



Core Curriculum Unit

Educational	Design
	Implementation
	Support
	Assessment

Ministry of Education & Youth



STUDENT CAMP 2021

SOCIAL STUDIES

CURRICULUM BASED TEST

BOOKLET 4

Student Copy

INTRODUCTION

Dear Students,

The Curriculum Unit of the MoEY welcomes the opportunity to help you prepare for your examination, the Curriculum Based 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 and Youth (MoEY) to support your child/ward in developing key skills for the upcoming PEP Curriculum Based 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 MoEY. Speak to your child's 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 and Youth (MoEY), to supplement the preparation of your students for the upcoming PEP Curriculum Based 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 Holmes

Objectives

By completing the activities in this booklet you will:

- reinforce your knowledge of facts and concepts in the NSC Social Studies Units
- improve your proficiency in the skills needed to be successful in the NSC Social Studies Units

Focus Areas

This booklet is intended to assist students preparing for the Grade 6 Social Studies Curriculum Based Test (CBT), which is a component of the Primary Exit Profile (PEP).

Due to the COVID 19 pandemic only the following Terms and Units will be tested on the examination.

Term	Unit
1	1. How can we promote and preserve our Caribbean culture?
	2. How did Jamaica achieve independence?
	3. How do we show respect and loyalty for our country?
2	1. How are mountains important to people's lives and how do humans affect mountains?

Term 1 Unit 1:

How can we promote and preserve our Caribbean culture?

NSC Objective:

Develop working definitions for and use the following: indentured servant, indentureship, contract, festival, carnival, immigrant, migration, push and pull factors.

1. Which of the following would be **most helpful** in finding the meaning of the word indentureship?
 - a. An atlas
 - b. A dictionary
 - c. A Mathematics textbook
 - d. www.india.com
2. Read the paragraph below and complete the table by writing the **Push Factor** and the **Pull Factor** for each person.

Leroy Chang left China to work in Jamaica for a few years. He was from a very poor family. Mr. Chang 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 who came to Jamaica from Trinidad. He had completed his contract and the plantation he was working on was seriously damaged by flooding and insects.

	Push Factor	Pull Factor
Leroy Chang		
Lyn Sam		

3. When Leroy Chang arrived in Jamaica, he was **best** described as _____.
 - a. A newcomer
 - b. An immigrant
 - c. A settler
 - d. A traveller

Read the extract below and answer question 4.

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

4. Which of the following is the **best** meaning for the word contract as used in extract above?
- 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 5.

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. It is like a party with many private and public events.

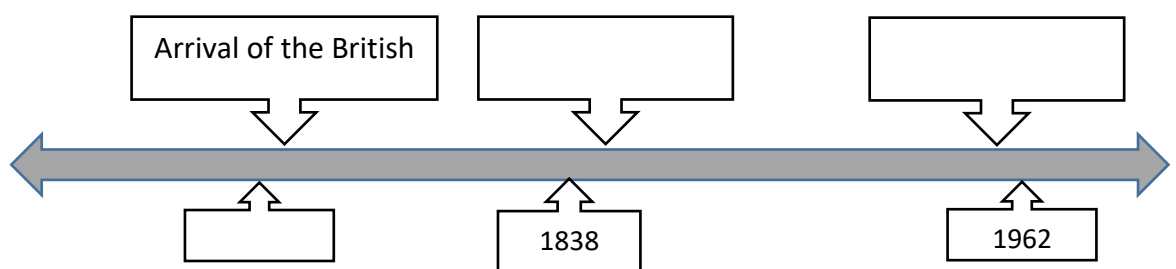
5. Which term **best** describes the activities in the paragraph?
- a. Festival
 - b. Fair
 - c. Gathering
 - d. Parade

NSC Objective:

Gather information and use mathematical skills to construct a timeline showing the arrival of the various ethnic groups to the Caribbean

What is a timeline? A timeline is a list of events arranged in the order in which they happened. It begins with the earliest time and moves forward through time

6. Which of the following would be the **most reliable** source to find the date when the Emancipation Act was passed?
- Government records
 - Personal diaries
 - School records
 - Personal letters
7. Which is the correct order in which the historical events happened in the Caribbean?
- Arrival of the Spaniards, arrival of the Africans, the Morant Bay Rebellion, the passing of the Emancipation Act
 - Arrival of the Spaniards, arrival of the Africans, the passing of Emancipation Act, Morant Bay Rebellion
 - Morant Bay Rebellion, Emancipation Act, Arrival of the Spaniards, Arrival of the Africans
 - Emancipation, Arrival of the Spanish, Morant Bay Rebellion, Arrival of the Africans
8. Complete the timeline below by inserting the events and the date.



NSC Objective: Create a thematic map of the world showing the places of origin of the ethnic groups that came to the Caribbean

What is a thematic map?

Thematic maps show information about a particular theme or topic.

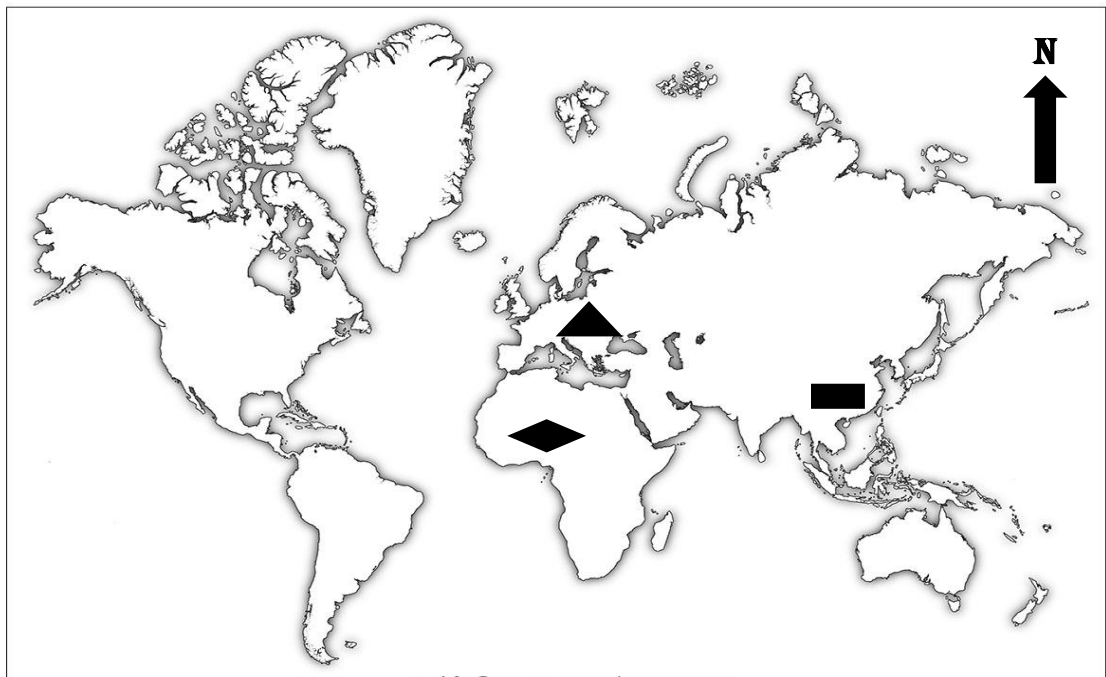
Hint

You need to know the continents

9. Which of the following are correctly matched?




- a. English Asia
- b. East Indians England
- c. Africans Spain
- d. French Europe

Map of the World



10. Look carefully at the map of the world above and complete the key below for the map by writing the name of the ethnic group and the name of the continent.

KEY

Name of the Ethnic Group	Name of Continent
	
	
	

Key/Legend is used to tell what symbols and colours mean on a map. It helps to unlock the map.

NSC Objective:

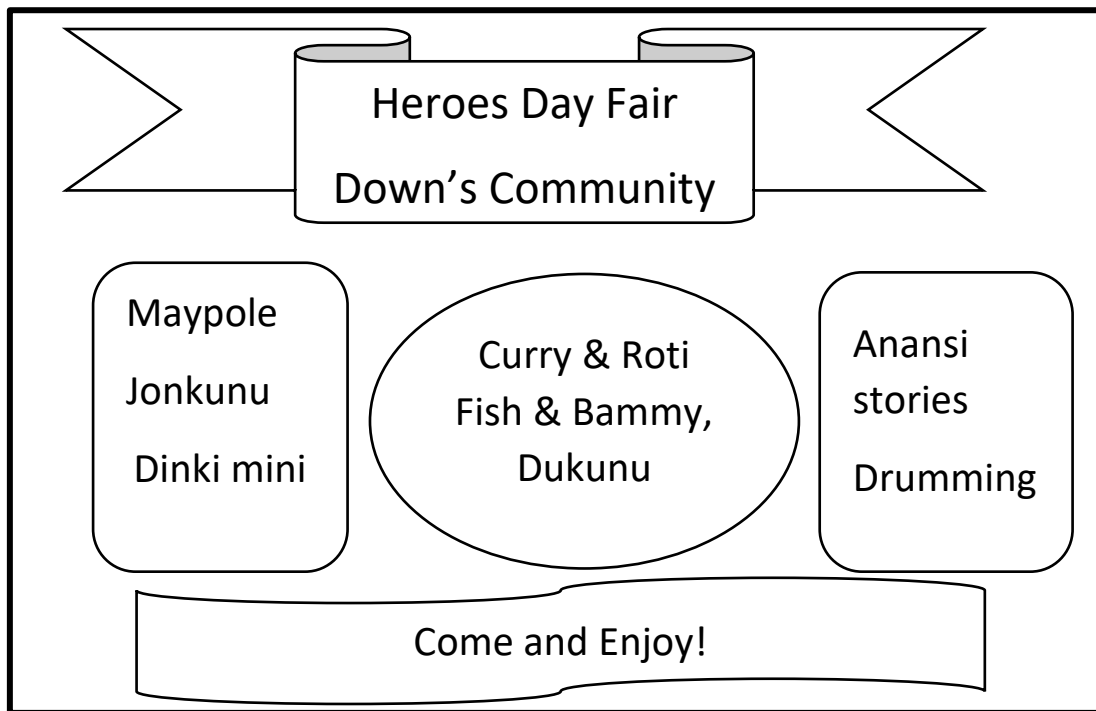
Categorize aspects of culture as goods and services

Goods are things people make or grow to sell

Services are jobs people do for others and for which they are sometimes paid.

<https://www.youtube.com/watch?v=W6rx-fxJeVs>

Read the flyer below and answer question 11.



11. Complete the table by writing the goods and services on the flyer in the correct column.

Goods	Services

NSC Objective:

Discuss the contribution of the East Indians and Chinese to the Jamaican economy.

The economy includes all activities related to the making, selling and buying of goods and services

Read the paragraph below and answer question 12.

The Chinese are here... Lance Neita

“The Chinese genius for trading came with the early immigrants, who started the line of grocery shops that have become their trademark across the country. Known as 'Chiney shops' they could be found in almost every village and town and were the forerunners of the grocery and dry goods business establishments, including the supermarkets that first opened in Jamaica in the 1950s.”

12. Put a tick in the column to show which statement is **supported** or **not supported** by the paragraph.

Statement	Supported	Not supported
The Chinese were the first to open supermarkets in the country		
The Chinese were very good businessmen before they came to Jamaica.		

NSC Objective:

Describe various strategies that are used to promote Caribbean culture.

What is a strategy? A strategy is a plan of action to achieve a goal.

13. Which of the following would help to promote Caribbean culture?

- a. A festival held in a different Caribbean country every four years that showcases Caribbean music and food
- b. A television show that has programmes about the history Africa, India and China
- c. A radio programme that talks about Caribbean government
- d. A book which has information on the arrival of different ethnic groups to the Caribbean

NSC Objective:

Identify various ways of preserving Caribbean culture

14. Which of the following is **most likely** to preserve Jamaican culture?

- a. Airing on television programmes about Jamaican culture once per year
- b. Playing American music on the radio everyday
- c. Going to the beach on heroes day
- d. Teaching about Jamaican culture in schools

Term 1 Unit 2:

How did Jamaica achieve independence?

NSC Objective:

Examine, compare and evaluate multiple sources that outline the life and work of Marcus Garvey, Norman Manley, and Alexander Bustamante

15. Which of the following founded the Jamaica Labour Party (JLP)?

- a. Alexander Bustamante
- b. Michael Manley
- c. Norman Manley
- d. Edward Seaga

16. Which of the following national heroes was born in St. Ann?

- a. Sam Sharpe
- b. Paul Bogle
- c. Marcus Garvey
- d. Alexander Bustamante

17. Which of the following sources would provide credible information on the life of Marcus Garvey?

- a. Liberty Hall Museum
- b. Facebook page
- c. Blog
- d. Article in magazine

NSC Objective:

Apply lessons learnt from the lives of Marcus Garvey, Norman Manley and Alexander Bustamante to new situations.

Read the following extract and answer questions 18, 19 and 20.

Choosing the Right Leader

On the Kingston waterfront, that fateful day in May 1938, the striking workers realised that they needed leadership, somebody 'fi talk fi wi'. Lucius Watson and five other workers came to the conclusion, "Well, we don't have no leader, let us go call St. William Grant. Grant was chosen for good reasons. He was a working-class black man like them, a staunch Garveyite who had been one of Garvey's lieutenants in Harlem but had been deported. Grant spoke on Sunday nights in the parks. And he was a race man.

"The group from the waterfront found St. William Grant at home sweeping his yard. "Mr. Grant, is you wi come to. There is a strike down the waterfront and we want somebody to come and talk to us."

"All right, oonu wait on me, a coming. I'm just going to call on somebody."

Grant led the men to Alexander Bustamante's home on Beeston Street. And the rest, as they say, is history.

Bustamante had turned up at Frome and Trench Pen as "negotiator" and had been writing strings of letters to **The Daily Gleaner** about the condition of the country and its poor classes. The waterfront strikers were at first reluctant to accept Bustamante as leader. "We no wan' no white man yah!"

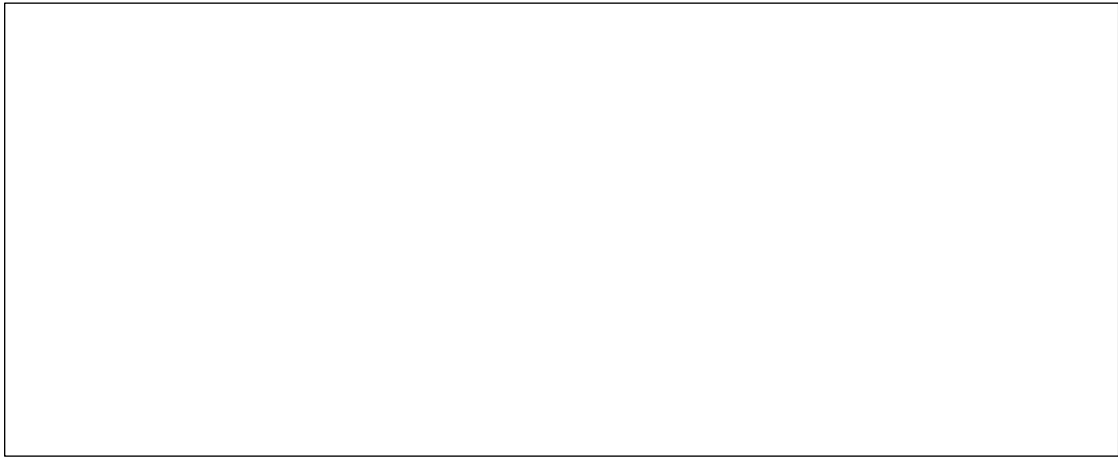
Black Grant, who had "a voice that rang like a bell", turned on the persuasive appeal and also threatened, "Listen to him! He have sense. If you don't listen to him, the meeting is over." When Busta was finished, the striking workers almost lifted him off the platform.

<http://jamaica-gleaner.com/article/focus/20141019/1938->

18. Why did the workers choose St. William Grant to speak on their behalf (“talk fi wi”)

A large, empty rectangular box with a thin black border, intended for the student's answer to question 18.

19. Why did St. William Grant choose Bustamante to talk to the workers?

A large, empty rectangular box with a thin black border, intended for the student's answer to question 19.

20. What lesson have you learnt about choosing leaders?

A large, empty rectangular box with a thin black border, intended for the student's answer to question 20.

NSC Objective:

Weigh the arguments for and against being an independent nation and draw conclusions about Jamaica's decision to pursue independence

Read the arguments in the table below, and complete item 21.

21. Put a tick in the column to show which argument **supports** or **does not support** independence from Britain.

Argument	Supports independence from Britain	Does not support independence from Britain
Britain was prepared to spend £6 million per day on war but could only afford £1 million per year for 20 years to fix the disgraceful and shocking conditions that existed in the colonies for which she was responsible.		
Britain used labourers, raw materials and taxes from her colonies. Raw materials were used to keep the factories going and British people employed.		

NSC Objective:

Compare the paths to independence taken by Jamaica, Haiti and Cuba.

22. Use the information in the paragraph below to complete the comparisons in the table.

Independence in Cuba and Jamaica

In Cuba the fight for independence from Spain ended in 1898. The leaders of the fight for independence were José Martí and Antonio Maceo. In Jamaica, Alexander Bustamante and Norman Manley, negotiated with the British government and gained independence in 1962.

What is Being Compared?	Cuba	Jamaica
Year	1898	
How independence was achieved?		
		Alexander Bustamante and Norman Manley
	Spain	

Term 1: Unit 3

How do we show respect and loyalty for our country?

Look at the Jamaican Coat of Arms and answer items 23 - 25.



23. Which ethnic group is on the Jamaican Coat of Arms?

- a. Spaniards
- b. East Indians
- c. Tainos
- d. Africans

24. Which **best** explains the Jamaican motto: “*Out of Many One People*”

- a. Jamaicans are from several different ethnic groups
- b. Jamaicans speak many different languages
- c. Jamaicans travel to many different countries
- d. Jamaicans are from one ethnic group

25. Which animal is on the Coat of Arms?

- a. Alligator
- b. Crocodile
- c. Iguana
- d. Lizard

Term 2: Unit 1

How are mountains important to people's lives and how do human activities affect mountain environments?

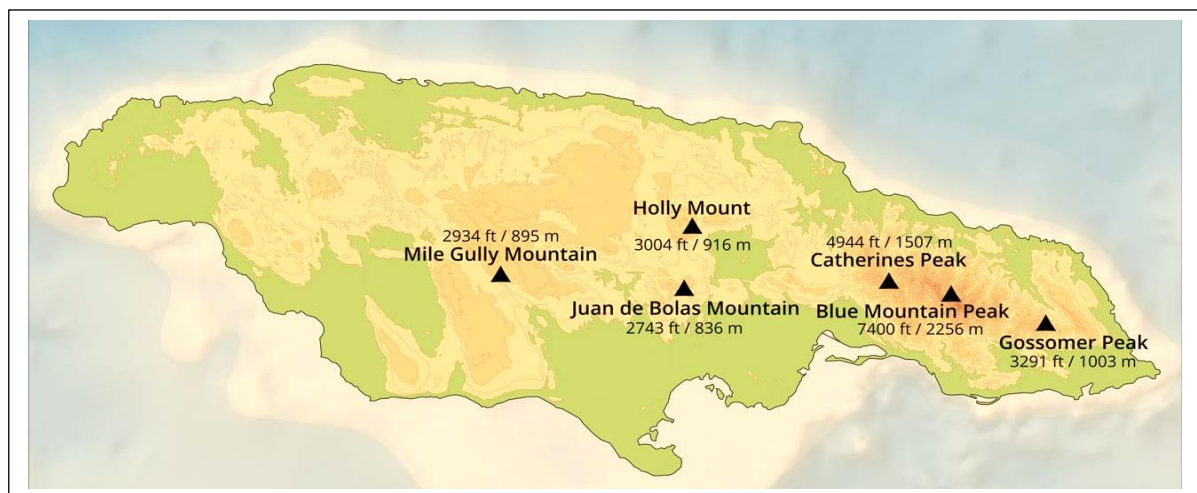
NSC Objective:

Create a thematic map showing the name and location of the major mountain in Jamaica

What is a thematic map? A thematic map shows a particular topic or theme e.g. relief or physical features of the area.

Look carefully at the Relief Map of Jamaica and answer questions 26 and 27.

Relief Map of Jamaica



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

26. Which is the highest mountain peak in Jamaica?

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

27. Which statement is correct?

- a. Most of the highlands are along the coast
- b. Most of the lowlands are along the coast
- 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

NSC Objective:

Gather information from multiple sources and use it to analyse the effects of human activities on mountains.

Look at the picture and answer item 28.



28. Which of the following would be most **effective solution** to the problem shown in the picture?

- a. Removing soil from the base of the slope
- b. Building terraces on the slope
- c. Removing the trees on the hillside
- d. Planting trees on the slope

NSC objective:

Use data to make comparisons and draw conclusions about how mountains affect weather and climate

Look carefully at the table below and answer question 29.

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

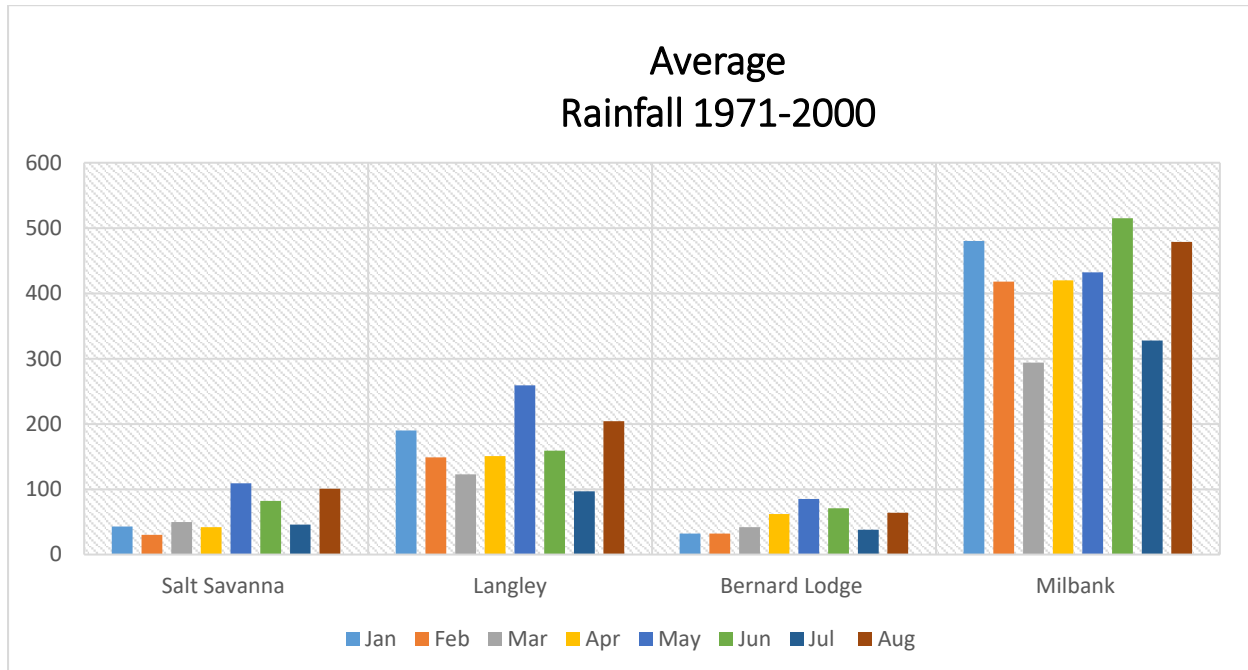
Parish	Weather Station	Height above sea level	January	February	March	April	May	June	July	August
Portland	Millbank	182m	480	418	294	420	432	515	328	479
Clarendon	Salt Savanna	5m	43	30	50	42	109	82	46	101
St. Mary	Langley	131 m	190	148	123	151	259	159	97	204
St. Catherine	Bernard Lodge	13m	32	32	42	62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

29. Put a tick in the column to show which statement **supports** or **does not support** the information in the table.

Statement	Supports	Does not support
Lowland areas receive more rainfall than highland areas		
Highland areas receive more rainfall in May than in February		

Look carefully at the graph below and answer question 30.

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



30. Which of the following statements is correct?

- a. Salt Savanna received the least rainfall
- b. Milbank received the most rainfall
- c. May was the wettest month for all the weather stations
- d. February was the driest month for all the weather stations