



Let the mind manage the body
Que l'esprit gère le corps



Index Number:

MAURITIUS EXAMINATIONS SYNDICATE
Primary School Achievement Certificate Assessment
Grade 5 Modular
March 2021
Time: 1 hour Total Marks: 50

INSTRUCTIONS TO CANDIDATES

1. Check that this assessment booklet contains **6** questions printed on **14** pages numbered 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 and 15.
2. Write your Index Number on the assessment booklet in the space provided above.
3. You should not use red, green or black ink in answering questions.
4. Write all your answers clearly in the assessment booklet.
5. Attempt all questions.

Question	Marking		Revision		Control	
	Marks	Sig	Marks	Sig	Marks	Sig
1						
2						
3						
4						
5						
6						
Total						
Sig (HoG)						

Question 1 (5 marks)

Circle the letter which shows the correct answer.

(a) Which one of the following animals lives in a **web**?



A Bee



B Butterfly



C Fly



D Spider

(b) Which one of the following food items is a **root** vegetable?



A Beans



B Broccoli



C Carrot



D Celery

(c) What is the **form** of energy that a swimming fish has?

A Heat

B Light

C Movement

D Sound

(d) What is the function of a **switch** in an electric circuit?

Marks

- A** It protects against electric shocks.
- B** It opens and closes the circuit.
- C** It conducts electricity in the circuit.
- D** It transforms electrical energy into light energy.

(e) Tina carries out an experiment to investigate one of the functions of the root using the set-up shown in **Diagram 1**.

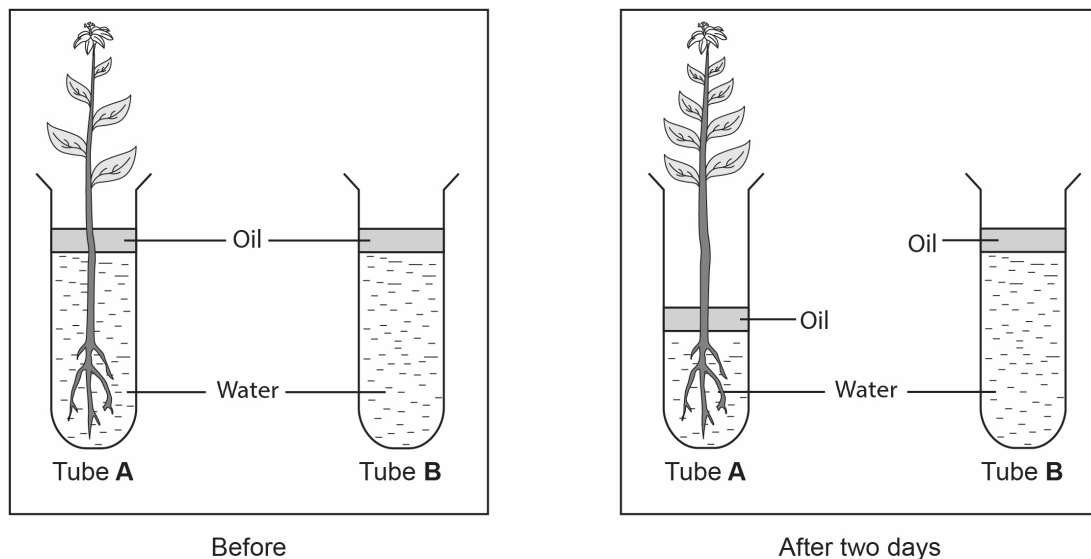


Diagram 1: Experiment to investigate one function of the root

After two days, she observes that the level of water in Tube **A** has decreased.

What can Tina conclude **from her experiment**?

- A** The root holds the plant.
- B** The root stores food.
- C** The root absorbs water.
- D** The root absorbs oil.

Question 2 (10 marks)

Marks

- (a) **Diagram 2** shows a simple electric circuit.

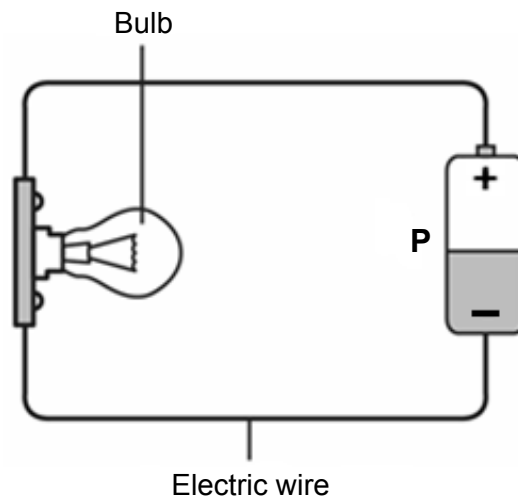


Diagram 2: A simple electric circuit

- i) Name component **P**.

[1]

- ii) State the function of component **P**.

[1]

- (b) i) **Diagram 3** shows a simple electric circuit with a gap at **Q**.

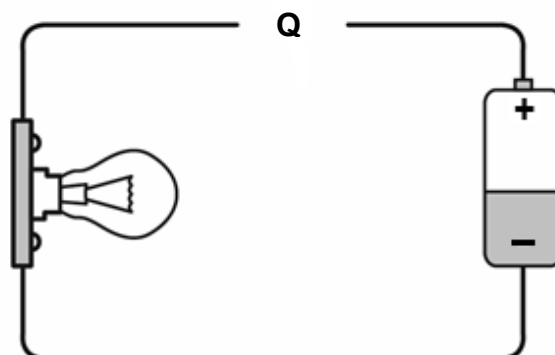


Diagram 3: An incomplete circuit

Yesh puts different objects at **Q** to close the gap.

By putting a tick (✓) in the appropriate box, complete the table below to indicate whether the bulb will light up when the different objects are placed at **Q**.

An example is given.

Objects	Bulb lights up	Bulb does not light up
A plastic ruler		✓
A wooden stick		
An aluminium spoon		
An iron nail		
A rubber band		

[4]

ii) How are objects which **do not** allow electricity to pass through them called?

[1]

(c) **Diagram 4** shows Nella and her mother in the kitchen.

Marks



Diagram 4: Nella and her mother in the kitchen

Study **Diagram 4** carefully and answer the questions that follow.

i) Give **two** examples of unsafe uses of electricity shown in **Diagram 4**.

1. _____
2. _____ [2]

ii) Give **one** precaution that Nella and her mother should take when using electrical appliances.

_____ [1]

Question 3 (8 marks)

Marks

- (a) **Diagram 5** shows a jackfruit tree.

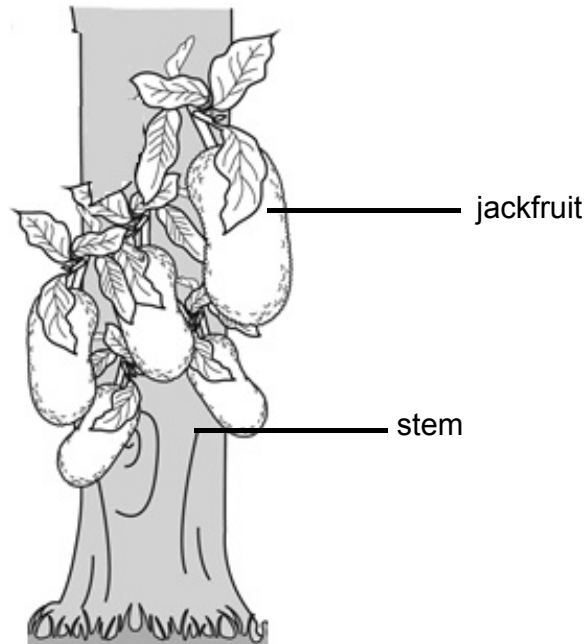


Diagram 5: A jackfruit tree

- i) Stems have different functions.

Give one function of the stem which is shown in **Diagram 5**.

_____ [1]

- ii) Give **another** function of stems.

_____ [1]

- (b) i) Which part of the jackfruit tree manufactures its food?

_____ [1]

- ii) Why is food for the plant manufactured in that part of the tree?

_____ [1]

(c) i) What is **soil erosion**?

[1]

ii) Give one way in which soil erosion affects the environment.

[1]

(d) i) **Diagram 6** shows animals grazing on a piece of land.

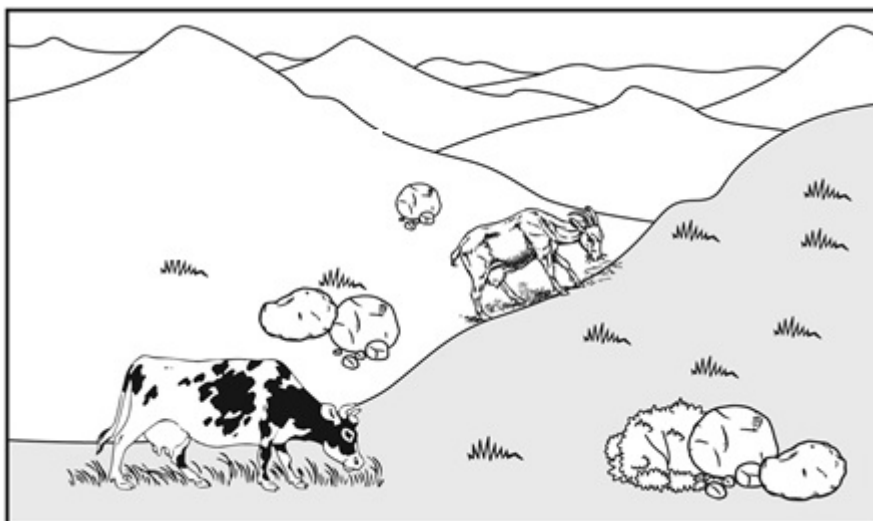


Diagram 6: Animals grazing land

The piece of land shown in **Diagram 6** is likely to be affected by soil erosion.

Give a reason why.

[1]

ii) What can be done to prevent soil erosion on the piece of land shown in **Diagram 6**?

[1]

Question 4 (10 marks)

Marks

- (a) The table below indicates how water changes its state in three natural processes. It also provides a daily life example of these processes.

Study and complete the table.

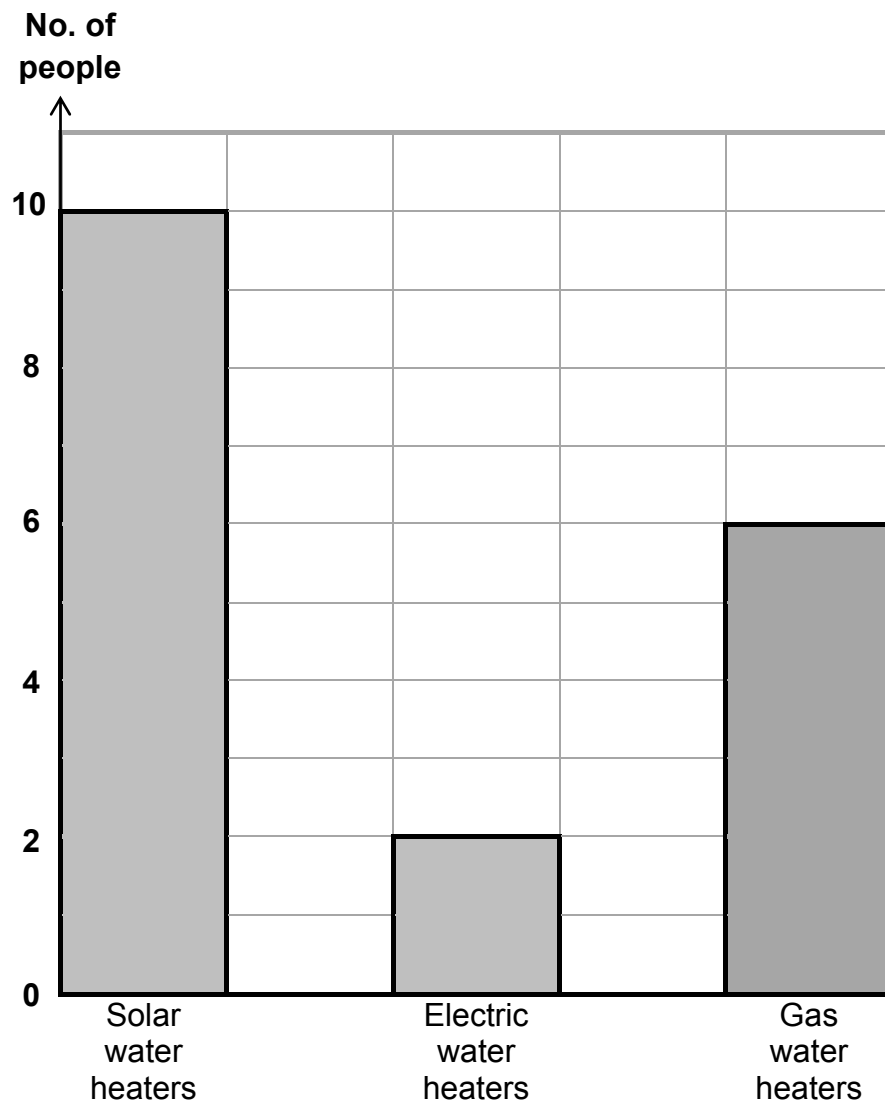
Process	Change of state	Daily life examples
1. <u>Freezing</u>	From _____ to _____ state	<u>Formation of</u> <u>glaciers</u>
2. _____	From <u>solid</u> to <u>liquid</u> state	<u>Ice turning into</u> <u>water</u>
3. <u>Condensation</u>	From _____ to _____ state	_____ _____ _____

[4]

- (b) Lina collects information about the types of water heaters used at home by a group of people.

Marks

She records her findings as shown below.



- (i) How many people use gas water heaters?

[1]

- (ii) Which type of water heater is the **least** used by the people?

[1]

- (iii) Give one **disadvantage** of using the water heater you mentioned in part (b) (ii).

[1]

iv) Solar water heaters work better in summer than in winter.

Explain why.

_____ [1]

v) Other sources of energy could be used to heat water.

Give one such **source** of energy.

_____ [1]

vi) State the **form** of energy obtained from the source you mentioned in part (b) v).

_____ [1]

Marks

Question 5 (10 marks)

Marks

- (a) **Diagram 7** shows the Kestrel.



Diagram 7: The Kestrel

- i) The Kestrel is unique to the island of Mauritius.

What type of bird is the Kestrel? Tick (✓) the correct box.

☐

Extinct

☐

Exotic

☐

Endemic

[1]

- ii) What is the name given to the **natural** place where animals live?

[1]

- iii) The Kestrel is a rare bird that can disappear if not protected.

What is the term used to describe such rare animals?

[1]

- iv) Give a reason why the Kestrel has become rare.

[1]

- v) Give **two** measures taken by the Mauritian Government to protect the Kestrel bird from disappearing.

Marks

1. _____
2. _____ [2]

- (b) **Diagram 8** shows a few features of a chameleon.

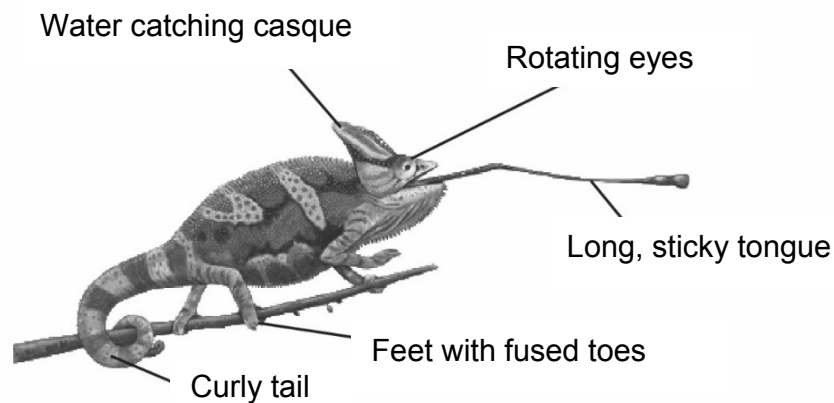


Diagram 8: Features of the chameleon

- i) Give **one** feature of the chameleon shown in **Diagram 8** which enables it to:

1. grip onto branches: _____ [1]
2. catch its prey: _____ [1]

- ii) Chameleons can change the colour of their skin.

Give one way how this feature helps the chameleon to survive in its environment.

_____ [1]

- iii) The chameleon is not adapted to live in a lake.

Give one reason why.

_____ [1]

Question 6 (7 marks)

Marks

(a) i) What is **evaporation**?

[1]

ii) Give **two** ways in which **evaporation** can be useful to humans.

1.

 2.

- [2]

(b) Jim carries out an experiment to investigate the effect of temperature on evaporation.

He pours the same amount of water in three **identical** glass containers, **P**, **Q** and **R**.
He keeps each container at different **temperatures** as shown in **Diagram 9**.

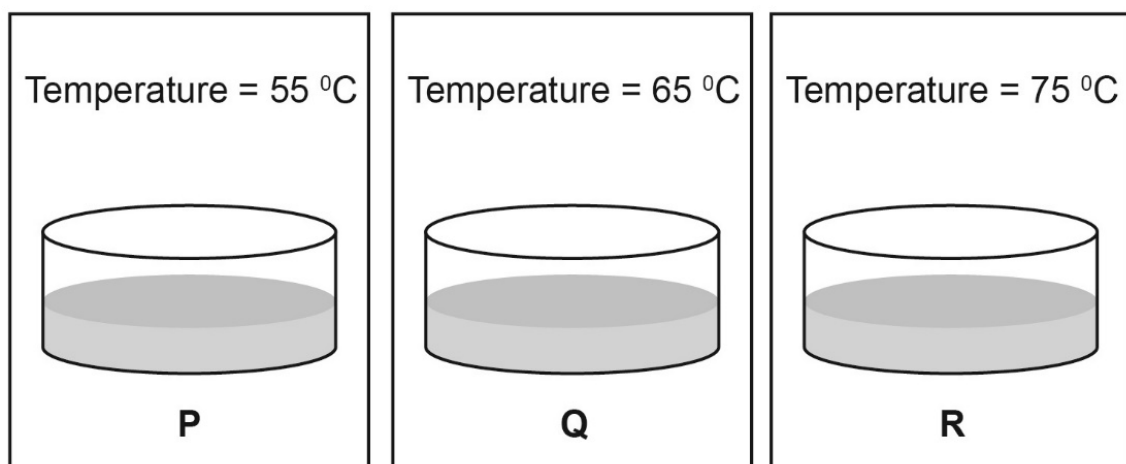


Diagram 9: Containers of water at differing temperatures

i) Why should the containers used in the experiment be **identical**?

[1]

- ii) Jim measures the time taken for the water in each container to evaporate **completely**. He records his observations as shown in the table below.

Marks

Container	Temperature	Time taken for water to evaporate completely
P	55 °C	40 minutes
Q	65 °C	_____ minutes
R	75 °C	18 minutes

Suggest how long it could take for the water in container **Q** to evaporate completely.

Tick (✓) the correct box.

☐

15 minutes

☐

26 minutes

☐

42 minutes

[1]

- iii) Jim repeats his experiment using a fourth identical container, **S**. He keeps the container at a constant temperature of 85 °C.

Estimate the time it would take for the water in container **S** to evaporate completely.

Tick (✓) the correct box.

☐

12 minutes

☐

20 minutes

☐

28 minutes

[1]

- iv) What conclusion can Jim draw from his experiment?

[1]

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