

Released Selections and Test Questions

QUESTIONS

Ontario Secondary School Literacy Test (OSSLT)

2019

Follow along as your teacher reads the instructions.

Note:

You are not permitted to use cellphones, audio- or video-recording devices, or e-mail or text-messaging devices during the assessment. Exceptions may apply in accordance with EQAO guidelines.

**No work in this booklet
will be scored.**

Education Quality and
Accountability Office



**Continue to follow along as your teacher
reads the directions on the cover of the
*Answer Booklet.***

Provide your answer in the *Answer Booklet*.

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.).

Audience:

an adult who is interested in your opinion

Length:

The lined space provided in the *Answer Booklet* for your written work indicates the approximate length of the writing expected.

Topic:

Do people depend too much on technology?



Provide your answers in the *Answer Booklet*.

Multiple-Choice Questions

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

(1) Include mosquito prevention when planning outdoor summer fun. (2) Remove standing water where mosquitoes can breed. (3) Plant citronella and rosemary, which mosquitoes dislike. (4) Wear pants and long sleeves, especially in the evening. (5) Blackflies can be an even bigger nuisance. (6) Taking these steps will keep these pesky bugs from ruining your fun.

- a sentence 2
- b sentence 3
- c sentence 4
- d sentence 5

- 2** Choose the correct pronouns to complete the following sentence.

When the little boy grabbed the toy train, _____ wheel broke off in _____ hand.

- a its / his
- b it's / his
- c its / he's
- d it / one's

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

- a Their must be billions of stars in the universe.
- b All the children have they're permission forms for the field trip.
- c They're never going to make it back to the train station in time.
- d Micheline and Jacob were unsure when their going to get the exam results.

- 4** Choose the option that best combines all the information in the following sentences.

Nina is in Grade 10.

Nina is on the student council.

Nina is taking extra courses this term.

- a Nina, a Grade 10 student, is on the student council and is taking extra courses this term.
- b Nina who is in Grade 10 is a student taking extra courses and also on the student council.
- c Nina is a Grade 10 student and she is on student council, and she is taking extra courses this term.
- d Nina is a Grade 10 student who is taking extra courses this term and who is on the student council.

Read the selection below and answer the questions in the *Answer Booklet*.

Mustard Oil Versus Malaria



Jessie MacAlpine knew she wanted to be a scientist as early as Grade 2, when she signed one of her homework assignments “Dr. Jessie MacAlpine.” She was only a Grade 9 student when she published her first research paper, “The Effects of CO₂ and Chronic Cold Exposure on Fecundity of Female *Drosophila Melanogaster*.” By the time she graduated from high school, MacAlpine had already won a top prize at an international science fair and had begun collaborative research with University of Toronto (U of T) scientists. She had also made two interesting discoveries in her basement lab—both of which she is now in the process of patenting.

1

One of her patents is for a bioherbicide (a biologically based substance for weed control), which MacAlpine developed using molecular compounds found in garlic mustard plants and coffee grounds. The other is a mustard-oil compound—*allyl isothiocyanate*—the ingredient that gives mustard and wasabi (similar to horseradish) its pungent kick. She hopes to develop this into a treatment for malaria. This parasitic disease infects about 219 million people every year and is growing resistant to available drugs.

2

MacAlpine’s anti-malaria compound idea came to her in Grade 11, after she read a newspaper article about a potential treatment using herbicides. In the 1990s, scientists discovered that the parasite causing malaria, a species called *Plasmodium*, actually has plant genes because it evolved hundreds of millions of years ago from an ancient algae. These genes are essential to the parasite’s survival. So the thinking was this: if herbicides killed plant genes, maybe they could kill malaria parasites too. “Since I’d spent the past two years developing a herbicide, I thought, ‘Ooh, maybe I can change my compound into a malaria drug,’” recalls MacAlpine. Other scientists worldwide were already working on new treatments that could target these plant genes; some treatments have reached clinical trials. But as far as MacAlpine knows, no one has experimented with mustard oil.

3

Read the selection below and answer the questions in the *Answer Booklet*.

Now, in 2013, and in her first year at the University of Toronto, MacAlpine hopes her drug will be cheap, effective and accessible to people in the developing world. “Globally, we’re always in desperate need of another anti-malarial product,” said Ian Crandall, a U of T professor who has been working with MacAlpine at the Sandra A. Rotman Laboratories, where he is a principal investigator. “The interesting thing about what Jessie has been doing is [that] growing mustard oil is not something that requires a huge facility to do. If it’s kind of a natural product that can be used to treat malaria, then it’s something that’s worth looking into.” 4

While MacAlpine’s early experiments have shown promise, her research is still in the very early stages. David Roos, a University of Pennsylvania biology professor whose lab helped confirm *Plasmodium*’s plant ancestry, applauds her efforts, but cautions that “the world is full of thousands and thousands of natural products that have been shown to be effective against malaria parasites (but) have not wound up as drugs.” 5

For MacAlpine, success—if it ever comes—is at least 10 years and millions of dollars away. “It’s also important to remain realistic,” she notes. “There’s still a lot of tests that need to be done and a lot of work that needs to be completed for that dream to be realized.” 6

But luckily for MacAlpine, at 18, there is plenty of time. 7

Provide your answers in the *Answer Booklet*.

Multiple-Choice Questions

- 1** When did MacAlpine publish her first research paper?
- a in Grade 9
 - b in Grade 10
 - c in her first year of university
 - d in her last year of high school
- 2** How is the information in paragraph 1 organized?
- a general to specific
 - b chronological order
 - c compare and contrast
 - d problem and solution
- 3** Why is there a need for a new anti-malarial product?
- a Malaria treatments are expensive.
 - b Organic treatments are more effective.
 - c Scientists have not been interested in updating treatments.
 - d Malaria is growing resistant to treatments that are currently available.
- 4** Which statement is one of MacAlpine's hypotheses?
- a Mustard oil can alter plant genes.
 - b Herbicides can kill malarial parasites.
 - c *Plasmodium* can be used to treat malaria.
 - d *Allyl isothiocyanate* can be made less pungent.
- 5** Which paragraph best describes how mustard oil might help treat malaria?
- a paragraph 2
 - b paragraph 3
 - c paragraph 4
 - d paragraph 5
- 6** What does it mean that MacAlpine's experiments "have shown promise" (paragraph 5)?
- a Scientists question MacAlpine's intentions.
 - b MacAlpine has almost completed her research.
 - c MacAlpine's investigations have the potential to be successful.
 - d MacAlpine's compound is ready to become a commercial drug.

Provide your answers in the *Answer Booklet*.

- 7** Which statement is accurate?
- a *Plasmodium* is a plant gene.
 - b *Plasmodium* is a natural herbicide.
 - c *Plasmodium* is the drug used to treat malaria.
 - d *Plasmodium* is the species of parasite that causes malaria.
- 8** What is the function of the dashes in paragraph 6?
- a to set off a prediction
 - b to highlight an example
 - c to emphasize the possibility of doubt
 - d to separate MacAlpine's opinion from that of the narrator
- 9** Which statement best summarizes the selection?
- a Ian Crandall, a principal investigator in parasitic disease, is closing in on a potential cure for malaria.
 - b As a young researcher, Jessie MacAlpine has made exciting advances in the development of an anti-malarial drug.
 - c After many years of research on malaria, David Roos has successfully confirmed *Plasmodium's* plant ancestry.
 - d The development of new anti-malarial drugs is a process that requires the co-operation of many different scientists.

Read the selection below and answer the questions in the *Answer Booklet*.

“Guess what!” exclaimed Basira. “I just joined the AV Club!” 1

“‘AV’ stands for audio visual, right? Will you be making movies?” inquired Ali. 2

“Not movies,” Basira laughed. “At the information meeting, Ms. Phan told us that we would be responsible for providing lighting and sound for school assemblies and community events.” 3



“Sounds like you’re going to learn a lot in that club,” Jacob said. “How did you find out about it?” 4

“At the Club Fair that was held in the cafeteria. They were making announcements all last week. Didn’t you hear?” 5

“That’s right,” added Ali. “All the clubs had booths and posters promoting their activities. I decided to join the drama club. I love performing!” 6

“I’ve never bothered attending the Club Fair. Maybe I should have taken advantage of it,” said Jacob. 7

“It’s not too late to get involved,” Ali reassured him. “Participating in a hobby you enjoy will enrich your high school experience.” 8

“Not only that,” Basira contributed, “but it also improves your resumé. One day I’d like to become a sound technician at a radio station. My involvement in the AV Club shows that I’m serious about the industry. In a few months, I’ll be able to mix and record sound, as well as edit recordings—that’s advantageous to a future employer.” 9

“I’ve never looked at it that way before.” Jacob pondered their words for a moment. “You know, I’ve always been interested in how diverse the students at our school are. Do you think there’s a club that promotes equity and inclusion?” 10

“I don’t know,” said Basira, “but why don’t we look at the school Web site and find out?” 11

Provide your answers in the *Answer Booklet*.

Multiple-Choice Questions

- 1** How does Jacob most likely feel in paragraph 7?
- a bored
 - b content
 - c regretful
 - d impatient
- 2** How is the information in paragraph 6 organized?
- a present to past
 - b general to specific
 - c problem to solution
 - d least to most important
- 3** What does Ali provide in paragraph 8?
- a criticism
 - b evidence
 - c negotiation
 - d encouragement
- 4** What is the function of the dash used in paragraph 9?
- a to introduce a definition
 - b to separate contrasting ideas
 - c to signal a change of attitude
 - d to emphasize an important idea
- 5** What is the best meaning of the word “pondered” as used in paragraph 10?
- a consulted
 - b considered
 - c complained
 - d contradicted

Open-Response Questions

- 6** How does Basira demonstrate that she is focused on life after high school? Use specific details from the selection to support your answer.
- 7** Which character (Ali or Basira) encourages Jacob the most? Use specific details from the selection to support your answer.

Provide your answer in the *Answer Booklet*.

Short Writing Task

- 1 Identify one guest speaker you would invite to your school. Use specific details to explain why your school would benefit from this visit.

Do not write in this area.

Read the selection below and answer the questions in the *Answer Booklet*.



Filbert Facts

Hazelnut trees can live 75–100 years.

Amount of hazelnuts produced per year from one tree: 8–10 kg

PRODUCTION IN BRITISH COLUMBIA

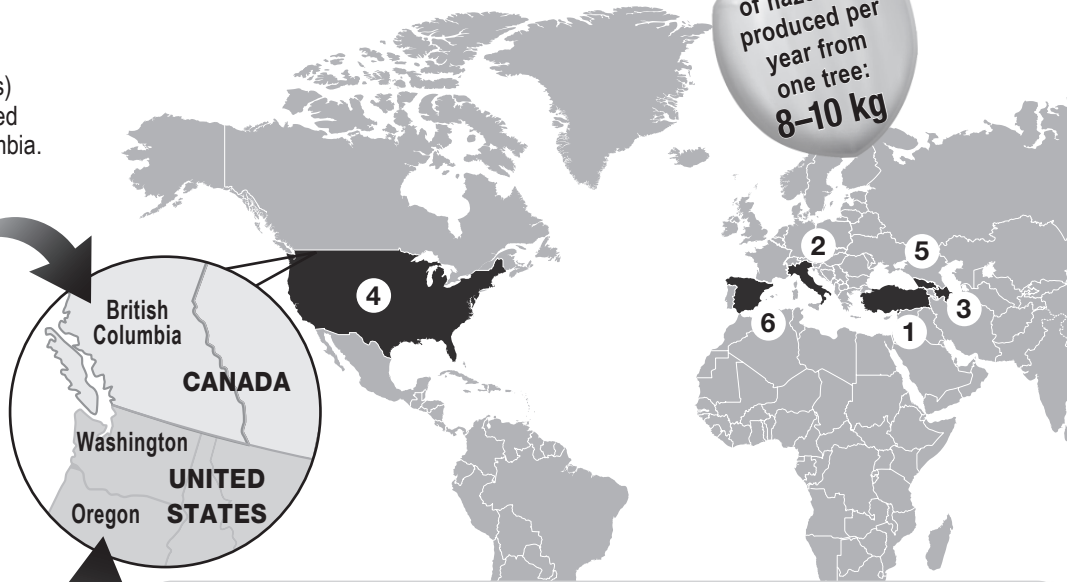
Hazelnuts (also called filberts) are the only nut crop produced commercially in British Columbia.

Production:

About 333 000 kilograms annually.

Area: 330 hectares (eastern Fraser Valley, mainly around Chilliwack and Agassiz).

Wild hazelnut trees grow throughout most of British Columbia. Production is threatened by eastern filbert blight, a fungal disease that has spread from Oregon and Washington states.



PRODUCTION IN OREGON

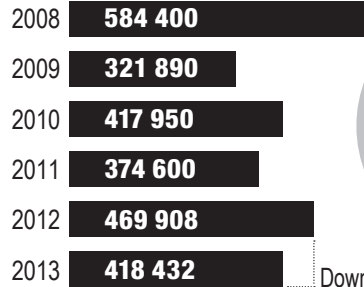
Oregon grows 99% of the United States' hazelnut crop.

Production:

About 34 700 tonnes annually.

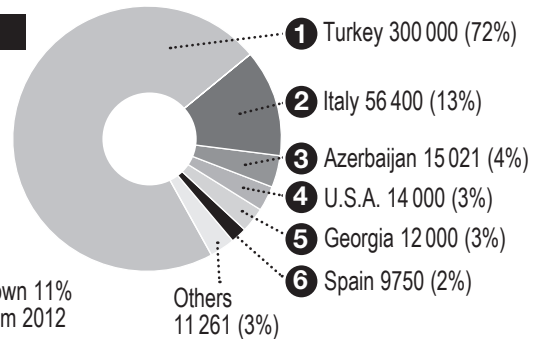


WORLD PRODUCTION, METRIC TONNES



Down 11% from 2012

ESTIMATED 2013 HAZELNUT PRODUCTION KERNEL BASIS/METRIC TONNES



GROWING HAZELNUTS

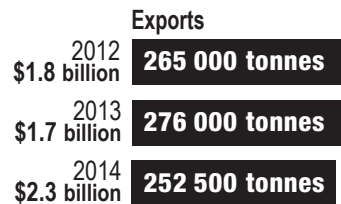
When a hazelnut is ripe, the husk releases it, and the nut drops to the ground.

Harvesting involves two steps: The hazelnuts are swept or blown into long continuous piles in the centre of the aisles. Next, machines scoop up the rows of hazelnuts, which are taken to the processing plant.

Hazelnuts are harvested from late August through October.

PRODUCTION IN TURKEY

World's largest hazelnut producer. Exports to 110 countries.



Turkey still met more than 70% of the world's demand for hazelnuts despite losing one-third of its crop due to storms and freezing weather in late March 2014.

Provide your answers in the *Answer Booklet*.

Multiple-Choice Questions

- 1** According to the selection, what is eastern filbert blight?
- a It is a crop disease.
 - b It is an isolated incident.
 - c It is a production decrease.
 - d It is a severe weather condition.
- 2** What information links the two hazelnuts at the top right corner of the page?
- a the size of the hazelnut orchard
 - b the production rate of hazelnut trees
 - c the worldwide locations of hazelnut production
 - d the geographic relationship between Canada and the United States
- 3** In which section can you find information about wild hazelnuts?
- a Production in Oregon
 - b Production in British Columbia
 - c World Production, Metric Tonnes
 - d Estimated 2013 Hazelnut Production
- 4** What is the purpose of the arrows?
- a to direct the reader to the inset map
 - b to emphasize the location of Oregon
 - c to indicate the importance of the selection
 - d to connect the heading to additional details
- 5** Which section offers a detailed breakdown of hazelnut producers?
- a inset map
 - b Growing Hazelnuts
 - c World Production, Metric Tonnes
 - d Estimated 2013 Hazelnut Production
- 6** What topic do the “Production in British Columbia” and “Production in Turkey” sections discuss?
- a human population
 - b worldwide production
 - c threats to filbert crops
 - d worldwide distribution

UNRELEASED ITEMS

The following March 2019 OSSLT questions are not being released this year:

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

Permissions and Credits

Section III: Reading

Adapted from “Science prodigy Jessie MacAlpine, 18, takes on malaria with mustard oil” by Jennifer Yang, published in the *Toronto Star*, January 23, 2014. Reprinted with permission—Torstar Syndication Services. © Photo: Jessie MacAlpine.

Section IV: Reading

Written for EQAO.

Section VI: Reading

Adapted from infographic “Oh, nuts!” by Susan Batsford, published in *The Edmonton Sun*, May 27, 2015. Material republished with the express permission of: Edmonton Sun, a division of Postmedia Network Inc.