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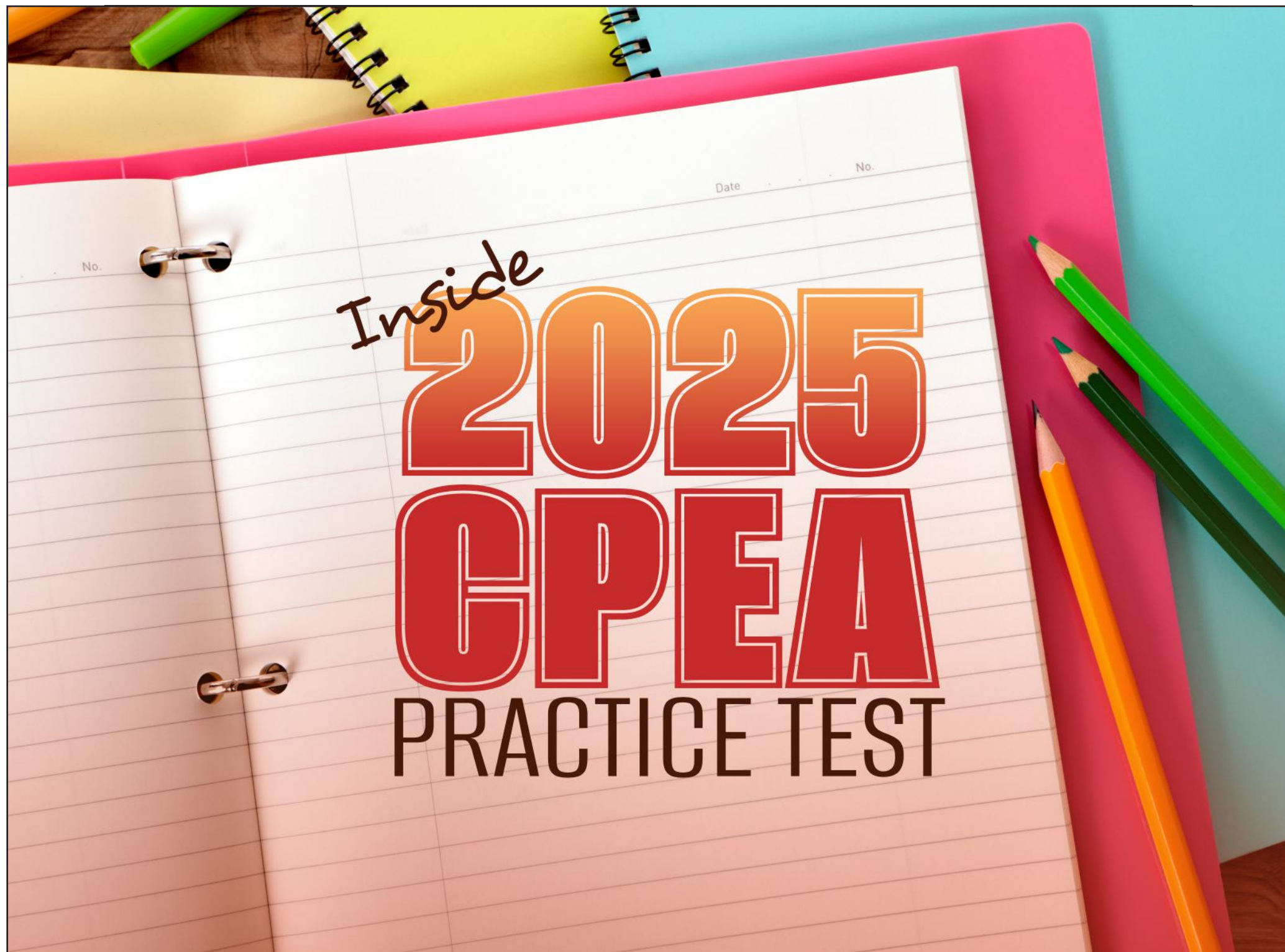


BARNACLE

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GETTING READY FOR AN EXAM

- Begin reviewing early**
This will give your brain time to get comfortable with the information.

Conduct short daily review sessions
You can ease into a more intense review session prior to
- major exams.

Read text assignments before class
This will help you identify concepts that the Teacher considers important and that are already somewhat familiar.

Review notes immediately after class
This will help you identify information that you do not understand while the lesson is still fresh in your memory and other students' memories as well. When you review immediately, you'll have time to clarify information with others.

Review with a group
This will enable you to cover important material that you may overlook on your own. Conduct a major review early enough to allow

for a visit to the teacher during their school hours if necessary.

Break up the study tasks into manageable chunks, especially during major reviews prior to exams.

Studying three hours in the morning and three in the evening will be more effective than studying at a six hour stretch. Studying while you are mentally fatigued is usually a waste of time.

Study the most difficult material when you are alert.



CARIBBEAN NATIONS NEED FUNDING TO RECOVER AFTER DISASTERS, BUT WHERE IS IT?!

By: Chalsey Gill Anthony, Environmental Communicator, on behalf of Caribbean Policy Development Centre (CPDC)

Whitney Mélinard still remembers the moment Hurricane Maria's winds tore through Dominica in 2017. As lightning flashed outside her window, she realized the neighboring house had completely vanished. "I questioned, was the house there? Was it further behind? There was not a structure. There was nothing," she recounts.

"I remember seeing the door of our kitchen being flown off and then minutes later the roof peeled away," she recalls. Whitney and her mother huddled together in their bathroom, with a basin over Whitney's head for protection. When the eye of the storm brought temporary calm, they ran barefoot to a neighbour's house, searching for shelter as her home lay in ruins behind her.

The Caribbean's Shared Reality

Her story is far from unique. Across the Caribbean, people grapple with the immediate effects of climate disasters and the struggle that follows when recovery funds fall short or financial systems fail to deliver when needed most.

In St. Vincent and the Grenadines, lawyer and founder of Equal Rights, Access and Opportunities SVG Inc., Jeshua Bardoo, has witnessed a similar pattern of inadequate recovery, most recently after Hurricane Beryl in 2024 and the La Soufrière volcanic eruption in 2021.

"People are still impacted, we haven't even fully healed from what has taken place.

A lot of people are still struggling," Jeshua explains. "Foreign aid usually mobilizes quickly, but in terms of getting the actual resources to people on the ground, that's the issue."

The systematic failures in disaster financing create what Jeshua describes as a frustrating choice for survivors: "People often wait and see if anything would happen. Some don't get anything. And then some persons just take things into their own hands and say, 'Let me just go and take out that loan, let me just start to rebuild instead of waiting on help.'"

Retired Lieutenant Colonel Shelton Defour, who spent over 20 years serving in Belize's National Emergency Management Organization—including 10 years as the National Emergency Coordinator—has observed the same gap between disaster recovery expectations and reality.

"The biggest misconception is that people believe that the funding provided will meet all the needs of the affected population," he explains. "We hear money is coming in from various countries, and grants are being provided, so there must be enough money for me to get everything I need."

"It's a finite resource, and you have to prioritize the most affected people, the worst-hit areas, and the biggest needs of the population at that point in time," expressed Defour.

The reality is far more complex. Disaster funding often comes with strict conditions from donors or lenders. The bureaucratic processes required to receive and distribute

CONTINUES ON PAGE 04

TIPS FOR BETTER TEST TAKING

- PREPARE:**
- **Analyse how you did on a similar test in the past**
 - Review your previous tests, and sample tests, especially when studying for the final exam.
 - Each test prepares you for the next- the more tests you take, the better you will develop your test taking strategies.
 - **Arrive early for tests**
 - Before a test, list everything you will need for it that is allowed. (pencils/pens, calculator, dictionary, watch, etc.)
 - Good preparation helps you focus on the task at hand
 - **Be comfortable but alert**
 - Choose a good spot in the room and make sure you have enough space to work, maintain comfortable posture in your seat, but don't "slouch"
 - **Stay relaxed and confident**
 - Keep a good attitude.
 - Remind yourself that you are well-prepared and are going to do well.
 - If you find yourself anxious, take several slow, deep breaths to relax
 - Don't talk about the test to other students just before entering the room! their anxiety can be contagious
- TEST TAKING:**
- **Read the directions carefully**
 - This may be obvious, but it will help you avoid careless errors
 - **If there is time, quickly look through the test for an overview**
 - Note key terms, jot down brief notes
- REVIEW:**
- Resist the urge to leave as soon as you have completed all the items. Review your test to make sure that you
- have answered all questions.
 - did not mis-mark answers
 - did not make simple mistakes
- Proofread spelling, grammar, punctuation, decimal points, etc.
- Change answers to questions if you made a mistake, or misread the question or if you find information elsewhere in the test that indicates that your first choice is incorrect**
- Decide on and adopt study strategies that work best for you**
- Review your test preparation and identify those habits that worked well and replace those that don't!



CARIBBEAN NATIONS NEED FUNDING TO RECOVER AFTER DISASTERS, BUT WHERE IS IT?!



25 DAYS AFTER HURRICANE MARIA DESTROYED DOMINICA IN 2017.
PHOTO CREDIT - ZAIMIS OLMOS



BELIZE CITY AFTER HURRICANE EARL IN 2016.
PHOTO CREDIT - PHILIP WILLOUGHBY

**CONTINUES FROM
PAGE 02**

funds can take months, time that disaster victims simply don’t have.

The Houses That Can’t Withstand the Wind

After Hurricane Earl hit Belize in 2016, Defour’s team uncovered a disturbing reality during their street-by-street assessments.

“We saw homes where you could put your hand literally through the wall,” he recalls. “If Belize City is impacted again, the same vulnerable communities like Port Loyola, Lake Independence, Mesopotamia, and Collet will be in a similar situation due to the housing stock.”

This creates a cruel cycle: the most vulnerable people live in the most fragile structures, yet disaster recovery funds rarely address this fundamental issue.

“A Category 5 hurricane would cause hundreds of millions in losses,” Defour warns. The solution isn’t just emergency response, but ensuring “solid structures that will protect people even if they evacuate. When they return home, a structure will be there intact that they could go into to continue to cope and survive.”

Without fixing this underlying vulnerability, even the most sophisticated disaster financing will fall short.

“What NEMO looked at, at the time, was to ensure that the assessments were integrated,” Defour explains. “We created multidisciplinary teams and a unified assessment form that captured data needed by all sectors, reducing both gaps and duplications.”

This approach highlights how disaster management policies must evolve based on the realities on the ground. But it also highlights a troubling pattern: too often, these lessons must be learned through painful experience rather than proactive planning.

The Quiet, Prolonged Struggle

Three years after Hurricane Maria devastated Dominica, Whitney observed her Indigenous Kalinago community still struggling with a seemingly simple yet crucial problem.

“The lack of broadband Wi-Fi internet access in the territory was one of the biggest challenges,” Whitney explains. “We did not have service and internet, and it created a situation where students and teachers really struggled.”

In a territory with poverty rates approaching 50%, according to Dominica’s 2011 census, families were forced to spend over \$120 monthly on limited data packages just so their children could attend online school. This was an

impossible burden for many, especially single-parent households with multiple children.

Communities Creating Their Own Solutions

Without proper support systems, communities innovate out of necessity.

As the internet remained unavailable in their area, Whitney’s Kalinago community built their own community-wide Wi-Fi mesh network that is now open and free and serves the entire territory.

“The community members came together, and that was one of the most amazing things – seeing how there is potential.

With the right push, how so much can come out of that,” she says with pride.

Defour believes this kind of local empowerment is essential. “The responsibility of self-sustainability, survival, and self-care is on you, the individual and the family. So, you have to have certain things in place to absorb a portion of the shock.” But he emphasizes that government systems must be ready to support those who cannot help themselves.

The Financial Instruments Available but Unused

When disaster strikes,

CONTINUES ON PAGE 10

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

LANGUAGE ARTS

VOCABULARY

Choose the **MOST** suitable word to complete **EACH** of the following sentences.

1. Mason could not see through the glass as it was _____.
(A) Opaque
(B) Translucent
(C) Transparent
2. She cried out in _____ when she fell down the step.
(A) happiness
(B) agony
(C) glee
3. Aliyah refuses to take her teacher’s _____ yesterday at the playground.
(A) pleading
(B) scolding
(C) Advice
4. The children tried to _____ their parents to take them on the Logos.
(A) Discourage
(B) Persuade
(C) Dissuade
5. On weekends, the school is very _____ and there is no one around.
(A) Vacant
(B) Occupied
(C) Spacious

CAPITALIZATION AND PUNCTUATION

Choose the sentence in which capital letters and punctuation marks are **ALL** correctly used.

6. (A) “He is your brother, isn’t he asked the teacher?”
(B) “He is your brother, isn’t he?” asked the teacher.
(C) “He is your brother, isn’t he”? asked the teacher.
7. (A) For breakfast I had bread, eggs, a slice of pie and a cup of juice.
(B) For breakfast I had bread, eggs a slice of pie and a cup of juice.
(C) For breakfast I had bread eggs a slice of pie and a cup of juice.

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

8. (A) John’s mother, Ms. Julie, is a cleaner at our institution.
(B) John’s mother Ms. Julie, is a cleaner at our institution.
(C) John’s mother, Ms. Julie is a cleaner at our institution.
9. (A) Andrea is studying at the st georges university True Blue.
(B) Andrea is studying at The St. George’s University, True Blue.
(C) Andrea is studying at The St Georges University, True Blue.
10. (A) This is the list of the things I would need, books, crayons, a calculator and a flash drive.
(B) This is the list of the things I would need: books, crayons, a calculator and a flash drive.
(C) This is the list of the things I would need. books, crayons, a calculator and a flash drive.

GRAMMAR

Choose the most suitable word or words to complete EACH of the following sentences.

11. Most of my friends _____ football every Saturday.
(A) Plays
(B) Played
(C) Play
12. Jason and his sister just arrived from Tobago. I am going to collect_____.
(A) Them
(B) Those
(C) They
13. Let us share the cakes _____ the five students.
(A) among
(B) between
(C) with
14. To _____ do you want to speak about the incident?
(A) Who
(B) What
(C) Whom
15. Nyah spoke _____ quietly _____ we could not hear her presentation.
(A) So……that
(B) As……that
(C) Too……that

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

COMPREHENSION

Reading

Read the following poem carefully and answer the questions that follow.

I cooked my math book in a broth
and stirred it to a steaming froth.
I threw in papers — pencils, too —
to make a pot of homework stew.

5 I turned the flame up nice and hot
and tossed my binder in the pot.
I sprinkled in my book report
with coloured markers by the quart.

Despite its putrid, noxious gas,
10 I proudly took my stew to class.
And though the smell was so grotesque,
I set it on my teacher's desk.

My teacher said, "You're quite a chef.
But still you're going to get an F.
15 I didn't ask for 'homework stew,'
I said, 'Tomorrow, homework's due.'"

QUESTIONS

16. What is the mood of the poem?
(A) angry
(B) carefree
(C) frightening
17. Which figure of speech is not related to the first line of the poem 'I cooked my Math book in a broth?
(A) Metaphor
(B) Hyperbole
(C) Simile

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

18. How many stanzas is the poem made up of?
- (A) 15
- (B) 5
- (C) 4
19. What is another word that can be used to replace **noxious**?
- (A) Sweet
- (B) Dangerous
- (C) Poisonous
20. In the poem, to whom does ‘I’ refer?
- (A) A student
- (B) The Teacher
- (C) The Poet

MATHEMATICS

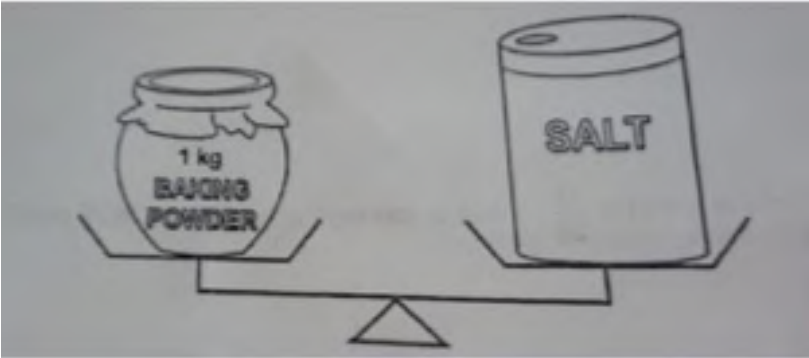
Read each question carefully and choose the correct answer.

1. Which of the following is a squared number?
- (A) 4
- (B) 5
- (C) 7
2. What are the factors of 21?
- (A) 1, 21
- (B) 1, 3, 21
- (C) 1, 3, 7, 21
3. Which of the following fractions in its simplest form?
- (A) $\frac{6}{19}$
- (B) $\frac{8}{12}$
- (C) $\frac{18}{21}$

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

4. Write the following number 1.234 to two decimal places.
- (A) 1.2
- (B) 1.23
- (C) 1.3
5. The value of $2 + 0.91 - 1.23$
- (A) 2.91
- (B) 1.68
- (C) 4.14
6. Express $\frac{3}{5}$ as a percentage
- (A) 30%
- (B) 60%
- (C) 80%
7. There are 60 students in a room. Of these, 20% are girls, how many boys are in the room?
- (A) 12
- (B) 30
- (C) 48

Question 8 refers to the following diagram which shows a balanced scale.



8. What is the mass of the salt in grams?
- (A) 1 g
- (B) 100 g
- (C) 1000 g

CARIBBEAN NATIONS NEED FUNDING TO RECOVER AFTER DISASTERS, BUT WHERE IS IT?!

CONTINUES FROM
PAGE 04

Caribbean nations face a puzzling reality: despite financial instruments designed to help, the money rarely arrives when and where it's needed most.

Take Hurricane Beryl in 2024. The Caribbean's insurance facility CCRIF made a record-breaking payout of US\$44 million to Grenada—their largest ever. Yet this “historic” sum covered just 20% of what Grenada actually needed to recover.

Why don't Caribbean nations better use the financial instruments available? Jwala Rambarran, who researched how the World Bank could better help Caribbean countries, discovered a surprising answer: many officials simply don't understand them. While Jamaica stands out with a relatively advanced disaster risk financing strategy, most Caribbean nations struggle to integrate available tools effectively.

“Ask government technocrats the difference between a CAT bond and a CAT DDO, and which fits their country's needs—they do not understand the differences between the instruments,”

Rambarran explains.

**Breaking the Cycle:
Five Critical Changes
Needed**

For the World Bank and other multilateral development banks to truly serve Caribbean nations, the Caribbean Policy Development Centre's publication, “How Can the World Bank Better Support Natural Disaster Risk Financing in Caribbean SIDS?” points to five essential reforms:

**1. Create a Regional
Loss & Damage
Data Hub:**

Build a shared database of disaster impacts, public assets, and vulnerabilities to guide smarter recovery planning and resilient infrastructure investment.

**2. Promote Greater
Use of Disaster
Risk Financing
(DRF) Tools:**

Use the World Bank's influence to encourage Caribbean countries to adopt and adapt DRF tools like CAT bonds and contingency funds, making them more accessible and better aligned to regional needs.

3. Improve

**Communication
and Training
on Crisis Tools:**

Launch regional outreach to clearly explain how financing tools work, what triggers payouts, and how countries can benefit, addressing confusion that limits uptake.

**4. Partner with the
Global Shield
to Strengthen
CCRIF:**

Work with the Global Shield initiative to boost the Caribbean Catastrophe Risk Insurance Facility (CCRIF), expand coverage, and lower reinsurance costs.

SOUTHSIDE BELIZE CITY AFTER HURRICANE EARL, 2016.
PHOTO CREDIT - KYRAAN GABOUREL



5. **Link DRF to
Social Protection
for Faster Help:**
Connect disaster financing to social programmes so that funds reach affected communities quickly, especially the most vulnerable, after a crisis hits.

These reforms become increasingly urgent as climate change intensifies. Every hurricane season brings new threats of devastation to communities still struggling to recover from previous disasters.

As Jeshua urgently states: “We need to be proactive and ensure that the mechanisms,

the institutions, the processes are in place to help people rather than just waiting until a disaster comes.”

For Indigenous communities, disasters threaten cultural survival itself. “Climate disasters are accelerating the erasure of ancestral knowledge and practices,” Whitney emphasizes. “We lost our trees, the raw materials for our basket weaving and healing. Disaster recovery also involves mourning cultural losses that can't be replaced with external aid.”

The voices from these frontline communities must also shape these reforms. As Whitney powerfully states:

“Decision makers' frameworks for disaster recovery are dangerously incomplete without addressing the non-economic loss and cultural impacts. While we need repaired infrastructure and housing, we also need a recognition that climate disasters are threatening our cultural survival and our identity.”

Until international financial institutions truly listen to these frontline voices, the gap between sophisticated financial instruments and meaningful recovery will continue to widen, with devastating human consequences across a region increasingly at climate risk.

Battle Sky

By Willow Jade Chandler

In another dreary science class, all dark and gray,
I lay on the desk, bored with nothing to say.
Mr. Newton droned on in a monotone voice
My mind wandered off, I had no choice
His delivery was just so dull, tiresome and plain
As for the behaviours of predators, he tried to explain
My pencil dropped, my eyes glared
out the window at the sky
Fixed on the azure blue and cottony whites floating by
I zoned in on the clouds so fluffy , and bright
Then suddenly out popped mythical creatures, to my delight
I spotted a dragon flapping its monstrous wings,
running around scared
Cowering from the thunderous howls and
cries as a poodle and pug squared
Over a striped red and white candy stick
This epic battle started and ended really quick
A green grasshopper let out a shrill cry of attack
Before it opened its jaws toward a froggy snack
The mamba thrashed its scaly tail so petrified
Escaping the drooling jaws of a snapping mouse glow red
and wide eyed
A gigantic squid stretched out its arms
in all directions around a sperm whale
The beast twisting, whirling and lurching,
trying to free its tail
The absurd creature vanished in a spinning in a funnel cloud
"Wake up and sit up," Mr. Newton instructed out loud
His low voice broke my dreaming spell
He walked towards me but I was saved by the bell.

NEW JOBS PEOPLE ARE DOING NOW THAT YOU MAY HAVE NEVER HEARD OF, BUT ARE TOTALLY AWESOME!

DATA SCIENTIST

A data scientist is someone who uses data to help businesses and organizations make better decisions. They are responsible for collecting, analyzing, and interpreting data to identify trends and patterns, and then using that information to make strategic recommendations.

SOCIAL MEDIA MANAGER

A Social Media Manager is responsible for managing a company or individual's social media accounts, creating and posting content, and engaging with the audience to grow the online presence.

APP DEVELOPER

An app developer is someone who designs and creates mobile applications for smartphones and other mobile devices. They are responsible for coding, testing, and debugging apps, and ensuring that they meet user needs and are compatible with various platforms.

VIRTUAL REALITY DEVELOPER

A Virtual Reality Developer creates and designs virtual reality environments, including video games, training simulations, and entertainment experiences.

CYBERSECURITY SPECIALIST

A cybersecurity specialist is someone who helps businesses and organizations protect their computer systems and networks from cyber attacks. They are responsible for identifying potential security risks, developing strategies to mitigate those risks, and monitoring and responding to security incidents.



E-COMMERCE MANAGER

An E-commerce Manager is responsible for managing an online store, including product listings, order processing, and customer service. They also develop marketing strategies to drive traffic and sales.

DRONE PILOT

A Drone Pilot operates drones for various purposes, such as aerial photography, surveying, and search and rescue operations. They must have proper certification and training to operate drones.

USER EXPERIENCE (UX) DESIGNER

A UX designer is someone who designs and improves the overall user experience of a product, website, or app. They are responsible for conducting user research, creating prototypes, and collaborating with other designers and developers to create a seamless user experience.

3D PRINTING TECHNICIAN

A 3D Printing Technician operates

and maintains 3D printers, including preparing and processing 3D models, monitoring print runs, and troubleshooting issues.

DIGITAL MARKETER

A digital marketer is someone who uses digital channels such as social media, email, and search engines to promote products or services. They are responsible for creating and executing marketing campaigns, analyzing data to measure success, and adapting strategies based on results.

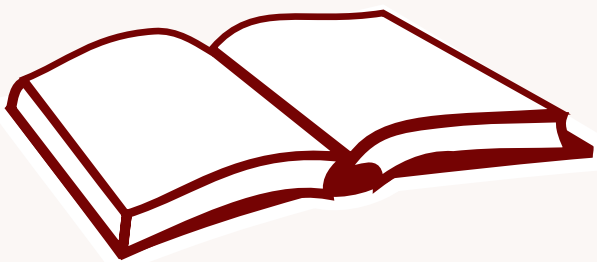
YOUTUBE CONTENT CREATOR

A YouTube Content Creator creates video content for YouTube and manages their own channel. They can earn money through ad revenue, sponsorships, and merchandise sales.

PODCAST PRODUCER

A Podcast Producer is responsible for creating, producing, and editing audio content for podcasts. They work with hosts and guests to plan episodes, record and edit audio, and manage distribution.

STORY CORNER



By a 6th Grade Student

"Good morning, class," greeted the principal who introduced Mr. Augustin. "He will be your teacher for the rest of the year." he continued. I could not believe it! I blurted out loud, "What happen to Mrs. John?"

"It's a private matter that I can't discuss." Mr. Jackson replied politely. Our new grade six teacher was not friendly but very strict.

After the principal left everyone was chatting noisily. Mr. Augustin slammed a ruler hard against the desk. The class become so silent that you could hear a pin drop. Our new teacher was not friendly like Mrs. John but very strict.

The morning class went by quickly. Mr. Augustin had a low, deep voice that almost put me to sleep. I was so bored that I passed a note to Shernia. I did not notice that he was standing behind me. I watched in wide-eyed horror as he snatched up my note. He opened it up and I knew I was doomed. It

was a drawing of him with horns and an alien head. I knew I would receive a detention. Mr. Augustin asked me to write two hundred lines and bring them to the staff room after my netball training.

I was done around six and it was already getting dark so I hurried to find him. Angrily, holding my paper I marched to the staffroom. I poked my head into the window to see if Mr. Augustin was there. There stood the most hideous creature I had ever seen. Its eyes bulged out and looked as round as onions. Its teeth were pointed fangs. Under his shirt were long, purple tentacles and a huge potbelly.

My heart pounded so hard that I could not breathe. I pinched myself to see if I was dreaming but it was real. I tried to run away as fast as my jelly legs could carry me but I could not move. Mr. Augustin started to sniff the air and looked in my direction. He opened his wide mouth and exposed his three rows of fangs. His roar thundered in my ears.

"I'm going to eat you!" he bellowed. With all my strength, I sprinted far way from the staff room. I heard a loud thump behind me in the hallway. I felt hot breath at the back of my neck. I knew the teacher creature was near. I ducked and hear his jaw snap inches above my head. I turned around and saw its eyes were now red, tiny, glowing dots and a black forked tongue swished from side to side. The creature let out a low, loud growl and the veins in its neck popped.

I leaped to my feet and my eyes darted around for somewhere to hide. I stumbled headfirst into a wall. Shaking off the pain, I grabbed

the railing and slid down to the lower area. The creature did not give up but kept snapping its jaw. I struggled to breathe. I needed to find a way to defeat the creature. A light bulb went off in my head and I remembered that some aliens are allergic to water. Thinking back, I cannot recall seeing Mr. Augustin with a coffee mug like the rest of the teachers. I was not far from the showers so I ran aside and locked the door. Mr. Augustin kept banging on the door until it flung open like a cardboard box.

The creature entered the room and roared. I could hear it searching for me. "Over here !" I cried. My chest tightened and my heart thudded loudly as its steps got closer. Finally, I was face to face with the creature. It stretched out its claws to snap off my neck. I ducked and its claws stuck into the pipeline, bursting it. Sprays of water gushed out and the creature screamed and choked in pain. "Urgh! Urgh!" My plan worked. Slowly, the creature melted into the large pool of blob and disappeared down the drain. Gone. Mr. Augustin was gone. I stared at the drain for a long time. I knew he would not be back. I wondered if my new teacher would be an alien.

The Fire

By a 6th Grade Student

I was walked exhaustedly as headed home from Fun Day at my school. I walked so as I tried to escape the draining, scorching heat of the sun. I felt beads of sweat drip down my face and back. My red, cotton dress stuck to my moist, chocolate

brown skin. In the distance, I could see huge, black columns of smoke billowing in the air. I inched closer and it was then I realized that the fire was in my neighbourhood.

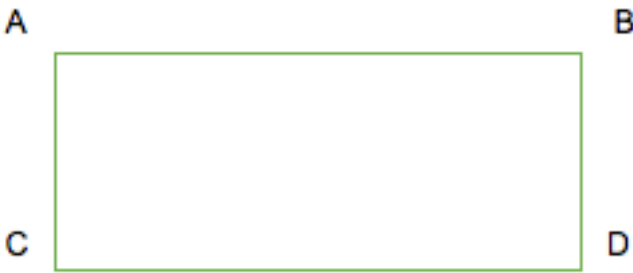
"Oh, no!" I cried. Although I was tired, with all my strength I sprinted in the direction of the fire. A noisy crowd of curious onlookers were headed the same way. My heart thudded uncontrollably as I got closer to the scene of the burning inferno that greeted me. I was astonished as I realized that the nearby field was engulfed with flames. The red, yellow and orange flames danced between the dried blades of grass. The burning grass crackled noisily as the winds pushed the blaze everywhere. The towering wall of fire soared higher and higher. It hissed and roared and devoured everything in its path. I stood there motionless. The air was thick and heavy, almost stifling. I became teary eyed and my nose stung as the winds swirled the thick, black smoke in my direction. I was fascinated yet terrified of the fire. I prayed and hoped that the fire would not spread to the nearby houses.

I could hear the blaring sounds of roaring fire engine's sirens in the distance grow louder. I was relieved that this raging monster would be dealt with. The fire fighters rushed in with their long snake like hoses sprayed water at the wild, raging flames. They spent over an hour trying to extinguish the fire. After the fire was extinguished, all I could see were smouldering pieces of charred grass and dusty, gray ash. I was relieved that no one was injured, or any houses were damaged the fire.

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

9. The perimeter of a square is 28 cm. What is the length of one side of the square?
- (A) 28 cm
- (B) 7cm
- (C) 49 cm

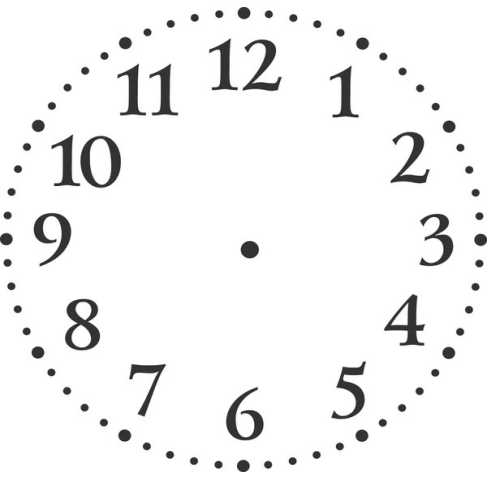
Question 10 - 12 are based on the diagram of the shape below



10. Which of the following sides are parallel to CD?
- (A) AB
- (B) DB
- (C) CA
11. The above shape can be referred to as all of these except?
- (A) Square
- (B) Parallelogram
- (C) Rectangle
12. The above shape has how many lines of symmetry?
- (A) 4
- (B) 6
- (C) 2

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

Question 13 – 15 refer to the clock without h the hour and minute hands.



13. If the hands of the clock were drawn, at which of the following times would the hands form a right angle?
- (A) 3 o'clock
- (B) 5 minutes past 3
- (C) 2: 45
14. Which of the following is not true of the above clock?
- (A) It is an analog clock
- (B) It is a digital clock
- (C) It is made of 5 minutes interval
15. If the clock is showing 11 pm, what time is it in 24 hour clock time?
- (A) 11:00
- (B) 23: 00
- (C) 24: 00

Question 16 to 18 refer to the following scores below.

6	9	5	8	9	7	5	6	9	8
---	---	---	---	---	---	---	---	---	---

16. What is the median of the above scores?
- (A) 9
- (B) 7
- (C) 7.5

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

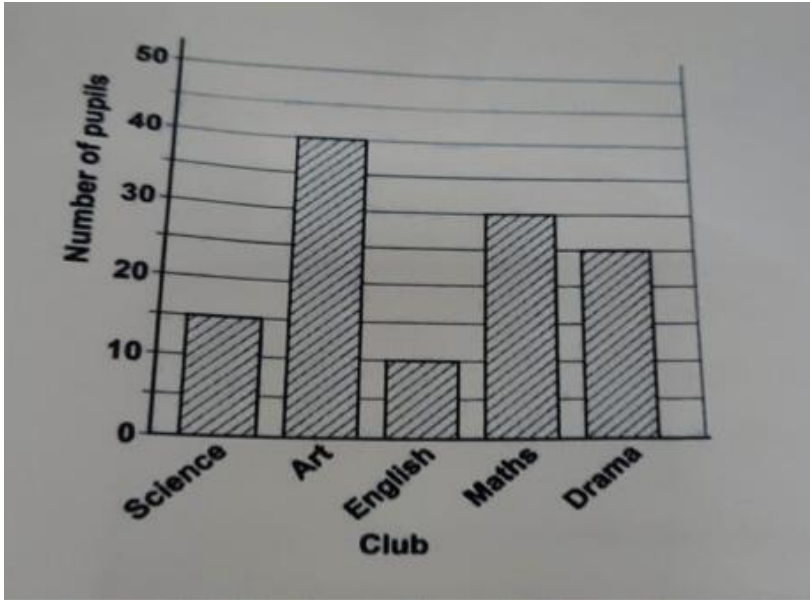
17. What is the mode of the above scores?

- (A) 5
- (B) 6
- (C) 9

18. Find the mean of the above scores.

- (A) 72
- (B) 7
- (C) 7.2

Study the following graph and answer questions 19 – 22.



The above graph shows pupils in four Grade 6 Classes and the clubs to which they belong. Each pupil attends only one club.

19. How many pupils in Art class?

- (A) 40
- (B) 30
- (C) 20

20. Which is the least favourite club?

- (A) Science
- (B) English
- (C) Art

21. What is the difference in attendance between the most popular and least popular club?

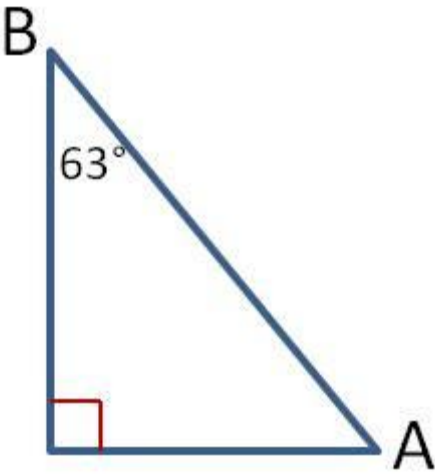
- (A) 30
- (B) 40
- (C) 25

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

22. What fraction of the pupils attends Art club?

- (A) 1/3
- (B) 1/2
- (C) 1/4

Question 23 - 25 refer to the triangle below.



23. What is the name of the triangle?

- (A) Isosceles triangle
- (B) Equilateral triangle
- (C) Right-angled triangle

24. What is the missing angle A?

- (A) 153°
- (B) 27°
- (C) 90°

25. What operations were done to get the above answer?

- (A) Add then subtract
- (B) Add then divide
- (C) Subtract then divide


CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

SCIENCE

Read EACH question carefully and choose one answer. Shade it on your answer sheet.

1. What is special about seeds that are moved by the wind?
(A) They are green and light
(B) They are heavy and brown
(C) They are light and thin
2. One useful effect of a volcano to the environment eventually is
(A) Homes of animals are destroyed
(B) Plants are destroyed
(C) Soil rich in nutrients will be created
3. Mangrove ecosystems are
(A) Areas between the land and the sea
(B) Very hilly and stony
(C) The forest areas of the country
4. To which of the following system does the kidney and skin belong?
(A) Circulatory
(B) Respiratory
(C) Excretory
5. An instrument which is used for magnifying very small objects is known as a
(A) Microscope
(B) Telescope
(C) Stethoscope
6. The sun and all its planets make up
(A) Planets
(B) The Milky Way
(C) The Solar System
7. Planting trees, making drains and using gabion baskets are all activities geared to do which of the following?
(A) Land degradation
(B) Land conservation
(C) Land erosion

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

8. Which of the following circuits is best suited for house wiring?
(A) Parallel
(B) Series
(C) Broken
9. One way in which germs and diseases can be controlled is by
(A) Washing hands regularly
(B) Eating meals on time
(C) Eating protein foods
10. Diseases spread through contact is called
(A) Non-Communicable
(B) Contagious
(C) Non-infectious
11. The largest planet in the solar system is
(A) Pluto
(B) Jupiter
(C) Saturn
12. The weathering of rocks forms
(A) Gems
(B) Heat
(C) Soil
- 
13. The object being moved in the diagram above is referred to as the
(A) Pivot
(B) Output force
(C) fulcrum

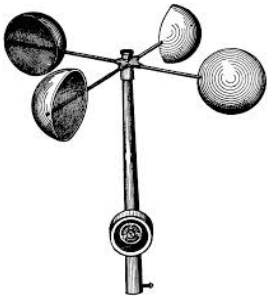
CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

14. The earth’s atmosphere is made up of 78%
(A) Carbon dioxide
(B) Oxygen
(C) Nitrogen
15. An animal with two body parts and eight legs is called a/an
(A) Arachnid
(B) Crustacean
(C) Insect
16. Resources that can be replaced over time are called
(A) Renewable
(B) Non-renewable
(C) Unmanageable
17. What is the name given to the dark brown material found in soil consisting of particles of dead animals and plants?
(A) Humus
(B) Clay
(C) Mud
18. Which of the following is a natural source of water?
(A) Canal
(B) Dam
(C) Lake
19. What are clouds?
(A) Fog
(B) Puffs of smoke
(C) Tiny droplets of water
20. Which of the following statements is true about the movement of the earth, the moon and the sun?
(A) The moon revolves around the sun while the sun revolves around the earth.
(B) The earth revolves around the moon while the moon revolves around the sun.
(C) The moon revolves around the earth while the earth revolves around the sun.
21. After dissecting a pig, James noticed that it has one stomach. He concluded that it was a
(A) Ruminant
(B) Non- Ruminant
(C) Poultry animal

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

22. Which of the following is not a social insect?
(A) Fly
(B) Ants
(C) Bees
23. Which of the following is not needed by plants to grow?
(A) Water
(B) Soil
(C) Carbon Dioxide
24. An example of a simple machine is a
(A) Rotavator
(B) Backhoe
(C) Knife

The following diagram below is based on **question 25**.



25. The above diagram is related to which of the following?
(A) The Solar System
(B) The Weather
(C) Agricultural Products

SOCIAL STUDIES

Read each question carefully and choose ONE letter for the correct answer.

1. A family is MOST likely to remain united when members
(A) Complete tasks as given
(B) Are disrespectful to each other
(C) Refuse to take responsibility for their actions

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A FAMILY DISASTER PLAN

You and your family need to be prepared should a hurricane strike. All family members must become aware of the Family's Disaster Plan. For Hurricanes, plan for the following:

To take precautionary measures as aired on radio and published in this magazine & elsewhere. To identify official shelter(s) that your family might use if and when your family must be evacuated. These could be the home of a family member or friend. For First Aid Service. For non-perishable foods such as canned foods. Special medicines and sight glasses. For sanitation and sanitation supplies. For water supply, storage and availability. To control children and pets during and after a hurricane from exposing themselves to injuries and/or water borne diseases.

FOR FIRE AND EXPLOSIONS, YOUR FAMILY SHOULD PLAN:

A way to safely get out of every room in your house. To call the Fire Department. To do First Aid on injured persons. Where to meet outside



of your house. Where the water hose and fire extinguisher will be stored. How to quickly attempt to put out the fire. Of course your family should also plan how to prevent fires.

FOR FLOODS MAKE A PLAN FOR THE FOLLOWING:

Evacuation of your family, if needed, First Aid and CPR service. Shelter, if needed. Preventing the building from becoming flooded. Damages to contents of the house. Injuries to your family. Prevention of waterborne and/or food-borne diseases. Only non-perishable food should be eaten



WATER

One gallon per person per day should always be available. For Hurricane preparedness, 72 hours supply should be on hand. To purify water boil it for 10 minutes.

FOOD

For Hurricane, 3 days supply should be on hand. Non-perishable foods (canned, pre-cooked requiring minimum heat and water, dehydrated etc). Special foods for infants, pets and other family members requiring special diets should also be provided.

FIRST AID

First Aid kits should be

on hand with a member of the family available of performing first aid.

CLOTHING AND BEDDING

Complete change of sleeping and dry clothing will be needed. For hurricane preparedness a supply of 72 hours should be provided. At least one blanket and one sleeping bag will also be needed for each person in hurricane shelters.

TOOLS AND SUPPLIES

Tools Needed could include: Brooms, Mops, Wrenches, Screw Drivers, Pliers and Hammers. Supplies could include: Plastic Tape, Plastic Bags, Large Fresh Bins, Soap, Infant Supplies, Pet Supplies, Bleach (for sewage treatment), Matches, Paper Plates, Plastic Spoons, Knives, Forks and Flares.

SPECIAL ITEMS

Manually operated can opener, Portable batter operated radio, sight glasses and critical medicine. Fire extinguisher with dry chemical, Flash Light with spare battery and bulb and Battery or spring operated clock or watch.

THINGS YOU SHOULD KNOW TO KEEP BEING SAFE



- 1. Your full name, address and phone number.
- 2. Where to find emergency phone numbers.
- 3. How to answer the phone properly.
- 4. Directions to home from various locations within your neighbourhood.
- 5. Your parents' full names, places of employment and contact numbers.
- 6. Full names of close relatives and how to contact them.
- 7. You should know that there are touches that feel good and comfortable, such as hugs and kisses from your parents and guardians; but there are touches that feel uncomfortable or bad.

There are parts of your body that are private (vagina, penis, breasts and buttocks) and no one has the right to touch you there. You have the right to say “NO” to any person who wants to touch you in those areas inappropriately.
- 8. You should tell your parents or guardians about any attempts by adults or teenagers to touch you in a private way.

But if parents or guardians are the offenders, tell a trusted teacher or pastor instead, or even report the matter to the police.

Emergency Numbers

Police Headquarters, Fort George	911
Fire	440 3999
Rapid Response	911 or 440 2112
Coast Guard	439 1231
	399 or 444 1931
	677
Child Abuse Protection	
Birchgrove	442 7542
Carriacou & Petite Martinique	443 7482
Central	440 2244
Gouyave	444 8224
Grand Roy	444 8225
Grenville	442 7224
Hermitage	442 9445
Sauteurs	442 9224
St. David	444 6224
St. Paul's	440 3224
Union	442 9225
Victoria	442 8424
SSU Point Salines	444 4999

Hospitals	
General Hospital	440 2051
Princess Alice Hospital	442 7251
Princess Royal	443 7400
Animal Rescue	440 4874

Ambulance	
General Hospital	434
Princess Alice	724
Princess Royal	774

Electricity	
Grenada Electricity (Grenlec)	353

Water	
National Water & Sewage Authority	292

NaDMA	440 0838
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G4S Secure Solutions (Grenada) Limited	439 7233
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VOLCANOES

Volcanoes are known as sleeping dragons that wake up silently one day and destroy everything in their paths. Volcanoes can be found on every planet and can be active, dormant or extinct over time.

A volcano is an opening or vent in the earth's crust through which lava, ash, and gases erupt. They are formed along the cracks or weakness along the Earth's crust as a result of the movement of the Earth's plate. When the plates move, molten rocks called magma escapes through the cracks. and are an important landform that helps create land. When the magma exits the volcano, it is called lava. Over time, as the lava cools and creates a mountain crater. During a volcanic eruption, lava, ash and rocks are violently pushed out ravishing everything in its way.

Volcanoes are grouped on how often they erupt. First, they can be called active if they erupt in recent times like the La Soufriere Volcano in St. Vincent which erupted in December 2020. Next, they can be called

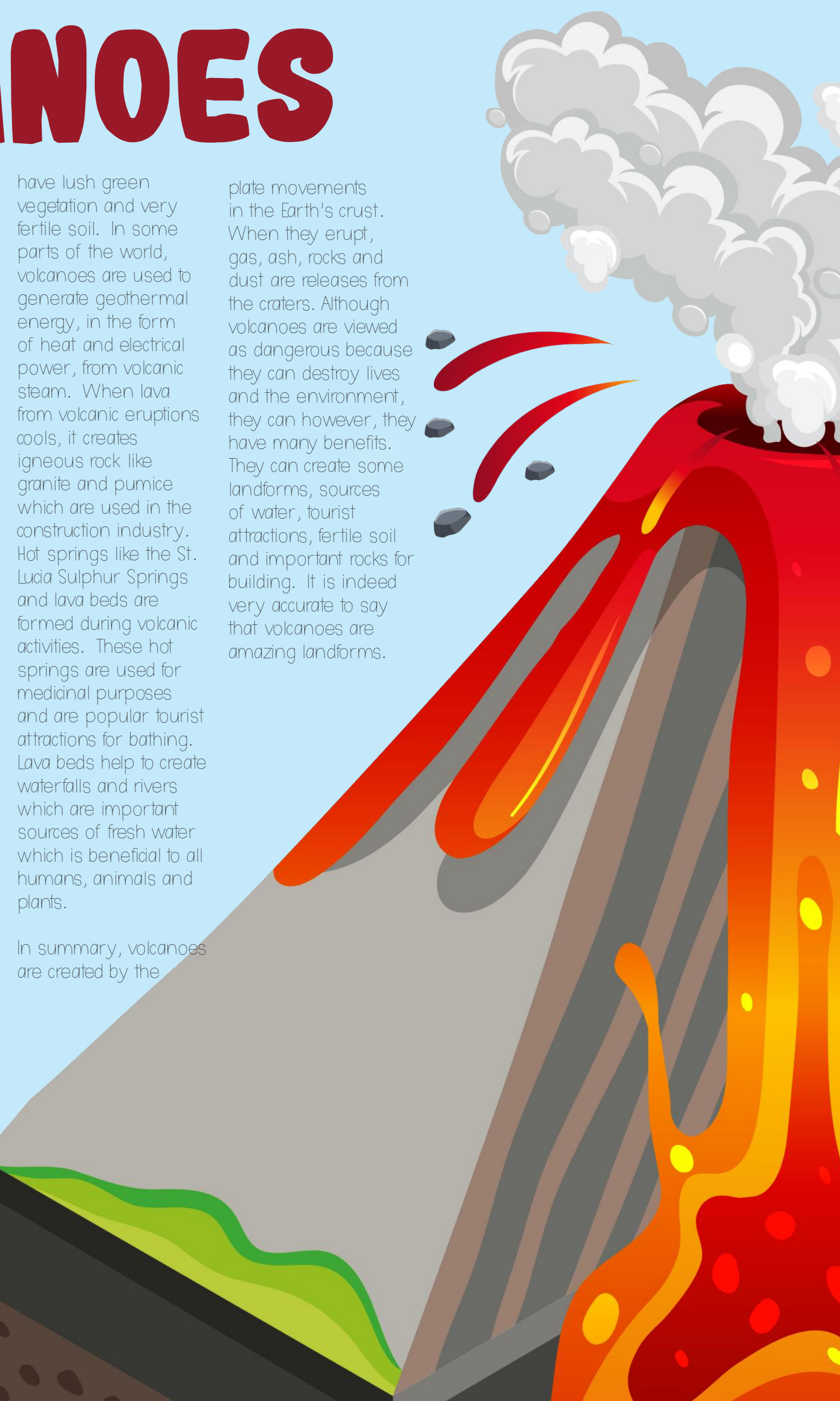
dormant if they have not erupted in long period of time but are expected to erupt again in the future. In the Caribbean, an example of a dormant volcano is the Mount Liamuiga in St. Kitts, which has not escaped in over one thousand years. Last, they can be called extinct if they no longer have a magma a source of magma to erupt. Ben Nevis in the United Kingdom is a famous example of an extinct volcano.

In one way, volcanoes can have a negative or impact on the environment and on humans. The greatest threats to life and the environment are volcanic eruptions in populated areas When there are volcanic eruptions in these areas, the lava flow and ash destroy buildings, roads, crops, vegetation and sometimes lives. The gas and ashy dust travel thousands of miles into the air causing dangerous air pollution. Some scientists have noted that such occurrences lead to climate change.

On the other hand, volcanoes can be very be very beneficial. Many islands of the Caribbean were created as a result of volcanic activity. These islands

have lush green vegetation and very fertile soil. In some parts of the world, volcanoes are used to generate geothermal energy, in the form of heat and electrical power, from volcanic steam. When lava from volcanic eruptions cools, it creates igneous rock like granite and pumice which are used in the construction industry. Hot springs like the St. Lucia Sulphur Springs and lava beds are formed during volcanic activities. These hot springs are used for medicinal purposes and are popular tourist attractions for bathing. Lava beds help to create waterfalls and rivers which are important sources of fresh water which is beneficial to all humans, animals and plants.

In summary, volcanoes are created by the



CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

2. Which of the following is the traditional role of the father in a household?
(A) Buying groceries
(B) Mopping the house
(C) Working for a salary
3. Which of the following contributes to the size of the population?
(A) Church
(B) Institutions of learning
(C) Family
4. The Capital of Martinique is
(A) Port- a- prince
(B) Fort-de-France
(C) St John’s
5. A single parent family has changed to a nuclear family. What can be the most likely reason?
(A) Marriage
(B) Death
(C) Desertion
6. Which of the following is a need of the family?
(A) Clothing
(B) Television
(C) Jewellery
7. In order to develop the human resource of a country, the Government can do one of the following. Which is the BEST thing?
(A) Give money to the vulnerable
(B) Educate the citizens
(C) Pay for health care
8. The early settlers did a lot of activities. Which statement is true about them?
(A) They used materials that were available to them
(B) They had modern belongings
(C) They did not like to move from place to place
9. The region described as the Caribbean is located between the equator and the
(A) Antarctic Circle
(B) Tropic of Capricorn
(C) Tropic of Cancer

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

10. All children have a right to be heard and a responsibility to
(A) Be educated
(B) Listen to their parents
(C) Not bully or harm others

Question 11-12 is based on the diagram below



11. What is the name of the instrument above?
(A) Anemometer
(B) Wind Vane
(C) Rain Gauge
12. What does the above instrument measure?
(A) A current location
(B) Cardinal points
(C) Wind direction
13. Which of the following ARM of Government makes laws?
(A) The Executive
(B) The Judiciary
(C) The Legislative
14. What is the best water conservation method for Caribbean people in the dry season?
(A) Collect and store rain water
(B) Plant trees
(C) Turn off electricity

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

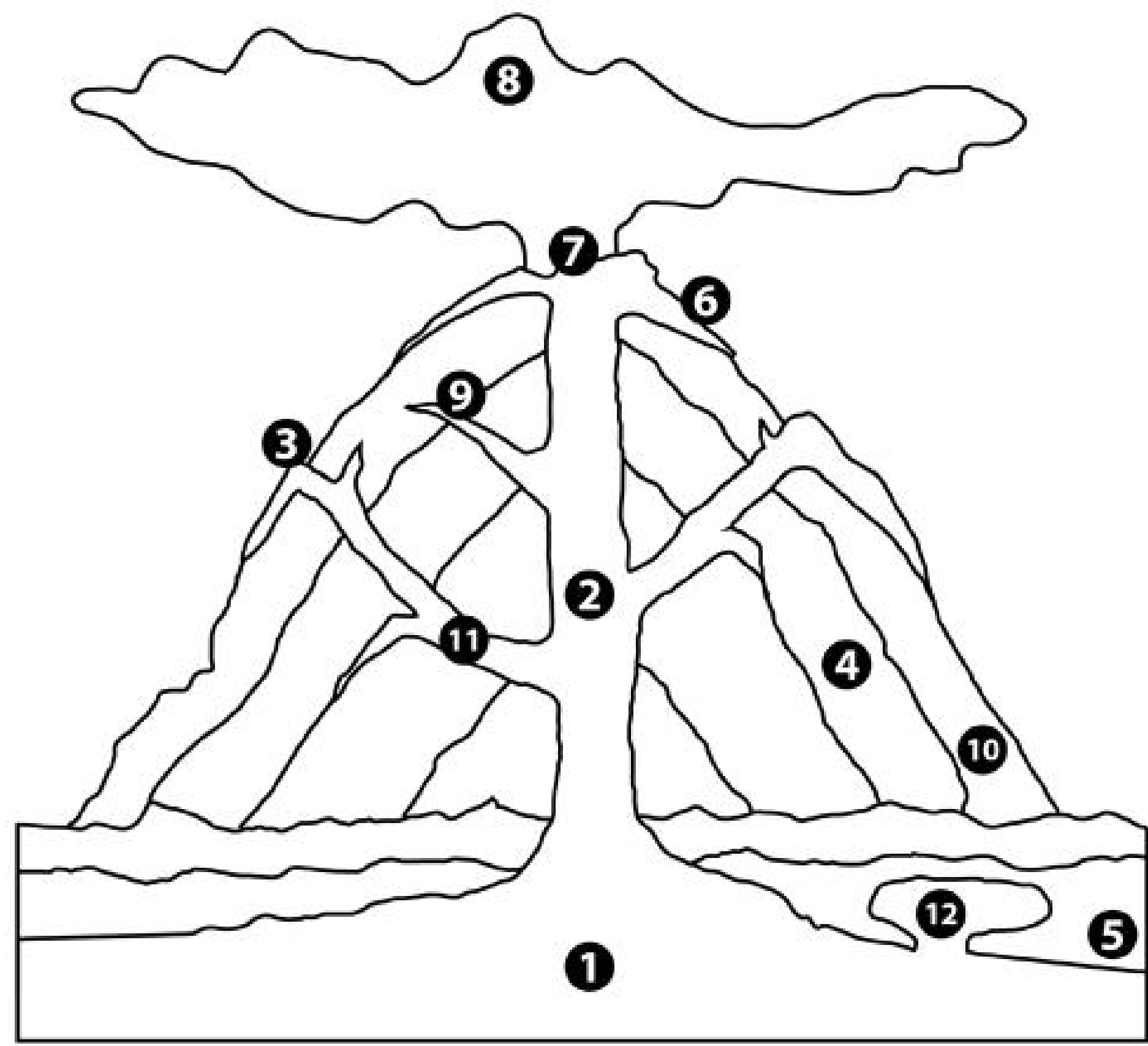
15. The centre of a hurricane is called the
- (A) Eye
 - (B) Eyewall
 - (C) Epicenter
16. Planting of trees is known as
- (A) Deforestation
 - (B) Reforestation
 - (C) Afforestation
17. One reason our European ancestors came to the Caribbean was to
- (A) Seek wealth
 - (B) Become healthy
 - (C) Plant food crops
18. Which of the following is a primary industry in the Caribbean?
- (A) Tourism
 - (B) Making corn beef
 - (C) Fishing
19. CDEMA is a Caribbean institution which deals with
- (A) Disaster Management
 - (B) Education
 - (C) Finances
20. Who is the Head of State of Republic States in the Caribbean?
- (A) Governors General
 - (B) Presidents
 - (C) Prime Ministers
21. International Tourists are all of the following except:
- (A) Jane who lives in the city and moves to the town in the same country
 - (B) A person moving from Canada to a Caribbean Island
 - (C) Jane who travels from Grenada to St Vincent
22. Janice lives at St Lucia. During the August vacation she travels to a French - speaking island north of St Lucia. Which island did she visit?
- (A) Martinique
 - (B) Guadeloupe
 - (C) Haiti

CARIBBEAN PRIMARY EXIT ASSESSMENT PRACTICE TEST

23. Which of the Amerindians did the following?
- “We grew maize. We painted our skin
We were warlike.”
Who are we?
- (A) Arawak
 - (B) Mayas
 - (C) Caribs
24. Steel pan originated from
- (A) Grenada
 - (B) Trinidad and Tobago
 - (C) Guyana
25. Slavery started with which group of people?
- (A) Australia
 - (B) America
 - (C) Africa

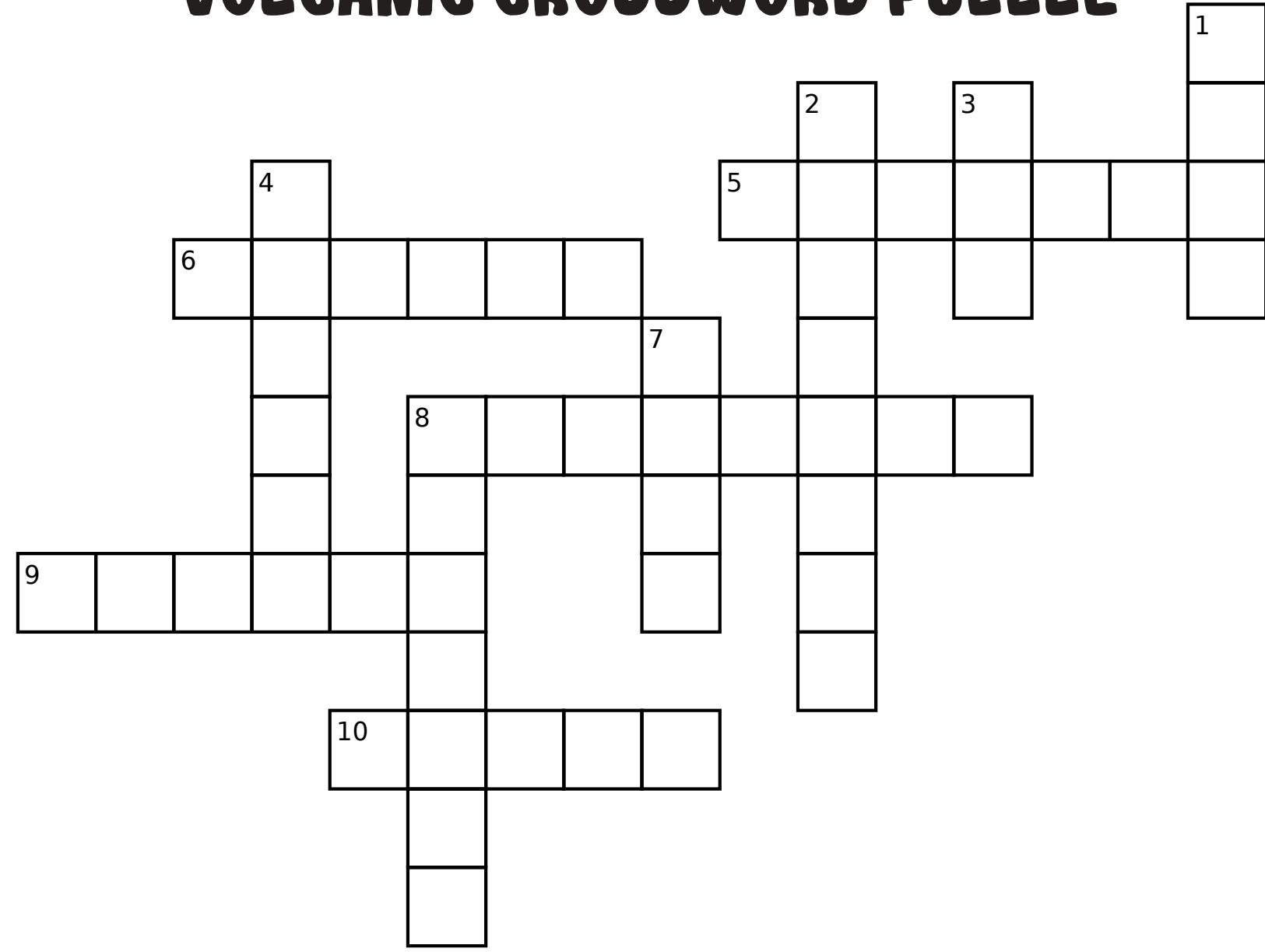
VOLCANOES

➡ Identify the different parts of the volcano by writing the right number in the circles. You can also color each part of the volcano:



- | | | | |
|--------------------------------------|--------------------------------------|---------------------------------|---------------------------------|
| <input type="radio"/> Layers of lava | <input type="radio"/> Conduit (pipe) | <input type="radio"/> Lava flow | <input type="radio"/> Bedrock |
| <input type="radio"/> Magma | <input type="radio"/> Branch pipe | <input type="radio"/> Crater | <input type="radio"/> Ash cloud |
| <input type="radio"/> Layers of Ash | <input type="radio"/> Parasitic cone | <input type="radio"/> Sill | <input type="radio"/> Laccolith |

VOLCANIC CROSSWORD PUZZLE



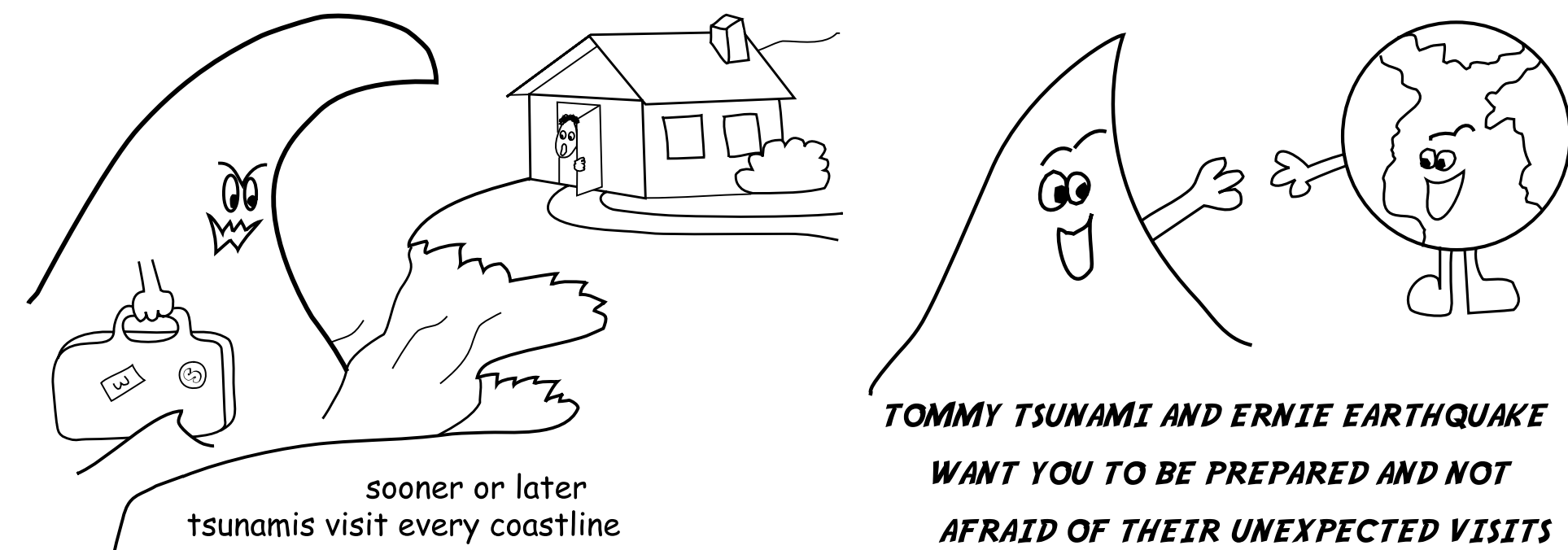
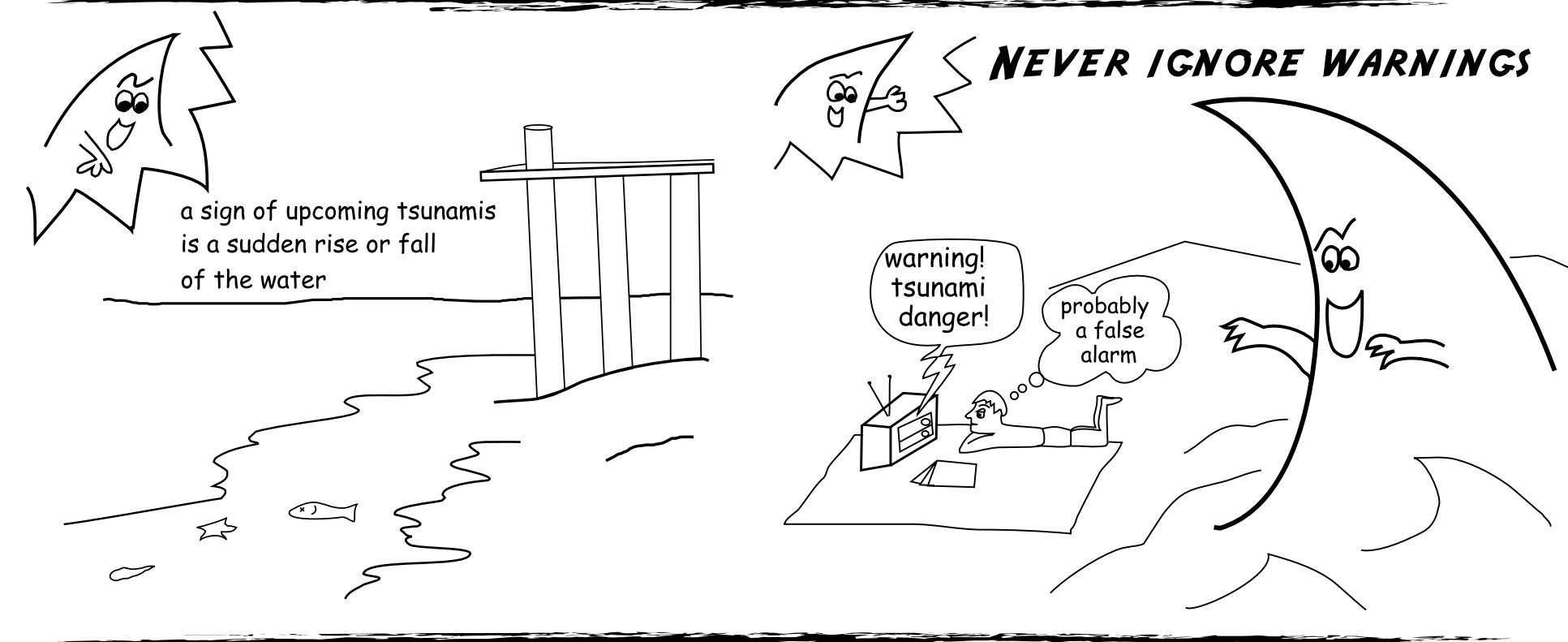
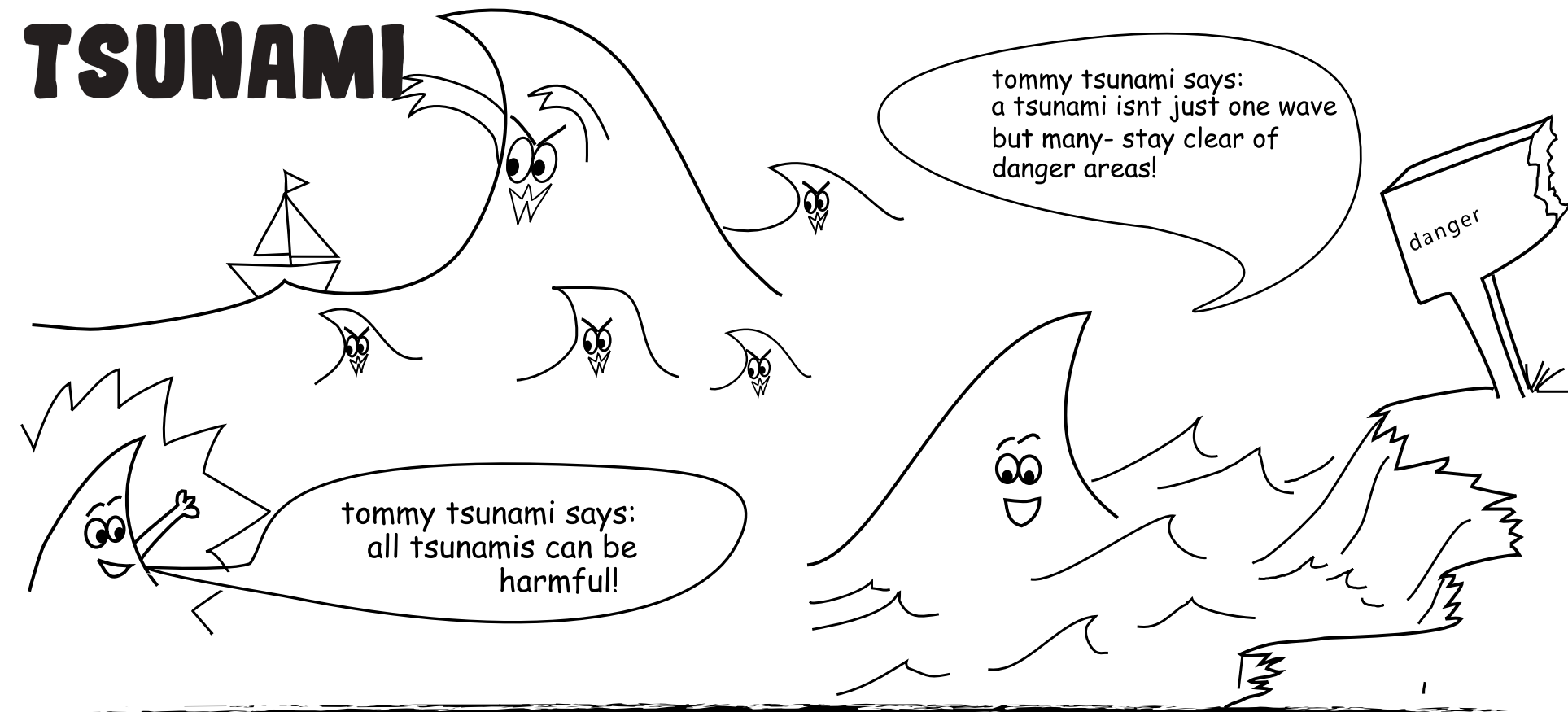
ACROSS:

1. An opening in the earth's surface through which volcanic materials such as lava, gas, and ash are ejected.
2. A sudden and violent release of volcanic material, including lava, ash, and gas, from a volcano.
3. Fine particles of rock and other materials that are ejected into the atmosphere during a volcanic eruption.
4. The highest point of a mountain or volcano.
7. Molten rock that flows from a volcano during an eruption.
8. A volcano that is currently not erupting but may become active in the future.

DOWN:

5. The gradual wearing away of rock or soil by the action of wind, water, or other natural forces.
6. A type of volcanic rock that is light and porous, formed by the rapid cooling and solidification of lava.
8. A sudden calamity, especially one causing widespread damage or suffering.
9. A large, bowl-shaped depression at the top of a volcano, usually formed by an explosive eruption that removed material from the volcano's peak.
10. Molten rock located beneath the Earth's surface, which can rise on the surface during a volcanic eruption.

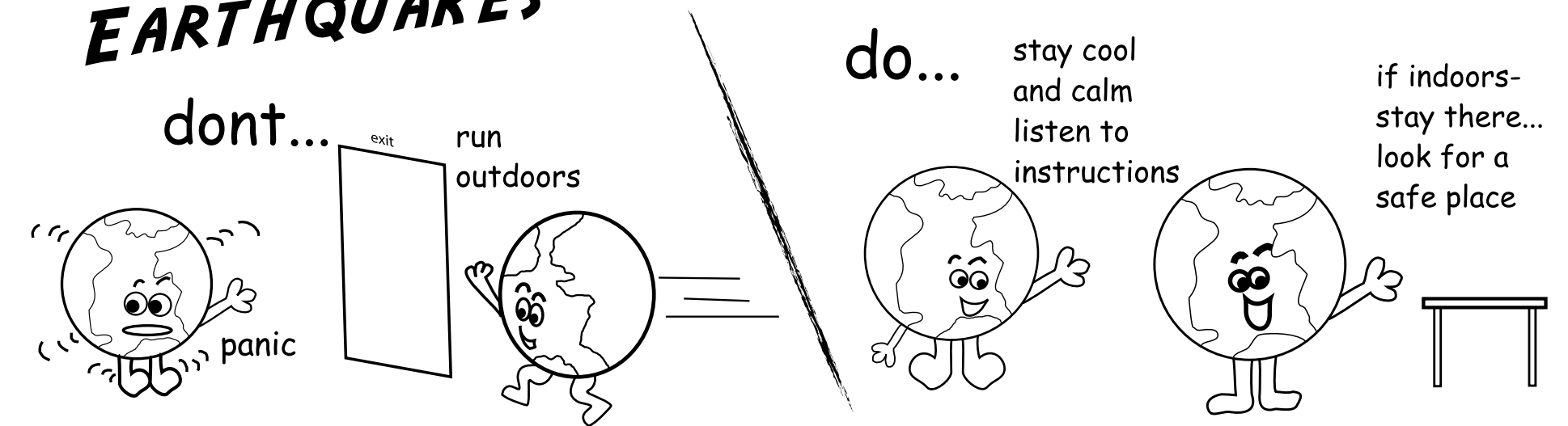
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EARTHQUAKES



DURING EARTHQUAKES



AFTER AN EARTHQUAKE HITS...

