

Key Stage 2

SCIENCE

Modified large print

Test ST008C

Modified large print test materials have an additional front cover for packaging purposes. Test administrators should ensure that this additional cover is removed before the pupil starts the test.



Key Stage 2

SCIENCE

Modified large print

Test ST008C

First name _____

Middle name _____

Last name _____

Date of birth Day _____ Month _____ Year _____

School name _____

DfE number _____

Note to markers:

This paper should be marked using the MODIFIED LARGE PRINT mark scheme amendments – MLP.

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TIME ALLOWED

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

INSTRUCTIONS

Write all your answers on this question paper.

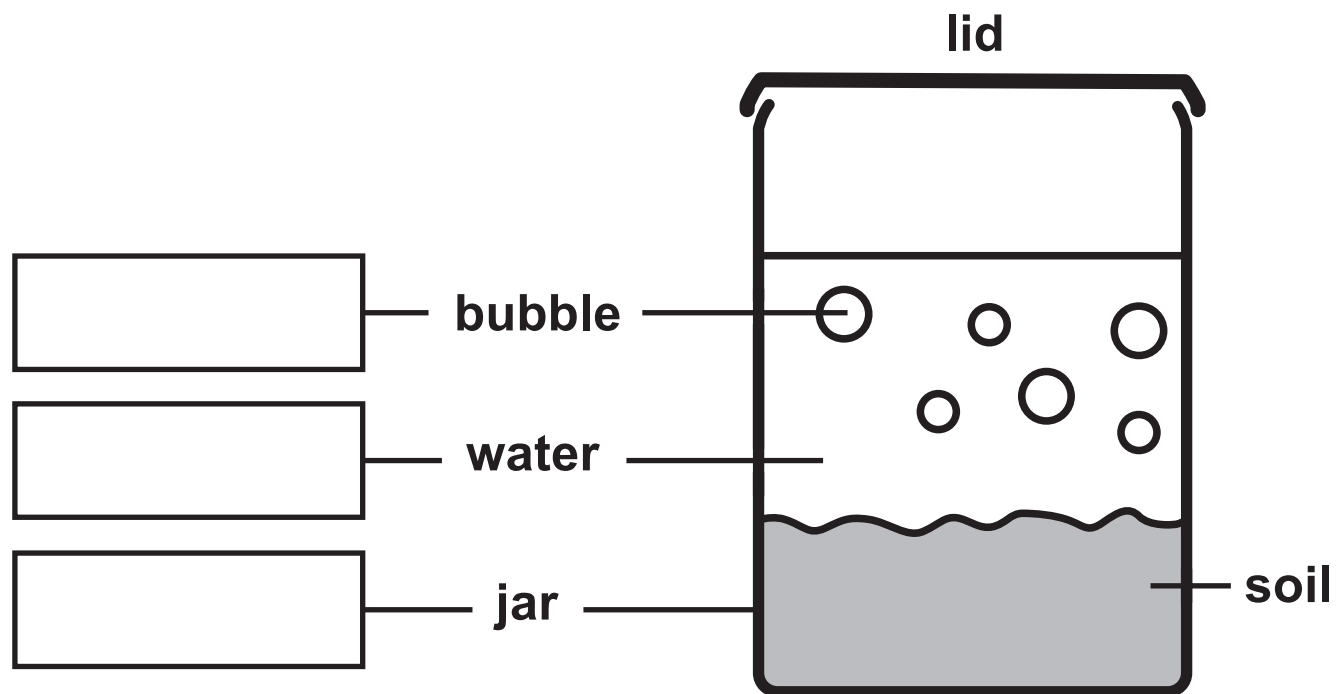
For some questions, you may need to draw an answer instead of writing one.

1. Soil

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

He sees bubbles rising to the surface.

Complete the labels. Write solid, liquid or gas in each box.
[1 mark]



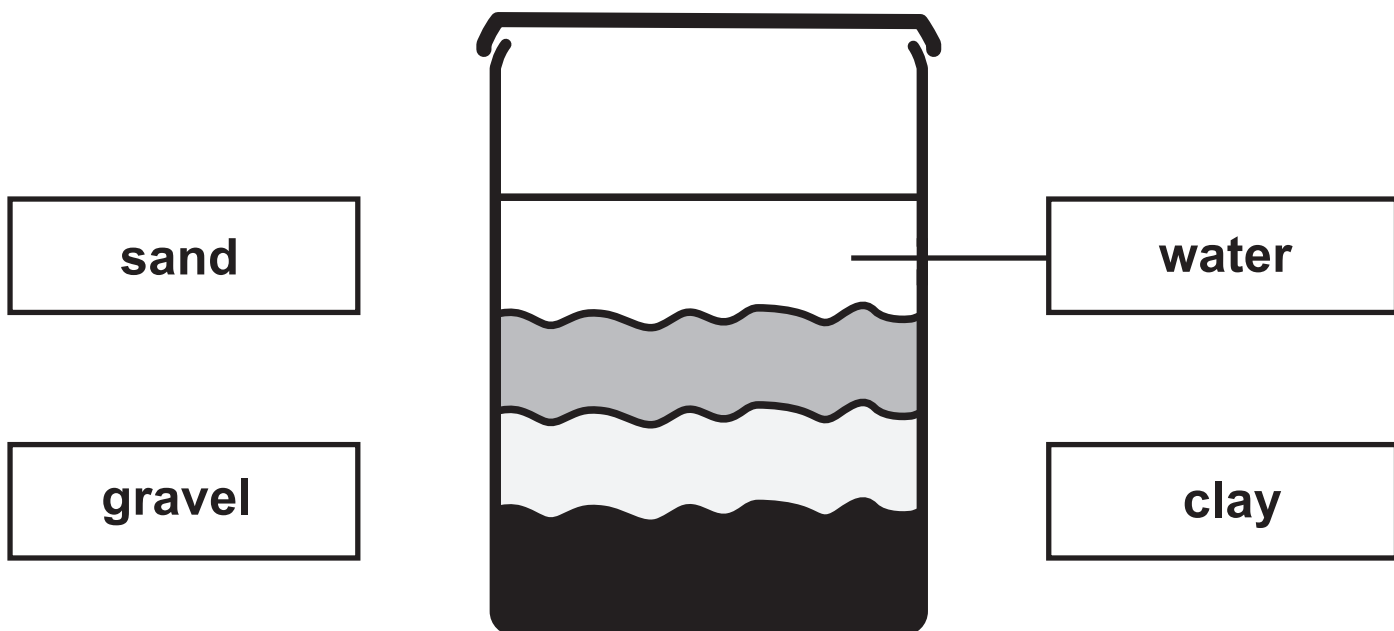
(b) Tom shakes the jar and then leaves it to stand.

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.

Draw **three** lines to match each label to the correct layer in the jar. One has been done for you. [1 mark]

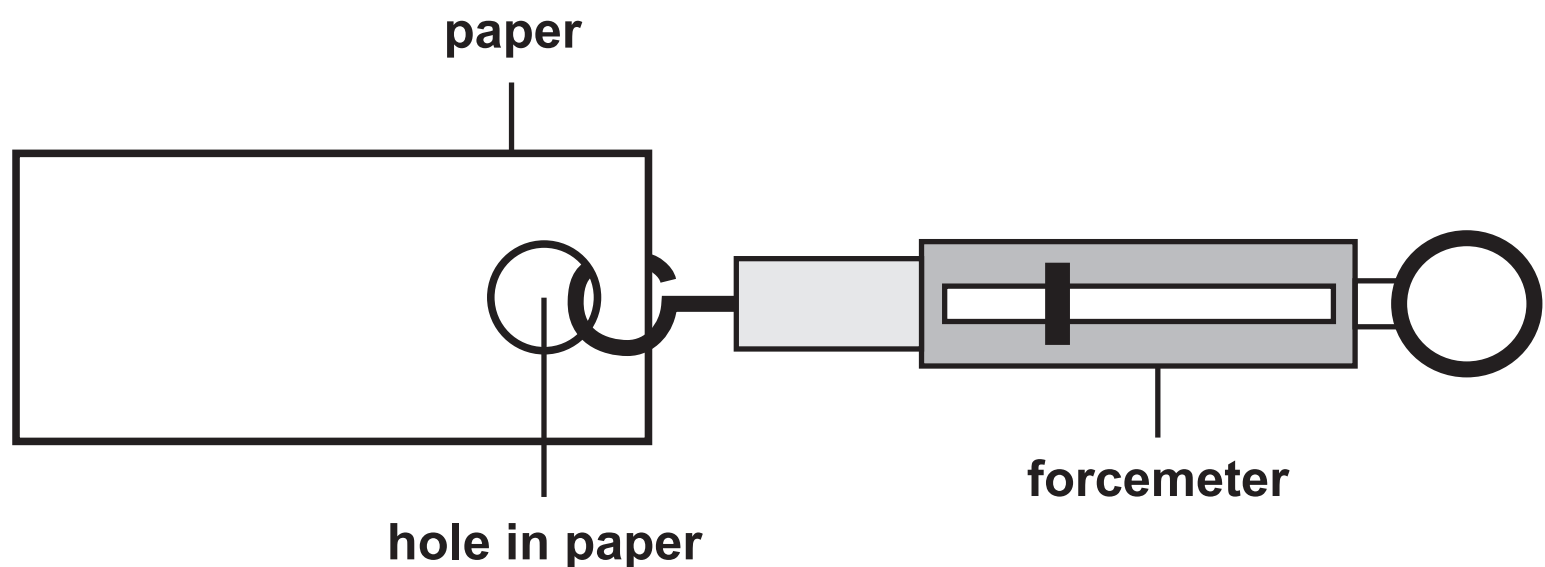


2. Tearing paper

- (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.
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.



Alice and Karim put their results in a table.

Complete the table by writing the headings of the columns.
[2 marks]

_____	_____ (newtons)
paper tissue	2
tracing paper	5
newspaper	4
paper towel	3

(b) Tick one box to show which paper was most difficult to tear.
[1 mark]

paper tissue

tracing paper

newspaper

paper towel

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

Tick one box to show how the children can make sure their results are more reliable. [1 mark]

Use the same size of each paper.

Test more than four types of paper.

Test each type of paper three times.

Draw a graph of their results.

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

Complete the table below to show how the changes to the newspaper will affect how easy or hard it is to tear.

Tick one box in each row. [1 mark]

Change to newspaper	The newspaper will be ...		
	easier to tear.	harder to tear.	the same to tear.
use two sheets of newspaper (one on top of the other)			
use a wet piece of newspaper			
use a longer piece of newspaper			

3. Separating sand and salt

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

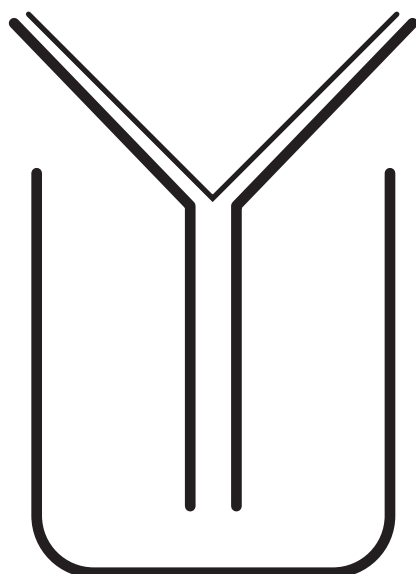
The teacher mixes sand and salt together.

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]**

- (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. [1 mark]

The sand _____

The liquid _____

(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.'

Tick **two** boxes to show what will happen when the dish has been in a warm place a few days.

Tick **two** boxes. [2 marks]

The liquid will be less salty.

Bubbles will be produced.

The salt will melt.

The water will change to gas.

Salt crystals will form.

A new material is made.

(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]**

1. _____

2. _____

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TURN OVER FOR THE NEXT QUESTION

4. Pond depth

(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.

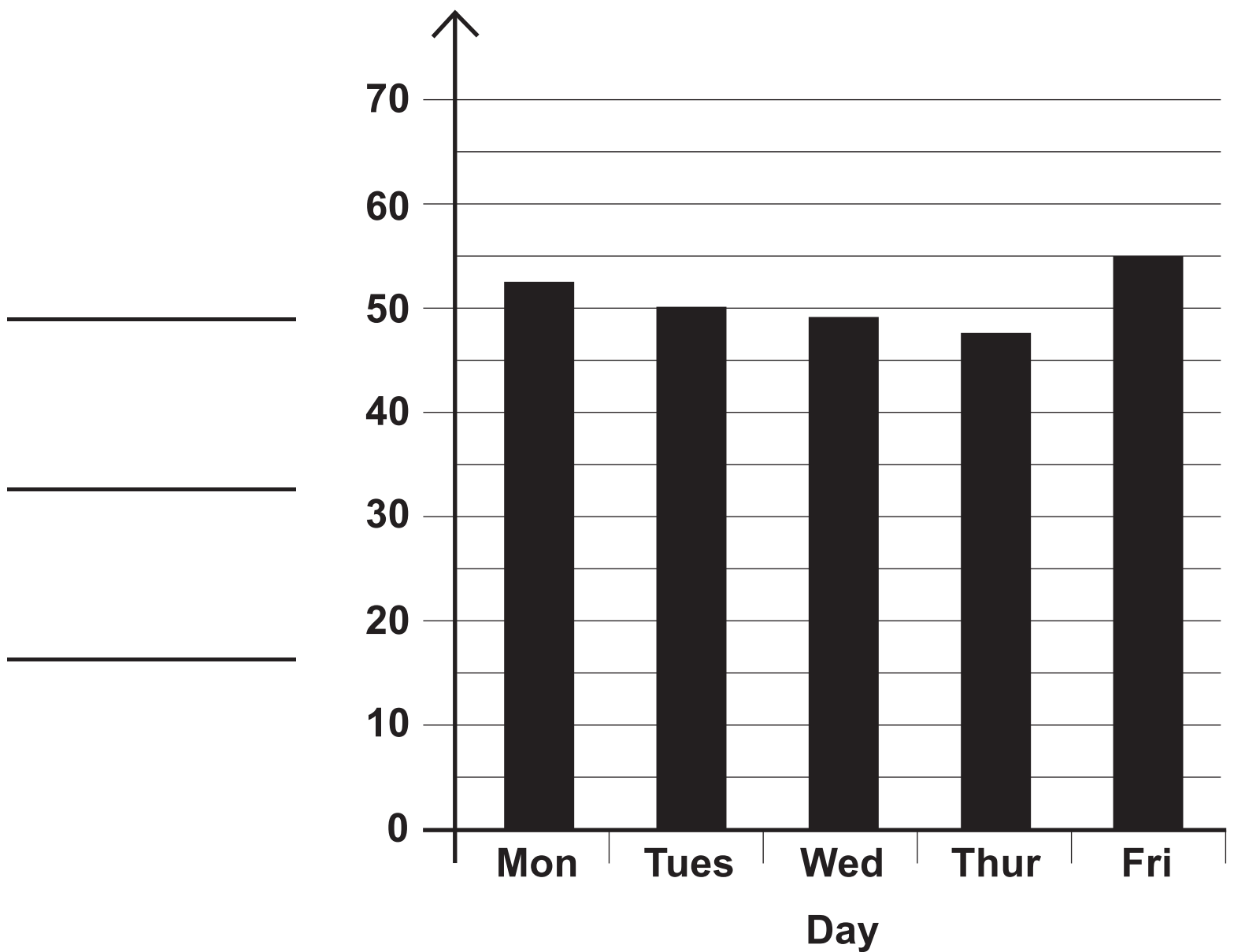
The children measure the air temperature.

They always take the measurements at the same place.

Day	Air temperature (°C)	Depth of water (cm)
Monday	17	52
Tuesday	19	50
Wednesday	21	49
Thursday	22	48
Friday	12	55

Ben plots a bar chart.

Complete the missing axis label with the unit. [1 mark]



(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 _____

- (c) (i) Heat is needed to raise the temperature of the air.
Where does this heat come from? [1 mark]
-

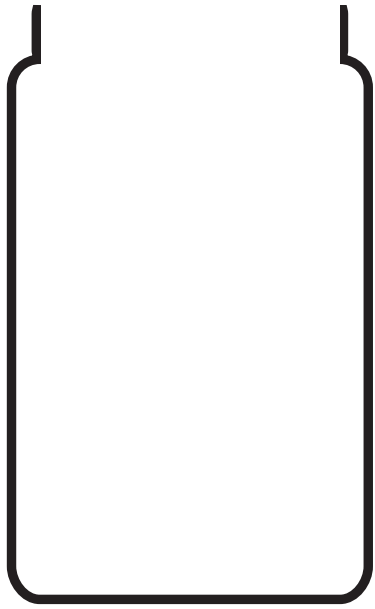
(ii) Here is the table again.

Day	Air temperature (°C)	Depth of water (cm)
Monday	17	52
Tuesday	19	50
Wednesday	21	49
Thursday	22	48
Friday	12	55

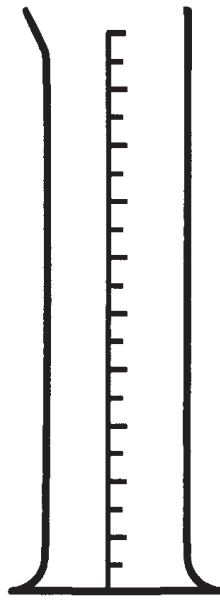
Look at the table. Describe the pattern in the data between the air temperature and the depth of the water in the pond.
[1 mark]

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

They could use jam jars or measuring cylinders.



jam jar



**measuring
cylinder**

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

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

5. Mountains

(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.

Tick one box in each row to match each process to its correct name. [2 marks]

Process	Name of process			
	melting	freezing	condensing	evaporating
A				
B				
C				
D				

END OF TEST

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