

English (Standard) and English (Advanced)

Paper 1 — Area of Study ‘Discovery’

2015 Practice Examination

Total marks – 45

Section I

15 marks

- Attempt Question 1
- Allow about 40 minutes for this section

Section II

15 marks

- Attempt Question 2
- Allow about 40 minutes for this section

Section III

15 marks

- Attempt Question 3
- Allow about 40 minutes for this section

General Instructions

- Reading time – 10 minutes
- Working time – 2 hours
- Write using black or blue pen
Black pen is preferred

Section I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

Answer the question in a writing booklet. Extra writing booklets are available.

In your answers you will be assessed on how well you:

- **demonstrate understanding of the ways in which the concept of discovery is represented in and through texts.**
- **describe, explain and analyse the relationship between language, text and context.**

Question 1 (15 marks)

Examine Texts one, two, three and four carefully and then answer the questions that follow.

Question 1 continues on next page

Text One - Poster



Text Two - Song Lyrics

***The Greatest Discovery* by Elton John**

Peering out of tiny eyes
The grubby hands that gripped the rail
Wiped the window clean of frost
As the morning air laid on the latch

A whistle awakened someone there
Next door to the nursery just down the hall
A strange new sound you never heard before
A strange new sound that makes boys explore

Tread neat so small those little feet
Amid the morning his small heart beats
So much excitement yesterday
That must be rewarded must be displayed

Large hands lift him through the air
Excited eyes contain him there
The eyes of those he loves and knows
But what's this extra bed just here

His puzzled head tipped to one side
Amazement swims in those bright green eyes
Glancing down upon this thing
That make strange sounds, strange sounds that sing

In those silent happy seconds
That surround the sound of this event
A parent smile is made in moments
They have made for you a friend

And all you ever learned from them
Until you grew much older
Did not compare with when they said
This is your brand new brother
This is your brand new brother
This is your brand new brother

Text Three - Poem

Father and Child Part 1: Barn Owl by Gwen Harwood

Daybreak: the household slept.
I rose, blessed by the sun.
A horny fiend, I crept
out with my father's gun.
Let him dream of a child
obedient, angel-mind-

old no-sayer, robbed of power
by sleep. I knew my prize
who swooped home at this hour
with day-light riddled eyes
to his place on a high beam
in our old stables, to dream

light's useless time away.
I stood, holding my breath,
in urine-scented hay,
master of life and death,
a wisp-haired judge whose law
would punish beak and claw.

My first shot struck. He swayed,
ruined, beating his only
wing, as I watched, afraid
by the fallen gun, a lonely
child who believed death clean
and final, not this obscene

bundle of stuff that dropped,
and dribbled through the loose straw
tangling in bowels, and hopped
blindly closer. I saw
those eyes that did not see
mirror my cruelty

while the wrecked thing that could
not bear the light nor hide
hobbled in its own blood.
My father reached my side,
gave me the fallen gun.
'End what you have begun.'

I fired. The blank eyes shone
once into mine, and slept.
I leaned my head upon
my father's arm, and wept,
owl blind in early sun
for what I had begun

Text Four - Prose Extract

Extract from *Alice's Adventures in Wonderland* by Lewis Carroll

'Wake up, Alice dear!' said her sister; 'Why, what a long sleep you've had!'

'Oh, I've had such a curious dream!' said Alice, and she told her sister, as well as she could remember them, all these strange Adventures of hers that you have just been reading about; and when she had finished, her sister kissed her, and said, 'It *was* a curious dream, dear, certainly: but now run in to your tea; it's getting late.' So Alice got up and ran off, thinking while she ran, as well she might, what a wonderful dream it had been.

But her sister sat still just as she left her, leaning her head on her hand, watching the setting sun, and thinking of little Alice and all her wonderful Adventures, till she too began dreaming after a fashion, and this was her dream:--

First, she dreamed of little Alice herself, and once again the tiny hands were clasped upon her knee, and the bright eager eyes were looking up into hers--she could hear the very tones of her voice, and see that queer little toss of her head to keep back the wandering hair that *would* always get into her eyes--and still as she listened, or seemed to listen, the whole place around her became alive the strange creatures of her little sister's dream.

The long grass rustled at her feet as the White Rabbit hurried by--the frightened Mouse splashed his way through the neighbouring pool--she could hear the rattle of the teacups as the March Hare and his friends shared their never-ending meal, and the shrill voice of the Queen ordering off her unfortunate guests to execution--once more the pig-baby was sneezing on the Duchess's knee, while plates and dishes crashed around it--once more the shriek of the Gryphon, the squeaking of the Lizard's slate-pencil, and the choking of the suppressed guinea-pigs, filled the air, mixed up with the distant sobs of the miserable Mock Turtle.

So she sat on, with closed eyes, and half believed herself in Wonderland, though she knew she had but to open them again, and all would change to dull reality--the grass would be only rustling in the wind, and the pool rippling to the waving of the reeds--the rattling teacups would change to tinkling sheep-bells, and the Queen's shrill cries to the voice of the shepherd boy--and the sneeze of the baby, the shriek of the Gryphon, and all thy other queer noises, would change (she knew) to the confused clamour of the busy farm-yard--while the lowing of the cattle in the distance would take the place of the Mock Turtle's heavy sobs.

Lastly, she pictured to herself how this same little sister of hers would, in the after-time, be herself a grown woman; and how she would keep, through all her riper years, the simple and loving heart of her childhood: and how she would gather about her other little children, and make *their* eyes bright and eager with many a strange tale, perhaps even with the dream of Wonderland of long ago: and how she would feel with all their simple sorrows, and find a pleasure in all their simple joys, remembering her own child-life, and the happy summer days.

In your answer you will be assessed on how well you:

- **demonstrate understanding of the way perceptions of the journey are shaped in and through texts**
- **describe, explain and analyse the relationship between language, text and context** **Marks**

Question 1 (continued)

Text one — Poster

- (a) Identify ONE aspect of discovery that is revealed in this poster and explain how techniques are used to convey this. **2**

Text two — Song Lyrics

- (c) Comment on the nature of childhood discoveries as communicated in these song lyrics. **2**

Text three — Poem

- (d) Identify ONE assumption the child makes in the poem. **1**
(e) How does the final stanza shape your understanding of childhood discoveries? **2**

Text four - Prose Extract

- (f) Assess how curiosity can affect our own and others experiences of discovery. Draw on examples from Text Four. **3**

Texts one, two, three and four — Poster, Song Lyrics, Poem and Prose Extract

- (g) “Childhood discoveries are intensely emotional and meaningful”
Consider this quote and evaluate the effectiveness of TWO texts in conveying these types of childhood discoveries. **5**

End of Question 1

Section 2

15 marks

Attempt Question 2

Allow about 40 minutes for this section

In your answer you will be assessed on how well you:

- express understanding of discovery in the context of your studies
- organise, develop and express ideas using language appropriate to audience, purpose and context.

Question 2 (15 marks)

You have been asked to compose a creative story to appear in an anthology titled “*Discoveries and Childhood*”.

Use the following image to stimulate your response.



Section 3

15 marks

Attempt Questions 3

Allow about 40 minutes for this section

In your answer you will be assessed on how well you:

- demonstrate understanding of the concept of discovery in the context of your study
 - analyse, explain and assess the ways discovery is represented in and through a variety of texts
 - organise, develop and express ideas using language appropriate to audience, purpose and context
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Question 3 (15 marks)

“Discoveries are often evoked by curiosity and wonder, offering up new understandings of ourselves and the world we live in”

Discuss this statement in relation to your prescribed text and ONE other text of your own choosing.