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QUESTION	MARK
1	
2	
3	
4	
5	
6	
TOTAL	

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MINISTRY OF EDUCATION BAHAMAS JUNIOR CERTIFICATE EXAMINATION

0047 GENERAL SCIENCE PAPER 2 STRUCTURED QUESTIONS (60 Marks)

Monday **21 June 2021** 2:15 P.M.–3:15 P.M.

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

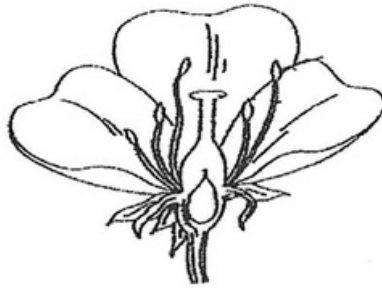
Write your school number, candidate number, surname and initials in the spaces provided at the top right hand side of this page.

Answer **ALL** questions in the spaces provided.



This question paper consists of **11** printed pages and **1** blank page.

1. The diagram shows the structure of a hibiscus flower.



- (a) Correctly label the diagram to show the petals, ovary and stigma on the hibiscus flower. [3]
- (b) The diagram shows the parts of a bean seed. Study the diagram, then answer the questions.



Write the letter of the part which fits each description.

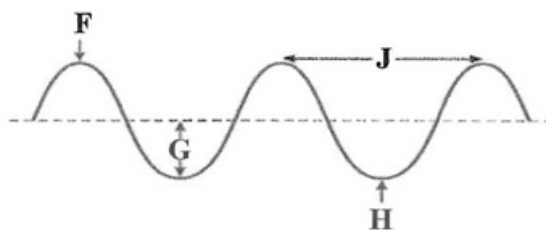
- (i) A seed leaf that stores food _____
- (ii) An embryonic root _____
- (iii) Part of the embryo from which develops the shoot _____ [3]
- (c) On the diagram, draw a line to label the testa. [1]
- (d) What is the function of the testa? _____ [1]
- _____
- (e) Identify one difference between the structure of a bean seed and a maize seed. _____ [2]
- _____

TOTAL MARKS [10]



2. Light is a form of energy that we can see and has several properties.

Study the diagram and answer the questions.



- (a) (i) How does light travel?

_____ [1]

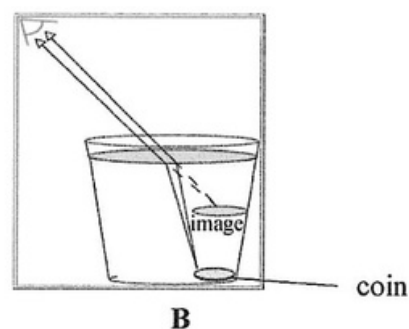
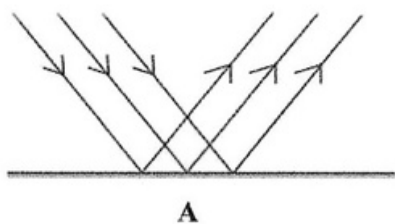
- (ii) Name the following parts on the light wave.

F _____

G _____

H _____ [3]

- (b) Light behaves differently when it strikes different objects.



Name the process that takes place in

- (i) **A** _____

- (ii) **B** _____ [2]

- (iii) Is the surface at **A** luminous or non-luminous?

_____ [1]

- (iv) Make **one** observation about the coin in diagram **B**.

_____ [1]

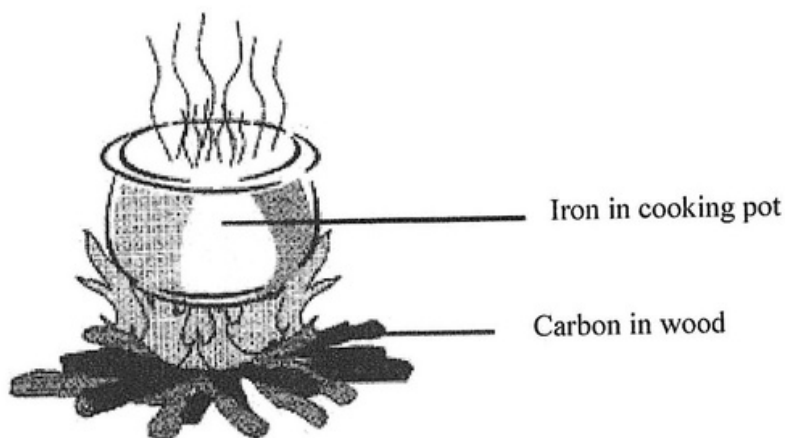
- (v) Explain why this observation happened.

_____ [2]

TOTAL MARKS [10]

[Turn over

3. The use of elements depends on their properties. Study the picture and answer the questions.



- (a) (i) Iron and carbon are both elements.

Which element is a metal and which is a non-metal?

Metal _____

Non-metal _____ [1]

- (ii) Name two more non-metals.

_____ [2]

- (b) The list gives some properties of elements.

- Brittle
- Can be hammered into shape
- Dull
- Good conductors of electricity
- Poor conductors of electricity
- Shiny

- (i) Put each property into the correct column.

PROPERTIES OF METALS	PROPERTIES OF NON-METALS

[3]



- (ii) Identify **one** other property of metals (not found in the list).

_____ [1]

- (iii) Identify **one** other property of non-metals (not found in the list).

_____ [1]

- (c) In the box are the names of three metals.

copper	iron	sodium
--------	------	--------

Which one of these is **not** a good metal for making the cooking pot? Give a reason for your answer.

Metal _____

Reason _____

_____ [2]

TOTAL MARKS [10]



4. This question is about forces.

Study the diagrams carefully, then answer the questions.



Diagram P

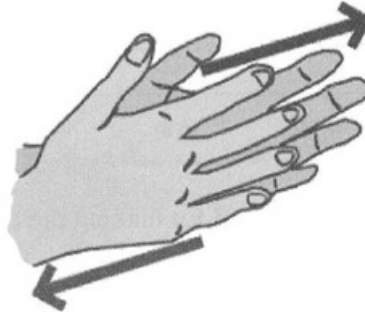


Diagram Q



Diagram R

- (a) Define the term force.

_____ [1]

- (b) Identify the type of force acting on each of the objects in diagrams P and Q.

P _____ Q _____ [2]

- (c) (i) Study diagram R. Identify **one** force acting on the apple as it falls from the tree.

- (ii) Define the force found in R.

_____ [2]

- (d) (i) The weight and mass of an object are directly proportional. Explain this statement.

_____ [1]

- (ii) Give the scientific unit of mass.

_____ [1]

- (iii) Why are astronauts able to float around in outer space?

_____ [1]



- (e) A student runs down the corridor to get to the front of the lunch line. The corridor is 50 m long. It takes him 10 seconds to run down it.

Calculate his average speed. Show all working.

[2]

TOTAL MARKS [10]

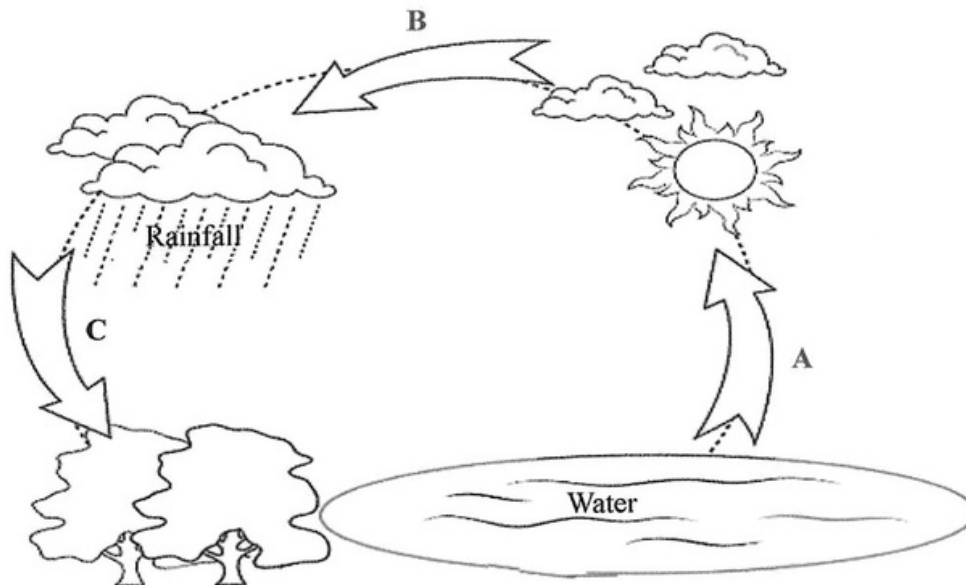
- (e) A student runs down the corridor to get to the front of the lunch line. The corridor is 50 m long. It takes him 10 seconds to run down it.

Calculate his average speed. Show all working.

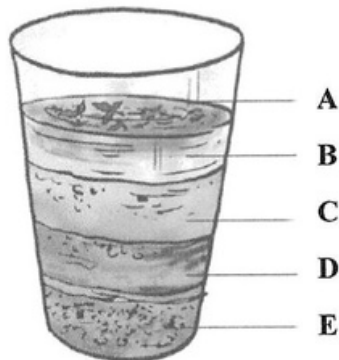
[2]

TOTAL MARKS [10]

5. The diagram shows the water cycle.



- (a) (i) Name the change of state labelled **A** and **B** in the diagram.
- A: _____ B: _____ [2]
- (ii) Water in the lake is in liquid state. State two properties of liquids:
- Property 1: _____
- Property 2: _____ [2]
- (b) The diagram represents a soil sample that has been shaken up and allowed to settle.



- (i) Which layer represents humus?
- _____ [1]
- (ii) What is humus?
- _____
- _____ [1]



- (iii) Two components of the soil are water and air.

State why each one is important.

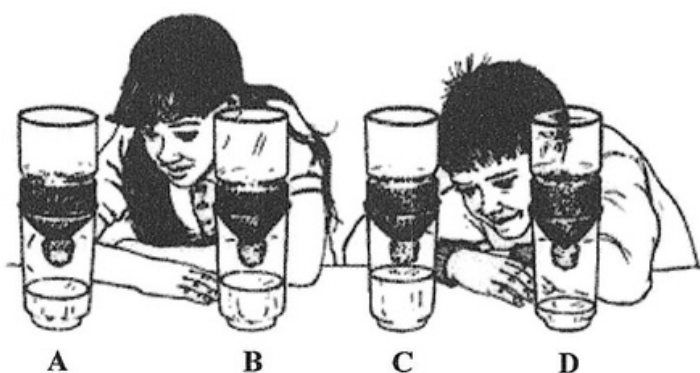
Air _____

Water _____

_____ [2]

- (c) To investigate the permeability of soil, students put four different types of soil into funnels. They poured 300 cm^3 of water into each soil and measured how much water passed through in five minutes.

Study the picture and answer the questions.



- (i) Which sample most likely represents sandy soil?

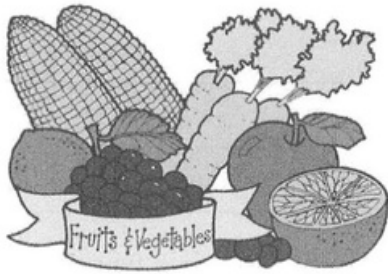
_____ [1]

- (ii) Give a reason for your answer to (c) (i).

_____ [1]

TOTAL MARKS [10]

6. The diagrams show foods from various food groups.



Fruits & Vegetables



Meat & Fish



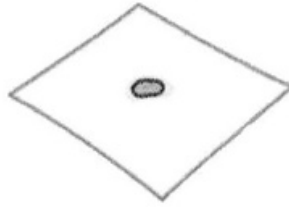
Bread & Cereal

- (a) Which food group is the best source for:
- Providing the body with energy? _____
 - Vitamins and minerals? _____
 - Growth and repair of cells? _____ [3]
- (b) Identify a mineral and the deficiency disease found when this mineral is in short supply.
- _____
- _____ [2]
- (c) Define the term balanced diet.
- _____
- _____ [2]
- (d) Explain what can happen if a person takes in more calories than they need on a daily basis.
- _____
- _____ [1]
- (e) Diabetes is a non-communicable disease that is prevalent in The Bahamas. Which food substance, when found in excess in the blood, can result in diabetes?
- _____ [1]



A group of students conducted an experiment to test for the presence of a particular nutrient in a food sample. They followed the instructions shown in the diagram.

- 1 Rub food sample on to paper
and leave to dry



- 2 Translucent stain appears
around sample when held
up to light

- (f) What nutrient were the students testing for in the food sample?

[1]

TOTAL MARKS [10]

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