

# JUNIOR LYCEUM ANNUAL EXAMINATIONS 2009

Directorate for Quality and Standards in Education  
Educational Assessment Unit

**FORM 1**

**INTEGRATED SCIENCE**

**TIME: 1 hr 30 min**

Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Answer all the following questions**

1. Safety in the laboratory is very important.  
Write down TWO safety rules you have to follow when doing experiments.

\_\_\_\_\_  
\_\_\_\_\_

(2 marks)

2. Class 1.03 are investigating eye colour. Lisa and Jane record the eye colour of everyone in the class.  
Here are their results.

Eye colour	brown	blue	grey	Green
Number of pupils	8	10	0	4

- a. Draw a bar chart to show the different eye colours in class 1.03.

\_\_\_\_\_

(5 marks)

- b. What is the most common eye colour? \_\_\_\_\_  
c. What is the least common eye colour? \_\_\_\_\_  
d. What is the total number of pupils in class? \_\_\_\_\_

(3 marks)

3. Daniel heats  $50\text{cm}^3$  of water until the water starts to boil. He measures the temperature of the boiling water.

i. What TWO measuring instruments are needed?

\_\_\_\_\_ (2 marks)

ii. Name TWO other apparatus Daniel would need for this experiment?

\_\_\_\_\_ (2 marks)

iii. Daniel measured the temperature of boiling water.

At what temperature does water boil? \_\_\_\_\_ (2 marks)

iv. Draw the apparatus that Daniel **set up** to do this experiment.  
You have **to show and label** FIVE apparatus.

(5 marks)

4. Living things do what non-living things cannot do on their own.

a. Underline FOUR living things.

starfish   sun   water   soil   grass   cheese   cow   tree   rocks   sea

(4 marks)

b. Give THREE differences between living and non-living things.

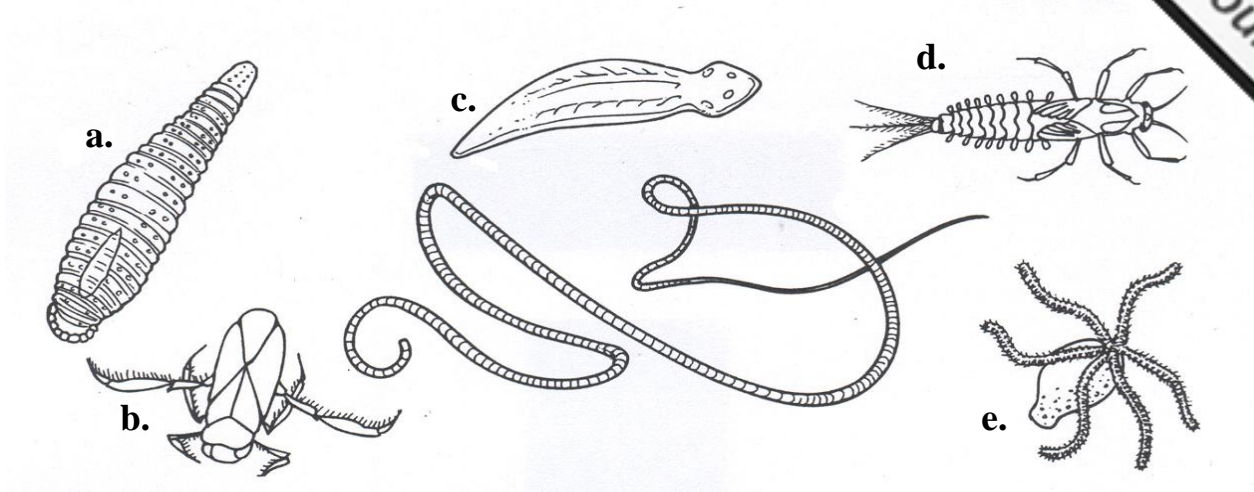
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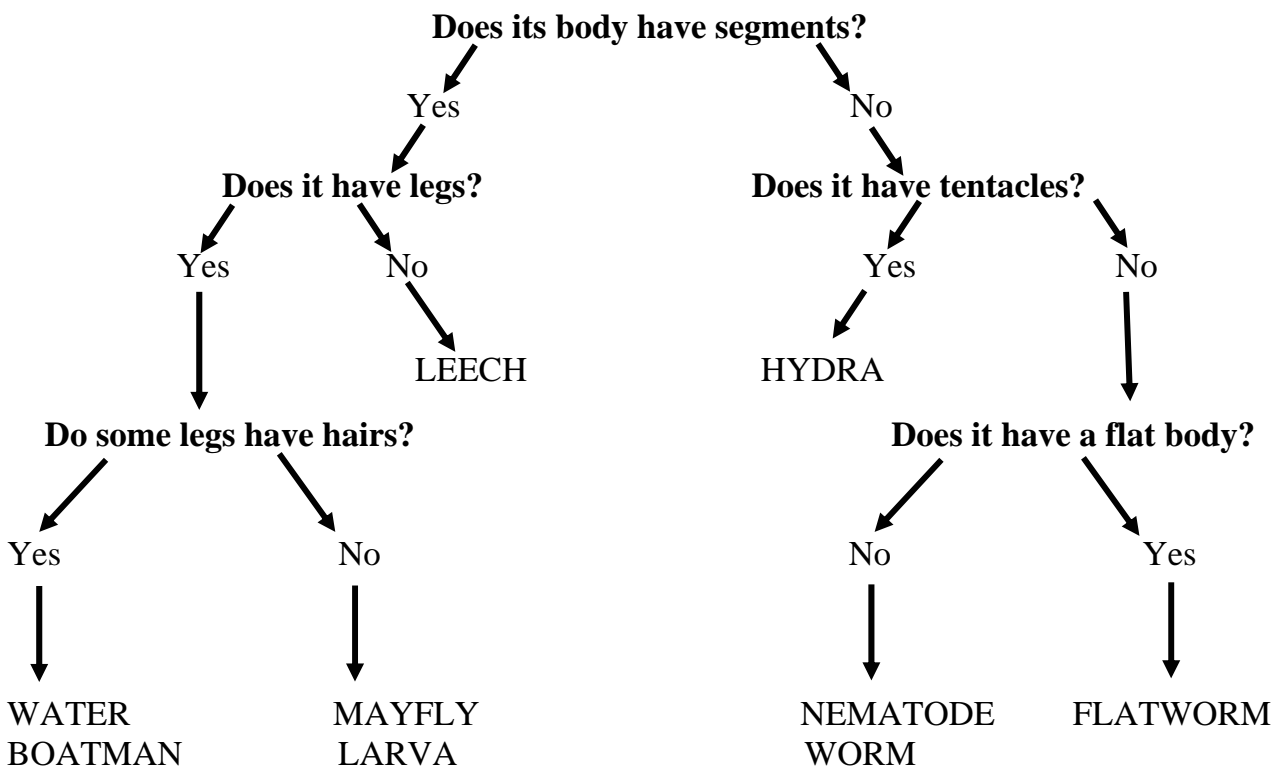
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(3 marks)

5. These animals were caught in a pond.



a. Use this key to work out what the animals are.



Find the names of the following animals:

a is a \_\_\_\_\_

d is a \_\_\_\_\_

b is a \_\_\_\_\_

e is a \_\_\_\_\_

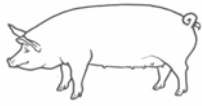
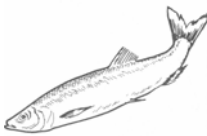
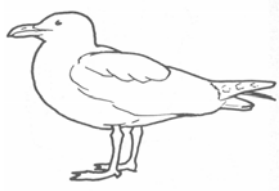
c is a \_\_\_\_\_

(5 marks)

b. These animals do not have a backbone or other bones in their body. Therefore they are all called \_\_\_\_\_.

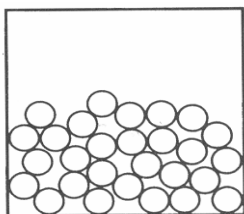
(1 mark)

6. The following table is about vertebrate groups. Fill in the missing information. The first one has been done for you as an example.

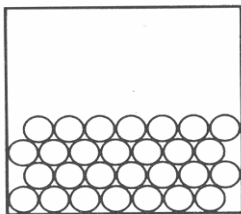
Animal	Vertebrate group	One detail belonging to this vertebrate group	Another example from this vertebrate group
	mammal	live birth	human being
			
			

(6 marks)

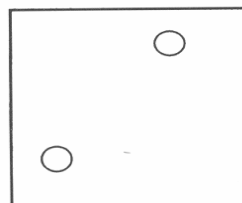
7. The diagram below shows particles in a solid, a liquid and a gas.



**Box A**



**Box B**



**Box C**

- i. Which box shows the particles in:  
a solid? \_\_\_\_\_ a liquid? \_\_\_\_\_ a gas? \_\_\_\_\_

(3 marks)

- ii. Choose words from the following list to complete the sentences below.

**boiling**

**condensing**

**distilling**

**evaporating**

**filtering**

**freezing**

**melting**

The change from water to steam is called \_\_\_\_\_

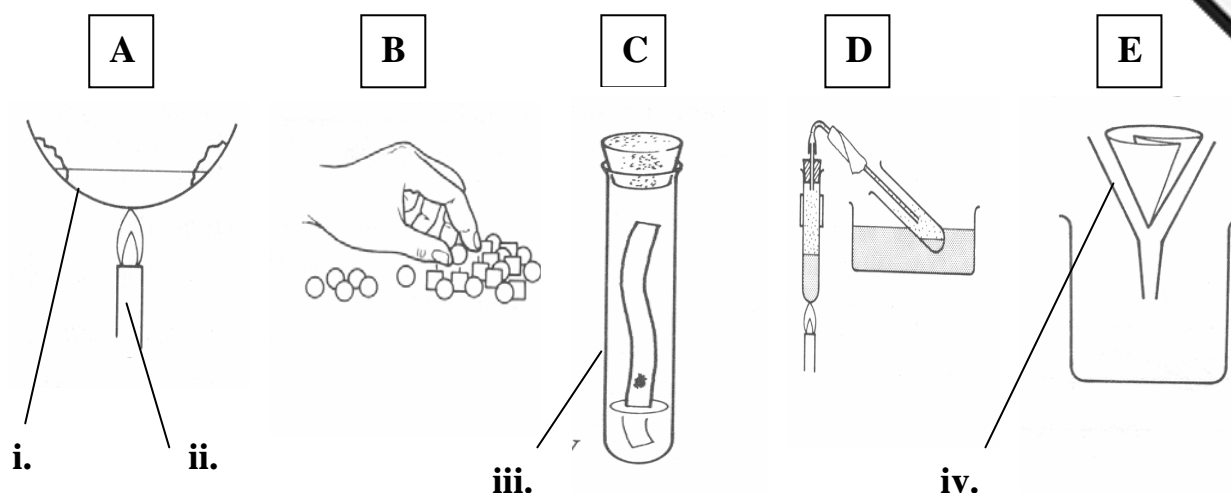
The change from ice to water is called \_\_\_\_\_

The change from liquid to solid is called \_\_\_\_\_

The change from steam to liquid is called \_\_\_\_\_

(4 marks)

8. Nicole draws five sketches of methods of separating mixtures.



a. Four pieces of apparatus, i, ii, iii and iv, are labelled on the diagrams. Write down their names.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

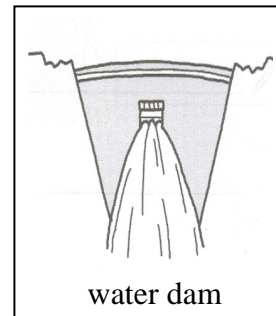
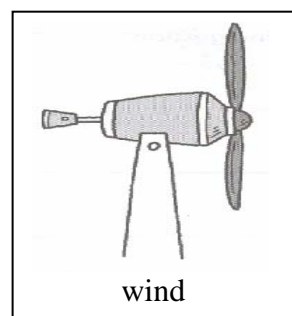
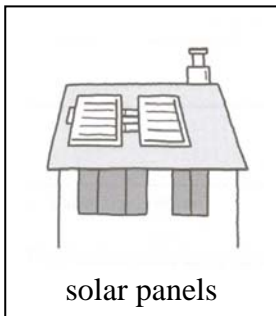
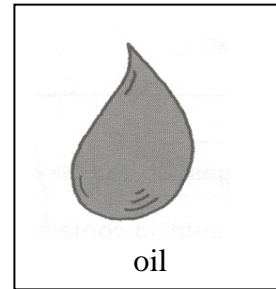
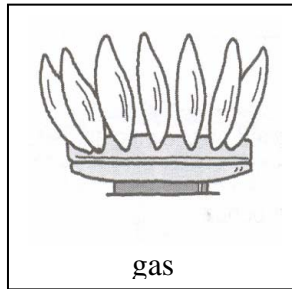
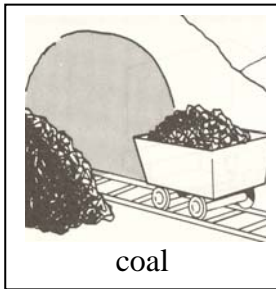
(4marks)

b. Which method could be used for each of the following separations? Give a reason for your answer. Fill in the table to answer this question. The first one has been done for you as an example:

Separating...	Diagram	Name of Method	Reason for using this method
i. Separating peas and beans	B	By hand	They are solids which do not mix and cannot be separated by other methods
ii. Separating sand and salt solution to get the SAND			
iii. Getting WATER from a salt solution:			
iv. Getting SALT from a salt solution			

(9 marks)

9. Look at the following six different energy sources.



a. Which three of these energy sources are fossil fuels?

\_\_\_\_\_

(3 marks)

b. The other three energy sources are different. Why are they different?

\_\_\_\_\_

(2 marks)

c. Complete these sentences describing the energy transfer:

i. The wind turbine transfers \_\_\_\_\_ energy from the wind to \_\_\_\_\_ energy.

ii. The solar panels transfer \_\_\_\_\_ energy from the sun to energy as \_\_\_\_\_.

(4 marks)

- d. Do you think that the Governments should encourage  
(i) more burning of fossil fuels, OR (ii) more use of renewable energy sources?

Write a letter to your member of Parliament saying what you think the Government should do.

Dear...

I think we should use more \_\_\_\_\_

to generate electricity because \_\_\_\_\_

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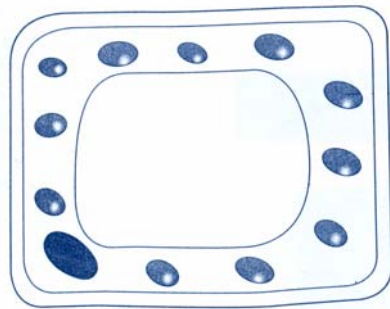
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(4 marks)

10. The diagram shows a plant cell.



- a. Label the diagram. (6 marks)
- b. What parts of a cell are found in both animal and plant cells? Tick THREE correct boxes?

cell membrane	cell wall	Chloroplast	cytoplasm	nucleus	Vacuole
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(3 marks)

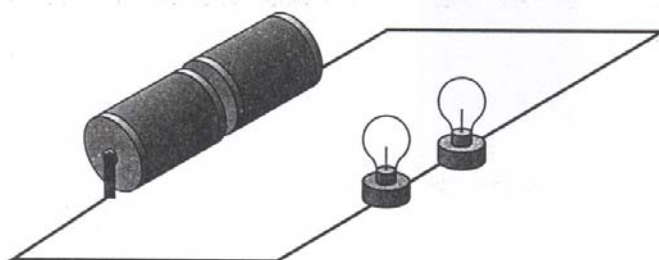
11. Emily is setting up an electrical circuit. She has wires, switches, bulbs and cells (batteries). She does not use them all.

a. Draw the symbols of the following:

Components	Symbols
bulb	
cell (battery)	
open switch	

(3 marks)

b. Look at the picture of Emily's circuit.



Use the symbols to draw a diagram of Emily's circuit.

(3 marks)

c. The bulbs in Emily's circuit are very bright. Emily removes one cell (battery) from the circuit. Complete the sentence below to describe the effect on the bulbs of removing a cell.

The bulbs will be \_\_\_\_\_ (1 mark)

d. Complete this sentence:

The circuit above has the bulbs connected in \_\_\_\_\_. (1 mark)



- e. What happens to the other bulb if one bulb is removed?

\_\_\_\_\_ (1 mark)

- f. Look again at Emily's circuit. In what other way could the bulbs be connected?  
Draw this circuit.

(3 marks)

The bulbs in this circuit are connected in \_\_\_\_\_. (1 mark)

- g. Emily adds some different materials to her circuit. When some materials are placed in the circuit, the bulbs light up. Some materials do not allow the bulbs to light up. Finish the table by ticking (✓) the results of her experiment.

Material	Bulbs light up	Bulbs do not light up
Plastic		
Copper		
Rubber		

(3 marks)

- h. Fill in the blanks:

Materials which allow electricity to flow through the circuit are called \_\_\_\_\_. Materials which do not allow electricity to flow through the circuit are called \_\_\_\_\_.

(2 marks)

**- END OF PAPER. PLEASE CHECK YOUR WORK AGAIN -**