

JAMAICA

SAMPLE

PEEP

Language Arts

Performance Task

Practice Papers

GRADE

4

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How to use this book

Think about successful athletes. Athletes learn about their sport, and they practise and train hard to become excellent performers.

You can excel at communication by learning how to identify the purpose and audience for communicating and then training yourself to answer different types of questions.

You are going to work through **Practice paper 1** with your teacher. This will help you to:

- Read questions carefully and work out what type of answer to give.
- Learn how you can get good results even if your answer is different from everybody else's.
- Understand what the different ratings mean and see how you can improve your rating.
- Reflect on your own work to help you see what you did well and what you can improve on in the next task.

Each task in this book has three supporting features.

Before you start ...

This section helps you to think carefully about questions and what it is you are being asked to do. There are different activities for each task.

Hints

These are given in the task itself to help you think about the questions and how you should answer them. As you progress, there will be fewer hints in the tasks.

Reflection

This section encourages you to think about your own learning and how you can improve on it.

Practice paper 1 also has a section called **How do you know how well you did?**

In this section you will see possible answers to the questions and what rating they were given. The aim of this section is to show you what you need to do to get the best possible results.

Practice paper 1

Always check that you have everything you need before you start.

This task has 2 parts:

- Part 1 has 5 questions.
- Part 2 has 1 question.

For both parts you must read **Source 1** and **Source 2**.

You will need a pencil and an eraser.

Answer all the questions in each part in the spaces provided.

→ Before you start ...

Look at these students' responses for the following question: What are the different musical styles that make up Jamaican culture? Both students have the right answer, but Annika gets a better grade than Nadia. Can you see why?

Nadia's response	Annika's response
<i>Jamaica has many musical styles, like mento, ska and reggae. Mento is Jamaican folk music from the past.</i>	<i>Jamaica has a rich and diverse tradition of musical styles, like jazz, mento, ska and reggae. These styles have developed over time and have been influenced by other cultures.</i>

Nadia uses simple language, such as, "Jamaica has many musical styles" and "Mento is Jamaican folk music from the past." Annika uses more complex language, such as, "Jamaica has a rich and diverse tradition of musical styles ...".

Nadia's answer is short and focuses on the main points, such as the different musical styles that make up Jamaican culture. Annika's answer is longer and includes more information, such as the origins and characteristics of the different musical styles.

Look at the instruction words and phrases in the Knowledge boxes on the next page. Which Knowledge box goes with Nadia and Annika's responses?

Write either **Recalling information**, **Skills and concepts**, **Strategic thinking** or **Extended thinking** under their name below. Think about what each instruction means in the Knowledge boxes before you answer the question.

Nadia

Annika

Depth of Knowledge

Recalling information	Skills and concepts	Strategic thinking	Extended thinking
Remember, recall, recognise or locate basic details, ideas. There is one correct answer.	Explain, show relationships, use your skills and what you know to make decisions about what to do and how to do it. There is one correct answer.	Explain your thinking and give reasons for your answers. There are different answers and different ways to find the answers.	Plan, think and put ideas together to solve a problem. There are many possible answers and ways of solving the problem.

Look at the end of the test to check the Knowledge box that goes with Nadia and Annika's responses.

Part 1



ICT link: You could record the poem on a phone or tablet to listen back to how the words sound.

Our musical heritage

SOURCE 1

Mango Time

I don't drink coffee or tea – mango time
 I don't care how nice it might be – mango time
 In the heat of the mango crop
 When the fruit is ripe and ready to drop
⁵ Wash your pot, turn it over – mango time

The Terpentine is large and sweet – mango time
 Robin Mango is so sweet – mango time
 Number Eleven and Hairy-skin too
 Pack the basket and ram them in
¹⁰ Because the basket must be full – mango time

Let's go on a mango walk – mango time
 For it's just to talk – mango time
 Let's jump on the big donkey
 Let's ride it without stopping
¹⁵ Let's enjoy the harvest – mango time



Music is often used to celebrate important events in Jamaican culture. For example, music is often played at weddings, funerals and other celebrations. To answer the questions, you will need to read the text and find information about the meaning of words.

SOURCE 2

Music and Celebrations

Jamaica has a lot of musical styles that make up its rich culture.

Jamaicans listened to

⁵ jazz from the 1940s.

Then the mix of old musical styles produced

mento music in the 1950s. By the 1960s calypso, jazz and mento together produced ska music which everyone
¹⁰ loved. After this, reggae became very popular in the 1970s. Therefore, music has been a big part of the Jamaican people's culture and heritage.

Music and dance together are also important in Jamaican culture, and this can be seen in the carnivals and other
¹⁵ celebrations of the island. People get very excited in the buildup to **these events**. It is not just **parades, parties and festivals** that create a thrill of anticipation, but also waiting for the seasons to collect the different ripened crops, especially the mango. Folk songs of Jamaica such as
²⁰ *Mango Time* celebrate **this harvest time** which makes Jamaicans so happy. The variety of Jamaican folk music displays the life of Jamaican people and their societies. There are folk songs for every stage of life such as marriage, birth and death. There is a folk song for all the main events
²⁵ in life.

There are songs for work, play, happiness and hope. There are also songs that make fun of people and songs that are sad. These are all part of Jamaica's culture and heritage.





Read the statements. Then look back at the *Mango Time* text above before selecting your answer.

Question 1

Choose one or more statements from (A), (B), (C) or (D) which could involve people collecting mangoes.

- (A) Don't care how nice it may be
- (B) Pack the basket and ram them in
- (C) Let's go on a mango walk
- (D) Let's enjoy the harvest



This is another way of asking you to think about what mango time means to the speaker.

Question 2

The speaker says, "I don't drink coffee or tea – mango time". Why do you think the speaker says this?



An adjective is a word that describes a noun, in this case, a mango.

Question 3

Use the information in the song *Mango Time* to answer questions a to d.

a What words in the song describe the noun mango?

b What mangoes are mentioned in the song?

c Describe some of the things people do during mango time.

d What do you think the phrase, "Wash your pot, turn it over" means?



Verbs can be used to describe an action. What actions happen during Mango Time?



How do you feel after you finish washing up?

Question 4

For each statement tick ✓ whether the information is from **Source 1**, **Source 2** or **Both sources**. Tick only one box for each statement.

	Statement	Source 1	Source 2	Both sources
1	When the fruit is ripe, it is ready to drop.			
2	Dancing to music is popular in carnivals, parades and festivals in Jamaica.			
3	The folk song <i>Mango Time</i> expresses the joy of the mango harvest.			
4	Folk songs are used to celebrate different stages and events in life.			

Question 5

Look at **Source 2** and answer the following questions:

- a Name three musical styles that Jamaicans enjoyed before the 1970s.

- b What do “these events” refer to?

- c What does the phrase “thrill of anticipation” reveal about Jamaicans’ attitude to music and culture?



Find the words “these events” in the text and read the sentence that comes before these words.



Think about what the word “thrill” means, then look at activities that the overall phrase is linked to.

Part 2

How we celebrate with music

Question 6

Write a letter to a cousin who lives in another country about the role of music in Jamaica's culture and heritage. In your letter, you must first describe the different kinds of music and their link to celebrations. Then, explain how the *Mango Time* song and other folk songs are used for various celebrations in Jamaica.



Look at the words "first", and then "second", in the writing prompt. This directs the order of events and will help you follow the sequence of your writing.

Pre-writing

- a Highlight the key words in question 6. These are the words that let you know what you are supposed to do.
- b Look at the words you have highlighted and make notes about the following:
 - Audience – Who are you writing to?

- Purpose – What is the reason for writing?

- Verbs – What verb is used to indicate the purpose of writing?

- Topic – What is the writing about?

- Content – What are the points to support your topic?

Practice paper 1 Self-evaluation

How do you know how well you did?

Here is the Knowledge box that goes with Nadia and Annika's responses:

Nadia: Recalling information

Nadia's response lists musical styles of Jamaica. This is useful and accurate. However, she does not explain any relationships between the musical styles or provide any insights into their development.

Annika: Skills and concepts

Annika explains how musical styles evolved and links them to other cultures. This shows deeper conceptual thinking.

Therefore, Nadia's response is "Recalling information" and Annika's response is "Skills and concepts".

Now that you have worked through Practice paper 1, you are going to look at some answers that students gave to see how they were rated. Then you can rate your own answers using this scale.

Remember: There are often many ways to show understanding. Your response doesn't have to look exactly like the examples to be valid.

1 Beginning	2 Developing	3 Proficient	4 Highly proficient
The student starts to share ideas. May need support to develop answers or explore the topic more fully.	Answers show some evidence that the student partly understands the concepts.	The student clearly understands the concepts and provides solid examples or explanations.	Answers show that the student understands all the concepts very well and may have found the task quite easy.

Different thinkers may reach proficiency in different ways – by writing, drawing, speaking or explaining in their own words.

We will look at answers to the four different levels of questions.

Recalling information	Skills and concepts	Strategic thinking	Extended thinking
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Recalling information

Question 1

Choose one or more statements from (A), (B), (C) or (D) which could involve people collecting mangoes.

- (A) Don't care how nice it may be (B) Pack the basket and ram them in
 (C) Let's go on a mango walk (D) Let's enjoy the harvest

b Pack the basket and ram them in

c Let's go on a mango walk

d Let's enjoy the harvest

2 Developing

3 Proficient

4 Highly proficient

Selection of either **b**, **c** or **d**.

Selection of any 2 from **b**, **c**, **d**.

Selection of all three – **b**, **c** and **d**.

The selection of **b** shows that the student associates the verbs “pack” and “ram” with collecting mangoes. The verb “pack” and the strong verb “ram” means fill the basket with mangoes and squeeze them tightly.

The selection of **c** shows that the student associates “mango walk” with going for a walk to pick mangoes.

The selection of **d** shows that the student associates the word “harvest” with collecting mangoes.

Strategic thinking

Question 2

The speaker says, “I don't drink coffee or tea – mango time”. Why do you think the speaker says this?

The speaker does not like tea or coffee.

- The speaker is so excited about mango season that they would rather eat mangoes than drink coffee or tea.
- The speaker associates mangoes with a sense of community and celebration, while coffee and tea are more associated with everyday life.

<p>1 Beginning</p> <p><i>The student is starting to make connections, but has not yet shown how the answers relate to specific words or phrases in the text.</i></p>	<p>3 Proficient</p> <p><i>The student has demonstrated that they understand the concepts of “pack” and “ram”, “mango walk” and “harvest”.</i></p>
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Recalling information

Question 3

Use the information in the song *Mango Time* to answer the questions **a** to **c**.

a What mangoes are mentioned in the song?

<p>1 Beginning</p> <p><i>The student mentions the name of the mango that has the adjective “Robin” directly in front of the noun “mango”.</i></p>	<p>3 Proficient</p> <p><i>Other than “Robin mango” the other adjectives (“Turpentine”, “Number Eleven” and “Hairy-skin”) are understood to be the names of mangoes because they act as an adjective that comes before the noun mango.</i></p>
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b Describe some of the things people do during mango time. (Strategic)

<p>1 Beginning</p> <p><i>This response simply lists actions which lacks description.</i></p>	<p>3 Proficient</p> <p><i>This response is proficient because it is complete and supported. It answers the question in a complete and informative way.</i></p>
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c What do you think the phrase, “Wash your pot, turn it over” means?

The phrase “wash your pot, turn it over” means get the pot ready to collect mangoes.	The phrase “wash your pot, turn it over” in the song means that people should wash and dry their pot and get ready to collect mangoes. It is also a Jamaican expression that means you should be prepared for something.
<p>2 Developing</p> <p><i>This response shows some evidence that the student understands the concept of getting the pot ready for mango time.</i></p>	<p>4 Highly proficient</p> <p><i>The student offers a response in the context of the song and indicates how this phrase is used in everyday life.</i></p>

Extended thinking

Question 4

For each statement tick ✓ whether the information is from **Source 1**, **Source 2** or **Both sources**. Tick only one box for each statement.

	Statement	Source 1	Source 2	Both sources
1	When the fruit is ripe, it is ready to drop.	✓		
2	Dancing to music is popular in carnivals, parades and festivals in Jamaica.		✓	
3	The folk song <i>Mango Time</i> expresses the joy of the mango harvest.			✓
4	Folk songs are used to celebrate different stages and events in life.		✓	

Statement 1	Statements 2 and 4
<p>1 Beginning</p> <p><i>The student correctly identifies Source 1. The statement is close to the exact words in the text.</i></p>	<p>2 Developing</p> <p><i>The student correctly identifies Source 2. The statements are similar to the words in the text.</i></p>
Statement 3	
<p>3 Proficient</p> <p><i>The student connects the verb “enjoy” from Source 1 and “celebrate” from Source 2.</i></p>	

Skills and concepts

Question 5

Look at **Source 2** and answer the following questions:

a Name three musical styles that Jamaicans enjoyed before the 1970s.

<p>Reggae plus any two musical forms: Jamaicans enjoyed reggae, jazz/ calypso/mento/ska before the 1970.</p>	<p>Any three of the following: Jamaicans enjoyed jazz, calypso, mento and ska before the 1970s.</p>
<p>3 Proficient</p> <p>The student is able to identify two musical forms that Jamaicans enjoyed before the 1970s but is not able to determine that reggae emerged in the 1970s.</p>	<p>4 Highly proficient</p> <p>The student is able to search through paragraph one and identify the popular musical forms that Jamaicans enjoyed from the 1940s to the 1960s.</p>

b What do “these events” refer to?

<p>music and dance</p>	<p>carnivals and other celebrations</p>
<p>1 Beginning</p> <p>The student talks about music and dance in general but doesn't yet show how they connect to real events or celebrations.</p>	<p>3 Proficient</p> <p>The student associates events with occasions where Jamaicans include music.</p>

c What does the phrase “thrill of anticipation” reveal about Jamaicans' attitude to music and culture?

<p>Jamaicans enjoy their music and culture.</p>	<p>Jamaicans eagerly look forward to the festivals and celebrations that include music and are part of the culture. This shows that they enjoy both the music and what it represents of the cultural heritage.</p>
<p>3 Proficient</p> <p>The student correctly connects the phrase to the attitude of enjoyment.</p>	<p>4 Highly proficient</p> <p>The student does not link the phrase to the attitude of enjoyment but also explains how the enjoyment of music and culture are tied together.</p>

Question 6

Write a letter to a **cousin** who lives in **another country** about the **role of music** in **Jamaica's culture and heritage**. In your letter, you must first **describe the different kinds of music and their link to celebrations**. Then, **explain how the *Mango Time* song and other folk songs are used for various celebrations in Jamaica**.

Format for friendly / informal letter which includes:

- punctuated sender's address and date
- salutation
- paragraphs in the body
- punctuated closing and signature

Content:

- Paragraph 1 – greet cousin and state reason for writing
- Paragraph 2 – include the different types of music mentioned in **Source 2** and how they are used in celebrations and events in the country
- Paragraph 3 – explain how music, especially folk songs are used to represent the culture and various celebrations

1 Beginning	2 Developing
<p>The letter shows some early effort, but it doesn't yet follow a clear letter format.</p> <p>The person receiving the letter might not be named, and the ideas may not be grouped into paragraphs yet.</p> <p>The student has tried to include information about Jamaican music from Sources 1 and 2, but the ideas need more organisation to be fully clear.</p> <p>The letter may still need a closing and signature.</p> <p>There are several grammar or punctuation slips, which can be improved with support.</p>	<p>The student uses a letter format even if incorrect.</p> <p>The recipient is correctly identified.</p> <p>There is some effort to use paragraphs but may be inconsistent.</p> <p>The letter does not follow a logical sequence.</p> <p>The letter has a closure and signature.</p> <p>There are many grammatical errors.</p>

3 Proficient	4 Highly proficient
<p>The student uses the correct letter format but may have punctuation errors.</p> <p>The recipient is correctly identified.</p> <p>The letter is separated into paragraphs but has not included all the information as instructed.</p> <p>The letter has a closure and signature.</p> <p>There are some grammatical errors.</p>	<p>The student has written a near perfect letter - the correct letter format with appropriate punctuation.</p> <p>There is the use of paragraphs that follow a logical sequence.</p> <p>The tone is appropriate for the task.</p> <p>The letter has a closure and signature.</p> <p>There are no more than three grammatical errors.</p>

Reflection

Complete this flow chart.

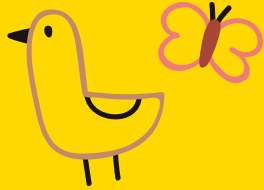
My strengths

Evidence of my strengths

My goals for the next performance task

My plan to reach the goals

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