



**MINISTRY OF
EDUCATION,
YOUTH &
INFORMATION**



**Curriculum
Based Test**

***Grade 6 Social Studies
Sample Items***

Prepared by the Student Assessment Unit
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Introduction

This booklet consists of items originally found on the 2019 administration of the Primary Exit Profile (PEP) Social Studies Curriculum Based Test. Fifteen (15) items are contained within this booklet and together they provide a guide that should support the preparation of students for the 2022 administration of the Curriculum Based Test for Social Studies.

Characteristics of Items

Item Number: 1

Item Type: Single Select Multiple Choice

Term: One

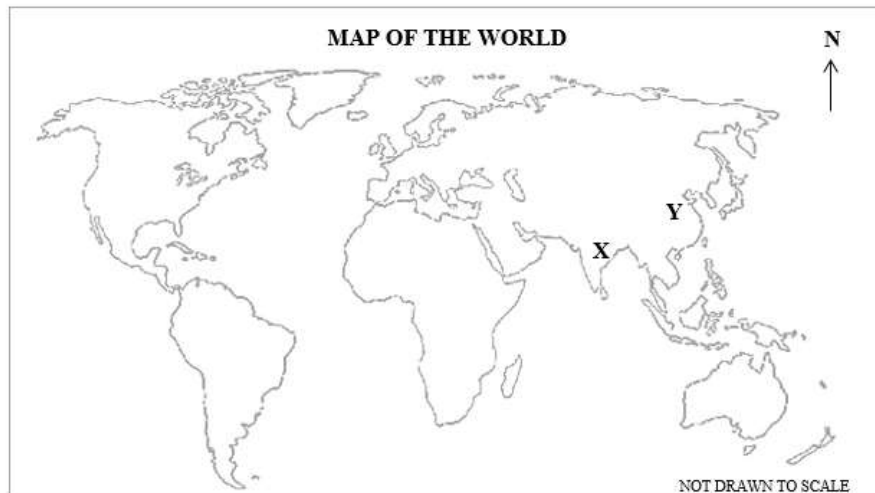
Unit: One

Depth of Knowledge: One

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

Item Description: Students are required to identify the ethnic groups which originated from specific areas of the world.

Examine the map of the world below and use it to answer item 1.



Which groups originated from the areas labeled X and Y above?

- A. Africans and Chinese
- B. British and Africans
- C. East Indians and British
- D. East Indians and Chinese

Item Key: D

Item Number: 2

Item Type: Single Select Multiple Choice

Term: One

Unit: One

Depth of Knowledge: One

Objective:

Describe the life of Chinese and East Indian immigrant on the plantation from the 19th to the 20th century

Item Description:

This item requires students to read the description of ethnic groups on plantations, from the 19th to the 20th century, then determine the ethnic group the description excludes.

Read the passage below and use it to answer item 2.

They were not slaves. They were contract workers who agreed to work for a period known as indentureship in exchange for their passage to the New World. They came in search of new life in the Caribbean.

(Source: Cariong Primary School Social Studies- Year 5)

Which group is **NOT** being described in the passage above?

- A. East Indians
- B. British
- C. Portuguese
- D. Chinese

Item Key: B

Item Number: 3

Item Type: Single Select Multiple Choice

Term: One

Unit: One

Depth of Knowledge: One

Objective: Distinguish between the pull and push factors that led to migration of the East Indians and the Chinese to the Caribbean

Item Description: This item requires students to demonstrate their understanding of push factors which led the East Indians to migrate to Jamaica.

Mr. Ramsack left India in the late 1800s and migrated to Jamaica. Which was a push factor for him?

- A. poverty
- B. job opportunities
- C. hope for a better life
- D. good weather conditions

Item Key: A

Item Number: 4

Item Type: Single Select Multiple Choice

Term: One

Unit: Three

Depth of Knowledge: One

Objective: Identify and describe the national symbols of Jamaica

Item Description: This item requires students to identify the national symbol/emblem being described.

Which of the following is required at official ceremonies and meetings in Jamaica?

- A. displaying an image of the Lignum Vitae
- B. displaying an image of the Humming Bird
- C. serving of the national dish
- D. playing/singing of the National Anthem

Item Key: D

Item Number: 5

Item Type: Single Select Multiple Choice

Term: One

Unit: Three

Depth of Knowledge: One

Objective:

Examine images which shows the changes in the Jamaican Coat-of-Arms, justify the changes made.

Item Description:

This item requires students to demonstrate an understanding of the reasons for the changes made to the Jamaican Coat-of-Arms over the years.

Which statement provides the **BEST** reason for the changes in the Jamaican Coat of Arms over the years? The coat of arms should _____.

- A. look visually appealing
- B. be changed on a regular basis
- C. be a reminder of slavery
- D. reflect Jamaica's history, resources and people

Item Key: D

Item Number: 6

Item Type: Single Select Multiple Choice

Term: One

Unit: One

Depth of Knowledge: Two

Objective: Formulate questions about Jamaica's decision to pursue independence and conduct research to answer these questions

Item Description: Students are required to identify the most suitable question that can be used to form the basis of a research.

Your teacher gave you an assignment to find out Jamaica's reasons for seeking independence from Britain in 1962. Which question would you **most likely** ask to get this information?

- A. When did Jamaica gain independence?
- B. How important was it for Jamaica to gain independence?
- C. From which country did Jamaica gain independence?
- D. How has Jamaica grown since gaining independence?

Item Key: B

Item Number: 7

Item Type: Single Select Multiple Choice

Term: One

Unit: Two

Depth of Knowledge: One

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

Item Description: This item requires students to describe an event that Jamaica took part in on its path to independence.

Which event did Jamaica participate in on its path to independence?

Jamaica _____.

- A. joined forces with the U.S.A to defeat Spanish soldiers in 1898
- B. became a Republic in 1902
- C. joined the West Indies Federation in 1958
- D. led a battle and defeated the British soldiers in 1865

Item Key: C

Item Number: 8

Item Type: Single Select Multiple Choice

Term: One

Unit: Two

Depth of Knowledge: Two

Objective:

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

Item Description:

Students are required to evaluate the list of sources given then determine which would provide relevant and reliable information about the life and works of Marcus Garvey.

Which of the following source would be **MOST** suitable for gathering information about the life and works of Marcus Garvey?

- A. a photograph of Marcus Garvey
- B. a song about Marcus Garvey
- C. the birth certificate of Marcus Garvey
- D. an autobiography of Marcus Garvey

Item Key: D

Item Number: 9

Item Type: Single Select Multiple Choice

Term: Two

Unit: One

Depth of Knowledge: Two

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

Item Description: This item requires students to analyze data given and use it to explain the impact that mountains/highlands has on temperature.

The table below provides information about two peaks in the Candy Mountain Range. Use it to answer item 9.

Peaks	Highest Annual Temperature (°C)	Lowest Annual Temperature (°C)	Height Above sea level (m)
Blue's Peak	23°C	8°C	2578m
Mary's Peak	26°C	13°C	1879m

Why is Blue's Peak cooler than Mary's Peak?

- A. Blue's Peak and Mary's Peak are the same in height
- B. Blue's Peak is higher than Mary's Peak
- C. Mary's Peak is higher than Blue's Peak
- D. Mary's Peak and Blue's Peak are far apart

Item Key: B

Item Number: 10

Item Type: Single Select Multiple Choice

Term: Two

Unit: One

Depth of Knowledge: One

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

Item Description: This item requires students to identify a human activity which has a negative impact on mountains.

Which human activity can **NEGATIVELY** impact mountainous environments?

- A. replanting of trees
- B. growing cocoa trees
- C. preserving forest reserve
- D. removal of trees

Item Key: D

Item Number: 11

Item Type: Single Select Multiple Choice

Term: Two

Unit: One

Depth of Knowledge: Three

Objective:

Gather information from multiple sources and use it to describe the activities, goods produced and services that are carried out/offered in mountain/hill environments then draw conclusions about the importance of mountain/hill environments

Item Description:

This item requires students to evaluate the sources and determine which sources provide relevant information to support the claim made.

Read the passages below then use them to answer item 11.

Source 1

Blue and John Crow Mountains National Park is a large area of natural forest where many animals are protected. The region is a known habitat for the largest butterfly in the Western Hemisphere - the Giant Swallowtail Butterfly.

(Source: <https://www.jcdt.org.jm/>)

Source 2

Whether it is hiking, catching a glimpse of rare birds, exploring a coffee farm or enjoying a picnic, the Blue and John Crow Mountains National Park has an experience for everyone.

(Source: <https://www.blueandjohncrowmountains.org/>)

Source 3

The Blue and John Crow Mountains offers refuge to Maroons and therefore preserves the tangible cultural heritage associated with the Maroon story.

(Source: <https://whc.unesco.org/>)

Which source(s) **SUPPORTS** the statement below?

Indigenous plants and animals have their homes in mountainous areas.

- A. Source 2 only
- B. Source 3 only
- C. Sources 1 and 2
- D. Sources 1 and 3

Item Key: C

Item Number: 12

Item Type: Multiple Select Multiple Choice

Term: One

Unit: One

Depth of Knowledge: Two

Objective:

Describe various strategies that are used to promote Caribbean culture, develop criteria to measure effectiveness and use it to evaluate strategies used to promote Caribbean culture

Item Description:

This item requires the students to read the information presented in the source and then deduce the main issues to which the suggestion can address.

Read the following extract and use it to answer item 12.

“There is evidence that we are losing some of our customs, traditions, national landmarks and cultural expressions. Many of us do not respect our landmarks, as we destroy and deface them. We must constantly promote our culture and make sure that it is passed on from one generation to the next.”

(Source: <https://jis.gov.jm/>)

Which **two (2)** options **BEST** state the problem being described in the article above?

- A. loss of civic pride
- B. cultural awareness has declined
- C. increase in criminal activities
- D. promotion of culture

Item Key: A and B

Item Number: 13

Item Type: Table Grid

Term: One

Unit: Two

Depth of Knowledge: One

Objective: Name the major personalities involved in the independence movement in Jamaica, Cuba, Haiti

Item Description: This item requires students to identify the leaders who were involved in the independence movement in Cuba, Haiti and Jamaica.

Indicate which country was helped by each leader on their journey to independence.

Leaders	Countries		
	Jamaica	Haiti	Cuba
Toussaint L'Ouverture	(A)	(B)	(C)
Norman Manley	(A)	(B)	(C)
Jose Marti	(A)	(B)	(C)
Alexander Bustamante	(A)	(B)	(C)

Item Key:

B
A
C
A

Item Number: 14

Item Type: Table Grid

Term: One

Unit: One

Depth of Knowledge: Two

Objective:

Examine the variety of goods and services that are offered to consumers and then assess the contribution of the East Indians and Chinese to the Jamaican economy

Item Description:

This item requires students to evaluate the sources given and determine which sources provide relevant information to support the claims made.

Read the passages below and use them to answer item 14.

Source 1

East Indian Cultural Contributions

- Delightful dishes (curry & roti)
- Religious Festivals (Divali)
- Owners of jewellery stores

Source: SAU

Source 2

Chinese Cultural Contributions

- Tasty dishes (sweet & sour)
- Chinese New Year Celebration
- Owners of grocery stores

Source: SAU

For each statement, indicate whether the information can be found in Source 1, Source 2 or Both Sources.

Statements	Source 1	Source 2	Both Sources
Some ethnic groups have made significant contributions to the Jamaican economy.	(A)	(B)	(C)
Some ethnic groups celebrate secular festivals.	(A)	(B)	(C)

Item Key:

C
B

Item Number: 15

Item Type: Table Grid

Term: Two

Unit: One

Depth of Knowledge: Two

Objective:

Gather information from multiple sources and use it to describe the activities, goods produced and services that are carried out/offered in mountain/hill environments then draw conclusions about the importance of mountain/hill environments

Item Description:

This item requires students to determine whether the explanations support or does not support the claims made.

Read the statement below and use it to answer item 15.

Mountains are important to man

Read each explanation in the table below and indicate whether it **supports** or **does not support** the statement.

Explanation	Supports	Does not Support
They are ideal for the production of some crops	(A)	(B)
They contribute to increased rainfall	(A)	(B)
They are ideal for rearing cattle	(A)	(B)

Item Key:

A
A
B