

2011

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 Department of Examinations, Sri Lanka Department of Examinations, Sri Lanka Department of Examinations, Sri Lanka Department of Examinations, Sri Lanka  
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අධ්‍යයන පොදු සහතික පත්‍ර (උසස් පෙළ) විභාගය, 2011 අගෝස්තු  
 கல்விப் பொதுத் தராதரப் பத்திர(உயர் தர)ப் பரீட்சை, 2011 ஓகஸ்ட்  
 General Certificate of Education (Adv. Level) Examination, August 2011

ඉංග්‍රීසි I ஆங்கிலம் I English I	පැය තුනයි மூன்று மணித்தியாலம் Three hours
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- \* Answer all the questions in Part A and Part B.
- \* The texts you choose to answer questions from Part A must not be the same as those you answer from Part B.
- \* Write the number and letter of each question clearly.

### Part A

[This part carries 32 marks. Each question carries 08 marks.]

1. Comment briefly on any one of the following passages relating it to the specific work, the context and its significance.

- (a) ..... If it were now to die,  
 'Twere now to be most happy, for I fear  
 My soul hath her content so absolute  
 That not another comfort like to this  
 Succeeds in unknown fate.
- (b) Methinks, mistress, you should have little reason  
 for that: and yet, to say the truth, reason and  
 love keep little company together now-a-days.  
 The more the pity, that some honest  
 Neighbours will not make them friends
- (c) A subject for a short story: a young girl, like you, has lived beside a lake from childhood. She loves  
 the lake as a seagull does, and she's happy and free as a seagull. But a man chances to come along,  
 sees her, and having nothing better to do, destroys her, just like this seagull here.
- (d) She won't survive the first birth. She's narrow waisted, and old, and from my experience, I can tell you  
 she will die. Then Pepe will do what all widowers around here do; he'll marry the youngest, the prettiest,  
 and that's you. Cling to that hope; and forget him.  
 Do what you like, but don't go against God's law.
- (e) Recognize ! What is there to recognize? All my lousy life I've crawled about in the mud! And you talk  
 to me about scenery.  
 Look at this muckheap! I've never stirred from it.

2. Comment briefly on any one of the following passages, relating it to the specific work, the context and its significance.
- (a) "Wery good, then", said Joe, as if I *had* answered," "that's all right; that's agreed upon. Then why go into subjects, old chap, which as betwixt two sech must be for ever onnecessary? There's subjects enough as betwixt two sech, without onnecessary ones..."
  - (b) . . . I do not mean to justify myself, but at the same time cannot leave you to suppose that I have nothing to urge—that because she was injured she was irreproachable, and because I was a libertine, *she* must be a saint. If the violence of her passions, the weakness of her understanding — I do not mean, however, to defend myself. Her affection for me, deserved better treatment, and I often, with great self-reproach, recall the tenderness which, for a very short time had the power of creating any return.
  - (c) "Everybody's taking water! They've found it comes out the tap! Everybody's taking it! I told them they're going to get hell, but they don't understand. . . ."
  - (d) I wanted to find the driver of the bus I told her, feeling once again the pain of my loss. The owner of the bus had already dismissed the man. He was being prosecuted but he was out on bail. I finally traced him, to a remote village in Akuressa.
3. Comment briefly on the following passage relating it to the specific work, the context and its significance.
- "Insolence!" shouted my uncle. "So you are wishing for another death in my house. Probably you desire mine, you miserable creatures! I'll have you flogged by the magistrate for such impudence." And getting hold of their saris he dragged them along the ground for some distance.
4. Comment briefly on the following extract, relating it to the specific work, the context, and its significance.
- Germans he scarcely thought of: all their guilt.  
 And Austria's did not move him. And no fears  
 of fear came yet. He thought of jewelled hilts  
 for daggers in plaid socks; of smart salutes;  
 And care of arms; and leave, and pay arrears:  
 Espirit de corps: and hints for young recruits.  
 And soon, he was drafted out with drums and cheers.

### Part B

[This part carries 68 marks. Select only one question from each section, avoiding the text on which you answered the context question. Each question carries 17 marks.]

#### 5. Drama

- (a) "Desdemona's tragedy was that she loved and trusted all human beings." Discuss.
- (b) Would you say that Shakespeare is cynical about romantic love in *A Midsummer Night's Dream*? Support your point of view with reference to the text.
- (c) Analyse the theme of *The Seagull* through the characters of Trigorin and Treplev.
- (d) Comment on the use of symbols in the play, *The House of Bernarda Alba*.
- (e) Evaluate the definition 'the theatre of the absurd' in relation to *Waiting for Godot*.

## 6. Novels

- (a) "It is the ones who had no great expectations of life that are rewarded with happiness." Analyse the above statement with reference to **any two** characters in the novel, **Great Expectations**.
- (b) Would you agree that it is not her own experience that brings maturity to Marianne, but her sister Elinor's? Support your point of view with reference to the text **Sense and Sensibility**.
- (c) "The evolution of the character of July in **July's People** is symbolic of the changing relationship between the coloniser and the colonised." Discuss.
- (d) Comment on Nihal de Silva's characterization in **The Road from Elephant Pass**.

## 7. Short Stories

- (a) To what purpose does the author use light and darkness in **A Temporary Matter**?
- (b) Discuss your personal response to the story, **Action and Reaction**.
- (c) What is the theme of **Hills Like White Elephants**? Discuss with reference to the text.

## 8. Poetry

- (a) Analyse the structure of the sonnet in relation to the development of the theme in either 'My mistress' **eyes are nothing like the sun** or 'When my love swears that she is made of truth.'
- (b) Would you consider **Mirror** to be a successful poem? Give reasons.
- (c) Discuss the 21st century significance of **Preludes**.

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Department of Examinations, Sri Lanka		
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கல்விப் பொதுத் தராதரப் பத்திர(உயர் தர)ப் பரீட்சை, 2011 ஓகஸ்ட்		
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ඉංග්‍රීසි II ஆங்கிலம் II English II	පැය තුනයි மூன்று மணித்தியாலம் Three hours	

**Instructions:**

\* This question paper consists of four questions. All questions are compulsory.

- Write a composition on ONE of the following topics, paying attention to relevant facts and supporting evidence, structure, organization, coherent argument, accurate language and expression. (30 marks)
  - The United Nations Organisation is a failure.
  - Self-sufficiency is the first step in realizing national independence.
  - A review of a novel dealing with violence and displacement.
  - A report critically appraising the actions taken by the Health Ministry to curb the dengue menace.
  - Imagine that you were within ten kilometres of the Fukushima power plant when the Tsunami struck and describe what happened within the first ten minutes.

**2. Reading comprehension and precis.**

- (a) Read the following passage and answer the questions given below it.

(10 marks)

Two critically important political events punctuated the modern history of Sri Lanka. They were the election victory in 1956 of Mr. Bandaranaike's nationalist Socialist Coalition and the insurrection of 1971. Both events can be directly related to the activities of the Sinhala-speaking intelligentsia. The Buddhist educational system started by the early revivalists, the reform of the Sinhala language achieved by the bilingual intelligentsia, and the expansion of literary and journalistic activities, all contributed to the creation of a volatile, highly politicised vernacular intelligentsia. It was this group who mobilized mass support for the election victory in 1956 and they who influenced the policies formulated and later executed by that government. For the first time since colonial conquest, the basis of power moved away from the westernised elites to the Sinhala-speaking intelligentsia.

The insurrection of 1971 was inspired, planned, manned and executed almost entirely by a still younger generation of this Sinhala-speaking intelligentsia. They were the product, perhaps end-product, of the nationalist reformist movement of the early twentieth century. This was evident in spite of the communist (Peking wing) blue-print along which they attempted to operate. Since the medium of instruction had been changed to Sinhala under the nationalist pressures of 1956, the youth of the late sixties and seventies were once again Sinhala-speaking and strongly nationalistic. The change in the educational system and the access provided for the Sinhala-educated to all levels of the educational and professional world had raised high aspirations amongst the nation's youth. However, a stagnating economy, the increasing financial burdens of the government's policies of socialisation and nationalisation led to increasing unemployment and resulted in a class of educated, frustrated and angry young men. They were still nativist, but socialist activists and no longer revivalists. They sought drastic social and economic change and the insurrection of 1971 was their attempt at obtaining it.

For the first time in Sri Lanka's history Marxian socialist and communist ideologies began to actively penetrate into the literature. The impact of socialist ideology was most dramatically felt in the theatre, where, in the late sixties and seventies a spate of 'relevant' socialist plays dealing with current political and social issues were produced.

Write the letter of the correct answer in your answer script against the number of the relevant question.

- (1) The two critically important events that affected the modern history of Sri Lanka were:
  - (a) Mr. Bandaranaike's election victory of 1956 and revolt of 1971.
  - (b) the activities of the Sinhala speaking intelligentsia and the Buddhist revival.
  - (c) the election victory of 1956 and the coming to power of the National Socialist Coalition.
  - (d) the activities of the Sinhala-speaking intelligentsia and the Buddhist educational system.
- (2) The vernacular intelligentsia emerged as a result of developments in:
  - (a) Buddhism, language reform and the economy.
  - (b) Education, language reform and the media.
  - (c) Language, religion and culture.
  - (d) Education, economics and literature.
- (3) "This group" in paragraph 1, line 6 refers to
  - (a) the revivalists.
  - (b) the bilingual intelligentsia.
  - (c) Sinhala speaking intelligentsia.
  - (d) English intelligentsia.
- (4) The election victory of Mr. Bandaranaike resulted in
  - (a) a change in government policy.
  - (b) empowerment of the elite class.
  - (c) empowerment of the bilingual.
  - (d) a change in the power base.
- (5) The Sinhala-speaking intelligentsia, who executed the insurrection of 1971, were the end-product of:
  - (a) a communist blue print of Peking.
  - (b) the change in the medium of instruction.
  - (c) nationalist pressures of the late sixties.
  - (d) the nationalist reformist movement of the early 20th century.
- (6) The Nationalist Reformist movement was started in
  - (a) 1900.
  - (b) after 1900.
  - (c) before 1900.
  - (d) around 1900.
- (7) In paragraph 2, it is suggested that the change in the educational system gave youth:
  - (a) increasing financial burdens.
  - (b) advantages in getting employment.
  - (c) equal opportunities as the English-educated.
  - (d) hopes for the future.
- (8) In the late sixties and seventies, the youth were angry and frustrated because:
  - (a) educational changes were of too high a level.
  - (b) socialisation and nationalisation policies were failures.
  - (c) they were unable to find jobs.
  - (d) youth had aspirations which were out of proportion to their abilities.



- (9) In paragraph 2, line 10, the word "They" refers to
- inefficient economic policies.
  - increasing financial burdens.
  - policies of socialisation and nationalisation.
  - a particular group of people.
- (10) The writer's purpose in this passage is:
- to criticise the insurrection of 1971.
  - to discuss the results of the 1956 election and the insurrection of 1971.
  - to support the policies of the Sinhala-speaking intelligentsia.
  - to explain Marxian socialist and communist ideologies.
- (11) Write a **precis**, summarising the passage given in question No. 2 above, following the instructions given below. Use your **own words** as far as possible. (20 marks)
- Begin the précis on a new sheet. Divide your page into 5 columns, number the lines.
  - Write the précis in approximately 185 words.
  - State the number of words you have used.
3. Read the following passage and answer the questions given below it, using your own words as far as possible. (20 marks)
- What is he, please? You haven't told me that. What's his position?
- She opened her mouth to speak, and no sound came from it. Philip waited patiently. She tried to be audacious, and failed pitifully.
- 'No position at all. He is kicking his heels, as my father would say. You see, he has only just finished his military service.'
- 'As a private?'
- 'I suppose so. There is general conscription. He was in the Bersaglieri, I think. Isn't that the crack regiment?'
- 'The men in it must be short and broad. They must also be able to walk six miles an hour.'
- 'She looked at him wildly, not understanding all that he said, but feeling that he was very clever. Then she continued her defence of Signor Carella.
- 'And now, like most young men, he is looking out for something to do.'
- 'Meanwhile?'
- 'Meanwhile, like most young men, he lives with his people – father, mother, two sisters and a tiny tot of a brother.'
- There was a grating sprightliness about her that drove him nearly mad. He determined to silence her at last.
- 'One more question, and only one more. What is his father?'
- 'His father,' said Miss Abbott. 'Well, I don't suppose you'll think it a good match. But that's not the point. I mean the point is not – I mean that social differences – love, after all – not but what –'
- Philip ground his teeth together and said nothing.
- 'Gentlemen sometimes judge hardly. But I feel that you, and at all events your mother – so really good in every sense, so really unworldly – after all, love – marriages are made in heaven.'
- 'Yes, Miss Abbott, I know. But I am anxious to hear heaven's choice. You arouse my curiosity. Is my sister-in-law to marry an angel?'
- 'Mr. Herriton, don't – please, Mr. Herriton – a dentist. His father's a dentist.'
- Philip gave a cry of personal disgust and pain. He shuddered all over, and edged away from his companion.
- What is the subject of this conversation? Explain how you know this. (04 marks)
  - How do the attitudes of the two characters differ towards this subject? (04 marks)

- (3) What is their attitude towards each other? What insight into the characters of the speakers do you get from their conversation? (04 marks)
- (4) Explain the meaning of the following in your own words:  
kicking his heels; general conscription; crack regiment; really unworldly (04 marks)
- (5) How does the writer use the dialogue to manipulate the tone in the passage? (04 marks)

4. Read the following poem and answer the questions given below it, using your own words as far as possible. (20 marks)

### Night Shift Workers

*They have come from a factory  
Where fluorescent strips flared all night  
And ears grew numb to machinery;  
They are going home to working wives,  
To cooling beds at breakfast time,  
Undressing fatigue from their skin like clothes;  
Later to wake at four and taste teeth  
Soft as fur in their mouths.  
They live in a dislocation of hours  
Inside-out like socks pulled on in darkness  
Waking when the day is over.  
They are always at an ebb, unlike others  
Going out to work in the morning  
Where sun and moon shine in the sky together.*

- (1) Who does the poet refer to as 'They'? What have they been doing? (04 marks)
- (2) How are their lives different from those of other human beings? (04 marks)
- (3) Explain the lines "They live in a dislocation of hours. Inside-out like socks pulled on in darkness." What would be the effect of such a life on these men? (04 marks)
- (4) Discuss how the imagery contributes to the theme of the poem. (04 marks)
- (5) What is the attitude of the poet towards these men? How is it reflected? (04 marks)

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