

PERIOD

1

February 2018

Ontario Secondary School Literacy Test

CORPUS CHRISTI – GR.10 MOCK TEST

Student Name: _____

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.

Section I: Reading

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

A Huge Mural Marks a Graffiti Philosophy in Montreal

They are graffiti artists. They spray-paint buildings. And they are paid by taxpayers. 1

Their latest work, *Our Lady of Grace*, unveiled in November 2011, transformed a dingy, beige brick wall in Montreal’s west end into a six-storey canvas that hundreds now stop to admire. 2

While Montreal can be tough on illegal graffiti and tagging, the city has developed a relationship with graffiti artists, who are adamant that their genre is legitimate. “It’s the same as a paintbrush, and we are showing our talent,” said the artist who only gave his name as Fluke. 3

Beginning in 2006, Montreal budgeted \$1.2 million to attack the problem of graffiti. That includes about \$150 000 for murals. The *Our Lady of Grace* fresco cost the city \$26 000 and took 400 cans of spray paint to complete. The mural shows the lady in a flowing robe, surrounded by scenes of the urban landscape and reminders—such as Caribbean birds—of the multicultural character of the area. 4

New murals are going up regularly in Montreal. In August and September 2011, walls honouring singer, songwriter and actor Raymond Levesque and jazz artist Oscar Peterson went up. 5

“We turn an energy that might be negative into one that’s positive,” said an executive from the mayor’s office. 6

Still, Fluke worries about his art form. Old factories are turning into condos. Politicians crack down looking for votes. “Graffiti as a subculture is growing dramatically, but we have less space to do it. [Murals] like this allow our voice to be heard,” he said. 7



Multiple-Choice Questions

- 1** Why did Montreal establish a relationship with graffiti artists?
 - a** to deal with vandalism
 - b** to help politicians gain votes
 - c** to honour famous entertainers
 - d** to introduce citizens to local art

- 2** Which word is closest in meaning to “adamant” as used in paragraph 3?
 - a** critical
 - b** insistent
 - c** annoyed
 - d** surprised

- 3** What feature of *Our Lady of Grace* reflects an aspect of the neighbourhood’s diverse population?
 - a** the work’s title
 - b** the urban location
 - c** the Caribbean birds
 - d** the use of spray paint

- 4** How is the information in paragraph 7 organized?
 - a** cause and effect
 - b** question and answer
 - c** comparison and contrast
 - d** statement and explanation

5 What is the main idea of this selection?

- a** Artwork is very expensive.
- b** Artists require lots of space.
- c** Co-operation reduces conflict.
- d** Interest groups block progress.

Open-Response Question

- 6 Explain why Montreal's approach to graffiti is beneficial. Use specific details from the selection to support your answer. (approximately 4 typed lines)

Rough Notes

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

Section II: Writing

Short Writing Task

- 1** If your school could offer a new course, what would you want it to be? Explain your answer using specific details. (approximately 4 typed lines)

Rough Notes

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

Section III: Writing a News Report

School team qualifies for finals



1 Task:

Write a **news report** based on the headline and picture above.

- You will have to make up the facts and information to answer some or all of the following questions: Who? What? Where? When? Why? How?
- You must relate your news report to **both** the headline **and** the picture.

Purpose and Audience:

to report on an event for the readers of a newspaper

Length:

The lined space provided for your written work indicates the approximate length of the writing expected. (approximately 18 typed lines)

Rough Notes

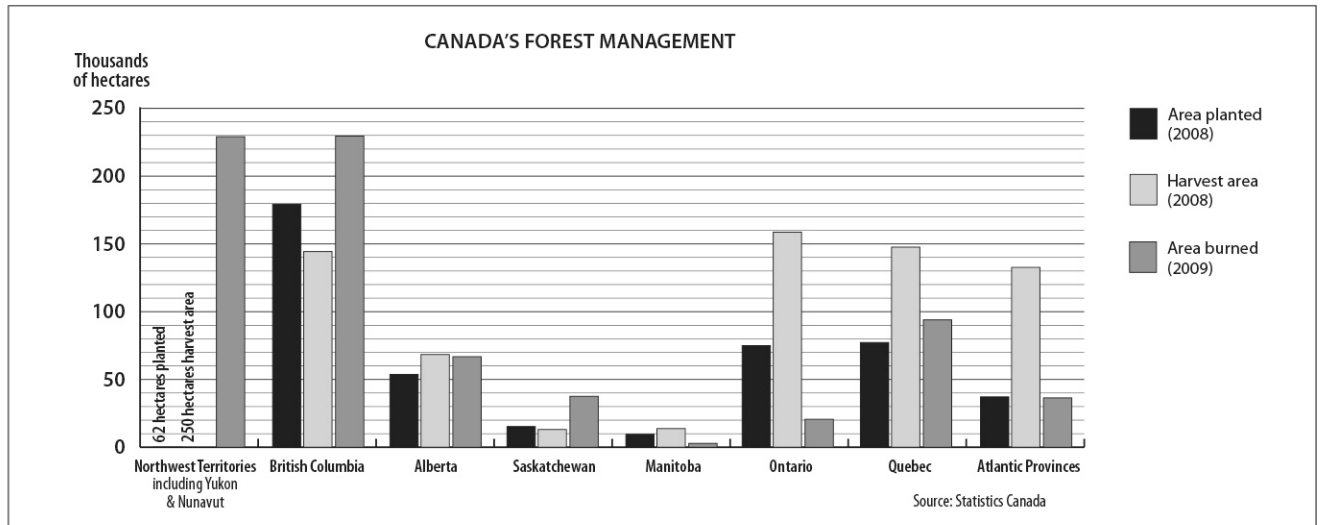
Use the space below for rough notes. Nothing you write in this space will be scored.

[illegible]This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Section IV: Graphic Text -Read the selection below and answer the questions that follow it.

Canada's Forests

Canada is the world's leading exporter of softwood lumber, panels, pulp and newsprint, and the third largest exporter of printing and writing paper. Canada's forest management includes sustainable harvesting of forests, replanting of harvested areas and tracking threats to forests, including damage due to fires.

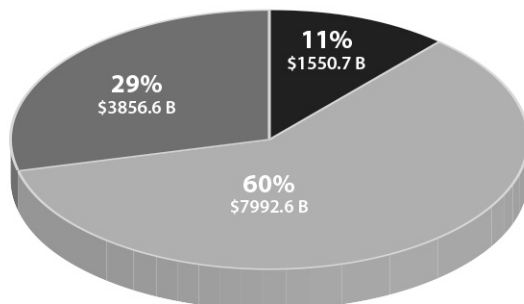


Ontario's Forest Industry

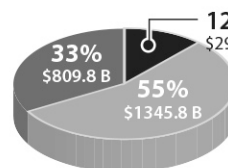
Ontario's forest industry contributes substantially to the provincial economy. The three major sectors of the forest industry in Ontario are represented in the pie graphs below.



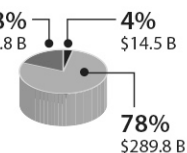
REVENUE FROM ONTARIO'S FOREST-INDUSTRY-MANUFACTURED GOODS
\$13.4 trillion (2008)



WAGES AND SALARIES IN ONTARIO'S FOREST INDUSTRY
\$2.446 trillion (2008)



NEW INVESTMENTS IN ONTARIO'S FOREST INDUSTRY
\$373 billion (2009)



Main sectors of the forest industry:

- Forestry and logging
- Pulp and paper product manufacturing
- Wood product manufacturing

Multiple-Choice

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

- 1.** What word is closest in meaning to “exporter” as used in the paragraph below the title?
 - a** investor
 - b** purchaser
 - c** distributor
 - d** manufacturer

- 2.** Why is a bar graph appropriate for the forest management data?
 - a** It shows decreasing size.
 - b** It shows changes over time.
 - c** It shows increasing importance.
 - d** It shows a comparison of categories.

- 3.** How is the “Canada’s Forest Management” graph organized?
 - a** by degree of success
 - b** by size of production
 - c** by changes over time
 - d** by geographic location

- 4.** What was true about British Columbia’s forest management in 2008–2009?
 - a** Less area was burned than planted.
 - b** More area was burned than planted.
 - c** Less area was planted than harvested.
 - d** More area was harvested than burned.

- 5.** What is an accurate conclusion that can be drawn from the information in the pie charts?
- a** Wood product manufacturing generated the largest percentage of revenue but the smallest percentage of wages in 2008.
 - b** The percentages of revenue and those of wages and salaries from the major sectors of Ontario's forest industry were similar in 2008.
 - c** The largest percentage of wages came from pulp and paper product manufacturing in 2008, even though that sector generated the smallest amount of revenue in 2008.
 - d** The smallest amount of money was invested in forestry and logging in 2009, even though that sector generated the largest amount of revenue in 2008.
- 6.** What conclusion can be supported by information in this selection?
- a** The forest management of each region or province is unique.
 - b** It is likely that Alberta's forest industry is similar to that of Ontario.
 - c** The pie charts suggest that forestry and logging in Ontario is the most profitable sector.
 - d** Manitoba's forest industry determines Canada's international position as an exporter of forest products.

Section V: 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. (approximately 36 typed lines)
- Topic:** **Do students benefit from the two-month summer break?**

Write your series of paragraphs on the following two pages.

Rough Notes

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

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a template for writing practice. There are no margins, text, or other markings on the page.

Continue writing your series of paragraphs on the next page...

[illegible]

Permissions and credits

Section I: Reading

Adapted from “A Huge Mural Marks a Graffiti Philosophy in Montreal” by Andrew Chung, published in the *Toronto Star*, November 29, 2011. Reprinted with permission—Torstar Syndication Services. Photo: © Peter McCabe/Getstock.com.

Section IV: Reading

Written for EQAO.

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