



KNOX GRAMMAR SCHOOL

English (Standard) and English (Advanced) Paper 1 – Area of Study

General Instructions

- Reading time – 10 minutes
- Writing time – 2 hours
- Write using dark blue or black pen

Total marks – 45

Section I Pages 3-7

15 marks

- Attempt Question 1

Allow about 40 minutes for this section

Section II Page 8

15 marks

- Attempt Question 2

Allow about 40 minutes for this section

Section III Page 9

15 marks

- Attempt Question 3

Allow about 40 minutes for this section

Section I

15 marks

Attempt Question 1

Allow about 40 minutes for this section

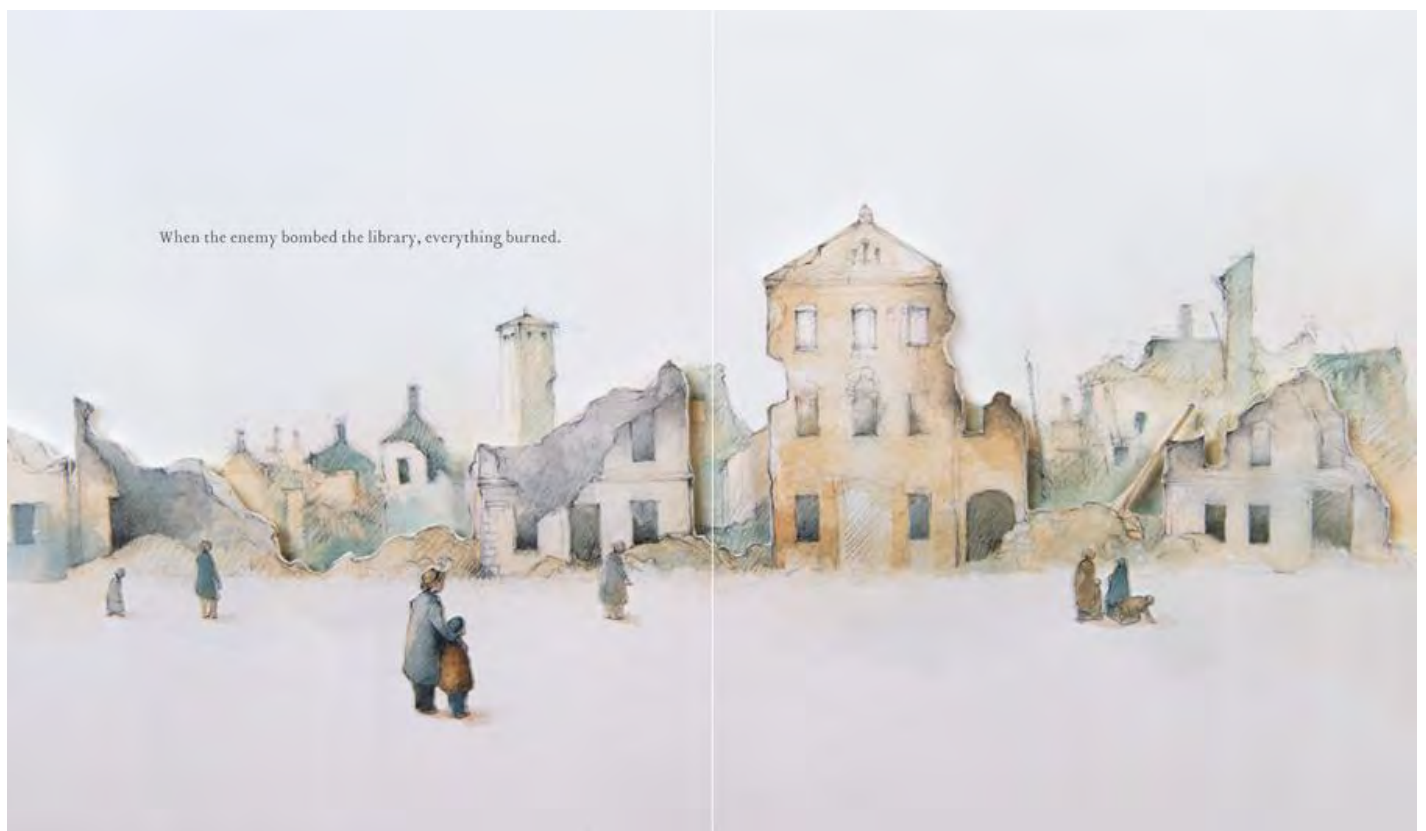
Answer the question on the writing paper provided. Extra paper is available.

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

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

Question 1 (15 marks)

Text one – Image: *The Treasure Box* by Margaret Wild



Text two –poem by Yveane Fallon

I Am To Be

I am to be

*The fly at your eye
You just can't brush away
Despite how hard you try.*

I am to be

*The thorn in your side
Pricking you consistently
Despite all your pride.*

I am to be

*The dog at your heel
Tenaciously gnawing you
Despite your appeal.*

I am to be

*Your history's ghost returned
Haunting every moment
Despite your concerns.*

I am to be

*The disease in your soul
Perpetually rancid
'Til you pay the toll.*

I am

*The offspring of my ancestors
Baring truths memory
Despite all of yours.*

- Yveane Fallon

Text three – novel extract from *Anil's Ghost* by Michael Ondaatje

Whenever a bomb went off in a public place, Gamini stood at the entrance of the hospital, the funnel of the triage, and categorized the incoming victims, quickly assessing the state of each person--sending them to Intensive Care or to the operating theatre. This time there were women too, because it had been a street bomb. All survivors in the outer circle of the explosion came in within the hour. The doctors didn't use names. Tags were put on the right wrist, or on a right foot if there was no arm. Red for Neuro, green for Orthopaedic, yellow for Surgery. No profession or race. He liked it this way. Names were recorded later if the survivors could speak, in case they died. Ten cc's of sample blood were taken from each of the patients and attached to their mattresses, along with disposable needles that would be reused if they were needed.

The triage separated the dying from those who needed immediate surgery and those who could wait; the dying were given morphine tablets so time would not be spent on them. Distinguishing the others was more difficult. Street bombs, usually containing nails or ball bearings, could cut open an abdomen fifty yards from the explosion. Shock waves travelled past someone and the suction could rupture the stomach. 'Something happened to my stomach,' a woman would say, fearing she had been cut open by bomb metal, while in fact her stomach had flipped over from the force of passing air.

Everyone was emotionally shattered by a public bomb. Months later survivors would come into the ward saying they feared they might still die. For those on the periphery, the shrapnel and fragments that flew through their bodies, magically not touching any vital organs, were harmless because the heat of the explosion would sterilize the shrapnel. But what did harm was the emotional shock. And there was deafness or semi-deafness, depending on which way one's head was turned on the street that day. Few could afford to have an eardrum reconstructed.

In these times of crisis junior staff members did the work of orthopaedic surgeons. Roads to larger medical centres were often closed because of mines, and helicopters were unable to travel in darkness. So all versions of trauma, all versions of burns, surrounded the trainees. There were only four neurosurgeons in the country: two brain surgeons in Colombo, one in Kandy and one in the private sector--but he had been kidnapped a few years earlier.

Meanwhile, far away in the south, there were other interruptions. Insurgents entered the Ward Place Hospital in Colombo and killed a doctor and two of his assistants. They had come looking for one patient. 'Where is so and so?' they had asked. 'I don't know.' There was bedlam. After finding the patient, they pulled out long knives and cut him to pieces. Then they threatened the nurses and demanded they not come to work anymore. The next day the nurses returned, not in uniforms but in frocks and slippers. There were gunmen on the roof of the hospital. There were informers everywhere. But the Ward Place Hospital remained open.

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

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

Question 1 (continued)

Text one – Image

- (a) Describe how the composer has used visual techniques to convey an aspect of discovery. (3)

Text two – Poem

- (b) Discuss how has the composer set out to confront the reader to provoke discovery? (3)

Text three – Novel extract

- (c) How has the author provoked the reader to discover the tragic occurrences in Sri Lanka? (3)

Texts one, two and three

- (d) Analyse how TWO of these texts convey the notion that discoveries can be confronting and provocative? (6)

End of Question 1

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

In your answers 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)

Compose a piece of imaginative writing that is centred on the idea that there is no discovery without provocation.

End of Question 2

Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section

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

- demonstrate understanding of the concept of discovery in the context of your studies
 - analyse, explain and assess the ways discovery is represented in a variety of texts
 - organise, develop and express ideas using language appropriate to audience, purpose and context
-

Question 3 (15 marks)

‘Significant and transformative discoveries are made when we face and deal with confronting and provocative challenges.’

Discuss how this has been evident in your prescribed text and at least ONE other related text of your own choosing?

The prescribed texts are:

- William Shakespeare, *The Tempest*

OR

- Jane Harrison, *Rainbow's End*

End of paper