



ENGLISH LANGUAGE ARTS 10-1

January 2006

Mrs. Adolf

Description

Part A: Written Response contributes 50% of the total ELA 10-1 Final Examination mark and consists of two assignments:

Personal Response to Texts Assignment

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

Literary Essay Assignment

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

Time: 2½ hours.

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

Instructions

Read the whole examination carefully before you begin to write.

- Follow instructions carefully.
- Complete both assignments.
- You may use the following print references:
 - 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.**

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 Personal Response to Texts Assignment is designed

to allow you time to think and reflect upon the ideas

you will explore in greater depth in the Literary Essay Assignment.

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 TEXTS ASSIGNMENT

(suggested time: 45 minutes)

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

from The New Ice Age

It has been fondled and kissed and filled with beer. It has served as a cradle for babies; a vase for flowers; an ornament on a bar; a passenger in trains, planes, automobiles, and boats. It was once drop-kicked into the Rideau canal. It is venerated like a religious relic, and it is used like a party favour. It is an ungainly hunk of silverware, the bowl a replica of the humble mug Lord Stanley bought for \$50 and donated to the hockey champions of the Dominion in 1893, the collar a place to commemorate every person who can lay claim to it, 1600 names in all. During the Stanley Cup finals, crowds have lined up all night just for a moment in its presence: in New York where it was so long coming; in Denver where it arrived all but instantaneously; in Canada, anywhere, where the Shroud of Turin wouldn't draw a bigger or more devout gathering. Children are held aloft to gaze at it and told to remember what they're seeing. Those at the other end of life's spectrum strain failing eyes for a glimpse to hold in memory. For any hockey fan, to see it sparkling from a distance is to imagine what it must be like to touch it, to hold it, to bear it aloft around the ice as the crowd stands and roars, to see your name inscribed among so many others.

Forget the comparisons. There is nothing else like it in all of sport. The Stanley Cup, to Canadians and others who have fallen under the spell of hockey, is more than just a trophy. It has come to symbolize the pure, perfect mesh of culture and sport. It's not just a prize, but an icon. For a player, to touch it is to touch the entire history of the game, to put your hand where Howie Morenz put his, to feel what Gordie Howe felt, or Rocket Richard, or Wayne Gretzky, to be connected to every childhood fantasy, every dream dreamed at dawn on the way to the local rink.

It says something about the game, about the passion of the athletes who play it, and about their innocence, their lack of cynicism, that the members of the winning team are still given the opportunity to take the Cup home. Just try to imagine that in baseball, in basketball, in football. Whereas the championship trophies in other sports are locked safely away before and after the presentation, the Stanley Cup goes on the road. Anyone who deals with professional athletes will tell you that none have a stronger bond with their sport than hockey players. None seem more grateful just to have the chance to be part of it. None retain so much joy of childhood, of play. What could be more fulfilling, then, than to take the Cup back to the place whence you came, back to



Wherever it goes, the Stanley Cup inspires awe in fans of all ages.

family and friends and the people who watched you learn the sport. Each member of the winning team takes a turn doing just that.

The trophy is delivered to each member of the winning team in turn by its handlers from the Hockey Hall of Fame. It is removed from the special casket in which it travels. After that, it's up to the player where it goes. In the summer of 1997, members of the Detroit Red Wings took it on a long, wild ride to points in Canada, in the United States and, for the first time, to Russia, where curious onlookers were at first perplexed and then dazzled. Whatever the place, the faces look the same when the Cup comes into view: joy, awe, wonder, seeing in the glittering a reflection of ourselves.

Stephen Brunt
Canadian journalist and author

Shuttle Salute



Residents of Orlando, Florida cheer as the space shuttle *Discovery* emerges from the clouds during lift-off on July 26, 2005 in Cape Canaveral, Florida.

Mother to Son
by Langston Hughes

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
 It's had tacks in it,
 And splinters,
 And boards torn up,
And places with no carpet on the floor—
 Bare.
 But all the time
I'se been a-climbin' on,
And reachin' landin's,

And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.
 So, boy, don't you turn back.
Don't you set down on the steps.
'Cause you finds it's kinder hard.
 Don't you fall now—
 For I'se still goin', honey,
 I'se still climbin',
And life for me ain't been no crystal stair.

Open for Business



A barber shaves a man's face in his open-air shop amid the rubble as residents try to get their lives back to normal November 7, 2005, in Balakot, Pakistan. The official death toll in Pakistan from the devastating earthquake a month before has risen to more than 73,000, and authorities warn that thousands could die in remote mountainous regions as winter approaches.

Section I: Personal Response to Texts Assignment

(Suggested time: approximately 45 minutes)

The excerpt from Stephen Brunt's *Ice Age* presents a tangible example of what many people imagine they can achieve. The photograph "Shuttle Salute" indicates how human imagination can change the world. The poem "Mother to Son" and the photograph "Open for Business" suggest that people, even in the midst of adversity, can use the power of imagination to persevere in daily life.

What do these texts suggest to you about the power of human imagination? Support your ideas with reference to ONE or more of the texts presented and to your previous knowledge and/or experience.

Instructions

- You may respond from a personal, critical, and/or creative perspective.
- **Support** your response with reference to the text(s) 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.

Section II: Literary Essay Assignment

(Suggested time: approximately 1½ to 2 hours)

Reflect on the ideas and impressions that you discussed in the Personal Response to Texts Assignment regarding the power of human imagination.

The power of imagination may influence an individual in either a positive or a negative manner. Literature offers many examples of the ways in which imagination acts as an influence in individual lives.

Write a literary essay based on other literature you have studied that examines the influence of imagination in people's lives.

What idea does the author develop regarding human imagination?

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

Reminders for planning and writing

- **Select** a literary example that is relevant to this assignment and interesting to you from the short stories, film, novel, non-fiction, plays, poetry, and other texts 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.
- Carefully consider your *controlling idea* or how you will create a strong *unifying effect* in your composition. **Organize** your composition so that your ideas are clearly, effectively, and coherently presented.
- As you **develop** your ideas, **support** them with appropriate, relevant, and meaningful examples from the literary text.

Complete your assignment in the answer document.