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ඩීඩෙන පොදු සභාතික පත්‍ර (ලක්ෂ පෙළ) විනාශය, 2016 අගෝස්තු

கல்விப் பொதுத் தொகுப் பத்திர (2 யர் தர)ப் பரிசை, 2016 ஒக்டோப்

General Certificate of Education (Adv. Level) Examination, August 2016

73 E I

ஒரு ஏங்கி  
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.]

1. Comment briefly on any **one** of the following passages, explaining its significance to the play from which it is taken.

(a) The tyrant custom, most grave senators,  
Hath made the flinty and steel couch of war  
My thrice-driven bed of down. I do agonize  
A natural and prompt alacrity  
I find in hardness, and do undertake  
This present wars against the Ottomites.  
Most humbly therefore bending to your state,  
I crave fit disposition for my wife,  
Due reference of place and exhibition,  
With such accommodation and besort  
As levels with her breeding.

(b) I am, my lord, as well derived as he,  
As well possessed. My love is more than his;  
My fortunes every way as fairly ranked,  
If not with vantage, as Demetrius;  
And – which is more than all these boasts can be –  
I am beloved of beauteous Hermia.  
Why should I not then prosecute my right?  
Demetrius, I'll avouch it to his head,  
Made love to Nedar's daughter, Helena,  
And won her soul; and she, sweet lady, dotes,  
Devoutly dotes, dotes in idolatry,  
Upon this spotted and inconstant man.

(c) You could be an extraordinary woman if you only would. Love alone can bring happiness on earth.  
I love the enchanting, the poetical love of youth, that sweeps away the sorrows of the world. I had no time for it when I was young and struggling with want and laying siege to the literary fortress, but now at last this love has come to me. I see it beckoning; why should I fly?

(d) Less howling and more work! You should have made sure that this place was cleaner for the mourners. Get out! This isn't your place.

*The servant goes out in tears.*

The poor are like animals. It's as if they are made of different stuff.

(e) [Suddenly furious] Have you not done tormenting me with your accursed time! It's abominable! When! When! One day, is that not enough for you, one day he went dumb, one day I went blind, one day we'll go deaf, one day we were born, one day we shall die, the same day, the same second, is that not enough for you? [Calmer] They give birth astride of a grave, the light gleams an instant, then it's night once more.

2. Comment briefly on any one of the following passages, explaining its significance to the novel from which it is taken.

(a) All the truth of my position came flashing on me; and its disappointments, dangers, disgraces, consequences of all kinds, rushed in in such a multitude that I was borne down by them and had to struggle for every breath I drew.

(b) I am sorry for that. At her time of life, any thing of an illness destroys the bloom forever! Hers has been a very short one! She was as handsome a girl last September, as any I ever saw; and as likely to attract the men. There was something in her style of beauty, to please them particularly. I remember Fanny used to say that she would marry sooner and better than you did; not but she is exceedingly fond of *you*, but so it happened to strike her. She will be mistaken, however. I question whether Marianne *now*, will marry a man worth more than five or six hundred a year, at the utmost, and I am very much deceived if *you* do not do better.

(c) But the white woman didn't understand she meant the grass was to thatch the house that the white woman had taken from her. Martha approached her mother-in-law in their language; yet it was true; and she could say what she liked, anyway, the woman understood nothing. The poor thing..... the white woman was grinning back to show she had taken up the joke, whatever she imagined it was..... They have money, let them go to their relatives, to other white people, if they're in trouble: the old woman talked as the little party went through the bush. If her daughter-in-law didn't or wouldn't listen, the words became simply a refrain.

(d) We had negotiated the minefield, overcome countless threats and hurdles, and emerged miraculously unharmed. But we had come out on opposite sides of the minefield. Neither of us could find a way back.

*Still, she was safe.*

I had to be satisfied with that.

3. Comment briefly on the following passage, explaining its significance to the short story from which it has been taken.

She waited on patiently, almost cheerfully, without alarm, her memories gradually giving place to hopes and visions of the future. Her hopes and visions were so intricate that she no longer saw the white pillows on which her gaze was fixed, or remembered that she was waiting for anything.

At last she heard her mother calling. She started to her feet and ran to the banisters.

4. Comment briefly on the following extract, explaining its significance to the poem from which it has been taken.

Now more than ever seems it rich to die,  
To cease upon the midnight with no pain,  
While thou art pouring forth thy soul abroad  
In such an ecstasy!  
Still wouldest thou sing, and I have ears in vain –  
To thy high requiem become a sod.

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### Part B

*[This part carries 68 marks. Each question carries 17 marks.]*

#### 5. Drama

*Answer any one of the following questions. Do not answer the question which is based on the text you selected in question 1 of Part A above.*

- (a) Even though the romantic focus of Shakespeare's **Othello** has made the play popular, some critics have found its plot to be strained, its characters improbable, and its tale of marital jealousy too trivial. Do you agree?
- (b) "However much **A Midsummer Night's Dream** is like a dream, it is not one. Shakespeare has skilfully woven universal social issues within the fabric of fantasy." Discuss.
- (c) What are the role and the function of nature and the natural in Chekhov's **The Seagull**?
- (d) Lorca stated that he wrote **The House of Bernarda Alba** to expose the ills, social and moral, of the Spain of his time. How well did he achieve this objective?
- (e) Though **Waiting for Godot** appears on the surface to be pessimistic, even nihilistic, it is actually a play "suffused with tenderness for the whole human perplexity." Argue for or against this reading of Beckett's play.

#### 6. Novel

*Answer any one of the following questions. Do not answer the question which is based on the text you selected in question 2 of Part A above.*

- (a) According to G.K. Chesterton, the best moments of Dickens' **Great Expectations** record the "vacillations of the hero between the humble life to which he owes everything, and the gorgeous life from which he expects something." Discuss.
- (b) Austen's "Sense and Sensibility" does not represent a wise sister and a foolish one. More ambitiously, it reveals the insufficiencies both of sense and sensibility in isolation from each other." Comment.
- (c) **July's People** carries on its first page the following quotation by Antonio Gramsci: "The old is dying and the new cannot be born; in this interregnum there arises a great diversity of morbid symptoms." How useful is this description in understanding Gordimer's novel?
- (d) Nihal de Silva's **The Road from Elephant Pass** has been celebrated for "its convincing demonstration that resolution of conflict and reconciliation of difference are feasible through mutual experience and regard." Do you agree?

**7. Short Story**

(a) Write a critical appreciation of **one** short story from the six short stories in your syllabus, choosing the one that you consider to be the most sensitive in portraying the complex relationship between men and women in society.

**OR**

(b) What insights do the short stories you have studied offer about the tensions between local cultural norms and universal values?

**OR**

(c) Using detailed examples from **at least three** short stories in your syllabus, describe how narrative structure enhances the impact of these stories.

**8. Poetry**

(a) Write a brief introduction to a selection of **three** poems from your syllabus which discuss the themes of violence and suffering.

**OR**

(b) Contrast the treatment of memory in poems from any **two** literary periods in your syllabus.

**OR**

(c) Critically analyse **one** of the following:

(i) Common issues contained in the **three** poems in your syllabus written by women.

(ii) Social injustice in Owen's "Disabled" and Walcott's "A Far Cry from Africa".

(iii) Similarities and differences in the treatment of illness and death in any **two** poems in your syllabus.

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අධ්‍යාපන පොදු භාවිත පත්‍ර (වෛද්‍ය පෙළ) විභාගය, 2016 අධ්‍යාපන කළමනීය පොතු තුරාතුරුප පත්‍රිය (ඉයුර තුරුප) ප්‍රමිතය, 2016 ඉකළා General Certificate of Education (Adv. Level) Examination, August 2016

ଓ.ଟି.ସି	II
ଆନ୍ଦୋଳନମାଲା	II
English	II

73 E II

ஒடை நூற்று  
முண்ணு மணித்தியாலும்  
*Three hours*

\* 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) Climate change is a global, rather than a local problem
- (2) Zoos: Sanctuaries or prisons?
- (3) The importance of learning the second National Language in Sri Lanka
- (4) A creative essay which includes the sentence "When I finally got there, the door was closed."
- (5) A review of an English / Sinhala / Tamil film you have recently seen, in which the heroine / hero had to make a difficult decision.
- (6) A report on the increase in Chronic Kidney Disease in Sri Lanka.

2. Reading comprehension and précis.

## 2. Reading comprehension and précis.

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

No one should be too surprised to overhear an endangered language spoken in the heart of Manhattan, USA – endangered because their speakers have ceased to use them regularly or are simply dying. Home to more than 800 languages, New York City is the most linguistically diverse urban settlement on earth. People in this bustling metropolis speak endangered languages every day. However, linguists estimate that of the world's remaining 6,500 languages, up to half will no longer be in regular use by the end of this century. Every month, another language slips into oblivion, undocumented, when the last speaker dies or when children make a complete transition to an official, national language.

With the death of its last fluent speaker, the Bo language, one of the 10 Great Andamanese languages, became extinct in January 2010. Boa Sr. had lived on the Andaman Islands in the Bay of Bengal her whole life, surviving not only the devastating tsunami of 2004 by climbing a tree, but enduring many waves of foreign invasion and disease that preceded it. Her language was of great antiquity and contributed to our understanding of humanity's linguistic heritage. From 2005, Boa Sr. had worked with Anvita Abbi, Professor of Linguistics at Jawaharlal Nehru University in Delhi, to document not only her language but also the cultural, historical and ecological knowledge that it relayed.

Kusunda is one of more than 130 languages indigenous to Nepal. Kusunda was until recently believed to be extinct. In 2004, members of Nepal's leading Department of Linguistics at Tribhuvan University made contact with a fluent speaker of Kusunda, resulting in the first grammatical description of this unique language. Although this language has little chance of becoming a popular vernacular again, the typologically distinct Kusunda language has now been carefully documented, even if its communicative power and the cultural world in which it thrived are lost for good.

It's easy to forget that most of the world's languages are still transmitted orally with no widely established written form. While speech communities are increasingly involved in projects to protect their languages – in print, on air and online – orality is fragile and contributes to linguistic vulnerability. But indigenous languages are about much more than unusual words and intriguing grammar: They function as vehicles for the transmission of cultural traditions, environmental understanding and knowledge about medicinal plants, all at risk when elders die and livelihoods are disrupted.

Through war, famine and natural disasters, whole communities can be destroyed, taking their language with them to the grave. More commonly, speakers live on but abandon their language in favour of another spoken language. Such trading up and out of a speech form occurs for complex political, cultural and economic reasons – and sometimes voluntarily, for economic and educational reasons.

While the dispersal of speech communities across the globe has led to the demise of some languages, technology popularized by globalization is playing an equally important role in their revitalization. Many speakers of endangered languages have embraced new digital media. Speakers of previously exclusively oral tongues are turning to the web as a virtual space for languages to live on. Internet technology offers powerful ways for oral traditions and cultural practices to survive, even thrive, among increasingly mobile communities connected to the internet by satellite or through 3G data coverage. Similarly, Skype and WeChat are powerful technologies that help sustain increasingly dispersed communities of speakers living across different time zones.

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

- (1) A language is considered to be endangered when
  - (a) people no longer use it frequently.
  - (b) linguists no longer document it.
  - (c) all its speakers have died.
  - (d) all of the above statements are true.
- (2) Why is New York City described as “the most linguistically diverse urban settlement on earth”?
  - (a) Because it is one of the world’s most densely populated areas.
  - (b) Because it is a bustling metropolis with a lot of people.
  - (c) Because many endangered languages are spoken in New York.
  - (d) Because New Yorkers speak more than 800 languages.
- (3) By the end of the 21st century,
  - (a) about 3250 languages would have disappeared from the world.
  - (b) about 3250 languages will not be used regularly.
  - (c) about 3250 languages will still be undocumented.
  - (d) every month, a language will die.
- (4) The Bo language of the Andaman Islands
  - (a) has provided information on the development of human language.
  - (b) became extinct in 2010 when Boa Sr. died.
  - (c) contained cultural and historical knowledge of the Andaman Islands.
  - (d) is correctly described in all of the above statements.
- (5) The Kusunda language of Nepal
  - (a) was extinct until recently.
  - (b) can become popular again.
  - (c) has been preserved in terms of its grammar.
  - (d) still has communicative power.
- (6) Which of the following is **not** true according to the passage?
  - (a) Most of the world’s languages are transmitted by the spoken word.
  - (b) Most of the world’s languages are not written down.
  - (c) When languages are only transmitted by the spoken word, they are more likely to become endangered.
  - (d) Indigenous languages are only important because of their unusual words and fascinating grammar.

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(7) According to this passage, the main reason why languages die is

- people choosing other languages for economic gain.
- war and the destruction of entire communities.
- famine and natural disasters.
- the death of the last speaker of that language.

(8) The internet has helped to prevent language death by

- embracing speakers of endangered languages.
- enabling contact between geographically distant speakers.
- providing written versions of oral languages.
- creating a virtual space for speakers of such languages to survive.

(9) According to this passage, it is important to preserve endangered languages because

- they help people to keep in touch with each other.
- they challenge the dominance of powerful languages.
- they are repositories of valuable knowledge.
- they are spoken languages which are more fragile.

(10) The writer of this passage believes that

- everyone will benefit if one language unites humanity.
- it does not matter if the multiple voices of humanity disappear.
- one language will lead to better communication and greater access to knowledge.
- the world will be a richer place with many languages.

(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)

- Begin the précis on a new sheet. Divide your page into 5 columns, and number the lines.
- Write the précis in approximately 190 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)

One ring to stop and two rings to start.

But in no bus does it happen. People ring the bell as if it were a carillon, and the bus staggers and stalls, and starts all over again. People stand in long queues in the heat of the sun, and sometimes in a drizzle, and the conductor punches out the tickets mechanically before he lets them in. It was a convenience, no doubt. Six doves rose up from the roundabout when the beautiful school teacher who got off at the 13th milepost came along, and fluttered in the morning sun to alight on the bakery roof top. The shadow of the *mara* tree fell oblong across the road, and touched the first step to the post office. It was 7 a.m.

Two rings to start.

The bus jogged on merrily.

The thought of school now completely filled his mind, and made Ruwan nostalgic for his alma mater. It was on such a morning as this, bright and refreshing, that he had walked whistling like a lark along the corridor and before he knew what, old Rossa, the discipline master, had given him three cuts on his buttocks just to make it felt that whistling was prohibited in school.

One ring to stop.

Oh yes, he had forgotten. The school teacher was getting off. She was pretty indeed. She wore a red jersey to protect her from the cold morning breeze, and across the aisle from her in the *hamuduruwo* seat sat a young man talking to his friend about Anup Kumar and the films. He used to now and then furtively glance back at the school teacher, and when she got off, the glass on the shutter would frost with his sighs.

Two rings to start.

When he went home to his village at the end of the month, the fifty rupee note in Ruwan's pocket almost burned a hole. Yes, he still wore trousers, trousers meant wearing shoes. He ran down the dark lane to his home. Dogs barked at the sound of his footfall. He was happy, happy because now he had a job and for the first time in his life he was taking his mother a fifty rupee note of his own earning. How her eyes would light up!

The old woman's eyes in the lamplight glistened from a furrowed face. She looked at the money and then at the boy, lovingly. Now before her stood her little boy, the justification of her whole life, yet no longer a boy but a man, a little *mahattaya* in his trousers and leather shoes. Now the village would come to her. How great he looked, and how much more so when he would stand beside the Ralahamy's daughter in the *walauwa*.

"Now son, about your marriage, many people have come inquiring about you, but all what I prefer for you is a woman of good qualities from a good caste family." The old woman giggled, a happy laughter. The night was the silence of death and the darkness of sleep. Unlike the town, there was neither the noise of the traffic nor the lurid light of the street lamps through the window. Now, having come home, seen his mother and heard her talk as she gave him dinner, he felt the world a mighty emptiness. He did not know that a Kachcheri clerk could fetch a *walauwa* girl.

Mother thought that he, with the Senior School Certificate framed and hung up in her room, should have better prospects. How little she knew. Why, now there was even a union of S.S.C. unemployed. Perhaps he himself had got it all mixed up, and lost his sense of proportion. The village was a nuisance. He had lost the joy of home-coming. He wanted to run away from its stagnant puddle of life.

Out in the town, at the bus stand, it was lovely; little boys crying the morning news, the sweep-ticket sellers, the beautiful school missy disturbing the pigeons in the roundabout, having tea and cigarettes in the boutique with his comrades, the throb of life, the act of living. Oh no, he couldn't tell mother. How could he have told her that he had got a job as a bus conductor? He had written to her that he was now a clerk in the Kachcheri.

- (1) What contrasts do you see in this passage between village life and life in the town? How does Ruwan view life in the village? (04 marks)
- (2) What are Ruwan's mother's hopes for her son? On what does she base these hopes? (03 marks)
- (3) Is Ruwan happy in his job? Give reasons for your answer. (03 marks)
- (4) Why did Ruwan tell his mother that he was a clerk in the Kachcheri? (03 marks)
- (5) What effect does the phrase "One ring to stop. Two rings to start" add to the theme of this story? (03 marks)
- (6) How effectively has this story been presented? Give reasons for your answer, making close reference to 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)

### Because

My father and my mother never quarrelled.  
They were united in a kind of love  
As daily as the *Sydney Morning Herald*,  
Rather than like the eagle or the dove.

I never saw them casually touch,  
Or show a moment's joy in one another.  
Why should this matter to me now so much?  
I think it bore more hardly on my mother.

Who had more generous feelings to express.  
My father had dammed up his Irish blood  
Against all drinking praying fecklessness,  
And stiffened into stone and creaking wood.

His lips would make a switching sound, as though  
Spontaneous impulse must be kept at bay.  
That it was mainly weakness I see now,  
But then my feelings curled back in dismay.

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Small things can pit the memory like a cyst:  
Having seen other fathers greet their sons,  
I put my childish face up to be kissed  
After an absence. The rebuff still stuns

My blood. The poor man's curt embarrassment  
At such a delicate proffer of affection  
Cut like a saw. But home the lesson went:  
My tenderness thenceforth escaped detection.

People do what they can; they were good people,  
They cared for us and loved us. Once they stood  
Tall in my childhood as the school, the steeple.  
How can I judge without ingratitude?

- (1) Describe the relationship between the writer's parents. (04 marks)
- (2) Describe the difference between the personalities of the writer's parents, referring closely to the poem. (04 marks)
- (3) What kind of relationship did the writer have with his father in his childhood? (04 marks)
- (4) What is the lesson the writer refers to in stanza 6? How did he learn this lesson? (04 marks)
- (5) Explain the last stanza of the poem in your own words. (04 marks)

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