Core Curriculum Unit

Educational | Design | Implementation | Support | Assessment

Ministry of Education, Youth & Information

Primary Exit Profile
Bringing Abilities to Light

STUDENT CAMP 2021

ABILITY ASSESSMENT

BOOKLET 4

(STUDENT)

PREPARED BY CURRICULUM UNIT, MoEYI

INTRODUCTION

Dear Students,

The Curriculum Unit of the MoEYI welcomes the opportunity to help you prepare for your final examination, the PEP Ability Test. We know that you have been facing some difficult times, but also that your faith in God has been keeping you strong. For some persons, doing a test is like doing a puzzle that is fun, but for others, it is a time of discomfort due to troubling emotions. Despite these differences, there is so much you can learn about yourself and about life from doing a test! So be encouraged as you are not alone and there are many persons waiting to support you because they, like us, want you all to taste the pleasure that comes with learning success.

This assessment booklet was designed to help you to succeed. It contains different kinds of tasks that will help you decide how ready you are and what you need to do to excel. The tasks will also require you to integrate the skills you have developed and the understandings you have gained from learning about different aspects of life through the various time-tabled subjects, the co-curricular activities and also from using what you have been taught in your everyday living. To benefit from each activity, remember to reflect on what you know, remain focused and optimistic and visualize yourself persevering to reach your goal. Above all, do your BEST by bringing every relevant strategy and technique you know to unravel the secret code that each test item tries to hide. If you are baffled by any item, treat the experience as a message that is pointing you to seek help from other sources of ideas.

As you learn and make progress towards achieving your goals, share new insights with members of your learning circle – family, friends, and faithful teachers/mentors.

So get ready, knowing that we are looking forward to hearing your story of VICTORY!

TIPS FOR PARENTS

General Note:

These booklets are developed by the Core Curriculum Unit of the Ministry of Education, Youth and Information (MoEYI) to support your child/ward in developing key skills for the upcoming PEP Ability Test. The Unit has tried to make the booklets as simple and user- friendly as possible so that your child will be able to work through most of the tasks independently. However, your role may become important at different points based on the ability of your child. Some tips are set out below for you:

- ✓ Schedule time slots for your child/ward to review/ revise work in the booklet. If the child also has online classes, you will need to carefully help him/ her to balance his/ her time.
- ✓ Give your child breaks between activities. Do not crowd the child with too many tasks in one block. Allow time for play.
- ✓ Guide your child/ward in going through the steps/ processes as outlined in the given examples for each activity. Avoid short-cuts.
- ✓ Have your child explain their thinking behind selected responses.
- ✓ Use simple household chores and projects to further your child's learning, for example measuring the ingredients for baking, budgeting for shopping and so on
- ✓ Play a supportive role but allow your child/ward to do the work required.
- ✓ You may seek support from the child's teacher (or the National Parent Teachers Association – NPTA) where you are unable to assist the child on your own with some areas of the tasks.
- ✓ Expose your child to additional resources available through radio and television lessons and the learning kits provided by the MoEYI. Speak to your teacher/principal to access the schedule for the lessons and to access the kits.
- ✓ Praise your child's efforts. *Have fun while learning with your child!*

TIPS FOR TEACHERS

General Note:

These booklets are developed by the Core Curriculum Unit of the Ministry of Education, Youth and Information (MoEYI) to supplement the preparation of your students for the upcoming PEP Ability Test. Some tips on the role you may play are outlined below:

- ✓ Familiarize yourself with the booklet and try as far as possible to align it to your lessons.
- ✓ You may use this resource in addition to other resources that you are currently using.
- ✓ As often as is required the activities recommended in the booklet should be differentiated to meet the diverse needs of your students.
- ✓ You can use this booklet in your *Student Camp sessions* or for take home activities for students to complete.
- ✓ Encourage them to ask questions during class time about any aspect of the booklet that they may find difficult.
- ✓ Mark/Assess the work that students have done in the booklet and supply them with feedback.
- ✓ Allow for student feedback through self-assessment activities such as student learning portfolios and the use of success criteria
- ✓ You may access further support through your school's Supervisory Officers or the Curriculum Unit

"The human mind once stretched by a new idea never goes back to its original dimensions"

Oliver Wendel

Objectives

The activities in this booklet are designed to:

- Develop quantitative and verbal reasoning skills within the Social Studies context
- Help students to reason and process information

Focus Areas

This booklet is intended to assist students preparing for the Grade 6 Ability Test. The Ability Test is designed to assess thinking in two broad categories: Quantitative Reasoning and Verbal Reasoning

Categories of Quantitative and Verbal Reasoning

Quantitative Reasoning	**Verbal Reasoning**
Problem Solving	Analogy
Data Analysis	Classification
Approximation/Estimation	Essential Part
Comparing Quantities	Sequencing
Representing Quantities	Text Completion
Patterns	Reading
	Artificial Language
	Logical Deductions

Success Criteria

At the end of each section read the "I can" statement(s) and put a tick in the box [√] if you understand fully the category of reasoning. If you do not understand, go through the questions again and ask your teacher or parent to help you.

INSTRUCTIONS

There are forty (40) questions in this booklet. Answer ALL questions by circling the best response or by writing your response.

Verbal Reasoning

An Analogy is a word problem that is made up of two pairs of words. To solve the problem you need to find out the relationship between the first pair of words. The relationship between the first pair of words and the second is the same.

1. Spain is to Europe as Barbados is to _____
    a. Asia
    b. Africa
    c. Caribbean
    d. Canada

2. East Indian is to India as Taino is to _____
    a. Europe
    b. China
    c. South America
    d. North America

3. Sweet and sour is to the Chinese as curry and roti is to the _____
    a. British
    b. Africans
    c. Spaniards
    d. East Indians

4. Crop Over is to Barbados as Carnival is to _____
    a. Haiti
    b. Cuba
    c. St. Kitts
    d. Trinidad

Success Criteria

I can:

Tell the relationship between pairs of words [ ]

Use the relationship between the first pair of words to tell the relationship between the second pair of words [ ]

A Classification is a grouping of objects based on similarities or a set of rules.

5. Which country **does not** belong to the group?

a. Jamaica

b. Trinidad

c. Barbados

d. The Cayman Islands

All of the persons in the box have one thing in common.

Sam Sharpe	George William Gordon
Alexander Bustamante	Nanny of the Maroons

6. Which of the following persons could be included in the box?

a. Michael Manley

b. Norman Manley

c. Edward Seaga

d. Louise Bennett

7. Which landform does **NOT** belong to the group?

a. Hill

b. Plain

c. Mountain

d. Plateau

8. Which term **BEST** describes the following: Sea, Ocean, Lake, River?

a. Landmass

b. Landform

c. Waterbodies

d. Water cycle

Read the sentence in the box, then answer question 9.

Each parish capital has a municipal office.

9. Which of the following would NOT have a municipal office.

a. St. Ann's Bay
b. Port Maria
c. Santa Cruz
d. Spanish Town

10. Which one **does not** belong?

a. Food
b. Dress
c. Dance
d. Jonkunu

Success Criteria	
I can:	
Identify the similarities among a group of things.	[ ]
Put all the things that are similar together.	[ ]

An Essential Part is an absolutely necessary or very important part or feature of an object, process or concept.

11. Which is the **most important** feature of a mountain?

a. Its steep slopes
b. Its high summit
c. It is more than 600m high
d. It has many trees

12. Which is an **essential** feature of a river?

a. It has a long body of water
b. It has a narrow body of water
c. It flows in a narrow valley
d. It has a flowing body of freshwater

13. Which feature **must** all maps have?

a. Title
b. Rivers
c. Roads
d. Plains

14. Which is an **essential** feature of a forest?

a. Birds
b. Trees
c. Lizards
d. Flat land

15. Which is the **most important** feature of a plain?

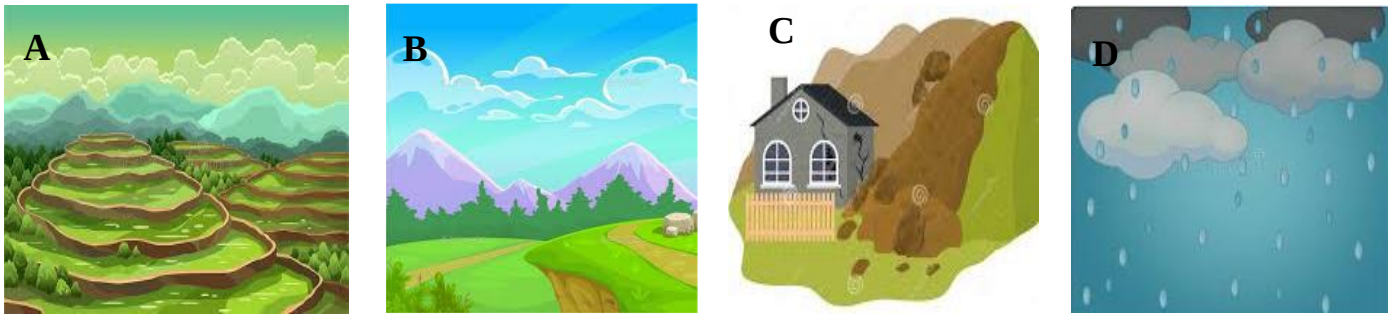
a. It is flat land
b. It has a river
c. It is near to the sea
d. It is between two highland areas

Success Criteria

I can identify the most important or essential feature of a landform or object. [ ]

Sequencing involves arranging events or objects in a logical order.

Look at the pictures labelled A, B, C, D and answer question 16.



6. Write the letters in the order in which the events are **most likely** to occur. _____

Look carefully at the compass and answer question 17.



17. Which is next in the sequence – NE, SE, SW, __?
    a. WN
    b. EN
    c. WS
    d. NW

Look at the table and answer question 18.

March	Sunrise	Sunset
1	06:25	18:13
2	06:24	18:14
3	06:24	18:14
4	06:23	18:15
5	?	?

18. Which is the next in the sequence?
    a. 06:23, 18:12
    b. 06:21 18:17
    c. 06:22 18:16
    d. 06:22 18:12

Success Criteria

I can arrange events in a logical sequence. [ ]

Text completion involves using the context to determine best choice of words based on variation in spelling/usage/meaning.

Read the extract below and answer question 19.

This contract is made on the 19th day of August in the year 1873 between Patrick Long and Raj Patel. Mr. Long will provide food, clothing and shelter and in return Mr. Patel will work on the sugar plantation.

19. Which of the following is the **BEST** meaning for the contract shown?

a. A decrease in size

b. A decrease in number

c. An agreement between two persons

d. A note with names and dates

Read the paragraph below and answer question 20.

Crop Over started in Barbados during slavery to mark the end of the sugar crop. It is celebrated every year from June to August. The celebrations include a parade with music and dancing. There are many private and public events.

20. Which term **BEST** describes the activities in the paragraph?

a. Festival

b. Fair

c. Party

d. Parade

21. When Leroy Chang arrived in Jamaica, he was **BEST** described as _____.

a. An immigration officer

b. An immigrant

c. A migrant

d. An emigrant

Success Criteria

I can use the context in which a word is used to tell its meaning. [ ]

Artificial Language is a fun way to use a set of letters or for an invented language, to determine the meaning of other words in the language.

The words in bold come from the language spoken on a newly discovered planet. Look at the meaning of each word, then answer question 22.

Parish capital	**bafe hent**
Parish hall	**bafe filk**
Capital library	**hent xanf**
Parish church	**bafe zegy**

22. Which word would mean parish library?

a. bafe filk

b. bafe xanf

c. xanf bafe

d. zegy bafe

Delani and Delana made a special alphabet which they use to send messages to each other. Use the special alphabet to find the answers questions 23 – 25.

Δ	Ώ	Θ	Ψ	Π	Z	β	λ	ϑ	Ж
A	E	N	S	T	O	I	P	C	R

23. Who were the first inhabitants of Jamaica? Π Δ β Θ Z _____

24. Which was the main crop grown by the first inhabitants of Jamaica? ϑ Z Ж Θ _____

25. What was used for travelling by the first inhabitants of Jamaica? ϑ Δ Θ Z Ώ _____

Success Criteria

I can decode messages by identifying patterns and reading symbols [ ]

Logical Deduction involves using evidence to support a conclusion that is given, OR drawing a conclusion based on evidence that is presented.

Read the extract and answer question 26.

> The first Chinese immigrants, opened grocery shops that have become popular across the country. Known as 'Chiney shops' they could be found in almost every village and town. The "Chiney shops" were the forerunner for supermarkets. The Chinese opened the first the supermarkets in Jamaica in the 1950s."

26. Which of the following conclusions is correct?

    a. The Chinese were the first to open supermarkets in Jamaica

    b. The Chinese were very good businessmen before they came to Jamaica.

    c. The Chinese own all grocery shops in Jamaica.

    d. The Chinese opened supermarkets before grocery shops

Read the paragraph below and answer question 27.

> John Chin left China to work in Jamaica for a few years. He was from a very poor family. Mr. Chin heard that he could make a lot of money working on a sugar estate in Jamaica. While working on the plantation he met Mr. Lyn Sam came to Jamaica from Trinidad because he had completed his contract and the plantation was seriously damaged by hurricanes and insects.

27. Which of the following statements support the conclusion "The Chinese came to Jamaica for a better life?

    a. The Chinese are from a poor country

    b. There were no jobs in China

    c. Natural disasters cause some people to come to Jamaica

    d. The Chinese could make money by working in Jamaica

Success Criteria

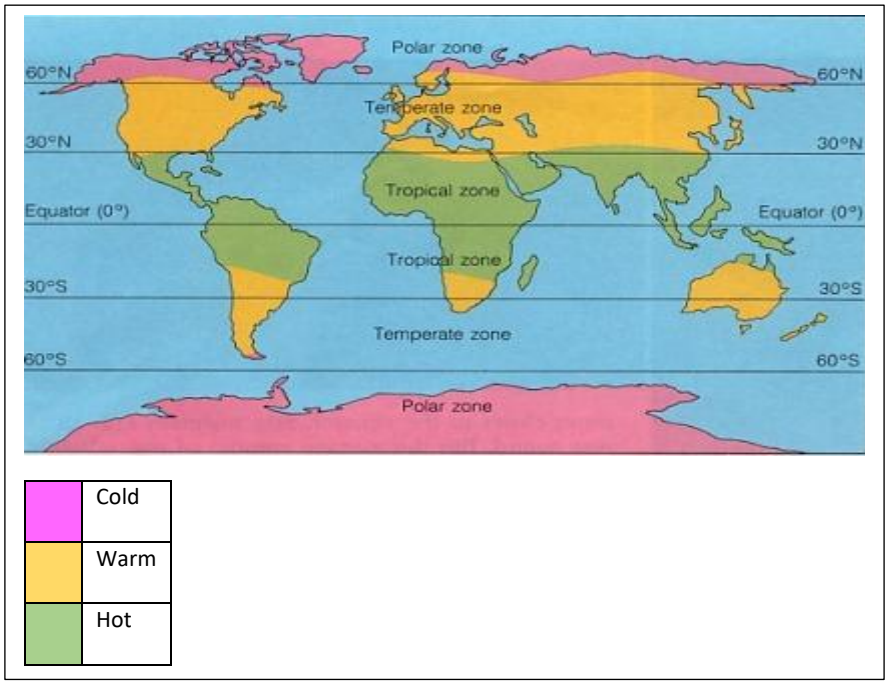
I can draw logical conclusions based on evidence presented [ ]

Quantitative Reasoning

Patterning involves identifying, generating and describing patterns in a given sequence. Sometimes it requires completing/extending the pattern in a given sequence.

Look carefully at the map of the world and answer question 28.

Map of the World showing Climatic Zones



28. Which of the following is correct?

a. Warm countries are closest to the Equator and cold countries are closest to the poles.

b. Hot countries are closest to the poles and cold countries are closest to the Equator.

c. Cold countries are closest to the poles and hot countries are closest to the Equator.

d. Warm countries are closest to the poles and hot countries are closest to the Equator.

29. Which of the following completes the sequence? 0^0, $30\ ^0$N, $60\ ^0$ N, ____

a. $30\ ^0$ S

b. $60\ ^0$ S

c. $90\ ^0$ N

d. $90\ ^0$ S

Success Criteria

I can recognize and complete an arrangement in a logical order [ ]

Representing Quantities involves making sense of quantities, understanding the meaning of quantities (not just compute them) and using a variety of ways to create a coherent representation of a problem.

30. Which ocean is the smallest?

a. Indian Ocean 70,560,000 km^2

b. Arctic Ocean 15,558,000 km^2

c. Southern Ocean 21,960,000 km^2

d. Atlantic Ocean 85,723,000 km^2

31. Which mountain is the highest?

a. Kilimanjaro 5895m

b. Denali 6190m

c. Aconcagua 6962m

d. Mt. Vinson 4892m

Look at the Relief Map of Jamaica and answer questions 32 and 33.

Relief Map of Jamaica



Symbol/ colour	Meaning
▲	Mountain peak
	500 m and above
	200 m
	0-100m above sea level

32. Which is the second highest mountain peak in Jamaica?

    a. Blue Mountain Peak
    b. Catherine's Peak
    c. Gossomer Peak
    d. Holly Mount

33. Which statement is correct?

    a. Most of the highlands are along the coastline
    b. Most of the lowlands are along the coastline
    c. The highest mountains are in the western section of the island
    d. There is more lowland on the north coast than on the south coast

Success Criteria
I can understand quantities represented in various ways [ ]

Comparing Quantities involves comparing numbers (fractional, whole or decimal) to determine which is more, less or equal. It also involves comparing quantities based on their mass, length, temperature or capacity.

34. St. Thomas is 742.48 km^2. Which parish is larger than St. Thomas?

a. Trelawny 874.3 km^2

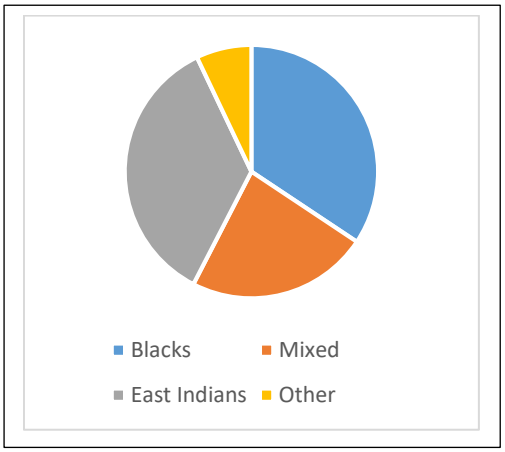
b. St. Mary 611.3 km^2

c. St. James 592.28 km^2

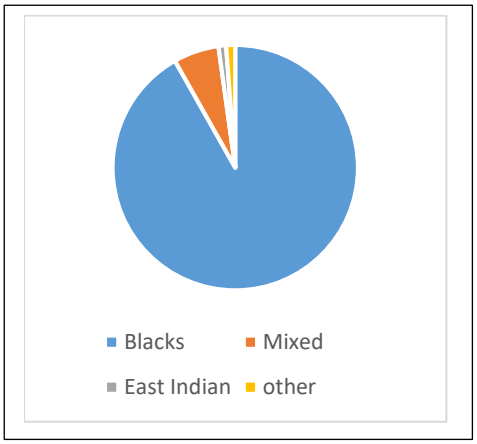
d. Hanover 451.15 km^2

Look at the pie charts showing ethnic groups in Trinidad and Jamaica and answer question 35.

Ethnic Groups Trinidad



Ethnic Groups Jamaica



35. Which ethnic group has a larger percentage in Jamaica than in Trinidad?

a. Blacks

b. East Indians

c. Mixed

d. Other

Success Criteria

I can compare quantities. [ ]

Estimation involves using approximation/estimation to solve real-world and mathematical problems

36. Which waterbody makes up almost 50% of the world's oceans?

a. Indian Ocean 19.5%
b. Pacific Ocean 46.6%
c. Atlantic Ocean 23.3%
d. Southern Ocean 6.1%

Success Criteria

I can give approximate values. [ ]

Data Analysis involves sorting data based on characteristics. It also requires reading, interpreting and making inferences from data presented in tables and/or graphs

Use the information in the table to answer questions 37 and 38.

Thirty (30) Year Mean 1971-2000 for Individual Rainfall Stations (mm)

Parish	**Weather Station**	**Height above sea level**	January	February	March	April	May	June	July	August
Portland	Millbank	182m	480	418	294	420	432	515	328	479
Clarendon	Salt Savannah	5m	43	30	50	42	109	82	46	101
St. Mary	Langley	131 m	190	148	123	151	259	159	97	204
St. Catherine	Bernard Lodge	13m	32	32	42	62	85	71	38	64

37. Which weather station received the most rainfall over the period?

a. Bernard Lodge
b. Langley
c. Millbank
d. Salt Savannah

38. Which of the following is true?

a. The higher the weather station the more rainfall it receives.

b. The higher the weather station the less rainfall it receives.

c. The lower the weather station more rainfall it receives.

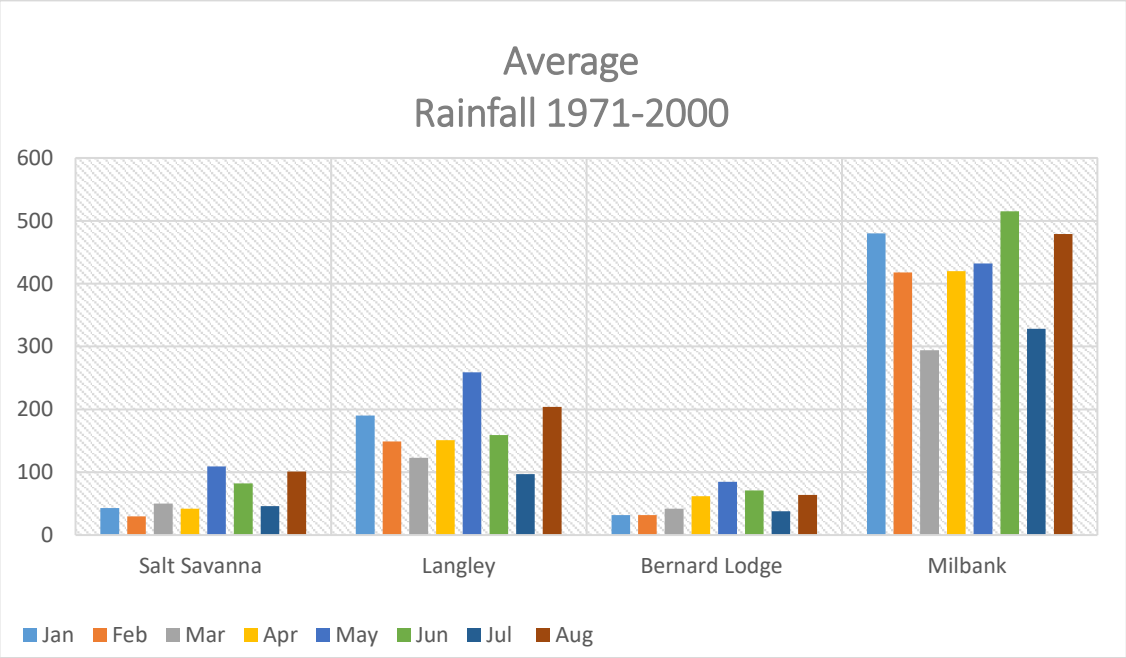
d. The height of the weather station does not affect the amount of rainfall it receives.

Success Criteria
I can read and interpret data presented in a table. [ ]

Problem Solving involves using mathematical knowledge and skills to solve real-world mathematical problems.

- ❖ make sense of problems
- ❖ reason abstractly and quantitatively
- ❖ use mathematical models to interpret & solve problems

Look at the graph and answer questions 39 and 40.



39. Which of the following areas would be **LEAST** likely to depend on rainfall to water their crops?

a. Bernard Lodge
b. Langley
c. Millbank
d. Salt Savannah

40. Which month would be **BEST** for cleaning drains?

a. March
b. August
c. May
d. June

Success Criteria

I can identify a problem and use mathematical knowledge and skills to solve it [ ]