Name: Date:

25 total marks

# **Science Assessment Year 4:** Living Things and Their Habitats

## Life Processes

1. Fill in the missing life processes:

| |
|---|
| **M** |
| **R** |
| **S**ensitivity |
| **G** |
| **R**eproduction |
| **E** |
| **N**utrition |

3 marks

## Classifying

2. What is a vertebrate?

.....

1 mark

3. Draw lines to match the vertebrate to its type:

| Vertebrate |
|---|
| shark |
| elephant |
| snake |
| frog |
| robin |

| Type |
|---|
| mammal |
| amphibian |
| bird |
| reptile |
| fish |

3 marks

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4. Name a characteristic of:

**a)** An amphibian

.....

1 mark

**b)** A mammal

.....

1 mark

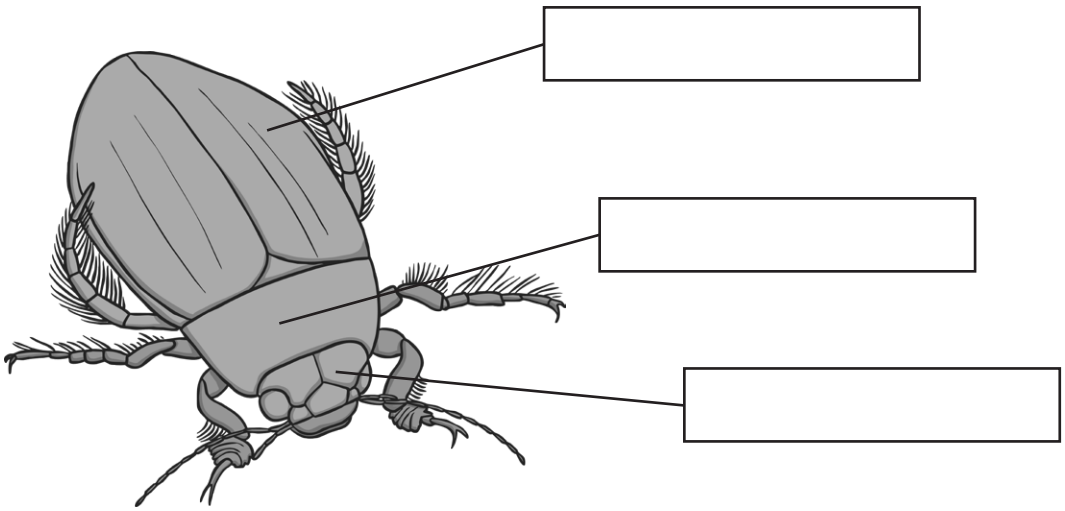
## Invertebrates

5. What is an invertebrate?

.....

1 mark

6. Label the three main parts of an insect's body:



1 mark

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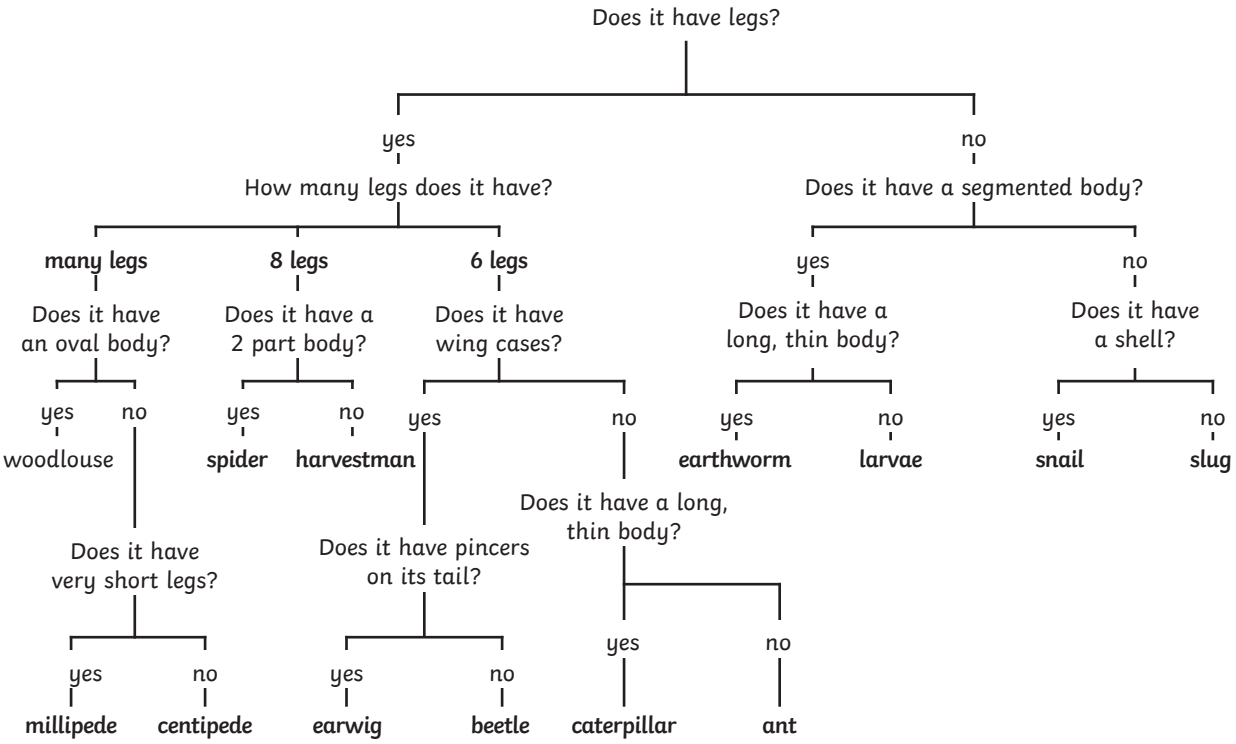
## Keys

Look at this key:

### Invertebrates Classification Key

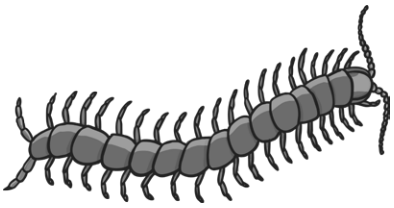



7. Use the key to identify these animals:

a)

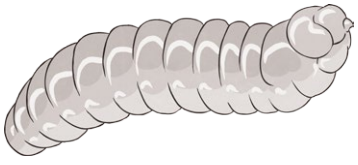
Name: .....

b)



Name: .....

c)



Name: .....

2 marks

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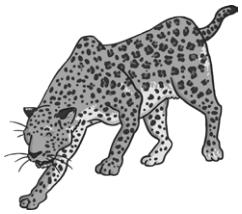
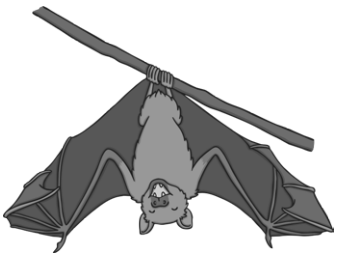
8. If you were writing your own key what question would you use to separate birds and cats?



.....

1 mark

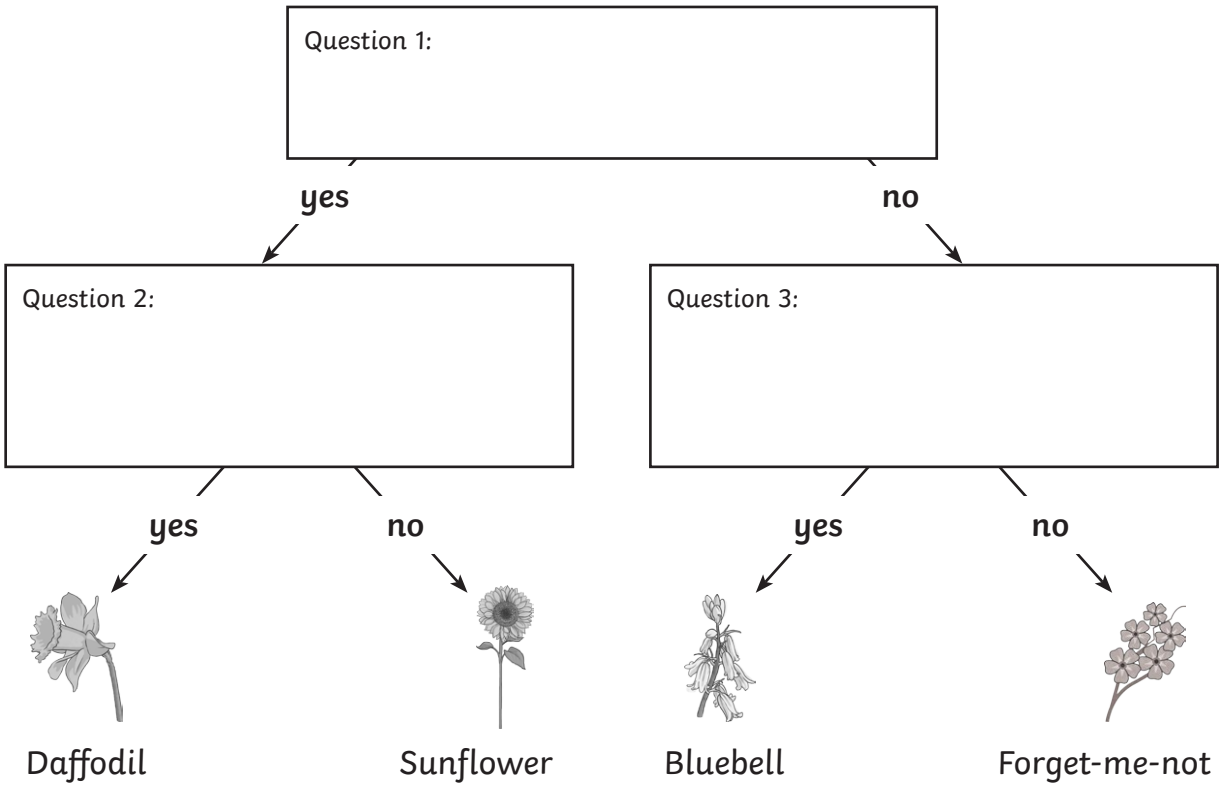
9. What question would you use to separate a bat and a bird?



.....

1 mark

10. Now write your own key by filling in these blank questions to classify these flowers:




2 marks

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## Local Habitat and Environmental Changes

11. When developers build a new housing estate where some fields used to be, what are the problems or dangers caused to wildlife?

.....

1 mark

12. Litter and pollution in the sea is a danger to wildlife, what can be done to help?

.....

1 mark

13. Why do you think we are now seeing more urban foxes roaming in places where there is housing?

.....

1 mark

14. What are most of the changes to habitats caused by?

.....

1 mark

15. Think about endangered species:

**a)** What does endangered mean?

.....

1 mark

**b)** What does extinct mean?

.....

1 mark

**c)** Give an example of an endangered species and why it is endangered.

.....

.....

1 mark

**d)** Give an example of what can be done to save an animal from extinction.

.....

1 mark

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# Answer Sheet: Science Assessment Year 4:
Living Things and Their Habitats

| question | answer | marks | notes |
|---|---|---|---|
| **1. Look at this diagram and choose 6 parts to label.** | | | |
| | **Movement**<br>**Respiration**<br>Sensitivity<br>**Growth**<br>Reproduction<br>**Excretion**<br>Nutrition | 3 | 0 marks for 0-1 correct<br>1 marks for 2 correct<br>2 marks for 3 correct<br>3 marks for 4 correct<br><br>Accept errors in spelling where the intention is clear. |
| **2. What is a vertebrate?** | | | |
| | An animal with a backbone | 1 | Do not give a mark for an example without an explanation. |
| **3. Draw lines to match the vertebrate to its type.** | | | |
| | **Vertebrate**: shark, elephant, snake, frog, robin<br>**Type**: mammal, amphibian, bird, reptile, fish | 3 | 0 marks for 0-1 correct<br>1 marks for 2 correct<br>2 marks for 3 correct<br>3 marks for 4 correct |
| **4. Name a characteristic of:** | | | |
| | • Born in water<br>• Lives on water **and** on land<br>• Begin life with gills and tail<br>• Develop lungs as they grow<br>• Cold-blooded | 1 | Do not give mark for only living in water **or** land. |
| | • Give birth to live young<br>• Vertebrates/have a backbone<br>• Warm-blooded<br>• Produce milk to feed to their babies<br>• Have hair on their bodies | 1 | 1 mark for a correct answer. |
| **5. What is an invertebrate?** | | | |
| | An animal without a backbone | 1 | |

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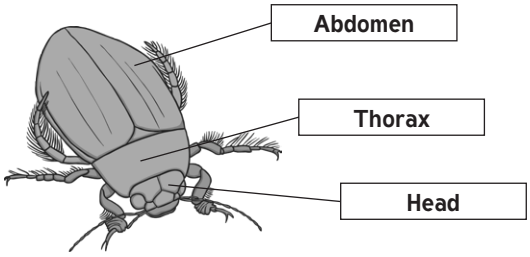
| question | answer | marks | notes |
|---|---|---|---|
| **6. Label the three main parts of an insect's body.** | | | |
| |  | 1 | 1 mark for all 3 parts labelled correctly.<br>Accept errors in spelling where the intention is clear. |
| **7. Use the key to identify these animals:** | | | |
| a | Spider | 2 | 0 marks for 0–1 correct<br>1 mark for 2 correct<br>2 marks for 3 correct<br>Accept errors in spelling where the intention is clear. |
| b | Centipede | | |
| c | Larvae | | |
| **8. If you were writing your own key what question would you use to separate birds and cats?** | | | |
| | • How many legs?<br>• Fur or feathers?<br>• Beak/teeth?<br>• Wings?<br>• Any others you may have covered in class | 1 | |
| **9. What question would you use to separate a bat and a bird?** | | | |
| | • Mammal or bird?<br>• Feathers or fur?<br>• Anything that separates mammals and birds such as hatching from an egg or drinking mother's milk. | 1 | Do not accept nocturnal as a question as some birds are. |
| **10. Now write your own key by filling in these blank questions to classify these flowers.** | | | |
| | Question 1 answers from:<br>• Yellow or Blue? (or reference to colour)<br>• One flower or many flowers on each stem<br><br>Question 2 and 3 answers will depend on the answer for Question 1 but all answers must be checked for sense making the key work correctly.<br><br>Other possible questions include:<br>• Number of petals<br>• Bell/trumpet shape<br>• More than 5 petals<br>• Long pointy leaves | 2 | 0 marks for 0–1 correct<br>1 mark for 2 correct<br>2 marks for 3 correct<br><br>Teachers to use their own discretion to give marks as there are many combinations of correct answers. |

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| question | answer | marks | notes |
|---|---|---|---|
| **11. When developers build a new housing estate where some fields used to be, what are the problems or dangers caused to wildlife?** | | | |
| | • Loss of habitat<br>• Loss of shelter<br>• Loss of food<br>• Over population of nearby habitats<br>• Dangers from increased vehicles/roads<br>• Pollution | 1 | |
| **12. Litter and pollution in the sea is a danger to wildlife, what can be done to help?** | | | |
| | • Clean up campaigns<br>• Educate people<br>• Work with industry to stop pollution<br>• Fines/taxes<br>• Find new ways/inventions to help<br>• Eg. The Sea Bin | 1 | Use this website for class use. |
| **13. Why do you think we are now seeing more urban foxes roaming in places where there is housing?** | | | |
| | • Housing and development have taken over their habitat<br>• Food and household waste entices them<br>• Food is easier to source<br>• Warmth/shelter is readily available<br>• Humans are also encouraging foxes into the urban environment with food and shelter | 1 | |
| **14. What are most of the changes to habitats caused by?** | | | |
| | Humans | 1 | |
| **15. Think about endangered species:** | | | |
| a | • Not many of the species left<br>• Nearly extinct<br>• On the IUCN Red List (to be extinct)<br>• Threatened with extinction | 1 | |
| b | • None of that species left in the world<br>• The death of a species<br>• The end of a type of animal<br>• Having no living examples | 1 | |

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| question | answer | marks | notes |
|---|---|---|---|
| c | • Giant Panda<br>• Black Rhino<br>• Mountain Gorilla<br>• Orangutan<br>• Whale<br>• Any from The IUCN Red List<br>• An animal from the Species Directory from: www.worldwildlife.org labelled as endangered.<br><br>**plus** a reason from:<br>• Habitat being destroyed<br>• Hunting<br>• Fishing<br>• Pollution<br>• Introduced Species<br>• Over-consumption | 1 | |
| d | • Stopping/restricting hunting/fishing<br>• Stop habitat destruction<br>• Build new habitats<br>• Stop pollution<br>• Breeding programmes<br>• Combat global warming<br>• Conservation areas | 1 | |
| | | total 25 | |

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