



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

# Junior Cycle Final Examination 2023

## Science

### Common Level

Monday 12 June Morning 9:30 – 11:30

360 marks

**Examination Number**

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**Day and Month of Birth**

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For example, 3rd February is entered as 0302

**Centre Stamp**

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## Instructions

Write your Examination Number and your Day and Month of Birth in the boxes on the front cover.

There are two sections in this examination paper.

Section A	150 marks	10 questions
Section B	210 marks	5 questions

Answer **all** parts of **all** questions.

You may ask the superintendent for a copy of the *Formulae and Tables* booklet. You must return it at the end of the examination. You are not allowed to bring your own copy into the examination.

Not all the questions carry equal marks. The number of marks for each question is stated at the top of the question.

Write your answers in the spaces provided in this booklet. You are not required to use all of the space provided. There is extra space at the end of Section A and at the back of the booklet. Label any extra work clearly with the question number and part.

This examination booklet will be scanned and your work will be presented to an examiner on screen. Anything that you write outside of the answer areas may not be seen by the examiner.

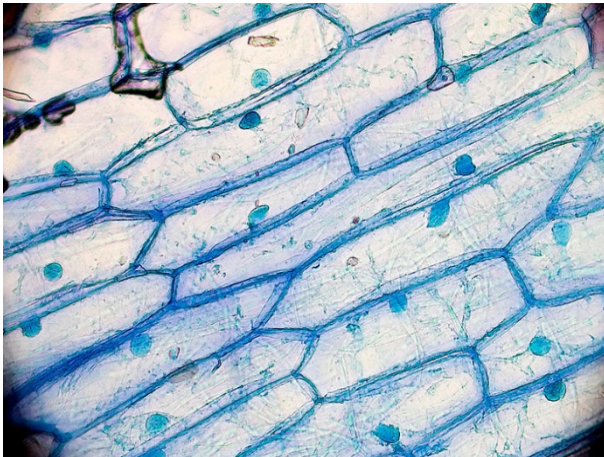
Write your answers in blue or black pen. You may use pencil for graphs and diagrams only.

## Question 1

(15 marks)

The pictures below show cells from an onion (plant cells) and from the human cheek (animal cells).

Onion (plant cells)



Human cheek (animal cells)



N

N

- (a) For each picture, draw an arrow from the letter **N** written below the picture to the nucleus of a cell.
- (b) The names of some of the other parts of cells are listed below.

Cytoplasm

Cell membrane

Cell wall

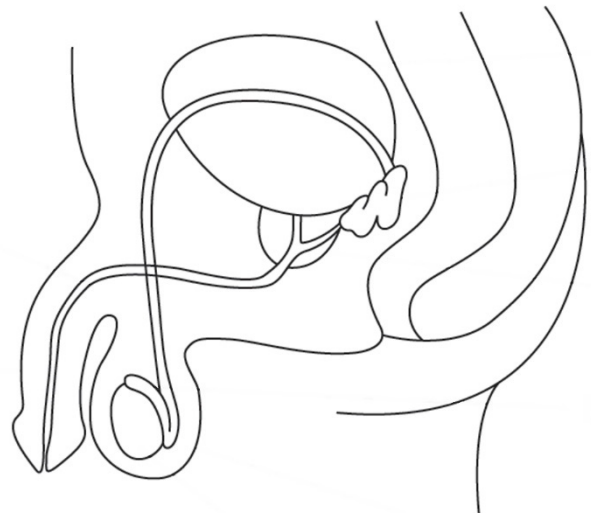
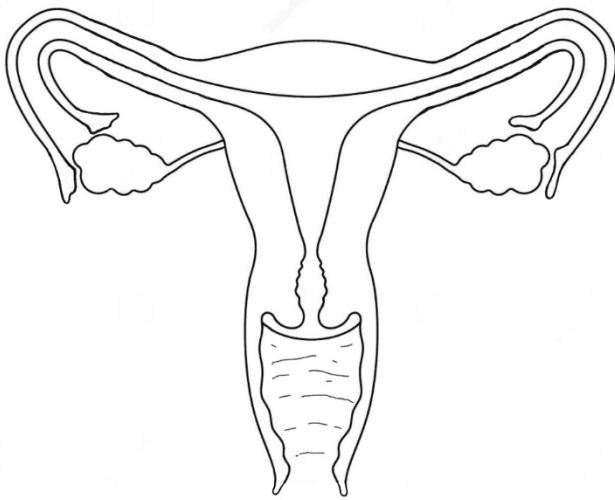
Use the words in the list to complete the table to name each cell part described.

Description of cell part	Name
Controls the movement of substances in and out of cells	
Found in plant cells only	
All of the material inside a cell, except for the nucleus	

**Question 2**

**(15 marks)**

The diagrams below show the reproductive systems for the human female and the human male.

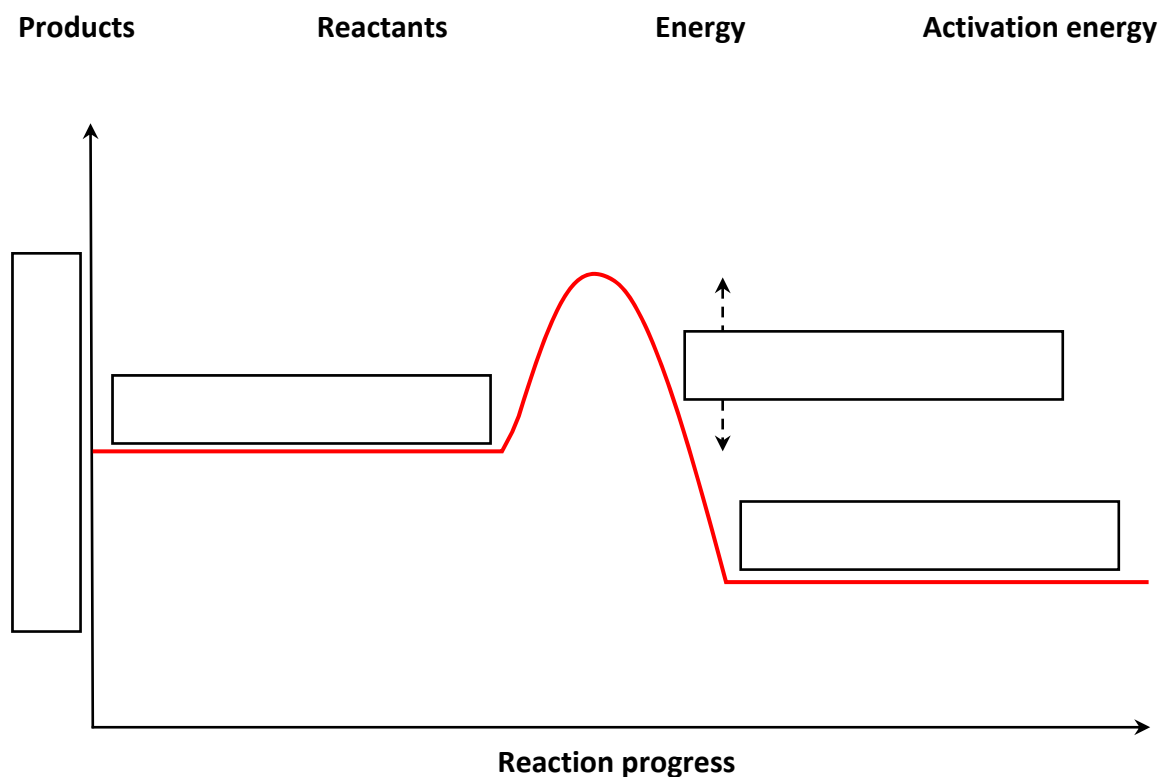


- (a)** Use the letter **A** to label the part of the reproductive systems where the female sex cell (egg) is produced.
- (b)** Use the letter **B** to label the part of the reproductive systems where the male sex cell (sperm) is produced.
- (c)** Use the letter **C** to label the part of the reproductive systems where fertilisation usually occurs.
- (d)** Use the letter **D** to label the part of the reproductive systems where the foetus develops during pregnancy.
- (e)** Contraception reduces the chance of pregnancy.  
Describe one method of contraception.


Question 3

(15 marks)

- (a) The diagram below is an energy profile diagram for an exothermic reaction. Use the words in the list below to label this diagram by filling in the boxes.



- (b) An exothermic reaction is one that gives *out* heat. What is the name for the type of reaction that takes *in* heat?

**Question 4****(15 marks)**

The passage below is about the three states of matter.  
The following five words are missing from the passage:

**chemical****conservation****evaporation****melting****physical**

Write the missing words in the spaces provided.

There are three states of matter: solid, liquid and gas. When a solid is heated it turns into a liquid – this change of state is called \_\_\_\_\_. When a liquid is heated it turns into a gas – this change of state is called \_\_\_\_\_.

Liquid water freezes to become solid ice; this is an example of a \_\_\_\_\_ change. However, when electricity is passed through liquid water it is converted into its elements, hydrogen and oxygen; this is an example of a \_\_\_\_\_ change.

When liquid water freezes, the mass of the ice formed is the same as the mass of the liquid water. This is an example of \_\_\_\_\_ of mass.







**Question 6**

**(15 marks)**

In ecology, each of the pieces of equipment shown below can be used in a habitat study.



**Pooter**



**Net**



**Pitfall trap**

**(a)** Circle the name of one of these pieces of equipment and describe how you would use it.


**(b)** Name two resources that trees, such as those shown on the right, compete for.



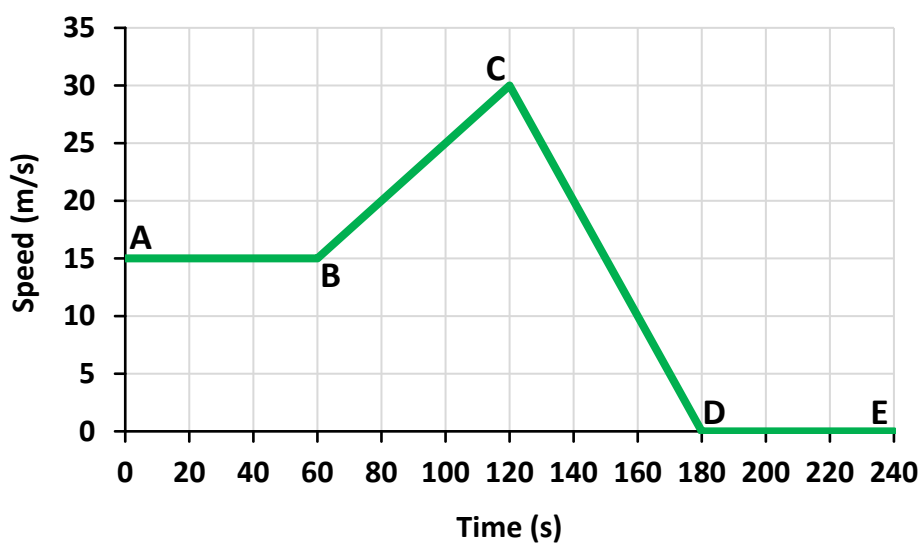

**(c)** Describe one way we can help to conserve ecological biodiversity.




**Question 7**

**(15 marks)**

The graph below shows how the speed of a car changed with time during a journey.



- (a) What is the maximum speed of the car during this journey?

- (b) Calculate the acceleration of the car between positions B and C.

Calculation

- (c) Describe the motion of the car between positions C and D.

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- (d) Describe the motion of the car between positions D and E.

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**Question 8**

**(15 marks)**

The diagram shows an experiment a student carried out to investigate the reaction between an acid and a base.

**(a)** Name a base that could be used in this investigation.

**(b)** Name an acid that could be used in this investigation.

**(c)** The diagram shows a pH probe and a pH meter, which the student used in this experiment.

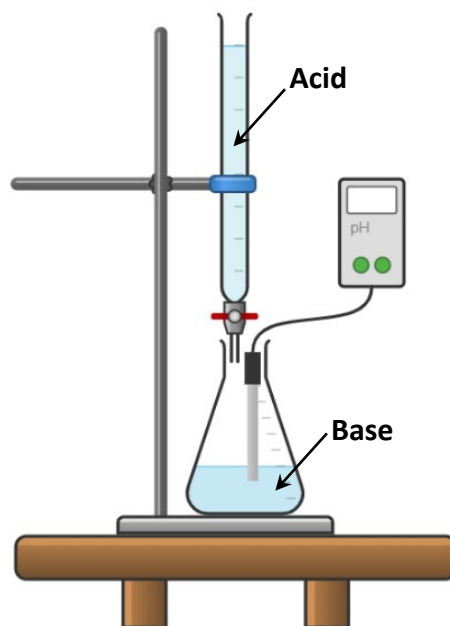
Answer the following question by putting a tick (✓) in the correct box.

At the start of the experiment, the reading on the pH meter should be:

Less than 7

7

Greater than 7



**(d)** Another student decided to use an indicator, instead of using a pH meter, to investigate the reaction between an acid and a base.

**(i)** Name an indicator that could be used in this experiment.

**(ii)** What colour is this indicator when added to a base?

**Question 9****(15 marks)**

- (a) Complete the table below, using the Periodic Table of the elements to predict the ratio of atoms and the chemical formula for each of the compounds listed.

You should refer to page 79 of the *Formulae and Tables* booklet when answering this question.

The first row is completed for you.

Compound	First element	Second element	Ratio	Formula
Magnesium chloride	Magnesium (Mg)	Chlorine (Cl)	1 : 2	MgCl <sub>2</sub>
Potassium chloride	Potassium (K)	Chlorine (Cl)	:	
Hydrogen sulfide	Hydrogen (H)	Sulfur (S)	:	
Aluminium oxide	Aluminium (Al)	Oxygen (O)	:	

- (b) Aluminium is a metal but sulfur is a non-metal.  
Outline two differences between metals and non-metals.



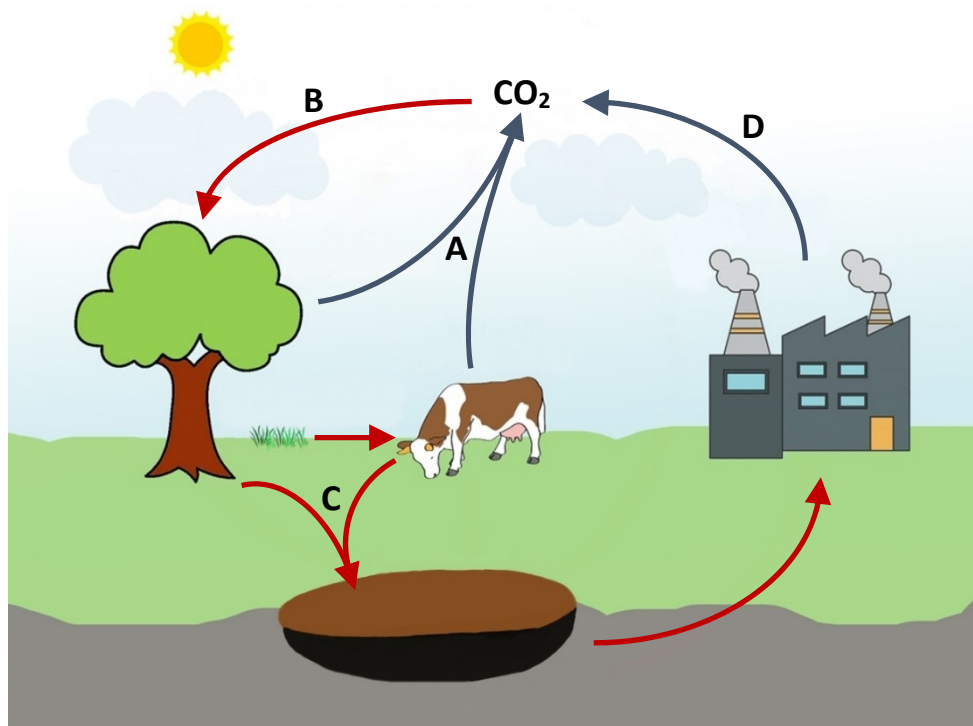





## Question 11

(30 marks)

The diagram below shows how carbon moves into and out of the air and soil. This is part of the carbon cycle.

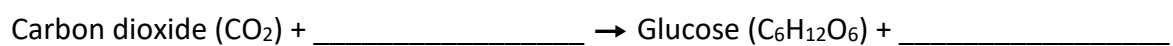


- (a) During process **A**, plants and animals release carbon dioxide ( $\text{CO}_2$ ) into the air. Name process **A**.

- (b) During process **B**, plants take in carbon dioxide from the air to make food.

- (i) Name process **B**.

- (ii) Complete the chemical equation below for process **B**. You may use either the name or the chemical formula for each substance to complete the equation.



- (iii) Name the green chemical found in plants which allows process **B** to happen.



**(c)** Describe how plants and animals add carbon into the soil in process C.


**(d)** Process D shows the burning of fossil fuels, which releases carbon dioxide into the air. Name one such fuel.

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**(e)** Carbon dioxide is often referred to as a greenhouse gas. Describe two environmental concerns associated with an increase in the level of carbon dioxide in our atmosphere.

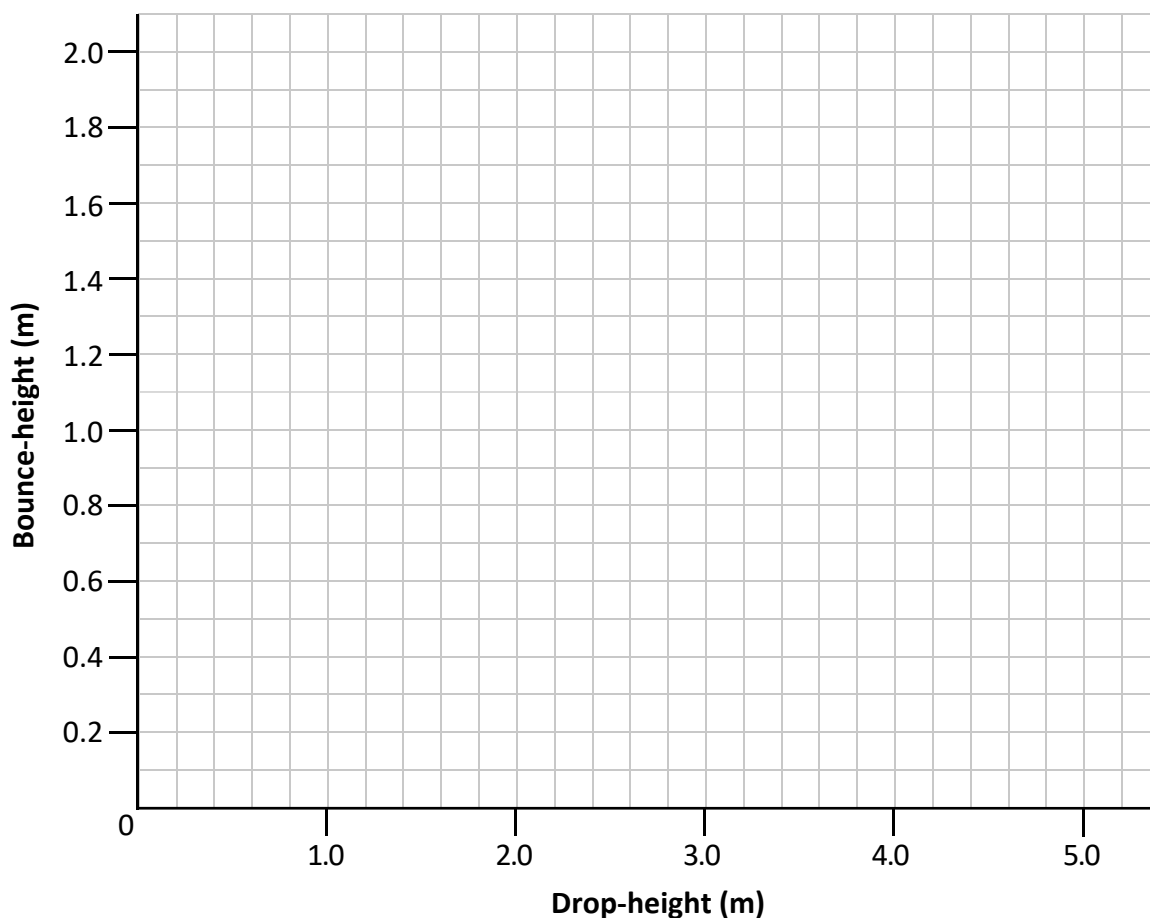

**(f)** A scientist claims that there would be no life on Earth if there was no carbon dioxide in our atmosphere. Do you think this statement is true or false? Justify your answer.


**Question 12****(45 marks)**

A group of students investigated how high a ball bounces after it is dropped. They allowed a ball to fall from a number of different drop-heights and measured how high the ball bounced each time (the bounce-height). Their results are shown in the table below.

Drop-height (m)	Bounce-height (m)
0.5	0.2
1.0	0.4
1.5	0.6
2.0	0.8
3.0	1.2
4.0	1.6
5.0	2.0

- (a) In the space below, present this information using a suitable graph or chart. (Your graph or chart should allow the viewer to read the results of the investigation and to see any pattern.)



**(b)** If the ball was dropped from a height of 10 m, how high would you expect it to bounce?

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**(c)** Which is easier to measure accurately, the drop-height of the ball or its bounce-height? Explain your answer.


**(d)** Which is easier to measure accurately, 0.2 m or 1.6 m? Explain your answer.


**(e)** Outline one safety precaution which the students should take when carrying out this investigation.


**(f)** State the main energy conversion that takes place as the ball falls through the air.


**(g)** A student made the following statement: "Green tennis balls bounce higher than orange tennis balls." Is this a testable hypothesis? Justify your answer.


**Question 13**

**(45 marks)**

The article below is from a science website. Read it and answer the questions that follow.

**Do Other Planets Have Solar Eclipses?**

As Earthlings, we have the privilege of seeing total solar eclipses, those dazzling events in which the Moon blocks the Sun's light from hitting our planet. But is Earth the only planet in our solar system that experiences this spectacular phenomenon?

The answer is no. Total solar eclipses can happen on other planets too. To get a solar eclipse, the first thing you need is a moon. This immediately rules out total solar eclipses on Mercury or Venus – two planets without moons.

Mars has two moons, but both are too small to create a total solar eclipse that would be visible from Mars. Rather, each of these moons can make a partial eclipse – called a “ring eclipse” – for any potential life-form watching from the ground.

The *Curiosity* rover took the image shown here of a ring eclipse as Mars’ largest moon, Phobos, passed directly in front of the Sun in August 2013.

The gas giants – Jupiter, Saturn, Uranus and Neptune – can all have total solar eclipses, as they have large moons and the Sun appears small to them. But because these planets are made of gas, it would be impossible to stand on them and see such solar eclipses.

Remember – never look at an eclipse without proper eye protection!



**(a) (i)** What is a solar system?


**(ii)** Our solar system is part of the Milky Way galaxy. What is a galaxy?


**(b) (i)** Name a planet in our solar system which has no moon.

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**(ii)** Name Mars’ largest moon.

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**(c)** Why should you never look at an eclipse without proper eye protection?


**(d) (i)** Draw a labelled diagram to show a model of a *solar* eclipse.

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**(ii)** Draw a labelled diagram to show a model of a *lunar* eclipse.

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**(e)** Why does the Sun appear small when observed from the gas giant planets?


**(f)** Currently we use robots such as the *Curiosity* rover to explore Mars. Outline two reasons why it is difficult for humans to explore Mars themselves.


**(g)** For hundreds of years, astronomers believed that the Sun orbited the Earth. We now know that to be incorrect. Outline another example of how our scientific understanding of something has changed over time.


**Question 14**

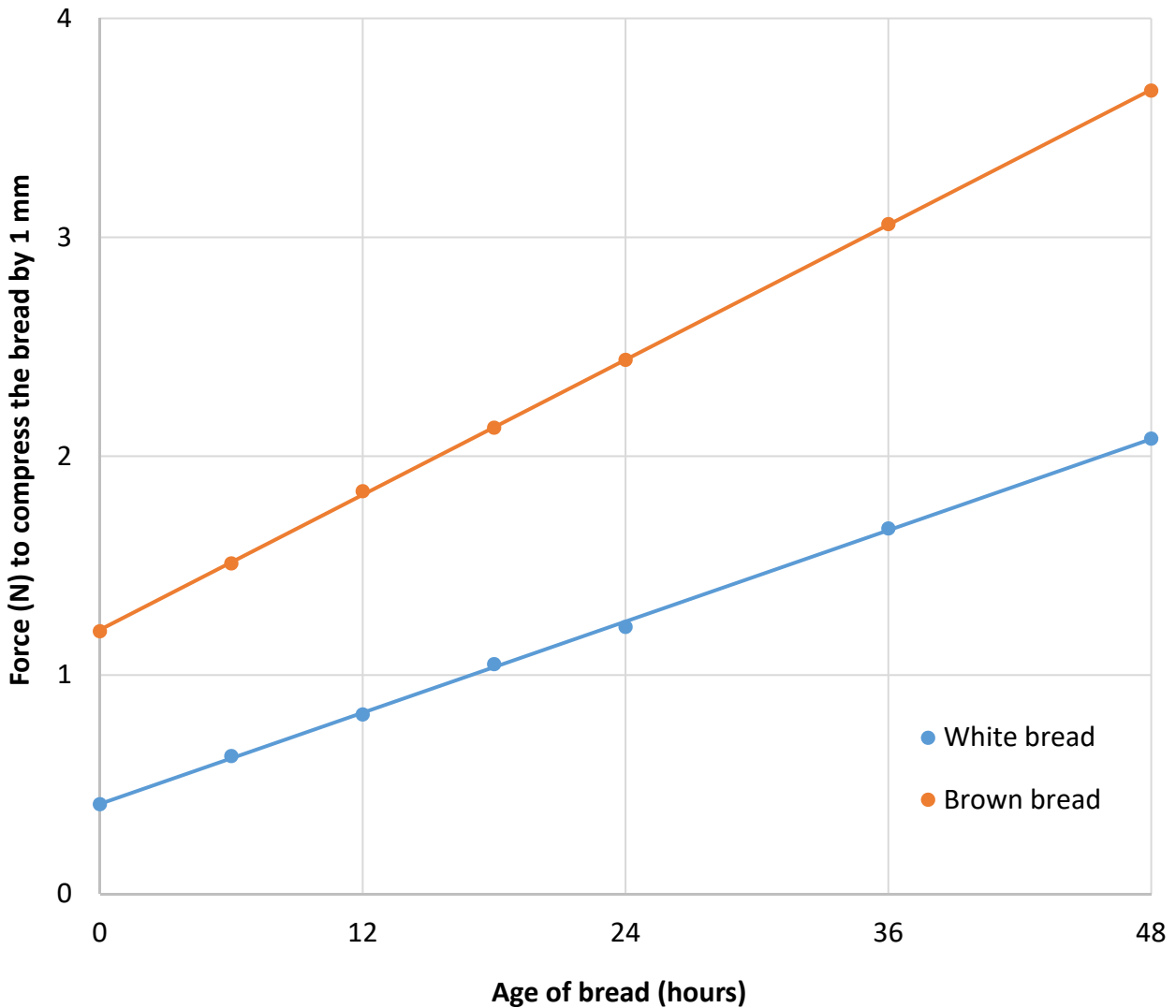
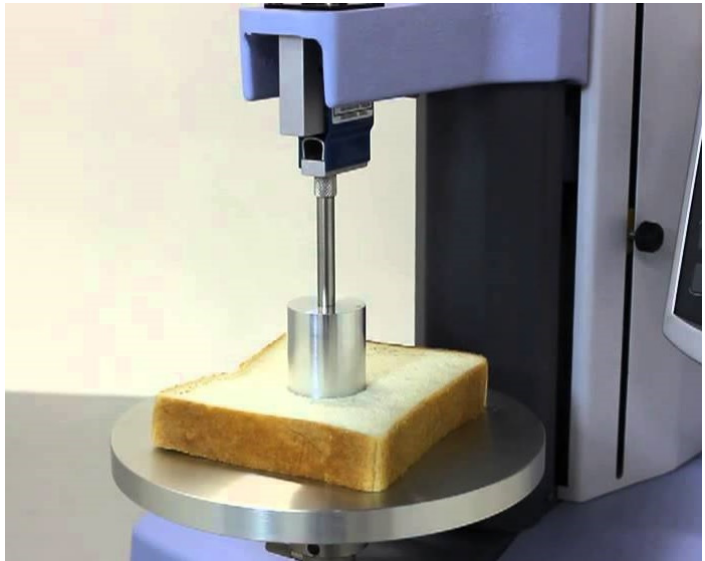
**(45 marks)**

Bakers and food scientists are interested in the physical properties of bread.

One property they investigate is how hard or easy it is to compress (squash) the bread.

They do this by measuring the force needed to compress the bread by 1 mm, as in the photograph.

The graph below shows the force needed to compress samples of white bread and brown bread by 1 mm, and how this force changes with the age of the bread (the time since the bread was baked).





(a) What is the unit of force?

(b) Name an instrument suitable for measuring a distance of 1 mm.

(c) State two variables which must be kept constant during this experiment to ensure that it is a fair test.


(d) In the table below place a tick (✓) next to any conclusion that is supported by the graph and a cross (×) next to any conclusion that is **not** supported by the graph.

Conclusion	✓ or ×
White bread is easier to compress as it gets older.	
Old white bread is harder to compress than fresh brown bread.	
Brown bread is healthier for you than white bread.	
White bread becomes harder to compress faster than brown bread.	

(e) Bread is a good source of carbohydrate.  
Carbohydrate is a nutrient that is an essential part of our diet.

(i) Name another essential nutrient in our diet.

(ii) Name a good source of this nutrient.

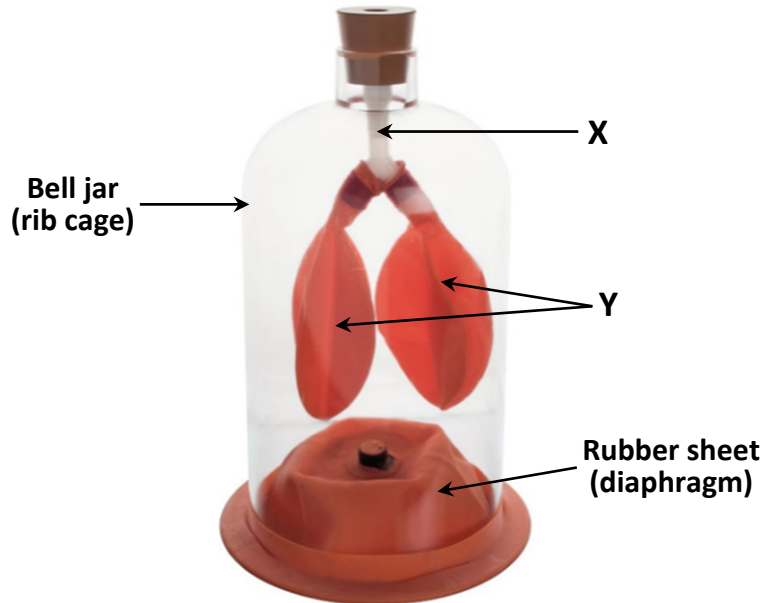
(iii) Why is this nutrient an essential part of our diet?




**Question 15**

**(45 marks)**

The picture below shows a laboratory model of the human breathing system. The bell jar represents the rib cage and the rubber sheet represents the diaphragm.



**(a) (i)** Name the part of the breathing system represented by the tube labelled **X**.

**(ii)** Name the part of the breathing system represented by the balloons labelled **Y**.

**(b)** Describe what happens to the balloons (**Y**) when the rubber sheet (diaphragm) is pulled down.

**(c)** Describe one flaw or limitation in this model. Explain why this is a flaw or limitation.

**(d)** As the blood travels past the breathing system, some gases move between the air and the blood.

**(i)** Explain why the air we breathe in contains more oxygen than the air we breathe out.

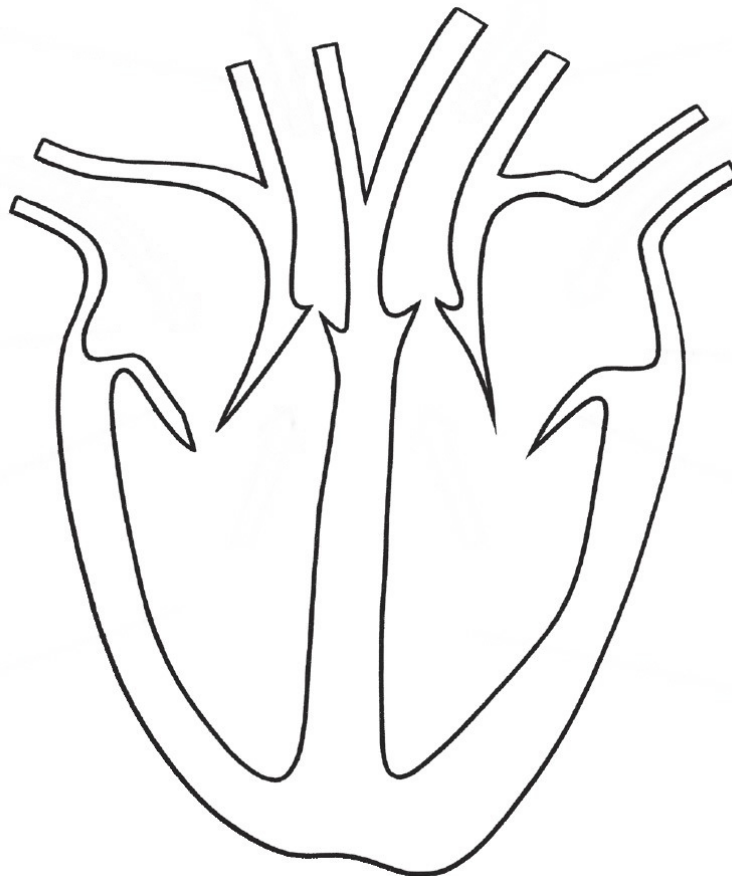

**(ii)** Explain why the air we breathe in contains the same amount of nitrogen as the air we breathe out.


After it leaves the breathing system, blood travels to the organ which pumps it all around the body. This organ is shown in the diagram below.

**(e)** Name the organ shown.

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**(f)** Draw arrows on the diagram to show the direction of blood flow.



Micro-organisms such as yeast also release gases.

The photograph below shows an investigation into the factors that affect the volume of gas released by yeast.



A (5 °C)      B (20 °C)      C (35 °C)

In each case, the gas released is collected in the balloon attached to the top of the reaction flask.

Test **A** was carried out at 5 °C.

Test **B** was carried out at 20 °C.

Test **C** was carried out at 35 °C.

As the reaction temperature increased (from **A** to **C**), a greater volume of gas was collected in the balloon.

**(g)** Suggest two reasons why an increase in reaction temperature might lead to an increase in the volume of gas collected.


**(h)** Describe one positive role and one negative role which micro-organisms play in human health.






## Acknowledgements

### Images

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Image on page 23:	philipharris.co.uk
Image on page 24:	teleskola.mt
Image on page 25:	youtube.com

### Texts

Text on page 18:	Geggel, Laura. <i>Do Other Planets Have Solar Eclipses?</i> <a href="http://www.livescience.com">http://www.livescience.com</a> (5 August 2017).
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Junior Cycle Final Examination – Common Level

**Science**

Monday 12 June

Morning 9:30 – 11:30