



Ministry of
Education, Skills,
Youth & Information



Grade 6

Test Preparation Publication

Curriculum Based Test

Language Arts



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Grade 6 Test Preparation Publication Curriculum Based Test Language Arts

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Ministry of Education, Skills, Youth and Information

2 National Heroes Circle

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About the Test Preparation Publication

The Ministry of Education, Skills, Youth & Information, through the Exam & Assessment Administration Services Branch, is pleased to provide this **Test Preparation Publication** to support teachers in preparing students for the **Primary Exit Profile (PEP) Language Arts Curriculum Based Test (CBT)**. This resource has been created to help you guide your students as they build strong mathematics knowledge, skills, and competencies to solve real-world problems. It is intended to make test preparation more meaningful and less stressful for both you and your students by providing sample items, assessment tips and strategies that align with the PEP assessment standards.

The full Grade 6 Mathematics Curriculum Based Test comprises **40 single select multiple-choice items** that assess students' knowledge and application of skills in language arts: reading, writing and research. The test samples Language Arts objectives covered in the Grade 6 National Standards Curriculum **up to Term 2, Unit 2**. This publication contains 40 items that reflect the types of questions, formats, and cognitive demands found in the official assessment.

In addition to the sample items, the publication provides the **answer key** and **strategies** that can be used post administration to help support students. This resource is intended to help teachers understand the underlying skills being measured and to guide instructional planning.

Teachers can use this publication to:

- Familiarize students with the **structure and expectations** of the PEP Language Arts CBT.
- Provide **practice opportunities** that build confidence and test-taking strategies.
- Identify **areas of strength and weakness** in students' mathematics skills and competencies.
- Facilitate **discussion and reflection** on how to approach different items effectively.

Ultimately, this test preparation resource serves as a **practical classroom tool** to enhance language arts instruction and improve students' readiness and performance in the national standardized assessment.

How to administer the test items?

Before administration, teachers should be guided by the following:

1. This publication consists of 40 single select multiple choice language Arts items.
2. Teachers can choose to administer the items as a full 40-item test or in smaller blocks of items.
3. Students should do the test items in a calm yet formal atmosphere. It is important to recreate the conditions of the real test as close as possible.
4. For the full 60 item Curriculum Based Test (which includes 20 Literacy items), students will have 1 hour and 50 minutes to complete it. Therefore, for this 40-item test, students should complete it in 80 minutes.
5. On average, students will have two minutes to answer each question, with additional minutes for reading item information and other stimulus material.
6. In light of this, encourage students to move on from questions they are stuck on. The student may find it helpful to put a mark in pencil (such as a cross or asterisk), beside questions that they have left out, so that they can be easily spotted when they go through again.
7. Remind students that they can always go back through the paper, if they have time left.
8. When the time is up, they should stop working. If they have not finished, draw a line at the point where the student has reached. You can always allow them to continue at another time to get the practice.

What to do after administration?

It is recommended that teachers do the following after administration of the full test or blocks of items:

1. Use the Answer Keys, provided on pages 20 - 22, to mark each student's responses.
2. Go through the students' responses and guide them through the process of determining the correct answer. Use strategies such as:
 - a. have students underline the key words
 - b. remind students to read through all options carefully, before making a selection
 - c. eliminating the wrong answers
 - d. going back to the stimulus material to check for key information
3. Note instances where students got the responses to the item incorrect and use this to identify gaps in students' knowledge and/or understanding of the concept.
4. Emphasise the engagement of the students by asking probing questions which will inform the students' response to the items. You can ask questions such as:
 - o What do you think is the answer?
 - o How did you get to your answer?
 - o Can you explain some more?
 - o What other questions do you have?
5. Have students think about how they completed the items in the time given. They should tell you whether they need to work more carefully or if they should try to use the time better, depending on how they completed the items.
6. It is important to discuss with students the layout of different items and how they should approach these.

Test Items

Instructions:

There are 40 items on this test. Each has only one (1) correct answer. Read each item carefully then select the correct response.

Examine the label on the package then answer items 1 to 6.

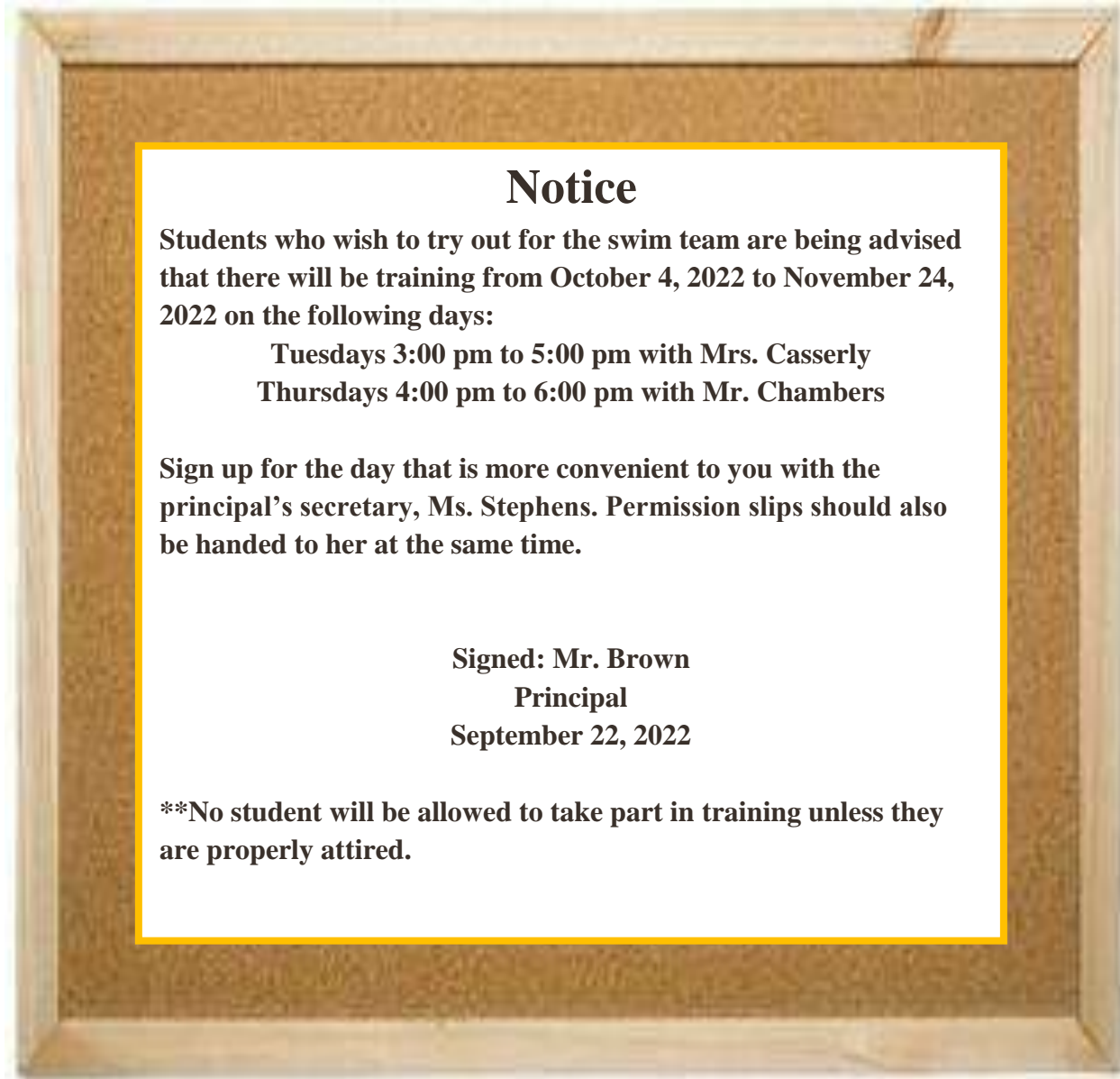


Source: EAASB

1. What kind of product is being advertised?
 - A. mosquito coils
 - B. disinfectant
 - C. matches
 - D. laundry detergent

-
2. Where was the product made?
In _____.
- A. Jamaica
 - B. The United States
 - C. England
 - D. Trinidad and Tobago
3. What is **most likely** to happen if the product is used after the year 2024?
- A. Customers may have to pay a higher price.
 - B. Customers may no longer be able to get a refund.
 - C. It may lose its effectiveness.
 - D. It may have to be sold at a reduced price.
4. Which of the following suggests that the product should be used according to the instructions on the container?
- A. environmentally friendly
 - B. new and improved formula
 - C. read label before using
 - D. keep out of the reach of children
5. Which is an accurate conclusion to draw from the label?
- A. Anyone can use the product.
 - B. Anyone can afford to buy the product.
 - C. The product is the best one available for sale.
 - D. The product did not always contain 5 coils.
6. “Long-lasting, lethal effect” is an example of which figure of speech?
- A. personification
 - B. alliteration
 - C. onomatopoeia
 - D. simile

The following notice was placed on a bulletin board. Read it then use the information to answer items 7 to 11.



Source: EAASB

7. To whom should permission slips be given?
- A. Mrs. Casserly
 - B. Mr. Chambers
 - C. Ms. Stephens
 - D. Mr. Brown

-
8. “**Convenient to you**” is being used in reference to whom?
- A. persons trying out for the swim team
 - B. persons not properly attired
 - C. the principal’s secretary
 - D. the principal
9. The notice was **most likely** on the bulletin board at _____.
- A. the national stadium
 - B. a school
 - C. a community centre
 - D. a swimming pool
10. What is meant by “**properly attired**”?
- Persons taking part in training should ensure that they _____.
- A. get permission from parents
 - B. wear their uniform
 - C. wear swimwear
 - D. are well-rested
11. Which evidence **BEST** suggests that swimming is an extra-curricular activity?
- A. It begins in October.
 - B. Participants have to be properly attired.
 - C. Mrs. Casserly and Mr. Chambers are in charge.
 - D. It begins at 3:00 pm or 4:00 pm.

The two sources below are about oranges grown in Jamaica. Read them carefully then use them to answer items 12 to 17.

Source 1

Oranges Grown in Jamaica

Type of Orange	Price per dozen	Special Quality	Availability	Popularity (out of 10)
Parson Brown	\$400	juicy	November to March	7
Navel Fruit	\$1100	fleshy/sweet	November to March	7
Ortanique	\$1350	juicy/sweet	All year	9
Seville	\$280	sour	All year	3



Source: EAASB

Source 2

The Ortanique

This native of Jamaica, a hybrid of the orange and tangerine, got its name from orange (or), tangerine (tan) and unique (ique). A deliciously sweet fruit, with a hint of tang, the Ortanique is a favourite with most Jamaicans, even though the Navel Fruit is preferred by people 65 years and older.

5 But there's a bit of confusion about its origin – at least in some circles. Several sites list Charles Jackson as the creator of the fruit, a few others list David Daniel Phillips and still another mentions a Mr. Swaby.

Further research credits David Daniel Phillips as the originator of the Ortanique. According to Danielle-Beverley Phillips, a descendant of Phillips, Jackson,
10 Swaby and others got their seedlings and plants from the Phillips Nursery. However, in 1939, the Jamaica Agricultural Society recognised Phillips as the creator of the ortanique plant and fruit.

Although there was confusion surrounding the origin of the Ortanique, there is none about its popularity. The Ortanique has been one of Jamaica's major export
15 products since the 1930s, when it was shipped primarily to Panama, the UK, New Zealand and Australia. Today, the Ortanique can be found in supermarkets in the USA and Canada and in almost every market in the fourteen parishes in Jamaica.



There are several other popular oranges grown in Jamaica. These include Parson Brown (small but known for being very juicy), Navel Fruit and Seville Orange (also called sibble orange), which is a common ingredient in jams and juices.




Source: (Adapted) <https://insidejourneys.com/ortanique>

12. The table in Source 1 may **BEST** be described as an example of _____.
- A. compare and contrast
 - B. time sequencing
 - C. problem and solution
 - D. cause and effect

-
13. From how many fruits was the Ortanique developed?
- A. 1
 - B. 2
 - C. 3
 - D. 4
14. What advantage does Parson Brown have over Navel Fruit oranges?
- A. juicy and cheaper
 - B. popular and available all year
 - C. sweet and juicy
 - D. fleshy and available all year
15. Which orange is preferred by senior citizens?
- A. Ortanique
 - B. Seville Orange
 - C. Parson Brown
 - D. Navel Fruit
16. Based on Source 2, which is the **BEST** evidence of the Ortanique's value to Jamaica?
- A. uniqueness
 - B. price
 - C. exports
 - D. uses
17. Based on information in the **two sources**, which is an accurate conclusion?
- A. Seville Orange is the least popular.
 - B. The Ortanique is popular locally and overseas.
 - C. Parson Brown's juice content makes it popular overseas.
 - D. Navel Fruit has always been Jamaica's favourite orange.

Read the email below carefully then use it to answer items 18 to 22.

Re: Samsung 32 inch Television  

8:27 AM (8 minutes ago)   

From: Antoinette Bankersingh [a bankersingh@gmail.com](mailto:antoinette.bankersingh@gmail.com)

To: Elaine Sotherby [sotherby e@abcfurnitureandappliances.com](mailto:elaine.sotherby@abcfurnitureandappliances.com)




Good day Mrs. Sotherby,
On Monday, June 19, 2023 I purchased a thirty-two inch Samsung HD television serial number 437947440 from your store located at 37 Constant Spring Road, Kingston 8. I completed the transaction using my Visa debit card.

The clerk who attended to me was Ms. K. Smith. She was very cordial and explained to me that the television would be delivered to my home by the end of the working day on Friday, June 23, 2023.

I have made a thousand calls to the store in order to have the delivery done. On one occasion I spoke to Mr. Evans who is one of your store supervisors. He promised to have the television delivered on Tuesday, June 27. That did not happen either. I came back to the store on Wednesday, June 28 and made a complaint to your Operations Manager, Mr. James Holder. He promised that the television would be delivered that same day. The television was delivered but when I opened the box, the power cord was missing. I feel like I am being sent on a wild goose chase.

I will not be returning to your store for the power cord. I suggest that you figure out how to get it to me in a timely manner. I will be considering my options as it relates to where I take my business, based on your **response to my request**.

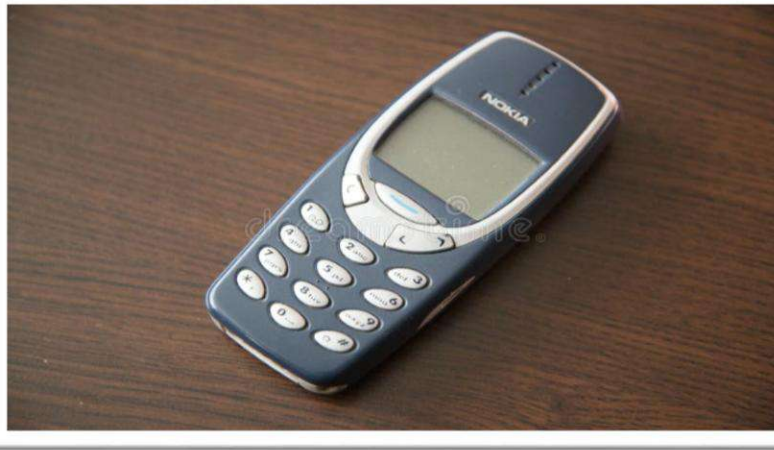
Regards,
Antoinette Bankersingh

18. To whom was the email sent?
- A. Mrs. Bankersingh
 - B. Ms. K. Smith
 - C. Mr. Evans
 - D. Mrs. Sotherby

-
19. What is the purpose of the email?
To complain about _____.
- A. the quality of the television
 - B. the quality of the customer service
 - C. Ms. K. Smith
 - D. Mr. Evans
20. Mrs. Sotherby is **most likely** _____?
- A. a blogger
 - B. another customer
 - C. the store technician
 - D. the store manager
21. “*I have made a thousand calls...*” is an example of _____.
- A. a part of speech
 - B. topic sentence
 - C. a figure of speech
 - D. concluding sentence
22. Which internal text structure is **MOST** evident in the email?
- A. definition
 - B. cause and effect
 - C. description
 - D. compare and contrast

Read the article below then use the information to answer items 23 to 27.



The Nokia 3310 is a discontinued mobile phone that was made available to the public on September 1, 2000. It was one of the most successful phones, with 126 million units sold worldwide. The phone is still widely acclaimed and was very popular for its durability and extended battery life.

5 The Nokia 3310's main advantage over other cellphones was a Chat function. This is an instant messaging-like feature that works on standard SMS. The 3310 was popular for SMS text messaging because of Chat and also because it allowed long messages three times the size of a standard SMS text message, at 459 characters. It also featured voice dialing for the
10 quick dialing of selected numbers.

The 3310 was also known for having many features that were rare at the time. These included useful features such as a calculator, a stop watch, and a reminder function.

15 It also had four games: *Pairs II*, *Space Impact*, *Bantumi*, and the hugely popular *Snake II*. The Snake series of games had been popular on Nokia handsets since the late 1990s.

Since then, other cellphones have appeared on the market. These cellphones are like computers and have many more features than the 3310. Apple iPhone and Samsung readily come to mind.

Source: (Adapted) www.nokia.com/3310

23. Which tense is used in the second sentence in the passage?
- A. continuous
 - B. future
 - C. present
 - D. past

-
24. Which paragraph has evidence which **BEST** indicates how successful the Nokia 3310 was?
- A. paragraph 1
 - B. paragraph 2
 - C. paragraph 3
 - D. paragraph 4
25. *Chat* (line 7) is used as what part of speech?
- A. verb
 - B. adjective
 - C. adverb
 - D. noun
26. Which cellphone feature was **most important** to customers at the time the Nokia 3310 came out?
- A. gaming
 - B. text messaging
 - C. voice dialling
 - D. reminder function
27. Which **BEST** summarizes the main idea in this article?
- A. Features are what make cellphones attractive to customers.
 - B. Samsung and iPhone are the most popular cellphones.
 - C. Text messaging is a popular cellphone feature.
 - D. Most customers use their cellphones for gaming.

Read the story below carefully. Then use it to answer items 28 to 33.

“Beep! beep! beep!” The flashing orange light blinked showing 5:00 am. It was the only source of light in Giselle’s otherwise dark room. She would have really liked to sleep a bit more but she knew she had to get out of bed now. She felt around for the light switch and flicked it on. The school trip to the National Stadium to watch Boys and Girls
5 Championships was today. And even though she had not yet eaten, her stomach was filled with excitement and anticipation.

Although this was not her first trip to Kingston it would be her first time at the National Stadium. So today was a special day. But she hoped that the bus would be taking the alternative route, the North South Highway. So she would not have to be afraid of crossing
10 the Flat Bridge.

As the bus left her school, Giselle looked out the window. Bog Walk was beautiful. Fruit vendors lined both sides of the street with jackfruit, sweetsop, orange, grapefruit, ripe and green bananas, jelly coconut. They seemed to be competing against each other for the most attractive display. To the right, was the river, hidden by a thin fog. You could tell that
15 it was cold outside. Flat Bridge could be seen in the distance.

Giselle tightened her grip on the seat and closed her eyes tightly. She could hear the engine slowing down. All the students seemed excited, except her. An uneasy feeling held her captive. Even though she had told herself she would not be afraid that thought had gone through the window now. She was in the Bog Walk Gorge and was about to cross the
20 Flat Bridge. She felt a jolt. Her heart had stopped. No, it was not her heart. It was the bus. Why was the bus stopping on the bridge? Slowly, reluctantly, timidly, she opened her eyes.

The bus had long passed Flat Bridge and was now at the traffic lights by Angels Plaza. The smell of freshly baked patties replaced her fear and a smile overcame her face. She
25 slowly released her grip on the seat.

Source: EAASB

28. “Beep! beep! beep!” is an example of which figure of speech?
- A. simile
 - B. metaphor
 - C. alliteration
 - D. onomatopoeia

-
29. Setting is **most evident** in which paragraph?
- A. paragraph 1
 - B. paragraph 2
 - C. paragraph 3
 - D. paragraph 4
30. What is being referred to as the alternative route?
- A. Bog Walk Gorge
 - B. Flat Bridge
 - C. Angels Plaza
 - D. North South Highway
31. Which line(s) uses figurative language?
- A. Giselle looked out the window (line 11).
 - B. You could tell that it was cold outside (lines 14 - 15).
 - C. An uneasy feeling held her captive (lines 17 - 18).
 - D. She felt a jolt (line 20).
32. The story is an example of _____,
- A. narrative writing
 - B. expository writing
 - C. poetry writing
 - D. persuasive writing
33. In which paragraph can the climax be found?
- A. paragraph 5
 - B. paragraph 4
 - C. paragraph 3
 - D. paragraph 2

Read the poem carefully then answer items 34 to 40.

How To Eat A Mango

Silently I watched him like a lion
hungry for a prey. Who taught him
to eat a mango like that?

5 Wasting time slicing and dicing
into pretty cubes. I wished he sunk his
teeth instead of the knife he held.

As if he heard my pleas. Next one,
he felt it with his hands. It was soft,
yellow and ripe. Then he smelled it.

10 Engulfed by the tropical scent, his senses
erased his manners, biting
into loads of sweet yellow flesh.

15 No time for pretty curly peels. His mouth
sucked the juices until the fruit was
Transformed to a near-white seed with dry,
hairy strands.

Relieved I smiled at him. He had finally
gotten it. I was spared from the boring task
of a manual on how to eat a mango.

20 He smiled back at me, a mouth
adorned with sticky nectar. His hands
marked with trophy of sunny juices.



(Adapted) Gloria D. Gonsalves

34. To whom or what does the “I” in line 1 refer?
- A. person eating the mango
 - B. pretty cubes
 - C. the lion
 - D. the narrator

-
35. Which figure of speech is used in lines 1 and 2?
- A. simile
 - B. personification
 - C. metaphor
 - D. alliteration
36. Which **BEST** describes the poet's attitude in lines 1 to 6?
- A. positive
 - B. serious
 - C. apologetic
 - D. annoyed
37. How many mangoes were eaten by the persona?
- A. 1
 - B. 2
 - C. 3
 - D. 4
38. Which **TWO** stanzas have evidence of a climax?
- A. 2 and 3
 - B. 3 and 4
 - C. 4 and 5
 - D. 5 and 6
39. Which stanza indicates a resolution in the poem?
- A. stanza 6
 - B. stanza 5
 - C. stanza 4
 - D. stanza 3
40. Which **BEST** describes the poet's **overall attitude** in the poem?
- A. outraged
 - B. serious
 - C. ambivalent
 - D. annoyed

Answer Keys

Item	Content Category	Key	Item Description Students are required to:
1	Reading	A	scan for specific information
2	Reading	D	use text evidence to draw conclusions
3	Reading	C	scan for specific information
4	Reading	C	use text evidence to draw conclusions
5	Reading	D	use text evidence to draw conclusions
6	Reading	B	identify figure of speech
7	Reading	C	use context clues to respond questions
8	Reading	A	use context clues to respond questions
9	Reading	B	use context clues to respond questions
10	Reading	C	use context clues to respond questions
11	Reading	D	skim for information as evidence
12	Research	A	compare and contrast ideas
13	Research	B	answer written questions that focus on the evaluative level of comprehension
14	Research	A	answer written questions that focus on the evaluative level of comprehension
15	Research	D	extract specific information
16	Research	C	extract specific information
17	Research	B	extract specific information from specific sources
18	Reading	D	scan for specific information
19	Reading	B	skim different passages for main ideas
20	Reading	D	use context clues to respond questions
21	Reading	C	identify and discuss the linguistic devices used to sway the reader
22	Reading	B	use internal text structures/features to locate information in different types of texts
23	Writing	D	use the various tense: present, past, future, continuous and past perfect in writing
24	Writing	A	use internal text structures/features to locate information in different types of texts

Item	Content Category	Key	Item Description Students are required to:
25	Writing	D	use parts of speech in writing
26	Writing	B	use the writing process to describe central ideas
27	Writing	A	use the writing process to describe central ideas
28	Writing	D	use figurative language effectively
29	Writing	C	identify elements of narrative writing
30	Reading	D	scan for specific information
31	Writing	C	use figurative language effectively
32	Writing	A	use the stages of the writing process to compose narratives and descriptive stories: pre-writing, drafting, revising, editing, post writing (sharing and publishing)
33	Writing	B	use the stages of the writing process to compose narratives and descriptive stories: pre-writing, drafting, revising, editing, post writing (sharing and publishing)
34	Reading	D	skim, scan and apply other reading strategies to locate specific information in text
35	Reading	A	use figurative language effectively
36	Reading	D	analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inferences and deduction in reference to the text
37	Reading	B	analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inferences and deduction in reference to the text
38	Reading	C	analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inferences and deduction in reference to the text

Item	Content Category	Key	Item Description Students are required to:
39	Reading	A	analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inferences and deduction in reference to the text
40	Reading	C	analyse how messages, moods, feelings and attitudes are conveyed in stories, poetry and prose using inferences and deduction in reference to the text



Primary Exit Profile
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