

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  
 இலங்கைப் பரீட்சைத் திணைக்களம் இலங்கைப் பரීட்சைத் 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 Department of Examinations, Sri Lanka

දෙසන පොදු සහතික පත්‍ර (පසු පෙළ) විභාග, 2018 අගෝස්තු  
 கல்விப் பொதுத் தராதரப் பத்திர (உயர் தர)ப் பரீட்சை, 2018 ஓகஸ்ட்  
 General Certificate of Education (Adv. Level) Examination, August 2018

20.08.2018 / 1300 - 1530

සාමාන්‍ය ඉංග්‍රීසි II  
 பொது ஆங்கிலம் II  
 General English II

13 E II

පැය දෙකට එකතුව කිවේ  
 இரண்டரை மணித்தியாலம்  
 Two and a half hours

For Examiner's Use Only	
Part	Marks
A	
B	
C	
D	
Total Paper II	
Paper I	
Total Paper I & II	

Code Numbers

Index No. : .....

Marking Examiner	
Marks Checked by	1
	2
Supervised by	

Final Marks	
In Numbers	In Letters

- \* Answer all questions on this paper itself.
- \* Marks will be deducted for bad punctuation (Omission of full stops, capital letters, etc.) and for mistakes in basic grammar. (The supervisor will provide you with sheets for rough work.)

PART A - VOCABULARY (25 marks)

I. Underline the correct word ending selecting from those given in brackets. (05 marks)

- A: Excuse me, can you help me? I promised my friend I would meet him half an hour ago, but I don't know where I am now.
- B: Yes, I can help you. You're in a hot air balloon, hovering (1) approxima..... (tion, tely, te) 30 feet above a vacant field. There is a 5 knot southwest wind and the air temperature is 75 Degrees Fahrenheit.
- A: You must be an engineer.
- B: Yes, I am. How did you know?
- A: Well, everything you have told me is (2) techni..... (cal, c, cally) correct, but I have no idea what to make of your information.
- B: You must be a (3) manage..... (ment, r, rial).
- A: Yes, I am. But how did you know?
- B: You don't know where you are or how to achieve your (4) objec..... (ts, tions, tives). You made a promise to someone with no idea of how to keep it and now that you are in a (5) despera..... (te, tion, tely) position, you expect me to solve your problem.

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Q. I  
 5

II. Among those meanings given at the end of the following text, underline the meaning which is most appropriate to the context in which the word in bold print appears in the text. (10 marks)

One day a professor entered the classroom and asked his students to be ready for a surprise test. They waited **anxiously** at their desks for the test to **commence**. The professor handed out the question paper with the text facing down as usual. Once he handed them all out, he asked his students to turn the page and begin. To everyone's surprise, there were no questions, just a black dot in the centre of the page.

The professor seeing the **expression** on everyone's face, told them the following, "I want you to write what you see there." The **confused** students got started on the **bizarre** task. At the end of the class, the professor took all the answer papers and started reading each one of them aloud in front of all the students. All of them with no **exceptions** described the black dot, trying to explain its position in the middle of the sheet etc.

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use only

After all had been read, the professor began to explain, "I am not going to grade you based on this test. I just wanted to give you something to **ponder** about. No one wrote about the white part of the paper. Everyone focused on the black dot and the same happens in our lives. We have a white paper to **observe** and enjoy, but we always focus on the dark spots. Our life is a gift. We always have reasons to celebrate, our relatives and friends around us, the job that provides our **livelihood**, etc."

"However, we insist on focusing only on the dark spots, the health issues that bother us, the lack of money, the complicated relationship with a family member, the **disappointment** with a friend etc. The dark spots are very small compared to everything we have in our lives. Take your eyes away from the black spots in your life. Enjoy each one of your blessings, each moment that life gives you. Be happy and live a life positively!"

- (1) **anxiously** – A. angrily B. excitedly C. sadly D. silently
- (2) **commence** – A. implement B. hold C. commit D. begin
- (3) **expression** – A. look B. happiness C. sorrow D. bewilderment
- (4) **confused** – A. angered B. puzzled C. conflicted D. considerate
- (5) **bizarre** – A. difficult B. simple C. unusual D. easy to score
- (6) **exceptions** – A. expectations B. exclusions C. examples D. explanations
- (7) **ponder** – A. think B. talk C. write D. know
- (8) **observe** – A. wrap B. look at C. draw D. preserve
- (9) **livelihood** – A. likelihood B. satisfaction  
C. means of living D. social status
- (10) **disappointment** – A. difference of opinion B. feeling of regret  
C. verbal argument D. lack of agreement

Q. II

10

III. Select any **five** words from the list given below and use each of them in a meaningful sentence. You may use the verbs in any tense. You may use the plural form of the nouns. But **do not** change the form of the other words. (05 marks)

- convey, crucial, tradition, scold, ancient,
- income, effectively, unavoidable, initiate, patiently

- (1) .....
- (2) .....
- (3) .....
- (4) .....
- (5) .....

Q. III

5

Q. IV

5

PART - A

25

IV. **Underline** the most appropriate word from those given in brackets. (05 marks)

- (1) They continued the strike (insensitive, irrespective, indifferent) of the public protest.
- (2) Students offered a gift to the teacher to (endorse, appreciate, satisfy) her long service.
- (3) It is the responsibility of the government to (adjust, ensure, report) the safety of all citizens.
- (4) The prisoner was hanged for (doing, acting, committing) a murder.
- (5) The budget will be presented to the Parliament for its (license, approval, permission).

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use only

**PART B – DIALOGUES (25 marks)**

I. How do you respond in each of the following situations? Write only **one** sentence or question for each, beginning with the word/s given. **(05 marks)**

(1) Your best friend who is preparing for his/her A/L examination next month wastes a lot of time on Facebook. Give him/her suitable advice.

“You’d better .....

(2) One of your friends invites you to watch a football match this weekend. Refuse his/her invitation.

“I .....

(3) You have arrived at a town that you had not visited previously. Ask somebody the way to the railway station.

“Could .....

(4) Your father asks your opinion on spending the next vacation. Suggest something.

“Shall .....

(5) You promised that you would deliver a speech at the next meeting of the English Literary Association. Today is the meeting and the announcer invites you to the stage. But you cannot deliver the speech today. Apologize with a valid excuse.

“I .....

Q. I  

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5

II. Imagine that you, a student of Rathna Pokuna Vidyalaya, are speaking to an organisation which conducts an All-island Essay Competition. Complete the missing parts of the telephone conversation between the Secretary of the Organisation and you. Do **not** use **more than two** sentences/questions in each blank. **(05 marks)**

*Secretary* : Hello. Leaders Tomorrow Organisation. (1) .....

*You* : Yes. I am a student of Rathna Pokuna Vidyalaya. May I speak to the Co-ordinator of All Island Essay Competition, please?

*Secretary* : (2) .....

*You* : Well, then, do you know when he will be back in his seat?

*Secretary* : Oh, yes. He should be here in one hour. May I take a message?

*You* : Yes. I am interested in participating in the essay competition conducted by your organisation. And I requested the details about this competition. Your co-ordinator has faxed a document with all the details. But there was no application form.

*Secretary* : (3) ..... Anyway, would you like me to fax that to you?

*You* : Yes. But our fax machine is being repaired at the moment and it won't be working until eleven O'clock. Could you send me the fax around eleven thirty?

*Secretary* : Certainly. (4) .....

*You* : Yes. I am Pamalja Perera and the fax number is 6851294.

*Secretary* : OK. Pamalja. I'll send you the fax around eleven thirty.

*You* : (5) .....

*Secretary* : You are welcome.

Q. II  

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[See page four





□ PART C - COMPREHENSION (30 marks)

I. Read the following text and do the activities that follow. (10 marks)

- ① Dr. C.W.W. Kannangara, known as the Father of Free Education in Sri Lanka, was one of those patriots who prepared the ground for independence of our country. He was born on 13 October, 1884 and had his primary education at the Wesleyan Missionary School in Randombe.
- ② Kannangara showed great educational promise as a child and his achievements were recognized by Rev. J.H. Darrel, the Principal of Richmond College, Galle who was the Chief Guest at a prize giving of the Wesleyan Missionary School. After noticing that Kannangara won most of the available prizes, he had said, "Son, you may have to hire a bullock cart to take home these things you collected at this prize giving." He also gave Kannangara a chance to sit for Richmond College Foundation Scholarship Examination. Kannangara won the scholarship and entered Richmond College for his secondary education.
- ③ Kannangara was regarded as an excellent student at Richmond. He was the captain of the school cricket team and was a member of the school soccer team, winning colours for his performances. He was also regarded as a fine debater. After leaving school, he taught mathematics first at Richmond College and then at Prince of Wales College, Moratuwa and Wesley College, Colombo. While teaching, he studied law and passed out as an Attorney-at-law in 1910. He set up his first law practice in Galle.
- ④ Dr. C.W.W. Kannangara was the Minister of Education in the State Council from 1931 to 1947. During his term of office, there was a remarkable progress in the sphere of education. Free mid-day meal for school children, establishment of the University of Peradeniya and the introduction of Central Schools were some of the proposals implemented during his term of office in addition to the Free Education Scheme. Free education, which benefitted thousands of underprivileged students in rural parts of the country, was undoubtedly the greatest contribution of Dr. C.W.W. Kannangara.

(1) Based on the information in the text, write **True** or **False** in the space provided beside each sentence.

- (a) Rev. J.H. Darrel was the Principal of the school where Kannangara had his primary education. (.....)
- (b) Kannangara was the captain of the soccer team of Richmond College. (.....)
- (c) Kannangara worked as a teacher at Richmond College. (.....)
- (d) Kannangara passed out as an Attorney-at-law before he was thirty years of age. (.....)
- (e) Dr. C.W.W. Kannangara was the Minister of Education in the State Council for more than twelve years. (.....)

(2) **Underline** the most appropriate response in each of the following.

- (a) Rev. J.H. Darrel remarked: "Son, you may have to hire a bullock cart." What did he indicate in this expression?
- (i) Kannangara had to travel a long distance.
- (ii) Kannangara was walking very slowly.
- (iii) Kannangara won many awards.
- (iv) Kannangara's school bag was very heavy.

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use only

- (b) Which of the following is **not** mentioned in the text as a contribution of Dr. Kannangara?
- (i) Establishing Central Schools      (ii) Providing free mid-day meal  
(iii) Providing free education      (iv) Writing educational books
- (3) Who or what does the pronoun in bold print in the text refer to?  
**he** (paragraph ②) .....
- (4) Write **one word** for each of the given blanks, selecting from the passage, which means the same as the following:
- (a) persons who love the country and who are ready to defend it against an enemy .....
- (b) having less money and fewer opportunities than most people in society .....

Q. I

1 -
2 -
3 -
4 -
10

II. Read the following text and do the activities that follow. The first sentence in the second paragraph [paragraph ②] has been left out. **(20 marks)**

- ① Water covers 70% of our planet and everyone thinks that **it** will always be plentiful. However, freshwater—the stuff we drink, bathe in, irrigate our farm fields with—is incredibly rare. Only 3% of the world’s water is fresh water and 66% of that is unavailable for our use. As a result, 1.1 billion people worldwide lack access to water and a total of 2.7 billion people find water scarce for at least one month of the year. Inadequate sanitation is also a problem for 2.4 billion people. At the current consumption rate, **this situation** will only get worse. By 2025, 68% of the world population may face water shortage.
- ② ..... First, people overuse water; it may be overused on people, animals or land. It may also be overused for recreational activities without any care about the effects that it may have on the world around them. Second, water pollution is a huge problem. Pollution can be caused by anything from kitchen waste to chemicals.
- ③ Several adverse effects of water scarcity have been identified. First, people are not able to get fresh drinking water. If there is no water that can be used in order to help water the crops, people will experience hunger. Animals will also die. Water scarcity, in short, causes starvation to occur en masse for both people and animals. Further, if you don’t have access to clean water, you will be more likely to get diseases.
- ④ One step we can take to help mitigate the impact of water scarcity is conserving water. If we use water wisely in day-to-day life, more water will be available to us, plants and wildlife when a drought occurs. Turning off the water while you brush your teeth can save more than 100 gallons of water a month. If you have a leaky faucet, the drips can add up to 300 gallons of water wasted in a month.
- ⑤ Another way to save water is to install devices that use less water to perform everyday tasks. For example, we use water in our homes mostly when we take a shower or flush the toilet. Now there are low-flow toilets and showerheads. **They** can reduce the amount of water we use in our day-to-day activities. People are also finding new efficient ways to save water by reusing it. Many businessmen have enthusiastically started recycling water that they use in **their** manufacturing process. Instead of letting

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water run down the drain, this water is collected, cleaned and run back through the system. Unfortunately, many governments have tended to invest heavily in largely inefficient solutions: mega-projects like dams, canals, pipelines and water reservoirs, which are generally neither environmentally sustainable nor economically viable.

(1) Based on the information in the text, write **True** or **False** in the space provided beside each sentence.

- (a) In less than 10 years, 68% of the world population will be affected by water scarcity. (.....)
- (b) Low-flow toilets double the amount of water used. (.....)
- (c) Many businessmen hesitate to begin water recycling process. (.....)
- (d) The writer views mega-projects like dams as more important than recycling water. (.....)

(2) **Underline** the most appropriate response in each of the following.

- (a) What does the phrase **this situation** in paragraph ① refer to?
- (i) water scarcity (ii) water pollution  
(iii) world population (iv) starvation
- (b) Which of the following is most appropriate as **the first sentence** of the paragraph ②?
- (i) Water pollution can be identified as one of the major threats.  
(ii) Two major causes can be identified leading to water scarcity.  
(iii) Overuse of water is the main reason for water pollution.  
(iv) There are some harmful effects of water scarcity.
- (c) Which of the following is directly mentioned by the writer?
- (i) Pollution can be caused only by kitchen waste and chemicals.  
(ii) More amount of pollution can be caused by chemicals than by kitchen waste.  
(iii) Farmers use new inventions to reduce the amount of water they use.  
(iv) More than one billion people in the world lack access to water.
- (d) Which of the following is the most appropriate **sub-title** for paragraph ④?
- (i) Water pollution in day-to-day activities  
(ii) Water conservation in day-to-day activities  
(iii) Effects of drought  
(iv) Water for plants and wildlife

(3) Fill in the blanks in the following passage, based on the information in the text. Do **not** use more than **one** word in each blank.

Although 70% of our earth is covered by water, only 3% of it is consumable. Unfortunately, more than 60% of drinking water is (1) ..... for our consumption. Therefore, a large number of people lack access to water. Similarly, poor (2) ..... is also a problem for 2.4 billion people. If people continue their present water consumption habits, the problem is likely to be (3) ..... in the future.

Water shortage mainly caused by overuse of water and water pollution may finally lead people and animals to suffer from (4) ..... ; further, they will be prone to diseases.

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(4) Who or what do the words in bold print in the text refer to?

(a) **it** (paragraph ①) .....

(b) **They** (paragraph ⑤) .....

(c) **their** (paragraph ⑤) .....

(5) Write **one** word for each of the given blanks, selecting from the passage, which means the same as the following.

(a) supply water to an area of land through channels for agriculture .....

(b) make something less harmful or serious .....

(c) a long period of time when there is little or no rain.....

(d) fix equipment into a position .....

(e) in a manner showing great interest about something .....

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Q. II
1 -
2 -
3 -
4 -
5 -
Total
20

PART - C
30

**PART D - WRITING (20 marks)**

I. Write a paragraph **beginning** with the given sentence.

Use about **75-100** words. Do **not** exceed the word limit. Do **not** write more than **one** paragraph. (05 marks)

There are many benefits of doing extra-curricular activities at school.

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Q. I
C -
L -
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Q. II

C-
L-
O-
15

PART -D

20
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**G.C.E. ADVANCED LEVEL 2018**

**ENGLISH (73) – PAPER II**

**Question 1 (Essay)**

**30 marks**

For topics (1), (2) and (3) – Factual Essay

<b>Content (10)</b>	(8-10)	(6-7)	(4-5)	(2-3)	(0-1)
	Shows substantive knowledge of topic; relevant facts with supportive examples given where needed; has a clear argument and thesis statement	Good knowledge of topic; facts relevant to topic given with examples; has a fairly clear argument & thesis statement	Shows fair knowledge of topic and facts relevant to topic; few examples, weak argument, may not have a thesis statement	Limited knowledge of topic and facts relevant to topic; no examples; lacks a clear argument /thesis statement	Poor or no knowledge of topic, states one or two random facts only; nothing written
<b>Organisation (5)</b>	(4 -5)	(3 -3.5)	(2-2.5)	(1-1.5)	(0-0.5)
	Has a clear introduction, body and conclusion/s; main ideas are supported with examples and are developed rationally to support argument; uses appropriate cohesive devices to ensure smooth flow.	Has a clear introduction, body and conclusion/s but flow is somewhat choppy; not all main ideas are supported with examples; appropriate discourse markers and linking devices are used between paragraphs	Loose organization, lacks logical sequencing of ideas; introduction, body and concluding sections may not be clear; insufficient use of discourse markers between & within paragraphs	A few ideas, haphazard and not linked; incorrect use of discourse markers; one or two paragraphs only	Lacks coherence; no discourse markers or cohesive devices used
<b>Grammar &amp; Spelling (10)</b>	(8-10)	(6-7)	(4-5)	(2-3)	(0-1)

	Uses complex sentences and subject-verb agreement accurately; no spelling or punctuation errors	Not many grammatical errors but uses simple sentence constructions; a few errors in spelling and punctuation	Obvious errors in grammar and spelling; lacks control over even simple sentence structures and tenses	Many grammar; spelling and punctuation errors which often impede comprehension	Nothing written, or has grammatical errors in every sentence
<b>Style &amp; diction (5)</b>	(4-5)	(3-3.5)	(2-2.5)	(1-1.5)	(0-0.5)
	Sophisticated range of vocabulary; effective choice of words and idioms, uses appropriate register; shows obvious flair	Good range of vocabulary, uses appropriate tone and register	Average range of vocabulary; may not use the correct register; little or no idiomatic use	Very limited vocabulary with obvious incorrect usages	Nothing written; or language and expression are incomprehensible
<b>Maximum</b>	<b>30</b>	<b>21</b>	<b>15</b>	<b>9</b>	<b>3</b>

**Pass Mark: 12/30**

**For topic (4) – Creative Essay**

<b>Content (10)</b>	(8-10)	(6-7)	(4-5)	(2-3)	(0-1)
	An essay that uses the given sentence in an effective, appropriate and significant manner	An essay that uses the given sentence in an appropriate and significant manner to some extent, but does not capture or exploit its full potential	An essay that uses the given sentence tangentially, and shows only limited ability to write imaginatively	Essay is not related to the given sentence in any perceivable way	Nothing written; or irrelevant content only
<b>Organisation (5)</b>	(4 -5)	(3 -3.5)	(2-2.5)	(1-1.5)	(0-0.5)

	Essay has a clear introduction, body and conclusion, with appropriate cohesive devices to ensure a smooth flow between ideas	Has an introduction, body paragraphs and conclusion, but flow is somewhat choppy; some ideas are not adequately linked by use of appropriate discourse markers	Loose organization, lacks logical sequencing of ideas; insufficient use of discourse markers between and within paragraphs	A few ideas, haphazard and not linked; one or two paragraphs only, insufficient to show organisation	Nothing written, or lacks coherence
<b>Grammar &amp; Spelling (10)</b>	(8-10)	(6-7)	(4-5)	(2-3)	(0-1)
	Uses complex sentences and subject-verb agreement accurately; virtually no spelling or punctuation errors	Not many grammatical errors but uses simple sentence constructions; a few errors in spelling and punctuation	Obvious errors in grammar and spelling; lacks control over even simple sentence structures and tenses	Many grammar, spelling and punctuation errors which often impede comprehension	Nothing written, or unintelligible due to grammatical errors in every sentence
<b>Style &amp; diction (5)</b>	(4-5)	(3-3.5)	(2-2.5)	(1-1.5)	(0-0.5)
	Sophisticated range of vocabulary and idiomatic usage, showing ability to use language to express emotion; uses appropriate tone and register and shows obvious flair in writing	Good range of vocabulary, uses appropriate tone and register, but maybe slightly hyperbolic or exaggerated; idiomatic usage is slight, or inconsistent	Average range of vocabulary; may not use the correct register; little or no idiomatic use; struggles to strike the correct note appropriate to the content	Very limited vocabulary with obvious incorrect usages. No ability to create suspense or emotion through language use	Nothing written, or insufficient content to evaluate
<b>Maximum</b>	<b>30</b>	<b>21</b>	<b>15</b>	<b>9</b>	<b>3</b>

**Pass Mark: 12/30**

Note for Topic No. 4:

If the candidate has not answered the given question – i.e., if she/he has written an imaginative essay on a different topic, marks cannot be allocated for content, style or diction. For such a candidate, marks can



only be given out of 10 for **Grammar and Spelling**. Note that the given sentence “When I read the letter, I felt really foolish” can appear at the beginning, middle or end of the essay.

**For Topic No. 5 (Review of a Film)**

<b>Identification (02)</b>	2	1.5	1	0	0
	Both the title of film and novel or short story on which it is based are given, with correct spelling	Both the title of film and novel or short story on which it is based are given, but spelling is incorrect	Only the title of the film is given	No identification of either film or novel / short story <b>OR</b> only the title of the novel / short story is given	
<b>Content (10)</b>	8-10	6-7	4-5	2-3	0-1
	A critical review and analysis of the film with a coherent, nuanced development of ideas dealing with the theme/s and character/s, with attention paid to any differences between the film and the novel/short story	Theme/s and character/s of the film are discussed with some critical insights/analysis and some attention paid to any differences between the film and the novel/short story	One or two themes discussed, but not much attention paid to character development or plot; very slight reference or none to the novel / short story	Very sketchy treatment of the film with one or two points of plot narration; very generic description of character; no reference to novel / short story	Nothing written; or a review of a film that does not conform to the given specifications
<b>Evaluation (08)</b>	6-7	4-5	2-3	1	0

	Evaluation clearly given, with reasons and supporting details, focusing on theme/s and central characters with appropriate reference to the novel/short story	Evaluation given, with some supporting details and slight reference to the novel/short story	Inadequate evaluation, with hardly any supporting details, and no reference to novel / short story	Sketchy evaluation of the film and no reference to novel / short story	No evaluation given, or nothing written
<b>Language/ Mechanics (10)</b>	8-10	6-7	4-5	2-3	0-1
	Uses complex sentences and subject-verb agreement accurately; no spelling or punctuation errors	Not many grammatical errors but uses simple sentence constructions; a few errors in spelling and punctuation	Obvious errors in grammar and spelling; lacks control over even simple sentence structures and tenses	Many grammar; spelling and punctuation errors which often impede comprehension	Nothing written, or grammatical errors in every sentence

**Pass Mark 12/30**

Notes for Topic No. 5:

(1) If a candidate has chosen a film without indicating that it is based on a novel or short story, or has written a **review of a play or a novel instead of a film, marks for Location statement, Content and Evaluation cannot be given.** The candidate will therefore be marked **ONLY** for **Language and Mechanics (max 10 marks).**

(2) If the review is merely a summary of the plot of the film, and no evaluation is given, **no marks can be given out of 08** for Evaluation.

**For Topic No 6 (Report)**

<b>Problem statement and content (08)</b>	7-8	5-6	3-4	1-2	0-1
	Shows an extensive knowledge of coast conservation in Sri Lanka (SL),	Shows a good knowledge of coast conservation in SL, one or two points may not	Shows a limited knowledge of coast conservation in SL; gaps are obvious. Not all	Very sketchy knowledge of the subject and report format (Eg: no sub-titles or only	Irrelevant content, or nothing written

	mentioning all important points. Report has sections with appropriate sub-titles and a clear problem-solution structure which covers <b>all</b> aspects of the topic	be mentioned; Report has sections with appropriate sub-titles and a clear problem-solution structure which covers <b>most</b> aspects of the topic	appropriate sections and sub-titles are given	one sub-title given)	
<b>Measures taken in response (05)</b>	4-5	3	2	1	0
	A comprehensive account of the measures taken to counter the increase in coast conservation, in terms of both success and failure	Discusses some of the measures taken to counter the increase in coast conservation	Does not show an adequate knowledge of measures taken to counter the increase in coast conservation	Mentions just one measure	Does not show awareness of measures taken
<b>Solutions / Recommendations for prevention (07)</b>	6-7	4-5	2-3	1	0
	A list of well-thought out recommendations /solutions given	An acceptable list of solutions and recommendations given, but nothing extraordinary	One or at most two, solutions or recommendations given	One recommendation -n /solution, badly expressed	No solutions or recommendations given
<b>Language and mechanics (10)</b>	8-10	6-7	4-5	2-3	0-1
	Near-native control of grammar, spelling and punctuation	A few errors visible in grammar, spelling and punctuation	Errors in grammar, spelling and punctuation very evident	Errors in grammar, spelling and punctuation impede comprehension	Nothing written

**Pass Mark: 12/30**

Note for Topic No 6:

If the report is written as an essay – i.e, it does not follow the format of a report with appropriate sub-sections, **marks cannot be allocated for problem statement and content, measures taken in response, and recommendations for prevention/ solutions.** For such a candidate, **marks can only be given out of 10** for language and mechanics.

**Content suggestions for Essay topics (1) (2) and (3)**

**1. The Global Refugee Crisis**

Best responses will show

- An awareness of who a refugee is – a person who has a fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, and is therefore unable to reside in the country of his/her nationality (adapted from the UNHCR's protocol)
- a knowledge of the refugee crisis at the global level, touching on some of the most obvious geographical regions that are affected (e.g. Middle East, African countries, European countries)
- an analysis of the main reasons for the crisis
- a discussion of the political impact with arguments for and/or against
- a discussion of the humanitarian impact with arguments for and/or against
- recommendations / solutions (if any)

**2. “The end of the 21<sup>st</sup> century will see the end of human kind.”**

Best responses will show

- a positioning of the candidate in response to the given statement. This position could be one of agreement, disagreement, or a combination of both
- arguments supporting whatever position taken
- an awareness of significant issues the world faces currently, such as climate change, global hunger, the water crisis, peak oil crisis, energy crisis, rapid extinction of vegetation and animal species, epidemic spread of fatal diseases
- effective counter-arguments to deal with contemporary problems facing humanity if the candidate disagrees with the given statement

**3. “Stories about fairies, witches and wizards are only suitable for children.”**

Best responses will show

- a positioning of the candidate in response to the given statement. This position could be one of agreement, disagreement, or a combination of both
- arguments supporting whatever position is taken

- (if the candidate agrees with the given statement) why such stories are only suitable for children, and argue their lack of relevance/interest for adult readers
- (if the candidate disagrees with the given statement) why such stories are of relevance/interest to adults
- specific knowledge of books and /or short stories that include elements of fantasy such as magical worlds, witches, wizards, pixies, goblins, etc.
- the inclusion/discussion of fiction dealing with vampires, werewolves, shapeshifters, and other fantastic creatures and settings, although the topic mentions fairies, witches and wizards. Such inclusions should be accepted as an understanding of the breadth of the topic.

### **Content suggestions for Report on Coast Conservation in Sri Lanka**

#### (1) Introduction with Problem Statement

- A definition of coast conservation should be given
- Geographical areas affected should be named

#### (2) Principles causes and reasons

- Reasons for coastal erosion and pollution should be discussed
- Statistics and other data can be given as support

#### (3) Measures taken in response

#### (4) Recommendations for Prevention / Solutions

- The better responses would provide solutions from a governmental level as well as community / individual level

### **Question 2**

#### **(Précis and Reading Comprehension)**

**30 marks**

#### **Reading Comprehension MCQs (10 marks)**

1. a or d
2. c.
3. d.
4. d.
5. b.
6. a.
7. c.
8. b.
9. d.
10. b.



**For Précis (20 marks)**

<b>Content (7)</b>	6-7	4-5	2-3	1	0
	All main ideas included	Most main ideas included with some irrelevant / supporting content	A few main ideas and mostly irrelevant content	Only one or two sentences, not necessarily main ideas	Completely irrelevant content <b>OR</b> Nothing written
<b>Paraphrasing (4)</b>	4	3	2	1	0
	Every attempt made to use own words without losing the sense of the passage	Obvious attempt made to use own ideas but a few words or phrases may be repeated	Slight attempt made to use own ideas, obvious chunks 'lifted'	Most sentences / phrases 'lifted' from the text	Word-for-word from the text <b>OR</b> nothing written
<b>Organization (4)</b>	4	3	2	1	0
	Good sequence and flow of ideas, no unnecessary details	Discernible flow and organization but with some extraneous ideas	Choppy flow, with obvious missing links in the sequence	Disjointed or fragmentary ideas, no proper flow/organization	No discernible organization <b>OR</b> nothing written
<b>Accuracy of language (4)</b>	4	3	2	1	0
	No grammar, spelling or punctuation errors	One or two grammar, spelling or punctuation errors	Errors are mostly in spelling or punctuation; don't impede comprehension <b>BUT</b> may change the sense of the passage	Errors mostly grammatical; impedes reader comprehension somewhat <b>OR</b> changes the sense of the passage	Errors impede reader comprehension <b>OR</b> Nothing written
<b>Length</b> 182-192 words	Length (1 - 0)				
	19-20	14-16	9-10	05	01

**Pass Mark: 08/30**

Note for Précis:

(1) The **paraphrasing mark** impacts marks for other sections:

If the answer is **mostly 'lifted'** from the text, the précis receives zero (0) marks for all sections, except 0-1 mark for length.

If the answer contains some 'lifted' (copied) content (i.e., a mark of 1-3), the marks for content, paraphrasing, organization, accuracy of language are to be calculated only for the parts that are **not** plagiarized.

- (2) Some keywords are difficult to paraphrase and may appear in the précis as is: e.g. imperialism, dialect, bilingualism, multilingualism
- (3) The précis does **not** need to follow the organization of the original text. However, it should have a smooth 'flow' and internal coherence. The main ideas of the original text are given in boldface to aid the marking.

### Précis Text (Main ideas in bold type)

**English has spread everywhere in the world as a lingua franca.** Whereas in 1950 about **9% of the world's population spoke English natively**, with Spanish and then Hindi-Urdu next with about 5% each and with Arabic having 2%, by 2000 the proportions were just over 6% for English, and over 5% for Spanish and Hindi-Urdu, with Hindi-Urdu overtaking Spanish. By 2050 the projection is that Hindi-Urdu will overtake English as its proportion reaches 6% and that English, Spanish, and Arabic will all hover around 5%. **However, at all these dates Chinese was, is, and will be used as a native language by an even higher percentage of the world's population.** Languages like French, Russian, German, and Japanese, on the other hand, do not thrive in the same way: they win few converts and, as the world's population grows, they decrease proportionately.

**English spread initially through conquest and then by being in the right place at the right time for use in international relations, the worldwide media, international travel, education, and now communications.** David Crystal estimates that one quarter of the world's population have some kind of fluency in the language. **Its major appeal is as a lingua franca, a common second language with a certain amount of internal diversity.** In December 2004, a British Council Report estimated that 2 billion more people would begin learning English within a decade and by 2050 there would be over 3 billion speakers of English in the world. **The main motivation to learn English would continue to be an economic one, and an important consequence would be a great increase in bilingualism/multilingualism in English and one or more other languages.**

**English today is a complex set of varieties of a living language rather than just a 'fixed and dead' entity like Latin.** There are **bodies of literature about many different varieties of English which describe their structures and uses, the ideologies surrounding these structures and uses, and the identities which are constructed through them.** For instance, linguists have described the phonology and syntax of Hong Kong English, and the different ways in which the English language is used in professional circles in Hong Kong. There are similar bodies of research for Indian English, Nigerian English and Sri Lankan English.

**The spread of English in the world has not gone without critics, who regard the language as a clear expression of political, cultural, and economic imperialism, and assail all efforts to promote the**

**further use of English in the world**, for example, by government-sponsored teaching programs. Writing in the tradition of critical theory, such critics cannot conceive of English as a value-free language. They argue that there is nothing 'neutral' about English use, and **some even regard English and languages such as Bahasa Indonesia and Mandarin Chinese as 'killer languages' because as languages of modernization, education, and development, they stifle and eventually kill local languages.**

**However, a different conclusion has been drawn concerning the spread of English in the European Union. There, English is spreading because it is an effective lingua franca, and this spread may actually strengthen local languages, as people seek to maintain local identities.** It is not inconceivable that, as intergroup communication happens increasingly in English, speakers from the smaller language groups will move from being bilingual in their own language and the national language to being **bilingual in their own language and English.**

### SAMPLE PRECIS

At present, the number of English speakers grows rapidly, but English competes with a few other languages for prominence, excluding Chinese which continues to be the language with the most number of speakers in the world. Originally, English expanded through occupation. Thereafter, it was well-placed for use in foreign relations, global media and travel, education, and communications. The primary catalyst for learning English is economic. As a result, bilingualism / multilingualism in English and another language will increase greatly. At present, English is a group of varieties of a living language, discussed in scholarly writing on these many varieties. The expansion of English is critiqued by those who consider English as a form of colonialism and attack efforts to advocate for the use of English around the world. They consider English an aggressive language detrimental to the existence of other languages. Nevertheless, a contrasting situation can be seen in Europe where the use of English has grown due to it being a lingua franca and may encourage European languages, as speakers sustain local identities. It is expected that speakers of lesser known languages will become bilingual in that language and English. (192 words)

Note: This is a sample only, **not** a model answer.

### Question 3 (Unseen prose passage)

(20 marks)

Each question to be marked out of 04 marks. Half marks are possible (Eg: 3.5, 2.5, 1.5 etc.)

04 marks	A complete answer which shows a full understanding of the question and addresses every part of the question. More than 2 relevant points written, with supporting details <u>for each</u> from the passage, either as quotations or as direct references (which are appropriate) to the passage
03 marks	A moderately good answer which includes 1-2 relevant points in response to the question, with supporting details from the passage

02 marks	A moderately good answer which includes 1-2 relevant points, but no quotations or other supporting details from the passage
1.5 marks	An answer with only 1 relevant point, supported by reference to the text
01 mark	An answer with only 1 relevant point, and no supporting details

**Note: No marks should be deducted for language errors.**

1. **Where are Petya and Mikhail and what is each brother getting ready to do?** (4 marks)

Petya is on the Pripyat river, getting ready to fish. We are told that he is soaking his feet and baiting a hook. Mikhail is on duty at the Chernobyl power station, making coffee. We are told that he is “hunting sugar for his coffee”. At the same time, Mikhail is also getting ready to run “a dangerous test” in the nuclear reactor “to see how long the turbines would keep spinning and producing power in the event of an electrical failure.”

01 mark for identification of place (02 marks in total); 01 mark each for what they were doing, with quotes.

2. **Explain the meaning and tone of the line “We were not – how shall we put it? – very *lucky* that way” in the context of this passage.** (4 marks)

The better answers will discuss both components – meaning and tone. Each component gets a maximum of 02 marks as in the grid above. Note that answers different to the above are acceptable if supported by quotations and illustrations from the passage.

This sentence is can be interpreted in different ways. The word ‘lucky’ (note that it is italicized as well) is ironic, given the tragic events that follow. The use of the past tense, and the details given before the line, such as “our family was right in the thick of what followed”, signals an expectation of disaster. The tone of the line is ominous, even sarcastic, in the context of the rest of the passage, which describes the disaster at the reactor.

3. **Was this a situation that could have been avoided? Explain your answer.** (4 marks)

Yes, it could have been avoided. Mikhail was a senior turbine engineer and should have known expected procedure. The narrator says “only men with no understanding of what went on inside a reactor could have done such a thing” and that “even he [Mikhail] probably knew better”. The test was also “half seat-of-the-pants initiative”, indicating that the standard operating procedures were not met for this test. This too is a problem in this situation, since it was a “dangerous test”. Nevertheless, the test “had been done before,” indicating that it is possible to run this test safely, again an illustration that this situation could have been avoided.

02 marks if there are no relevant quotes in the response; up to 04 marks for a full discussion, supported by quotes or close reference to the passage.



4. **What is the narrator’s opinion on the people described here? How do you deduce this?**  
(4 marks)

The narrator’s opinion is one of disappointment. He appears to think that both Mikhail and the other workers were stupid or incompetent: He asks, “But who knows what was going through their minds? Only men with no understanding of what went on inside a reactor could have done such a thing”. It is incomprehensible to the narrator that the staff would do this test so carelessly, if they knew what the risks were. It was not a well-thought out or properly planned exercise, being a “half seat-of-the-pants initiative”. Since it was a test that had been done before, that the staff did not do it correctly this time is an indication of irresponsibility, inefficiency or carelessness. However, the narrator also says that the staff had a “longing to make things safer”, indicating that they undertook this test with the best intentions.

02 marks if there are no relevant quotes in the response; up to 04 marks for a full discussion with quotes.

5. **What effect does the writer’s description of the night of April 26, 1986 in paragraph 2 have on you as a reader?**  
(4 marks)

The narrator juxtaposes the beauty of the night (“one of the most beautiful of the year”) and the environment (“Meadows rippled like silvery lakes in the starlight”) with the nuclear disaster that happens. Inactivity (the town and the country) and action (in the reactor) are also juxtaposed, for maximum effect and a tone of poignancy. The description of the night could create sadness in a reader in relation to the disaster. There is also regret for the loss of lives, which was preventable, according to the narrator, since the workers at the reactor should have known better.

**Question 4 (Unseen Poem)**

**(20 marks)**

Each question to be marked out of 04 marks. Half marks are possible (Eg: 3.5, 2.5, 1.5 etc.)

04 marks	A complete answer which shows a full understanding of the question and addresses every part of the question. More than 2 relevant points written, with supporting details <u>for each</u> from the passage, either as quotations or as direct references (which are appropriate) to the passage
03 marks	A moderately good answer which includes 1-2 relevant points in response to the question, with supporting details from the passage
02 marks	A moderately good answer which includes 1-2 relevant points, but no quotations or other supporting details from the passage
1.5 marks	An answer with only 1 relevant point, supported by reference to the text
01 mark	An answer with only 1 relevant point, and no supporting details

**Note: No marks should be deducted for language errors.**



1. **What can you infer about the soldier's thoughts and feelings as he stands guard on the bridge?**  
(4 marks)

The soldier is bored. He stands very still and stares at the bushes on the banks of the river, imagining that the enemy might be there, as evident from the line "which bristle rifles, mortars, men - perhaps." He's not sure if anyone is hiding in the bushes, but he is expecting an attack as his weapon is ready, with two banana clips to make it fire double the number of bullets. He remembers to keep it dry and protected from the rain, which shows that he is alert and aware of his surroundings. His boredom can also be seen when he takes aim at the woman on the boat, who does not represent a threat to him. He knows this, which is why he "idly" drops his gun, without shooting her.

2. **Identify the different types of movement in this poem and show how each contributes towards creating mood and atmosphere.**  
(4 marks)

The movement described in this poem is of two kinds – the movement of the natural environment and the movement of the two people. Everything in the environment moves slowly – the morning "creeps" over the bridge and day breaks slowly. There is hardly any movement on the banks of the river, which are still, like the soldier. The water also moves slowly, waves lapping at the boat and drops of rain slowly moving down the soldier's gun. The woman's movement is minimal – she stares at the water, and then uses some of it to wash her face. The last movement from the soldier is to raise his gun, point it at the woman (perhaps the only hurried movement in the poem) and then drop it slowly.

The stillness and slow movement in the environment create a mood of menace, and of fear. It is as if the environment is holding its breath, and waiting for something to happen, as the soldier waits for the enemy to appear. The only quick movement at the end of the poem, when the soldier lifts and aims his gun at the woman, is frightening in its casualness, after the different types of slow movement described earlier in the poem.

3. **What effect is created by the juxtaposition of the actions of the woman and the soldier at the end of the poem?**  
(4 marks)

In one sense, both the woman and the soldier are engaging in actions that are 'normal' for them – the woman washing her face in the morning and the soldier aiming his gun at a target. In reality, however, it is the woman who performs a normal everyday action, while the soldier's action is unnatural because he aims his gun at an unarmed woman to alleviate his boredom. The juxtaposition thus serves to highlight the starkly different positions of ordinary people and soldiers in times of armed conflict or war.

The best responses will recognize the deeper message - the effect of the normalization of long-term armed conflict and militarization, where an unarmed woman and a heavily armed soldier are in close proximity, and that what each one is doing is perfectly normal.

4. **Explain the repetitive use of the word "idly" in the last two lines of the poem.** (4 marks)

The word 'idly' means to do something without any particular reason or interest. "Idly" is repeated in close proximity in the last two lines to draw the reader's attention to and highlight the actions of the soldier. While the river flows idly because it can't help itself – this is what rivers do naturally – the soldier is different. He is a thinking human being and should not be considering shooting an innocent person for

no particular reason. By juxtaposing the idleness of the river and the soldier, the poet conveys to us how 'natural' and normal the soldier's unnatural and shocking action is, and serves to highlight the unnatural ways people think and act during times of war /armed conflict.

**5. What is the poet's attitude towards armed conflict in this poem? How is this attitude brought out? (4 marks)**

The poet is critical of armed conflict and the effect it has on people. This is brought out by a series of contrasts in the poem. Even the environment which one would expect to be peaceful and calm, is made animate ("creeping", "sliding") and strikes an ominous note. There appears to be no obvious threat, as the line "no box bombs floating towards the bridge" indicates, but the soldier is holding his weapon ready. The woman on the boat is unarmed, so she poses no threat to the soldier. However, he takes aim at her with his gun. It is almost as if, just because he has a gun, he tries to prove to himself that he can use it. The poet uses the action of the soldier to show how easily unnecessary violence can happen during armed conflict; and how easily such things are seen as 'normal'.

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# උසස් පෙළ සඳහා ග්‍රන්ථ නාමාවලිය

## (අ.පො.ස) උසස් පෙළ 12-13 ශ්‍රේණි - කෙටි සටහන් සිංහල මාධ්‍ය

### විද්‍යා - ගණිත

- 12 සාමාන්‍ය තොරතුරු තාක්ෂණය
- 12-13 රසායන විද්‍යාව - 1
- 12-13 රසායන විද්‍යාව - 2
- 12-13 රසායන විද්‍යාව - 3
- 12-13 රසායන විද්‍යාව - 4
- 12-13 රසායන විද්‍යාව - 5
- 12-13 භෞතික විද්‍යාව - 1
- 12-13 භෞතික විද්‍යාව - 2
- 12-13 භෞතික විද්‍යාව - 3
- 12-13 භෞතික විද්‍යාව - 4
- 12-13 භෞතික විද්‍යාව - 5
- 12-13 ජීව විද්‍යාව - 1
- 12-13 ජීව විද්‍යාව - 2
- 12-13 ජීව විද්‍යාව - 3
- 12-13 ජීව විද්‍යාව - 4
- 12-13 ජීව විද්‍යාව - 5
- 12-13 ජීව විද්‍යාව - 6 (ක්‍රියාකාරී මානවයා)
- 12-13 ජීව විද්‍යාව - 7 (ක්‍රියාකාරී ශාකය)
- 12-13 කෘෂි විද්‍යාව - 1
- 12-13 කෘෂි විද්‍යාව - 2
- 12-13 කෘෂි විද්‍යාව - 3
- 12-13 කෘෂි විද්‍යාව - 4

### ව්‍යාපාරික

- 12 ගිණුම්කරණය
- 13 ගිණුම්කරණය
- 12 ව්‍යාපාර අධ්‍යයනය
- 13 ව්‍යාපාර අධ්‍යයනය
- 12 ආර්ථික විද්‍යාව
- 13 ආර්ථික විද්‍යාව - 1
- 13 ආර්ථික විද්‍යාව - 2

### කලා

- 12 සිංහල
- 13 සිංහල
- 12 දේශපාලන විද්‍යාව
- 13 දේශපාලන විද්‍යාව
- 12 ශ්‍රී ලංකා ඉතිහාසය
- 13 ශ්‍රී ලංකා ඉතිහාසය
- 12 ඉන්දියානු ඉතිහාසය
- 13 ඉන්දියානු ඉතිහාසය
- 12 භූගෝල විද්‍යාව
- 13 භූගෝල විද්‍යාව
- 12 බෞද්ධ ශිෂ්ටාචාරය
- 13 බෞද්ධ ශිෂ්ටාචාරය
- 12 සන්නිවේදන හා මාධ්‍ය අධ්‍යයනය
- 13 සන්නිවේදන හා මාධ්‍ය අධ්‍යයනය

## Grade 12-13 - Short Notes

### English Medium

- 12 Accounting
- 13 Accounting
- 12 Business Studies
- 13 Business Studies
- 12 Economics

## 12-13 ශ්‍රේණි - ප්‍රශ්නෝත්තර

### සිංහල මාධ්‍ය

- සාමාන්‍ය දැනීම
- 12 ගිණුම්කරණය - 1
- 12 ව්‍යාපාර අධ්‍යයනය
- 12 ආර්ථික විද්‍යාව

සියලු ම ශ්‍රේණි සඳහා කෙටි සටහන් සහ ප්‍රශ්න පත්‍ර පොත් අප සතුව තිබෙන අතර, මෙම ඕනෑම ග්‍රන්ථයක් වට්ටම් සහිත ව ඔබේ නිවසට ම ගෙන්වා ගත හැකි ය.