EduWorks

PEP Grade 5 Performance Task Bundle – Advanced

A premium, PEP-style performance task bundle designed to build higher-order thinking, data handling, mathematical modelling, and structured writing.

Includes:
• Student Task Booklet (scenario, tasks, workspace prompts)
• Data set + charts/table prompts
• Teacher Marking Rubric (Levels 1–4)
• Suggested Answers / Sample response outline

TASK 1: COMMUNITY RECYCLING PLAN

Scenario: Your community council wants to reduce waste and increase recycling. Students are asked to analyse data and propose an improvement plan that the council can implement.

Given Data (Weekly Waste Collected)

Type of Waste	Week 1 (kg)	Week 2 (kg)	Week 3 (kg)
Plastic	45	52	49
Paper	30	28	35
Glass	25	22	27
Metal	18	20	16

Part A – Data & Mathematics (20 marks)

1. Calculate the total waste collected for each week (Week 1, Week 2, Week 3).

2. Calculate the total amount collected for each waste type across the three weeks.

3. Identify which waste type shows the greatest increase from Week 1 to Week 2. Show your working.

4. The recycling company charges $60 per kg to recycle plastic and $40 per kg to recycle paper.

a) Calculate the cost to recycle Week 2 plastic.

b) Calculate the cost to recycle Week 3 paper.

5. If the council has a budget of $10,000 per week for recycling costs, determine whether Week 2 is within budget.

6. Draw a bar graph to represent Week 3 waste collected by type (Plastic, Paper, Glass, Metal).

7. Explain one conclusion you can make from the data about waste habits in the community.

Part B – Writing (15 marks)

8. Write a proposal (about 2–3 paragraphs) to the council. Your proposal must include:
• A clear problem statement (what is happening and why it matters)
• Two realistic solutions (e.g., bins, collection schedule, school campaign, incentives)
• Evidence from the data (use at least 2 numbers to support your points)
• A concluding paragraph that encourages community action

Part C – Reasoning (5 marks)

9. Explain two benefits of recycling: one benefit for the environment and one benefit for the community.

TASK 2: SCHOOL FUNDRAISER BUDGET

Scenario: The school plans a fundraiser to purchase learning resources. Students must create a budget, compare options, and justify decisions using mathematics and clear writing.

Price List (Items Needed)

Item	Cost per Unit (J$)	Quantity Needed
Printing Paper (ream)	850	8
Markers (pack)	620	10
Math Manipulatives (set)	2,400	5
Story Books (each)	1,150	12
Staplers (each)	950	4

Part A – Mathematics (20 marks)

1. Calculate the total cost for each item (cost per unit × quantity).

2. Calculate the overall total cost for all items.

3. The school expects to raise $35,000. Determine if the amount raised will cover all items. Show working.

4. If the school decides to buy only 8 story books, how much money will be saved?

5. The school receives a donation of $7,500. Recalculate the amount still needed after adding the donation.

6. Create a pie chart plan: What percentage of the budget should go to books, stationery, and manipulatives? (Explain your choices.)

Part B – Writing & Communication (10 marks)

7. Write a short letter to a sponsor requesting support for the fundraiser. Your letter must include:
• Purpose of the fundraiser
• What items will be purchased and why they matter
• The amount requested and how it will help
• A respectful closing

TEACHER MARKING RUBRIC (LEVELS 1–4)

Criteria	Level 4 (Excellent)	Level 3 (Good)	Level 2 (Basic)	Level 1 (Limited)
Math Accuracy & Methods	Correct calculations; efficient strategies; clear working	Mostly correct; minor errors; working shown	Some correct work; several errors; limited working	Few correct; major errors; working missing
Data Representation	Graphs/charts accurate, labelled, appropriate	Mostly accurate; minor issues	Partly accurate; missing labels/units	Inaccurate or incomplete; little
Writing & Organisation	Clear, well-structured; strong vocabulary	Organised; adequate vocabulary	Basic organisation; simple language	Disorganised; many errors; diff
Reasoning & Justification	Strong explanations using evidence (numbers)	Clear reasons; some evidence	Limited reasons; little evidence	Weak or missing reasons/evide

SUGGESTED ANSWERS / OUTLINE (TEACHER USE)

Task 1 – Key Calculations

• Week totals: W1=118 kg, W2=122 kg, W3=127 kg.
• Type totals (3 weeks): Plastic=146 kg, Paper=93 kg, Glass=74 kg, Metal=54 kg.
• Biggest increase W1→W2: Plastic (+7 kg).
• Cost examples: W2 plastic 52×60=3,120; W3 paper 35×40=1,400.
• Budget check (example recycling costs for Week 2): 3,120 + (28×40=1,120) = 4,240 (within $10,000)

Task 1 – Proposal Outline

Students should: (1) describe the waste problem; (2) cite evidence (e.g., plastic highest each week); (3) propose two solutions (bins + education campaign; scheduled pickups; incentives); (4) conclude with a call to action.

Task 2 – Key Calculations

Students calculate each item total, then overall total, compare to $35,000, calculate savings if books reduced, and adjust remaining balance after adding $7,500 donation.

Task 2 – Letter Checklist

Include: greeting, purpose, brief needs list, amount requested, appreciation, closing, name/signature.