



ENGLISH LANGUAGE ARTS 10-1

June 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 MOTH AND THE STAR

A young and impressionable moth once set his heart on a certain star. He told his mother about this and she counseled him to set his heart on a bridge lamp instead. "Stars aren't the thing to hang around," she said; "lamps are the thing to hang around." "You get somewhere that way," said the moth's father. "You don't get anywhere chasing stars." But the moth would not heed the words of either parent. Every evening at dusk when the star came out he would start flying toward it and every morning at dawn he would crawl back home worn out with his vain endeavor. One day his father said to him, "You haven't burned a wing in months, boy, and it looks to me as if you are never going to. All your brothers have been badly burned flying around street lamps and all your sisters have been terribly singed flying around house lamps. Come on, now, get out of here and get yourself scorched! A big strapping moth like you without a mark on him!"

The moth left his father's house, but he would not fly around street lamps and he would not fly around house lamps. He went right on trying to reach the star, which was four and one-third light years, or twenty-five trillion miles away. The moth thought it was just caught in the top branches of an elm. He never did reach the star, but he went right on trying, night after night, and when he was a very, very old moth he began to think that he really had reached the star and went around saying so. This gave him a deep and lasting pleasure, and he lived to a great old age. His parents and his brothers and his sisters had all been burned to death when they were quite young.

Moral: Who flies afar from the sphere of our sorrow is here today and here tomorrow.

James Thurber



Jakub Mosur / AP

continued

CURIOSITY

Alastair Reid

may have killed the cat. More likely
the cat was just unlucky, or else curious
to see what death was like, having no cause
to go on licking paws, or fathering
litter on litter of kittens, predictably.

Nevertheless, to be curious
is dangerous enough. To distrust
what is always said, what seems,
to ask odd questions, interfere in dreams,
leave home,
smell rats, have hunches
does not endear cats to those doggy circles
where well-smelt baskets, suitable wives,
good lunches
are the order of things, and where prevails
much wagging of incurious heads and tails.

Face it. Curiosity
will not cause us to die –
only lack of it will.
Never to want to see
the other side of the hill,
or that improbable country
where living is an idyll
(although a probable hell)
would kill us all.
Only the curious
have if they live a tale
worth telling at all.

Dogs say cats love too much, are irresponsible,
are changeable, marry too many wives
desert their children, chill all dinner tables
with tales of their nine lives.

Well, they are lucky. Let them be
nine-lived and contradictory,
curious enough to change, prepared to pay
the cat price, which is to die
and die again and again,
each time with no less pain.
A cat minority of one
is all that can be counted on
to tell the truth; and what they have to tell
on each return from hell
is this: that dying is what the living do
that dying is what the loving do,
and that dead dogs are those who never know
that dying is what, to live, each has to do.

Section I: Reflective Writing Assignment

(Suggested time: approximately 45 minutes)

The preceding texts suggest different approaches to life. One approach is that taking risks and exploring new situations is highly valued. Another approach maintains that which is familiar and seeking that which is comfortable and secure is highly valued.

What do these texts suggest to you about one's approach to life?
Discuss your ideas and impressions about the factors involved in risk-taking.
Support your ideas with reference to one or more of the texts presented.

In your writing you should

- **select** a prose form that is appropriate to the ideas you wish to express and that will enable you to effectively communicate to the reader.
- **discuss** ideas and/or impressions that are *meaningful to you*.
- **respond** from a personal, critical, and/or creative perspective. Keep in mind that regardless of the form you choose, you must communicate clearly to the reader.
- **choose** a planning strategy that is effective for 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)

Many characters in literature are willing to risk all in order to explore everything that life has to offer. Others dare to “reach for the stars” and refuse to adopt the generally accepted view of the way things are and the way things ought to be. Other characters, simply accept life as it is dealt to them. Still others limit their efforts to pursuing the generally accepted idea of how life should be lived.

Write an essay based on literature that you have studied in which the author examines the consequence of the individual response to risk-taking.

What idea does the author develop regarding risk-taking?

Develop your essay by providing specific supporting details 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 risk-taking. 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 appropriate, relevant and meaningful examples 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**