

dialogue

a) The composer has drawn the reader in through colloquial language. 'Oh, man, look at this!' this allows the reader to have a stronger understanding that he is excited by what he has found, supported by the exclamation mark.

This is also evident through the use of a ~~powerful~~ ^{powerful} ~~of voice demanding~~ ~~or~~ powerful and demanding tone in voice. 'No, he shouted. No! I don't want that. I don't want and junk in the apartment' ~~this~~ this repetition of No reinforces it as a demand supported by the exclamation.

The ~~metaphorical speaking~~ metaphor 'junk' also ^{helps} convey the idea of how much he doesn't want it.

b) ~~The~~ A man is depicted presenting his objects to the viewer through his posture and hands. His left hand is pointing at his collection of shells this is a vector drawing the viewers eyes towards it as he shows it off. His right hand holds a bottle with a snake or eel in it, as it is preserved it highlights as he values it as he doesn't want it to diminish.

In the background ~~there is~~ there are ~~shelves~~ containers on a display shelf, ~~as~~ as he is holding the ^{used} one in his hand it shows that he collects this specimens that he discovers. The fact that its a display shelf ~~show~~ proves that he ~~will~~ shows them off, hence valuing them.

personal response, father's

c) The composers use of personal pronouns draws the reader into the text. 'his, he' this focuses his personal response into the readers mind.

The father personal response to discovery is revealed through a metaphor.

'blue as eyes' connecting ~~with~~ Alliterary with butterfly, ~~But~~ ~~all this~~ also the 'saw' personal pronoun assists in ~~with~~ the reader into his shoes and perceiving what he saw.

The use of ~~descrip~~ descriptive language after a jump from the first stanza to the second ~~stanza~~ stanza (by the use of enjambment). ~~First~~ ~~foe~~ First sparks interest in the readers mind as there is a change in pace then followed by the descriptive dull imagery draws focus to the father's experience. 'along the sedgey wet feet shore of the brimming eel-filled rush-fringed peat-brown river.'

d) The ~~author~~ composers use starts with a short sentence containing a simile. "First came her stories like cobwebs across the world." This immediately ~~creat~~ creates an ~~abig~~ ambiguous feeling as it focuses on this starting line which is comparing something to something else, this leaves the reader in discomfort and uncertainty for the rest of the extract.

The composers use of a cliché 'once upon a time' this referal to something so ~~exman~~ common and simple shocks the reader as it contrasts against the earlier complexity, putting the reader not knowing how to feel about the text, finding it difficult to know if discovery is true or false.

The use of a short sentence ~~standing~~ standing by its own at ~~the~~ the end of the extract. 'I want to leave her and her stories be.' ~~finste~~ stimulates ideas in the reader's mind as they are unable to come to a definitive

conclusion, hence suggesting this about the central idea of the text, discovery

e) Text 2 and Text 1 explores ~~how curio~~ the significance of curiosity in the process of discovery. As they are both ~~in different~~ different mediums so they use different techniques to explore this in ~~similar~~ ~~and~~ the same and similar ways.

Text 1 ~~explores~~ presents discovery as a process which ~~thrive~~ occurs most often through the thrive for knowledge. It depicts books which stand as a representation of research and knowledge. The curtains are used to frame the image when you look towards the background drawing your eyes to the ^{empty} test tubes, this suggests that he has planned to fill all of them to satisfy his feelings of wander and curiosity. ~~The small~~ ~~at~~ All this focuses the idea that through ^{lots} ~~research~~ research and study, and then thrive for more

is ~~the~~ a part of a discovery.

Reinforced by him being old, as it is a process.

Text 1 has similarly explored this as it ~~is~~ the persona of the man ~~is~~ is constantly ~~that~~ in want for something new and is always intrigued by what he finds, presented through dialogue of colloquial language 'oh, man, look at this!' and the other voice 'I can't imagine' contrasts this as ~~he~~ is unable to discover because he is unable to imagine.

If you require more space to answer Question 1, you may ask for an extra writing booklet.

If you have used an extra writing booklet for Question 1, tick here.