

JAMAICA

SAMPLE

PEEP

Language Arts

Performance Task

Practice Papers

GRADE

6

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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 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 can see how students answered 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 7.
- Part 2 has question 8.

## → Before you start ...

Look at these students' responses for the following task: As a Jamaican citizen, what does cultural heritage mean to you? 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>Cultural heritage is our identity and what makes us Jamaican. It is about our music like reggae.</i>	<i>Jamaican cultural heritage is a vibrant fusion of traditions from our historic past that reflects our resilience, our creativity and our passion for life. It is the heartbeat of our nation, the foundation upon which our identity is built. From the pulsating rhythm of reggae to the fiery cuisine of jerk chicken, our heritage is a symphony of experiences that captivates the soul. Jamaican cultural heritage is the glue that binds us together despite our differences.</i>

Although both responses are correct, Nadia's response is limited.

Annika's response demonstrates a deep understanding of the prompt. It also has a clear and organised structure, evidence-based reasoning, original expression and expressive language. These qualities elevate the response to a higher level, demonstrating her ability to provide a descriptive and insightful definition of cultural heritage.

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

Write **Recalling information**, **Skills and concepts**, **Strategic thinking** or **Extended thinking** next to their name below. 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 and 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's and Annika's responses.

## Part 1

### SOURCE 1

## A Guide to Jamaica's History and Independence

### *A Journey Through Time*

If you are going to visit Jamaica, you will be interested to learn a little about this beautiful country with a proud history. Jamaica's transformation into an independent nation is proof of resilience, cultural blending and staunch spirit. These factors are woven into the fabric of Jamaican history which makes it a proud nation.

### *Pre-Historic Jamaica: Revealing the Past*

Jamaica's pre-historic era is covered in mystery. Archaeological excavations

have revealed artifacts of settlements that date back to 4000 BC. The Arawak and the Taíno people are the island's earliest inhabitants who established distinct cultural identities.

### *The Arrival of European Colonisation*

- First, the famous explorer, Christopher Columbus, set foot on Jamaican soil in 1494.
- Then in 1509, the island became a colony of Spain.
- The Spanish introduced their language, religion and agricultural practices, leaving a legacy on Jamaican culture.

## ***The Transformation into a British Colony***

After nearly 150 years of Spanish rule, the British seized control of the island from the Spanish. Their colonial rule lasted over 300 years. The British brought their own customs, laws and social structures, further shaping Jamaica's cultural tapestry.

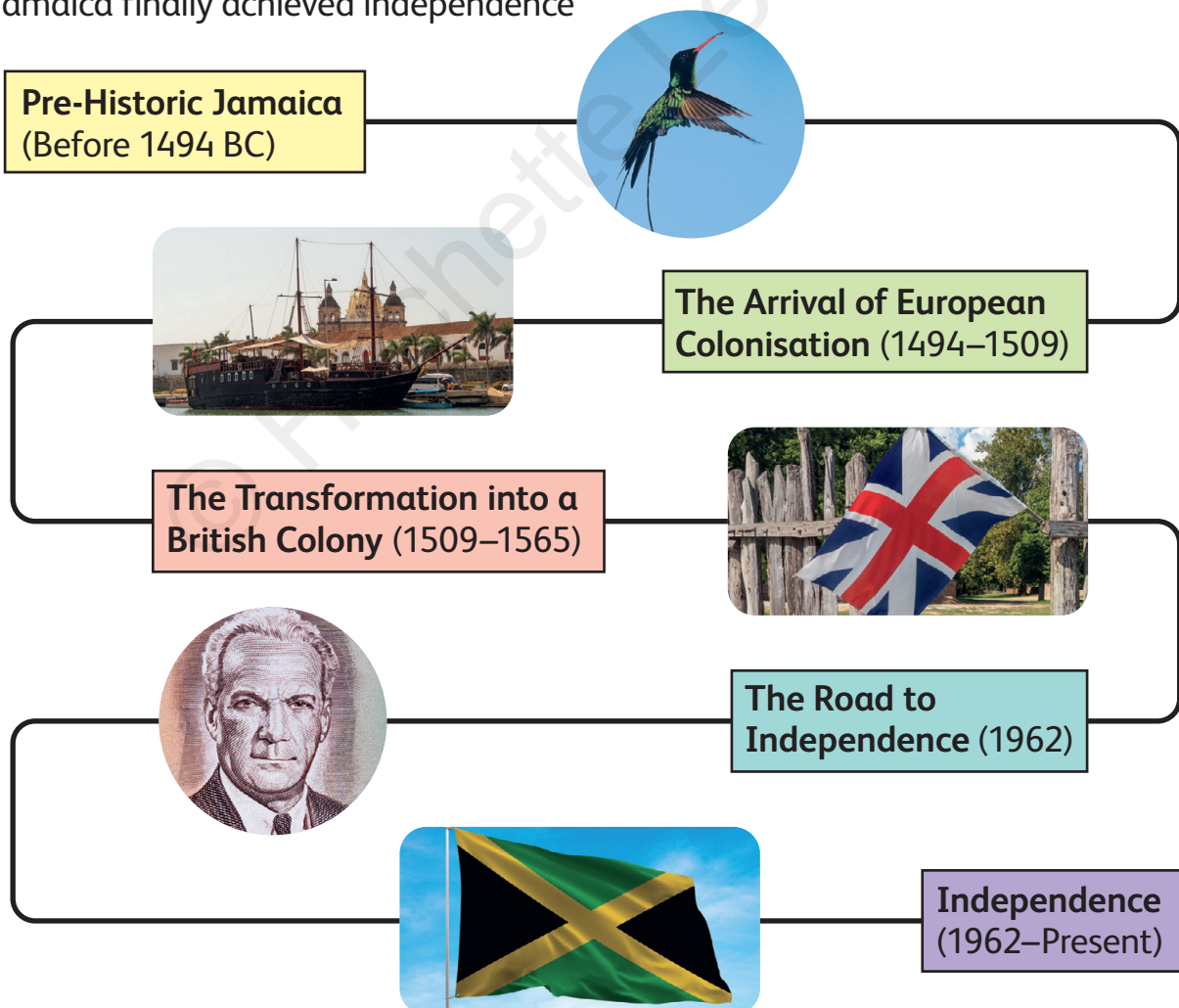
## ***The Road to Independence: Achieving Self-governance***

Self-governance was achieved through the determination of many Jamaicans. National heroes, such as Paul Bogle and George William Gordon, resisted the laws of the British. In 1962, Jamaica finally achieved independence

from British rule. Their sovereignty was marked by nationwide celebrations that brought a sense of pride.

## ***A Symbol of Independence***

Amidst the jubilation of Independence Day, the symbol of the nation's autonomy with its distinct pattern of a yellow cross and the colours of green and black was raised for the first time. Today, Jamaica stands as a vibrant and independent nation, embracing its unique identity which is evidence of its resilience. Its rich history, cultural diversity and warm hospitality continue to captivate visitors from around the world.



**SOURCE 2****Two National Heroes****Paul Bogle***(1822–24 October 1865)*

Paul Bogle is one of the seven National Heroes of Jamaica. He was born near Morant Bay, St Thomas in

1822. Although slavery had not yet been abolished, he was born free and owned a plot of land in the farming community. There were very few people from the area who were allowed to vote (around a hundred), but he was one of them. He was very interested in politics as a way to address the inequalities in society. He became good friends with George William Gordon, who shared his concerns about poverty and unfairness under British colonial rule. Paul Bogle was also very religious and became a Deacon of the Native Baptist Church in Stony Gut, where he helped educate the church congregation. In 1865, Bogle led a march to Morant Bay Courthouse to protest against poverty and the way people without power were treated by those in authority. It became known as the Morant Bay Rebellion. Bogle is remembered for fighting for fairness and equality and was made a National Hero a long time after his death in 1969.

**George William Gordon***(1820–23 October 1865)*

George William Gordon is another of the seven National Heroes of Jamaica. Born in 1820, his

mother was enslaved and his father was a planter from Scotland. George William Gordon was not educated at school, but he taught himself to read and write. At ten years old, he went to live with his godfather who ran his own business in Black River. He learned a lot from his godfather's work and grew up to be a businessman. He was very intelligent and excellent at public speaking. As an adult, George William Gordon attended Paul Bogle's Church and shared many of same views on the unfairness of colonial society seen through racism and poverty. He was arrested after the Morant Bay Rebellion in 1865 even though there was no evidence that he was involved. He was not given a fair trial but was sentenced to death by British colonial authorities. He was also made a National Hero in 1969.

## Question 1

- a** Go back to **Source 1** and become a text detective! Match each text feature (**i** to **iv**) with the meaning (**a** to **d**) that best describes it.

	Text feature
<b>i</b>	Headings
<b>ii</b>	Bullet points
<b>iii</b>	Subheadings
<b>iv</b>	Graphics

Meaning	
<b>a</b>	These provide more specific information about the main topic of the heading.
<b>b</b>	These can include images, charts or graphs.
<b>c</b>	These list important details in a concise way.
<b>d</b>	These can present information in a clear and organised way.

- b** Write an example of each text feature in the table. One has been done for you.

	Text feature	An example from Source 1
<b>i</b>	Headings	
<b>ii</b>	Bullet points	
<b>iii</b>	Subheadings	
<b>iv</b>	Graphics	<i>Timeline</i>



Skim the text quickly to see how it is organised. Then, scan and read the text more carefully to find the detail that you need.

## Question 2

- a** Which headings from **Source 1** would you look at to find out about Jamaica before independence?
- \_\_\_\_\_
- \_\_\_\_\_
- b** What do we call the sentence that introduces the main point of the text? Circle the correct answer.
- i concluding sentence      ii transition sentence
- iii topic sentence          iv supporting sentence

### Question 3

Summarise the most important information from **Source 1**.

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### Question 4

Who is the intended audience of **Source 1**? Use evidence from the text to support your answer.

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### Question 5

Which aspect of the **Source 1** text do you find most interesting? Describe what you would like to find out more about and the different ways you would do your research.

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### Question 6

If you were writing your own version of the **Source 1** text, would you include the same information? What would you do differently?

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### Question 7

Use all the sources to help you answer these questions.

**a** What is the earliest date mentioned across all sources?

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**b** Which country ruled Jamaica when Paul Bogle was alive?

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**c** Find one piece of evidence from **Source 1** and one piece of evidence from **Source 2** that demonstrates Jamaica's resilience against colonialism.

#### Source 1 evidence

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#### Source 2 evidence

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## Part 2

### Question 8

Your parents' friend, Mrs Brown, is 80 years old and remembers what Jamaica was like before independence.

Write a letter telling Mrs Brown that you are doing a school project on Jamaica's road to independence. Briefly write what you learned about Paul Bogle and George William Gordon in the Jamaican independence movement. Ask what it was like to live in Jamaica before independence and how times have changed.

- **Paragraph 1:** Introduce yourself. Explain briefly why you are writing.
- **Paragraph 2:** Describe what you have already learned.
- **Paragraph 3:** Politely ask for the information you want to find out.
- **Paragraph 4:** Thank Mrs Brown for her time and consideration. Tell her that you look forward to hearing from her.



Remember to add your address and the date in the top right-hand corner.

Dear Mrs Brown,

I hope this letter finds you well. My name is \_\_\_\_\_

and my parents are good friends of yours. I am writing to you because

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We have been studying the Jamaican independence movement at school.

It has been really interesting and I have learned \_\_\_\_\_

I would love to know more about what it was like before Jamaica became independent.

I would be very grateful if you could \_\_\_\_\_

Thank you for reading my letter and \_\_\_\_\_

Yours sincerely,



ICT and Social Studies link: Create a digital timeline using tools like Canva or PowerPoint to present key events in the lives of Paul Bogle and George William Gordon.

## 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

Nadia's response recalls basic information.

#### Annika: Skills and concepts

Annika's response puts ideas together and suggests how to solve a problem, which is extending thinking.

### 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
Answers show limited understanding of the concept. The student may need more support, practice or clarification to develop their ideas further.	Answers shows 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.

## Question 1

**a** Match the text features **i** to **iv** with their meanings **a** to **d**.

Text feature		Meaning	
<b>i</b>	Headings	<b>d</b>	These can present information in a clear and organised way.
<b>ii</b>	Bullet points	<b>c</b>	These list important details in a concise way.
<b>iii</b>	Subheadings	<b>a</b>	These provide more specific information about the main topic of the heading.
<b>iv</b>	Graphics	<b>b</b>	These can include images, charts or graphs.

**b** Write an example of each text feature in the table.

Text feature		An example from Source 1
<b>i</b>	Headings	<i>A Journey Through Time</i>
<b>ii</b>	Bullet points	<i>First, the famous explorer, Christopher Columbus, set foot on Jamaican soil in 1494.</i>
<b>iii</b>	Subheadings	<i>Revealing the Past</i>
<b>iv</b>	Graphics	<i>Timeline</i>

**1 Beginning / Word recognition and fluency:** Apply word recognition strategies found most helpful before, during and after reading.

*Tasks a and b are examples of the skills of recall and reproduction. The tasks require students to simply match text features with their corresponding meanings in Question 1a, and identify and recall information from the text for Question 1b. There is no need for critical thinking, analysis or application of knowledge.*

## Question 2

**a** Which headings from **Source 1** would you look at to find out about Jamaica before independence?

*The headings "Pre-Historic Jamaica: Revealing the Past" and "The Arrival of European Colonisation" would indicate that these sections of the text will discuss Jamaica's history before the time of independence from British rule.*

**2 Developing / Research and Study Skills:** Use table of contents and index to locate information in texts. Use graphs, maps and charts.

*This task asks to locate information about a particular period and, therefore, requires the ability to identify and extract specific information from a text. The text provides a clear chronological overview of Jamaica's history, with each heading marking a distinct period.*

- b What do we call the sentence that introduces the main point of the text?
- i concluding sentence
  - ii transition sentence
  - iii topic sentence
  - iv supporting sentence

**2 Developing / Word Recognition and Fluency:** Identify and reflect on (or use) word recognition strategies found most helpful before, during and after reading.

*The task requires the student to recall and apply basic knowledge and identify and define different types of sentences, including topic sentences.*

### Question 3

Summarise the most important information from **Source 1**.

Jamaica has a rich and complex history that dates back to 4000 BC. The island was first inhabited by the Arawak and the Taíno people who were later enslaved by Spanish settlers. The British took control of Jamaica in the 17th century and ruled for over three hundred years. In 1962, Jamaica finally gained its independence from Britain. Today, Jamaica is a vibrant and independent nation with a unique culture and history.

**3 Proficient / Comprehension:** Summarise main findings in a text.

*The task requires the student to apply the information from the text to a new situation. To identify the most important points, students need to make judgements about what is important, organise the information in a logical order and use their own words to express the information.*

### Question 4

Who is the intended audience of **Source 1**? Use evidence from the text to support your answer.

The text begins by stating that it is a guide to Jamaica's history. This suggests that the text is intended to provide information to a general audience, such as tourists who are not familiar with the subject and are interested in learning about Jamaica's history.

**2 Developing / Comprehension:** Skim, scan and apply other reading strategies to locate main ideas and other specific information in text.

*The task asks the reader to interpret the text to determine who the intended audience is, which is supported by evidence in the text.*

### Question 5

Which aspect of the **Source 1** text do you find most interesting? Describe what you would like to find out more about and the different ways you would do your research.

**Comprehension:**

Self-select reading materials and share their reading interests.

The most interesting aspect of the text is the transformation of Jamaica into an independent nation. This reflects the country's resilience and strong spirit. I would like to find out more about the struggles and achievements of the Jamaican people during their fight for independence.

I found the aspect of the text that describes how Jamaica's culture has been shaped by its long history of colonisation to be the most interesting. I would like to learn more about the different cultures that have come to Jamaica and how they have influenced the island's music, cuisine and traditions. I would research this topic by reading books and articles about Jamaican history and culture, visiting museums and historical sites in Jamaica and talking to Jamaican people.

**1** Beginning

*Beginning: The student recalls information from the text. The student identifies the most interesting aspect of the text and expresses their desire to learn more about it, but they do not state how they would do further research.*

**3** Proficient

*This response accurately summarises the main points of the text and shows understanding of the relationships between the ideas. Additionally, the response expresses personal interest in the topic and indicates a willingness to engage in further research.*

**Question 6**

If you were writing your own version of the **Source 1** text, would you include the same information? What would you do differently?

**Comprehension:**

Identify and discuss connections with texts: text-to-self, text-to-text and text-to-world; interpret texts accurately and with expression.

I would include the same information in my own version of this text, but I would present it in a less serious manner, using storytelling techniques. I would also focus more on the arrival of Columbus, the struggle for independence and the sense of Jamaican pride after gaining independence.

I would go beyond simply recounting events and delve into the deeper historical context, analysing the motivations, perspectives and consequences of these historical occurrences. I would also explore the intangible aspects of Jamaican history, such as the cultural blending, resilience and staunch spirit that have shaped the nation's identity.

<p><b>2</b> Developing</p> <p><i>This response, as it is, involves factual recall and basic comprehension. The response is simple and straightforward, using clear language and avoiding complex vocabulary or sentence structures. Developing responses provide a summary of events and concepts, without delving into deeper analysis or interpretation.</i></p>	<p><b>4</b> Highly proficient</p> <p><i>This response shows critical analysis and synthesis. The response is written in a sophisticated manner, using more complex vocabulary and sentence structures. It proposes engagement in deeper analysis of historical events and concepts, examining their causes, consequences and wider implications.</i></p>
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## Question 7

Use all the sources to help you answer these questions.

- a What is the earliest date mentioned across all sources? **4000 BC**
- b Which country ruled Jamaica when Paul Bogle was alive? **The British**

**1 Beginning / Comprehension:** Skim, scan and apply other reading strategies to locate main ideas and other specific information in text.

*The answers require the student to recall information that has been explicitly taught or presented to them.*

- c Find one piece of evidence from **Source 1** and one piece of evidence from **Source 2** that demonstrates Jamaica's resilience against colonialism.

### Source 1 evidence

*Source 1 states that Jamaica's change into an independent nation was "proof of resilience, cultural blending and staunch spirit". This demonstrates that Jamaicans were able to resist colonialism and achieve independence, which is evidence of resilience.*

### Source 2 evidence

*Source 2 states that Paul Bogle and George William Gordon were national heroes who resisted the laws of the British. This demonstrates that Jamaicans were not afraid to fight for their freedom, which is also evidence of resilience.*

**3 Proficient / Comprehension:** Skim, scan and apply other reading strategies to locate main ideas and other specific information in text.

*The answer requires the student to analyse and synthesise information from two different sources to support a claim. This level of analysis requires more critical thinking and reasoning than a beginning answer which would simply require the student to recall information from one source.*

## Part 2

### Question 8

Your parents' friend, Mrs Brown, is 80 years old and remembers what it was like to live before Jamaica gained independence.

Write a letter telling Mrs Brown that you are doing a school project on Jamaica's road to independence. Briefly write what you learned about Paul Bogle and George William Gordon in the Jamaican independence movement. Ask what it was like to live in Jamaica before independence and how times have changed.

- **Paragraph 1:** Introduce yourself. Explain briefly why you are writing.
- **Paragraph 2:** Describe what you have already learned.
- **Paragraph 3:** Politely ask for the information you want to find out.
- **Paragraph 4:** Thank Mrs Brown for her time and consideration. Tell her that you look forward to hearing from her.

#### Suggested response:

[Your address and date]

Dear Mrs Brown,

I hope this letter finds you well. My name is \_\_\_\_\_ and my parents are good friends of yours. I am writing to you because I am doing a school project about Jamaica's road to independence. I was wondering if you could tell me what it was like to live through the time of colonisation and how Jamaica has changed after gaining independence. I am interested in learning more about the lives of Paul Bogle and George William Gordon.

We have been studying the Jamaican independence movement at school. It has been really interesting and I have learned that Paul Bogle was a Baptist deacon in Stony Gut, St Thomas, Jamaica. He was a leader of the Morant Bay Rebellion of 1865, which was against the British colonial rule. George William Gordon was a member of the Jamaican Assembly and a strong supporter for justice for Jamaicans. In 1865, he was arrested in connection with the Morant Bay Rebellion.

I would love to know more about what it was like before Jamaica became independent. I would be very grateful if you could tell me what the challenges and opportunities were that people faced. What changes have taken place in Jamaica since independence? I am interested in hearing your personal experiences. Your perspective would be invaluable to me as I learn more about Jamaica's history.

Thank you for reading my letter and I look forward to hearing from you soon.

Yours sincerely,

[Your name]

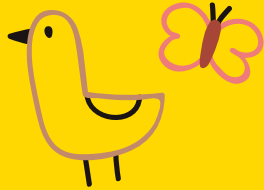
## Reflection

Use your answers to the task to assess your own learning.

- List the question numbers.
- Rate your work on each question using this scale:

Question	Below standard	On track	Above standard

JAMAICA



# PEEP

## Language Arts

GRADE

Performance Task

Practice Papers

6

SAMPLE

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ISBN 978-1-0360-0518-4



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