



# Year 12 English Standard and Advanced Paper 1: Area of Study - Discovery 2015 HSC Trial Examination

## General Instructions

- Reading time: 10 minutes
- Working time: 2 hours
- Attempt Sections 1, 2 and 3
- Write using black or blue pen
- Do NOT write in pencil
- Complete all sections in different booklets
- Write your student number on the front of each booklet

## Total marks – 45

### Section 1 – Reading (5%) Pages 3-7

#### 15 marks

- Allow about 40 minutes for this section

### Section 2 – Writing (5%) Page 8

#### 15 marks

- Allow about 40 minutes for this section

### Section 3 – Extended Response (5%) Page 9-10

#### 15 marks

- Allow about 40 minutes for this section

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# 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.

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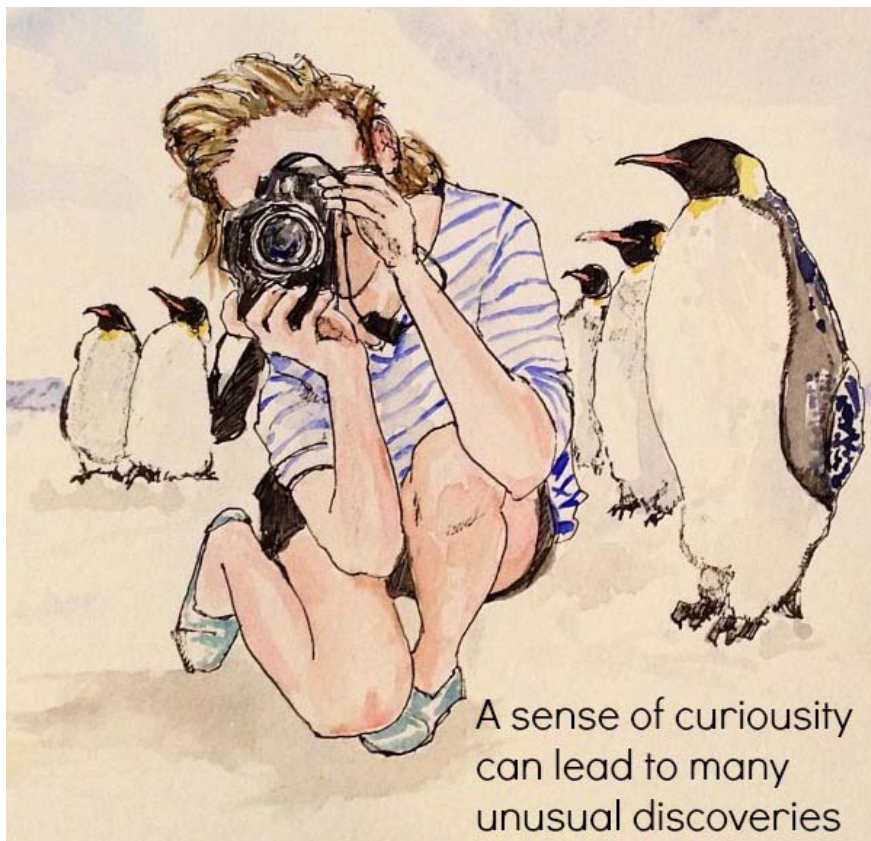
In your answer you will be assessed on how well you:

- 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
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## Question 1 (15 marks)

Examine **Text one, two, three and four** carefully and then answer the questions on page 7.

### Text one – Visual text



**‘Snapping Penguins’ by Paul Heppell**

**Question 1 continues on page 4**

## Question 1 (continued)

### Text two – Poem

#### Embers

I said, "My youth is gone  
Like a fire beaten out by the rain,  
That will never sway and sing  
Or play with the wind again."

I said, "It is no great sorrow  
That quenched my youth in me,  
But only little sorrows  
Beating ceaselessly."

I thought my youth was gone,  
But you returned,  
Like a flame at the call of the wind  
It leaped and burned;

Threw off its ashen cloak,  
And gowned anew  
Gave itself like a bride  
Once more to you.

Sara Teasdale

### Text three – Short story extract

#### ‘Wired’

I decided that the best place to enter the dating scene was undoubtedly aboard public transport. Determined to woo the one of my choice minus all the conventional tools (hair gel, Levi’s and the like), I boarded the bus sporting my very best: collectable War Hammer T-shirt and tracky dacks. Upon scanning my options for a seat, I glanced a “possible” – you know, the type of girl with blonde hair, iced lips and a cupcake persona to match. I nailed a seat right behind her and tried to decide on some tactics. Just like eating McDonald’s, there were a number of ways to approach the situation. I could go in for the kill, rip her iPod from her ears and recite some *Wuthering Heights*. Or I could play it a little more cool and explain to her why she is jolted forward every time the bus decelerates. The second option seemed to require fewer theatrics, so I plastered an “I am open to receive your admiration” expression on my face and gave her shoulder a tentative jab. At first she appeared not to have noticed. Perhaps she thought I was a mosquito.

I tried again. This time she turned around. “Hey,” I said.

“Err, hello,” she replied, evidently eyeing my “president of Plymont Chess Club” badge.

“Would you like to know a fascinating scientific fact?”

“Umm ...”

She appeared to be falling under my spell.

“OK.”

I cleared my throat. After outlining Newton’s Second Law of Motion, placing particular emphasis on the forces that were drawing us together, I proceeded to relate our situation aboard the bus to year 12 physics. I concluded and awaited her reaction.

“That’s nice, I’ve err, got to get off now.”

She left the bus. Somewhat stunned by her lack of appreciation for science, I stayed on until I was a full eight suburbs away. I rang Mum from a payphone.

My next dip in the girl pond was a little warmer. School camp presented numerous opportunities for girl-getting and this time I was determined not to be brushed off. I deduced, from some very poor tent-pitching skills and an apparent reluctance to use pit toilets, that the girls were somewhat out of their comfort zones. Personally I was enjoying the wilderness experience, and when it came to high-ropes adventure courses I was ace. As long as the girls could see past the fact that my “lunch” was being “squashed” by the less-than-flattering harness, I could surely score some points.

I managed to position myself so that I had the two most uncoordinated boys in my class climbing before and after me. After checking that my carabineer was closed and that my helmet was offering my brains adequate protection, I swung out bravely and began on the half-metre course. After managing to look in control, I began the next section and actually overtook Bradley, who was slightly overweight and wedged in a rubber tyre. I was now treading the wire behind Kirsten, a definite “target”.

Kirsten looked really pretty, her pony-tail trailing down her black singlet and tiny sweat patches forming on her shorts. I decided to put the gas on and took the “bridge of death” at a bit of a run. It was at this point that my abstinence from gym class came back to bite me on the bum – hard. In my pursuit of Kirsten, I had neglected to continue in a straight line. I fell sideways from the bridge, which would have been OK had my trainer not lodged itself between two of the rungs. My harness flipped me over and before I had even contemplated the pain that was to be inflicted upon certain parts of my anatomy, I was inverted: an oversized, pot-bellied bat hanging in equilibrium. Lacking the finesse to pull myself upright, I waited patiently for qualified assistance. I looked down, and through watering eyes saw Kirsten, standing on the ground and gazing up at me.

“Stuck?” □

“Yes.” □ She continued to examine my form, a smile crimping the corners of her perfect mouth. My first “girl moment” had taken place whilst hanging upside down from a stainless steel cable. From my possie in the trees, I had a pretty good view of her chest. I was, however, captivated by something else. After being brought back to earth (physically at least), my knees folded and I sprawled at her feet. She offered me her hand.

“Thanks.”

As I stared into her starry blue eyes, things moved beyond platonic. I had crossed the next frontier – love – boldly going where I had never been before.

**Katherine Sarna-Wetton**

## Question 1 (continued)

### Text four – Feature article

#### **Hugs help protect against stress, infection, say researchers**

Instead of an apple, could a hug-a-day keep the doctor away? According to new research from Carnegie Mellon University, that may not be that far-fetched of an idea.

Led by Sheldon Cohen, the Robert E. Doherty University Professor of Psychology in CMU's Dietrich College of Humanities and Social Sciences, the researchers tested whether hugs act as a form of social support, protecting stressed people from getting sick. Published in *Psychological Science*, they found that greater social support and more frequent hugs protected people from the increased susceptibility to infection associated with being stressed and resulted in less severe illness symptoms.

Cohen and his team chose to study hugging as an example of social support because hugs are typically a marker of having a more intimate and close relationship with another person.

"We know that people experiencing ongoing conflicts with others are less able to fight off cold viruses. We also know that people who report having social support are partly protected from the effects of stress on psychological states, such as depression and anxiety," said Cohen. "We tested whether perceptions of social support are equally effective in protecting us from stress-induced susceptibility to infection and also whether receiving hugs might partially account for those feelings of support and themselves protect a person against infection."

In 404 healthy adults, perceived support was assessed by a questionnaire, and frequencies of interpersonal conflicts and receiving hugs were derived from telephone interviews conducted on 14 consecutive evenings. Then, the participants were intentionally exposed to a common cold virus and monitored in quarantine to assess infection and signs of illness.

The results showed that perceived social support reduced the risk of infection associated with experiencing conflicts. Hugs were responsible for one-third of the protective effect of social support. Among infected participants, greater perceived social support and more frequent hugs both resulted in less severe illness symptoms whether or not they experienced conflicts.

"This suggests that being hugged by a trusted person may act as an effective means of conveying support and that increasing the frequency of hugs might be an effective means of reducing the deleterious effects of stress," Cohen said. "The apparent protective effect of hugs may be attributable to the physical contact itself or to hugging being a behavioral indicator of support and intimacy."

Cohen added, "Either way, those who receive more hugs are somewhat more protected from infection."

**Shilo Rea**

**Question 1 continues on page 7**

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In your answer 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)**

**Marks**

**Text one – Visual text**

- a) Select one aspect of the visual text and explain how it is used to offer a perspective on the significance of curiosity in making discoveries. 2

**Text two – Poem**

- b) Explain how the poet conveys a discovery about youth in the poem. 2

**Text three – Short story extract**

- c) Explore how the writer uses two language techniques to convey the significance of making discoveries through relationships with others. 3

**Text four – Feature article**

- d) Analyse how the composer uses language techniques to convey a perspective on discovery. 3

**Texts one, two, three and four**

- e) Analyse how making discoveries can have a significant impact on understanding the complex nature of relationships.

Answer with reference to Text one **OR** Text two **OR** Text three **OR** Text four.

5

**End of Question 1**

## Section II

15 marks

### Attempt Question 2

Allow about 40 minutes for this section

Answer the question in a SEPARATE writing booklet.

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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 your audience, purpose and context
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### Question 2 (15 marks)

Compose a piece of imaginative writing that explores how discoveries can change perceptions of self and shape an understanding of the broader world.

Use ONE of the sentences below as the central element of your writing. The sentence must appear at some point in your response.

“Two girls discover the secret of life.”

OR

“There are no road signs or obvious markers on the way in.”

OR

“She knew it would be a key to a new world.”

**End of Question 2**



## **Section III**

**15 marks**

**Attempt Question 3**

**Allow about 40 minutes for this section**

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

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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 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)**

‘It is not achieving what you set out to do, but coping with adversity\* along the way that brings about the most profound changes.’

To what extent is this view of discovery explored in your prescribed text and at least ONE other related text of your own choosing?

The prescribed texts are listed on the next page.

\* Adversity = hardship, difficulty or misadventure

**Question 3 continues on page 10**

### Question 3 (continued)

- **Prose Fiction**
  - James Bradley, *Wrack*
  - Kate Chopin, *The Awakening*
  - Tara June Winch, *Swallow the Air*
- **Nonfiction**
  - Bill Bryson, *A Short History of Nearly Everything*
  - Ernesto ‘Che’ Guevara, *The Motorcycle Diaries*
- **Drama**
  - Michael Gow, *Away*
  - Jane Harrison, *Rainbow’s End*
- From Vivienne Cleven et al. (eds), *Contemporary Indigenous Plays*
- **Film**
  - Ang Lee, *Life of Pi*
- **Shakespeare**
  - William Shakespeare, *The Tempest*
- **Poetry**
  - Selected poems of Rosemary Dobson
    - ❖ ‘Young Girl at a Window’,
    - ❖ ‘Wonder’
    - ❖ ‘Painter of Antwerp’
    - ❖ ‘Traveller’s Tale’
    - ❖ ‘The Tiger’
    - ❖ ‘Cock Crow’
    - ❖ ‘Ghost Town: New England’
  - Selected poems of Robert Frost
    - ❖ ‘The Tuft of Flowers’
    - ❖ ‘Mending Wall’
    - ❖ ‘Home Burial’
    - ❖ ‘After Apple-Picking’
    - ❖ ‘Fire and Ice’
    - ❖ ‘Stopping by Woods on a Snowy Evening’
  - Selected poems of Robert Gray
    - ❖ ‘Journey: The North Coast’
    - ❖ ‘The Meatworks’
    - ❖ ‘North Coast Town’
    - ❖ ‘Late Ferry’
    - ❖ ‘Flames and Dangling Wire’
    - ❖ ‘Diptych’
- **Media**
  - Simon Nasht, *Frank Hurley – The Man Who Made History*
  - Ivan O’Mahoney, *Go Back to Where You Came From* – Series 1, Episodes 1, 2 and 3 and *The Response*

**End of paper**