

DISCOVERY PRACTICE PAPER 2

English

(Standard) and (Advanced)

Paper 1 – Area of Study

General Instructions

- Reading time 10 minutes
- Working time 2 hours
- Write using blue or black pen
- Start a new booklet to answer each section

Total Marks – 45 Section 1

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

Start a new booklet for this question.

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 (15 marks)

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

TEXT ONE - ADVERTISEMENT



TEXT TWO - NON-FICTION

A Brief Biography Of Ansel Adams (1902 - 1984)

Ansel Adams is one of the most respected names in photography. During his lifetime he produced hundreds of images that became familiar across the world, as tributes to the epic landscapes of North America. Since his death he's become an institution, remembered equally fondly for the quality of his work and the conservationist sentiment with which it is attached.

Adams grew up in California - a hyperactive, intelligent child. Struggling to settle into conventional education, he was dismissed from several schools. Eventually, at the age of twelve, his parents decided to employ home tutors who were largely responsible for the remainder of his education.

During these early years Ansel was introduced to the piano, which became a focus for his talents and restless energy. He improved rapidly and soon came to harbour professional musical ambitions.

At fourteen, Adams was given a Box Brownie camera. He was first able to use it on a family trip to the Yosemite Valley. From the very beginning, these two passions - for the natural world and photography - were inseparably linked.

As he neared the end of his education, both the piano and his camera occupied Adams intensely, but his professional goals were firmly confined to the world of music. Nonetheless, as early as 1921 he had some success with the sale of images taken in the Yosemite Valley.

During his twenties, it steadily dawned on Adams that his potential as a photographer outstripped his prospects as a concert pianist, and that a shift in focus was inevitable. Whilst this dismayed his mother, who doubted the artistic value of photography, his father remained supportive in this new venture.

Having developed a comprehensive knowledge of the photographic process, and experimented a good deal with technique and style, it was in 1927 that Ansel Adams felt fit to declare:

"My photographs have now reached a stage when they are worthy of the world's critical examination."

This examination bore very positive early reviews after a debut solo exhibition at the Smithsonian Institution in 1931. His images, taken in the High Sierra, expressed a sense of awe for the expanse and scale of the mountainous landscapes that he would become famous for capturing.

Along with other prominent photographers, Adams co-founded a group called F/64 in 1932. The name refers to an f.stop setting on cameras which produces a high degree of clarity with a large depth of field.

It was an attempt at setting out the stall of photography as an art form in its own right, with a unique aesthetic value. Photographs, for Adams, should be sharp, clear depictions, not blurry abstractions in imitation of paintings.

It was during this decade Ansel Adams began advancing conservationist causes through his photos in earnest. He did not believe, as many other image makers from the Depression era did, that the art of photography was lumbered with some kind of social responsibility. But his environmental agenda was pursued energetically and led to National Park status for Sequoia and Kings Canyon.

Moreover, following the Pearl Harbour attack of 1941, he felt compelled to express his despair at the U.S government's decision to house Japanese Americans in 'War Relocation Camps'. The resulting photo-essay achieved a considerable profile and was published as Born Free and Equal: The Story of Loyal Japanese Americans.

In 1941 Adams took one of his best known images, Moonrise, Hernandez, New Mexico. His constant reworking of the shot through many different prints over the next forty years is an insight into his perfectionism.

In a more creative vein, Adams also spoke frequently about the need to visualise, or 'pre-visualise' an image. He held a very clear impression in his mind of the intended shot before anything was captured, and the originality of his work attests to this.

"When I'm ready to make a photograph, I think I quite obviously see in my minds eye something that is not literally there in the true meaning of the word. I'm interested in something which is built up from within, rather than just extracted from without. There is nothing worse than a brilliant image of a fuzzy concept."

In 1952, now very well known, Adams co-founded Aperture magazine, which today remains a quarterly publication devoted to fine art photography. Soon after, he began offering his famous workshops which, over twenty-five years, inspired thousands of photographers.

Two years before his death in 1984, Ansel Adams was awarded the Presidential Medal of Freedom, the United States' highest civilian honour.

Drawn to the beauty of nature's monuments, he had become, in the words of President Jimmy Carter, a monument himself, to the worlds of photography and environmentalism alike



TEXT THREE - SONG

FIRST DAY OF MY LIFE by Bright Eyes

This is the first day of my life
I swear I was born right in the doorway
I went out in the rain suddenly everything changed
They're spreading blankets on the beach

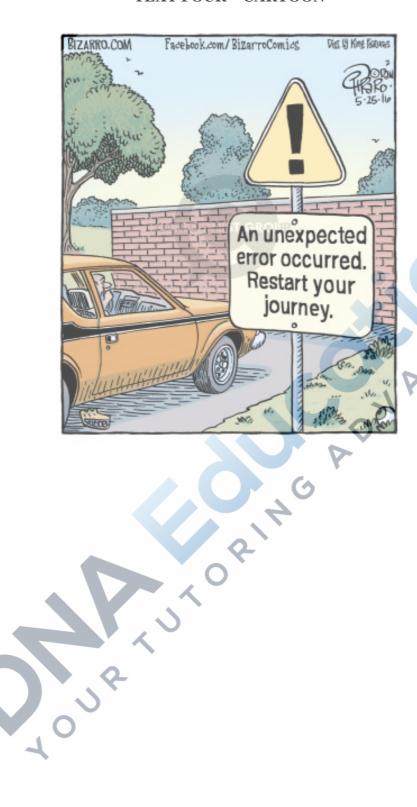
Yours is the first face that I saw I think I was blind before I met you Now I don't know where I am I don't know where I've been But I know where I want to go

And so I thought I'd let you know
That these things take forever
I especially am slow
But I realize that I need you
And I wondered if I could come home

Remember the time you drove all night
Just to meet me in the morning
And I thought it was strange you said everything changed
You felt as if you'd just woke up
And you said "this is the first day of my life
I'm glad I didn't die before I met you
But now I don't care I could go anywhere with you
And I'd probably be happy"

So if you want to be with me
With these things there's no telling
We just have to wait and see
But I'd rather be working for a paycheck
Than waiting to win the lottery
Besides maybe this time is different
I mean I really think you like me

TEXT FOUR – CARTOON



In this section 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 - Advertisement

(a) Identify ONE visual aspect of the image that conveys the

(b) What might this advertisement be saying about discoveries?

Text Two - Non-Fiction

idea of discovery.

(c) What kind of discovery did Ansel make?

(d) Identify TWO language techniques that support this discovery. 2

Text Three - Song

(e) What significance on rediscovering something for the first time does the songwriter make?

Text Four - Cartoon

(f) What is the cartoon suggesting about discoveries?

Texts One, Two, Three and Four

(e) Evaluate the effectiveness of THREE of the texts in showing how discoveries can stimulate new ways of thinking.

4

Section II

15 marks

Attempt Question 2

Allow about 40 minutes for this section

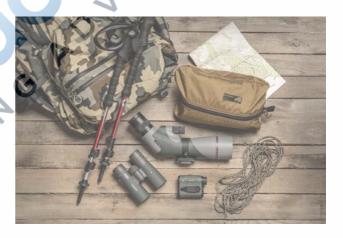
In your answer you will be assessed on how well you:

- 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 one of the following images as stimulus for an imaginative story.







Section III

15 marks

Attempt Question 3

Allow about 40 minutes for this section

Start a new booklet to answer this question.

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

Question 3 (15 marks)

Focus - Discovery

Explain how discoveries may be questioned or challenged when viewed from different perspectives and how their worth may be reassessed over time.

Support your response by close reference to how ideas about discovery are represented in your prescribed text, and at least ONE other related text of your own choosing.

