

OSSLT

Ontario Secondary School Literacy Test

May 2013

RELEASED SELECTIONS AND TEST QUESTIONS

**Record your answers to the multiple-choice questions
on the Student Answer Sheet (2013, May).**

Please note: The format of
this booklet is different from
that used for the assessment.
The questions themselves
remain the same.

Read carefully before writing the test:

- Check the identification numbers of your three documents to see that the final 12 digits all match. If they do not, report the problem to the teacher in charge.
- Check the pages of this *Test Booklet* to see that they are in order. If they are not, report the problem to the teacher in charge.
- Read all instructions before responding to the questions.
- Use only pencil or blue or black pen in the *Test Booklet* and on the Student Answer Sheet.
- Attempt all questions. If you leave a question blank, the question will be scored zero.

Multiple-Choice

- Choose the best or most correct answer for each question.
- You must record your multiple-choice answers on the Student Answer Sheet. Multiple-choice answers recorded in the *Test Booklet* will not be scored.

To indicate your answer, **fill in the circle completely**, as shown below.

Like this: ● **Not like this:** ⊗ ✓ ◐ ⊙

- If you fill in more than one circle for a question, the question will be scored incorrect.
- If you wish to change a multiple-choice answer, erase or cross out your answer and fill in the circle for your new answer. Ensure that your final answer is clear.

Written Answers

- For all questions that ask for a written answer, **write legibly on the lined space provided** in the *Test Booklet*.
- For the writing sections, pay attention to clarity, organization, spelling, grammar and punctuation.
- The lined space provided for your written work indicates the approximate length of the writing expected.
- There is space in the *Test Booklet* for rough notes. Nothing you write in these spaces will be scored.

You are now ready to start.
Remember to record all your multiple-choice answers on the Student Answer Sheet.

Writing a Series of Paragraphs

1 Task:	Write a minimum of three paragraphs expressing an opinion on the topic below. Develop your main idea with supporting details (proof, facts, examples, etc.).
Purpose and Audience:	an adult who is interested in your opinion
Length:	The lined space provided for your written work indicates the approximate length of the writing expected.
Topic:	Should any course be compulsory in high school?

Write your series of paragraphs on the lines provided on the following two pages.

Rough Notes

Use the space below for your rough notes. Nothing you write in this space will be scored.

[illegible]

Continue writing your series of paragraphs on the next page.

This image shows a single page from a notebook or ledger. The page is white and features approximately 20 evenly spaced horizontal grey lines running across its width. There are no vertical margin lines, text, or other markings present on the page.

End of Section I. Continue to Section II.

Multiple-Choice

(Record the best or most correct answer on the Student Answer Sheet.)

- 1** Choose the best closing sentence for the following paragraph.

Although there are millions of Web sites, they are not created equal. A good Web site can be compared to an iceberg: only the tip of all the effort can be seen online. What cannot be seen are all the details and hours of planning that have led to its success.

- a Any Web site needs an audience and fans to make it successful.
- b Graphics and detailed content are necessary parts of any Web site.
- c A Web site is a good way to find information for a research project.
- d A good Web site combines online appeal and a well-organized structure.

- 2** What revision is needed to improve the organization of this paragraph?

(1) Eons ago, a powerful meteor struck the Sudbury area. (2) Most meteors that crash into Earth weigh only about 100 grams. (3) They have little impact on Earth's crust. (4) The one that landed near Sudbury was so large that it changed the bedrock. (5) Its impact created Canada's largest nickel deposit.

- a Break sentence 4 into two sentences.
- b Move sentence 1 to the end of the paragraph.
- c Insert "However" at the beginning of sentence 4.
- d Replace "a powerful meteor" in sentence 1 with "it."

- 3** Choose the sentence that is written correctly.

- a What time is it in Sao Paulo, Brazil!
- b Put the wrapper in the recycling bin.
- c I am so tired that I could sleep in class?
- d Will the hockey game be over in an hour.

- 4** Which sentence is written correctly?

- a Paige read about Kirkland Lake in the northern news.
- b It described this mining community in the Northern part of the province.
- c It is surrounded by several kettle lakes that were formed eons ago.
- d Several gold mines are in the area, including Kirkland Lake Gold and queenston mining inc.

End of Section II. Continue to Section III.

Read the selection below and answer the questions that follow it.

Practical Woman Donned It First



On page 25 of the *Hockey News* is a black-and-white photograph of my grandmother, wearing goalie pads and a striped hockey sweater. The article describes how, while playing for Queen's University in 1927, my grandmother shocked fans by wearing a mask.

"The first hockey netminder interested in saving face looks to have been Elizabeth Graham," the article reads. "It would appear the father of the goalie mask was in fact a woman."

Annie Elizabeth Graham grew up in Arnprior, in the Ottawa Valley. At Queen's University, she joined the ladies' hockey team. A photo taken at the time shows her team horsing around on outdoor ice, wearing their jerseys and wool bloomers, looking like they're having a blast.

Hockey players didn't even wear helmets back then, but on February 7, 1927, she stepped onto the ice wearing a metal mask. The *Kingston Whig-Standard* noted how she "gave the fans a surprise," but the newspaper conceded her good sense. "It was safety first with her," it said. It was actually a fencing mask and she wore it to protect her teeth. Her father had already spent so much to send her to university that she didn't want to add to his burden by racking up dental bills.

Three years after her masked debut, Clint Benedict of the Montreal Maroons, after stopping too many pucks with his face, wore a leather mask in a game against the New York Rangers. It wasn't until the 1950s, however, that National Hockey League (NHL) goalies started seriously experimenting with masks, led by the legendary Jacques Plante.

Legends, the Hockey Hall of Fame's official program, claims that when it comes to goaltender masks, Elizabeth Graham truly was "the mother of invention." But she was not widely credited for it because women's hockey was just not that popular in the 1920s, drawing only about 1000 fans to places like the Montreal Forum, which had a seating capacity of 9300 then.

Like a lot of innovators, my grandmother passed away before she was recognized for her contribution. Her role as the pioneer of the goalie mask was always family legend, but she is now getting her due. The Hockey Hall of Fame has named her one of a dozen “Notable Women Hockey Players,” and she is featured in a new book called *Saving Face: The Art and History of the Goalie Mask*.

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During the 2004 NHL lockout, a reader wrote to *Toronto Sun* columnist Earl McRae, asking him to settle the question over whether Benedict or Plante was the first goalie to wear a mask. “You’re both wrong,” Mr. McRae wrote, explaining how my grandmother had used a mask long before either goalie.

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Grandma would have laughed at that. She had a great big laugh that could fill a house. She was a spirited lady, a teacher by profession. She embodied the traits of strength, confidence and prudence. When we were kids, she wouldn’t even let us go swimming in Marshall Bay until an hour after lunch because we might get cramps and drown. And in sport, she felt compelled to shield her teeth from flying pucks.

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I’m not a goalie, but I love the sport. My weekends begin at 6:30 a.m. in the dressing room of a suburban arena where I sip coffee and pull on toxic-smelling hockey equipment for a friendly game of dark shirts against light shirts. I wear a helmet—with a mask. On a recent Saturday, I asked my teammates whether they’d seen the latest *Hockey News*. “My grandma’s in there,” I said as we laced up. There aren’t very many guys who can say that.

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Multiple-Choice

(Record the best or most correct answer on the Student Answer Sheet.)

- 1** What is the main purpose of this selection?
- a to recognize a female innovator
 - b to explain how goalie masks are made
 - c to show the role of newspaper reporting in sport
 - d to encourage readers to learn more about their families
- 2** Why does the author refer to Graham as a “pioneer” in paragraph 7?
- a She initiated a trend.
 - b She lived several decades ago.
 - c She was the first female goaltender.
 - d Few women attended university in the 1920s.
- 3** Which publication first reported a hockey goalie wearing a mask?
- a *Legends*
 - b *The Toronto Sun*
 - c *The Hockey News*
 - d *The Kingston Whig-Standard*
- 4** Who popularized the use of masks?
- a Plante
 - b McRae
 - c Graham
 - d Benedict
- 5** To whom does “both” refer in “You’re both wrong” (paragraph 8)?
- a McRae and a reader
 - b Benedict and Plante
 - c a reader and someone else
 - d Graham and another goalie
- 6** At what point in the selection does the author shift from an objective to a more personal perspective?
- a paragraph 3
 - b paragraph 5
 - c paragraph 6
 - d paragraph 9
- 7** What phrase from the selection refers to Elizabeth’s “prudence” (paragraph 9)?
- a “safety first”
 - b “getting her due”
 - c “horsing around”
 - d “mother of invention”

- 8** What is the function of the dash used in paragraph 10?
- a** to build suspense
 - b** to link two unrelated facts
 - c** to emphasize a significant detail
 - d** to indicate an interruption in thought
- 9** What idea links the first and last paragraphs?
- a** a belief in the importance of news
 - b** an opinion about women's hockey
 - c** a comparison of hockey equipment
 - d** the author's connection to the story

End of Section III. Continue to Section IV.

Read the selection below and answer the questions that follow it.



“Thanks for agreeing to talk with me about your successful business,” said Nat, shaking hands with Alex. 1

Alex smiled. “I’m happy to help students with career exploration.” 2

“I have three main questions: How did you get started? What do you like best about being your own boss? And what advice do you have for young entrepreneurs?” 3

“You are well prepared,” said Alex, nodding in approval. “I trained at Blaiseville College.” 4

“How did you go from there to having your own Hair Shop on Wheels?” 5

“I got the idea after volunteering at my grandfather’s seniors’ residence. I cut hair and trimmed beards, even styled women’s hair, for anyone who couldn’t get out to the barber-shop or hairdresser. The residence didn’t have space to set up professional equipment, so I thought of a way to bring it all to them. After graduation, I borrowed money from the bank so I could at least afford to buy a van. My brother put in some sweat equity as a mechanic and converted the van into a mobile salon,” explained Alex. 6

Nat was puzzled. “Sweat equity? Your brother gets a share of your profit as payment for his hard work fixing up the van?” 7

Alex nodded in agreement. “That’s the best thing about being my own boss. I can be creative in how I run my business.” 8

“That aspect appeals to me too,” said Nat. “What’s your best advice for me as an aspiring businessman?” 9

“Do your research, develop a realistic business plan and focus on your goals.” 10

Multiple-Choice

(Record the best or most correct answer on the Student Answer Sheet.)

- 1** How does Nat show that he prepared for his interview with Alex?
- a by shaking hands with Alex
 - b by sharing his business plan
 - c by having his questions ready
 - d by volunteering at a seniors' residence
- 2** The colon in paragraph 3 is used to:
- a end a sentence.
 - b introduce a list.
 - c indicate a pause.
 - d highlight the next idea.
- 3** The questions in paragraph 7 are a request for
- a proof.
 - b a reason.
 - c permission.
 - d clarification.
- 4** What is the meaning of “aspiring” as used in paragraph 9?
- a mature
 - b hopeful
 - c friendly
 - d struggling
- 5** Which of the following best shows that Alex is creative?
- a He attended college.
 - b He borrowed money.
 - c He started a mobile salon.
 - d He volunteered at a seniors' residence.

Written Answer

6 Is the interview with Alex beneficial to Nat’s career exploration? Use specific details from the selection to support your answer.

7 How does this selection show the benefits of volunteering for community service? Use specific details from the selection to support your answer.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

Short Writing Task (Answer in full and correctly written sentences.)

1 Identify a place that has special meaning for you. Use specific details to explain why it is special.

Rough Notes

Use the space below for rough notes. Nothing you write in this space will be scored.

Read the selection below and answer the questions that follow it.

Soybeans

First grown in Canada in 1855, soybeans have seen an explosion in production in recent years.

Food for Humans

■ Soy milk, tofu, soy sauce, natto, miso, tempeh, oil, margarine, shortening, soy nuts, edamame, simulated meat, commercial food ingredient



Uses for Soybeans

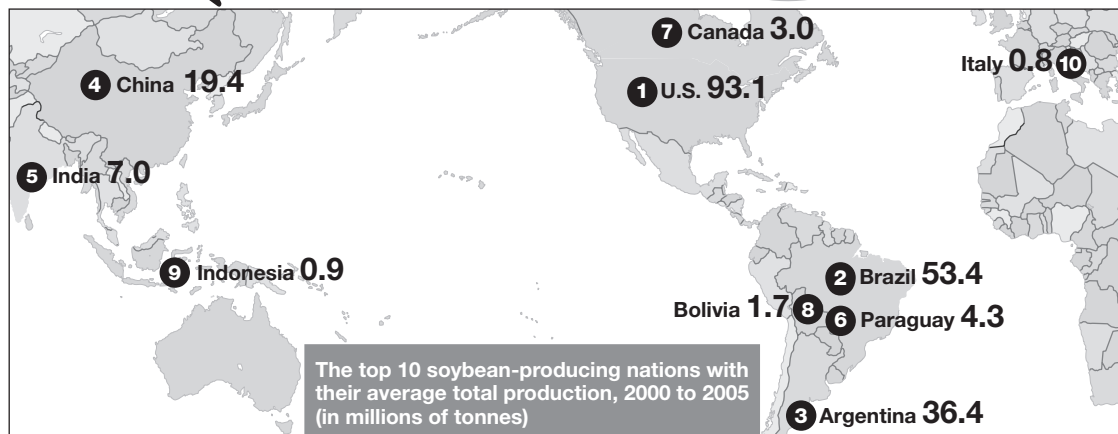
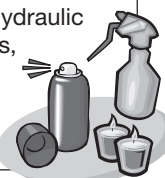
Animal Feed

■ Soybean meal, roasted soybeans

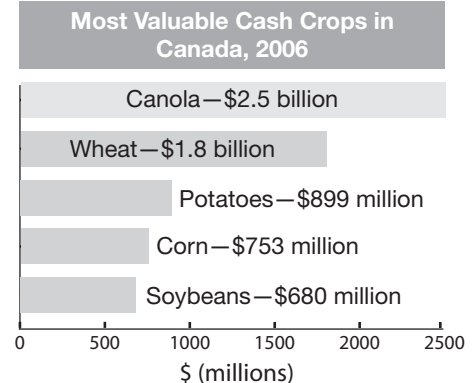
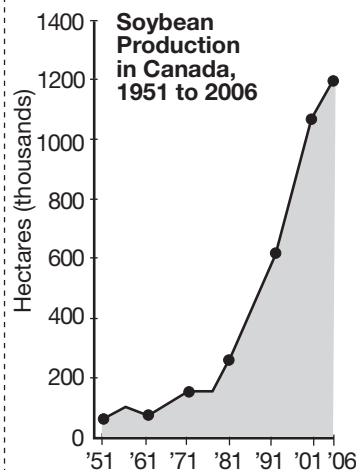


Industrial Products

■ Printing ink, biodiesel, waxes for crayons and candles, solvents, lubricants, hydraulic fluid, plastics, fibres and textiles, adhesives



Hectares of Soybeans Grown		
	2006	1996
Canada	1 202 098	876 901
NL	0	0
PE	4 580	2 255
NS	958	502
NB	762	566
QC	178 161	96 693
ON	872 455	776 209
MB	141 869	237
SK	2 229	n/a
AB	1 083	429
BC	0	n/a



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Multiple-Choice

(Record the best or most correct answer on the Student Answer Sheet.)

- 1** Which part of the selection best shows an “explosion” in soybean production in Canada?
- a the world map
 - b the “Uses for Soybeans” text boxes
 - c the “Soybean Production in Canada” graph
 - d the “Most Valuable Cash Crops in Canada” graph
- 2** What describes the relationship between the world map and the graphics at the bottom of the page?
- a from general to specific location
 - b from more to less valuable crops
 - c from past to more recent production
 - d from most productive to least productive
- 3** What do the white numbers in the black circles on the world map represent?
- a rank in soybean use
 - b rank in soybean production
 - c total area of soybean crops, in millions of hectares
 - d total soybeans produced annually, in millions of tonnes
- 4** Between which years did soybean production in Canada increase most significantly?
- a 1961–1971
 - b 1971–1981
 - c 1981–1991
 - d 1991–2001
- 5** How are the provinces organized in the “Hectares of Soybeans Grown” table?
- a from east to west
 - b from west to east
 - c from largest to smallest
 - d from smallest to largest
- 6** Which two countries were most similar in their soybean production in 2000–2005?
- a Italy and Indonesia
 - b Paraguay and India
 - c Canada and Bolivia
 - d China and Argentina

Unreleased Items

The following May 2013 OSSLT questions are not being released this year:

Components	Questions
News Report (Reading)	1–6
Writing Multiple-Choice Items	7–10
Short Writing	11
Long Writing (News Report)	12
Information Paragraph (Reading)	13–19

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