

# English (Standard) and English (Advanced)

Paper 1 — Area of Study ‘Discovery’

2015 Practice Examination

Total marks – 45

## General Instructions

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

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### 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

## 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 - Visual Text**





### **Text Three - Poem**

*Brief Thoughts on a Test Tube* by Miroslav Holub

You take  
a bit of fire, a bit of water,  
a bit of rabbit or tree,  
or any little piece of man,  
you mix it, shake well, cork it up,  
put it in a warm place, in darkness, in light, in frost,  
leave it alone for a while - though things don't leave you alone -  
and that's the whole point.

And then  
you have a look - and it grows,  
a little sea, a little volcano,  
a little tree, a little heart, a little brain,  
so small you don't hear its pleas  
to be let out,  
and that's the whole point, not to hear.

Then you go  
and record it, all the minuses or  
all the plusses, some with an exclamation mark,  
all the zeros, or all the numbers, some with an exclamation-mark,  
and the point is that the test-tube  
is an instrument for changing questions -  
into exclamation marks,

And the point is  
that for the moment you forget  
you yourselves are  
In the test-tube.

## Text Four - Non-Fiction Extract

‘Rediscovering the wreck’ from *Treasure Seekers: The Titanic*

Although there is no firm evidence of treasure carried aboard the *Titanic*, many of the passengers were wealthy. And the scale of the disaster has gripped the popular imagination ever since the ship went down. So there were always hopes that the *Titanic* would be raised again. As she lay at such a depth in icy waters, however, it was impossible for many years for anything to be done about tracing and investigating the wreck.

By the 1980s the technology to investigate the depths was beginning to be developed. Several attempts to locate the *Titanic* failed, but in 1985 Dr Robert Ballard, a geologist from the Woods Hole Oceanographic Institute in Massachusetts, began to search the area with a submersible and an underwater robot that he had devised. Initially he worked with a French team using side-scan sonar to search for the wreck, but his efforts went unrewarded. Eventually he started using an underwater

camera and in 1986 he spotted one of the ship’s boilers.

Elated, he began a programme of filming her remarkable remains. She had broken up further when she hit the seabed, her bows coming to a rest nearly 610 metres (2000 feet) from the stern. Rust had attacked much of the ship’s metalwork, creating great pendant pieces like yellow icicles. Some parts of her still gave a glimpse of her former glory while others lay scattered in a thousand fragments. Pieces of furniture also survived, as did many of the objects on the ship.

In 1987 salvors\* descended on the wreck and began to remove material from it. This gave rise to many legal battles between rival salvage companies and other interested parties, such as the insurers who had paid out on the original losses in the disaster - a can of worms that once opened has been writhing ever since.

\* salvors - a person engaged in salvage of a ship or items lost at sea.

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 — Visual Text**

- (a) Identify ONE aspect of the visual text and explain how it represents the concept of a physical discovery. 2

**Text two — Website**

- (b) How is the concept of discovery revealed through a representation of place in this text? 2

**Text three — Poem**

- (c) Explain how ONE perception of discovery has been conveyed in Holub’s poem. 3

**Text four - Non-Fiction Extract**

- (f) “*there were always hopes that the Titanic would be raised again*” Explain how the text portrays human reactions toward physical discoveries. 3

**Texts one, two, three and four — Visual text, Website, Poem and Non-fiction Extract**

- (g) Evaluate the effectiveness of TWO texts in revealing various attitudes towards 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)

Use the image below as the basis of a creative piece on discovery.





### **Section 3**

**15 marks**

**Attempt Questions 3**

**Allow about 40 minutes for this section**

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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 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)**

“Whether discovering something for the first time, or rediscovering something, it is our attitude towards the process of discovery that is most important”

Demonstrate how your prescribed text and ONE other related text of your own choosing represent this interpretation of discovery.