

PRACTICE EXAM 14: OSSLT SIMULATION

(37 QUESTIONS)

Session A

Reading Selection: Information Paragraph with Graphic Text (Chart)

Read the paragraph and study the graphic, then answer questions 1–6.

> How students get to school says a lot about a community. A recent survey at one secondary school asked students how they usually travel to school, and the results revealed some clear patterns across grade levels. As students grow older and gain more independence, the ways they travel tend to shift. Younger students rely more on rides from family, while older students are more likely to walk, take transit, or drive themselves. Understanding these patterns helps schools plan everything from bus routes to bike racks.



1. According to the graph, which travel method is most common among Grade 9 students?

- A. Drive Self
- B. Public Transit
- C. Walk/Bike

D. Family Car

2. Which travel method shows the largest decrease from Grade 9 to Grade 12?

A. Family Car

B. Walk/Bike

C. Public Transit

D. Drive Self

3. By approximately how many percentage points does "Drive Self" increase from Grade 9 to Grade 12?

A. 5 percentage points

B. 20 percentage points

C. 30 percentage points

D. 45 percentage points

4. Which statement is best supported by the graph?

A. Grade 12 students rely on family cars more than Grade 9 students do

B. More Grade 9 students take public transit than Grade 12 students

C. Walking and biking is the most common method for Grade 12 students

D. Grade 12 students are more likely to drive themselves than Grade 9 students

5. How does the graph support the paragraph's main point?

A. It proves that all students should walk or bike to school

B. It lists the names of the bus routes the school operates

C. It explains why younger students cannot travel alone

D. It shows that travel methods shift as students grow older

6. According to the caption, the survey data is based on

A. four different secondary schools in one city

B. responses from 400 students at one school

C. a national study of student travel habits

D. interviews with the school's bus drivers

Reading Selection: Information Text with Graphic Text (Table)

Read the text and study the table, then answer questions 7–13.

Not all everyday activities use the same amount of water, and the differences can be surprising. Many people assume that long showers are the biggest water users in a home, but other activities can use far more. The table below compares the approximate amount of water used by several common household activities. Knowing these numbers can help families find simple ways to conserve water — often by changing the activities that use the most, rather than the ones people worry about most.

Approximate Water Use by Activity

Activity	Litres of Water
Brushing teeth (tap running)	10 L
One toilet flush	6 L
Five-minute shower	40 L
Running a dishwasher	15 L
Washing machine (one load)	70 L
Watering a small lawn	100 L

Values are approximate averages.

7. According to the table, which activity uses the most water?

- A. Watering a small lawn
- B. A five-minute shower
- C. A washing machine load
- D. Running a dishwasher

8. According to the table, how much water does a five-minute shower use?

- A. 10 litres
- B. 15 litres
- C. 40 litres
- D. 70 litres

9. How much more water does one washing machine load use than running a dishwasher?

- A. 15 litres
- B. 40 litres
- C. 55 litres
- D. 70 litres

10. Which activity in the table uses the least water?

- A. Brushing teeth with the tap running
- B. One toilet flush
- C. Running a dishwasher
- D. A five-minute shower

11. Based on the text and table, what does the author suggest about saving water?

- A. Families can save most by changing the activities that use the most water
- B. Long showers are always the biggest water user in any home
- C. Brushing teeth is the most wasteful household activity
- D. Conserving water is impossible without expensive equipment

12. According to the note beneath the table, the values are

- A. measured exactly for one specific household
- B. the highest possible amounts ever recorded
- C. collected from a national water-use study
- D. approximate averages rather than exact figures

13. Which conclusion is best supported by the text and table together?

- A. Showers use more water than any other household activity
- B. Every household activity uses about the same amount of water
- C. Brushing teeth uses more water than a toilet flush
- D. The activities people worry about most are not always the biggest users

Reading Selection: Real-Life Narrative

Read the following narrative and answer questions 14–17.

> The numbers had never lied to me before. I had checked the budget for the school trip three times: forty students, sixty dollars each, two buses at four hundred dollars. It balanced. It always balanced. So when the bus company called to say we owed nine hundred dollars, not eight, I was certain they had made the error, not me.

> I pulled out my spreadsheet, ready to prove them wrong. And there it was, in the corner, small and quiet: a third bus I had booked weeks earlier and forgotten to add to the total. The mistake was mine, plain as day, sitting in a cell I had typed myself.

> I had wanted so badly to be right that I had almost argued with the truth. For a full minute I stared at that cell, feeling the certainty drain out of me. Then I did the only thing left to do: I called the company back, apologized, and found the extra hundred dollars. The trip went ahead. No one ever knew how close I had come to insisting on a mistake that was entirely my own.

14. Why was the narrator certain the bus company had made an error?

- A. The company had made errors on previous trips
- B. The narrator's budget had always balanced before
- C. Another teacher had checked the numbers too
- D. The company admitted the mistake on the phone

15. What was the actual source of the error?

- A. The bus company had charged too much by mistake
- B. The students had each paid the wrong amount
- C. A third bus the narrator had booked but not counted
- D. The buses cost more than four hundred dollars each

16. What does the narrator mean by "I had almost argued with the truth"?

- A. The narrator nearly insisted on being right when wrong
- B. The narrator argued with the bus company for an hour
- C. The narrator doubted whether the trip should happen
- D. The narrator refused to believe the trip had occurred

17. What lesson does the narrative most clearly suggest?

- A. Spreadsheets should never be trusted with money
- B. School trips are too difficult to budget for
- C. Wanting to be right can blind us to our own mistakes
- D. Bus companies frequently overcharge their customers

Reading Selection: Dialogue

Read the following dialogue and answer questions 18–22.

> Mia: The graph in your slide is wrong. You've got sales "doubling," but look — the bar for the second year is twice as tall, but the scale doesn't start at zero. It starts at fifty.>

> Theo: So? It still shows growth.

> Mia: It shows more growth than really happened. Real sales went from sixty to seventy. That's not doubling. The chart just makes it look that way because of where the axis starts.

> Theo: (frowning) ...Huh. I didn't even set the scale. The program did it automatically.

> Mia: I know. That's how these things mislead people without anyone lying on purpose. If we present that chart, people will believe a story the numbers don't actually tell.

> Theo: So fix the axis. Start it at zero.

> Mia: Right. The bar will barely grow — but it'll be honest. I'd rather show a small true gain than a big fake one.

> Theo: Yeah. Okay. Honest and boring beats impressive and wrong.

18. What is the problem Mia identifies with Theo's graph?

- A. The axis does not start at zero, exaggerating the growth
- B. The bars are coloured incorrectly for each year
- C. The graph is missing a title and a legend
- D. The sales figures were copied down incorrectly

19. According to Mia, what did the real sales figures show?

- A. Sales doubled from one year to the next
- B. Sales grew from sixty to seventy
- C. Sales fell from seventy to sixty
- D. Sales stayed exactly the same

20. Why does Mia say the chart misleads "without anyone lying on purpose"?

- A. The program set the misleading scale automatically
- B. Theo deliberately changed the numbers
- C. Mia made an error in reading the data
- D. The audience misunderstood the chart

21. What does Mia mean by "I'd rather show a small true gain than a big fake one"?

- A. She wants to make the sales figures look larger
- B. She values honesty over an impressive but false impression
- C. She believes the presentation should be cancelled
- D. She thinks small gains are not worth presenting

22. What can the reader infer about how Mia approaches data?

- A. She believes charts should always look as impressive as possible
- B. She does not understand how graphs are created
- C. She is careful that visuals represent the truth accurately
- D. She prefers to avoid using any graphs at all

Session B

Writing — Conventions and Sentence Skills (Numbers, Data, and Clarity)

Answer questions 23–35.

23. Which sentence shows correct subject–verb agreement? "____ of the survey responses were incomplete."

- A. Each
- B. Several
- C. One
- D. Neither

(Choose the subject that correctly agrees with the plural verb "were.")

24. Choose the correct verb: "The number of students who passed ____ increased this year."

- A. were
- B. have
- C. are
- D. has

25. Which sentence expresses the comparison most clearly?

- A. The first bus held more students than the second one held them
- B. The first bus held more students, the second one held fewer them
- C. The first bus held more students than the second bus did
- D. The first bus, more students than the second, held them

26. Which sentence uses parallel structure correctly in a list of figures?

- A. The budget covered transport, to feed the students, and supplies
- B. The budget covered transporting, food, and to buy supplies
- C. The budget covered transport, food, and supplies
- D. The budget covered transport, feeding, and to supply

27. Choose the correct word: "_____ are exactly forty students going on the trip this year."

- A. Their
- B. They're
- C. Its
- D. There

28. Which sentence uses "fewer" or "less" correctly?

- A. Fewer than ten litres of water were used per wash
- B. Less than ten students signed up for the trip
- C. There were fewer than ten litres of water used per wash
- D. We had less buses than we needed for the group

(Note: "litres" is treated as a measured quantity here, taking "less"; "students" are countable, taking "fewer.")

29. Which sentence is the clearest revision? "The total of all the costs added together came to nine hundred dollars in total."

- A. The costs totalled nine hundred dollars
- B. The total of all the costs came to nine hundred dollars in total

- C. Added all together, the costs came to a total of nine hundred
- D. All the costs, added up together, totalled nine hundred in all

30. Choose the correct verb: "Forty percent of the students _____ chosen to walk to school."

- A. has
- B. have
- C. is
- D. was

31. Which sentence describes the data most precisely?

- A. A lot of water is used by washing machines compared to others
- B. Washing machines use way more water than some other things
- C. A washing machine load uses about 70 litres, far more than a dishwasher's 15
- D. Washing machines use a whole bunch of water, more than dishwashers do

32. Which sentence uses numbers consistently and correctly?

- A. The class raised 40 dollars on Monday and twenty-five on Tuesday
- B. The class raised forty dollars on Monday and twenty-five on Tuesday
- C. The class raised forty dollars on Monday and 25 on Tuesday
- D. The class raised 40 dollars on monday and Twenty-Five on Tuesday

33. Which sentence states the comparison correctly?

- A. Watering the lawn uses more water than any other activity listed
- B. Watering the lawn uses more water than any activity listed does it

- C. Watering the lawn uses the more water of all the activities listed
- D. Watering the lawn, more water than other activities, it uses

34. Choose the correct verb: "Neither the chart nor the numbers _____ shown clearly on the slide."

- A. is
- B. has
- C. was
- D. are

35. Which sentence is the clearest and most concise?

- A. In the event that the budget exceeds the amount available, we will revise it
- B. In cases where the budget happens to go over the available amount, revision will occur
- C. Should the budget, in any instance, surpass what is available, it shall be revised
- D. If the budget exceeds the available amount, we will revise it

Open-Response Writing Tasks

36. Short Writing Task



Headline: "Students Launch Weather Station to Track Local Climate Data"

Using the headline and image above, write a short news report (one to two paragraphs) about this event. Open with a strong lead that answers the key questions (Who, What, When, Where, and, where it fits, Why and How), include at least one realistic quotation, and keep a factual, third-person tone. You may invent reasonable details as long as they fit the headline and image.

37. Long Open-Response Task

Some people believe that schools should teach students practical life skills, such as budgeting and cooking, as required courses. Others believe schools should focus only on traditional academic subjects.

In your opinion, should schools require courses in practical life skills? Write a multi-paragraph response (an opinion piece) in which you state your position clearly and support it with reasons and specific examples. Be sure to organize your response with an introduction, body paragraphs that each develop one reason, and a conclusion.

Answer Key and Explanations

1. D — The graph shows Family Car highest for Grade 9 at about 45%, taller than any other Grade 9 bar. Reading the tallest light-green bar gives this. The other methods are lower for Grade 9.

2. A — Family Car drops from about 45% (Grade 9) to 20% (Grade 12), a fall of roughly 25 points — the largest decrease. Comparing each method's change confirms this. The others fall less or rise.
3. B — Drive Self rises from about 5% (Grade 9) to 25% (Grade 12), an increase of about 20 percentage points. Subtracting the two values gives the change. The other figures misread the bars.
4. D — The graph shows Grade 12 students drive themselves far more (25%) than Grade 9 students (5%). That comparison is clearly supported. The other statements reverse or misread the data.
5. C — The graph shows travel methods shifting as students move from Grade 9 to Grade 12, supporting the paragraph's point about changing habits with age. Image and text align. The other options misstate its function.
6. B — The caption reads "Source: School travel survey, 400 students," so the data comes from 400 students at one school. The other options add information the caption does not give.
7. A — The table lists "Watering a small lawn — 100 L," the highest value. Reading the largest figure gives this. The other activities use less.
8. C — The table lists "Five-minute shower — 40 L." Reading that row gives the value. The other figures belong to different activities.
9. C — A washing machine load uses 70 L and a dishwasher 15 L, so the difference is $70 - 15 = 55$ litres. Subtracting the two table values gives 55. The other options misread or miscalculate.
10. B — One toilet flush uses 6 L, the lowest value in the table. Reading the smallest figure gives this. Brushing teeth (10 L) and the others use more.
11. A — The text says families can save "by changing the activities that use the most, rather than the ones people worry about most." Targeting the biggest users saves most. The other options contradict the text.

12. D — The note states the values "are approximate averages," not exact figures. That is what it tells the reader. The other options misstate the note.

13. D — Both text and table show that the activities people fear (showers) are not the biggest users (lawn watering, laundry). The combined point is that worry and actual use differ. The other options contradict the data.

14. B — The narrator was certain the company erred because "it always balanced" before — the budget had never failed. Past reliability bred the certainty. The other options are not the stated reason.

15. C — The real error was "a third bus I had booked... and forgotten to add to the total." The uncounted bus caused the shortfall. The other options misplace the mistake.

16. A — "Almost argued with the truth" means the narrator nearly insisted on being right despite being wrong. The certainty almost overrode the facts. The other options misread the phrase.

17. C — The narrative shows wanting to be right almost blinded the narrator to their own mistake. That desire is the lesson's focus. The other options miss the point.

18. A — Mia points out the axis "starts at fifty," not zero, which exaggerates the growth. The misleading scale is the problem. The other options are not the issue she raises.

19. B — Mia says "real sales went from sixty to seventy," not doubling. Those are the true figures. The other options misstate the data.

20. A — Mia explains the chart misleads because "the program did it automatically" — no one set the scale to deceive. The automatic scaling, not intent, caused it. The other options misattribute the cause.

21. B — "A small true gain than a big fake one" shows Mia values honesty over a false but impressive impression. Truth matters more to her than appearance. The other options reverse her meaning.

22. C — Mia insists the chart represent the real figures honestly, showing she is careful that visuals reflect the truth. Accuracy guides her. The other options misjudge her approach.

23. B — "Several of the survey responses were incomplete" pairs the plural subject "several" with the plural verb "were." "Each," "one," and "neither" are singular and take a singular verb. The plural subject agrees with "were."

24. D — "The number of students... has increased" treats "the number" as a singular subject taking "has." The phrase "of students" does not change it. ("The number" is singular; "a number" would be plural.)

25. C — "The first bus held more students than the second bus did" states the comparison clearly with a parallel verb. The other options add redundant pronouns or break the structure. Clear comparison needs matching parts.

26. C — "Transport, food, and supplies" keeps all three list items as parallel nouns. The other options mix nouns, infinitives, and gerunds. Items in a series must share the same grammatical form.

27. D — "There are exactly forty students" uses "there" to introduce the existence of the students. "Their" is possessive, "they're" means "they are," and "its" is singular possessive. The introductory "there" is correct.

28. A — "Fewer than ten litres of water were used per wash" correctly uses "fewer" with the countable plural "litres." Option B misuses "less" with the countable "students," and D misuses "less" with countable "buses." Countable nouns take "fewer," not "less."

29. A — "The costs totalled nine hundred dollars" removes the redundancy of "added together... in total." It states the idea once. The other options repeat "total" or pad the sentence.

30. B — "Forty percent of the students have chosen" agrees with the plural "students" that follows "percent of." With a plural object, the verb is plural. ("Percent of" takes its number from the noun that follows.)

31. C — "A washing machine load uses about 70 litres, far more than a dishwasher's 15" states the data precisely with exact figures. The other options use vague phrases like "a lot" or "a whole bunch." Precise numbers describe data best.

32. B — "Forty dollars... twenty-five" spells out both numbers consistently and correctly. The other options mix spelled and numeral forms or misuse capitals. Consistency in number style is the rule.

33. A — "Watering the lawn uses more water than any other activity listed" states the comparison correctly with "any other." The other options add redundant words or break the structure. "Any other" properly excludes the item from its own comparison.

34. D — With "neither... nor," the verb agrees with the nearer subject; here "numbers" is plural and sits closest to the verb, so "are shown" is correct. Options A, B, and C use singular verbs that do not agree with the plural nearer subject. The verb matches the closer subject.

35. D — "If the budget exceeds the available amount, we will revise it" is the clearest, most concise version. The other options use wordy phrases like "in the event that" or "in cases where." Brevity without losing meaning is best.

Open-Response Writing Tasks — Model Responses and Scoring Notes

36. Short Writing Task — News Report (Model Response)

> Students at Harborview Secondary School launched their own weather station this week, giving them the ability to track local climate data in real time. Gathered in the school's science lab, members of the environmental club set up instruments including a barometer, rain gauge, and anemometer, and connected them to a live display that maps temperature, rainfall, and wind for the surrounding area.

> The project grew out of a class unit on climate science and a desire to collect data specific to their own community. "Weather forecasts cover the whole region, but now we know exactly what's happening right here," said club member Olivia Tran. The students plan to share their daily readings with other classes and to track seasonal patterns over the coming year.

Scoring notes (rubric-aligned): A strong response leads with the 5 Ws (who: Harborview students/environmental club; what: launched a weather station; when: this week; where: science lab; why: track local climate data), keeps a neutral third-person tone, and includes at least one realistic quotation. Mid-level responses cover the basic facts but may omit a W, slip into first-person or opinion, or lack a quotation. Low-level responses read as a personal story, drift from the headline, or contain frequent conventions errors that interfere with meaning. Reward journalistic structure and factual tone over length.

37. Long Open-Response Task — Opinion Piece (Model Response)

> Schools should require courses in practical life skills such as budgeting and cooking. While traditional academic subjects are important, requiring life-skills courses prepares students for the realities of adult life, supports their health and independence, and complements rather than replaces academic learning.

> The strongest reason is that life-skills courses prepare students for challenges they will certainly face. Almost every adult must manage money, pay bills, and make a budget, yet many students leave school never having been taught how. For example, a student who learns to track income and expenses in a budgeting class is far less likely to fall into debt as a young adult than one who was never shown how money works. These are skills everyone needs, regardless of career.

> A second reason is that life-skills courses support health and independence. A student who learns to cook simple, healthy meals can eat well and cheaply once they live on their own, rather than relying on expensive or unhealthy options. Knowing how to prepare a basic meal, do laundry, or read a lease gives young people confidence and self-reliance that textbooks alone cannot provide. These abilities make the transition to adulthood far smoother.

> Some argue that schools should focus only on academic subjects and that life skills can be learned at home. This is a fair point, but not every student has someone at home able or available to teach these skills, and leaving it to chance means some students learn them and others do not. Requiring the courses ensures every student gains the basics, while still leaving plenty of room for academic subjects in the schedule.

> For these reasons, schools should require practical life-skills courses. The benefits to students' futures, health, and independence outweigh the concern about class time, and these skills prepare students for adult life in ways that traditional subjects alone cannot.

Scoring notes (rubric-aligned): A strong response takes a clear, consistent position, develops two or three reasons each in its own paragraph using the Reason–Explanation–Example pattern, acknowledges and rebuts the opposing view, and restates the position in fresh words at the close. Conventions are controlled, with varied sentences. Mid-level responses give a position and reasons but may under-develop them (listing rather than explaining), show weaker organization, or contain conventions errors that occasionally distract. Low-level responses fail to take a clear position, drift off the prompt, or

contain frequent errors that interfere with meaning. Reward depth of development and clear organization over length. (The model takes the "require life skills" side for illustration; an equally well-developed response arguing the opposite would score just as highly.)