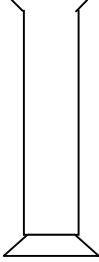


Shatin Tsung Tsin Secondary School
2008-2009 1st Term Examination
Integrated Science
Suggested Answer

Section A:

1. B	2. D	3. A	4. D	5. D	6. B	7. C	8. D	9. A	10. A
11. B	12. D	13. C	14. C	15. B	16. C	17. D	18. B	19. A	20. C

Section B:

1a	insulating mat
b.	(i) wire gauze (ii) measuring cylinder (iii) 
c.	She ties up her long hair. Tidy up :no mark
d.	She did not wear the safety goggles.
e.	She should <u>report to the teacher</u> immediately and <u>wash it with eye wash bottle/ running water</u> .

2a.		Independent variable	<u>Two</u> controlled variables
	Wilson	One has bigger canopy and another has smaller canopy / the size of canopy	Number of string, material of canopy, shape of canopy, length of string, weight of load (any 2)
	Paul	One of the canopy is made of cloth and another is made of paper / the material of canopy	Number of string, size of canopy, shape of canopy, length of string, weight of load (any 2)
b.	stop-watch / stopwatch		
c.	When <u>the canopy is larger</u> , the <u>falling time of the parachute is longer</u> . When the canopy is larger , the falling speed is slower.		

3a.	Picture 1	Asking question or making observation
	Picture 2	Making hypothesis
	Picture 3	Doing experiment
	Picture 4	Making conclusion
b.	He found the plant under sunlight (in the garden) grew better than the plant in the cupboard. or He found the plant grew better under the sunlight.	
c.	He can measure the height of plants. / the number of leaves	
d.	<u>Light</u> can make the <u>plant grow better</u> . or Light is necessary for the plant growth.	

4a.	Balance / electronic balance
b.	<p>(i) the weight of one test tube = $(94 - 82) \div 2$ = 6 g</p> <p>(ii) the weight of a stopper = $(102 - 94) \div 2$ or $(102 - 84) \div 2 - 6$ = 4 g</p> <p>(iii) the weight of the solid = $(96.4 - 82 - 6 - 4)$ missing/ wrong unit: overall -1 = 4.4g</p>
5a.	thermometer
b.	<ol style="list-style-type: none"> 1. Pour the chemical A into <u>the beaker</u>. 2. <u>Measure the temperature</u> of chemical A. 3. <u>Pour chemical B into the same beaker</u> and <u>stir it with glass rod</u>. 4. <u>Start the stopwatch</u>. 5. <u>Measure the temperature</u> of the mixture in <u>every 2 minutes</u> for 10 minutes.

6a.	<p><u>The relationship between light intensity and the number of gas bubbles</u></p> <table border="1"> <caption>Data points from the graph</caption> <thead> <tr> <th>Light Intensity (x)</th> <th>Number of Gas Bubbles (y)</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>30</td> </tr> <tr> <td>20</td> <td>29</td> </tr> <tr> <td>30</td> <td>20</td> </tr> <tr> <td>40</td> <td>16</td> </tr> <tr> <td>50</td> <td>10</td> </tr> </tbody> </table>	Light Intensity (x)	Number of Gas Bubbles (y)	10	30	20	29	30	20	40	16	50	10
Light Intensity (x)	Number of Gas Bubbles (y)												
10	30												
20	29												
30	20												
40	16												
50	10												
b.	<p>When the distance between the lamp and glass vase is shorter, the number of bubbles is larger/ increases.</p> <p>Or</p> <p>When the light intensity is stronger, the number of gas bubbles is larger/ increases.</p>												