

(e) Yes yes, you have been correct. So that I ask myself is there anything I can do in my turn for these honest fellows who are having such a dull, dull time.

Even ten francs would be a help.

We are not beggars!

Is there anything I can do, that's what I ask myself, to cheer them up? I have given them bones, I have talked to them about this and that, I have explained the twilight, admittedly. But is it enough, that's what tortures me, is it enough?

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

(a) I had often watched a large dog of ours eating his food; and I now noticed a decided similarity between the dog's way of eating, and the man's. The man took strong sharp sudden bites, just like the dog. He swallowed, or rather snapped up, every mouthful, too soon and too fast; and he looked sideways here and there while he ate, as if he thought there was danger in every direction, of somebody's coming to take the pie away. He was altogether too unsettled in his mind over it, to appreciate it comfortably....

(b) "Elinor," cried Marianne, "is this fair? Is this just? Are my ideas so scanty? But I see what you mean. I have been too much at my ease, too happy, too frank. I have erred against every commonplace notion of decorum; I have been open and sincere where I ought to have been reserved, spiritless, dull, and deceitful: had I talked only of the weather and the roads, and had I spoken only once in ten minutes, this reproach would have been spared."

(c) The parents were brought together to witness the contraption as divorced people might meet on their regular day to keep up a semblance of family life. They exchanged a few words with July, another parent, his second youngest sitting yoked on his shoulders. He had the city man's good-natured amusement at country people's diversions. Bam asked whether there was a wedding? And added, or a meeting? But July was not apart from the leisurely, straggling group coming and going about the focus of the man who had commandeered a couple of youths to help him rig up his wires and speaker horn on one of the wattle poles of the hut that was also some kind of church or meeting-house—often women's voices singing hymns came from there. – Is not a wedding. – And at the idea of a meeting, he merely laughed. – Sometime we having a party. Just because someone he's... I don't know. I don't know what it is – He called up to the man on the roof in the way his people did, teasing and encouraging....

(d) "You really surprise me, Captain. You seem to be an educated man, yet your instincts are primitive," she said sanctimoniously. "Don't you see that it is this attitude that makes your army so hated? These are your own citizens. Have you no consideration for them?"

"I can see you are missing the point here. I do feel sorry for these people. Most of them are truly innocent and have suffered greatly for a long time, too long. But I will not let your thugs derive a tactical advantage from any civilized instincts that I may have. In the long run, I think this policy will help the villagers as well."

"I'm sure those who are dead and maimed from your gunfire, those who have lost their homes and possessions, will be truly grateful that you have their greater good at heart."

Sarcasm suited her.

[see page three

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

Framton shivered slightly and turned towards the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung around in his seat and looked in the same direction.

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

Not one, but all mankind's epitome:
Stiff in opinions, always in the wrong,
Was everything by starts and nothing long;
But in the course of one revolving moon
Was chymist, fiddler, statesman, and buffoon;

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.

- The character Othello in Shakespeare's **Othello** has been described as "by his very nature being caught within a mix of power and utter simplicity without which Othello cannot be made plausible either as a role or as a play." Do you agree?
- Shakespeare's **A Midsummer Night's Dream** can be dismissed as a "weak and idle theme, No more yielding but a dream" to use his own words from the end of the play. Is this a fair assessment?
- Write a brief introduction to Chekhov's **The Seagull** for a Sri Lankan audience, paying special attention to the anticipated criticism that there is no 'real action' or 'drama' in the play.
- In Lorca's **The House of Bernada Alba**, "Bernada is portrayed as an entirely negative individual without any redeeming features, and this is a major weakness in the play." Comment.
- Beckett's **Waiting for Godot**, described by the author as a tragicomedy, begins with the statement, "Nothing to be done." Does this effectively sum up the main idea(s) of the 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.

- Dickens in **Great Expectations** "creates characters to navigate the worldly channels. To be sure, some characters are better equipped than others, but the joy and value of reading Dickens comes through seeing the motivations and results of their navigation. We look, as Dickens did in his society, for the beacons of hope who can guide the others on a straight path." How does this description help you to understand the book?
- Austen's **Sense and Sensibility** reveals "the forces in women's lives that urge them to centre their experience on men or money, [as well as] the difficulty not only in balancing sense with sensibility but in valuing either, given the prevalence of false sensibility and negligible or perverted sense." Comment.
- In **July's People**, Gordimer presents the stark reality of the gulf between 'whites' and 'blacks' in South Africa, going beyond racism and inequality to focus on the irreconcilable differences in their understanding of the world. Do you agree?
- "Nihal de Silva's **The Road from Elephant Pass** merely reinforces ethnic and gender stereotypes even in describing the central relationship between Kamala and Wasantha, and hence trivializes the causes and consequences of the Lankan civil war." Discuss.

[see page four

7. Short Story

(a) Of the six short stories in your syllabus, which do you consider to be the most effective in demonstrating the conflicts that exist among different socio-economic classes in society? Write a critical appreciation of this story explaining your views.

OR

(b) What insights do the short stories you have studied offer about the tensions between individual choices and socio-cultural norms?

OR

(c) Using detailed examples from at least **three** short stories in your selection, describe how gender roles and stereotypes shape the lives of the men and women portrayed in these stories.

8. Poetry

(a) Write a brief introduction to a selection of **three** poems in your syllabus, which discusses the themes of political and social justice.

OR

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

OR

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

(i) Shared issues contained in three poems in your syllabus, which are written by non-western men.

(ii) Human psychology in Blake's "Tyger", Hopkins' "Felix Randal" and Plath's "Mirror".

(iii) Similarities and differences in the treatment of the urban-rural distinction in any **two** poems in your syllabus.

* * *

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සියලු ම හිමිකම් ඇවිරිණි / முழுப் பதிப்புரிமையுடையது / All Rights Reserved

ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව ශ්‍රී ලංකා විභාග දෙපාර්තමේන්තුව
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අධ්‍යයන පොදු සහතික පත්‍ර (උසස් පෙළ) විභාග, 2017 අගෝස්තු
கல்விப் பொதுத் தராதரப் பத்திர (உயர் தரப் பரீட்சை, 2017 ஆகஸ்ட்)
General Certificate of Education (Adv. Level) Examination, August 2017

ඉංග්‍රීසි II
 அங்கிலம் II
 English II

73 E II

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 மூன்று மணித்தியாலம்
 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) "How would you most like to be remembered in school: as an athletic star, a brilliant young scholar, or as the most popular student?" Give reasons for your choice.
- (2) To what extent does the Sri Lankan school system prepare its students for effective and active community participation?
- (3) Solar energy: the fuel of the future
- (4) Write a story around the idea that borrowing is dangerous.
- (5) Write a report on the direct and indirect effects of city "beautification" with reference to any major city in Sri Lanka.
- (6) Write a review of a film or a stage drama which addresses gender or ethnic issues in Sri Lanka.

2. Reading comprehension and précis.

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

It is often argued that education is a powerful tool in the emancipation and empowerment of women. Indeed, the different organizations of the United Nations (e.g. UNICEF) and experts on women's liberation argue for women's education as the basic step in women's equality. Education has been reported as crucial for the development of women as it not only helps women gain knowledge, but also provides them with the necessary courage and inner strength to face the challenges of life. It will also help them to procure a job and supplement the income of the family and achieve social status. Education, especially of women, has a major impact on health and nutrition, and is the key to developing a sustainable strategy for population control. Moreover, educated women can play an equally important role as men in nation building. Thus, there is no denying the fact that education empowers women.

One of the recommendations of the National Policy on Education (1986) by the Government of India is to promote "empowerment of women through the agency of education". The National Literary Mission is another step towards the eradication of illiteracy among the age group of 15-35 years by the year 1995. Women's education has assumed special significance in the context of planned development, as education was included in the Sixth Five-Year Plan as a major programme for the development of women. The universalization of elementary education, enrolment and retention of girls in schools, promotion of *balwadis* and *crèches*, increasing the number of girls' hostels, women's polytechnics and multi-purpose institutions and adult programmes were some steps taken to boost women's education. This is being done with the hope that once illiteracy is removed, other avenues of development will be opened automatically.

[see page two]

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For a long time, education was dissociated from the idea of nation building. Its main aim was considered to be transmission of the accumulated wealth of knowledge, imparting classical values and building the character of the individual. It was not viewed as a contributory factor to the development of the nation as we understand it today. Though the aim of education has changed, the perception of women's education is still backward. A girl is socialized from her childhood to be a good sister, a good wife and a good mother and not for a challenging career. She is constantly reminded that her role is limited to her home and its management. Even in those families where girls are given higher education, they are encouraged to take up humanities and social sciences and not the sciences, medicine or engineering. Though the trend is changing, it is very slow.

It is indisputable that education enables a woman to gain more knowledge about the world outside of the hearth and home, and helps her to increase her status, positive image and self-confidence. Even so, these attributes will remain personal to her and cannot be transferred to her gender. The fact that education by itself will not contribute to the social status of women has been shown by the Population Crisis Committees (USA) data sheet, which shows that many countries which have high scores in the education of women are low on the social status of women commensurately. True, there has been a general all-round development in Kerala women, especially in their quality of life, level of white collar employment, life expectations, maternal and infant mortality rates, birth control etc., but, in other fields, the women of Kerala are more insecure today than before. Wife burning, dowry death and other crimes against women which were unheard of a few decades ago have now become a general feature like the rest of India. Certainly, education will not be able to deliver the goods unless it fosters new values—values which expose the inequities against women and which espouse gender justice. (631 words)

- Write the letter of the correct answer in your answer script against the number of the relevant question.
- (1) According to the passage, when women are educated,
 - (a) they don't have any challenges in life.
 - (b) the challenges in their lives are reduced.
 - (c) they are provided support to overcome challenges.
 - (d) they can do better than men.
 - (2) Education may help women
 - (a) to maintain their social status.
 - (b) to get good jobs that will assist in nation building.
 - (c) to lose courage to face challenges in their lives.
 - (d) to enhance their social status and supplement family income.
 - (3) All women who are educated
 - (a) are given the opportunity to have higher education.
 - (b) help their families.
 - (c) are able to find good jobs.
 - (d) have the potential to improve their quality of life.
 - (4) The objective of the National Literacy Mission is to ensure that in India, after 1995
 - (a) all women will be literate.
 - (b) all women in the 15-35 age group will be literate.
 - (c) the education of women in the 13-35 age group would have been initiated.
 - (d) Education for women in the 15-35 age group would have been legalized.
 - (5) According to the text, with the changing trends in women's education in India,
 - (a) women are encouraged to contribute towards nation building.
 - (b) women are encouraged to take up the sciences for their higher education.
 - (c) women are expected to acquire knowledge in order to help in nation building.
 - (d) women are still expected to abide by the traditional framework.

- (6) The Population Crisis Committee data
- indicates the high rate of female literacy in Kerala.
 - shows that many countries have high scores in the education of women.
 - points out that crimes against women in Kerala have increased with the increase in the rate of female literacy.
 - informs us that education alone will not necessarily help women to achieve social status.
- (7) According to the writer, the belief that education does not have a role in nation building
- does not exist.
 - will never change.
 - is changing gradually.
 - has already changed.
- (8) According to the writer, education for women in Kerala
- has significantly improved their social status.
 - has decreased the inequities against them.
 - has brought them security which they did not have in the past.
 - has yet to bring about changes in the old value system.
- (9) In this passage, "espouse gender justice" means
- to punish men for burning their wives.
 - to prevent crimes like dowry death.
 - to ensure equality between women and men.
 - to foster new values.
- (10) The main idea of this passage is that
- education alone is not sufficient for the emancipation of women.
 - illiteracy should be eradicated in India.
 - education should be a part of nation building.
 - education transmits knowledge and classical values.
- (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** within the following word range: **205—215 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)

I spy on my patients. Ought not a doctor to observe his patients by any means and from any stance, that he might the more fully assemble evidence? So I stand in the doorways of hospital rooms and gaze. Oh, it is not all that furtive an act. Those in bed need only to look up to discover me. But they never do.

From the doorway of room 542 the man in the bed seems deeply tanned. Blue eyes and close-cropped white hair give him the appearance of vigor and good health. But I know that his skin is not brown from the sun. It is rusted, rather, in the last stages of vile repose within. And the blue eyes are frosted, looking inward like a snow bound cottage. This man is blind. The man is also legless—the right leg missing from mid-thigh down, the left from just below the knee. It gives him the appearance of a bonsai, roots and branches pruned into the dwarfed facsimile of a great tree.

Propped on pillows, he cups his right thigh in both hands. Now and then he shakes his head as though acknowledging the intensity of suffering. In all of this he makes no sound. Is he mute as well as blind?

The room in which he dwells is empty of all possessions: no get-well cards, small, private caches of food, day-old flowers, slippers, all the usual kickshaws of the sickroom. There is only the bed, a chair, a nightstand, and a tray on wheels that can be swung across his lap for meals.

"What time is it?" he asks.

"Three o'clock."

"Morning or afternoon?"

"Afternoon."

He is silent. There is nothing else he wants to know.

"How are you?" I say.

"Who is it?" he asks.

"It's the doctor. How do you feel?"

He does not answer right away.

"Feel?" he says.

"I hope you feel better," I say.

I press the button at the side of the bed.

"Down you go," I say.

"Yes, down," he says.

He falls back upon the bed awkwardly. His stumps unweighted by legs and feet, rise in the air, presenting themselves. I unwrap the bandages from the stumps, and begin to cut away the black scabs and the dead, glazed fat with scissors and forceps. A shard of white bone comes loose. I pick it away. I wash the wounds with disinfectant and redress the stumps. All this while, he does not speak. What is he thinking behind those lids that do not blink? Is he remembering a time when he was whole? Does he dream of feet? Of when his body was not a rotting log?

He lies solid and inert. In spite of everything, he remains impressive as though he were a sailor standing athwart a slanting deck.

"Anything more I can do for you?" I ask.

For a long moment he is silent.

"Yes," he says at last and without the least irony. "You can bring me a pair of shoes."

In the corridor, the head nurse is waiting for me.

"We have to do something about him", she says. "Every morning he orders scrambled eggs for breakfast, and, instead of eating them, he picks up the plate and throws it against the wall."

"Throws his plate?"

"Nasty. That's what he is. No wonder his family doesn't come to visit. They probably can't stand him any more than we can."

She is waiting for me to do something.

"Well?"

"We'll see." I say.

The next morning, I'm waiting in the corridor when the kitchen delivers his breakfast. I watch the aide place the tray on the stand and swing it across his lap. She presses the button to raise the head of his bed. Then she leaves.

In time the man reaches to find the rim of the tray. Then he lifts off the cover and places it on the stand. He fingers across the plate until he probes the eggs. He lifts the plate in both hands, sets it on the palm of his right hand, centres it, balances it. He hefts it up and down slightly, getting the feel of it. Abruptly he draws back his right arm as far as he can. There is the crack of the plate breaking against the wall at the foot of his bed and the small wet sound of the scrambled eggs dropping to the floor.

And then he laughs. It is a sound you have never heard. It is something new under the sun. It could cure cancer.

Out in the corridor, the eyes of the head nurse narrow.

"Laughed, did he?"

She writes something down on her clipboard.

A second aide arrives, brings a second breakfast tray, put it on the nightstand, out of his reach. She looks over at me shaking her head and making her mouth go. I see that we are to be accomplices.

"I've got to feed you," she says to the man.

"Oh, no you don't," the man says.

"Oh, yes I do", the aide says, "after the way you just did. Nurse says so."

"Get me my shoes," the man says.  agaram.lk

"Here's oatmeal," the aide says. "Open." And she touches the spoon to his lower lip.

"I ordered scrambled eggs," says the man.

"That's right," the aide says.

I step forward. "Is there anything I can do?" I say.

"Who are you?" the man asks.

In the evening, I go once more to that ward to make my rounds. The head nurse reports to me that room 542 is deceased. She has discovered this quite by accident, she says. No, there had been no sound. Nothing. It's a blessing, she says.

I go into his room, a spy looking for secrets. He is still there in his bed. His face is relaxed, grave, dignified. After a while, I turn to leave. My gaze sweeps the wall at the foot of the bed, and I see the place where it has been repeatedly washed, where the wall looks very clean and very white.

- (1) What do we learn about the doctor from his interactions with the patient? Give reasons for your answer. (04 marks)
- (2) How is the patient's state of mind depicted in the text? (04 marks)
- (3) Why do you think the head nurse is so angry with the patient? Do you think her anger is justifiable? (04 marks)
- (4) What is the significance of bringing to the reader's focus the very clean and very white spot on the wall referred to in the last paragraph of the text? (04 marks)
- (5) What kind of a medical system is depicted in this text? (04 marks)

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

The Widow

Her life was in deference to his comfort.
The rocking chair was his, the window seat,
the firm side of the mattress.

Hers were the midnights with sickly children,
pickups after the guests left, the single
misery of childbirth. She had duties;

to feed him and to follow and forgive his few
excesses. Sometimes he drank, he puffed his cigars,
he belched, he brought the money in.

And brought Belleek and Waterford for birthdays,
rings and rare scents for Christmas; twice he sent
a card with flowers: "All my love, always."

At night, she makes herself ready
to please him in all the ways she could
and liked it well enough, or said she did, day in

day out. For thirty years they agreed on this
until one night, after dinner dancing,
he died a gassy death at fifty - turned

a quiet purple in his chair, quit breathing.
She grieved for him with a real grief for she really missed him
sorely. After six months of this she felt relieved.

[see page six

- (1) What kind of a marriage is described in the poem? (04 marks)
- (2) The marriage lasted 30 years. What reasons are given in the poem for the marriage to have lasted that long? (04 marks)
- (3) How is the social class of the couple depicted in the poem? (04 marks)
- (4) What kind of effects are achieved by using the words "gassy" (line 18) and "sorely" (line 21)? (04 marks)
- (5) Do you think it was right for the woman to have been "relieved" after six months of mourning? (04 marks)



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