



# Curriculum Aligned Competency Based Test Items English (Beehive) Class - 9

Central Board of Secondary Education

# Acknowledgements

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# Curriculum Aligned Competency Based Test Items

## Class 9

### 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 9)*** 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 9 – Beehive

### Unit 1 – The Fun They Had

SAS21E09BH0101

- 1 'MARGIE even wrote about it that night in her diary.'  
This sentence suggests that finding the book was \_\_\_\_\_.

- A. An unusual event
- B. A remarkable achievement
- C. An important milestone in her life
- D. A discovery of historic importance

SAS21E09BH0102

- 2 What makes children think that books are wasteful?

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SAS21E09BH0103

- 3 What was wrong with Margie's mechanical teacher?

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SAS21E09BH0104

- 4 Tommy's attitude towards Margie is mainly \_\_\_\_\_.

- A. Indifferent
- B. Patronising
- C. Thoughtless
- D. Domineering

SAS21E09BH0105

- 5 How does Margie perform in her school?

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SAS21E09BH0106

- 6 *Margie was disappointed.*  
Margie was disappointed because

- A. The book was boring
- B. The teacher was repaired
- C. Her geography marks were poor
- D. She had to wait till the next day to read the book

SAS21E09BH0107

- 7 Why is Margie surprised to hear that the teacher in the book is a man?

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SAS21E09BH0108

- 8 How did Margie feel about the book?

- A. Curious
- B. Indifferent
- C. Ambiguous
- D. Overwhelmed

SAS21E09BH0109

- 9 How does Margie's attitude towards old style schools change?

- A. Excitement to disappointment
- B. Prejudice to acceptance
- C. Curiosity to confusion
- D. Surprise to yearning

SAS21E09BH0110

- 10 Margie's thoughts about old style schools suggests that she is \_\_\_\_\_.

- A. Introvert
- B. Frivolous
- C. Lonely
- D. Lazy

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 2 – The Sound of Music

SAS21E09BH0201

- 1 *A slight girl, looking younger than her seventeen years, was nervous yet excited as she felt the vibrations of the approaching train.*  
Why was Evelyn nervous and excited?

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SAS21E09BH0202

- 2 Why was Evelyn going deaf?

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SAS21E09BH0203

- 3 What is the main purpose of Paragraph 3?

- A. To describe Evelyn's limitations
- B. To show Evelyn's strength of character
- C. To show that ears are not necessary to appreciate music
- D. To describe how much discouragement Evelyn had to overcome

SAS21E09BH0204

- 4 When did Evelyn start performing alone?

- A. When she graduated from the Royal Academy of Music
- B. When she toured the United Kingdom as a teenager
- C. When she was at the Royal Academy of Music
- D. When she was in school



SAS21E09BH0205

- 5 Evelyn is a modest person. Do you agree with this statement? Justify your answer.

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SAS21E09BH0206

- 6 Why do men with bushy beards give Evelyn trouble?

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SAS21E09BH0207

- 7 Which paragraph best explains how Evelyn 'listens' to music?

- A. Paragraph 4
- B. Paragraph 6
- C. Paragraph 7
- D. Paragraph 8

SAS21E09BH0208

- 8 Which statement is Evelyn mostly likely to agree with?

- A. Talent is at least as important as hard work for success
- B. Success cannot be achieved without others' support
- C. Perseverance is the most important trait for success
- D. Success depends most on the right circumstances

SAS21E07AH0109

- 9 Which phrase would be the most suitable heading for the last paragraph?

- A. Who is Evelyn Glennie
- B. Evelyn Glennie's Youth
- C. Inspired by Evelyn Glennie
- D. Evelyn Glennie's Achievements

SAS21E09BH0210

- 10 What word best describes the attitude of the author towards Evelyn?

- A. Balanced
- B. Laudatory
- C. Reverential
- D. Deferential

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

Evelyn confesses that she is something of a workaholic. “I’ve just got to work ... often harder than classical musicians. But the rewards are enormous.” Apart from the regular concerts, Evelyn also gives free concerts in prisons and hospitals. She also gives high priority to classes for young musicians. Ann Richlin of the Beethoven Fund for Deaf Children says, “She is a shining inspiration for deaf children. They see that there is nowhere that they cannot go.

SAS21E09BH0211

- 11** *“I’ve just got to work... often harder than classical musicians. But the rewards are enormous.”*  
The statement above shows that Evelyn was

- A. Persistent
- B. Talented
- C. Reliable
- D. Honest

SAS21E09BH0212

- 12** Why does Evelyn give free concerts in prisons and hospitals?
- A. She knows it offers enormous rewards.
  - B. She is empathetic towards people in prisons and hospitals.
  - C. She knows it is hard work.
  - D. She knows she is an inspiration.

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 3 – The Little Girl

SAS21E09BH0301

1 Why does Kezia say she stutters in front of her father?

- A. She wished to please her father
- B. She was not a confident person
- C. She was only learning how to speak
- D. She did not like doing chores for her father

SAS21E09BH0302

2 “Mother, I wish you taught this child not to appear on the brink of suicide...”  
What is father’s tone in the line above?

- A. Distressed
- B. Mocking
- C. Haughty
- D. Livid

SAS21E09BH0303

3 What suggests that Kezia’s father was a large man?

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SAS21E09BH0304

4 Grandmother’s actions show that she probably

- A. Wanted Kezia to be more disciplined
- B. Believed that Kezia needed a hobby
- C. Believed that father did not like Kezia
- D. Wanted Kezia to grow closer to her parents

SAS21E09BH0305

5 The incident with Father's speech suggests that Kezia was

- A. Curious
- B. Indifferent
- C. Ambiguous
- D. Overwhelmed

SAS21E09BH0306

6 What was father's intent when he beat Kezia?

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SAS21E09BH0307

7 What feeling did the Macdonalds invoke in Kezia?

- A. Resentment
- B. Nostalgia
- C. Longing
- D. Disdain

SAS21E09BH0308

8 Where was Grannie on the night that Kezia slept on Father's bed?

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SAS21E09BH0309

9 *A funny feeling came over her.*  
What was the funny feeling?

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SAS21E09BH0110

10 Which word best describes the relationship between Kezia and her parents?

- A. Cold
- B. Formal
- C. Passive
- D. Strained

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 4 – A Truly Beautiful Mind

SAS21E09BH0401

1 What main point does the writer make about Einstein's childhood?

- A. He stood out a lot from the other children.
- B. He was not treated kindly by other children in his school.
- C. His parents were very worried about his poor performance.
- D. His later achievements could not be predicted from his childhood.

SAS21E09BH0402

2 Does the writer believe the story about the soup is true? Justify your answer.

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SAS21E09BH0403

3 Why did Einstein leave the school in Munich?

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SAS21E09BH0404

4 *But science wasn't the only thing that appealed to the dashing young man with the walrus moustache.*  
In the sentence above, the writer is mainly trying to \_\_\_\_\_.

- A. Establish a new argument
- B. Elaborate a point made earlier
- C. Highlight an important part of the text
- D. Provide a transition to a different topic

SAS21E09BH0405

5 Why did Mileva Maric go to the University of Zurich?

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SAS21E09BH0406

6 What is the purpose of the information in the text box before paragraph 10?

- A. It highlights the main idea of paragraph 9.
- B. It explains the information in paragraph 9.
- C. It provides context to the information in paragraph 9.
- D. It provides additional information to the topic in paragraph 9.

SAS21E09BH0407

7 Provide two instances from the text that show that Einstein's mother influenced his life.

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SAS21E09BH0408

8 Einstein's reaction to America using the nuclear bomb shows that \_\_\_\_\_.

- A. He changed his mind about war
- B. He was a humanitarian at heart
- C. He did not fully understand the impact of his own work
- D. He felt guilty about causing the atomic bomb to be built

SAS21E09BH0409

9 What is the tone of the text?

- A. Factual
- B. Admiring
- C. Nostalgic
- D. Sympathetic

SAS21E09BH0410

10 What is the main purpose of the text?

- A. To provide an overview of Einstein's life
- B. To highlight the significance of Einstein's work
- C. To argue that Einstein was not a typical scientist
- D. To describe the influences that led to Einstein's success

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

Albert Einstein was born on 14 March 1879 in the German city of Ulm, without any indication that he was destined for greatness. On the contrary, his mother thought Albert was a freak. To her, his head seemed much too large.

At the age of two-and-a-half, Einstein still wasn't talking. When he finally did learn to speak, he uttered everything twice. Einstein did not know what to do with other children, and his playmates called him "Brother Boring." So the youngster played by himself much of the time. He especially loved mechanical toys. Looking at his newborn sister, Maja, he is said to have said: "Fine, but where are her wheels?"

SAS21E09BH0411

**11** What did Albert Einstein's mother think about him?

- A. He did not know what to do with children
- B. He was destined for greatness
- C. He was a genius
- D. He was a freak

SAS21E09BH0412

**12** "Fine, but where are her wheels?"

Why did Einstein ask the above question about his newborn sister?

- A. He did not want to share his toys with her.
- B. He thought she was a mechanical toy.
- C. He knew that she could not walk.
- D. He wanted to make people laugh.

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 5 – The Snake and the Mirror

SAS21E09BH0501

- 1 'HAS a snake ever coiled itself round any part of your body? A full-blooded cobra?'  
Why did the doctor ask these questions?

- A. To ensure he had everyone's attention
- B. To learn about his listeners' experiences
- C. To suggest that he was braver than the others
- D. To change the topic to one he wanted to discuss

SAS21E09BH0502

- 2 What is the main idea of the second paragraph of the chapter?

- A. The narrator needed a better place to live
- B. The narrator was an inexperienced doctor
- C. The narrator was leading a very simple life
- D. The narrator's financial situation was not great

SAS21E09BH0503

- 3 ... the wind god seemed to have taken time off.  
What does the narrator mean by these words?

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SAS21E09BH0504

- 4 What does the narrator do in paragraphs 4 and 5?

- A. Make fun of his own vanity
- B. Describe his appearance in detail
- C. Express pride in the way he looked
- D. Convey satisfaction at his success in life



SAS21E09BH0505

- 5 *Again I heard that sound from above.*  
Why is the sound mentioned multiple times?

- A. To distract the reader from what was really happening
- B. To emphasise the poor state of the house
- C. To show how anxious the narrator was
- D. To create a sense of suspense

SAS21E09BH0506

- 6 How did the narrator react when the snake fell on him?

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SAS21E09BH0507

- 7 What is true about the narrator's encounter with the snake?

- A. He saw himself much more clearly than before.
- B. It made him realise that he had a lot more to accomplish.
- C. It gave him a chance to recognise his absolute faith in God.
- D. He understood that he was not as brave as he thought he was.

SAS21E09BH0508

- 8 *I was no mere image cut in granite. I was suddenly a man of flesh and blood.*  
What do these lines mean?

- A. The narrator felt all of his terror at once
- B. The narrator found himself able to move again
- C. The narrator was injured by the actions of the snake
- D. The narrator caught himself admiring the beauty of the snake

SAS21E09BH0509

- 9 Why does the narrator say that leaving the vest behind was an insult?

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SAS21E06HS03B10

- 10 What word best describes the style of the author's writing in the text?

- A. Plain
- B. Vague
- C. lyrical
- D. Formal

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 6 – My Childhood

SAS21E09BH0601

1 What does the writer feel when he writes about his parents in the first paragraph of the chapter?

- A. Pride
- B. Sympathy
- C. Compassion
- D. Responsibility

SAS21E09BH0602

2 How does the writer describe his mother?

- A. A good cook
- B. An honest lady
- C. A generous person
- D. An authoritative figure

SAS21E09BH0603

3 Why does the writer describe his father as 'austere'?

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SAS21E09BH0604

4 What is the main idea of the third paragraph?

- A. Why the writer had to work during his childhood
- B. How the World War affected the writer's childhood
- C. How much the writer enjoyed his childhood adventures
- D. Who was the main influence on the writer during his childhood

SAS21E09BH0605

- 5 What does the writer convey in the fourth and the fifth paragraphs?
- A. Highlight the influence of his friends on his life
  - B. Suggest that his friends' families were important people in the town
  - C. Examine the effect of the attitudes of his childhood on his approach to life
  - D. Establish that he was insulated from religious differences during his childhood

SAS21E09BH0606

- 6 Did Ramanadha Sastry genuinely like Abdul Kalam? Justify your response.
- 
- 

SAS21E09BH0607

- 7 What kind of person is Lakshmana Sastry?

- A. Authoritative but fair
- B. Passionate but flexible
- C. Stubborn but courageous
- D. Traditional yet open to ideas

SAS21E09BH0608

- 8 Why is Sivasubramania Iyer referred to as 'something of a rebel'?
- 
- 

SAS21E09BH0609

- 9 What was Sivasubramania Iyer's attitude towards social change?

- A. Passive but intelligent
- B. Resigned but optimistic
- C. Patient and determined
- D. Belligerent and hypocritical

SAS21E09BH0610

- 10 What did the writer try to accomplish with this text?

- A. Argue against religious discrimination
- B. Describe various attitudes towards religion
- C. Provide a comprehensive picture of his early life
- D. Defend the attitudes he inherited from his parents

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 7 – Packing

SAS21E09BH0701

1 The first paragraph suggests that the writer is \_\_\_\_.

- A. Skilled
- B. Arrogant
- C. Stubborn
- D. Respected

SAS21E09BH0702

2 Why did George and Harris agree to let the writer do the packing?

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SAS21E09BH0703

3 George's reaction to Harris' comments about the boots made the writer \_\_\_\_\_.

- A. Bitter
- B. Angry
- C. Insulted
- D. Stubborn

SAS21E09BH0704

4 The writer claims himself to be the best in the world at packing. Is he right? Justify your statement.

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SAS21E09BH0705

- 5 What was the writer doing in sections 8 and 9 of the text?
- A. Show how much better he was at packing
  - B. Suggest how difficult it is to pack things properly
  - C. Show how poor George and Harris were at packing
  - D. Suggest that packing food is more difficult than other things

SAS21E09BH0706

- 6 What was the writer's reaction to George and Harris' packing skills?
- A. He was amused by them.
  - B. He pretended indifference.
  - C. He was furious at their actions.
  - D. He was confused about what they were doing.

SAS21E09BH0707

- 7 The writer describes the dog as \_\_\_\_\_.

- A. Mischievous
- B. Greedy
- C. Fussy
- D. Lazy

SAS21E09BH0708

- 8 What suggests that Harris was not a resident of the house?
- \_\_\_\_\_
- \_\_\_\_\_

SAS21E09BH0709

- 9 What is the attitude of the three people towards each other?
- A. They are openly resentful of each other.
  - B. They are accepting of each other's mistakes.
  - C. They are completely indifferent to each other.
  - D. They seem to take joy out of each other's misery.

SAS21E09BH0710

- 10 What best describes the tone of the text?

- A. Bored
- B. Gloomy
- C. Sarcastic
- D. Resentful

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

I said I'd pack. I rather pride myself on my packing. Packing is one of those many things that I feel I know more about than any other person living. (It surprises me myself, sometimes, how many such things there are.) I impressed the fact upon George and Harris and told them that they had better leave the whole matter entirely to me. They fell into the suggestion with a readiness that had something uncanny about it. George spread himself over the easy-chair, and Harris cocked his legs on the table. This was hardly what I intended. What I had meant, of course, was, that I should boss the job, and that Harris and George should potter about under my directions, I pushing them aside every now and then with, "Oh, you!" "Here, let me do it." "There you are, simple enough!" — really teaching them, as you might say. Their taking it in the way they did irritated me. There is nothing does irritate me more than seeing other people sitting about doing nothing when I'm working.

SAS21E09BH0711

- 11** It surprises me myself, sometimes, how many such things there are.  
What does the statement above suggest?

- A. The writer thought highly of himself.
- B. The writer did not expect to be overwhelmed by packing.
- C. The writer knew that there were more things for him to learn.
- D. The writer felt that his friends did not follow his instructions while packing.

SAS21E09BH0712

- 12** How did George and Harris's response to the writer's suggestion make him feel?

- A. Regretful
- B. Annoyed
- C. Betrayed
- D. Desperate

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 8 – Reach for the Top

SAS21E09BH0801

- 1 The 'holy man' who visited Santosh's mother shared the attitude of the society towards girls. Justify the statement.

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SAS21E09BH0802

- 2 Santosh's attitude towards the traditional way of life was

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

SAS21E09BH0803

- 3 *So, she decided to fight the system in her own quiet way when the right moment arrived.*  
What was the issue with the system?

- A. Discouraging girls' education
- B. Providing children with low quality education
- C. Unwillingness to spend money on school education
- D. Not letting children go to distant schools for education

SAS21E09BH0804

- 4 What persuaded Santosh's parents to support her education in Delhi?

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SAS21E09BH0805

- 5 What encouraged Santosh to climb mountains?
- A. Meeting with mountaineers in Jaipur
  - B. The sight of the beautiful Aravalli hills
  - C. The training at Uttarakashi Nehru Institute
  - D. Desire to visit the villages in the Aravalli hills

SAS21E09BH0806

- 6 Why did Maria Sharapova move to the United States?
- \_\_\_\_\_
- \_\_\_\_\_

SAS21E09BH0807

- 7 What best describes the behaviour of Maria Sharapova's fellow tennis pupils?
- A. Disciplined
  - B. Persuasive
  - C. Intimidating
  - D. Hardworking

SAS21E09BH0808

- 8 According to the writer, what is Maria Sharapova's attitude towards her own struggles?
- A. Cynical
  - B. Realistic
  - C. Passive
  - D. Frustrated

SAS21E09BH0809

- 9 Based on the two texts, what is true?
- A. Social norms were a hurdle for Santosh, not Sharapova
  - B. Both the players started pursuing their passions in childhood
  - C. Families played a major role in the success of both the players
  - D. Sharapova believes that business is a part of sports but Santosh does not

SAS21E09BH0810

- 10 What is the main purpose of the two texts?
- A. To portray the struggles of female athletes
  - B. To provide information about two less-known women
  - C. To show how two women overcame adversity to succeed
  - D. To prove that the attitude towards sports varies across countries



# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 9 – The Bond of Love

SAS21E09BH0901

1 The writer tells the story of the hunt

- A. To explain how he got a bear
- B. To suggest that he is kind-hearted
- C. To warn about the problem of wild pigs
- D. To give an example of human-animal conflict

SAS21E09BH0902

2 The writer suggests that he won't shoot a sloth bear\_\_\_\_\_.

- A. In anger
- B. If it has a cub
- C. Without cause
- D. Under any circumstance

SAS21E09BH0903

3 In paragraph 6, why does the writer mention different kinds of food?

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SAS21E09BH0904

4 *Out came his medical books, and a feverish reference to the index began...*  
What does the word 'feverish' refer to?

- A. The writer's anxiety
- B. The bear's condition
- C. The contents of the book
- D. The urgency of the situation

SAS21E09BH0905

- 5 In paragraph 10, why does the writer use very short phrases or sentences?

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SAS21E09BH0906

- 6 Bruno's digestive system was not easily affected. Justify this statement.

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SAS21E09BH0907

- 7 *I had thought so too.*  
What was the writer expecting? Were his expectations met?

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SAS21E09BH0908

- 8 The superintendent in Bangalore was\_\_\_\_\_.

- A. Passionate and excited
- B. Eager but uncooperative
- C. Supportive and generous
- D. Sympathetic but unhelpful

SAS21E09BH0909

- 9 Why was the bear kept on an island when he was brought back?

- A. They wanted to give him a natural setting
- B. They were worried that he would wander off
- C. They were worried that he would hurt someone
- D. They had been advised by the zookeepers to do so

SAS21E09BH0910

- 10 The story ends on a note of\_\_\_\_\_.

- A. Warning
- B. Reflection
- C. Challenge
- D. Exasperation

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 10 – Kathmandu

SAS21E09BH1001

1 What does the first paragraph do?

- A. It introduces the main characters in the text
- B. It attracts the reader with interesting facts
- C. It explains the motivations of the writer
- D. It summarises the entire text

SAS21E09BH1002

2 What does the writer mainly do in the second paragraph?

- A. He tries to help the reader visualise the chaos
- B. He warns visitors to be prepared for the chaos
- C. He conveys his sense of confusion at the chaos
- D. He highlights how differently some people are treated

SAS21E09BH1003

3 What is the last sentence in paragraph 2?

- A. An illustration of the chaos around
- B. An attempt at sarcastic humour
- C. The writer's religious conviction
- D. An example of local belief

SAS21E09BH1004

4 What is the main point of contrast between the Hindu temple and the Buddhist temple, according to the text?

SAS21E09BH1005

5 How does the writer describe the orange drink he had?

- A. Sweet
- B. Unusual
- C. Delicious
- D. Disgusting

SAS21E09BH1006

6 How is the writer feeling in the paragraph 5?

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SAS21E09BH1007

7 What impresses the writer about the flute seller?

- A. His amazing musical skill
- B. His detached manner
- C. His sales technique
- D. His friendly nature

SAS21E09BH1008

8 What is the main idea of the paragraph 7?

- A. Flute music is very similar to the human voice
- B. Music is integral to human culture
- C. Flute music has universal appeal
- D. Music is universal

SAS21E09BH1009

9 What is the point the writer is making in the last paragraph?

- A. He has changed over the years
- B. He has not travelled much in recent years
- C. His home has become very important to him
- D. Flute music has become very important to him

SAS21E09BH1010

10 What is the main purpose of the text?

- A. To describe the writer's feelings while travelling through Kathmandu
- B. To describe how music can remind you of home wherever you are
- C. To describe the writer's love of things associated with his home
- D. To describe the city of Kathmandu for new travellers

# Curriculum Aligned Competency Based Test Items

## English

### Class 9 – Beehive

### Unit 11 – If I Were You

SAS21E09BH1101

1 The beginning of the play suggests that \_\_\_\_\_

- A. Gerard is expecting a visitor
- B. Gerard is planning to travel
- C. Gerard is a rich man
- D. Erard is a criminal

SAS21E09BH1102

2 What does Gerhard's reaction to the intruder suggest about Gerard's character?

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SAS21E09BH1103

3 What is the intruder trying to do as soon as he comes in?

- A. Try to rob Gerard
- B. Intimidate Gerard.
- C. Make sure no one sees him
- D. Show off his knowledge about Gerard

SAS21E09BH1104

4 Why does Gerard want to share his history?

- A. He is a lonely man
- B. He is a very friendly man
- C. He wants to distract the intruder
- D. He wants to show that he is harmless

SAS21E09BH1105

- 5 What happens when Gerard tries to lie about the car?

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SAS21E09BH1106

- 6 The intruder has done some research on Gerard. Do you agree with this statement? Justify your response.

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SAS21E09BH1107

- 7 The intruder's repeated statements about his own intelligence suggests that he is

- A. Frank
- B. Clever
- C. Nervous
- D. Arrogant

SAS21E09BH1108

- 8 *With you figuring so largely in it, that is understandable.*  
What does the line above suggest about Gerard?

- A. He was getting frustrated
- B. He had an ironic sense of humour
- C. He wanted to be polite to the intruder
- D. He was getting worried about the intruder

SAS21E09BH1109

- 9 What is the intruder's plan?

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SAS21E09BH1110

- 10 What does Gerard most likely do for a living?

- A. He is an actor
- B. He is a criminal
- C. He is a travel writer
- D. He is involved with the police

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0101
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Was an unusual event
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0102
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that books cannot be reused for different content.  Sample responses: <ul style="list-style-type: none"> <li>• They can only be used once.</li> <li>• New books cannot be printed on the same pages.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0103
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that the geography section was not working properly.  Sample responses: <ul style="list-style-type: none"> <li>• The geography part gave Margie too many tests which she could not pass at all.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0104
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Patronising
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0105
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that her performance was satisfactory.  Sample responses: <ul style="list-style-type: none"> <li>• She was doing well.</li> <li>• Okay</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0106
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. The teacher was repaired
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0107
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<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 has a mechanical teacher Or that she does not think a man will be smart enough.  Sample responses: <ul style="list-style-type: none"> <li>• Her teacher is a robot.</li> <li>• She does not think a man will know enough.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0108
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Curious
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0109
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Surprise to yearning
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0110
<b>Grade &amp; Unit Name</b>	Grade 9   The Fun They Had
<b>Theme   Sub-Theme</b>	Futuristic Education   Technological Development
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Lonely
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0201
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that it was Evelyn's first day at the Royal Academy of Music.  Sample responses: <ul style="list-style-type: none"> <li>• She was going to college for the first time.</li> <li>• It was her first day at the academy.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0202
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions nerve damage.  Sample responses: <ul style="list-style-type: none"> <li>• She had gradual nerve damage.</li> <li>• Her nerves were affected.</li> <li>• Her nerves were damaged.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0203
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. To show Evelyn's strength of character
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0204
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. When she was at the Royal Academy of Music
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0205
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<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 Evelyn is modest and provides the justification that she does not think she is heroic</p> <p>Or</p> <p>She believes hard work can help others achieve what she did.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• She does not agree that she is heroic.</li> <li>• She thinks all her achievements are due to hard work.</li> </ul>
<b>Partial Credit (Half Score)</b>	<p>Any answer that states or implies that Evelyn is modest without providing any justification or providing justification different from what is mentioned above.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• She is modest.</li> <li>• She is modest but is a top musician.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0206
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that Evelyn needs to see people's lips to understand what they are saying.  Sample responses: <ul style="list-style-type: none"> <li>• She needs to see lips to read them.</li> <li>• Beards would not let her read lips.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0207
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Paragraph 7
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0208
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Perseverance is the most important trait for success.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0209
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Evelyn Glennie's Achievements
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0210
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Laudatory
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E09BH0211
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Integrate & interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Persistent
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 12
<b>Question Code</b>	SAS21E09BH0212
<b>Grade &amp; Unit Name</b>	Grade 9   The Sound of Music
<b>Theme   Sub-Theme</b>	Earnest Efforts   Hard Work, Determination
<b>Competency</b>	Integrate & interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. She is empathetic towards people in prisons and hospitals.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0301
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	She wished to please her father.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0302
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	B. Mocking
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0303
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions that Kezia compares him to a giant.  Sample responses: <ul style="list-style-type: none"> <li>Kezia thought of her father as a giant.</li> <li>Her father appeared to be a giant.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0304
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Wanted Kezia to grow closer to her parents.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0305
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Honest
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0306
<b>Grade &amp; Unit Name</b>	The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that implies that he wanted to teach her the lesson that she should not touch what did not belong to her.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He wanted her to stop taking others' things.</li> <li>• He wanted to teach her the lesson that she should not touch what did not belong to 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>	SAS21E09BH0307
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Longing
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0308
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<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 was at the hospital.  Sample responses: <ul style="list-style-type: none"> <li>• She had gone to the hospital with her mother.</li> <li>• She was taking care of her mother at the hospital.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0309
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies affection, sympathy or lack of fear.  Sample responses: <ul style="list-style-type: none"> <li>• She felt love for her father.</li> <li>• She felt sorry to see how tired her father was.</li> <li>• She felt her father was not so fearsome.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0310
<b>Grade &amp; Unit Name</b>	Grade 9   The Little Girl
<b>Theme   Sub-Theme</b>	Parental Relationship   Love and Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Formal
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0401
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. His later achievements could not be predicted from his childhood.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0402
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<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 believes the story is true and provides the justification that he says it seems it is authentic</p> <p>Sample Responses:</p> <ul style="list-style-type: none"> <li>• Yes, he says it seems authentic.</li> <li>• He believes it is authentic.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Any answer that states or implies that the writer is not sure if the story is true and provides the justification that he says it only seems authentic and that Otto Neugebauer says it is a legend</li> </ul> <p>Sample Responses:</p> <ul style="list-style-type: none"> <li>• He is not sure, he says it seems authentic but the historian calls it legendary.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0403
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that Einstein wanted more freedom  Sample responses: <ul style="list-style-type: none"> <li>• He felt stifled there.</li> <li>• He hated the regimentation.</li> <li>• He wanted more freedom.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0404
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. provide a transition to a different topic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0405
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that it was one of the few universities in Europe where women could get degrees Sample responses: <ul style="list-style-type: none"> <li>• She couldn't study/get a degree in other universities.</li> <li>• Other universities didn't give women degrees.</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that states or implies that she went there to study Sample responses: <ul style="list-style-type: none"> <li>• She went to the University of Zurich to study.</li> <li>• She wanted to study physics.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0406
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	It explains the information in paragraph 9.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0407
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	<p>Any answer that mentions the two instances below:</p> <ol style="list-style-type: none"> <li>1. He learnt violin because his mother asked him to.</li> <li>2. He delayed his marriage because of his mother's disapproval.</li> </ol> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He only learnt violin because his mother asked him to and when his mother didn't agree, he didn't marry his girlfriend.</li> <li>• His mother made him learn violin and forced him to delay his marriage.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0408
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace,Harmony
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. He felt guilty about causing the atomic bomb to be built.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0409
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace, Harmony
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Factual
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0410
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace, Harmony
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. To provide an overview of Einstein's life
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E09BH0411
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace, Harmony
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. He was a freak.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 12
<b>Question Code</b>	SAS21E09BH0412
<b>Grade &amp; Unit Name</b>	Grade 9   A Truly Beautiful Mind
<b>Theme   Sub-Theme</b>	Purpose of Science   Peace, Harmony
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. He thought that she was a mechanical toy.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0501
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. To ensure he had everyone's attention
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0502
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. The narrator's financial situation was not great.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0503
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that there was no wind  Sample responses: <ul style="list-style-type: none"> <li>• It was a still night.</li> <li>• There was no wind.</li> <li>• Wind wasn't blowing.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0504
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Make fun of his own vanity
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0505
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. To create a sense of suspense
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0506
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that he stayed still but mentally alert  Sample responses: <ul style="list-style-type: none"> <li>• He turned to stone but his mind was active.</li> <li>• He stayed still but thought hard.</li> </ul>
<b>Partial Credit (Half Score)</b>	Any answer that states or implies that he stayed still or that he was mentally alert  Sample responses: <ul style="list-style-type: none"> <li>• He turned to stone.</li> <li>• His mind was active.</li> <li>• He stayed still.</li> <li>• He stayed alert.</li> <li>• He wanted to shout but couldn't.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0507
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. He saw himself much more clearly than before.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0508
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. The narrator found himself able to move again.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0509
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<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 vest wasn't good enough for the thief  Sample responses: <ul style="list-style-type: none"> <li>The thief thought the vest wasn't good enough for him.</li> <li>The thief thought it was too dirty for him</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0510
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Lyrical
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E09BH0511
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Desired more attention
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 12
<b>Question Code</b>	SAS21E09BH0512
<b>Grade &amp; Unit Name</b>	Grade 9   The Snake and the Mirror
<b>Theme   Sub-Theme</b>	Humour   Incident Narration
<b>Competency</b>	Reflect & Evaluate and Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Witty
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0601
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Pride
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0602
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. A generous person
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0603
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that the writer's father is described as austere because he avoided all inessential luxuries or comforts  Sample responses: <ul style="list-style-type: none"> <li>• He avoided all inessential luxuries and comforts.</li> <li>• He is described as austere because he was a simple man.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0604
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. How the World War affected the writer's childhood
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0607
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Establish that he was insulated from religious differences during his childhood
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0606
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<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 he genuinely liked Abdul Kalam and provides the justification that he was upset when Kalam was asked to sit separately</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He cried when Kalam had to sit on the back bench.</li> <li>• He complained to his father when Kalam was asked to sit on a different bench.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0607
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Authoritative but fair
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0608
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that states or implies that he is referred to as a rebel because he was willing to go against societal norms  Sample responses: <ul style="list-style-type: none"> <li>• He did his best to break social barriers so that people from varying backgrounds could mingle easily.</li> <li>• He was willing to allow a Muslim boy to eat at his house.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0609
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Patient and determined
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0610
<b>Grade &amp; Unit Name</b>	Grade 9   My Childhood
<b>Theme   Sub-Theme</b>	Autobiography   Life Experience
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Provide a comprehensive picture of his early life
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0701
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Arrogant
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0702
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<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 were happy to let the writer do the work.  Sample responses: <ul style="list-style-type: none"> <li>• They were lazy.</li> <li>• They did not want to work.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0703
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Angry
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0704
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<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 was not good at packing and provides the justification that he forgot to pack some things or that he had to unpack and pack multiple times.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• No, he forgot his boots.</li> <li>• He is not the best at packing as he kept packing and unpacking.</li> <li>• He forgot if he put his toothbrush in.</li> <li>• He put his spectacles in the bag and had to unpack it.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0705
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Show how poor George and Harris were at packing
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0706
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. He pretended indifference.
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0707
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Mischievous
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0708
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed Response
<b>Full Credit (Full Score)</b>	Any answer that mentions that the writer said that he was sleeping over that night or that they had to toss for beds.  Sample responses: <ul style="list-style-type: none"> <li>• They had to toss for beds.</li> <li>• The writer Harris was to sleep with them that night.</li> <li>• Harris was to sleep with them that night.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0709
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Selected Response
<b>Full Credit (Full Score)</b>	D. They seem to take joy out of each other's misery.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0710
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Selected Response
<b>Full Credit (Full Score)</b>	C. Sarcastic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 11
<b>Question Code</b>	SAS21E09BH0711
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. The writer thought highly of himself.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 12
<b>Question Code</b>	SAS21E09BH0712
<b>Grade &amp; Unit Name</b>	Grade 9   Packing
<b>Theme   Sub-Theme</b>	Comic   Confusion and Chaos
<b>Competency</b>	Reflect & Evaluate and evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Annoyed
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0801
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<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 believed that Santosh's family would want a boy.  Sample responses: <ul style="list-style-type: none"> <li>• He assumed she wanted a boy</li> <li>• He thought it was better to have a boy than a girl</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0802
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Rebellious
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0803
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Discouraging girls' education
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0804
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that states or implies that she decided to work to earn money for her studies.  Sample responses: <ul style="list-style-type: none"> <li>• She told her parents she would work part time</li> <li>• Her parents did not want her to work</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0805
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Meeting with Mountaineers in Jaipur
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH0806
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that states or implies that she moved for tennis training.  Sample responses: <ul style="list-style-type: none"> <li>• To learn tennis</li> <li>• To become a tennis player</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0807
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Intimidating
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0808
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Realistic
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0809
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. Social norms were a hurdle for Santosh, not Sharapova.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0810
<b>Grade &amp; Unit Name</b>	Grade 9   Reach for the Top
<b>Theme   Sub-Theme</b>	Biography   Success, Hard Work
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. To show how two women overcame adversity to succeed
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH0901
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. To explain how he got a bear.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH0902
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Without Cause
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH0903
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	<p>Any response that states or implies that he wanted to show the different kind of things the bear ate.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He wanted to show what the bear ate</li> <li>• to show everything the bear ate</li> <li>• to show how much the bear ate</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH0904
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. the urgency of the situation
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH0905
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	<p>Any response that states or implies that it was to convey the urgency of the situation or the rapidity of the action.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• To show how fast they moved</li> <li>• To show how fast everything happened</li> <li>• To convey how desperate they were</li> <li>• To create suspense</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	Grade 9   The Bond of Love
<b>Grade &amp; Unit Name</b>	SAS21E09BH0906
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	<p>Any response that mentions one of the three justifications below –</p> <ul style="list-style-type: none"> <li>• He ate everything</li> <li>• The barium carbonate/poison didn't affect him much</li> <li>• He drank engine oil and had no problem</li> </ul> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He ate all kinds of things</li> <li>• He was eating as soon as he was treated for the poison</li> <li>• He even drank engine oil</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH0907
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	<p>Any response that suggests or implies that his expectations were that Bruno would not recognise his wife AND that the expectations were not met.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He thought Bruno would not remember his wife but Bruno remembered her</li> <li>• He expected Bruno to forget his wife but he didn't</li> </ul>
<b>Partial Credit (Half Score)</b>	<p>Any response that suggests or implies that his expectations were that Bruno would not recognise his wife OR that the expectations were not met BUT NOT both.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• He thought Bruno would not remember his wife</li> <li>• His expectations were not correct</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response



<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH0908
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Supportive and generous.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH0909
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. They were worried that he would hurt someone.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH0910
<b>Grade &amp; Unit Name</b>	Grade 9   The Bond of Love
<b>Theme   Sub-Theme</b>	Love for Animals   Care, Compassion
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Reflection
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH1001
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. It summarises the entire text.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH1002
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. He tries to help the reader visualise the chaos.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH1003
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. An example of local belief
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH1004
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that states or implies that the Hindu Temple was chaotic while the Buddhist temple was peaceful.  Sample responses: <ul style="list-style-type: none"> <li>• The quiet</li> <li>• The chaos</li> <li>• The Buddhist temple was silent</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH1005
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Disgusting
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH1006
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that mentions that he was exhausted and homesick.  Sample responses: <ul style="list-style-type: none"> <li>• Exhausted and homesick</li> <li>• Tired and homesick</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH1007
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B.His detached manner
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH1008
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. Flute music has universal appeal.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH1009
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. He has changed over the years.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH1010
<b>Grade &amp; Unit Name</b>	Grade 9   Kathmandu
<b>Theme   Sub-Theme</b>	Travelogue   Description of Places
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. To Describe the writer's feelings while travelling through Kathmandu
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 1
<b>Question Code</b>	SAS21E09BH1101
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Gerard is planning to travel.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 2
<b>Question Code</b>	SAS21E09BH1102
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that states or implies that he is not easily flustered.  Sample responses: <ul style="list-style-type: none"> <li>• He is not easily scared</li> <li>• He stays calm</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 3
<b>Question Code</b>	SAS21E09BH1103
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. Intimidate Gerard.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 4
<b>Question Code</b>	SAS21E09BH1104
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	C. He wants to distract the intruder.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 5
<b>Question Code</b>	SAS21E09BH1105
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Access & Retrieve
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that states or implies that the intruder doesn't believe him and/or gets angry.  Sample responses: <ul style="list-style-type: none"> <li>• The intruder threatens him</li> <li>• The intruder knows he is lying</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 6
<b>Question Code</b>	SAS21E09BH1106
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	<p>Any response that AGREES AND provides either of the two justifications below –</p> <ul style="list-style-type: none"> <li>• He knew he had a car.</li> <li>• He knew he received no tradespeople.</li> </ul> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• Yes, he knew that he had a car</li> <li>• He heard people talk about him and knew he didn't receive many visitors</li> </ul>
<b>Partial Credit (Half Score)</b>	<p>Any response that AGREES AND provides either no justification or justifications different from the ones above.</p> <p>Sample responses:</p> <ul style="list-style-type: none"> <li>• I agree</li> <li>• Yes, he knew some things about Gerard.</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 7
<b>Question Code</b>	SAS21E09BH1107
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	D. Arrogant.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 8
<b>Question Code</b>	SAS21E09BH1108
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Reflect & Evaluate
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	B. He had an ironic sense of humour.
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 9
<b>Question Code</b>	SAS21E09BH1109
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Constructed response
<b>Full Credit (Full Score)</b>	Any response that states or implies that the intruder planned to steal Gerard's identity.  Sample responses: <ul style="list-style-type: none"> <li>• He wanted to live on as Gerard</li> <li>• He wanted to become Gerard</li> <li>• He wanted to replace Gerard</li> </ul>
<b>Partial Credit (Half Score)</b>	Any response that states or implies that the intruder planned to kill Gerard.  Sample responses: <ul style="list-style-type: none"> <li>• He planned to kill Gerard</li> <li>• To kill Gerard</li> </ul>
<b>No Credit (No Score)</b>	Any other response or missing response

<b>Item Number</b>	Question 10
<b>Question Code</b>	SAS21E09BH1110
<b>Grade &amp; Unit Name</b>	Grade 9   If I Were You
<b>Theme   Sub-Theme</b>	Significance of Intelligence   Presence of Mind
<b>Competency</b>	Integrate & Interpret
<b>Item Type</b>	Multiple Choice Question
<b>Full Credit (Full Score)</b>	A. He is an actor.
<b>No Credit (No Score)</b>	Any other response or missing response