

BOOKLET

Sample Test Booklet

2

Ontario Secondary School Literacy Test

SESSION 2

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 *Test Booklet 2: Session 2*.
Remember to record all your multiple-choice answers on the Student Answer Sheet.

Ontario Secondary School Literacy Test

Session 2

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 zoos exist? |

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

Rough Notes

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

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

1 Which sentence does **not** belong in the paragraph?

(1) A part-time job benefits young people. (2) It gives them job skills and teaches them responsibility. (3) A part-time job helps them decide on their future careers. (4) Many retired people take part-time jobs as well. (5) Part-time work is a great way to prepare for the future.

- A sentence 2
- B sentence 3
- C sentence 4
- D sentence 5

2 Which revision will improve the organization of the following paragraph?

(1) You should follow these suggestions if you want to be a successful hockey goalie. (2) Before stepping on the ice, make sure you have safe equipment. (3) Also, you should always stretch before you start to play. (4) During the game, keep your eye on the puck. (5) Maintain a position that will block the net from oncoming shots. (6) These tips will ensure you have a positive goaltending experience.

- F Remove “Also” from sentence 3.
- G Divide sentence 2 into two sentences.
- H Combine the ideas of sentences 4 and 5.
- J Add “Next” to the beginning of sentence 6.

3 Choose the sentence that is written correctly.

- A Me, Raj, and Mo plan to go to the movies.
- B My teacher gave the homework to Denna and I.
- C Michael and me walked up the hill with our skis.
- D Sakinah and I collected leaves for the fall festival.

4 Choose the sentence that is written correctly.

- F Our cars axle broke.
- G We had it towed to Daves Garage.
- H Many car’s were waiting for service.
- J We were told it would be an hour’s wait.

End of Section H. Continue to Section I.

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

Victory Medal Found in England Leads to the Kitchener Tombstone of World War I Soldier



The mystery is slowly unravelling. 1

Until some months ago, nothing much was known about the nine 2
Sikh-Canadians who joined the Canadian army and fought in World
War I (1914–1918)—at a time when Sikhs weren’t even allowed
to immigrate to Canada. Then an amateur historian, Sandeep Singh
Brar, bought a Victory Medal that led him to a Kitchener graveyard,
where he found the tombstone of Private Buckam Singh.

“That man was a real hero,” said Brar of Brampton, Ontario. “He 3
fought for Canada, came back and died alone in a hospital.”

Buckam Singh’s story likely wouldn’t have been told if it hadn’t been for the medal. Brar 4
bought it from a dealer in England in 2007, believing it had been bestowed upon a British-
Indian soldier. He got a shock when he carefully read the inscription on its rim: Singh had
been a member of the 20th Canadian Infantry, and the medal listed his name, rank and
registration number.

Over the next few months, Brar went to Ottawa many times to track down military records. 5
He discovered that Singh had fought in Flanders Fields, Belgium and France, and was injured
by shrapnel and a bullet in the leg. The *Toronto Star*, then called the *Toronto Daily Star*,
reported his injuries on August 9, 1916, in a list of Canadian soldiers wounded in battle.

Singh was treated at a hospital in Boulogne, France, run by Guelph’s Lieutenant Colonel 6
John McCrae (the soldier and poet who wrote “In Flanders Fields”). Singh was sent to
England in 1917. While recovering there, he contracted tuberculosis and was sent to the
Freeport Hospital in Kitchener, which was run by the Canadian army. He died two years
later at age 25 and was buried in Kitchener’s Mount Hope Cemetery.

Private Singh's story, which had drawn little attention for 90 years, attracted about 50 people to a Remembrance Day ceremony at the Kitchener cemetery in 2008. T. Sher Singh, a Guelph lawyer who attended the ceremony, said the discovery of the grave is significant for the Sikh-Canadian community. "It means that we have a history in the building of this nation," said Singh. "Not only have we built the railroads and cleared the forests and slaved in the lumber mills, but we have given our lives when it was necessary." 7

Brar believes Private Singh's grave may be the only one in Canada belonging to a Sikh-Canadian World War I soldier. His Victory Medal may also be the only one awarded to a Sikh soldier. 8

This story has become an obsession for Brar, who created a Web site to showcase his findings. He said Private Singh's family, who lived in a village in Punjab, India, knew nothing about his time at war. "They just received a notice when he died. There are still many blanks in his story," said Brar, who is trying to find Singh's living relatives in India. That, he said, will be the next chapter in Buckam Singh's story. 9

Adapted from "Victory medal found in England leads to Kitchener tombstone of World War I 'hero'" by Raveena Aulakh, published in the *Toronto Star*, November 20, 2008. Reprinted with permission—Torstar Syndication Services.

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

- 1** What is the main purpose of the selection?
- A to show that Sikh-Canadians should learn more about World War I
 - B to show that the role of Sikhs in the development of Canada is significant
 - C to show that Sikh-Canadian contributions to national development are well-known
 - D to show that Canada's immigration policy a century ago limited opportunities for Sikhs
- 2** What does the dash after the date in paragraph 2 introduce?
- F an important fact
 - G a change of thought
 - H a shift in time frame
 - J a summary of information
- 3** Which word is closest in meaning to "bestowed upon" as used in paragraph 4?
- A found on
 - B created by
 - C awarded to
 - D taken from
- 4** How does paragraph 5 contribute to this selection?
- F It explains how Brar started his search.
 - G It provides information on Singh's death.
 - H It describes how Singh received his medal.
 - J It emphasizes the importance of Brar's find.
- 5** In what country did Singh get tuberculosis?
- A India
 - B France
 - C Canada
 - D England
- 6** How does paragraph 8 contribute to the selection?
- F It provides answers to the mystery.
 - G It suggests that there is more to investigate.
 - H It confirms that Private Singh was a Canadian.
 - J It emphasizes the efficiency of Brar's research.
- 7** How has Sandeep Singh Brar kept the memory of Private Buckam Singh alive?
- A by creating a Web site
 - B by presenting a medal
 - C by erecting a tombstone
 - D by writing a newspaper report
- 8** What does Brar's story show about a historian's work?
- F Research requires persistence.
 - G Amateurs lack effective research skills.
 - H Newspapers provide unreliable information.
 - J Military records are available to professionals.

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

- 9** Which phrase captures the idea presented in the first sentence of this selection?
- A** “injured by shrapnel and a bullet”
(paragraph 5)
 - B** “discovery of the grave is significant”
(paragraph 7)
 - C** “may also be the only one awarded”
(paragraph 8)
 - D** “still many blanks in his story”
(paragraph 9)

End of Section I. Continue to Section J. 

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

“Thanks for coming,” Eric said, shaking hands with the town councillor. 1

“I’m curious about the ideas in your intriguing letter.” Mr. Hanson nodded toward the parking lot near where they stood. “Please tell me more.” 2

Eric took a deep breath. “Ever since the school closed two years ago, this area has deteriorated. But if we clean up the litter and repair the fence, it will be a great place for a skateboard park.” 3

Mr. Hanson scanned the broken concrete, nodding. “The old school is being converted into a community arts centre. This area could become a vital part of the neighbourhood again.” 4



“Here’s a picture of a skateboard park in another town. Look how busy it is.” Eric was relieved that the community representative seemed receptive to the idea. 5

Mr. Hanson studied the photograph, then asked, “If town council provides the money, how will you and your friends contribute?” 6

Eric felt optimistic now. “We’ll help design and build the ramps. More experienced boarders could give lessons to raise money!” Eric’s voice was enthusiastic. 7

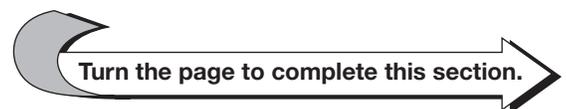
“We’ll still need parking spaces, and the neighbours will not like late-night noise. They might worry about vandalism and—” 8

“The skateboard park would use only the back corner, which isn’t near any houses. Since young people already hang out here, why not give them something fun and physically active to do in their free time?” 9

The furrows of Mr. Hanson’s brow unwrinkled, and Eric’s hopes rose again. “If everyone works together,” Eric thought, “maybe this idea will become reality.” 10

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

- 1** What does “it” refer to in paragraph 3?
- A the school
 - B the parking lot
 - C the community centre
 - D the neighbouring community
- 2** Which word is closest in meaning to “converted” (paragraph 4)?
- F built
 - G restored
 - H replaced
 - J modified
- 3** Why does Eric show the photo to Mr. Hanson in paragraph 5?
- A to show him the contrast between areas
 - B to show him the amount of space needed
 - C to suggest a park could be made cheaply
 - D to illustrate the popularity of skateboarding
- 4** Which two paragraphs express a problem and its solution?
- F 1 and 2
 - G 4 and 5
 - H 6 and 7
 - J 9 and 10
- 5** What would be most persuasive to the town council in its decision about the skateboard park?
- A the cost of personal safety equipment
 - B the floor plan of the converted arts centre
 - C a letter of support from a local homeowner
 - D a demonstration by a national skateboard champion



Written Answer

6 Identify one skill that Eric uses to promote the skateboard park. Use specific details from the selection to support your answer.

7 Identify an example of how Mr. Hanson represents his community. 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.

End of Section J.

Continue to Section K. 

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

1 What is the best advice you have ever given to someone? Use specific details to explain your answer.

Rough Notes

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

End of Section K. Continue to Section L.

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

The Life of a Pothole

HOW POTHOLES FORM

1 Here's a cross-section of a typical road. The weight of each vehicle bends the pavement slightly.

2 Cracks start to form as the asphalt gets worn.

3 When the cracks are deep enough, water gets into the sub-base.

4 The water freezes and expands, pushing up on the cracked pavement.

5 When the ice melts, it creates a void under the pavement.

6 Weight from subsequent vehicles going over the pavement breaks it up and a pothole is formed.

7 The edges of the pothole will continue to crack and crumble, making the hole larger.

HOW THEY'RE FIXED

- The pothole is carved out with a jackhammer or masonry saw to create a neat rectangle. The excess asphalt is removed, an adhesive is applied and new asphalt is added in layers. It's then levelled and compacted with a pavement roller.
- During cold weather, temporary repairs are made with cold patch asphalt. Hot asphalt is used for permanent repairs during warmer weather.

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

- 1** Which combination of factors contributes most to the creation of a pothole?
- A heavy rain and loose soil
 - B freezing water and busy traffic
 - C snow tires and pavement cracks
 - D worn asphalt and temporary repairs
- 2** What does the word “void” (Stage 5) mean?
- F freezing water
 - G an empty space
 - H cracked pavement
 - J a crumbled sub-base
- 3** What remains unchanged as a pothole is formed and fixed?
- A the soil
 - B the sub-base
 - C the pavement
 - D the temperature
- 4** Which feature in this graphic text identifies the problem and its solution?
- F photos
 - G arrows
 - H subtitles
 - J numbers
- 5** How is the information in the first bullet under “How They’re Fixed” organized?
- A by cause and effect
 - B as steps in a sequence
 - C in order of importance
 - D by comparing and contrasting
- 6** What does the photograph in the middle of the page show?
- F a repaired pothole
 - G how to fix a pothole
 - H another view of Stage 7
 - J the early stages of pothole formation

End of Section L. Continue to Section M. 

Background Information (Record your answers on the Student Answer Sheet.)

We need to know about your background, so we can see how students with different experiences do on the test. All responses will be summarized and reported at the school, board and provincial levels.

Read each question carefully. If no answer seems exactly right, fill in the circle on the Student Answer Sheet with the response closest to what you want to say.

Language Background

- 1** a) Is English the first language you learned at home?
Y Yes N No
- b) What languages do you speak at home (choose one only)?
- A Only or mostly English
- B Another language (or languages) as often as English
- C Only or mostly another language (or other languages)

Home Computer Use

- 2** Indicate how often you use a computer at home for homework (choose one only).
- A I don't have a computer at home.
- B I never or hardly ever use the computer for homework.
- C I use the computer once or twice a month for homework.
- D I use the computer once or twice a week for homework.
- E I use the computer almost every day for homework.

Reading

- 3** Indicate the types of materials you read in English outside school most weeks.
- a) Non-fiction books, e.g., biographies
Y Yes N No
- b) Comics
Y Yes N No
- c) Web sites, e-mail, chat messages
Y Yes N No
- d) Letters
Y Yes N No
- e) Magazines
Y Yes N No
- f) Manuals, instructions
Y Yes N No
- g) Newspapers
Y Yes N No
- h) Novels, fiction, short stories
Y Yes N No
- i) Song lyrics, poems
Y Yes N No
- j) Religious or spiritual writings
Y Yes N No
- 4** Indicate the number of hours a week you read materials written in English outside school, not including your homework (choose one only).
- A One hour or less
- B More than one hour but less than three hours
- C More than three hours but less than five hours
- D Five hours or more

5 Indicate what English-language materials you have at home.

- a) Dictionaries, encyclopedias (print or electronic)
Y Yes N No
- b) Books
Y Yes N No
- c) Newspapers
Y Yes N No
- d) Magazines
Y Yes N No

Writing

6 Indicate the types of writing you do in English outside school most weeks.

- a) E-mail, chat messages
Y Yes N No
- b) Letters, journals, diaries
Y Yes N No
- c) Notes, directions, instructions
Y Yes N No
- d) Song lyrics, poems
Y Yes N No
- e) Stories, fiction
Y Yes N No
- f) Work-related writing
Y Yes N No

7 Indicate the number of hours a week you write in English outside school, not including your homework (choose one only).

- A One hour or less
- B More than one hour but less than three hours
- C More than three hours but less than five hours
- D Five hours or more

End of test.

**Education Quality and
Accountability Office**



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