

JAMAICA

SAMPLE

PEEP



Social Studies

Performance Task



Practice Papers



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How to use this book

Welcome to your PEP Practice Paper Book for Social Studies. For **Practice paper 1** we have provided some guidance on how to complete the work and given you sample answers. This will help you when you do **Practice papers 2 to 10**.

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

- Read questions carefully and decide the best answer to give.
- Learn how to get good results even if your answer is not completely correct.
- Understand what the different ratings mean and 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 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. Before you begin a test, read through the whole test carefully.

- Look at the words that are used in instructions. They give you clues about what you need to do and how much information you need to give.
- Here are some examples of instruction words you will find in the practice papers.

Analyse	Design	Find	Interpret	Say what
Choose	Draw	Find evidence	Investigate	What is
Compare	Explain why	How can you?	Justify	Work out
Decide	Fill in	Identify	Match	

- There are different levels of questions in each paper. Each paper starts with easy, recall questions and then ends with a more complicated task which requires you to think a little deeper.

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 other 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.

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Practice paper 1

This task has 3 parts:

- Part 1 has questions 1 and 2.
- Part 2 has questions 3 and 4.
- Part 3 has question 5.

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

→ Before you start ...

When you do a performance task, it is useful to read through the questions first so you have an idea of what you will need to do. Start by skim reading all the questions.

The following task words and phrases appear in the performance task. Use them to complete the sentences.

label write draw report fill in circle

- Read the text and then _____ the missing words.
- Draw a _____ around the correct answer.
- Write a _____ on what you found out, making sure you present the information in a logical way.
- _____ a diagram to show the different parts.
- When you are designing your poster, decide on a picture to _____.
- Use the space below to _____ your answer. Remember to check your punctuation.

Who are we?

You are a researcher working for a company that helps people trace their family tree. You are going to find out about different people in Jamaica and where their ancestors came from. Then you are going to write a report with the title, "Out of many, one people".

Part 1

All about ancestors

Question 1

Read the conversation between Jada and Daniel.

My grandmother always says that we are descendants of the original people of Jamaica – the Tainos. She says our ancestors lived in the mountains around the time the Spaniards arrived in 1494. The Tainos grew crops like cassava and sweet potatoes, and caught fish as well as shellfish. Granny says they taught the Maroons traditional cooking methods.

That is so cool. We are descendants of enslaved Ashanti people who were brought here in slave ships from Ghana, in West Africa in the 1500s. My dad says our ancestors were forced to work on the sugar plantations, owned first by the Spaniards and later by the British when they captured Jamaica in 1655. My great-great-great, I do not know how many greats, grandfather worked in the fields and his wife worked in the Great House, doing the cooking. He says Africans brought yams and cassava to Jamaica.



Look at the photographs and the conversation between the characters and use the information to complete the table.

- a Fill in this table with information from Jada and Daniel.

	Jada's family	Daniel's family
Which ethnic group are their ancestors from originally?	 	
When did they arrive in Jamaica?	 	
What did they do?	 	
What food did they bring to Jamaica?	 	



“Explain” means to give details. What would you mention to someone who has never heard about the Maroons?



Descriptive words or phrases reveal traits or features. What are some of the traits associated with the Maroons?



Think of some of the categories used to describe a culture.

b What do you know about the Maroons?

- Explain who the Maroons were.
- Write **three** words or phrases which describe the kind of people the Maroons were.
- Identify **two** areas of Jamaican culture and state **one** thing that the Maroons contributed to each.

Question 2

Now read about what Kai and Shamana have to say.

My ancestors are Chinese. They came here in 1850, looking for a better life. At first, they had a contract to work on plantations, but this kind of life did not suit them and when their contracts finished, they opened shops and restaurants. Chinese food is the best! My parents still have a restaurant today.



Some of our story is the same. My ancestors also came here to work on the plantations just after Emancipation in 1834. They were indentured workers and they worked on the plantations for five to ten years. When their contracts were over, the government gave them land. Later they opened shops – many people of Indian descent still have shops today. We brought spices and curries to Jamaica.



a Fill in what you learned from Kai and Shamama.

	Kai's family	Shamana's family
Which ethnic group are their ancestors from originally?	_____	_____
When did they arrive in Jamaica?	_____	_____
What did they do?	_____	_____
What food did they bring to Jamaica?	_____	_____



"Emancipation" is another word for freedom.

b Shamama mentioned, "Emancipation in 1834". Explain what she means.



Remember the meaning of "explain".

- State who was emancipated and by whom.
- What did the people need freedom from?
- Explain **three** things that happened to the emancipated people after emancipation.
- What were the options for the people who were emancipated?



This is asking you to explain why emancipation in 1834 is still important to Jamaicans today.

- Why do you think Jamaicans celebrate Emancipation Day every year?

Part 2

Making a timeline and constructing a route chart

Question 3

Read through all the texts in Part 1 again. Then make a timeline showing the arrival of the different peoples in Jamaica.



Look back at what each character said in Part 1. What are the dates associated with each group of people?



You could draw it below, or you could use a tablet or computer to create your timeline using PowerPoint, Google Slides, or Canva.

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ICT: Digital tools



Read the names of places carefully before drawing and labelling the routes.

Question 4

Look at this map of the world. Using different colours or different kinds of lines, draw in these routes. Label each route.

- slaves coming from West Africa to Jamaica
- Chinese workers coming from China to Jamaica
- workers coming from India to Jamaica
- trade going from Jamaica to Britain and Spain



- Use an atlas or Google Maps to find the distance between Jamaica and one of the places on the map (such as China, West Africa or Britain). Write down the distance in kilometres. _____



Geography: Digital maps to explore migration routes

Mathematics: Distance between countries

ICT: Google Maps to search and compare routes

Practice Paper 1 Self-evaluation

How do you know how well you did?

Now that you have worked through the task, 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.

1 Beginning	2 Developing	3 Proficient	4 Highly proficient
Answers show no evidence or very little evidence that the student understands the concepts.	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.

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

Recalling information

Questions 1 and 2

These are simple questions, asking you to read, find information and fill in a table.

Question 1a: Here you fill in the table, based on information from Jada and Daniel.

	Jada's family	Daniel's family
Which ethnic group are their ancestors from originally?	Tainos	Ashanti slaves from Ghana
When did they arrive in Jamaica?	descendants of original people of Jamaica	1500s
What did they do?	raised chickens and grew vegetables	worked on sugar plantations
What food did they bring to Jamaica?	jerk chicken	yams and cassava

Question 1b: Here you give your own answer, based on what you know. For example:

The Maroons were local people who lived in the mountains of Jamaica. Many escaped slaves joined the Maroons. The Maroons were fierce fighters against the occupying nations. They contributed jerk chicken to Jamaican culture and dances like the dinki minki.

Question 2a: Here you fill in the table, based on information from Kai and Shamana.

	Kai's family	Shamana's family
Which ethnic group are their ancestors from originally?	China	India
When did they arrive in Jamaica?	1850	just after Emancipation in 1834 or earlier
What did they do?	first contract to work on plantations, then shopkeepers	first indentured workers on plantations, then shopkeepers
What food did they bring to Jamaica?	Chinese food	spices and curries

Question 2b: Here you give your own answer, based on what you know. For example:

The Emancipation in 1834 is when the slaves were set free. The slaves were African people and they were set free by the British, who ruled Jamaica at that time. After emancipation, some slaves became farmers and some slaves stayed on the plantations. Some ran away to the mountains to join the Maroons.

Skills and concepts

Question 3

This question requires you to think a little deeper. You need to apply your **skills and concepts** to construct a timeline.



Strategic thinking

Question 4

This question is a mix of **using your concepts** and **thinking strategically** to plot routes on a map.



Extended thinking

Question 5

This question asks you to synthesise all the information you have from the sources and write an essay. You cannot just give a simple right answer, you have to think carefully about how to structure your report.

This rubric shows how a reviewer would score the task.

Essay <i>Out of many, one people</i>				
	4 Highly proficient 5	3 Proficient 3–4	2 Developing 3–2	1 Beginner 2–1
Planning	Planning is evident – four well-constructed paragraphs.	Ideas are in separate paragraphs.	Some confusion in structuring and ordering information.	Not well planned.
Content	Content is relevant and appropriate; some own ideas included. Title matches content.	Content is fairly relevant and appropriate; one own idea included. Title mainly matches content.	Content is appropriate, no extra information. Vague connection to title.	Content is lacking or very thin. No connection to title.
Language use	Excellent sentence structure, spelling and punctuation.	Good sentence structure, spelling and punctuation.	Reasonable use of language, some errors.	Struggles to write coherently in English.

Reflection

Complete this flow chart.

My strengths



Evidence of my strengths

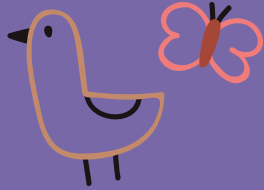


My goals for the next performance task



My plan to reach the goals

JAMAICA



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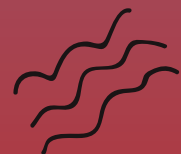
Practice Papers

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Improve learners' confidence as they comprehensively prepare for the Performance Task exams, with the only resource focusing on reflective learning to sustain and develop critical thinking.



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- Enhance learners' critical thinking and problem-solving abilities with a pedagogical and cognitive approach to exam practice.
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