

END OF TERM EXAM
COVERAGE GRADE 3
2025-2026
GRADE 3 SCIENCE



How will the exam be set out?

Number of MCQ عدد الأسئلة الموضوعية	20
Marks of MCQ درجة الأسئلة الموضوعية	3
Number of FRQ عدد الأسئلة المقالية	4
Marks per FRQ الدرجات للأسئلة المقالية	(8-12)
Type of All Questions نوع كافة الأسئلة	MCQ/ الأسئلة الموضوعية FRQ/ الأسئلة المقالية
Maximum Overall Grade الدرجة القصوى الممكنة	100

TOTAL MARK 100

MULTIPLE CHOICE QUESTIONS-

20 questions

MARKS PER QUESTION- 3

FRQ FORMAL RESPONSE QUESTION-

4 questions

MARKS PER QUESTION- 8-12 MARKS

Pages that will be covered
in the exam:
UNIT 1 & 3

Students will be able to look at a picture and choose the sentence that best describes how the objects are arranged Unit 1 p.10 Position (Paragraph)

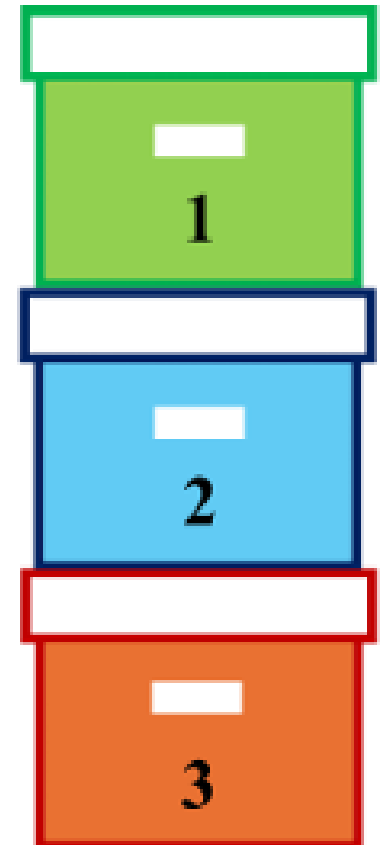
Describe an Object's Position

Position Think back to the *Moving Marble* activity. What position was the marble in when you started? Where did the marble end up after it was pushed down the ramp? When you describe the position of something, you compare it to the objects around it.

Position is the location of an object. You can use words like *above*, *below*, *next to*, and *far away from* to describe the position of an object. Look at the boy on the beach. Draw an X on the inner tubes that are above the polka-dotted pink inner tube.



For e.g. Box 2 is below Box 1.



Students will be able to identify the correct units used to measure a given quantity. Unit 1 p.10 Distance (Paragraph), p.12 Distance (Sec), Time (Paragraph) p.14 Clock (image)

Distance The amount of space between two objects or places is **distance**. Millimeters, centimeters, meters, and kilometers are examples of units used in the metric system to measure distance. In the US customary system, distance might be measured in inches, yards, or miles. You can use a ruler or a meterstick to measure distance.

Time Suppose it took you three minutes to walk from your classroom to the playground yesterday. Today it took you five minutes to walk to the playground. You moved the same distance, but your motion today took more time. The time it takes to move a distance is one way to describe motion.

Distance There are many ways that you can measure motion. One way is to measure the distance that an object moves. As you learned on the previous page, distance is the measurement between an object's starting position and its current position. You can measure larger distances in units such as meters, yards, miles, or kilometers.

Practice to learn more about different patterns.



Time can be measured in seconds, minutes and hours.

In what units can distance be measured?

In what units can time be measured?

Students will understand what speed is and identify the quantities needed to measure it. Unit 1 p.12 Speed (Paragraph)

Speed Distance and time can be used to find speed. **Speed** is the measure of how fast or slow something moves. An object that is moving fast goes a distance in a short amount of time. It takes a longer time for a slower object to move the same distance.

What are the two quantities needed to calculate speed?

What is speed?

Students will be able to identify a measuring instrument that can be used to measure a given quantity. Unit 1 p.16 Inquiry Activity

INQUIRY ACTIVITY

Hands On

Movement of a Wind-Up Toy

You have learned that you can measure the space between an object's starting position and its new position. Now let's look at the distance an object, such as a wind-up toy, travels in a given amount of time.

Make a Prediction How far will the wind-up toy travel in 10 seconds? How far will it travel in 20 seconds? Record your prediction in centimeters.

Materials

-  meterstick
-  stopwatch
-  masking tape
-  wind-up toy

What measuring instrument could you use to measure distance?

What measuring instrument could you use to measure time?

Students will be able to define a force as a push or a pull. Unit 1 p.28 (1st Paragraph)

Forces

Objects do not move by themselves. A force must be applied to an object to change its motion. A **force** is a push or a pull. When you push on a door handle, you apply a force. When you pull on a wagon handle, you apply a force.

What is a force?

Students will be able to identify examples of balanced and unbalanced forces. Unit 1 p.29 (2nd and 3rd Paragraphs)

Balanced forces are forces that cancel each other out when acting together on an object. Sometimes balanced forces are equal in size and opposite in direction, but forces do not have to be equal and opposite to be balanced. When an object is sitting still, all the forces acting on it are balanced. However, when objects are moving at a constant velocity, or speed, they are also balanced. Balanced forces do not cause a *change* in motion.

Suppose you push that heavy backpack across your desk.

The backpack is moving. This is due to **unbalanced forces**.

Forces that are not equal to each other are called unbalanced forces. If there is more than one force acting on an object, then the total of all the forces determines the direction of motion.

What are balanced forces?

What are unbalanced forces?

Students will be able to describe friction as a force that opposes motion. Unit 1 p.28 (3rd Paragraph)

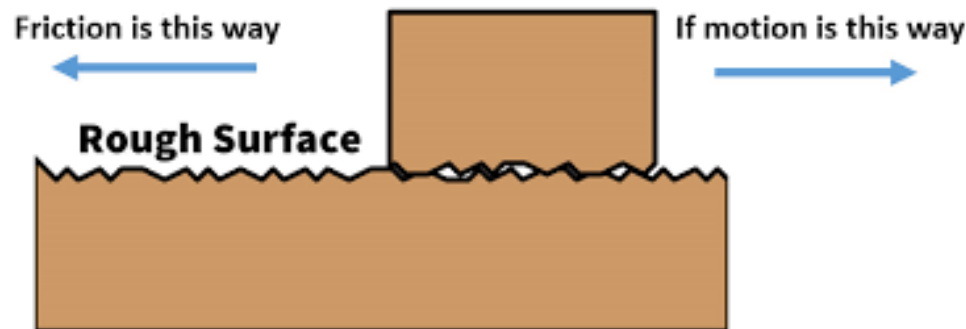
There is another type of force called **friction**. Friction is a force that occurs when one object rubs against another. Friction pushes against moving objects and causes them to slow down. Imagine you are running across the gym. You are able to stop because there is friction between your shoes and the floor. Now imagine you are running on ice. It is harder to stop because there is less friction because the ice is very smooth. Smooth surfaces have less friction. When there is less friction, it is harder for an object to slow down and stop.

What is friction?

How does friction occur?

What is the effect of friction?

What type of surface has less friction?



Students will be able to describe the property of matter that causes electricity and explain what static electricity is. Unit 1 p.56 (1st Paragraph), p.57 (1st Paragraph)

Electrical Energy



The materials that you used in the *Static Charge* activity are all made of very tiny parts, called particles. All matter is made of particles. Some particles have either a positive or a negative charge. Electrical energy is the energy of these charged particles. The property of matter that causes electricity is **electrical charge**.

You cannot see electrical charge, but you can understand how objects with different charges interact. Objects that **repel** each other push each other away. Objects that **attract** each other pull at each other. A discharge occurs when static electricity moves from one object to another.

Static Electricity

All objects are made of charged particles. Most objects have the same number of positive particles and negative particles. When they do, the charges are balanced. When two objects touch, negative particles can move from one object to the other. Negative particles may build up on one object. That object has a negative charge. A buildup of electrical charge is called **static electricity**.

What property of matter causes electricity?

What is static electricity?

Students will be able to identify that like charges repel each other and opposite charges attract each other. Unit 1 p.56 (1s Paragraph) + Diagram with 3 paired combinations of charge.

An object with a positive charge and an object with a negative charge attract.	
Objects that both have a positive charge push each other away.	
Objects that both have a negative charge also push each other away.	

The image below shows two positive charges. Do they attract or repel each other?



The image below shows two negative charges. Do they attract or repel each other?



The image below shows a positive charge and a negative charge. Do they attract or repel each other?



Students will be able to describe what happens when two objects are rubbed with the same material. Unit 1 p.65 Q1, Q2, Q3



Three-Dimensional Thinking

1. What is an electrical charge?

- A. the property of matter that causes electricity
- B. the uninterrupted flow of electricity
- C. a sudden burst of energy
- D. the path that allows electrical current to flow

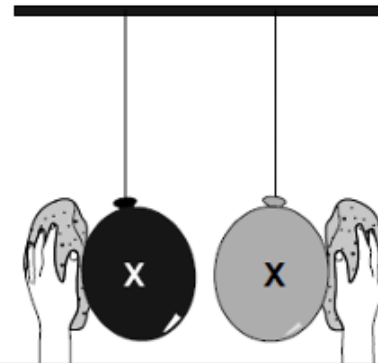
2. If you rub two balloons with a wool cloth,

- A. the balloons will attract each other.
- B. the balloons will not affect each other.
- C. the balloons will repel each other.
- D. the balloons will pop.

3. Objects with the same charge _____ each other.

- A. attract
- B. balance
- C. circuit
- D. repel

Two balloons are rubbed with identical wool cloths as shown below. What happens to the two balloons?



Students will be able to explain what magnetism is. Unit 1 p.72 (1st Paragraph), p.83 Q.1

Magnets

A **magnet** is made of material that can attract objects made of iron, cobalt, steel, and nickel. The ability of an object to push or pull on another object that has magnetic property is called **magnetism**. Magnets can attract and repel each other with magnetic forces. Objects attract if there is a force that pulls them towards each other. Objects repel if there is a force that pushes them apart.



Three-Dimensional Thinking

1. What causes a magnet to attract and repel?
 - A. magnetic force
 - B. contact force
 - C. gravity
 - D. friction

What is magnetism

Students will be able to name the two poles of a magnet. Unit 1 p.72
(Section: Magnetic Poles)

Magnetic Poles

Magnets can be made in different shapes and sizes. Magnets sometimes have *N* painted on one end and *S* on the other end. The *N* stands for *north*, and the *S* stands for *south*. Each magnet has a north pole and a south pole. A **pole** is one of the two ends of a magnet where the magnetic force is strongest.

If you hold two magnets close to each other, you can feel a push or pull between them. The diagram on the next page shows how magnets attract or repel each other.

What are the poles of a magnet called?

Students will be able to identify whether two magnets will attract or repel.
Unit 1 p.73 Label a diagram activity.

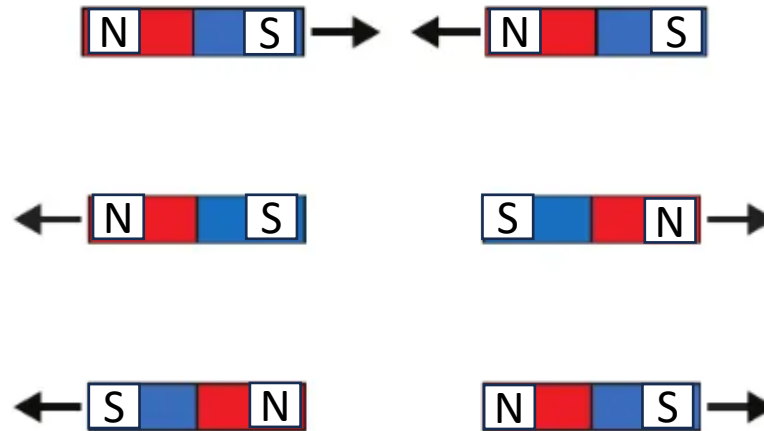
Label a Diagram

Label the two ends of the magnet with *N*, *north*, and *S*, *south* to represent the two ends of the magnets.

Two magnets attract each other when the south pole of one faces the north pole of the other.

Two magnets repel each other when their south poles face each other.

Two magnets also repel each other when their north poles face each other.



Draw two bar magnets facing each other so that they repel one another.

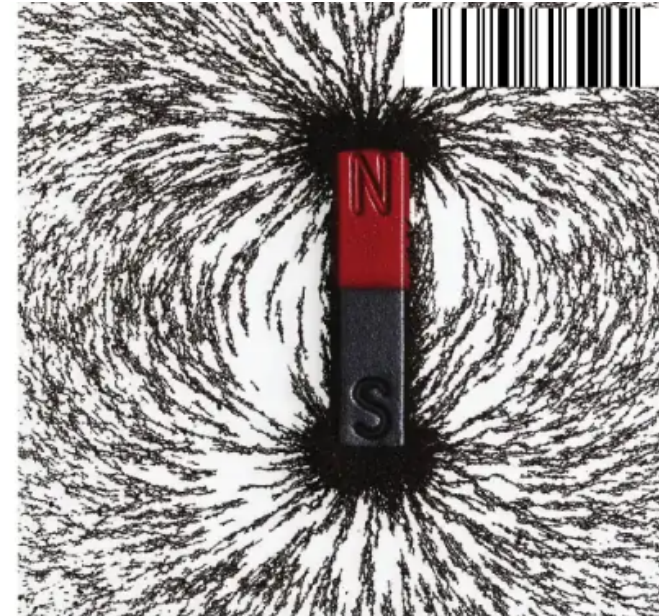
Draw two bar magnets facing each other so that they attract one another.

Students will be able to recognize the pattern formed by iron filings around a bar magnet shows the magnetic field. Unit 1 p. 73 (Section Magnetic Field: Image)

Magnetic Field

If you want to throw a ball, your hand has to touch the ball. A magnet can push or pull an object without touching it. It does have to be close enough to the object to be in its magnetic field.

A **magnetic field** is the area around a magnet where its force can attract or repel. You cannot see a magnetic field, but you can feel where it is. If you bring two magnets close, you can feel them push or pull each other. Even when the magnets do not touch, their magnetic fields interact. If you move the magnets far apart, you do not feel the push or pull any longer. The magnetic fields are no longer meeting.



Bits of iron were sprinkled around this magnet. The bits of iron show the magnetic field.

 **GO ONLINE** Explore with *Effects of Magnets* to see the actions of a magnet's north and south poles.

What do iron filings show when sprinkled around a bar magnet?

Students will be able to identify materials that are attracted by a magnet.

Unit 1 p.70. Inquiry Activity

Will a Magnet Pick It Up?		
Item	Predicted Results	Tested Results
penny		No
plastic spoon		No
paper clip		Yes
pencil		No
crayon		No
aluminum foil		No
metal spoon		Yes

Which metals are attracted by a magnet.

Name some metals that are not attracted by a magnet?

Why are some metals not attracted by a magnet?

2. In magnetic metals (like iron, nickel, and cobalt)
The magnetic fields of many atoms **line up in the same direction**, so their forces combine — this makes the whole metal magnetic.
3. In non-magnetic metals (like copper, aluminum, zinc, and gold)
The magnetic fields of the atoms **point in random directions**. They cancel each other out, so the metal **doesn't produce a magnetic force**.

Are non-metals like wood and plastic attracted to a magnet? Why?

Magnets only attract materials that contain **magnetic elements** — mainly **iron, nickel, or cobalt**.
Non-metals (like carbon, oxygen, hydrogen, etc.) **don't have these elements**, so there's **nothing for the magnet to pull on**.

Students will be able to identify animals that use gills. Unit 3 p.13 (4th Paragraph)

Animals need oxygen, which is a gas.

Animals get oxygen by breathing.

Most land animals use lungs to get oxygen from the air.

Some animals that live in water get oxygen from the water by using gills.

Why do fish have gills?

Which animal uses gills?

Students will be able to explain what an ecosystem is. Unit 3 p. 14 (1st Paragraph)

Ecosystem

Living things live in ecosystems. An **ecosystem** includes all the living and nonliving things that interact in an environment.

Living things include plants and animals. Nonliving things include rocks, soil, water, and air.

What is an ecosystem?

Students will be able to explain what a resource is. Unit 3 p. 14 (2nd Paragraph)

A **resource** is a material that living things use to survive.

Living things get resources from their ecosystems. For example, plants and animals get the air and water they need from their environments. But every ecosystem has a limited amount of resources. As a result, living things must compete for them.

What is a resource?

Students will be able to describe what competition means in nature. Unit 3
p. 14 (3rd Paragraph)

Competition is the struggle among living things for resources.

When organisms cannot compete, they cannot get the resources they need. They may die or move to another ecosystem.

What is the meaning of competition in an ecosystem?

Students will be able to identify the part of a plant that takes in water. p.10

Plant Needs + Image

Plant Needs

Like all organisms, plants have needs. Plants get everything they need from their environment. Living things that do not get what they need may die. Plants need air, water, nutrients, light, and space to live.

Plants get a gas called carbon dioxide from their environment. Plants take in the gas through their leaves. They use this gas to make food.

Like all living things, plants need water. They take in water through their roots. Water travels from the roots, up the stem, to the leaves. Plants use water for many life functions. Water helps a plant to stand up. It keeps a plant from wilting. A plant also uses water to make food.

Nutrients are substances that help living things grow and stay healthy. Nutrients are dissolved in water. Plants absorb nutrients when they take in water through their roots.

The green parts of plants collect the energy in light and use it to make their own food.

Plants need space to grow and to get water and sunlight. Different plants need different amounts of space.



Pages that will be covered
in the exam: FRQ formal
response
UNIT 1 & 3

Students will be able to identify and describe the position, direction, and distance of objects using everyday spatial language. Students will be able to use a motion diagram to compare the movement of objects and determine which one is moving faster or slower.

Unit 1 p.10 Position (Paragraph), p.12 Speed (Paragraph)

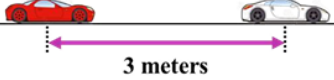
Yellow Red White



The yellow car is behind the red car and white car.

True / False

Red White



The white car is 3 meters to the right of the red car.

True / False

Which truck is faster, red or green? Explain.

Red



Green



Red White Blue



The white car is in front of the blue car.

True / False

Yellow Red White



The distance between the yellow car and white car is 5 meters.

True / False

Which truck is slower, red or green? Explain.

Red



Green



Red White Blue



The blue car is in front of the red car.

True / False

Red White Blue



The distance between the red car and white car is 5 meters.

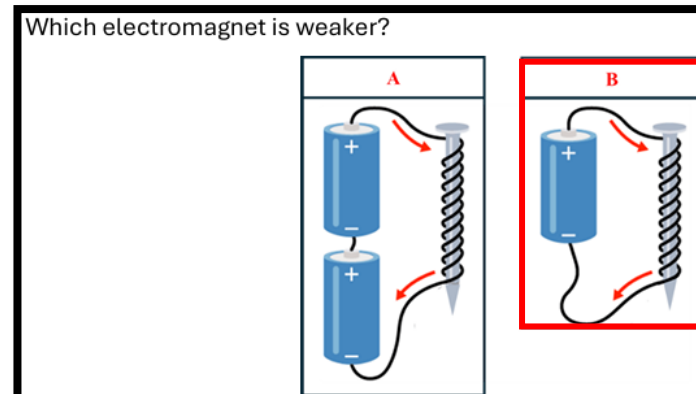
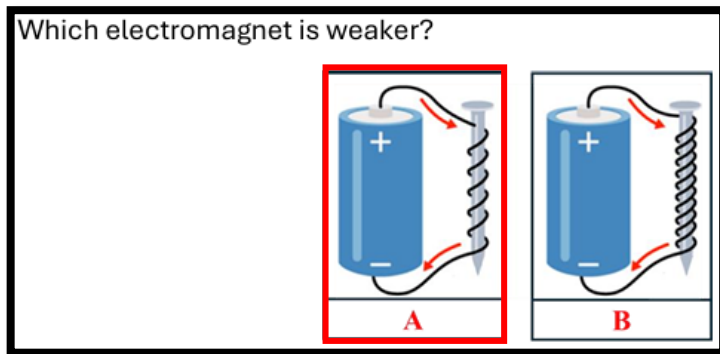
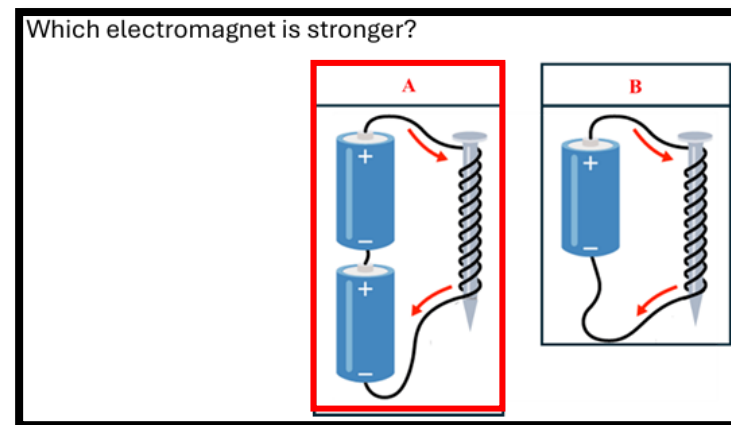
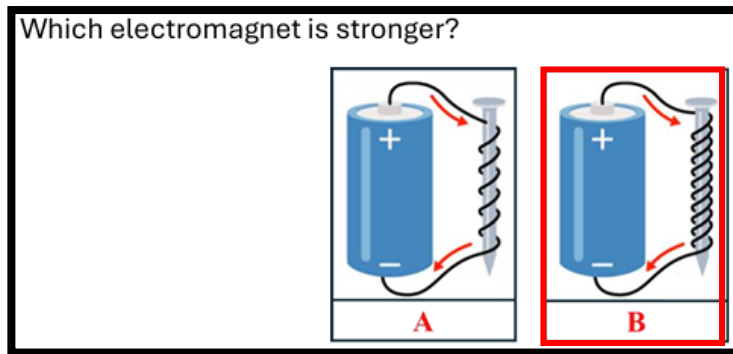
True / False

Students will be able to complete sentences using correct vocabulary related to magnets and magnetic forces.

Students will be able to identify what causes the magnetic field in an electromagnet.

Students will be able to compare electromagnets and identify which one is stronger or weaker

Unit 1. p. 72 (1st Paragraph), p.76 Inquiry Activity, p.78 Q.1



Students will be able to identify whether a force is balanced or unbalanced based on how an object moves. Unit 1 p. 30-31 Changing Motion (Complete the table)

Motion	Forces Acting on Object	Balanced or Unbalanced
Make an object remain still		☒ Balanced ☐ Unbalanced
Make an object move forward		☐ Balanced ☒ Unbalanced
Make an object move faster, forward		☐ Balanced ☒ Unbalanced

Motion	Forces Acting on Object	Balanced or Unbalanced
Make an object move sideways		☐ Balanced ☒ Unbalanced
Make an object move up		☐ Balanced ☒ Unbalanced
Make an object move down		☐ Balanced ☒ Unbalanced

Students will be able to classify the basic needs of animals and plants.
Unit 3 p.10 Q.1, p13 Q.1

1. Look back in the text and circle five things plants need in order to live.

Classify the following needs into **Plant Needs** and Animal Needs.

shelter, **air**, oxygen, **water**, **nutrients**, **light**, food, **space**

1. Circle five things animals need to survive.

Which of the following are both plant needs and **animal needs**?

shelter, air, **oxygen**, **water**, nutrients, light, **food**, **space**