

Introduction - Grade 8 Science

The following released test questions are taken from the Grade 8 Science Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 8 Science. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test form in 2006, 2007, and 2008. First on the pages that follow are lists of the Grade 8 standards assessed on the Grade 8 Science Test. Next are released test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question appeared on the test. Reference sheets, provided for students taking the test, are also included as they are necessary in answering some of the questions.

The following table lists each reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

| REPORTING CLUSTER | NUMBER OF QUESTIONS ON EXAM | NUMBER OF RELEASED TEST QUESTIONS |
|--|-----------------------------------|---|
| Investigation and Experimentation (Standards: 8PCIE9. a-g) | 6 | 5 |
| Motion (Standards: 8PC1. a-f) | 8 | 6 |
| Forces, Density and Buoyancy (Standards: 8PC2. a-g, 8PC8. a-d) | 13 | 8 |
| Structure of Matter and Periodic Table (Standards: 8PC3. a-f, 8PC7. a-c) | 16 | 12 |
| Earth in the Solar System (Standards: 8PC4. a-e) | 7 | 5 |
| Reactions and the Chemistry of Living Systems (Standards: 8PC5. a-e, 8PC6. a-c) | 10 | 8 |
| TOTAL | 60 | 44 |

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 8 Science Test; (2) the questions demonstrate a range of difficulty; and (3) the questions represent a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

THE INVESTIGATION AND EXPERIMENTATION REPORTING CLUSTER

The following seven California content standards are included in the Grade 8 Investigation and Experimentation reporting cluster and are represented in this booklet by five test questions. These questions represent only some ways in which these standards may be assessed on the California Grade 8 Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Investigation and Experimentation**

- | | |
|------------------|--|
| 8PCIE9. | Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: |
| 8PCIE9.a. | Plan and conduct a scientific investigation to test a hypothesis. |
| 8PCIE9.b. | Evaluate the accuracy and reproducibility of data. |
| 8PCIE9.c. | Distinguish between variable and controlled parameters in a test. |
| 8PCIE9.d. | Recognize the slope of the linear graph as the constant in the relationship $y = kx$ and apply this principle in interpreting graphs constructed from data. |
| 8PCIE9.e. | Construct appropriate graphs from data and develop quantitative statements about the relationships between variables. |
| 8PCIE9.f. | Apply simple mathematic relationships to determine a missing quantity in a mathematic expression, given the two remaining terms (including speed = distance/time, density = mass/volume, force = pressure x area, volume = area x height). |
| 8PCIE9.g. | Distinguish between linear and nonlinear relationships on a graph of data. |

THE MOTION REPORTING CLUSTER

The following six California content standards are included in the Grade 8 Motion reporting cluster and are represented in this booklet by six test questions. These questions represent only some ways in which these standards may be assessed on the California Grade 8 Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Motion

| | |
|----------------|--|
| 8PC1. | The velocity of an object is the rate of change of its position. As a basis for understanding this concept: |
| 8PC1.a. | <i>Students know</i> position is defined in relation to some choice of a standard reference point and a set of reference directions. |
| 8PC1.b. | <i>Students know</i> that average speed is the total distance traveled divided by the total time elapsed and that the speed of an object along the path traveled can vary. |
| 8PC1.c. | <i>Students know</i> how to solve problems involving distance, time, and average speed. |
| 8PC1.d. | <i>Students know</i> the velocity of an object must be described by specifying both the direction and the speed of the object. |
| 8PC1.e. | <i>Students know</i> changes in velocity may be due to changes in speed, direction, or both. |
| 8PC1.f. | <i>Students know</i> how to interpret graphs of position versus time and graphs of speed versus time for motion in a single direction. |

THE FORCES, DENSITY AND BUOYANCY REPORTING CLUSTER

The following 11 California content standards are included in the Grade 8 Forces, Density and Buoyancy reporting cluster and are represented in this booklet by eight test questions. These questions represent only some ways in which these standards may be assessed on the California Grade 8 Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Forces

| | |
|----------------|--|
| 8PC2. | Unbalanced forces cause changes in velocity. As a basis for understanding this concept: |
| 8PC2.a. | <i>Students know</i> a force has both direction and magnitude. |
| 8PC2.b. | <i>Students know</i> when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces. |
| 8PC2.c. | <i>Students know</i> when the forces on an object are balanced, the motion of the object does not change. |
| 8PC2.d. | <i>Students know</i> how to identify separately the two or more forces that are acting on a single static object, including gravity, elastic forces due to tension or compression in matter, and friction. |
| 8PC2.e. | <i>Students know</i> that when the forces on an object are unbalanced, the object will change its velocity (that is, it will speed up, slow down, or change direction). |
| 8PC2.f. | <i>Students know</i> the greater the mass of an object, the more force is needed to achieve the same rate of change in motion. |
| 8PC2.g. | <i>Students know</i> the role of gravity in forming and maintaining the shapes of planets, stars, and the solar system. |

Density and Buoyancy

| | |
|----------------|--|
| 8PC8. | All objects experience a buoyant force when immersed in a fluid. As a basis for understanding this concept: |
| 8PC8.a. | <i>Students know</i> density is mass per unit volume. |
| 8PC8.b. | <i>Students know</i> how to calculate the density of substances (regular and irregular solids and liquids) from measurements of mass and volume. |
| 8PC8.c. | <i>Students know</i> the buoyant force on an object in a fluid is an upward force equal to the weight of the fluid the object has displaced. |
| 8PC8.d. | <i>Students know</i> how to predict whether an object will float or sink. |

THE STRUCTURE OF MATTER AND PERIODIC TABLE REPORTING CLUSTER

The following nine California content standards are included in the Grade 8 Structure of Matter and Periodic Table reporting cluster and are represented in this booklet by 12 test questions. These questions represent only some ways in which these standards may be assessed on the California Grade 8 Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Structure of Matter

8PC3. Each of the more than 100 elements of matter has distinct properties and a distinct atomic structure. All forms of matter are composed of one or more of the elements. As a basis for understanding this concept:

8PC3.a. *Students know* the structure of the atom and know it is composed of protons, neutrons, and electrons.

8PC3.b. *Students know* that compounds are formed by combining two or more different elements and that compounds have properties that are different from their constituent elements.

8PC3.c. *Students know* atoms and molecules form solids by building up repeating patterns, such as the crystal structure of NaCl or long-chain polymers.

8PC3.d. *Students know* the states of matter (solid, liquid, gas) depend on molecular motion.

8PC3.e. *Students know* that in solids the atoms are closely locked in position and can only vibrate; in liquids the atoms and molecules are more loosely connected and can collide with and move past one another; and in gases the atoms and molecules are free to move independently, colliding frequently.

8PC3.f. *Students know* how to use the periodic table to identify elements in simple compounds.

Periodic Table

8PC7. The organization of the periodic table is based on the properties of the elements and reflects the structure of atoms. As a basis for understanding this concept:

8PC7.a. *Students know* how to identify regions corresponding to metals, nonmetals, and inert gases.

8PC7.b. *Students know* each element has a specific number of protons in the nucleus (the atomic number) and each isotope of the element has a different but specific number of neutrons in the nucleus.

8PC7.c. *Students know* substances can be classified by their properties, including their melting temperature, density, hardness, and thermal and electrical conductivity.

THE EARTH IN THE SOLAR SYSTEM SCIENCE REPORTING CLUSTER

The following five California content standards are included in the Grade 8 Earth in the Solar System reporting cluster and are represented in this booklet by five test questions. These questions represent only some ways in which these standards may be assessed on the California Grade 8 Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER**Earth in the Solar System**

| | |
|----------------|--|
| 8PC4. | The structure and composition of the universe can be learned from studying stars and galaxies and their evolution. As a basis for understanding this concept: |
| 8PC4.a. | <i>Students know</i> galaxies are clusters of billions of stars and may have different shapes. |
| 8PC4.b. | <i>Students know</i> that the Sun is one of many stars in the Milky Way galaxy and that stars may differ in size, temperature, and color. |
| 8PC4.c. | <i>Students know</i> how to use astronomical units and light years as measures of distances between the Sun, stars, and Earth. |
| 8PC4.d. | <i>Students know</i> that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light. |
| 8PC4.e. | <i>Students know</i> the appearance, general composition, relative position and size, and motion of objects in the solar system, including planets, planetary satellites, comets, and asteroids. |

THE REACTIONS AND THE CHEMISTRY OF LIVING SYSTEMS REPORTING CLUSTER

The following eight California content standards are included in the Grade 8 Reactions and the Chemistry of Living Systems reporting cluster and are represented in this booklet by eight test questions. These questions represent only some ways in which these standards may be assessed on the California Grade 8 Science Standards Test.

CALIFORNIA CONTENT STANDARDS IN THIS REPORTING CLUSTER

Reactions

- | | |
|----------------|---|
| 8PC5. | Chemical reactions are processes in which atoms are rearranged into different combinations of molecules. As a basis for understanding this concept: |
| 8PC5.a. | <i>Students know</i> reactant atoms and molecules interact to form products with different chemical properties. |
| 8PC5.b. | <i>Students know</i> the idea of atoms explains the conservation of matter: In chemical reactions the number of atoms stays the same no matter how they are arranged, so their total mass stays the same. |
| 8PC5.c. | <i>Students know</i> chemical reactions usually liberate heat or absorb heat. |
| 8PC5.d. | <i>Students know</i> physical processes include freezing and boiling, in which a material changes form with no chemical reaction. |
| 8PC5.e. | <i>Students know</i> how to determine whether a solution is acidic, basic, or neutral. |

Chemistry of Living Systems

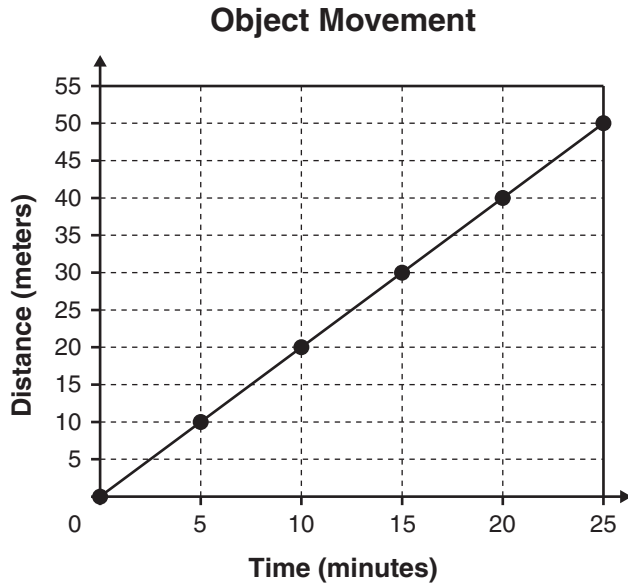
- | | |
|----------------|---|
| 8PC6. | Principles of chemistry underlie the functioning of biological systems. As a basis for understanding this concept: |
| 8PC6.a. | <i>Students know</i> that carbon, because of its ability to combine in many ways with itself and other elements, has a central role in the chemistry of living organisms. |
| 8PC6.b. | <i>Students know</i> that living organisms are made of molecules consisting largely of carbon, hydrogen, nitrogen, oxygen, phosphorus, and sulfur. |
| 8PC6.c. | <i>Students know</i> that living organisms have many different kinds of molecules, including small ones, such as water and salt, and very large ones, such as carbohydrates, fats, proteins, and DNA. |

Released Test Questions

Science

8

- 1 The graph below shows the movement of an object at several points in time.

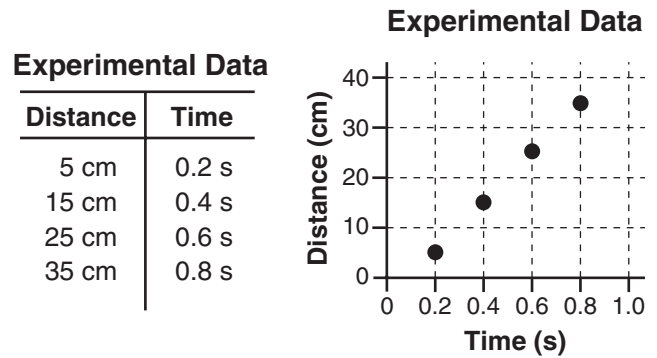


What is the average speed of the object?

- A $\frac{0.5 \text{ meters}}{\text{minute}}$
- B $\frac{2 \text{ meters}}{\text{minute}}$
- C $\frac{25 \text{ meters}}{\text{minute}}$
- D $\frac{50 \text{ meters}}{\text{minute}}$

CSZ20716

- 2 Data from an experiment are presented below.



The slope of the graph represents what characteristic of an object?

- A displacement
- B force
- C speed
- D inertia

CSZ20854

- 3 A spring scale is pulled downward and readings are recorded.

Data Table

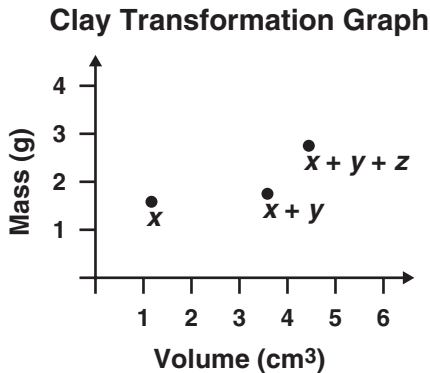
| Distance Pulled | Spring Scale Reading |
|-----------------|----------------------|
| 1.0 cm | 4 N |
| 1.5 cm | 6 N |
| 2.0 cm | 8 N |
| 2.5 cm | 10 N |

If the spring is pulled 3.5 cm, the spring scale should read

- A 12 N.
- B 13 N.
- C 14 N.
- D 15 N.

CSZ20855

- 4 A student records the mass and volume of a lump of clay, x . Next, a second lump of clay, y , is added to lump x , and the combined $(x + y)$ mass and volume are recorded. Finally, a third lump of clay, z , is added to the combined $(x + y)$ mixture, and the final $(x + y + z)$ mass and volume are recorded, as shown below.



What is the *most* logical conclusion about the clay used in this investigation?

- A Lump z had the greatest mass.
- B Lump z had the lowest density.
- C Lump y had the lowest density.
- D Lump y had the greatest mass.

CSZ20713

- 5 Red-clay bricks have a density of approximately $2000 \frac{\text{kg}}{\text{m}^3}$. Air has a density of $1 \frac{\text{kg}}{\text{m}^3}$.

Which of the following has the lowest mass?

- A 2m^3 of bricks
- B 4m^3 of bricks
- C 6000m^3 of air
- D $10,000\text{m}^3$ of air

CSZ20870

- 6 An athlete can run 9 kilometers in 1 hour. If the athlete runs at that same average speed for 30 minutes, how far will the athlete travel?

- A 18 kilometers
- B 9 kilometers
- C 4.5 kilometers
- D 3.3 kilometers

CSZ30338

- 7 How much time is required for a bicycle to travel a distance of 100 m at an average speed of $2 \frac{\text{m}}{\text{s}}$?

- A 0.02 s
- B 50 s
- C 100 s
- D 200 s

CSZ20740

- 8 Which of the following represents the velocity of a moving object?

- A 40
- B 40 m north
- C $40 \frac{\text{m}}{\text{s}}$
- D $40 \frac{\text{m}}{\text{s}}$ north

CSZ30494

Released Test Questions

Science

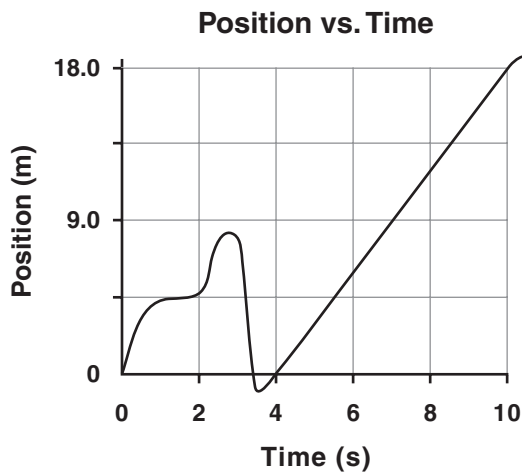
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- 9 Which characteristic of motion could change without changing the velocity of an object?

A the speed
B the position
C the direction
D the acceleration

CSZ20754

- 10 The graph below shows how the position of an object changes over time.

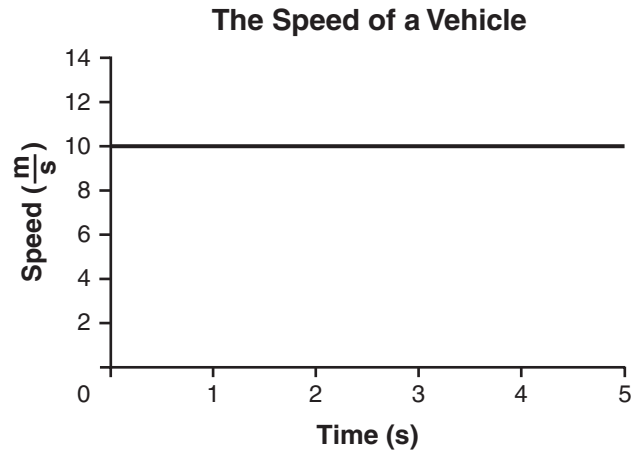


What is the speed of the object during the time interval from 4 seconds to 10 seconds?

A $2 \frac{\text{m}}{\text{s}}$
B $3 \frac{\text{m}}{\text{s}}$
C $8 \frac{\text{m}}{\text{s}}$
D $16 \frac{\text{m}}{\text{s}}$

CSZ30195

- 11 The graph below shows the speed of a vehicle over time.

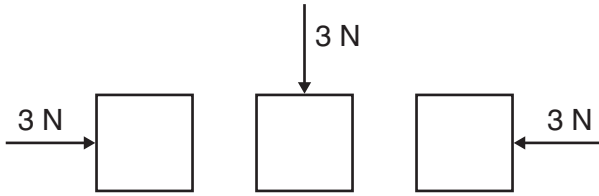


How far did the vehicle travel during the first two seconds?

A 0.2 m
B 5 m
C 10 m
D 20 m

CSZ20746

- 12** A force is acting on each of the objects below.

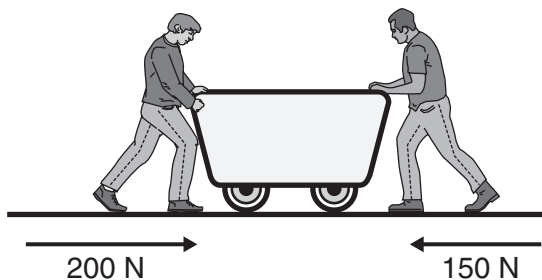


What can be concluded about these forces?

- A They are the same because they point toward the objects.
- B They are the same because they have the same magnitude.
- C They are different because they have different magnitudes.
- D They are different because they have different directions.

CSZ30259

- 13** Two students are pushing a cart, as shown below.



The cart will move as if it were acted on by a single force with a magnitude of

- A 50 N.
- B 150 N.
- C 200 N.
- D 350 N.

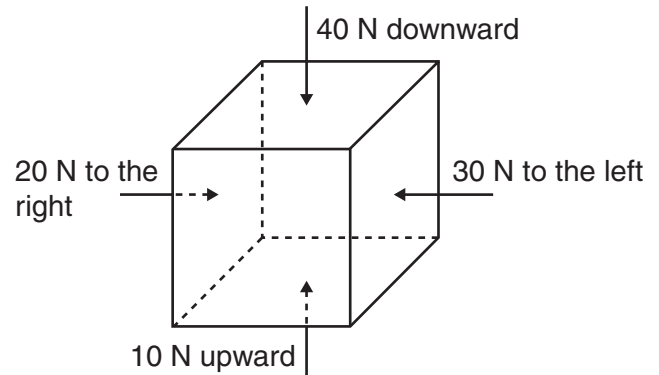
CSZ20725

- 14** A ball is dropped from the top of a tall building. As the ball falls, the upward force of air resistance becomes equal to the downward pull of gravity. When these two forces become equal in magnitude, the ball will

- A flatten due to the forces.
- B fall at a constant speed.
- C continue to speed up.
- D slow to a stop.

CSZ30263

- 15** Four forces are acting on a box, as shown below.



This box will increase in speed

- A downward and to the left.
- B downward and to the right.
- C upward and to the left.
- D upward and to the right.

CSZ30761

Released Test Questions

Science

8

- 16** A force of 5 N is required to increase the speed of a box from a rate of $1.0 \frac{\text{m}}{\text{s}}$ to $3.0 \frac{\text{m}}{\text{s}}$ within 5 s along a level surface. What change would *most* likely require additional force to produce the same results?

- A reduce the mass of the box
- B increase the mass of the box
- C make the surfaces of the box smooth
- D make the surface of the floor smooth

CSZ30764

- 17** What is the density of a 64-g iron cube that displaces 8 mL of water?

- A $512 \frac{\text{g}}{\text{mL}}$
- B $32 \frac{\text{g}}{\text{mL}}$
- C $8 \frac{\text{g}}{\text{mL}}$
- D $4 \frac{\text{g}}{\text{mL}}$

CSZ30348

- 18** The following table shows properties of four different sample materials. One of these materials is cork, a type of wood that floats in water.

Physical Properties

| Sample Number | Mass | Volume |
|---------------|-------|--------|
| 1 | 89 g | 10 mL |
| 2 | 26 g | 10 mL |
| 3 | 24 g | 100 mL |
| 4 | 160 g | 100 mL |

Given that the density of water is $1 \frac{\text{g}}{\text{mL}}$, which of the samples is *most* likely cork?

- A 1
- B 2
- C 3
- D 4

CSZ20852

- 19 The densities of four different woods are shown below.

| Wood Sample Densities | |
|-----------------------|--|
| Type of Wood | Density ($\frac{\text{g}}{\text{cm}^3}$) |
| African Teakwood | 0.98 |
| Balsa | 0.14 |
| Cedar | 0.55 |
| Ironwood | 1.23 |

Which wood will sink when placed in a fluid with a density of $1.14 \frac{\text{g}}{\text{cm}^3}$?

- A African teakwood
- B balsa
- C cedar
- D ironwood

CSZ30119

- 20 Which of the following *best* describes an atom?

- A protons and electrons grouped together in a random pattern
- B protons and electrons grouped together in an alternating pattern
- C a core of protons and neutrons surrounded by electrons
- D a core of electrons and neutrons surrounded by protons

CSZ30661

- 21 Which of the following is found farthest from the center of an atom?

- A nucleus
- B proton
- C neutron
- D electron

CSZ30564

- 22 When magnesium (Mg) metal is burned in the presence of oxygen (O_2), magnesium oxide (MgO) is produced. The properties of magnesium oxide are different than the individual properties of magnesium and oxygen because magnesium oxide is

- A a solution.
- B a mixture.
- C a compound.
- D an element.

CSZ20823

- 23 Within a substance, atoms that collide frequently and move independently of one another are *most* likely in a

- A liquid.
- B solid.
- C gas.
- D crystal.

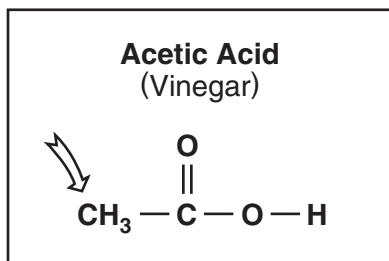
CSZ20827

Released Test Questions

Science

8

24



What is the name of the indicated atom in the acetic acid molecule shown above?

- A carbon
- B calcium
- C chromium
- D copper

CSZ20659

25

Iron oxides, such as rust, form when iron metal reacts with oxygen in the air. What are the chemical symbols for the two elements found in iron oxide?

- A I and O
- B Ir and O
- C Fe and O
- D Pb and O

CSZ20770

26

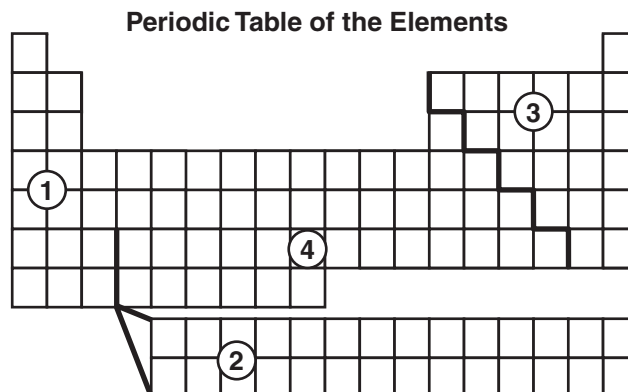
What do the elements sulfur (S), nitrogen (N), phosphorus (P), and bromine (Br) have in common?

- A They are noble (inert) gases.
- B They are nonmetals.
- C They have the same thermal conductivity.
- D They have the same number of protons.

CSZ30499

27

A diagram of the periodic table of the elements is shown below.



In which region of the table would nonmetals be found?

- A 1
- B 2
- C 3
- D 4

CSZ20892

28

The table below shows the atomic mass of four stable calcium (Ca) isotopes.

| Isotope | Atomic Mass |
|---------|-------------|
| Ca-40 | 40 |
| Ca-42 | 42 |
| Ca-43 | 43 |
| Ca-44 | 44 |

What characteristic is different in each isotope?

- A the position in the periodic table of the elements
- B the net charge of the nucleus
- C the mass of the protons in the nucleus
- D the number of neutrons in the nucleus

CSZ30673

29 Which class of elements *best* conducts electricity?

- A metals
- B nonmetals
- C semimetals
- D noble (inert) gases

CSZ20880

30 In a comparison of metals to nonmetals, metals tend to have

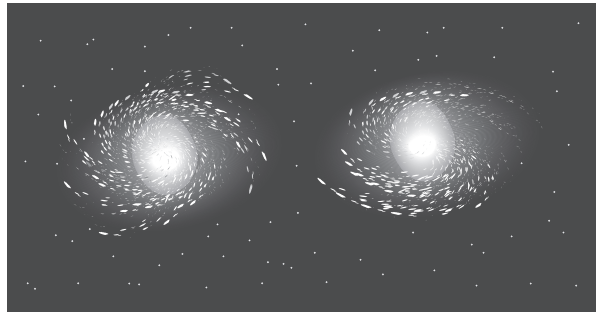
- A lower melting points and greater conductivity than nonmetals.
- B lower conductivity and lower density than nonmetals.
- C higher density and lower melting points than nonmetals.
- D greater conductivity and higher melting points than nonmetals.

CSZ30771

31 A student divides several cubes into two groups, based on whether or not each cube can float in water. What property is the student using to classify the cubes?

- A weight
- B density
- C conductivity
- D mass

CSZ40385

32

The galaxies pictured above would *best* be classified as

- A barred galaxies.
- B spiral galaxies.
- C irregular galaxies.
- D symmetrical galaxies.

CSZ40051

33 A galaxy is *best* described as a cluster of

- A hundreds of stars.
- B thousands of stars.
- C millions of stars.
- D billions of stars.

CSZ30179

34 To express the distance between the Milky Way galaxy and other galaxies, the *most* appropriate unit of measurement is the

- A meter.
- B kilometer.
- C light-year.
- D astronomical unit.

CSZ20679

Released Test Questions

Science

8

35 Which of the following sets contains only objects that shine as a result of reflected light?

- A moons, planets, and comets
- B moons, comets, and stars
- C planets, stars, and comets
- D planets, stars, and moons

CSZ30169

36 An object composed mainly of ice is orbiting the Sun in an elliptical path. This object is *most* likely

- A a planet.
- B an asteroid.
- C a meteor.
- D a comet.

CSZ20680

37 Copper (Cu) reacts with oxygen (O) to form copper oxide (CuO). The properties of CuO are *most* likely

- A different from copper or oxygen.
- B similar to both copper and oxygen.
- C similar only to copper.
- D similar only to oxygen.

CSZ30585

38 The following equations represent chemical reactions.

Chemical Reactions

| | |
|---|---|
| 1 | $2\text{Na} + 2\text{H}_2\text{O} \rightarrow \text{NaOH} + \text{H}_2$ |
| 2 | $\text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}$ |
| 3 | $\text{Mg} + \text{Cl}_2 \rightarrow \text{MgCl}_2$ |
| 4 | $\text{NaOH} + \text{MgCl}_2 \rightarrow \text{NaCl} + \text{MgOH}$ |

Which equation shows that the total mass during a chemical reaction stays the same?

- A 1
- B 2
- C 3
- D 4

CSZ30150

39 Which of the following forms of energy is released or absorbed in *most* chemical reactions?

- A light energy
- B electrical energy
- C sound energy
- D heat energy

CSZ30457

40 As a sample of water turns to ice,

- A new molecules are formed.
- B the mass of the sample is increased.
- C the arrangement of the molecules changes.
- D energy is absorbed by the molecules.

CSZ30112

- 41 The table below shows the pH and reaction to litmus of four body fluids.

| Body Fluid | pH | red litmus | blue litmus |
|---------------|-----|------------|-------------|
| Blood | 7.4 | turns blue | no change |
| Bile | 8.2 | turns blue | no change |
| Saliva | 6.8 | no change | turns red |
| Gastric Juice | 1.7 | no change | turns red |

These data indicate that gastric juice is

- A very acidic.
- B very basic.
- C positively charged.
- D negatively charged.

CSZ20786

- 42 What characteristic of carbon (C) makes it essential to living organisms?

- A Carbon forms crystal structures under certain conditions.
- B Carbon can exist as a solid, liquid, or gas.
- C Carbon bonds in many ways with itself to form chains.
- D Carbon exists in radioactive forms.

CSZ30696

- 43 Which of the following elements is *best* able to combine with itself and hydrogen (H) to form large molecules?

- A sodium (Na)
- B lithium (Li)
- C sulfur (S)
- D carbon (C)

CSZ30768

- 44 Which of the following compounds is *most* likely to be part of living organisms?

- A $C_6H_{12}O_6$
- B BF_3
- C $MoCl_2$
- D CsI

CSZ30651

Released Test Questions

Science

8

| Question Number | Correct Answer | Standard | Year of Release |
|-----------------|----------------|----------|-----------------|
| 1 | <i>B</i> | 8PCIE9.D | 2007 |
| 2 | <i>C</i> | 8PCIE9.D | 2008 |
| 3 | <i>C</i> | 8PCIE9.E | 2006 |
| 4 | <i>C</i> | 8PCIE9.E | 2008 |
| 5 | <i>A</i> | 8PCIE9.F | 2007 |
| 6 | <i>C</i> | 8PC1.C | 2006 |
| 7 | <i>B</i> | 8PC1.C | 2008 |
| 8 | <i>D</i> | 8PC1.D | 2007 |
| 9 | <i>B</i> | 8PC1.E | 2006 |
| 10 | <i>B</i> | 8PC1.F | 2007 |
| 11 | <i>D</i> | 8PC1.F | 2008 |
| 12 | <i>D</i> | 8PC2.A | 2006 |
| 13 | <i>A</i> | 8PC2.B | 2008 |
| 14 | <i>B</i> | 8PC2.C | 2007 |
| 15 | <i>A</i> | 8PC2.E | 2007 |
| 16 | <i>B</i> | 8PC2.F | 2006 |
| 17 | <i>C</i> | 8PC8.B | 2008 |
| 18 | <i>C</i> | 8PC8.D | 2007 |
| 19 | <i>D</i> | 8PC8.D | 2008 |
| 20 | <i>C</i> | 8PC3.A | 2006 |
| 21 | <i>D</i> | 8PC3.A | 2006 |
| 22 | <i>C</i> | 8PC3.B | 2007 |
| 23 | <i>C</i> | 8PC3.E | 2008 |
| 24 | <i>A</i> | 8PC3.F | 2007 |
| 25 | <i>C</i> | 8PC3.F | 2008 |
| 26 | <i>B</i> | 8PC7.A | 2007 |
| 27 | <i>C</i> | 8PC7.A | 2008 |
| 28 | <i>D</i> | 8PC7.B | 2008 |
| 29 | <i>A</i> | 8PC7.C | 2007 |
| 30 | <i>D</i> | 8PC7.C | 2006 |
| 31 | <i>B</i> | 8PC7.C | 2008 |
| 32 | <i>B</i> | 8PC4.A | 2006 |
| 33 | <i>D</i> | 8PC4.A | 2007 |
| 34 | <i>C</i> | 8PC4.C | 2006 |
| 35 | <i>A</i> | 8PC4.D | 2007 |

| Question Number | Correct Answer | Standard | Year of Release |
|-----------------|----------------|----------|-----------------|
| 36 | <i>D</i> | 8PC4.E | 2008 |
| 37 | <i>A</i> | 8PC5.A | 2008 |
| 38 | <i>C</i> | 8PC5.B | 2006 |
| 39 | <i>D</i> | 8PC5.C | 2006 |
| 40 | <i>C</i> | 8PC5.D | 2007 |
| 41 | <i>A</i> | 8PC5.E | 2006 |
| 42 | <i>C</i> | 8PC6.A | 2006 |
| 43 | <i>D</i> | 8PC6.A | 2008 |
| 44 | <i>A</i> | 8PC6.B | 2007 |

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|---|--|
| Formulas and Conversions | |
| Density: $D = \frac{m}{V}$ | Length: 1 m = 100 cm 1 km = 1000 m |
| Average Speed: $v = \frac{d}{t}$ | Volume: 1 L = 1000 mL = 1000 cm ³ |
| | Mass: 1 kg = 1000 g |
| | Water at Room Temperature: 1 mL = 1 cm ³ = 1 g |