



ENGLISH LANGUAGE ARTS 10-1

January 2004

Mrs. Adolf

<i>Description</i>	<i>Instructions</i>
<p>Part A: Written Response contributes 50% of the total ELA 10-1 Final Examination mark and consists of two assignments:</p> <p>Reflective Writing Assignment</p> <p><i>Suggested time</i> 45 minutes <i>Value</i> 40 marks</p> <p>Literary Composition Assignment</p> <p><i>Suggested time</i> 1½ to 2 hours <i>Value</i> 60 marks</p>	<p>Read the whole examination carefully before you begin to write.</p> <ul style="list-style-type: none"> - Follow instructions carefully. - Complete both assignments. - You may use the following print references: <ul style="list-style-type: none"> - a dictionary - a thesaurus - Budget your time carefully; the suggested time for each part is only a guideline for you. - Format your work using Times New Roman 12-point font - Time: 2½ hours. You may take an additional ½ hour to complete the examination.

Overview of the Examination

Read and reflect upon the whole examination before you begin to write. Time spent in planning may result in better writing. The Reflective Writing Assignment is designed to allow you time to think and reflect upon the ideas you will explore in greater depth in the Literary Composition Assignment.

Save your exam as **ELA101FINALsurname**
Please enter this label in the subject box of your email as well.

Please print this document.

Do not write your final exam answers in the body of this assignments document.
Complete both written assignments of this exam in the answer document open on your computer.

REFLECTIVE WRITING ASSIGNMENT

(suggested time: 45 minutes)

Carefully read and consider the texts below and complete the assignment that follows.

The Dinner Party

THE COUNTRY IS INDIA. A colonial official and his wife are giving a large dinner party. They are seated with their guests-army officers and government attaches and their wives, and a visiting American naturalist-in their spacious dining room, which has a bare marble floor, open rafters, and wide glass doors opening onto a veranda.

A spirited discussion springs up between a young girl who insists that women have outgrown the jumping-on-a-chair-at-the-sight-of-a mouse era and a colonel who says that they haven't.

"A woman's unfailing reaction in any crisis," the colonel says, "is to scream. And while a man may feel like it, he has that ounce more of nerve control than a woman has. And that last ounce is what counts."

The American does not join in the argument but watches the other guests. As he looks, he sees a strange expression come over the face of the hostess. She is staring straight ahead, her muscles contracting slightly. With a slight gesture she summons the native boy standing behind her chair and whispers to him. The boy's eyes widen, and he quickly leaves the room.

Of the guests, none except the American notices this or sees the boy place a bowl of milk on the veranda just outside the open doors.

The American comes to with a start. In India, milk in a bowl means only one thing - bait for a snake. He realizes there must be a cobra in the room. He looks up at the rafters-the likeliest place-but they are bare. Three corners of the room are empty, and in the fourth the servants are waiting to serve the next course. There is only one place left-under the table.

His first impulse is to jump back and warn the others, but he knows the commotion could frighten the cobra into striking. He speaks quickly, the tone of his voice so arresting that it sobers everyone.

"I want to know just what control everyone at this table has. I will count three hundred-that's five minutes-and not one of you is to move a muscle. Those who move will forfeit fifty rupees. Ready!"

The twenty people sit like stone images while he counts. He is saying "... two hundred and eighty ..." when, out of the corner of his eye, he sees the cobra emerge and make for the bowl of milk. Screams ring out as he jumps to slam the veranda doors safely shut.

"You were right, Colonel!" the host exclaims. "A man has just shown us an example of perfect control."

"Just a minute," the American says, turning to his hostess. "Mrs. Wynnes, how did you know that cobra was in the room?"

A faint smile lights up the woman's face as she replies: "Because it was crawling across my foot."

Mona Gardner

continued



Peter Parks / AFP - Getty Images

To My Son

When you were small
you used to climb
in our bed
when lightning ripped the sky.
We'd hold you tight between us
while your father said:
"That storm is miles away"
a second before the room
was lit
with fearsome light.

Now when lightning strikes
you stay in your own
narrow bed
trying to think of other
safer things
and we in our wide bed
sigh separate sighs
because we no longer know how
to comfort you.

Helen Fogwill Porter

continued

Section I: Reflective Writing Assignment

(Suggested time: approximately 45 minutes)

The preceding texts suggest the implications of discovering that we must rely on our own resources.

What do these texts suggest to you about the significance of our ability to be resourceful?
Discuss your ideas and impressions about the factors involved in being resourceful.
Support your ideas with reference to one or more of the texts presented.

Instructions

- You may respond from a personal, critical, and/or creative perspective.
- **Support** your response with reference to the writer's statement and/or to your own ideas and/or experiences.
- **Select** a prose form that is appropriate to what you wish to communicate and that will effectively communicate to the reader.
- **Choose** a planning strategy that is effective for you.
- **Discuss** ideas and/or impressions that are *meaningful to you*.
- **Consider** how you can create a strong unifying effect.

**Complete your assignment in the answer document,
and not in this one, containing the texts**

continued

Section II: Literary Composition Assignment

(Suggested time: approximately 1½ to 2 hours)

In the course of life, individuals may find themselves in situations, or choose situations, where they must put their resourcefulness to the test. Much literature explores the effectiveness of the individual's response in critical situations.

Write an essay based on literature that you have studied in which the author examines an individual's ability to be resourceful.

What idea(s) does the author develop regarding personal resourcefulness?

Support and develop your controlling idea with reference to specific detail from the literature that you choose to discuss.

Reminders for planning and writing

- **Select** literary examples that are relevant to this assignment and interesting to you from the short stories, novel, nonfiction, plays, poetry, and other literature that you have studied in ELA 10-1 this semester. **You should be very familiar with the literature you choose to discuss.** You **must** focus your discussion on literature *other than* the texts provided in this examination booklet.
- **Focus** your composition on your controlling idea about being resourceful. I will be looking for evidence that you are developing and supporting your controlling idea in response to *this* assignment. Carefully consider your controlling idea or how you will create a strong unifying effect in your composition.
- **Support** and develop your controlling idea with evidence from the literature that you choose to discuss.
- **Organize** your composition so that your ideas are clearly, effectively, and coherently presented.

**Complete your assignment in the answer document,
and not in this one, containing the texts**

the end