

2013

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Department of Examinations, Sri Lanka Department of Examinations, Sri Lanka Department of Examinations, Sri Lanka Department of Examinations, Sri Lanka
இலங்கைப் பரீட்சைத் திணைக்களம் இலங்கைப் பரීட்சைத் திணைக்களம் இலங்கைப் பரීட்சைத் திணைக்களம் இலங்கைப் பரීட்சைத் திணைக்களம்
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, 2013 අගෝස්තු
கல்விப் பொதுத் தராதரப் பத்திர(உயர் தர)ப் பரீட்சை, 2013 ஓகஸ்ட்
General Certificate of Education (Adv. Level) Examination, August 2013

ඉංග්‍රීසි I
ஆங்கிலம் I
English I

පැය තුනයි
மூன்று மணித்தியாலம்
Three hours

Instructions:

- * 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.]

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

- (a) Our bodies are our gardens to the which our wills are gardeners; so that if we will plant nettles or sow lettuce, set hyssop and weed up thyme, supply it with one gender of herbs or distract it with many, either to have it sterile with idleness or manur'd with industry – why, the power and corrigible authority of this lies in our wills.
- (b) Now I perceive that she hath made compare
Between our statures she hath urg'd her height;
And with her personage, her tall personage,
Her height, forsooth, she hath prevail'd with him.
And are you grown so high in his esteem
Because I am so dwarfish and so low?
How low am I, thou painted maypole? Speak.
How low am I? I am not yet so low
But that my nails can reach unto thine eyes.
- (c) Then again I'm most particular, dear, like an Englishman. I keep myself in trim and my clothes and hair are always just right. Do I ever go out, even in the garden, with my housecoat on, without doing my hair. No, I don't. That's why I've lasted so well, because I've never been slovenly and let myself go like some I could mention.
- (d) She did it without thinking what she was doing—which was clearly wrong. It seems strange to me to see her sneaking off towards the patio. And then, she stood at the window, listening to the men's conversation – which as always, was not fit to hear.
- (e) One out of four. Of the other three, two don't mention any thieves at all and the third says that both of them abused him.

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

- (a) She quite gloated on those questions and answers, so keen was her enjoyment of Sarah Pocket's' jealous dismay. 'Well' she went on; "you have a promising career before you. Be good – deserve it – and abide by Mr. Jagger's instructions." She looked at me, and looked at Sarah, and Sarah's countenance wrought out of her watchful face a cruel smile. "Good bye, Pip! – you will always keep the name of Pip, you know."
- (b) "Have you ever seen the lady?"
"Yes, once, while she was staying in this house, I happened to drop in for ten minutes; and I saw quite enough of her. The merest awkward country girl, without style, or elegance, and almost without beauty."
- (c) A servant replied uninterestedly to a dutiful enquiry on the part of the good Madam who knows better than to expose herself to an answer from the real facts of his life.— I think Ellen she's go home to her auntie there in Botswana. Small small village. Like my home. Is quiet there for Black people.
- (d) It was the first time I'd seen some animation in her face and it presented an entirely unsuspected side of her character. I looked at her with some curiosity.

3. Comment briefly on the following passage relating it to the specific work, the context and its significance.

The recollection of his confession of the night before was a cause of acute pain to him; the priest had drawn out every ridiculous detail of the affair and in the end had so magnified his sin that he was almost thankful at being afforded a loophole of reparation.

4. Comment briefly on the following extract, relating it to the specific work, the context, and its significance

Then forcing thee by fire he made thee bright;
Nay, thou hast got the face of man; for we
Have with our stamp and seel transferr'd our right;
Thou art the man and man but dross to thee.

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) To what extent does Desdemona's behaviour lead to her tragic end? Support your view with examples from the text.
- (b) "In *A Midsummer Night's Dream*, Shakespeare draws his comedy on the absurdity of going to extremes in love." Discuss.
- (c) "The *Seagull* is neither a drama of action, nor of ideas, but of emotions." Do you agree? Support your view with reference to the text.
- (d) Discuss the use of symbols in *The House of Bernarda Alba*.
- (e) Comment on the themes of the Theatre of the Absurd with reference to *Waiting for Godot*.

6. Novels

- (a) "Great Expectations is a criticism of society." Analyse this statement with reference to the text.
- (b) "Jane Austen's criticism of romantic love is seen more through the marriage of Lucy Steele than through the marriage of Marianne." Discuss.
- (c) "Nadine Gordimer deals with the clash of cultures and personalities in **Julys' People**." According to your view which is more prominent? Support your view with examples from the text.
- (d) "The Road from Elephant Pass gives a balanced view of conflict." Discuss.

7. Short Stories

- (a) "A successful story while rooted in a particular place and time, goes beyond these limitations and achieves universality." From your selection, analyse either a story which can be called successful on this criteria or a story which can be called unsuccessful, based on this criteria.
- (b) What would you say is the writer's intention in writing **Professional Mourners**? Account for his success or failure.
- (c) Show through analysis of the story **The Boarding House**, how Mr. Doran falls an easy victim to the scheming Mooneys.

8. Poetry

- (a) Illustrate your understanding of the terms 'sarcasm' and 'metaphysical' with regard to poetry through an analysis of ('When my love swears she is made of truth' or 'The Good Morrow'.)
- (b) Comment on the use of imagery in ('Preludes'.)
- (c) Show through an analysis of the techniques used by the poet how the criticism of man and his actions are softened in ('Birds, Beasts and Relatives'.)

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Department of Examinations, Sri Lanka

අධ්‍යයන පොදු සහතිකය (ප්‍රඥාප්ත) විභාගය, 2013 අගෝස්තු
General Certificate of Education (Adv. Level) Examination, August 2013

4 වන පාඨමාලාව
New Syllabus

73 E II

ඉංග්‍රීසි II
English II

පැය තුනයි
Three hours

Instructions:

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

1. 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)
 - (1) Development must be free of corruption
 - (2) The role of the judiciary in a Democratic State
 - (3) A review of a play / film dealing with the strength of human endurance and the strength of the human spirit
 - (4) A report on the increased destruction of the environment in Sri Lanka
 - (5) Imagine that you missed the last bus to your hometown because of a school event. Describe how you felt and the experiences that followed afterwards.

2. Reading comprehension and précis.

(a) Read the following passage and answer the questions given below it. (10 marks)

The extent to which language, culture, and thought have influenced one another, and which is the dominant aspect of communication, have been matters of controversy for three quarters of a century; the influence of the work of Boas, Sapir, Whorf, Hoiyer, et al. is seen in the amount of both speculation and careful research that has ensued. Stated perhaps simplistically, the current consensus is that the three aspects are three parts of a whole, and cannot operate independently, regardless of which one most influences the other two. It is conceivable that the lack of acceptance of artificial languages such as Esperanto may be explained by their isolation of language from culture. Thought, in any real sense is very difficult to express without an underlying value system understood tacitly by both the sender and the receiver in a communication, whether both, one, or neither speaks the language natively, no matter how scientifically successful the language may be. While it is true that an artificial language may be a politically wise choice for intercultural communication because it is offensive to none, on the other hand it is a poor choice for a more basic reason: No one can *feel*, or therefore think deeply, in an artificial language.

The research that has been produced in this century has evolved the theory that a native culture is as important for second language learners as is native language. Just as similarities and contrasts in the native and target languages have been found to be useful tools in language study, so cultural similarities and contrasts, once identified and understood, can be used to advantage. It is very natural to associate a people — in appearance, manners, and possibly thought patterns — with the language they speak. The most successful language learners are able to take on the "mindset" of the speakers of the second language — assuming the culture along with the language. Yet most people are not aware of themselves as cultural beings, products of their own environments, whether or not they are aware of the cultural base for the behaviour of persons from other environments. After the learners are guided to a recognition of the cultural base of their own attitudes and behaviour, they are ready to consider others in a more favourable light.

Regardless of the original motivation for study, the task of adding the language becomes far simpler, both through acceptance of the speakers of the language and through increased knowledge of what the language means.

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

- (1) Boas, Sapir, Whorf and Hoijer
 - (a) created a controversy about the dominant aspect of communication.
 - (b) generated research and discussion on the influence of language.
 - (c) researched the relationship between language, culture and thought.
 - (d) influenced thinking on culture for seventy five years.
- (2) Consensus means
 - (a) compromise
 - (b) agreement
 - (c) common
 - (d) conclusion
- (3) Language, culture and thought
 - (a) are connected in a way that is mysterious.
 - (b) cannot function independently of one another.
 - (c) all play equal roles in communication.
 - (d) cannot be separated from communication.
- (4) Artificial languages are not accepted because
 - (a) they are rooted in many cultures.
 - (b) they are isolated.
 - (c) they have not developed out of a culture.
 - (d) they are created from different languages.
- (5) Thought can be expressed only if
 - (a) there is a shared value system between communicators.
 - (b) speakers understand the language.
 - (c) communicators are native speakers.
 - (d) the language is scientific.
- (6) The advantage of an artificial language is that
 - (a) it is politically inoffensive.
 - (b) it has no binding culture.
 - (c) it is not identified by any human group.
 - (d) it is scientific.
- (7) The disadvantage of an artificial language is that
 - (a) one cannot use it for communication.
 - (b) it is difficult to learn.
 - (c) one cannot think or feel deeply in it.
 - (d) it is unnatural.
- (8) In this passage "mindset" means
 - (a) making up your mind to learn a second language successfully.
 - (b) the combination of culture and language in a speaker's mind.
 - (c) a new method of learning a second language.
 - (d) a special type of mind second language speakers have.
- (9) The most successful language learners are those who
 - (a) think like the speakers of the second language.
 - (b) understand the behaviour of the speakers of the second language.
 - (c) imitate the speakers of the second language.
 - (d) internalize the culture of the speakers of the second language.

(10) The most suitable title for this passage would be

- (a) Language, culture and thought.
- (b) The influence of Boas, Sapir, Whorf and Hoiyer.
- (c) The interconnection between language, culture and thought.
- (d) The connection between language and communication.

(b) Write a précis, summarising the passage given in question No. 2 above, following the instructions given below. Use your own words as far as possible. (20 marks)

- (1) Begin the précis on a new sheet. Divide your page into 5 columns, and number the lines.
- (2) Write the précis in approximately 135 words.
- (3) 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)

There were three of us, and he now made the fourth. We hadn't expected to add to our tight number: cliques and pairings had happened long before, and we were already beginning to imagine our escape from school into life. His name was Adrian Finn, a tall, shy boy who initially kept his eyes down and his mind to himself. For the first day or two, we took little notice of him: at our school there was no welcoming ceremony, let alone its opposite, the punitive induction. We just registered his presence and waited.

The masters were more interested in him than we were. They had to work out his intelligence and sense of discipline, calculate how well he'd previously been taught, and if he might prove 'scholarship material'. On the third morning of that autumn term, we had a history class with Old Joe Hunt, wryly affable in his three-piece suit, a teacher whose system of control depended on maintaining sufficient but not excessive boredom.

"Now, you'll remember that I asked you to do some preliminary reading about the reign of Henry VIII." Colin, Alex and I squinted at one another, hoping that the question wouldn't be flicked, like an angler's fly, to land on one of our heads. "Who might like to offer a characterisation of the age?" He drew his own conclusion from our averted eyes. "Well, Marshall, perhaps. How would you describe Henry VIII's reign?" Our relief was greater than our curiosity, because Marshall was a cautious know-nothing who lacked the inventiveness of true ignorance. He searched for possible hidden complexities in the question before eventually locating a response.

"There was unrest, sir."

An outbreak of barely control! smirking; Hunt himself almost smiled.

"Would you, perhaps, care to elaborate?"

Marshall nodded slow assent, thought a little longer, and decided it was no time for caution. "I'd say there was great unrest, sir".

"Finn, then. Are you up in this period?"

The new boy was sitting a row ahead and to my left. He had shown no evident reaction to Marshall's idiocies.

"Not really, sir, I'm afraid. But there is one line of thought according to which all you can truly say of any historical event—even the outbreak of the First World War, for example—is that 'something happened'."

- (1) Describe the context of this passage. Through whose point of view are the events presented?
- (2) What features in the passage convey the atmosphere of a 'real' classroom? How is this effect created?
- (3) Would you say that Joe Hunt is a good teacher? Why or why not?
- (4) Explain the following expressions used in the passage, in your own words.
 - (a) "Whose system of control depended on maintaining sufficient but not excessive boredom"
 - (b) "A cautious know-nothing who lacked the inventiveness of true ignorance"
- (5) What is the narrator's attitude to learning? How does this attitude influence the tone of the passage?

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

Globalization

Fair and affluent

Mr Shuttleworth from the land of then apartheid

Floats in simulated thrill of space shuttle

To learn how to float in space

When his two million dollar a day journey begins, and

He has to breathe borrowed breath

(one step for man but a great step for mankind)

On that day of global gloat in the sixties decade,

They said, in solemn-elated tones of glee.

Advances in Science and Technology will bless all,

Mankind, and womankind too, and enhance medical

Science and curing skills.

But

Science is so dear, that

Only Shuttleworth will shuttle, fly and float.

Gamage Gunapala of Hiripitiya who suffers from

Chronic but acute asthma (euphemistically dubbed 'papuwe mansiya' by his friends in the village)

Cannot breathe

All because six hundred of poor lean Sri Lankan rupees a month

To purchase the imported inhaler

Is a fortune for

Earth bound Gunapala: paddy plot and chena

Are both barren this season.

'Respiratory' or 'cardiac arrest' are words alien in any tongue

To Kusumawathi, Gunapala's family.

For whom it is all 'our sin'.

Even the heap of 'wattaka' by the roadside they cannot sell

Or send to Colombo, is all fruit of 'Karma'.

She sighs.

She is not Shuttleworth, either.

- (1) Describe the two scenes presented in the two verses.
- (2) How would you explain the difference of these scenes?
- (3) What is the theme of the poem? How is the theme brought out by the poet?
- (4) What is the poet's attitude to the situation?
- (5) What is the tone of the poem? Discuss briefly the techniques the poet uses to create this tone.

* * *