

JAMAICA

SAMPLE

PEEP

Language Arts

Performance Task

Practice Papers

GRADE

5

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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 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

This task has two parts. For both parts, you must read **Source 1** and **Source 2**.

- Part 1 has questions 1 to 9.
- Part 2 has question 10.

→ Before you start ...

Look at these students' responses for the following question: What is your favourite machine and why? 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>My favourite machine is the phone. It is a device that is small and can do so much. I can use it to make calls, send messages, browse the internet and access social media. It also has a camera, a calculator and other apps that I use on a daily basis.</i>	<i>My favourite machine is the smartphone. It is now an essential device that has revolutionised the way we live, work and communicate. Overall, smartphones have had a profound impact on our lives and may have an even greater impact in the future. They are one of the most important inventions of the 21st century.</i>

Nadia uses simple language, such as, "I can use it to make calls" and "It also has a camera, a calculator".

Nadia's answer focuses on the main points, such as how she uses the phone.

Annika uses more complex language, such as, "It is now an essential device that has revolutionised the way we live".

Annika's answer is more objective and advanced as it states that the smartphone is her favourite machine, as well as stating the benefits as an important invention.

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 **Recalling information**, **Skills and concepts**, **Strategic thinking** or **Extended thinking** next to their name on the next page. Think about what each instruction means in the Knowledge boxes before you answer the question.

Nadia

Annika

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

Question 1

- a** What strategies should you use before reading a text to help you understand it well? Circle the answer(s).
- Preview the text by skimming the title, headings and images.
 - Activate your prior knowledge by thinking about what you already know about the topic.
 - Read different texts on a similar topic.
 - Include all of the above.
- b** What strategies should you use while reading a text to help you understand? Circle the answer(s).
- Ask yourself questions about the text as you read.
 - Highlight relevant points.
 - Ignore the parts of the text that you do not understand.
 - Read the text quickly without paying attention to the details.

- c What strategies should you use after reading a text to help you remember and understand what you have read? Circle the answer(s).
- Review your notes and summaries.
 - Discuss the text with others.
 - Reflect on what you have read.
 - Do not think about the text after you have read it.

SOURCE 1

Machines in the Home

- ¹ Machines are tools that assist us in doing a variety of tasks efficiently and effectively. Some machines perform tasks that would be impossible for people to do on their own. Most tasks would take much longer to complete or **they** would be inconvenient to do without machines, so they are essential to our daily lives. Our reliance on them is considerable and life would be difficult without **them**. Machines can be small, like an iPad or a laptop, or they can be large, like a washing machine, dishwasher or fridge-freezer.
- clean and dry our clothes, such as washing machines and dryers
 - clean our homes, such as vacuum cleaners, mops and brooms
 - relax and enjoy ourselves, such as televisions, computers and gaming consoles.
- ² Machines help us in many ways at home, for example, the refrigerator keeps food fresh and drinks cold. The freezer preserves food and limits food spoilage. Our oven or microwave allows us to cook and heat food quickly. Lighting a campfire every time we need to cook or heat something would be impractical, as **it** would take time and would have to be done by hand. Some common machines used in the home include appliances that help us to:
- prepare and cook food, such as refrigerators, ovens, microwaves, dishwashers and blenders
- ³ Therefore, machines make people's lives easier and more convenient in many ways. **They** help us save time, do tasks that would be difficult to do on our own and help us live more comfortably.





The topic sentence is the main idea of the paragraph. It is usually the first sentence in the paragraph. The supporting sentence provides examples, explains the topic sentence in more detail and gives reasons why the topic sentence is true.

Question 2

Look at these sentences from paragraph 1.

Topic Sentence: Machines are tools that assist us in doing a variety of tasks efficiently and effectively.

Supporting Evidence: Some machines perform tasks that would be impossible for people to do on their own.

- a** Look at paragraph 2. Write the topic sentence and the supporting evidence.

Topic Sentence:

Supporting Evidence:

- b** Look at paragraph 3. Write the topic sentence and the supporting evidence.

Topic Sentence:

Supporting Evidence:

Question 3

Look at **Source 1** and answer the questions:

- a** What does the word **they** refer to in paragraph 1?

b What does the word **them** refer to in paragraph 1?

c What does the word **it** refer to in paragraph 2?

d What does the word **They** refer to in paragraph 3?

Question 4

a Why do we use machines?

b Write two examples of small machines and two examples of large machines.

Small machines	Large machines
<hr/>	<hr/>
<hr/>	<hr/>

c How do machines help us at home?

d What would happen if we did not have machines at home?

SOURCE 2

Machines outside of the Home

Machines outside of the home are employed for transportation, construction, manufacturing, agriculture and many other industries. This makes completion of industrial work more efficient and effective, and using machines makes people's lives easier and more convenient. Some examples of what machines are used for outside of the home are manufacturing, construction, agriculture and transport.

Some machines perform tasks that would be impossible for people to do on their own. Firstly, machines are used to manufacture products such as food, clothes, cars and airplanes to a high standard of quality whilst being

produced efficiently. Secondly, they are also essential in the construction industry where excavators, industrial drills, bulldozers and cranes are used to build buildings, roads, bridges and other structures. Thirdly, agriculture is more productive in producing food by using machines such as harvesters, tractors and milk processing equipment. Finally, cars, buses, trains and airplanes transport people and manufactured goods around the world.

In conclusion, machines make it possible for people to travel and products to be transported long distances quickly and easily.



Question 5

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	Machines make people's lives easier and more convenient in many ways.			
2	Kitchen, cleaning, laundry and entertainment appliances all involve the use of machines.			
3	Machines are used in transportation, construction, manufacturing and agriculture.			
4	We can produce more food using machines.			
5	Machines perform tasks that would be impossible for people to do on their own.			

Question 6

- a** Sort the words in the vocabulary box into lists according to how we use these machines.

bulldozers refrigerators ovens buses microwaves cranes
 dishwashers airplanes blenders harvesters washing machines
 tractors dryers vacuum cleaners cars mops brooms
 televisions computers trains

Inside the home	Outside the home

- b** Choose one item that you think could be used inside and outside the home and say why.



Transitional words connect sentences. They help the reader understand the relationships between different ideas. Examples include "first", "second", "third", "next", "then", "afterward", "in addition", "subsequently", "finally", "lastly".

Question 7

Use at least two transitional words from the box in your answers to questions **8a** and **8b**.

Question 8

a Can you think of a machine that has changed the way we live?

b How do you think machines will change in the future?

Question 9

a Identify the simple and complete subject in the following sentences:

The old, worn-out washing machine loudly cleaned the clothes.

A simple subject is a single word or words representing the main noun without any of its modifiers or adjectives, and tells who or what the sentence is about.

A complete subject represents the simple subject and all the words that go with it.



Read this sentence and the annotations.

- i The refrigerator in the kitchen keeps the food cold.

Simple subject: _____

Complete subject: _____

- ii The water sprinkler in the garden waters the grass.

Simple subject: _____

Complete subject: _____

- b Identify the simple and complete predicate in the following sentences:



Read this sentence and the annotations.

The lawnmower in the garden cuts the grass quickly.

The simple predicate is the verb that tells what the subject does or is (cuts).

The complete predicate is the verb and all of the words that go with it (cuts the grass quickly).

- i The tumble-dryer in the basement dries our clothes quickly.

Simple predicate: _____

Complete predicate: _____

- ii The computers at school are faster than my computer at home.

Simple predicate: _____

Complete predicate: _____



ICT and Mathematics link: You could use Google Forms to survey others about how they use machines in their home and create a chart to show results.

Part 2



Use some transitional words. These will help the reader follow the links between your different ideas.

Question 10

Read the introduction and conclusion of an essay about machines in the future. Complete the essay by writing two paragraphs about:

- what machines will be like *in the home* in the future
- what machines will be like *outside the home* in the future.

Plan

Think of a topic sentence and supporting sentences for each paragraph.

To add information	To contrast information	To show cause and effect	To show time
also, in addition, furthermore, for example, for instance	but, however, nevertheless, on the other hand	as a result, because, consequently, for this reason, so, therefore	before, earlier, finally, first, second, meanwhile, next, now, previously, since, then, until, when, while

Introduction

It is likely that machines will continue to advance in technological capabilities, as they become more sophisticated in the future. They will be able to perform tasks more efficiently than they can today. This will significantly impact life at home and at school or work. This essay will discuss what machines will be like in the home and outside the home in the future.

What machines will be like in the home.

What machines will be like outside the home.

When you write your essay, remember to use details in your own words from *Source 1* and *Source 2* to support your explanation.

Conclusion

Overall, I believe that machines will continue to have a major impact on our lives in the future. They will make our lives easier and more convenient in many ways, but they could also cause some challenges, such as job losses due to automation and safety concerns. It is important to be aware of both the benefits and the challenges of using machines so that we can make decisions about how to use them in the future.

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: Skills and concepts

Nadia's response uses her skills and knowledge to identify and write why the smartphone is her favourite machine. Her response is simple and is a direct answer to the question.

Annika: Extended thinking

Annika's response goes beyond the use of skills and understanding basic concepts. She puts together ideas and explains how smartphones have a profound impact on our lives and predicts that they continue to advance in the future.

Part 1

Now that you have worked through Part 1 of 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 is starting to explore the ideas. They may need more support to show how their answers connect to the topic.	Answers show some evidence that the student partly understands the concepts.	Answers show that the student is competent and understands most of the concepts.	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.

Strategic thinking**Question 1**

- a** What strategies should you use before reading a text to help you understand it better?
- i Preview the text by skimming the title, headings and images.
 - ii Activate your prior knowledge by thinking about what you already know about the topic.
 - iii Read different texts on a similar topic.
 - iv Include all of the above.
- b** What strategies should you use while reading a text to help you understand?
- i Ask yourself questions about the text as you read.
 - ii Highlight relevant points.
 - iii Ignore the parts of the text that you do not understand.
 - iv Read the text quickly without paying attention to the details.
- c** What strategies should you use after reading a text to help you remember and understand what you have read?
- i Review your notes and summaries.
 - ii Discuss the text with others.
 - iii Reflect on what you have read.
 - iv Do not think about the text after you have read it.

Word Recognition and Fluency:

Identify strategies found most helpful before, during and after reading.

3 Proficient

Students need to think critically about the reading strategies that they find most helpful. To answer these questions, students also need to exercise reasoning skills about their own reading process and to identify the strategies that work best for them.

Skills and concepts

Question 2

- a Look at paragraph 2. Write the topic sentence and the supporting evidence.

Topic Sentence:

Machines help us in many ways at home, for example, the refrigerator keeps food fresh and drinks cold.

Supporting Evidence:

The freezer preserves food and limits food spoilage.

- b Look at paragraph 3. Write the topic sentence and the supporting evidence.

Topic Sentence:

Therefore, machines make people's lives easier and more convenient in many ways.

Supporting Evidence:

They help us save time, do tasks that would be difficult to do on our own and help us live more comfortably.

Comprehension: Develop an understanding of text organisation and structure to assist in comprehension (topic sentences and supporting sentences).

2 Developing

Shows growing understanding of the topic. The student is beginning to explain how machines affect our lives, with more clarity or support needed.

Recalling information

Question 3

Look at **Source 1** and answer the questions:

- a What does the word **they** refer to in paragraph 1? *Most tasks*
- b What does the word **them** refer to in paragraph 1? *machines*
- c What does the word **it** refer to in paragraph 2? *Lighting a campfire*
- d What does the word **They** refer to in paragraph 3? *machines*

Word Recognition and Fluency:

Apply appropriate word structure to decipher meaning.

1 Beginning

The answers are found explicitly in the text, so the students require a basic understanding of referents (pronouns).

Skills and concepts**Question 4**

a Why do we use machines?

Suggested answer:

They assist us in doing a variety of tasks efficiently and effectively.

b Write two examples of small machines and two examples of large machines.

Small: iPad, laptop

Large: washing machine, dishwasher

c How do machines help us at home?

Suggested answer:

Machines make our lives easier and more convenient. For example, they can save time to do tasks that would be difficult to do on our own, and, therefore, allow us to live more comfortably.

d What would happen if we did not have machines at home?

Suggested answer:

Some tasks would be difficult to do as it would take time and be labour intensive.

Comprehension: Develop an understanding of text organisation and structure to assist in comprehension (topic sentences and supporting sentences).

2 Developing

Shows some evidence that the student partly understands the importance of machines in our lives.

Extended thinking**Question 5**

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	Machines make people's lives easier and more convenient in many ways.			✓
2	Kitchen, cleaning, laundry and entertainment appliances all involve the use of machines.	✓		
3	Machines are used in transportation, construction, manufacturing and agriculture.		✓	
4	We can produce more food using machines.		✓	
5	Machines perform tasks that would be impossible for people to do on their own.			✓

Statements 1 and 5	Statement 2
<p>1 Beginning</p> <p>The student correctly identifies Sources 1 and 2. The statements are the exact words in the text.</p>	<p>2 Developing</p> <p>The student associates the categories of kitchen, cleaning, laundry and entertainment with the machines mentioned in the text.</p>
Statement 3	Statement 4
<p>1 Beginning</p> <p>The student correctly identifies Source 2. The statement is the exact words in the text.</p>	<p>3 Proficient</p> <p>The student needs to link the statement "... produce more food ..." with "... being produced efficiently ...".</p>

Skills and concepts

Question 6

- a Sort the words in the Vocabulary box into lists according to how we use the machines.

Inside the home	Outside the home
refrigerators, ovens, microwaves, dishwashers, blenders, washing machines, tractors, dryers, vacuum cleaners, mops, brooms, televisions, computers	bulldozers, buses, cranes, airplanes, harvesters, cars, trains

- b** Choose one item that you think could be used inside and outside the home and say why.

Suggested answer:

Computers can be used at home for entertainment and outside the home at school for studies.

Word Recognition and Fluency: Use knowledge of grade level words.

2 Developing

The question requires students to understand the different ways that machines are used, and to be able to apply that knowledge to sort the words into the correct lists.

Extended thinking

Question 7

Use at least two transitional words from the box in your answers to questions **8a** and **8b**.

Question 8

- a** Can you think of a machine that has changed the way we live?

Suggested answers:

Grammar and Conventions:

Use appropriate transitional words in written communication.

The washing machine has changed the way we live. **First**, it makes cleaning clothes easy. **Second**, it is quicker than hand washing. **Third**, it frees up our time to do other things.

The washing machine has changed the way we live. **First**, it has freed up our time and **subsequently** we can do things, such as study or spend time with our families. **Second**, we have cleaner clothes than hand washing which can improve our health and well-being. **Third**, it allows us to care for our clothes, which can extend their lifespan and save us money.

2 Developing

Requires students to apply their knowledge of the washing machine and the impact it has on our lives using simple transitional words.

4 Highly proficient

The response provides a comprehensive well-reasoned explanation of how the washing machine has changed the way we live. It also supports its claims with evidence, such as the fact that washing machines free up our time, make our clothes cleaner and make it easier to care for our clothes.

b How do you think machines will change in the future?

Suggested answers:

Grammar and Conventions: Use appropriate transitional words in written communication.	
<p>I think machines will become more intelligent and more integrated into our lives in the future. For example, they will be used to automate tasks that are currently done by humans. In addition, they will also be used to develop new products and services.</p>	<p>Machines are changing the world at an unprecedented pace. In the future, I think machines will become even more intelligent and beneficial to humans. For example, AI-powered medical devices could diagnose diseases early. In addition, self-driving cars could revolutionise transportation and make our roads safer. Finally, robotics could automate manufacturing, further freeing up workers to focus on more creative work.</p>
<p>3 Proficient</p> <p><i>The response shows a good understanding of the question. It uses simple, but appropriate transitional words whilst also using a high level of vocabulary such as “integrated” and “automate”.</i></p>	<p>4 Highly proficient</p> <p><i>The response provides a comprehensive, well-reasoned explanation of how machines will change in the future. It also supports its claims with evidence, such as AI-powered machines, self-driving cars and the use of robotics. Appropriate transitional words are used to support the fluency of the text.</i></p>

Recalling information

Question 9

a Identify the simple and complete subject in the following sentences:

i The refrigerator in the kitchen keeps the food cold.

Simple subject: refrigerator

Complete subject: The refrigerator in the kitchen

ii The water sprinkler in the garden waters the grass.

Simple subject: water sprinkler

Complete subject: The water sprinkler in the garden

b Identify the simple and complete predicate in the following sentences:

i The tumble-dryer in the basement dries our clothes quickly.

Simple predicate: dries

Complete predicate: *dries our clothes quickly*

ii The computers at school are faster than my computer at home.

Simple predicate: *are*

Complete predicate: *are faster than my computer at home*

Grammar and Conventions: Distinguish between the simple and complete subject and predicate in sentences.

2 Developing

The answers require students to recall the definitions of simple and complete subjects and predicates, and to apply that knowledge to identify these parts of speech in the given sentences.

Part 2

Question 10

Task 1 You are going to write two paragraphs of an essay about:

- what machines will be like *in the home* in the future.
- what machines will be like *outside the home* in the future.

Suggested answer:

What machines will be like in the home in future

In the future, machines in the home will be able to learn people's daily routine and anticipate their needs. For example, if you run out of milk, the refrigerators may be able to track what is in the fridge and automatically order more. In addition, washing machines may be able to detect the type of program needed depending on the clothes placed in the machine. Furthermore, robots may be able to carry out domestic tasks, such as cleaning and cooking.

What machines will be like outside the home in the future

Machines outside the home in the future will become more advanced. For example, self-driving cars which have already been invented may be able to fly. Consequently, transportation for people and for delivery of products will be easier than now. Finally, robots may be used to build buildings and do tasks that are too dangerous for humans.

Writing: Use knowledge of the writing process. Locate and organise information to create well-constructed paragraphs.

4 Highly proficient

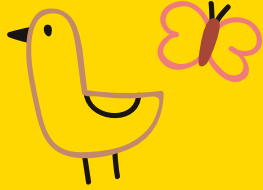
*This response goes beyond simply recalling facts and definitions to explain and analyse the potential impact of machines on our lives in the future. For example, 1) "... automatically order more." 2) "**Consequently**, transportation for people and for delivery of products will be easier than now." This response also considers different perspectives on the use of machines.*

Reflection

Complete this flow chart.

My strengths
<hr/> <hr/> <hr/> <hr/>
Evidence of my strengths
<hr/> <hr/> <hr/> <hr/>
My goals for the next performance task
<hr/> <hr/> <hr/> <hr/>
My plan to reach the goals
<hr/> <hr/> <hr/> <hr/>

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5

SAMPLE

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