

a) Dialogue is used in the extract in order to portray how the couple's unexpected discovery are shown to have wondrous consequences, as denoted through ~~the~~ use of exclamatory language in "Look, here!". Furthermore, the dialogue utilises ~~a~~ colloquial term to demonstrate the normality of their situation as well as their excitement at this occasion, as "Oh, man, look at this!" ~~portrays~~ demonstrates how the young couple's reaction is filled with joy ~~and~~ in ~~discovery~~ their discovery.

b) The image utilises colour symbolism in the bright red and yellow images in the book to signify the importance of discovery, demonstrating how the individual in the image values ^{vicious} discoveries ~~through~~ through books. This is also demonstrated through the background filled with glass jars that symbolise ~~a~~ scientific research and a ~~po~~ history of discovery for the individual, hence representing an individual who values discovered objects.

c) The poem conveys the personal response of the poet through ^{usage of} mixing ~~the~~ asyndeton and polysyndeton in "mushroom and scat, wild bloom... clabrous, fern and lene" to portray his excitement at the natural aesthetic of landscape. His appreciation of its purity ~~and~~ is contrasted with his disdain for "the who's world", as ~~is~~ the use of visual imagery in the "brown

~~weirdness~~ river symbolises the ~~person's~~ father's disdain for urbanisation.
 Ultimately, the ~~person's~~ father's feelings culminate in a desire
 to ~~of~~ re-discover ~~his~~ the ~~rather~~ pastoral landscape, as he wishes to
 escape and ~~to~~ ~~get~~ ~~back~~ ~~to~~ "his" ^{"get back to"} ~~his~~ ^{the wilderness} ~~as the~~
 enjoyment to that he "was always in some way after that (trying in
 vain" ~~the~~ ~~delimits~~ ~~his~~ ~~desire~~ ~~to~~ ~~get~~ ~~back~~ ~~to~~ ~~his~~ ~~pastoral~~
 appreciate natural landscapes once again.

d) ^{it is difficult to determine ~~the~~ discoverer's}
~~the~~ text portrays ~~how~~ ~~discoveries~~ ~~are~~ ~~difficult~~ ~~to~~ ~~determine~~ ~~their~~ ~~validity~~
 legitimacy because ~~it~~ ~~can~~ they can compromise the sanctity of
 familial relationships, as the first person narration "I want to leave here and
 her story he" conveys ~~that~~ the computer's desire to ~~find~~ ~~his~~ ~~grandmother~~
~~without~~ ~~her~~ The text attempts to convince us of such sanctity through ~~the~~ ^{her} the
 anecdotal experience of her grandmother who "named an American", yet ~~was~~ "he'd
 been through all her money" which creates sympathy in the audience in order
 to ascertain ^{the difficulty of} how discovering 'what is true and what is false' as it ~~creates~~ ^{can}
 lead to discovering unauthentic relationships and ~~factuality~~ ^{false} ~~of~~ ~~the~~ ~~experiences~~. This
~~creates~~ ~~a~~ ~~crisis~~ ~~of~~ ~~agency~~ ~~in~~ ~~the~~ ~~text~~ — The metaphor "at the centre of the
 universe at the bottom of the world" portrays how such relationships and discoveries
 lead to a identity of self integral to our self-esteem, which hence
~~disallows~~ portrays the difficulty of discovering 'what is true and
 what is false' as it can compromise who we are and who we
 relate with.

e) ~~The image of the~~

Text Two and Text One represent various ways in which ~~the~~ curiosity is significant in outlines and portrays the ~~var~~ different methods with which discovery can occur.

Text Two portrays discovery as a carefully planned process and that curiosity is the result of an innate drive for knowledge. The person in the image ~~center~~ points to the pop book with a finger, which ~~the~~ ^{acts as a} vector to the salient book. The book is a metaphor for ~~pre~~ knowledge that is prepared and ~~desires to be~~ ~~a~~ carefully planned out; ~~this use of~~ understanding how discovery is the result of ~~a~~ self-drive and a carefully planned process. The glass jar in the image ~~and the~~ is symbolic of how humanity's quest for knowledge can be contained ~~in a~~ and hence studied, depicting the process of discovery as carefully planned.

This contrasts the process of discovery in Text Two as unexpected and ~~contains a sense of~~ ~~and how~~ but illustrates curiosity as being a minor factor towards ~~the~~ discovery. This is portrayed by the couple's reaction to ~~the~~ finding a piece of rubbish to which they "lunged at", which was ~~hypothetical~~ to emphasize ~~that~~ the unexpected nature of their discovery, ~~however~~ and how it is ~~a~~ discovery can occur by a random process ~~opposed to~~ Text Two that utilizes a carefully planned process. However, curiosity is not portrayed

as significant as ~~the state~~ the questioning of the two English
homers "What do you think they do with it?" illustrates how curiosity ^{can}
~~not a sign~~ ~~to~~ be a minor factor in discovery and how it doesn't necessarily
lead to discovery. ~~Furthermore, the~~ However, the story ~~also~~ demonstrates how
discoveries require to be evoked by curiosity as the ~~fact~~ ^{fact} ~~the~~ semicolon
underscores how "only for a instant; ~~defiant~~, he claimed it", proving
curiosity as important ~~but not to~~ towards discovery but ~~it's~~ is not the only factor.
~~Therefore this~~ This therefore contrasts text two as it portrays how
curiosity is the only factor contributing towards discovery.

Hence the two texts portray how curiosity ~~is~~ has varying
significance to the process of discovery, ^{which} can be evoked by
~~an~~ curiosity or other factors -