

Y4 End of Topic Sound Test Answers

1. Carly is listening to James playing his guitar. He plucks a string. What happens to the guitar string when it makes a sound?

it vibrates / it moves up and down quickly



2. Carly walks away from James and leaves the room. What happens to the loudness of the sound Carly hears as she goes further away from James?

it gets quieter / the volume of the sound decreases / the sound gets fainter / the sound is harder to hear

3. Carly shuts the door. She can still hear James playing his guitar in the next room. One material the sound travels through is air. Name ONE other material the sound must travel through for Julia to hear it.

wall / door/ brick / concrete / window

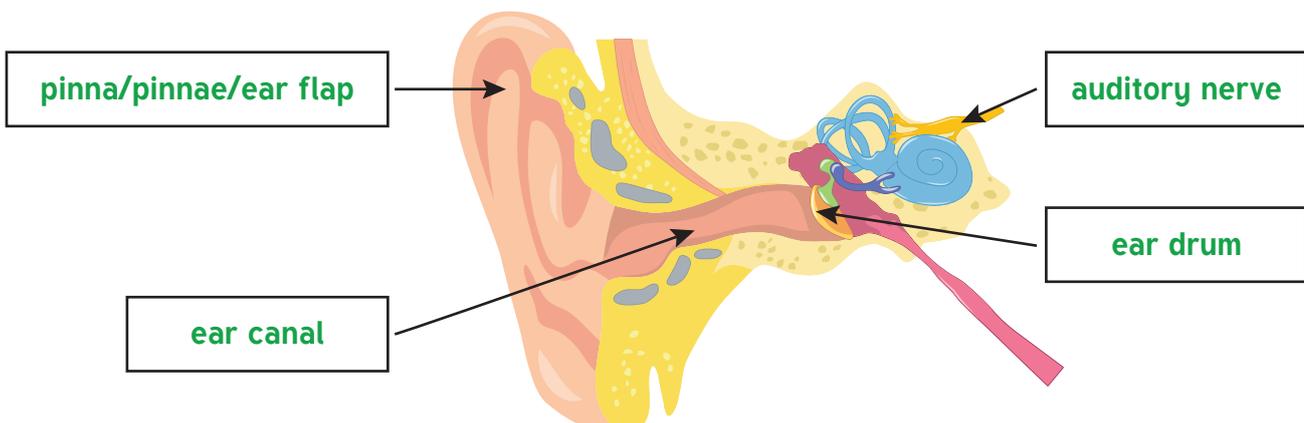
4. Does sound travel faster through solids, liquids or gases? Circle one.

Solid	Liquid	Gas
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Explain your answer.

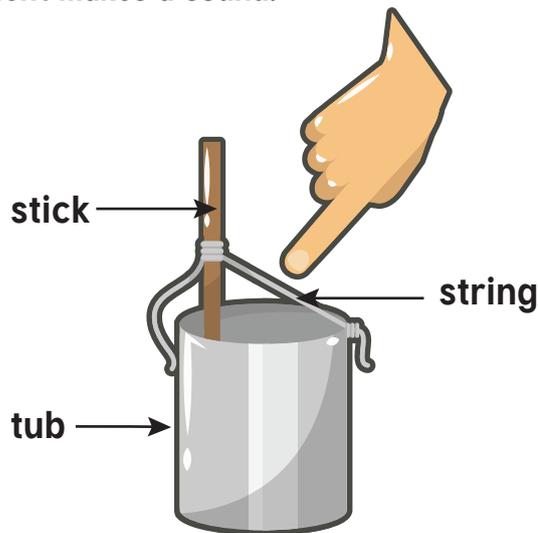
the particles in a solid are closely packed together so the sound vibrations don't have as far to travel from particle to particle.

5. Label the parts of the ear.



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6. Sam makes a string instrument. He ties the string tightly. He plucks the string. The instrument makes a sound.



Sam plucks the string again. It sounds louder.

How did Sam pluck the string with his finger to make it sound louder?

plucked it harder / used more energy / used more force / pulled it back further

7. Clare looks carefully at the string as Sam plucks it. When Clare looks carefully at the string, what can she see that tells her the string is making the sound?

it vibrates / it moves backwards and forwards quickly

8. Polly has a straw. She cuts one end of the straw. She blows into the cut end of the straw. It makes a sound. The sound is caused by vibrations. Name TWO things that vibrate to cause this sound.

1. the air

2. the straw



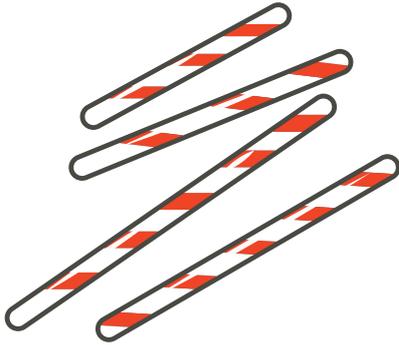
9. Polly thinks that changing the length of the straw may change how high or low the note is. What is the scientific name for how high or low a note is?

pitch



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10. Polly cuts four identical straws into different lengths.



Her friends blow gently into the straws. The note from each straw is different. Some notes are high and some are low.

Describe how the length of a straw affects how high or low the note is.

the longer the straw, the lower the note / it is higher when the straw is short / the longest straw makes the lowest noise / a long straw makes a low sound / a short straw makes a high sound.

Total marks out of 10

Children who are at ARE should understand all these questions and be able to answer them. You may wish to complete this as an independent test or observe children working through it in small groups.

Suggested analysis

0 - 5 below ARE

6 - 8 at ARE

9+ above ARE

You could also look at the LO link for each question to see if children struggle with certain areas of the topic.



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NC Objective Links	Question Number
I can identify how sounds are made, associating some of them with something vibrating.	Q1, Q7
I can recognise that vibrations from sounds travel through a medium to the ear.	Q3, Q4, Q8
I can find patterns between the pitch of a sound and features of the object that produced it.	Q9, Q10
I can find patterns between the volume of a sound and the strength of the vibrations that produced it.	Q6
I can recognise that sounds get fainter as the distance from the sound source increases.	Q2

