



Description

Time: 2½ hours.

You may take an additional ½ hour to complete the examination.

Plan your time carefully; the suggested time for each part is only a guideline.

Part A: Written Response contributes 50% of the total ELA 20-1 Final Examination mark and consists of two assignments:

Personal Response to Text Assignment

- *Suggested time:* 45 minutes
- *Value:* 40 marks

Critical/Analytical Response to Literary Text Assignment

- *Suggested time:* 1½ to 2 hours
- *Value:* 60 marks

Instructions

- Complete the Personal Response to Text Assignment first. The Personal Response to Text Assignment is designed to allow you time to think and reflect upon the ideas that you may also explore in the Critical/Analytical Response to Literary Text Assignment.
- Complete **both** assignments.
- You may use the following print references:
 - a dictionary
 - a thesaurus
- Format your work using an easy-to-read 12-point font such as Times or Calibri.
- **Recommendation:** Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing.

Save your exam as ELA101FINALsurname

Please enter this label in the subject box of your email as well.

Please print this document.

**Complete both written assignments of this exam
in the answer document open on your computer.**

PERSONAL RESPONSE TO TEXT ASSIGNMENT

(suggested time: 45 minutes)

Carefully read and consider the texts on pages 2 to 4, and then complete the assignment that follows.

LESSON OF THE MOTH

i was talking to a moth
the other evening
he was trying to break into
an electric light bulb
and fry himself on the wires

why do you fellows
pull this stunt i asked him
because it is the conventional
thing for moths or why
if that had been an uncovered
candle instead of an electric
light bulb you would
now be a small unsightly cinder
have you no sense

plenty of it he answered
but at times we get tired
of using it
we get bored with the routine
and crave beauty
and excitement
fire is beautiful

and we know that if we get
too close it will kill us
but what does that matter
it is better to be happy
for a moment
and be burned up with beauty

than to live a long time
and be bored all the while
so we wad all our life up
into one little roll
and then we shoot the roll
that is what life is for
it is better to be a part of beauty
for one instant and then cease to
exist than to exist forever
and never be a part of beauty
our attitude toward life
is come easy go easy
we are like human beings
used to be before they became
too civilized to enjoy themselves

and before i could argue with him
out of his philosophy
he went and immolated himself on a
patent cigar lighter
i do not agree with him
myself i would rather have
half the happiness and twice
the longevity

but at the same time i wish
there was something i wanted
as badly as he wanted to fry himself

- Don Marquis

The story so far . . .

Digory 's friend Polly has been tricked by Uncle Andrew into touching one of the magic rings he has invented. Potty has vanished, and Uncle Andrew is attempting to persuade Digory to follow her and bring her back. As the excerpt begins, Uncle Andrew is explaining how the rings work.

from THE MAGICIAN'S NEPHEW

He got up, put on a pair of gloves, and walked over to the tray that contained the Rings.

"They only work," he said, "if they're actually touching your skin. Wearing gloves, I can pick them up—like this—and nothing happens. If you carried one in your pocket nothing would happen: but of course you'd have to be careful not to put your hand in your pocket and touch it by accident. The moment you touch a Yellow Ring, you vanish out of this world. When you are in the Other Place I expect—of course this hasn't been tested yet, but I *expect*—that the moment you touch a Green Ring you vanish out of that world and—I expect—reappear in this. Now. I take these two Greens and drop them into your right-hand pocket. Remember very carefully which pocket the Greens are in. G for Green and R for right. G.R. you see: which are the first two letters of Green. One for you and one for the little girl. And now you pick up a Yellow one for yourself. I should put it on—on your finger—if I were you. There'll be less chance of dropping it."

Digory had almost picked up the Yellow Ring when he suddenly checked himself.

"Look here," he said. "What about Mother? Supposing she asks where I am?"

"The sooner you go, the sooner you'll be back," said Uncle Andrew cheerfully.

"But you don't really know whether I can get back."

Uncle Andrew shrugged his shoulders, walked across to the door, unlocked it, threw it open, and said:

"Oh very well then. Just as you please. Go down and have your dinner. Leave the little girl to be eaten by wild animals or drowned or starved in Other World or lost there for good, if that's what you prefer. It's all one to me. Perhaps before tea time you'd better drop in on Mrs. Plummer and explain that she'll never see her daughter again; because you were afraid to put on a ring."

"By gum," said Digory, "don't I just wish I was big enough to punch your head!"

Then he buttoned up his coat, took a deep breath, and picked up the Ring. And he thought then, as he always thought afterwards too, that he could not decently have done anything else.

C.S. Lewis



Ouch!

Jerry Lampen / Reuters

A child is vaccinated against the swine flu virus in Schiedam, Netherlands, on Nov. 23, 2009.

Personal Response to Text Assignment

(Suggested time: approximately 45 minutes)

You have been provided with three texts on pages 2 to 4. In the poem, “Lesson of the Moth”, Don Marquis presents two different outlooks on courage—that of the moth and that of the man. In the excerpt from C.S. Lewis’ novel, *The Magician’s Nephew*, a character decides to do the courageous thing and attempt to rescue his friend, even though he doesn’t know what dangers may lie ahead. Jerry Lampen’s photograph captures a moment when parent and child have vastly differing points of view when it comes to courage.

The Assignment

**What do these texts suggest to you about
the importance of courage?**

**Support your idea with reference to ONE of the texts presented
and to your previous knowledge and/or experience.**

Instructions

- You must **use a prose form. Do not use a poetic form.**
- You must **connect ONE of the texts provided in this examination to your own ideas and impressions.**
- You may respond from a personal, critical, and/or creative perspective.

Complete your assignment in the answer document.

Critical / Analytical Response to Literary Text Assignment

(Suggested time: approximately 1½ to 2 hours)

Do NOT use the texts provided in this booklet for the Critical/Analytical Response to Literary Text Assignment. Select **ONE** text that is relevant to this assignment and interesting to you from the short stories, novel, non-fiction, plays, poetry, and other texts **that you have studied in ELA 10-1 this semester**. When considering the works that you have studied, choose a text that is meaningful to you and relevant to the following assignment.

The Assignment

Discuss the idea developed by the text creator
in your chosen text
about the ways in which
courage is an important quality.

Write a literary essay of at least five paragraphs.

The Assignment***Reminders for planning and writing***

- Carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your essay. **Organize** your essay so that your ideas are clearly, effectively, and coherently presented.
- As you **develop** your ideas, **support** them with appropriate, relevant, and meaningful examples from your choice of literary text.

Complete your assignment in the answer document.