

**Catholic High School (Primary)  
Primary 4 Science 2025  
Weighted Assessment 1**

Name: \_\_\_\_\_ ( )

Class: Pri. 4 - \_\_\_\_\_

MARKS	20
-------	----

Date: 27 February 2025

Parent's Signature: \_\_\_\_\_

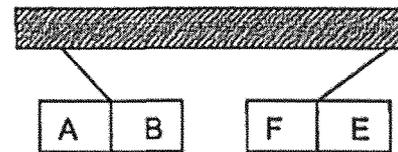
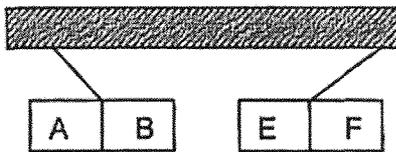
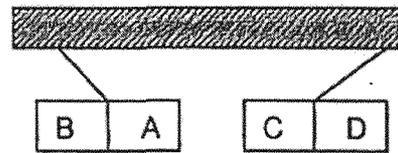
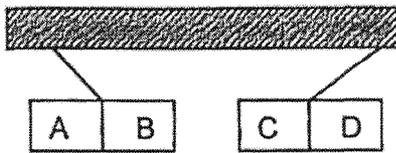
**Booklet A (6 × 2 marks)**

For each question from 1 to 6, four options are given. One of them is the correct answer. Make your choice (1, 2, 3 or 4). Write its correct number in the brackets provided.

(12 marks)

- 1 Eric wanted to find out which metal bars, AB, CD and EF, are magnets. He hung each bar from a string and brought them near each other.

His results are as shown.

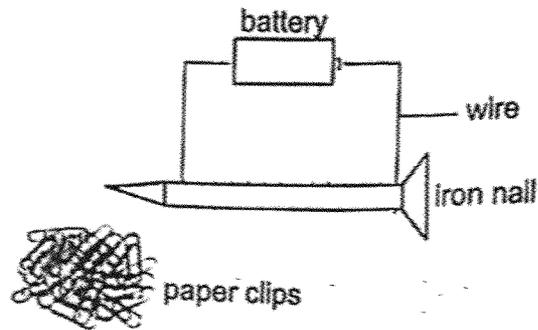


Which of the following is correct?

	AB	CD	EF
(1)	not a magnet	magnet	magnet
(2)	not a magnet	not a magnet	magnet
(3)	magnet	not a magnet	magnet
(4)	magnet	magnet	magnet

( )

2 Gwen made an electromagnet as shown.



She changed the number of batteries in the set-up and counted the number of paper clips attracted by the iron nail. The results are as shown.

	Set-up			
	E	F	G	H
Number of batteries	1	2	3	4
Number of paper clips attracted by the iron nail	2	5	10	13

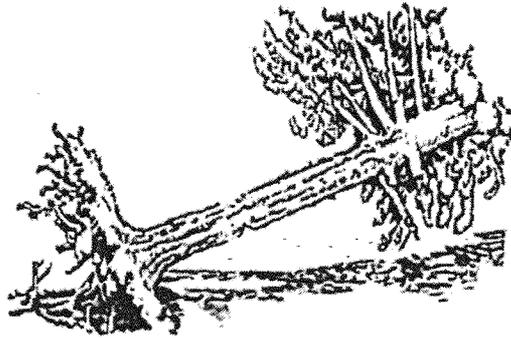
Based on the results, which statements are correct?

- A The iron nail in set-up H has the strongest magnetism.
- B The strength of the electromagnet depends on the number of batteries.
- C The iron nail in set-up G is a stronger electromagnet than the iron nail in set-up F.
- D The strength of the electromagnet depends on the number of coils around the iron nail.

- (1) A, B and C only
- (2) A, B and D only
- (3) A, C and D only
- (4) B, C and D only

( )

- 3 The diagram shows an uprooted tree after a thunderstorm.

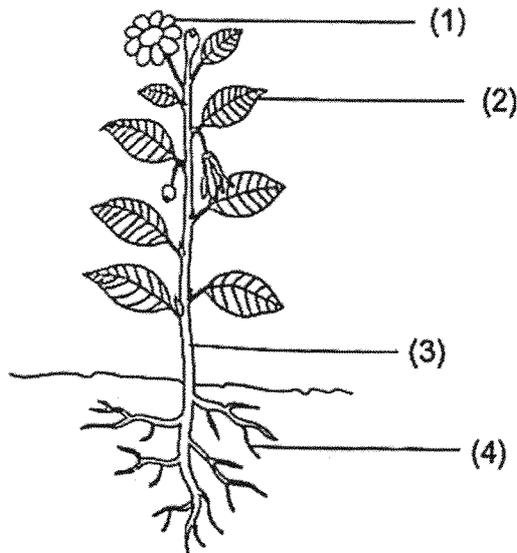


Why did the uprooted tree die after a month?

- (1) The trunk could not hold the tree upright.
- (2) The leaves of the tree could not make food after a week.
- (3) The branches of the tree could not spread out the leaves to trap sunlight.
- (4) The roots of the tree could not take in water and mineral salts from the soil.

( )

- 4 Which part, (1), (2), (3) or (4), supports the plant upright?



( )

- 5 The functions of the four body systems, A, B, C and D, are as listed.

<b>System A</b>	supports the body and gives its shape
<b>System B</b>	involves in the exchange of gases between the body and our surroundings
<b>System C</b>	transports digested food, water and oxygen to different parts of the body
<b>System D</b>	breaks down food into simpler substances for the body to absorb

Which of the following correctly represents systems A, B, C and D?

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
(1)	digestive	circulatory	respiratory	skeletal
(2)	skeletal	respiratory	circulatory	digestive
(3)	digestive	skeletal	respiratory	circulatory
(4)	skeletal	circulatory	digestive	respiratory

- 6 Which of the following is correct?

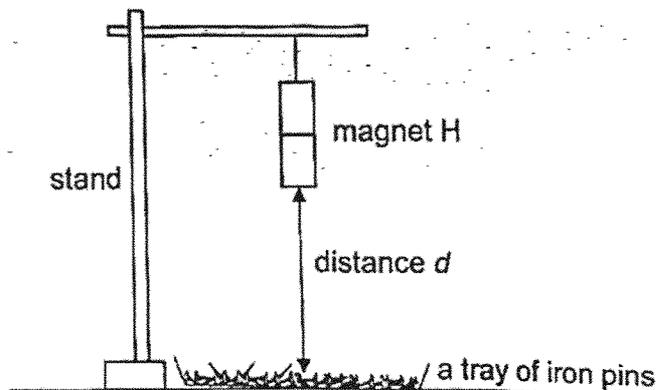
	<b>Organ involved in digestion of food</b>	<b>Organ involved in absorption of food</b>
(1)	mouth	large intestine
(2)	stomach	large intestine
(3)	small intestine	small intestine
(4)	large intestine	small intestine

**Booklet B (8 marks)**

For questions 7 to 9, write your answers in this booklet.

The number of marks available is shown in brackets [ ] at the end of each question or part question.

7 Mandy set up an experiment as shown.



She hung magnet H at different distances,  $d$ , from the tray of iron pins and recorded the number of iron pins attracted.

The table shows her results.

Distance $d$ (cm)	2	4	6	8
Number of iron pins attracted	15	12	8	5

(a) Based on the results, state how the number of iron pins attracted by magnet H is affected by distance  $d$ . [1]

---

---

(b) Mandy decided to change the tray of iron pins to copper pins. She noticed that magnet H did not attract any copper pins. Give a reason. [1]

---

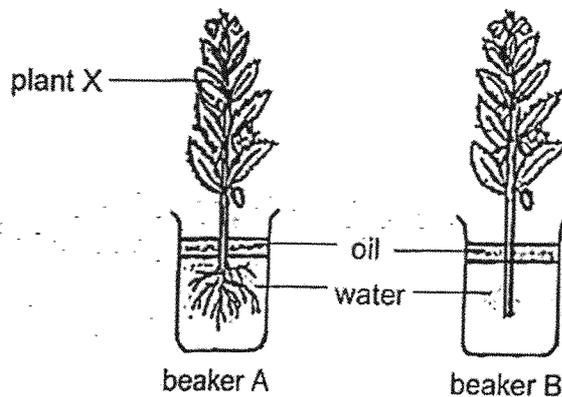
---

(Go on to the next page)

SCORE	2
-------	---

8 Jean set up an experiment as shown.

She placed plant X in beaker A. For beaker B, she removed all the roots of a similar plant X.



(a) State what Jean was trying to find out in the experiment.

[1]

(b) Tick (✓) the variable(s) that Jean should keep the same to ensure a fair test.

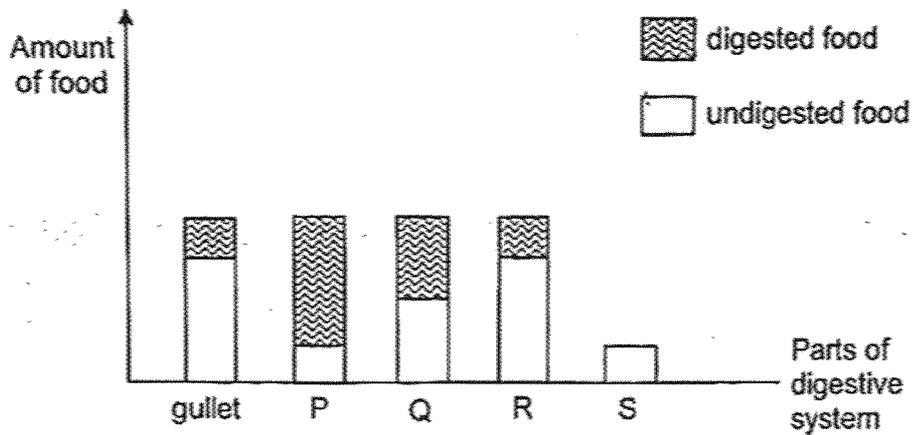
[1]

Variables	Tick (✓)
amount of water	
presence of roots	
size of beaker	

(Go on to the next page)

SCORE	2
-------	---

- 9 The diagram shows the amount of digested and undigested food found in different parts of the digestive system as food passes through them.



- (a) Name the parts represented by P, Q, R and S. [2]

Parts of digestive system	Name the parts
P	
Q	
R	
S	

- (b) Name the part of the digestive system in which is food is being cut into smaller pieces. [1]

---

- (c) Explain how the chewing of food into smaller pieces help in digestion. [1]

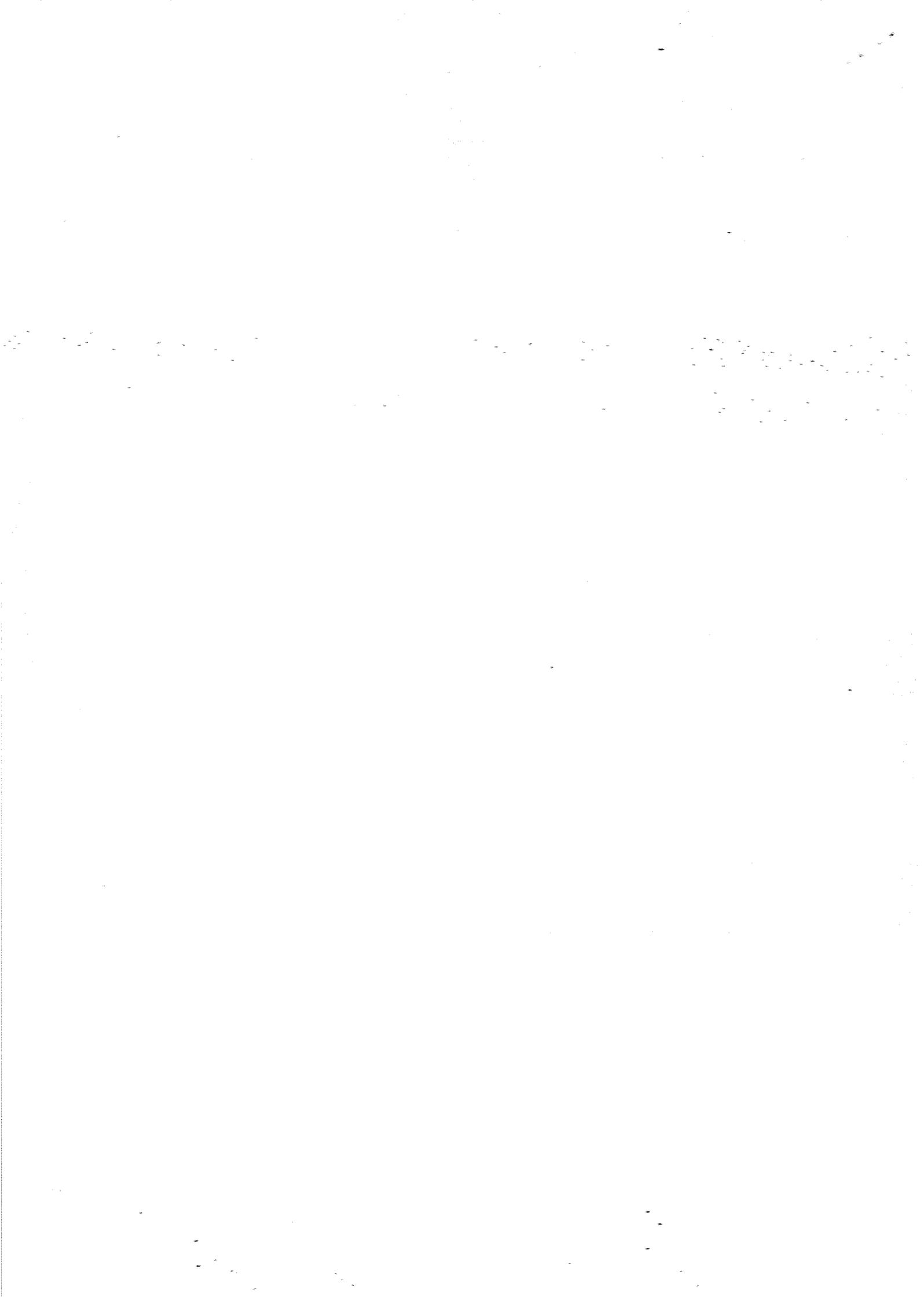
---



---

End of Paper

SCORE	4
-------	---



SCHOOL : CATHOLIC HIGH SCHOOL  
LEVEL : PRIMARY 4  
SUBJECT : SCIENCE  
TERM : WA1 2025

Q1)	1
Q2)	1
Q3)	4
Q4)	3
Q5)	2
Q6)	3
Q7)	a) The longer distance d is the lesser the number of iron pins attracted. b) Copper is a non-magnetic material, therefore it cannot be attracted.
Q8)	a) She want to find out if roots absorb water for the plant. b) amount of water size of beaker
Q9)	a) P: small intestine Q: stomach R: mouth S: large intestine b) The mouth c) Chewing of food increases the surface area of the food in contact with the digestive juices hence digestion is faster.