lid.

He sees bubbles rising to the surface.

Write down the labels to replace (i), (ii) and (iii) in the diagram on the opposite page. Write solid, liquid or gas for each label. [1 mark]

**[braille page 4, facing page 5]**

Diagram for use with question 1 (b)



**[braille page 5]**

1 (b) Tom shakes the jar and then leaves it to stand.

After a day, the soil in the jar has separated into layers: sand, gravel and clay.

The gravel particles are the heaviest.

The clay particles are the lightest.

Look at the diagram on the opposite page.

Four layers are labelled A, B, C and D.

One of the layers is labelled water.

(i) Which label A, B, C or D shows sand?

(ii) Which label A, B, C or D shows gravel?

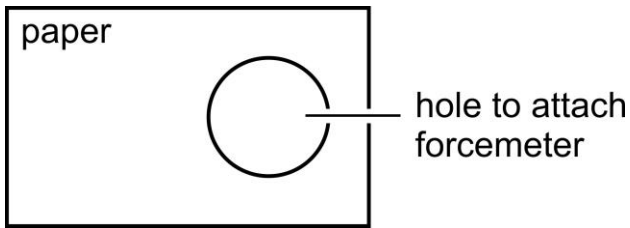
(iii) Which label A, B, C or D shows clay?

[1 mark]

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**[braille page 6, facing page 7]**

Diagram for use with question 2 (a)



**[braille page 7]**

2. Tearing paper

2 (a) Alice and Karim want to find out which type of paper tears most easily.

Look at their plan.

Plan

1. Make a small hole 1 cm from the edge of the paper. (This is shown in the diagram on the opposite page).

2. Attach a forcemeter to the piece of paper.

3. Pull the forcemeter.

4. Measure the size of the pull needed to tear the paper.

5. Repeat with different pieces of paper.

**[braille page 8]**

Alice and Karim put their results in a table. Look at their results table below.

(i)	(ii) (newtons)
paper tissue .....	2
tracing paper .....	5
newspaper .....	4
paper towel .....	3

Write down the headings for columns (i) and (ii). [2 marks]

2 (b) Which paper was most difficult to tear? Choose your answer from A, B, C or D below.

- A. paper tissue
- B. tracing paper
- C. newspaper
- D. paper towel

[1 mark]

**[braille page 9]**

2 (c) Alice and Karim want to make sure their results are reliable.

How can the children make sure their results are more reliable? Choose your answer from A, B, C or D below.

- A. Use the same size of each paper.
- B. Test more than four types of paper.
- C. Test each type of paper three times.
- D. Draw a graph of their results.

[1 mark]

2 (d) Alice says, "It took 4 newtons to tear the newspaper. I wonder what will happen if I make changes to the newspaper."

For each of the following changes write down whether the newspaper is easier to tear, harder to tear or the same to tear.

(i) use two sheets of newspaper (one on top of the other). Write easier, harder or same.

(ii) use a wet piece of newspaper. Write easier, harder or same.

(iii) use a longer piece of newspaper. Write easier, harder or same.

[1 mark]

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**[braille page 10]**

3. Separating sand and salt

3 (a) Class 6 are finding out about separating mixtures.

The teacher mixes sand and salt together.

She asks the children to separate the sand and salt.

They say, "First of all we should add water to the mixture of sand and salt and stir it."

What happens to the salt when water is added to the mixture? [1 mark]

3 (b) The children say, "We should now pour the mixture through paper in a funnel to separate the sand from the liquid."

(i) What is this method of separation called? [1 mark]

(ii) Describe how the sand is separated from the liquid.

The sand \_\_\_\_\_

The liquid \_\_\_\_\_

[1 mark]

**[braille page 11]**

3 (c) The children say, "We should pour the liquid from the beaker into a dish and put it in a warm place for a few days."

Look at the statements A, B, C, D, E and F below.

Which two statements show what will happen when the dish has been in a warm place for a few days? Write two letters.

- A. The liquid will be less salty.
- B. Bubbles will be produced.
- C. The salt will melt.
- D. The water will change to gas.
- E. Salt crystals will form.
- F. A new material is made.

[2 marks]

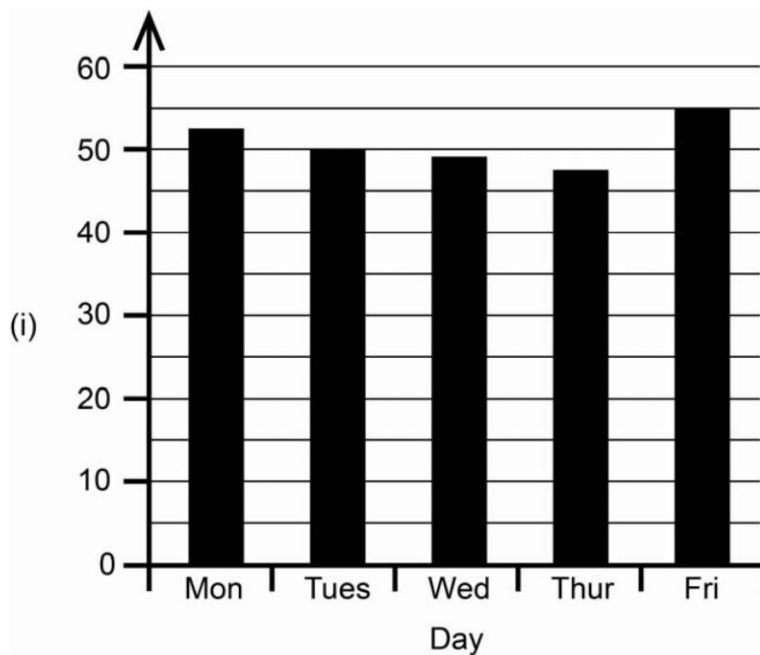
3 (d) The teacher mixes sand and iron nails together.

She asks the children to separate the sand from the iron nails.

Write two ways the sand could be separated from the iron nails. [2 marks]

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**[braille page 12, facing page 13]**

Diagram for use with question 4



day	air temperature (°C)	depth of water (cm)
Monday .....	17 .....	52
Tuesday .....	19 .....	50
Wednesday ...	21 .....	49
Thursday .....	22 .....	48
Friday .....	12 .....	55

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**[braille page 13]**

4. Pond depth

4 (a) Ben's class go to the school pond every day for five days.  
At midday their teacher measures the depth of water in the pond.  
The children measure the air temperature.

They always take the measurements at the same place.  
Ben plots a bar chart which is shown on the opposite page.  
Write down the missing axis label (i) with the unit. [1 mark]

4 (b) On one morning it rained.

On the morning of which day of the week was it most likely to have rained?

How can you tell? [1 mark]

Day: \_\_\_\_\_

I can tell because \_\_\_\_\_

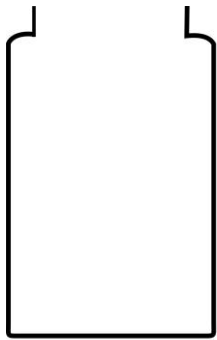
4 (c) (i) Heat is needed to raise the temperature of the air.

Where does this heat come from? [1 mark]

(ii) Look at the table on the opposite page. Describe the pattern in the data between the air temperature and the depth of the water in the pond. [1 mark]

**[braille page 14, facing page 15]**

Diagram for use with question 4 (d)



Jam jar



Measuring cylinder

**[braille page 15]**

4 (d) Ben's class collect the rainfall in the school garden.

They could use jam jars or measuring cylinders. A jam jar and a measuring cylinder are shown in the diagram on the opposite page.

(i) Write one advantage of using a jam jar. [1 mark]

(ii) Write one advantage of using a measuring cylinder. [1 mark]

**[braille page 16]**

5. Mountains

5 (a) Class 6 find out about processes that happen on mountains.

Processes that happen on mountains.

A - Water vapour in the air cools down to form water droplets.

B - Water droplets change into snow.

C - Snow on mountains changes into water.

D - Water changes into ice.

Match each process to its correct name.

(i) Process A. Write melting, freezing, condensing or evaporating.

(ii) Process B. Write melting, freezing, condensing or evaporating.

(iii) Process C. Write melting, freezing, condensing or evaporating.

(iv) Process D. Write melting, freezing, condensing or evaporating.

[2 marks]

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Please check your answers

End of test

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