



ENGLISH LANGUAGE ARTS 10-1

June 2005

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>Personal Response to Texts Assignment</p> <p><i>Suggested time</i> 45 minutes <i>Value</i> 40 marks</p> <p>Literary Essay 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.

DREAMING

Joanne Pennot

It's my escape.
Lying alone,
My eyes closed,
I can dream.
I can make my problems go far away.
I can be an athlete in the Olympics ready to jump at the starting gun.
I can be an opera singer singing in front of an auditorium full of intent people.
I can be an artist sitting by my easel painting a million dollar masterpiece.
I can be a dancer leaping over golden rays of sun which are flowing in through the windows.
I can be a concert pianist composing a famous concerto.
I can be a sandy beach while the sun is setting with the man of my dreams kissing my waiting lips.
I never want to wake from this paradise,
But life must go on.
No matter what happens, no matter what this cruel world brings,
I'll always have my dreams to escape to.

continued

SUMMER SWING



Paul T. Erickson / The Tri-City Herald

RAINDROPS



David Longstreath / AP

continued

from WILD GEESE by Martha Ostenso

The novel is set in rural Manitoba in the 1920s. Judith (Jude) Gare, who is 17 years old, has a passionate and rebellious spirit. Her overbearing father, Caleb, seeks to control Judith through the relentless demands of farm work. Caleb's tyranny intimidates Judith's mother, Amelia, as well as Judith's submissive older sister, Ellen. Lind Archer, a young woman who has come to teach in the local school, boards with the Gares. Sven Sandbo is Judith's sweetheart.

For the rest of the day, Judith's hands were of no use to her, so she slipped away with her dog, Pete, through the bush to a little ravine where a pool had gathered below the thread of a spring. Pete caught a scent and was off, and Judith was left alone.

It was clingingly warm, as before rain. Not knowing fully what she was doing, Judith took off all her clothing and lay flat on the damp ground with the waxy feeling of new sunless vegetation under her. She needed to escape, to fly from something - she knew not what. Caleb . . . Ellen. . . the farm, the hot reek of manure in the stable when it was close as today. Life was smothering, overwhelming her, like a pillow pressed against her face, like a feather tick¹ pinning down her body.

She would have struck Caleb today had it not been for Amelia. Always pity stood in the way of the tide of violence she felt could break from her. Pity for Amelia, who would get what Caleb did not dare mete out to her, Judith.

Oh, how knowing the bare earth was, as if it might have a heart and a mind hidden here in the woods. The fields that Caleb had tilled had no tenderness, she knew. But here was something forbiddenly beautiful, secret as one's own body. And there was something beyond this. She could feel it in the freeness of the air, in the depth of the earth. Under the body there were, she had been taught, eight thousand miles of earth. On the other side, what? Above her body there were leagues and leagues of air, leading like wings - to what? The marvellous confusion and complexity of all the world had singled her out from the rest of the Gares. She was no longer one of them. Lind Archer had come and her delicate fingers had sprung a secret lock in Jude's being. She had opened like a tight bud. There was no going back now into the darkness.

Sven Sandbo, he would be home in May, so they said. Was it Sven she wanted, now that she was so strangely free? Judith looked straight about her through the network of white birch and saw the bulbous white country that a cloud made against the blue. Something beyond Sven, perhaps . . . Freedom, freedom. She dipped her blistered hands down into the clear topaz of the pool, lifted them and dipped them and lifted them, letting the drops slip off the tips of her fingers each time like tiny cups of light. She thought of the Teacher, of her dainty hands and her soft, laughing eyes. . . she came from another life, another world. She would go back there again. Her hands would never be maps of rope-blisters as Jude's were now, from tugging a calf out of a mudhole. Jude hid her hands behind her and pressed herself against the cold ground. Hard, senseless sobs rose in her throat, and her eyes smarted with tears. She was ugly beyond all bearing, and all her life was ugly. Suddenly she was bursting with hatred of Caleb. Her large, strong body lay rigid on the ground, and was suddenly unnatural in that earthy place.

¹feather tick-a thick, bulky, quilted bedcover filled with feathers or down

continued

Section I: Personal Response to Texts Assignment

(Suggested time: approximately 45 minutes)

Joanne Pennot's poem "Dreaming" presents the idea that dreaming provides an escape from the "cruel world" in which she lives. "Summer Swing" suggests one avenue of escape – the physical – while "Raindrops" suggests another – the imaginative. The novel excerpt from *Wild Geese* outlines how an individual may desire escape from physical, social, emotional, or psychological circumstances.

What do these texts suggest to you about the human desire to escape?
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 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 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 concerning the human desire to escape.

Literature often describes some aspect of the human desire to escape. An individual may desire escape from physical, social, emotional, or psychological circumstances. Whether the individual responds actively or passively to that desire affects the course of his or her life.

Consider the factors that contribute to and result from an individual's desire to escape.

**What idea(s) does the author develop regarding
the desire to escape?**

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, 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.
- 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,
and not in this one, containing the texts**

the end