

(73) English

Structure of the Question Paper

Paper I – Time : 03 hours. (In addition, 10 minutes for reading)

This paper comprises two parts as Part A and B

Part A - This consists of **four** context questions, each carrying **8** marks. **All** questions should be answered.

Context questions comprise extracts from each text prescribed for study under the following genres.

Question 1 : Drama

Question 2 : Fiction

Question 3 : one of the Short Stories

Question 4 : an excerpt from one of the Poems

Each question will test the following:

- Knowledge of background, author, text and genre; relating the excerpt to the play/novel/short story/poem as a whole.
- Understanding of theme, plot, character and assessment of literary quality
- Quality of candidate's linguistic expression, including persuasiveness, clarity, grammaticality and coherence

(08 marks × 4 = 32 marks)

Part B - This consists of **four** questions, each carrying **17** marks. **All** questions should be answered. They are presented under the following 4 genres: Drama, Fiction, Short Story and Poetry.

The questions will test the following:

- Knowledge of text in relation to question
- Analysis of text, critical understanding, ability to interpret text and to relate it to the overall context it describes
- Quality of candidate's linguistic expression, including persuasiveness and flair, clarity, grammaticality and coherence

(17 marks × 4 = 68 marks)

Total marks of Paper I - Part A = 32 marks

Part B = 68 marks

= 100 marks

Paper II – Time : 03 hours. (In addition, 10 minutes for reading)

This consist of **four** compulsory questions.

Question 1 - Essay - (30 marks)

Question 2 - Reading Comprehension and Precis

(a) Reading Comprehension - (10 marks)

(b) Precis - (20 marks)

Question 3 - Critical reading (prose) - (20 marks)

Question 4 - Critical reading (poetry) - (20 marks)

Total marks of Paper II - 100 marks

Calculation of Final Mark : Paper I = 100

Paper II = 100

Final Mark = $200 \div 2 = \underline{\underline{100}}$

Note to Teachers and Students

Paper I

PART A: Context Questions

- Students should refrain from mechanically repeating the plot or paraphrasing the excerpt, as this adds little to their answer. This is also true of the long answers.
- Though it is not necessary to provide the basic context reference in the first sentence, candidates should remember to include such basic details as title, author, speaker and situation as appropriate, in their answer. Many good answers lose marks unnecessarily because this basic information has not been provided.
- Instead of providing lists of literary devices, candidates should demonstrate the literary value of the extract through a close analysis of the text.

PART B: Long Answer Type Questions

- It is imperative that answers directly and explicitly address the question right at the outset. Many candidates begin with memorized paragraphs which have little relevance to the question, and this is counter-productive.
- Quotations from the text must be explained/analysed. Simply writing out the quotation and leaving it there for the examiner to decipher is unsatisfactory.
- The answer should end with a summative paragraph(s) that re-states the main argument(s) presented. This helps the examiner to see the strength of the answer, and also makes amends for detours and irrelevancies (such as plot summaries) along the way.
- Regarding Question 7 (a), it is important that students justify their choice of a particular story as the “most” insightful/effective/ sensitive in relation to the given quality or theme. This means that candidates should take a few paragraphs to justify their choice through comparing the preferred story with others in contention. Not to do this and to simply describe the merits of the chosen story is insufficient to establish it as the best/most effective example.

Paper II

Question 1 : Composition

- The selected composition should be written to follow the rules, conventions and register of the appropriate genre.
- These compositions can be “for” or “against” the specified topic, or they can present a balanced perspective that includes both these points of view. The crucial element in every case is the quality of the evidence/arguments used and how persuasively the composition is written.
- The Report should follow the established format and contain appropriate sub-headings.
- The Review should indicate proper title and the names of author(s) and relevant actors. This is particularly relevant when the student is writing a review of a film or play.
- The given idea, sentence or phrase should be central to the Creative Composition, not a tangential or trivial part of it.

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Paper I

- Answer all 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 you answer (For example, 1(d), 7(a) and 8(c)II).
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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) It is the cause, it is the cause, my soul.

Let me not name it to you, you chaste stars!
It is the cause. Yet I'll not shed her blood,
Nor scar that whiter skin of hers than snow,
And smooth as monumental alabaster;
Yet she must die, else she'll betray more men.
Put out the light, and then put out the light:
If I quench thee, thou flaming minister,
I can again thy former light restore;
Should I repent me;

- (b) [w]hen thou cam'st first

Thou strok'st me, and made much of me: wouldst give me,
Water with berries in' t: and teach me how
To name the bigger Light, and how the less
That burn by day, and night: and then I lov'd thee
And show'd thee all the qualities o'th' Isle,
The fresh springs, brine-pits, barren place and fertile;
Curs'd be I that did so: all the charms
Of Sycorax: toads, beetles, bats light on you:

- (c) You know what I judge to be the trouble with you? Inferiority complex! Know what that is? That's what they call it when someone low-rates himself! I understand it because I had it, too. Although my case was not so aggravated as yours seems to be. I had it until I took up public speaking, developed my voice, and learned that I had an aptitude for science. Before that time I never thought of myself as being outstanding in any way whatsoever! Now I've never made a regular study of it, but I have a friend who says I can analyze people better than doctors that make a profession of it. I don't claim that to be necessarily true, but I can sure guess a person's psychology, ...

- (d) *He walks about the room*

I mean, you come into a place when it's still dark, you come into a room you've never seen before, you sleep all day, you do your job, and then you go away in the night again.

Pause

I like to get a look at the scenery. You never get the chance in this job.

(e) [...]This is a strong-room of dreams. The dreamers? My people. The simple people, who you never find mentioned in the history books, who never get statues erected to them, or monuments commemorating their great deeds. People who would be forgotten, and their dreams with them[...] That's what I do, friends. Put down, in my way, on paper the dreams and hopes of my people so that even their children's children will remember a man...

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

(a) "I can't believe in such sudden things! I feel indignant with you for talking to me like this, when you know — when you know what harm you've done me! You, and those like you, take your fill of pleasure on earth by making the life of such as me bitter and black with sorrow; and then it is a fine thing, when you have had enough of that, to think of securing your pleasure in heaven by becoming converted!"

(b) There had been a time when we, too, had benefited—those days seemed very remote now, almost belonging to another life—but we had lost more than we had gained or could ever regain. Ira had ruined herself at the hands of the throngs that the tannery attracted. None but these would have laid hands on her, even at her bidding. My sons had left because it frowned on them; one of them had been destroyed by its ruthlessness. And there were others its touch had scathed. Janaki and her family, the hapless chakkli Kannan, Kunthi even....

(c) "If I offended you, if I hurt your dignity, if what I thought was my friendliness, the feeling I had for you - if that hurt your feelings... I know I don't know, I didn't know, and I should have known – the same arm dangled; she didn't know, either, if he understood the words; she dropped fifteen years of the habit of translation into very simple, concrete vocabulary."

(d) "But what is the sense in forever speculating what might have happened had such and such a moment turned out differently? One could presumably drive oneself to distraction in this way. In any case, while it is all very well to talk of 'turning points', one can surely only recognize such moments in retrospect. Naturally, when one looks back to such instances today, they may indeed take the appearance of being crucial, precious moments in one's life; but of course, at the time, this was not the impression one had.

(e) "I've never forgotten him. Dare I say I miss him? I do. I miss him. I still see him in my dreams. They are nightmares mostly, but nightmares tinged with love. Such is the strangeness of the human heart. I still cannot understand how he could abandon me so unceremoniously, without any sort of goodbye, without looking back even once. The pain is like an axe that chops my heart. "

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

Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a street organ playing. She knew the air. Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could.

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

Yet dearly I love you, and would be lov'd fain,
But am betroth'd unto your enemy;
Divorce me, untie or break that knot again,
Take me to you, imprison me, for I,
Except you enthrall me, never shall be free,
Nor ever chaste, except you ravish me.

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) The tragedy of **Othello** transcends the time and location in which it was written, accommodating new interpretations. Do you agree?
- (b) "Caliban is not only an exploited victim but also an agent capable of violent resistance." Discuss this statement in relation to **The Tempest**.
- (c) "Tennessee Williams' use of symbols and motifs in the play add precision and meaning to the characters and their concerns." Analyse with reference to **The Glass Menagerie**.
- (d) One of the chief features of **The Dumb Waiter** is the pervasive sense of impending danger. How does the dramatist create and maintain this effect?
- (e) "Fugard explores the power of art to evoke social change". How useful is this statement in understanding **Sizwe Bansi is Dead**?

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) Thomas Hardy introduces his novel, **Tess of the D'Urbervilles**, as the story of a pure woman. Is this an adequate view of the novel?
- (b) "**Nectar in a Sieve** is not only about social inequalities prevalent in colonial India, as it is also a novel about female courage and adaptability in the face of adversity" Do you agree with this description of the novel?
- (c) "Gender differences are as important as colour hierarchies in **July's People**." Discuss.
- (d) "Stevens' character in **The Remains of the Day** is about how class conditioning can turn a person into his own worst enemy" Critically analyse this statement with reference to the novel.
- (e) "**Life of Pi** is a novel about the transient nature of human relationships, especially when confronted with unexpected circumstances". Use this comment to discuss the strengths and weaknesses of the **Life of Pi**.

7. Short Story

- (a) Of the six short stories in your syllabus, which one do you consider to be the most effective in describing gender inequality in society? Write a critical appreciation of this story justifying your choice.

OR

- (b) What common narrative styles and techniques are identifiable in the short stories prescribed for study? Explain your view with reference to no less than **three** stories.

OR

- (c) Using detailed examples from at least **three** short stories in your selection, describe how social and cultural changes have an impact on personal relationships.

8. Poetry

- (a) Write a brief introduction to a selection of **at least three poems** in your syllabus which discuss the themes of death and suffering.

OR

- (b) “The poetry of contemporary women poets reflects shared concerns despite their widely varying backgrounds”. Discuss this statement with reference to the poetry of Maya Angelou, Kamala Das, Vivimarie Vanderpoorten and Moniza Alvi.

OR

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

- I. Similarities and differences in cultural values as expressed in **three poems** in your syllabus.
- II. Perspectives on exploitation and labour issues in **two poems from different literary periods**.
- III. The relationship between poetry and nationalism as demonstrated in at least **three prescribed poems**.

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(73) English
Paper II

- *This question paper consists of **four** questions. **All** questions are compulsory.*
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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) 'In spite of social media, people are more isolated than ever'
 - (2) 'Post-war reconciliation in Sri Lanka starts with the individual'
 - (3) Garbage disposal: Problems and solutions
 - (4) Write a creative composition which incorporates the phrase "I wish I hadn't called back"
 - (5) A review of a Sri Lankan teledrama which deals with the issues of gender-based harassment.
 - (6) Write a report on traffic accidents in Sri Lanka.

2. Reading comprehension and précis

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

The simplest definition of vegetarianism is a diet free of meat, fish, and fowl flesh. But eating habits of vegetarians cover a wide spectrum. At one end are lacto-ovo vegetarians, who avoid animal flesh but eat eggs and milk products. At the other end are vegans, who forgo eating (and often also wearing) all animal-based products, including honey. There are also pescatarians, who eat fish and seafood but no meat; and lacto-vegetarians, who eat dairy products but not eggs. Raw foodists are vegans who eat mainly raw fruits, vegetables, legumes, sprouts, and nuts; and fruitarians are a subset of raw veganism, who eat botanical fruits in their natural state as well as nuts and seeds. They do not eat grains, or cooked or processed food. The strictest of fruitarians do not even eat vegetables.

A vegetarian diet is associated with many health benefits because of its higher content of fiber, folic acid, vitamins C and E, potassium, magnesium, and many phytochemicals. Compared with other vegetarian diets, vegan diets tend to contain less saturated fat and cholesterol and more dietary fiber. Vegans tend to be thinner, and have lower serum cholesterol and lower blood pressure, reducing their risk of heart disease. Many adherents of vegetarianism and veganism regard a flesh-free diet not only as more healthful, but as a more ethical way to live. They point to the cruel practices and the high environmental cost of raising animals for food as additional reasons for excluding meat from their diet.

Veganism is growing in popularity today among teenagers and youth, especially females. For many vegans, nutritional choices center around taking better care of the earth's resources and the environment, ethical issues about animal care, the use of antibiotics and growth stimulants for the production of animals, the threat of animal-borne diseases, and the health advantages of a plant-based diet. In addition, the potential of allergies from dairy products and lactose intolerance have fueled the popularity of soy-based dairy substitutes.

What is the nutritional and health status of those who follow a vegan diet? Health studies have shown that nonvegetarians had a substantially increased risk of both colorectal and prostate cancer than did vegetarians. A vegetarian diet provides a variety of cancer-protective dietary factors such as fruits and vegetables, and legumes. In addition, obesity is a significant factor, increasing the risk of cancer at a number of sites. Because the mean Body Mass Index (BMI) of vegans is considerably lower than that of nonvegetarians, it may be an important protective factor for lowering cancer risk.