

St Hilda's Primary School
Primary 3
Science
Term 2 Weighted Assessment, 2025

Section A	22
Section B	8
Total Score	30

Name: _____ ()

Class: P3 / _____

Duration: 45 minutes

Total no. of pages: 12

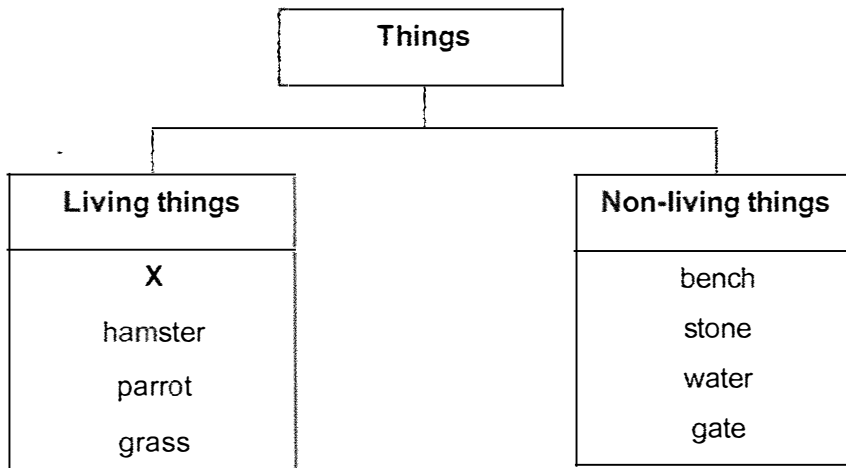
Date: _____

Section A: 22 Marks

Parent's Signature: _____

For questions 1 to 11, write your answer (1, 2, 3 or 4) in the bracket provided.
 [2 marks each]

1 Study the classification table below.



Which one of the following best represents X?

- (1) ant
- (2) fan
- (3) pen
- (4) clock

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SCORE	2
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2 The diagram below shows a plant before and after three months.



Based on the diagram, which characteristic shows that the plant is a living thing?

- (1) The plant can die.
- (2) The plant can grow.
- (3) The plant can reproduce.
- (4) The plant can respond to changes.

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3 The diagram below shows two animals.



penguin



sparrow

Which of the following best explains why the two animals are classified in the same group?

- (1) Both can fly.
- (2) Both have fur.
- (3) Both have wings.
- (4) Both give birth to young.

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SCORE	/
	4

4 Which of the following is different in the way it reproduces?

(1)



cockroach

(2)



frog

(3)



cow

(4)



duck

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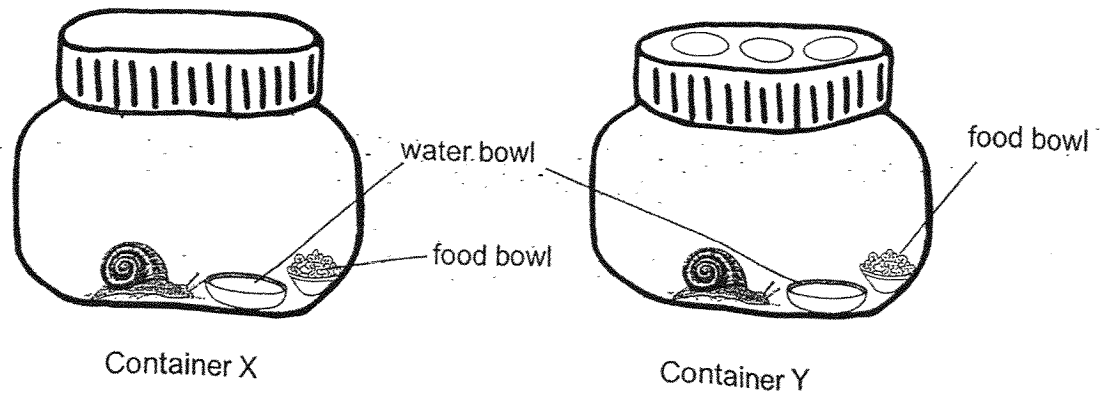
5 What is the similarity between bacteria and fungi?

- (1) Both reproduce by seeds.
- (2) Both need air, food and water.
- (3) Both can make their own food.
- (4) Both can only be seen under a microscope.

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SCORE	4
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- 6 Eric carried out an experiment by placing a similar snail into each container, X and Y. After two weeks, he observed that the snail in container X died.



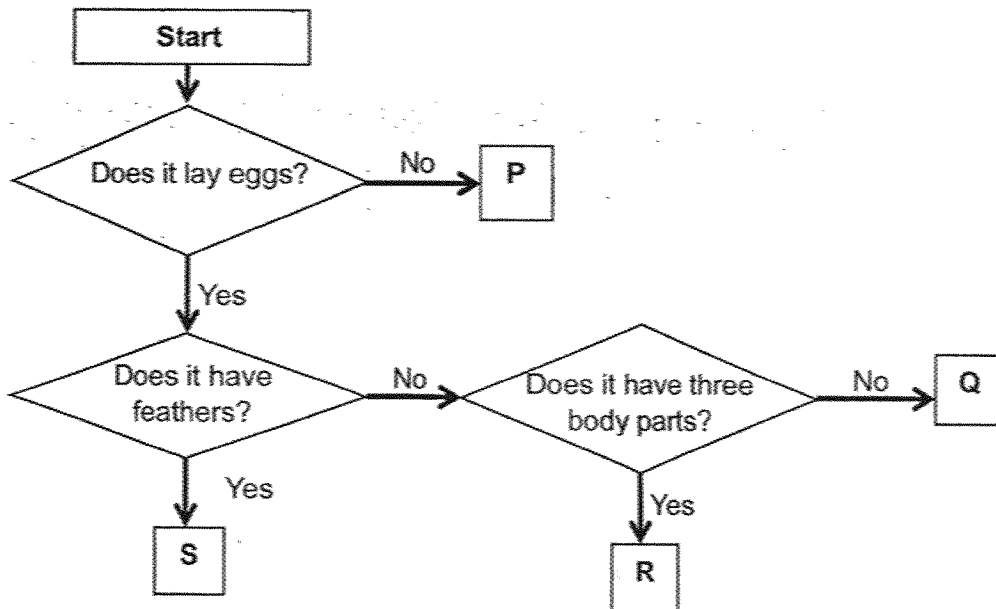
Based on the experiment, what can Eric conclude?

- (1) The snail can grow.
- (2) The snail needs air to live.
- (3) The snail needs air and food to live.
- (4) The snail needs air, food and water to live.

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SCORE	/
	2

7 Study the flowchart below carefully.



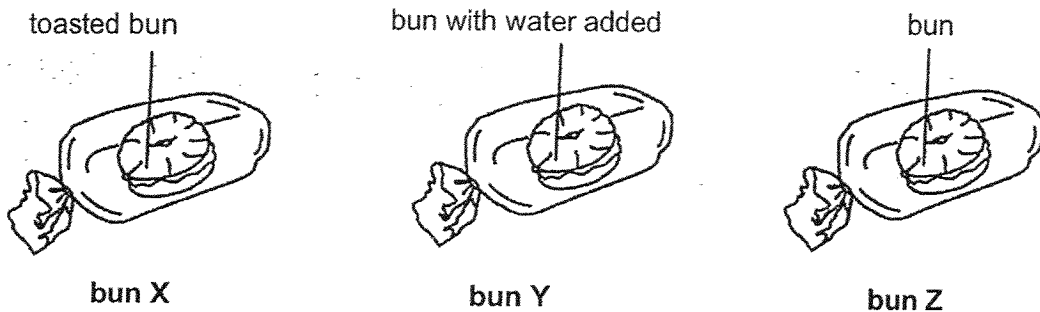
Which letter P, Q, R or S represents a snake?

- (1) P
- (2) Q
- (3) R
- (4) S

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SCORE	/
	2

- 8 Ali had three similar buns. He toasted bun X. Then, he added a few drops of water on bun Y. He did not do anything to bun Z. He sealed the buns in separate bags and left them under his table for a week.



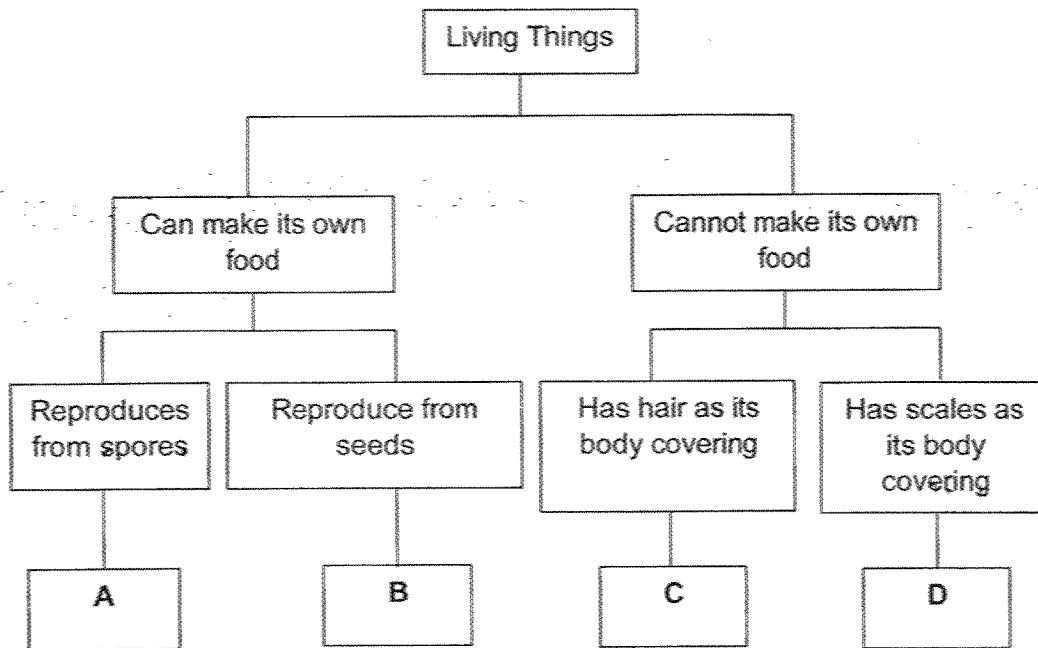
Which of the following shows a possible observation of the amount of mould growing on each bun after a week?

	Greatest amount of mould \longrightarrow Least amount of mould		
(1)	X	Y	Z
(2)	X	Z	Y
(3)	Z	X	Y
(4)	Y	Z	X

()

SCORE	2
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9 Four living things, A, B, C and D, are grouped according to the chart below.



Based on the chart above, which of the following statements is **incorrect**?

- (1) D is a fish.
- (2) C is a mammal.
- (3) A is a mushroom.
- (4) B is a flowering plant.

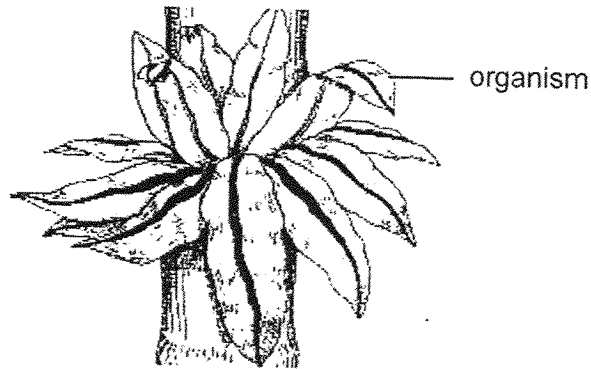
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SCORE	/
	2

- 10 The table below provides information about four different living things, W, X, Y and Z.

Living thing	Does it reproduce by spores?	Does it make food?
W	Yes	No
X	No	No
Y	No	Yes
Z	Yes	Yes

Which one of the living things, W, X, Y or Z best represents the organism shown below?

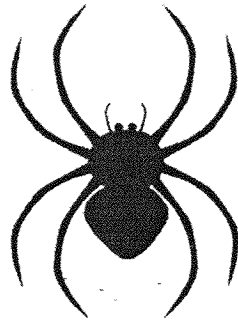


- (1) W
- (2) X
- (3) Y
- (4) Z

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SCORE	2
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11 Study animal Q below.



animal Q

Which of the following characteristics show that animal Q is not an insect?

- A the number of legs
 - B the number of wings
 - C the number of body parts
-
- (1) A and B only
 - (2) B and C only
 - (3) A and C only
 - (4) A, B and C

()

SCORE	2
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Section B: 8 marks

For questions 12 to 13, write your answers in this booklet.

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

- 12 Leela observed three animals X, Y and Z. She recorded their characteristics in the table as shown. A tick (✓) indicates that the animal has that characteristic.

Characteristics	X	Y	Z
Lives in water	✓		✓
Covered with hair		✓	✓
Produces milk for its young		✓	✓

- (a) Based on the characteristics shown in the table above, state one difference and one similarity between animals X and Z.

(i) **Difference:**

[1]

(ii) **Similarity:**

[1]

- (b) Based on the characteristics shown in the table above, circle the group that animal Y belongs to. Give a reason for your answer.

(i) **Animal group:** (Birds / Mammals / Fish / Reptiles / Amphibians)

[1]

(ii) **Reason:**

[1]

SCORE	4
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13 Four students talked about what they had learnt in science.

The tortoise is an amphibian which has moist skin.



Student A

Some bacteria are harmful while others are useful to us.



Student B

Most reptiles reproduce by laying eggs.



Student C

Bread mould breaks down the bread into simpler substances and absorb them as food.



Student D

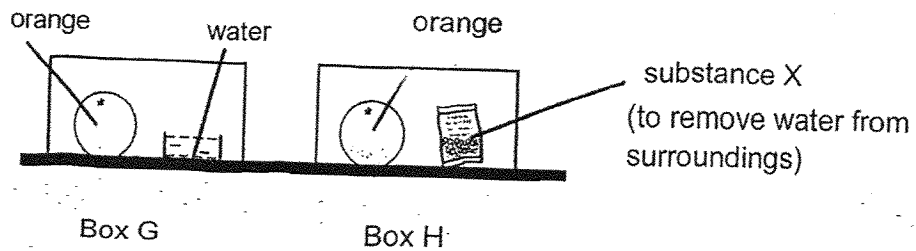
(a) Which student, A, B, C or D, is **wrong**? Tick (✓) your answer in the box [1]
above.

(b) Correct and rewrite the statement identified in (a). [1]

(continues on the next page)

SCORE	2
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Nora conducted an experiment by placing two similar oranges in boxes of the same type. She placed both boxes G and H at a warm place as shown below.



Four days later, Nora observed fungi growing on one of the oranges.

- (c) State the aim of her experiment. [1]

To find out if _____

- (d) To conduct a fair experiment, tick (✓) the correct box(es) for the variables that must be changed, measured or kept constant. [1]

Variables	Changed variable	Measured variable	Constant variable
Presence of fungi			
Presence of water			
Size of orange			
Temperature of surrounding			

SCORE	2
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END OF PAPER

SCHOOL : ST HILDA'S PRIMARY SCHOOL
LEVEL : PRIMARY 3
SUBJECT : SCIENCE
TERM : 2025 WEIGHTED ASSESSMENT 2

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	2	3	3	2	2	2	4	3	4
Q11									
3									

12(a)(i)	Z is covered with hair but X is not covered with hair.																				
12(a)(ii)	Both X and Z live in water.																				
12(b)(i)	Animal Group: (Birds / Mammals) / Fish / Reptiles / Amphibians																				
12(b)(ii)	Mammals have hair as body covering.																				
13(a)	Student A is wrong.																				
13(b)	The tortoise is a reptile which has dry scaly skin.																				
13(c)	To find out if the presence of water affects the growth of fungi.																				
13(d)	<table border="1"> <thead> <tr> <th>Variables</th> <th>Changed variable</th> <th>Measured variable</th> <th>Constant variable</th> </tr> </thead> <tbody> <tr> <td>Presence of fungi</td> <td></td> <td>✓</td> <td></td> </tr> <tr> <td>Presence of water</td> <td>✓</td> <td></td> <td></td> </tr> <tr> <td>Size of orange</td> <td></td> <td></td> <td>✓</td> </tr> <tr> <td>Temperature of surrounding</td> <td></td> <td></td> <td>✓</td> </tr> </tbody> </table>	Variables	Changed variable	Measured variable	Constant variable	Presence of fungi		✓		Presence of water	✓			Size of orange			✓	Temperature of surrounding			✓
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	Size of orange			✓																	
Temperature of surrounding			✓																		

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