



# Curriculum Aligned Competency Based Test Items English (First Flight) Class - 10

Central Board of Secondary Education

# Acknowledgements

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# Curriculum Aligned Competency Based Test Items

## Class 10

### Foreword

The National Education Policy (2020), Government of India, envisions transforming school education by equipping students with 21st century skills. The endeavour is to shift focus from rote-learning to acquisition of competencies with a resolve to make education more meaningful and relevant.

The Central Board of Secondary Education (CBSE) in its continuous endeavour to improve the quality of education has already introduced some initiatives in this direction. Strengthening these efforts, the Board had signed an MoU with Sri Aurobindo Society (SAS), Pondicherry in November 2019. As a part of this initiative, SAS is supporting CBSE to develop resource materials, train teachers and take other measures that would facilitate adoption of Competency Based Education in schools. SAS has engaged with Australian Council for Educational Research (ACER) as its knowledge partner for this project.

CBSE, in collaboration with SAS and ACER, has prepared this resource material- ***Curriculum Aligned Competency Based Test Items (Class 10)*** in February, 2022 which is a compilation of assessment items in English that are aligned to the NCERT/CBSE curriculum. These tasks based on authentic real life situations focus on developing critical understanding among learners in the discipline. Each test covers about 10 questions from a chapter. The assessments, useful for students' practice, are also exemplars for teachers who with their ingenuity can develop many similar items.

— Team CBSE

## About CBSE

The Central Board of Secondary Education (CBSE) is a national Board under the Ministry of Education, Government of India. The Board has more than 27,000 schools affiliated to it in India and overseas, in 25 countries. These include the Kendriya Vidyalayas, the Jawahar Navodaya Vidyalayas, schools run by Central Government organizations such as The Army, Navy, Air Force etc., schools run or aided by the State Governments and independent private schools. The Board's mission is to encourage quality of education focussed on holistic development of learners. It motivates schools and teachers to adopt learner centric enquiry-based pedagogies and use innovative methods to achieve academic excellence. The Board is committed to providing a stress-free learning environment to develop competent and confident students who emerge as enterprising citizens of tomorrow, promoting harmony and peace in the world.

## About SAS

Sri Aurobindo Society (SAS) is an international, spiritual, and cultural, not-for-profit NGO. SAS has been recognised by the Government of India as a Charitable Organisation, a research institute and an institute of national importance. Sri Aurobindo Society has more than 300 centres and branches across the country, with its head office in Puducherry. SAS is setting up models, centers of excellence and training institutions that are sustainable, scalable and replicable in the country.

## About ACER

Australian Council for Educational Research (ACER) is a leading and pioneer international organization working in the field of competency based learning. ACER has been instrumental in coordinating a consortium of international organizations for the implementation of the Programme for International Students Assessment survey in 2000, 2003, 2006, 2009 and 2012.

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# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 1 – A Letter to God

SAS21E10FF0101

1 Lencho's actions in the first paragraph show that he was \_\_\_\_\_.

- A. Baffled
- B. Alarmed
- C. Concerned
- D. Encouraged

SAS21E10FF0102

2 Was Lencho's prediction of the weather accurate? Give reasons for your answer.

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SAS21E10FF0103

3 Why are locusts mentioned in the text?

- A. To show how unpredictable farming can be
- B. To compare this event to a past experience
- C. To suggest that God was playing a role in the events
- D. To indicate how much damage was done to the crops

SAS21E10FF0104

4 *Lencho was an ox of a man, working like an animal in the fields, but still he knew how to write.*  
What attitude does this sentence highlight?

- A. Prejudice
- B. Tolerance
- C. Scepticism
- D. Appreciation

SAS21E10FF0105

**5** Why is Lencho compared to an ox?

- A. To suggest that people underestimated him
- B. To show how hard he worked
- C. To insult his intelligence
- D. To emphasise his size

SAS21E10FF0106

**6** What was the family's attitude the night after the hailstorm?

- A. Frustrated
- B. Optimistic
- C. Confident
- D. Furious

SAS21E10FF0107

**7** How did the postman feel when he found the letter?

- A. Amused
- B. Amazed
- C. Generous
- D. Sympathetic

SAS21E10FF0108

**8** Why did Lencho call the post office employees crooks?

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SAS21E10FF0109

**9** Lencho's response to the first letter shows that his faith in God can be best described as\_\_\_\_\_.

- A. Shaken
- B. Evolving
- C. Absolute
- D. Newly discovered

SAS21E10FF0110

**10** After reading the second letter the postmaster is most likely to have been\_\_\_\_\_.

- A. Alarmed
- B. Offended
- C. Distressed
- D. Bewildered



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# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 2 – Nelson Mandela Long Walk to Freedom

SAS21E10FF0201

- 1 What is the main purpose of the text?
- A. To pay tribute to the sacrifice of participants in the struggle
  - B. To describe the conditions that used to exist in the past
  - C. To reflect on the past in order to move forward
  - D. To create a vision for the future

SAS21E10FF0202

- 2 *For the past few days I had been pleasantly besieged by dignitaries and world leaders who were coming to pay their respects before the inauguration.*  
Why does Mandela use the words 'pleasantly besieged'?

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SAS21E10FF0203

- 3 In the second paragraph of the text, the lovely sandstone amphitheatre is highlighted as what?
- A. An unusual seat of government
  - B. An important symbol of democracy
  - C. A historic symbol of the struggle for freedom
  - D. A symbol of contrast between the past and the present

SAS21E10FF0204

- 4 What is the 'extraordinary human disaster' Nelson Mandela mentions in his speech?

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SAS21E10FF0205

- 5 What were the two ideas intended to be conveyed by the display of military force?

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SAS21E10FF0206

- 6 Why does Mandela mentions various historical figures?
- A. Show that black South Africans do not lack courage
  - B. Acknowledge their efforts in the struggle against apartheid
  - C. Illustrate that character is hardened by difficult circumstances
  - D. Suggest that even apartheid had some positive consequences

SAS21E10FF0207

- 7 What lesson did Mandela learn about courage?
- A. Anyone can show courage
  - B. Courage is not found in the absence of fear
  - C. Courage cannot be shown when one is afraid
  - D. Courage can be found under any circumstance

SAS21E10FF0208

- 8 *No one is born hating another person ... but never extinguished.*  
What quality of Mandela's does this paragraph show?

- A. Resolve
- B. Fortitude
- C. Optimism
- D. Perseverance

SAS21E10FF0209

- 9 Did Mandela fulfil his twin obligations? Justify your answer.

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SAS21E10FF0210

- 10 What is Mandela's attitude towards his oppressors?

- A. Magnanimous
- B. Patronising
- C. Altruistic
- D. liberal

**Read the given passage and answer the following questions:**

It is from these comrades in the struggle that I learned the meaning of courage. Time and again, I have seen men and women risk and give their lives for an idea.

I have seen men stand up to attacks and torture without breaking, showing a strength and resilience that defies the imagination. I learned that courage was not the absence of fear, but the triumph over it.

The brave man is not he who does not feel afraid, but he who conquers that fear. No one is born hating another person because of the colour of his skin, or his background, or his religion.

People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.

Even in the grimmest times in prison, when my comrades and I were pushed to our limits, I would see a glimmer of humanity in one of the guards, perhaps just for a second, but it was enough to reassure me and keep me going. Man's goodness is a flame that can be hidden but never extinguished.

SAS21E10FF0211

**11** According to Mandela, what is courage?

- A. Absence of fear
- B. Triumph over fear
- C. Victory over difficult situations
- D. Use of physical and mental strength

SAS21E10FF0212

**12** *Man's goodness is a flame that can be hidden but never extinguished.*  
What does the author suggest in the above statement?

- A. Goodness in humans is eternal.
- B. Human goodness is slowly disappearing.
- C. Most people think that goodness is weak.
- D. Life experiences suppress people's goodness.



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# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 3 – Two Stories About Flying

SAS21E10FF0301

1 How is the young seagull feeling at the beginning of the story?

- A. Agitated
- B. Vengeful
- C. Despondent
- D. Confounded

SAS21E10FF0302

2 Why did the young seagull pretend to fall asleep on the brink of the ledge?

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SAS21E10FF0303

3 *But he kept calling plaintively, and after a minute or so he uttered a joyful scream.*  
Why did 'he' feel joyful?

- A. He thought that his mother was going to feed him.
- B. He thought that his mother was going to help him fly.
- C. He thought that his mother was going to console him.
- D. He thought that his mother was going to keep him company.

SAS21E10FF0304

4 The young seagull's mother was very clever. Do you agree? Justify your answer.

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SAS21E10FF0305

5 Which word best describes the seagull family?

- A. Belligerent
- B. Relentless
- C. Malicious
- D. Callous

SAS21E10FF0306

6 How was the pilot feeling as he was approaching Paris?

- A. Reckless
- B. Reflective
- C. Optimistic
- D. Whimsical

SAS21E10FF0307

7 What conditions made crossing the storm clouds difficult?

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SAS21E10FF0308

8 What rational course of action should the pilot have taken when he saw the storm clouds ?

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SAS21E10FF0309

9 *I landed and was not sorry to walk away from the old Dakota near the control tower.*  
What does this line indicates ?

- A. The pilot's pride
- B. The pilot's relief
- C. The pilot's shame
- D. The pilot's confusion

SAS21E10FF0310

10 Why did the woman in the control centre look at the pilot strangely?

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# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 4 – From the Diary of Anne Frank

SAS21E10FF0401

- 1 Anne decided to write in her diary because \_\_\_\_\_.
- A. She had interesting ideas
  - B. She wanted to share her thoughts
  - C. She wanted to have the experience of writing in a diary
  - D. She might want to understand her feelings in the future

SAS21E10FF0402

- 2 'Paper has more patience than people.' What does the saying mean?
- \_\_\_\_\_
- \_\_\_\_\_

SAS21E10FF0403

- 3 Why could Anne not make a true friend?
- A. Her friends were unreliable
  - B. Her friends did not share her interests
  - C. She did not feel strong emotions for her friends
  - D. She did not share her deeper thoughts with her friends

SAS21E10FF0404

- 4 Why did Anne decide to start describing her life in a diary?
- A. She was proud of her life
  - B. She wanted to help future readers
  - C. She thought it was how diaries were written
  - D. She thought it was the best topic for a diary

SAS21E10FF0405

- 5 '...plunked down on the table as a birthday present for Margot.'  
What tone is the writer trying to convey?

A. Ironic  
B. Cynical  
C. Spiteful  
D. Scornful

SAS21E10FF0406

- 6 'Anne finds it difficult to share her emotions with others.' Justify this statement with two examples from the text.

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SAS21E10FF0407

- 7 How was Anne feeling about her chance of moving to the next grade?

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SAS21E10FF0408

- 8 'Anne is a clever girl.' Do you agree? Justify your answer.

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SAS21E10FF0409

- 9 Why did Mr Keesing stop punishing Anne?

A. She stopped talking in class  
B. Her arguments were very convincing  
C. He respected her efforts to convince him  
D. He believed that she was not worth the effort

SAS21E10FF0410

- 10 What word best describes Anne?

A. Flighty  
B. Reflective  
C. Rebellious  
D. Considerate

**Read the given passage and answer the following questions:**

Writing in a diary is a really strange experience for someone like me. Not only because I've never written anything before, but also because it seems to me that later on neither I nor anyone else will be interested in the musings of a thirteen-year-old schoolgirl. Oh well, it doesn't matter. I feel like writing, and I have an even greater need to get all kinds of things off my chest.

'Paper has more patience than people.' I thought of this saying on one of those days when I was feeling a little depressed and was sitting at home with my chin in my hands, bored and listless, wondering whether to stay in or go out. I finally stayed where I was, brooding: Yes, paper does have more patience, and since I'm not planning to let anyone else read this stiff-backed notebook grandly referred to as a 'diary', unless I should ever find a real friend, it probably won't make a bit of difference.

SAS21E10FF0411

**11** Why did Anne Frank finally decide to write in her diary?

- A. She did not have anyone to talk to
- B. She felt burdened by her thoughts
- C. She wanted people to read her writing
- D. She wanted to know what it would feel like

SAS21E10FF0412

**12** Anne agrees with the saying 'Paper has more patience than people.'  
This shows that her attitude towards people was

- A. Cynical
- B. Cautious
- C. Mocking
- D. Thoughtful



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# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 5 – The Hundred Dresses I

SAS21E10FF0501

- 1 Why did Wanda sit in the corner?
- A. She was poor and different.
  - B. She was poor at her studies.
  - C. She used to get into fights with other children.
  - D. She was unpopular among her teachers.

SAS21E10FF0502

- 2 What was the other students' attitude towards Wanda?
- 
- 

SAS21E10FF0503

- 3 What kind of person was Peggy?
- A. Sadistic
  - B. Malicious
  - C. Vindictive
  - D. Insensitive

SAS21E10FF0504

- 4 Wanda's classmates were very narrow-minded. Do you agree? Justify your response.
- 
-



SAS21E10FF0505

5 What does Wanda's reaction to the students' teasing show about her personality?

- A. She was talented
- B. She was assertive
- C. She was indifferent
- D. She was strong-willed

SAS21E10FF0506

6 'Peggy was not really cruel.'  
Do you agree with this statement? Justify your response.

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SAS21E10FF0507

7 'Peggy drew better than anyone else in the room. At least, that's what everybody thought.'  
Why does the writer include these lines?

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SAS21E09BH0508

8 What kind of person was Maddie?

- A. Mean
- B. Proud
- C. Selfish
- D. Thoughtless

SAS21E10FF0509

9 Maggie's attitude towards Peggy was \_\_\_\_\_.

- A. Cynical
- B. Considerate
- C. Sycophantic
- D. Manipulative

SAS21E10FF0510

10 What is the text mainly trying to highlight?

- A. Teachers' indifference towards some students
- B. Difficulties faced by poor students
- C. Unintended cruelty
- D. Prejudice among children

**Read the given passage and answer the following questions:**

TODAY, Monday, Wanda Petronski was not in her seat. But nobody, not even Peggy and Madeline, the girls who started all the fun, noticed her absence. Usually Wanda sat in the seat next to the last seat in the last row in Room Thirteen. She sat in the corner of the room where the rough boys who did not make good marks sat, the corner of the room where there was most scuffling of feet, most roars of laughter when anything funny was said, and most mud and dirt on the floor. Wanda did not sit there because she was rough and noisy. On the contrary, she was very quiet and rarely said anything at all. And nobody had ever heard her laugh out loud. Sometimes she twisted her mouth into a crooked sort of smile, but that was all. Nobody knew exactly why Wanda sat in that seat, unless it was because she came all the way from Boggins Heights and her feet were usually caked with dry mud. But no one really thought much about Wanda Petronski, once she sat in the corner of the room.

SAS21E10FF0511

**11** What is true about the corner of the room in which Wanda sat?

- A. It was not cleaned regularly
- B. Most unruly students sat there
- C. Students competed to sit in the corner
- D. Teachers did not pay attention to the corner



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# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 6 – The Hundred Dresses II

SAS21E10FF0601

- 1 What does the letter from Wanda's father mainly indicate?
- A. He thinks the schools there are better.
  - B. He blames the teacher for the issues Wanda faced.
  - C. He believes people in the city are less likely to be narrow-minded.
  - D. He suggests that Wanda's brother also faced the same issues as Wanda.

SAS21E10FF0602

- 2 How did Miss Mason feel after reading the letter?
- A. Overwhelmed
  - B. Disappointed
  - C. Devastated
  - D. Concerned

SAS21E10FF0603

- 3 How did Maddie react after hearing what Miss Mason read from the letter?
- A. Got angry with Peggy
  - B. Confused about what to do
  - C. Guilty about what she had done
  - D. Shocked at Miss Mason's reaction

SAS21E10FF0604

- 4 'Maddie glowed.'  
Why did Maddie feel so happy?
-

SAS21E10FF0605

- 5 'Peggy doesn't feel as remorseful as Maddie.'  
Do you agree? Justify your answer.

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SAS21E10FF0606

- 6 What was Maddie's reaction to Peggy's suggestion that her teasing helped Wanda win the contest?

- A. She was annoyed with Peggy for not taking her feelings seriously.
- B. She did not think it to be true, so she did not stop feeling upset.
- C. She agreed with it because it made her feel less regretful.
- D. She believed that it made Peggy sound very selfish.

SAS21E10FF0607

- 7 'She was never going to stand by and say nothing again.'  
What was Maddie determined to do?

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SAS21E10FF0608

- 8 'For Christmas, I miss that school and my new teacher does not equalise with you.'  
Why is the error in language not corrected?

- A. To highlight that Wanda was still learning English
- B. To show that Wanda was not a very good student
- C. To suggest that Wanda's new school was not very good
- D. To demonstrate that feelings are more important than grammar

SAS21E10FF0609

- 9 'Wanda has forgiven her old classmates.'  
Do you agree with this statement? Justify your answer.

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SAS21E10FF0610

- 10 The language in the text suggests that it was written \_\_\_\_\_.

- A. a long time ago
- B. for a young audience
- C. to help teachers deal with similar situations
- D. by someone who experienced the incidents

SAS21E10FF0611

- 11** Which characteristic of Maddie was reflected when she did not say anything to Peggy when she bullied Wanda on the basis of her dress ?
- A. Coward
  - B. Proud
  - C. Selfish
  - D. Thoughtless

# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 7 – Glimpses of India

Read the text A Baker from Goa (Text I) and answer the following four questions.

SAS21E10FF0701

1 What is the main idea expressed in the first paragraph?

- A. Traditional bakers can still be found in Goa.
- B. Traditional bakers do not find customers in recent times.
- C. Traditional bakers are not a Goan tradition but a Portuguese one.
- D. Traditional bakers make sure the business remains within the family.

SAS21E10FF0702

2 The relationship between the writer's family and the baker was a very commercial one. Do you agree? Justify your response.

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SAS21E10FF0703

3 What word best describes the attitude of the children towards brushing their teeth?

- A. Sarcastic
- B. Rebellious
- C. Indifferent
- D. Contemptuous

SAS21E10FF0704

4 Even today any person with a jackfruit-like physical appearance is easily compared to a baker. What does this statement indicate?

- A. How easily bakers can be identified
- B. Why bakers were often made fun of
- C. Why bakers were prosperous in Goan society
- D. How much of a part of Goan society the bakers are

SAS21E10FF0705

5 What is the 'season of joy' mentioned in the second paragraph?

- A. The season of rains
- B. The season of festivals
- C. The best season to visit
- D. The best season to grow coffee

SAS21E10FF0706

6 What evidence is provided for the theory that the people of Coorg are from Arabia?

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SAS21E10FF0707

7 People visit Coorg only to rest and relax. Do you agree with the statement? Justify your answer.

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SAS21E10FF0708

8 What word best describes Rajvir's attitude?

- A. Enthusiastic
- B. Exhilarated
- C. Exuberant
- D. Fervent

SAS21E10FF0709

9 What word best describes Pranjol's reaction to the stories about the origin of tea?

- A. Amused
- B. Sceptical
- C. Fascinated
- C. Patronising

SAS21E10FF0710

10 At the end of the story, how is Pranjol's father most likely to feel about Rajvir?

- A. Entertained
- B. Impressed
- C. Satisfied
- D. Thrilled

# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 8 – Mijbil the Otter

SAS21E10FF0801

1 Camusfearna is most likely to be

- A. The place the writer is staying.
- B. A type of otter people keep as pets.
- C. An otter owned by the writer's friend.
- D. A place where otters are easily found.

SAS21E10FF0802

2 What is the writer most likely to be feeling when the otter arrived?

- A. Relief
- B. Surprise
- C. Sympathy
- D. Amusement

SAS21E10FF0803

3 What does the writer say is the effect of otters on their owners?

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SAS21E10FF0804

4 What tone does the writer use to describe Mijbil's first encounter with water in a bathtub?

- A. Indifference
- B. Enthusiasm
- C. Amazement
- D. Amusement



SAS21E10FF0805

- 5 Why does the writer admire the air hostess?

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SAS21E10FF0806

- 6 The writer suggests he still had a lot to learn about otters when he was bringing Mijbil to London. Justify the writer's claim with an example.

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SAS21E10FF0807

- 7 Mijbil was unhappy in the London flat. Do you agree with the statement? Justify your answer.

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SAS21E10FF0808

- 8 How does the writer mainly feel about Londoners' reaction to seeing an otter?

- A. Astonished
- B. Perplexed
- C. Frustrated
- D. Amused

SAS21E10FF0809

- 9 Based on the story, what word best describes Mijbil's feelings for the writer?

- A. Affection
- B. Gratitude
- C. Indifference
- D. Bewilderment

SAS21E10FF0810

- 10 What is the main purpose of the story?

- A. To draw attention to the difficulties in transporting pets
- B. To caution people wanting to keep otters as pets
- C. To highlight important events in the writer's life
- D. To recount a series of entertaining incidents

# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 9 – Madam Rides the Bus

SAS21E10FF0901

1 What kind of person is Valli?

- A. Innocent and honest
- B. Shrewd and rebellious
- C. Patient and meticulous
- D. Petulant and patronizing

SAS21E10FF0902

2 What is the main idea expressed in the first two paragraphs?

- A. Valli was lonely.
- B. Valli found ways to entertain herself.
- C. Valli did not like to play with other children.
- D. Valli did not have much to do during the day.

SAS21E10FF0903

3 What is the main idea expressed in the first two paragraphs?

- A. Valli was lonely.
- B. Valli found ways to entertain herself.
- C. Valli did not like to play with other children.
- D. Valli did not have much to do during the day.

SAS21E10FF0904

4 The passengers on the bus were friendly towards Valli. Do you agree? Justify your response.

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SAS21E10FF0905

**5** How did Valli act when she got on the bus?

- A. She was very shy
- B. She was very obedient
- C. She tried to show confidence
- D. She showed her nervousness

SAS21E10FF0906

**6** Valli's reaction to being mocked by the conductor changes from being

- A. Shy to resentful
- B. Indifferent to hurt
- C. Confused to annoyed
- D. Offended to accepting

SAS21E10FF0907

**7** The conductor was a generous man. Provide proof for the statement from the text.

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SAS21E10FF0908

**8** What made Valli lose her excitement for the ride?

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SAS21E10FF0904

**9** Valli's mother's reaction to seeing her suggests that she

- A. Was more interested in her conversation
- B. Knew Valli had done something naughty
- C. Liked Valli's spirit of adventure
- D. Had been looking for Valli

SAS21E10FF0910

**10** Valli's smile at the end can be best described as

- A. Nervous but optimistic.
- B. Shy and enthusiastic.
- C. Excited but confused.
- D. Smug and secretive.

# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 10 – The Sermon at Benares

SAS21E10FF1001

1 What is the main idea expressed in the first paragraph?

- A. Who the Buddha was
- B. What the Buddha's life was like
- C. Why the Buddha became enlightened
- D. Now the Buddha became enlightened

SAS21E10FF1002

2 The Buddha did not see much suffering during his early years. Provide support for the statement from the text.

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SAS21E10FF1003

3 Why is Kisa Gotami mentioned in the sermon?

- A. To illustrate a point
- B. To garner sympathy from the readers
- C. To provide an example of the Buddha's experiences
- D. To identify important turning points in the Buddha's life

SAS21E10FF1004

4 Kisa Gotami was hopeful when she talked to the Buddha. Do you agree? Justify your response.

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SAS21E10FF1005

- 5 “The mustard-seed must be taken from a house where no one has lost a child, husband, parent or friend.”  
Why did the Buddha lay this condition?

- A. He wanted to see how committed she was
- B. He wanted to get rid of her as soon as possible
- C. He needed specific materials to achieve a miracle
- D. He wanted to show her that everyone must deal with death

SAS21E10FF1006

- 6 What does Kisa Gotami understand from watching the lights?

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SAS21E10FF1007

- 7 What does the metaphor of the ox show?

- A. The inevitability of death
- B. The helplessness of relatives
- C. The terrible nature of the world
- D. The wisdom in accepting one's fate

SAS21E10FF1008

- 8 How does the sermon end?

- A. With a suggestion
- B. On a note of warning
- C. With a piece of advice
- D. In a tone of judgement

SAS21E10FF1009

- 9 What is the main idea expressed in the sermon?

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SAS21E10FF0910

- 10 The tone of the text is mainly

- A. Heartless
- B. Righteous
- C. Cautionary
- D. Patronising

# Curriculum Aligned Competency Based Test Items

## English

### Class 10 – First Flight

### Unit 11 – The Proposal

SAS21E10FF1101

- 1 'The Proposal'...perhaps continues!  
What is the main purpose of the text provided before the play?

- A. To indicate the present-day relevance of the play
- B. To provide information about the writer
- C. To describe the characters in detail
- D. To explain the context of the play

SAS21E10FF1102

- 2 What best describes Chubukov's initial response to Lomov's entry?

- A. Optimistic
- B. Pleased
- C. Startled
- D. Jubilant

SAS21E10FF1103

- 3 What about Lomov's appearance made Chubukov curious?

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SAS21E10FF1104

- 4 Chubokov thought that Lomov wanted to borrow money because he seemed

- A. Repentant
- B. Mortified
- C. Agitated
- D. Docile

SAS21E10FF1105

- 5 Chubokov accepted Lomov's request without any resistance. Justify the statement using evidence from the story.

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SAS21E10FF1106

- 6 *If I give myself time to think, to hesitate, to talk a lot, to look for an ideal, or for real love, then I'll never get married.*

The sentence above shows that

- A. Lomov regretted not having married earlier
- B. Lomov could not marry the woman he loved
- C. Lomov's decision to marry Natalya was pragmatic
- D. Lomov felt that Natalya was the most suitable bride for him

SAS21E10FF1107

- 7 What were Lomov's reasons for choosing Natalya?

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SAS21E10FF1108

- 8 After realizing that Lomov had come to propose, Natalya's feelings changed from

- A. Contempt to fear.
- B. Anger to remorse.
- C. Frustration to love.
- D. Distress to confusion.

SAS21E10FF1109

- 9 After re-entering the scene, what reason did Lomov give Natalya for arguing over the ownership of the meadow?

- A. It was the right thing to do
- B. The meadow was valuable
- C. He was proud of his family's heritage
- D. He had documents that proved his ownership

SAS21E10FF1110

- 10 What best describes the mood of the play?

- A. Foreboding
- B. Tumultuous
- C. Melancholic
- D. Suspenseful

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0101
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Concerned
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0102
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that indicates Lencho's prediction was accurate as he predicted a lot of rain. Or Any answer that indicates Lencho's prediction was wrong as he did not predict snow.  Sample responses: <ul style="list-style-type: none"> <li>• His prediction was good as it rained a lot.</li> <li>• He did not expect snow.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0103
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. To indicate how much damage was done to the crops
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0104
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Prejudice
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0105
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. To emphasise his size
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0106
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Optimistic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0107
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Amused
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0108
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states that Lencho believes that the post office employees stole the money sent by God.  Sample responses: <ul style="list-style-type: none"> <li>• He thinks they took his money.</li> <li>• Lencho believes they took the money sent by God</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0109
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Absolute
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0110
<b>Grade &amp; Unit Name</b>	Grade 10   A Letter To God
<b>Theme   Sub-Theme</b>	Faith in God   Generosity, Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Offended
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0201
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. To reflect on the past in order to move forward
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0202
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions that Mandela was surrounded OR had all his time taken by foreign dignitaries AND that he was happy  Sample responses: <ul style="list-style-type: none"> <li>• He was under siege by world leaders, but he didn't mind it.</li> <li>• He was very busy meeting the dignitaries, but he was happy.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0203
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. A symbol of contrast between the past and the present.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0204
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that indicates or mentions apartheid  Sample responses: <ul style="list-style-type: none"> <li>• The system of government in South Africa</li> <li>• Apartheid</li> <li>• How black people were treated in Sout</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0205
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions BOTH military force AND loyalty to democracy/the new government  Sample responses: <ul style="list-style-type: none"> <li>• Military strength and loyalty to the government</li> <li>• Loyalty to democracy, military force and its pinpoint precision</li> </ul>
<b>Partial Credit (Half score)</b>	Any answer that mentions one of the two points mentioned above  Sample responses: <ul style="list-style-type: none"> <li>• Military force and its pinpoint precision</li> <li>• Loyalty to the government</li> </ul> <p><i>Please note that it would be insufficient to mention loyalty without mentioning to whom.</i></p>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0206
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. To acknowledge their efforts in the struggle against apartheid
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0207
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Courage is not found in the absence of fear.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0208
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Optimism
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0209
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that Mandela did not fulfil his twin obligations AND provides the justification that he did not fulfil his obligations to his family</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He did not carry out his duty towards his family.</li> <li>• He did not take care of his family.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0210
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness , Kindness
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Magnanimous
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E10FF0211
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness, Peace
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Triumph over fear
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 12
<b>Question Code</b>	SAS21E10FF0212
<b>Grade &amp; Unit Name</b>	Grade 10   Nelson Mandela Long Walk to Freedom
<b>Theme   Sub-Theme</b>	Social Inequality   Righteousness, Peace
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Goodness in humans can never die.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0301
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Despondent
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0302
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that implies that it was an attempt to catch the attention of his family  Sample responses: <ul style="list-style-type: none"> <li>• He was expecting sympathy from his family.</li> <li>• He wanted his family to notice him.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0303
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. He thought that his mother was going to feed him.
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0304
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that implies or states agreement AND provides the justification that she used a clever ploy to make the young seagull fly  Sample responses: <ul style="list-style-type: none"> <li>• Yes, she tricked the young seagull into flying.</li> <li>• Yes, she used a clever plan to get the bird to fly.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0305
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Relentless
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0306
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Optimistic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0307
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states that the clouds were huge or the flight did not have enough fuel  Sample responses: <ul style="list-style-type: none"> <li>• The clouds were too large to be flown over.</li> <li>• The aeroplane did not have enough fuel.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0308
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that implies that the pilot should have returned to Paris  Sample responses: <ul style="list-style-type: none"> <li>• He should have gone back to Paris.</li> <li>• Returning to Paris</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0309
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. The pilot's relief
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0310
<b>Grade &amp; Unit Name</b>	Grade 10   Two Stories about Flying
<b>Theme   Sub-Theme</b>	Adventure   Miracle , Mystery
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that implies that she was trying to understand if he was trying to pull her leg/if he was making up stories</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• She thought he was joking.</li> <li>• She wondered if he was lying.</li> </ul>
<b>Partial Credit (Half Score)</b>	<p>Any answer that implies that the pilot noticed a plane in the sky which was not there</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• The woman looked strangely at him because he was talking about another aeroplane which didn't show up on her radar.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0401
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. she wanted to share her thoughts
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0402
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that people can think uninterruptedly when writing on paper.  Sample responses: <ul style="list-style-type: none"> <li>• Paper does not interrupt you.</li> <li>• People may not listen to you fully.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0403
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. She did not share her deeper thoughts with her friends.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0404
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. She wanted to help future readers.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0405
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Ironic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0406
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that mentions or refers to the two examples below:</p> <ol style="list-style-type: none"> <li>1. She found it difficult to share her emotions with her friends.</li> <li>2. She told no one that she missed her grandma.</li> </ol> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• She did not confide in her friends and told no one that she still loved her grandma.</li> <li>• She did not talk to her friends. No one knew how often she thought of her and still loved her.</li> </ul>
<b>Partial Credit (Half Score)</b>	<p>Any answer that mentions or refers to ONE of the two examples above.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• She did not confide in her friends.</li> <li>• No one knew how often she thought of her and still loved her.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0407
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that she was confident.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• Confident</li> <li>• She was not worried about her chances.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0408
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that Anne is clever and provides the justification that her responses to Mr Keesing were clever.  Sample response: <ul style="list-style-type: none"> <li>• She made everyone laugh with her answers.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0409
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. He respected her efforts to convince him.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0410
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Reflective
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E10FF0411
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Integrate and interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. She felt burdened by her thoughts.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 12
<b>Question Code</b>	SAS21E10FF0412
<b>Grade &amp; Unit Name</b>	Grade 10   From the Diary of Anne Frank
<b>Theme   Sub-Theme</b>	Humanity and Freedom   Hope
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Cynical
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0501
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. She was poor and different.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0502
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that they mostly ignored her except to make fun of her.  Sample answers: <ul style="list-style-type: none"> <li>• They generally did not notice her except while making fun of her.</li> <li>• They ignored or teased her.</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that only states or implies that they ignored her OR that they made fun of her.  Sample answers: <ul style="list-style-type: none"> <li>• They did not notice her at all.</li> <li>• They only teased her.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0503
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Insensitive
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0504
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that Wanda’s classmates were narrow-minded and provides the justification that she was treated poorly because her name was different OR because she came from a particular part of town OR because of her appearance.</p> <p>Sample answers:</p> <ul style="list-style-type: none"> <li>• They made her sit in the corner even though she was not like those students.</li> <li>• They thought her name was funny and treated her badly.</li> <li>• They teased her because of her appearance.</li> </ul>
<b>Partial Credit (Half Score)</b>	<p>Any answer that states or implies that Wanda’s classmates were narrow-minded and provides the justification that she was treated poorly because her name was different or because she came from a particular part of town or because of her appearance.</p> <p>Sample answers:</p> <ul style="list-style-type: none"> <li>• They made her sit in the corner even though she was not like those students.</li> <li>• They thought her name was funny and treated her badly.</li> <li>• They teased her because of her appearance.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0505
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. She was strong-willed.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0506
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that Peggy was cruel and provides as justification the way she treated Wanda.</p> <p>Sample answer:</p> <ul style="list-style-type: none"> <li>No, she was very cruel to Wanda. She hurt Wanda a lot.</li> </ul> <p>Or,</p> <p>Any answer that states or implies that Peggy was not cruel and provides the justification that she didn't realise how much she hurt Wanda.</p> <p>Sample answer:</p> <ul style="list-style-type: none"> <li>She was not cruel. She was just teasing her classmate.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0507
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that the writer wanted to suggest that Peggy was not the best artist in the classroom.</p> <p>Sample answers:</p> <ul style="list-style-type: none"> <li>To suggest that everyone was wrong.</li> <li>To suggest that Peggy was not the best at drawing.</li> <li>To suggest that Wanda could draw better than Peggy.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0508
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Selfish
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0509
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. sycophantic.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0510
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Unintended cruelty
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E10FF0511
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – I
<b>Theme   Sub-Theme</b>	Forgiveness   Sensitivity For Others
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Most unruly students sat there.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0601
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. He believes people in the city are less likely to be narrow-minded.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0602
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Disappointed
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0603
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Guilty about what she had done
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0604
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that she felt her faith in Peggy was vindicated or that she felt Peggy was not a bad person. Sample responses: <ul style="list-style-type: none"> <li>• She thought Peggy was a good person.</li> <li>• She thought Peggy felt the same way as she did.</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that states or implies that Peggy had the same idea. Sample responses: <ul style="list-style-type: none"> <li>• Peggy had the same idea.</li> <li>• Peggy wanted to do the same thing as she did.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0605
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that Peggy feels less remorseful than Maddie and provides either the justification that she keeps finding excuses for her behaviour or that Maddie was far more affected by the events. Sample responses: <ul style="list-style-type: none"> <li>• She felt less guilty and said she did not make fun of her name.</li> <li>• She said she probably helped Wanda find ideas for her drawings/dresses.</li> <li>• Maddie worried a lot more about it than Peggy.</li> <li>• Maddie had nightmares.</li> </ul> Or, Any answer that states or implies that Peggy felt as remorseful as or more remorseful than Maddie AND provides the justification that she joined Maddie in trying to reach out to Wanda. Sample responses: <ul style="list-style-type: none"> <li>• She felt equally guilty and went with Maddie to her home.</li> <li>• She was feeling guilty too and wrote the letter with Maddie.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0606
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. She did not think it to be true, so she did not stop feeling upset.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0607
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that Maddie was determined to stand up to bullies.  Sample responses: <ul style="list-style-type: none"> <li>• She was determined to stop bullies.</li> <li>• She was determined to help people being picked on.</li> <li>• She would speak up if someone was making fun of others.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0608
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. To highlight that Wanda was still learning English
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0609
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that Wanda has forgiven her classmates and provides either the justification that she wrote back to them OR that she asked them to keep the drawings or that she misses them.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• Yes, she had forgiven them and wrote them a friendly letter.</li> <li>• She asked them to keep her dresses.</li> <li>• She said she misses them.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0610
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. for a young audience
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E10FF0611
<b>Grade &amp; Unit Name</b>	Grade 10   The Hundred Dresses – II
<b>Theme   Sub-Theme</b>	Forgiveness and Empathy   Sensitivity
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Coward
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0701
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Traditional bakers can still be found in Goa.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0702
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies DISAGREEMENT AND provides the justification that the baker was their friend. Sample responses: <ul style="list-style-type: none"> <li>• The baker used to be our friend, companion and guide</li> <li>• No, the writer says he was their friend</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0703
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Contemptuous
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0704
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Reflect and evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. How much of a part of Goan society the bakers are
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0705
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. The best season to visit
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0706
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions their dress AND the name of the dress.  Sample responses: <ul style="list-style-type: none"> <li>• Their dress is similar to Arabs and it is called the same.</li> <li>• Dress and its name</li> <li>• The kuffia</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that mentions their dress OR the name of the dress.  Sample responses: <ul style="list-style-type: none"> <li>• Their dress is similar to Arabs</li> <li>• Name of the dress</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0707
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that DISAGREES with the statement AND states or implies that the writer says everyone starts doing high energy activities.  Sample responses: <ul style="list-style-type: none"> <li>The most laidback individuals become converts to the life of high-energy adventure</li> <li>No, the writer says everyone starts to do river rafting, canoeing, etc.</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that DISAGREES with the statement WITHOUT providing any justification or provides an incorrect justification.  Sample responses: <ul style="list-style-type: none"> <li>Numerous walking trails in this region are a favourite with trekkers.</li> <li>No</li> <li>I disagree</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0708
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Enthusiastic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0709
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Sceptical
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF07010
<b>Grade &amp; Unit Name</b>	Grade 10   Glimpses of India
<b>Theme   Sub-Theme</b>	Diversity of India   Topography of India
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Impressed
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0801
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. The place the writer is staying.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0802
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Surprise
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0803
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that owners are devoted to otters.  Sample responses: <ul style="list-style-type: none"> <li>• Otter fixation</li> <li>• Otter thralldom</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF0804
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Amusement
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF0805
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies EITHER that she was very kind to him OR that she was very calm when the otter caused havoc on the flight.  Sample responses: <ul style="list-style-type: none"> <li>• She let him keep Mijbil in his lap.</li> <li>• She was kind to him.</li> <li>• She did not get angry when Mijbil ran all over the plane</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF0806
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions the incident where the otter took off as soon as he was let out of the box AND states or implies that he did not expect this response.  Sample responses: <ul style="list-style-type: none"> <li>• He did not expect Mijbil to run away when he was taken out of the box.</li> <li>• The writer was surprised when Mijbil ran away as soon as he was taken out of the box.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0807
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that DISAGREES with the statement AND/OR states or implies that Mijbil's behaviour in the flat did not indicate unhappiness. Sample responses: <ul style="list-style-type: none"> <li>No, he was playing happily in the flat.</li> <li>He kept playing with different things.</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that DISAGREES with the statement WITHOUT providing any justification or provides an incorrect justification. Sample responses: <ul style="list-style-type: none"> <li>He was happy.</li> <li>I disagree, the writer says he is happy.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0808
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Amused
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0809
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Affection
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0810
<b>Grade &amp; Unit Name</b>	Grade 10   Mijbil the Otter
<b>Theme   Sub-Theme</b>	Domestication   Pet Care
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. To recount a series of entertaining incidents
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF0901
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Patient and meticulous
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF0902
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Valli found ways to entertain herself.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF0903
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Fascination
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF0907
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions or implies that the conductor offered to buy her a drink.  Sample responses: <ul style="list-style-type: none"> <li>• The conductor offered to pay for her drink</li> <li>• He said he would bring her a drink</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF0908
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions or implies the sight of the dead cow.  Sample responses: <ul style="list-style-type: none"> <li>• She saw the dead cow</li> <li>• The dead cow lying on the side of the road</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF0909
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Was more interested in her conversation.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF0910
<b>Grade &amp; Unit Name</b>	Grade 10   Madam Rides the Bus
<b>Theme   Sub-Theme</b>	Inquisitives   Confidence and Courage
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Smug and secretive.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF1001
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. How the Buddha became enlightened
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF1002
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that states or implies that the prince was shielded from the sufferings of the world.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He was shielded from the sufferings of the world.</li> <li>• The text says he was not exposed to the sufferings of the world.</li> <li>• He had never seen a funeral procession/sick people/beggars/old people.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF1003
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. To illustrate a point
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF1004
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies AGREEMENT AND provides the justification that Kisa Gotami felt joyful when heard the Buddha or that she spent the whole day trying to procure the seeds.  Sample responses: <ul style="list-style-type: none"> <li>• She was joyful when she heard the Buddha</li> <li>• Yes, she went to a lot of houses trying to get the mustard seeds</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF1005
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. He wanted to show her that everyone must deal with death.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF1006
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that she understood that human lives are temporary.  Sample responses: <ul style="list-style-type: none"> <li>• Humans also flicker and die like lights</li> <li>• Like lights humans also get extinguished soon</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF1007
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. The inevitability of death
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF1008
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. With a piece of advice
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF1009
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that mentions or implies the idea that mental peace can only be obtained by overcoming sorrow.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He who has overcome all sorrow will become free from sorrow, and be blessed.</li> <li>• To be blessed, one must overcome sorrow</li> <li>• Death cannot be overcome one must accept it</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF1010
<b>Grade &amp; Unit Name</b>	Grade 10   The Sermon at Benares
<b>Theme   Sub-Theme</b>	Mortality   Coping with Grief
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Righteous.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E10FF1101
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. To explain the context of the play
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E10FF1102
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Pleased
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E10FF1103
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any response that states or implies he wanted to know why Lomov was dressed formally.  Sample responses: <ul style="list-style-type: none"> <li>• Why he was in his evening dress</li> <li>• He was dressed up</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E10FF1104
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Agitated.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E10FF1105
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any response that states or implies that he immediately agreed to his proposal to marry Natalya.  Sample responses: <ul style="list-style-type: none"> <li>• He was glad and called his daughter</li> <li>• He said he had been hoping for it</li> <li>• He said he always desired it</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E10FF1106
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Lomov's decision to marry Natalya was pragmatic.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E10FF1107
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any response that states or implies her housekeeping skills, looks and education.  Sample responses: <ul style="list-style-type: none"> <li>• She was a good housekeeper, was educated and not bad-looking</li> <li>• Housekeeper, not bad-looking, well-educated</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E10FF1108
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Anger to remorse.
<b>No Credit (No Score)</b>	Any other response or missing response


<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E10FF1109
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. It was the right thing to do.
<b>No Credit (No Score)</b>	Any other response or missing response


<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E10FF1110
<b>Grade &amp; Unit Name</b>	Grade 10   The Proposal
<b>Theme   Sub-Theme</b>	Comical   Humour and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Tumultuous
<b>No Credit (No Score)</b>	Any other response or missing response





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