Follow along as your teacher reads the instructions.

✔ Check the pages of your booklet to see that they are in order. If they are not, report the problem to the teacher in charge.

INSTRUCTIONS

Attempt all questions. If you leave a question blank, the question will be scored zero. Use only pencil or blue or black pen.

Answering Multiple-Choice Questions

Choose the best or most correct answer for each question.
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.
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.

Answering Open-Response Questions

For the writing sections, pay attention to clarity, organization, spelling, grammar and punctuation.
The lined space in this booklet indicates the approximate length of the response expected.

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.

You are now ready to start the test.
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 for your written work indicates the approximate length of the writing expected.

**Topic:**
**Do people depend too much on technology?**

**ROUGH NOTES**
Use the space below for rough notes. Nothing you write in this space will be scored.
Do people depend too much on technology?
Multiple-Choice

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.

- sentence 2
- sentence 3
- sentence 4
- 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.

- its / his
- it’s / his
- its / he’s
- it / one’s

3. Choose the sentence that is written correctly.

- Their must be billions of stars in the universe.
- All the children have they’re permission forms for the field trip.
- They’re never going to make it back to the train station in time.
- 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.

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

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.

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.
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.”

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.”

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.”

But luckily for MacAlpine, at 18, there is plenty of time.
Multiple-Choice

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

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

“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.”

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

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

“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!”

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

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

“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.”

“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?”

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

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

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.

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________

ROUGH NOTES
Use the space below for rough notes. Nothing you write in this space will be scored.
1 Identify one guest speaker you would invite to your school. Use specific details to explain why your school would benefit from this visit.
Read the selection below and answer the questions that follow it.

**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.

**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.

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**PRODUCTION IN TURKEY**

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

- **Exports**
  - 2012: $1.8 billion
  - 2013: $1.7 billion
  - 2014: $2.3 billion

- 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.

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**WORLD PRODUCTION, METRIC TONNES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Metric Tonnes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>584 400</td>
</tr>
<tr>
<td>2009</td>
<td>321 890</td>
</tr>
<tr>
<td>2010</td>
<td>417 950</td>
</tr>
<tr>
<td>2011</td>
<td>374 600</td>
</tr>
<tr>
<td>2012</td>
<td>469 908</td>
</tr>
<tr>
<td>2013</td>
<td>418 432</td>
</tr>
</tbody>
</table>

**ESTIMATED 2013 HAZELNUT PRODUCTION KERNEL BASIS/METRIC TONNES**

- 1. Turkey 300 000 (72%)
- 2. Italy 56 400 (13%)
- 3. Azerbaijan 15 021 (4%)
- 4. U.S.A. 14 000 (3%)
- 5. Georgia 12 000 (3%)
- 6. Spain 9 750 (2%)

- Down 11% from 2012
- Others 11 261 (3%)
Multiple-Choice

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:

<table>
<thead>
<tr>
<th>Components</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>News Report (Reading)</td>
<td>1–6</td>
</tr>
<tr>
<td>Multiple-Choice Writing Items</td>
<td>7–10</td>
</tr>
<tr>
<td>Short Writing</td>
<td>11</td>
</tr>
<tr>
<td>Long Writing (News Report)</td>
<td>12</td>
</tr>
<tr>
<td>Information Paragraph (Reading)</td>
<td>13–19</td>
</tr>
</tbody>
</table>

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### Permissions and Credits

#### Section III: Reading

#### Section IV: Reading
Written for EQAO.

#### Section VI: Reading
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