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 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
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අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, 2019 දෙසැම්බර්
 கல்விப் பொதுத் தராதரப் பத்திர (சாதாரண தர)ப் பரீட்சை, 2019 டிசெம்பர்
 General Certificate of Education (Ord. Level) Examination, December 2019

ඉංග්‍රීසි සාහිත්‍ය රසාස්වාදය
 இலக்கிய நயம் ஆங்கிலம்
 Appreciation of English Literary Texts

10.12.2019 / 1300 – 1610

පැය තුනයි
 மூன்று மணித்தியாலம்
 Three hours

අමතර කියවීමේ කාලය - මිනිත්තු 10 යි
 மேலதிக வாசிப்பு நேரம் - 10 நிமிடங்கள்
 Additional Reading Time - 10 minutes

Use **additional reading time** to go through the question paper, select the questions and decide on the questions that you give priority in answering.

Note: Answer **five** questions only.

* Answer **question 1** and **four** others, selecting **one** from each section - **POETRY, DRAMA, PROSE** and **FICTION**.

Part I

1. Section A – Answer **all** questions.

Read the given extracts and answer the questions given below them:

- (i) “Because your lover threw wild hands towards the sky
 And the affrighted steed ran on alone.”
 (a) From where are these lines taken? Who wrote them?
 (b) What does the action in the first line indicate? Why does the steed run away?
 (c) What is the theme reflected in the two lines? (05 marks)
- (ii) “They would put her on a throne
 Where I could not go to see her.”
 (a) Name the work from which these lines are taken. Name the poet.
 (b) Who speaks those words? Who is referred to as ‘her’?
 (c) What do the lines communicate about the speaker’s feelings towards ‘her’? (05 marks)
- (iii) “We kept steadying ourselves on the seats. No one spoke. No one uttered
 a sound.”
 (a) From which work are these lines taken? Who wrote them?
 (b) Why couldn’t the characters keep steady on their seats? Why didn’t they speak?
 (c) What is the situation that made the characters behave in this way? (05 marks)
- (iv) “‘I told you not to, and now I tell you that you may,’ came the voice
 from the rain-water tank, rather impatiently.”
 (a) From which text are these lines taken? Who wrote them?
 (b) Who speaks these words? To whom are they spoken?
 (c) What aspect of the speaker’s character is reflected in these lines? (05 marks)
- (v) “Buy? what’s ‘Buy?’ what’s nice things? What do you want beside me?”
 (a) From which text are these lines taken? Who wrote them?
 (b) Who is the speaker? To whom are the words spoken?
 (c) What themes of the drama are reflected in these words? (05 marks)

[see page two

- (vi) "You've mourned him – and quite right.
But you can't go on weeping and wearing and mourning for ever."
(a) From which text are these lines taken? Who wrote them?
(b) Who speaks these words? To whom are they spoken?
(c) How would you describe the speaker's attitude to the behaviour of the person spoken to?

(05 marks)

Section B – Answer questions in **either** (a), (b) **or** (c).

Either

- (a) Read the following passage and answer the given questions:

"The women bowed their heads, and covered their faces with their hands; the yellow flames began to climb upward among the snapping and crackling faggots, and wreaths of blue smoke to stream away on the wind; the clergyman lifted his hands and began a prayer—just then two young girls came flying through the great gate, uttering piercing screams, and threw themselves upon the women at the stake. Instantly they were torn away by the officers, and one of them was kept in a tight grip, but the other broke loose, saying she would die with her mother; and before she could be stopped she had flung her arms about her mother's neck again. She was torn away once more, and with her gown on fire. Two or three men held her, and the burning portion of her gown was snatched off and thrown flaming aside, she struggling all the while to free herself, and saying she would be alone in the world, now; and begging to be allowed to die with her mother. Both the girls screamed continually, and fought for freedom; but suddenly this tumult was drowned under a volley of heart-piercing shrieks of mortal agony."

- (i) What is the situation presented in the passage? Where does it take place? (02 marks)
(ii) What difference do you see in the behaviour of the older women and their daughters? (02 marks)
(iii) Write the meanings of the following in your own words:
(a) kept in a tight grip (02 marks)
(b) volley of heart-piercing shrieks
(iv) Comment on the passage. To what theme does it relate? (04 marks)

Or

- (b) Read the following extract and answer the questions below it:

"Now seated on bed and holding the cup of Horlicks in one hand I looked down at Mother who was picking up an aluminium bowl which had collected rainwater leaking through the roof the previous night and very casually asked where Tony was. She straightened up without answering me and threw the water in the bowl out of the window – now it requires a certain skill to throw water out of a small window with bars where the lower half is covered with a curtain (that piece of a voile saree hung loosely over a string) and I was observing how Mother performed that feat making the water go clean through the narrow space between two bars – and now I glanced back at the doorway where Mrs. Mendis was standing when I looked down at mother to ask about Tony. Mrs. Mendis had vanished and now Mother walked out of the door and I heard her say that Tony is gone and her voice sounded like she was angry..."

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- (i) What is the incident described in this passage? Where does it take place? (02 marks)
- (ii) Why doesn't the mother answer the narrator's question? (02 marks)
- (iii) Write the meanings of the following in your own words.
- (a) straightened up
- (b) performed that feat (02 marks)
- (iv) What does the leaking roof and the curtains made of a voile saree say about their life? (04 marks)

Or

- (c) Read the following extract and answer the questions below it:

"The cousin shook off the hold contemptuously. "He is writing, that's all. Wants to be a writer."

'Writer' meant in Jagan's dictionary only one thing—a 'clerk'—an Anglo-Indian, colonial term from the days when Macaulay had devised a system of education to provide a constant supply of clerical staff for the East India Company. Jagan felt aghast. Here he was trying to shape the boy into an aristocrat with a bicycle, college life, striped shirts, and everything, and he wanted to be a 'writer'! Strange!

'Why does he want to be a writer?' he asked.

'I don't know. You will have to ask him.'

'Where does he want to work? It's degrading!' he cried, 'after all the trouble I have taken to build up a reputation and a status!' He beat his brow in despair."

- (i) What is the incident described in the extract? When does it take place? (02 marks)
- (ii) As described in the extract, why is Jagan worried and troubled? (02 marks)
- (iii) Explain the following phrases taken from the extract in your own words.
- (a) shook off the hold contemptuously
- (b) build up a reputation and a status (02 marks)
- (iv) Describe Jagan's character as reflected in the above extract. (04 marks)

Part II POETRY

(Answer *one* question only)

2. Discuss Emily Dickinson's **A Bird Came Down the Walk** as a minute observation of nature.
3. "War is **not** kind." Discuss how this idea is presented in Stephen Crane's **War is Kind**.
4. "Gabriel Okara's **Once Upon a Time** is a depiction of people's pretence and hypocrisy." Discuss.
5. Examine the importance of close family relationships as represented in Gabriela Mistral's **Fear**.
6. Examine how lazy people are laughed at and satirized in Rudyard Kipling's **The Camel's Hump**. (15 marks)

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DRAMA

(Answer *one* question only)

7. "Both Smirnov and Popova in the play, **The Bear**, have similar characteristics." Do you agree? Support your answer with detailed reference to the play.
8. "**Twilight of a Crane** is simply a love story between a husband and a wife." Does this sum up the main theme of the drama? Justify your answer with close reference to the play.

(15 marks)

PROSE

(Answer *one* question only)

9. "In **The Lumber Room** despite ill-treatment, Nicholas remains happy." Support your answer with examples from the text.
10. What does **The Nightingale and the Rose** tell you about love? Discuss referring to the text.
11. "**Wave** is a powerful recreation of the overpowering forces of nature." Discuss the statement with reference to the text.
12. "At the heart of **The Lahore Attack** is the love for cricket and fear of violence." Discuss this statement with reference to the text.

(15 marks)

FICTION

(Answer *one* question only)

13. "**Bringing Tony Home** is seemingly a journey a young boy makes with his dog." What does this story say about the needs of a child?
14. What are the challenges Edward Tudor and Tom Canty face in **The Prince and the Pauper** when they change their identities? Support your answer with examples from the text
15. "In **The Vendor of Sweets**, in spite of his weaknesses, Jagan attracts our sympathy more than Mali." Support your answer with examples from the text.

(15 marks)

Marking Scheme -2019
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Note: Answer **five** questions only.

* Answer question **1** and **four** others, selecting **one** from each section - POETRY, DRAMA, PROSE and FICTION.

Part I

Section A – Answer all questions.

Read the given extracts and answer the questions given below them:

- (i) “Because your lover threw wild hands towards the sky
And the affrighted steed ran on alone.”
- (a) From where are these lines taken? Who wrote them?
(b) What does the action in the first line indicate? Why does the steed run away?
(c) What is the theme reflected in the two lines? (05 marks)

- (a). *War is Kind*
Stephen Crane (1 mark)
- (b). *The rider is shot / killed / a soldier died in the battle field (war)*
It is frightened. / It is uncontrollable. (2 marks)
- (c). *The horror of war / The brutality of war / The reality of war*
(2 marks)

- (ii) “They would put her on a throne
Where I could not go to see her.”
- (a) Name the work from which these lines are taken. Name the poet.
(b) Who speaks those words? Who is referred to as ‘her’?
(c) What do the lines communicate about the speaker’s feelings towards ‘her’? (05 marks)

- (a). *Fear / Gabriela Mistral* (1 mark)
- (b). *A mother / a father / a parent*
The daughter (2 marks)
- (c). *The love of a mother / strong attachment / anxiety / concern / fear of losing her daughter / yearning to be close to the daughter.* (2 marks)

(iii) “We kept steadying ourselves on the seats. No one spoke. No one uttered a sound.”

- (a) From which work are these lines taken? Who wrote them?
(b) Why couldn't the characters keep steady on their seats? Why didn't they speak?
(c) What is the situation that made the characters behave in this way? (05 marks)

(a). **Wave / An extract from “Wave”/ Wave-A memoir of Life after the Tsunami**

Sonali Deraniyagala (1 mark)

(b). **It was floating / The wheels were no longer gripping the ground / more water is coming in and the water level is increasing (2 marks)**

They were scared / shocked / tensed

(c). **Tsunami wave / a tidal wave / the vehicle they were travelling began to float.**

(If the candidate describes / explains the situation without mentioning the “tsunami”, marks can be offered.) (2 marks)

(iv) “‘I told you not to, and now I tell you that you may,’ came the voice from the rain-water tank, rather impatiently.”

- (a) From which text are these lines taken? Who wrote them?
(b) Who speaks these words? To whom are they spoken?
(c) What aspect of the speaker's character is reflected in these lines? (05 marks)

(a). ***The Lumber Room***

Saki / H.H.Munro / Hector Hugh Munro (1 mark)

(b). ***The aunt of Nicholas / The aunt***

Nicholas (2 marks)

(c). ***Her hypocrisy / inconsistency / opportunistic nature/cunning/
rude and arrogant***

(2 marks)

(v) “Buy? what’s ‘Buy?’ what’s nice things? What do you want beside me?”

- (a) From which text are these lines taken? Who wrote them?
- (b) Who is the speaker? To whom are the words spoken?
- (c) What themes of the drama are reflected in these words?

(05 marks)

(a). *Twilight of a Crane*

Yu Zuwa Junji Kinoshita

(1 mark)

(b). *Tsu*

to Yohyo

(2 marks)

(c). *Money mindedness and love / materialism and spiritual relationship /Innocence and genuineness of nature*

(2 marks)

(vi) “You’ve mourned him – and quite right.

But you can’t go on weeping and wearing and mourning for ever.”

- (a) From which text are these lines taken? Who wrote them?
- (b) Who speaks these words? To whom are they spoken?
- (c) How would you describe the speaker’s attitude to the behaviour of the person spoken to?

(05 marks)

(a). *The Bear*

Anton Chekhov

(1 mark)

(b). *Luka*

to Popova

(2 marks)

(c). *Sympathetic / cynical / He wants the mistress to be happy*

(2 marks)

Section B – Answer questions in **either** (a), (b) **or** (c).

Either

(a) Read the following passage and answer the given questions:

“The women bowed their heads, and covered their faces with their hands; the yellow flames began to climb upward among the snapping and crackling faggots, and wreaths of blue smoke to stream away on the wind; the clergyman lifted his hands and began a prayer—just then two young girls came flying through the great gate, uttering piercing screams, and threw themselves upon the women at the stake. Instantly they were torn away by the officers, and one of them was kept in a tight grip, but the other broke loose, saying she would die with her mother; and before she could be stopped she had flung her arms about her mother’s neck again. She was torn away once more, and with her gown on fire. Two or three men held her, and the burning portion of her gown was snatched off and thrown flaming aside, she struggling all the while to free herself, and saying she would be alone in the world, now; and begging to be allowed to die with her mother. Both the girls screamed continually, and fought for freedom; but suddenly this tumult was drowned under a volley of heart-piercing shrieks of mortal agony.”

- (i) What is the situation presented in the passage? Where does it take place? (02 marks)
- (ii) What difference do you see in the behaviour of the older women and their daughters? (02 marks)
- (iii) Write the meanings of the following in your own words:
- (a) kept in a tight grip (02 marks)
- (b) volley of heart-piercing shrieks
- (iv) Comment on the passage. To what theme does it relate? (04 marks)

(i). ***The burning of the two Baptist women at the stake and how the two daughters react when they saw the mother being burnt.***

In the prison/ In the court or quadrangle of the prison (2 marks)

(ii). ***The women were matured and controlled.***

The young girls were rebellious / resisting / uncontrolled / violent / protesting. (2 marks)

(iii). (a). ***Held tightly***

(b). ***A high pitched cry / A loud painful cry*** (2 marks)

(iv). ***-miscarriage of the justice***

-Cruelty of English law at that time

-Victimisation of the poor

-Abuse of power

-Inhuman ways of punishing

-No freedom to follow a religion as they wish (4 marks)

(The theme can be incorporated in the discussion)

(b) Read the following extract and answer the questions below it:

“Now seated on bed and holding the cup of Horlicks in one hand I looked down at Mother who was picking up an aluminium bowl which had collected rainwater leaking through the roof the previous night and very casually asked where Tony was. She straightened up without answering me and threw the water in the bowl out of the window – now it requires a certain skill to throw water out of a small window with bars where the lower half is covered with a curtain (that piece of a voile saree hung loosely over a string) and I was observing how Mother performed that feat making the water go clean through the narrow space between two bars – and now I glanced back at the doorway where Mrs. Mendis was standing when I looked down at mother to ask about Tony. Mrs. Mendis had vanished and now Mother walked out of the door and I heard her say that Tony is gone and her voice sounded like she was angry...”

- (i) What is the incident described in this passage? Where does it take place? (02 marks)
- (ii) Why doesn't the mother answer the narrator's question? (02 marks)
- (iii) Write the meanings of the following in your own words.
- (a) straightened up
- (b) performed that feat (02 marks)
- (iv) What does the leaking roof and the curtains made of a voile saree say about their life? (04 marks)

(i). ***The narrator recovers after his illness. He realizes something has happened to Tony.
At the narrator's home (in Egodawaththa)*** (2 marks)

(ii). ***Because she is guilty and thinks that the boy will be hurt./Because of the presence of Mrs.Mendis.*** (2 marks)

(iii). ***Got up / stood up / reacted with anger.
Did the task very carefully / Threw the water out in a skillful manner.*** (2 marks)

(iv). ***Their poverty / Low economy of the family
How the life has been changed
Struggle to adapt to the situation.*** (4 marks)

(c) Read the following extract and answer the questions below it:

“The cousin shook off the hold contemptuously. “He is writing, that’s all. Wants to be a writer.”

‘Writer’ meant in Jagan’s dictionary only one thing—a ‘clerk’—an Anglo-Indian, colonial term from the days when Macaulay had devised a system of education to provide a constant supply of clerical staff for the East India Company. Jagan felt aghast. Here he was trying to shape the boy into an aristocrat with a bicycle, college life, striped shirts, and everything, and he wanted to be a ‘writer’! Strange!

‘Why does he want to be a writer?’ he asked.

‘I don’t know. You will have to ask him.’

‘Where does he want to work? It’s degrading!’ he cried, ‘after all the trouble I have taken to build up a reputation and a status!’ He beat his brow in despair.”

- (i) What is the incident described in the extract? When does it take place? (02 marks)
- (ii) As described in the extract, why is Jagan worried and troubled? (02 marks)
- (iii) Explain the following phrases taken from the extract in your own words.
- (a) shook off the hold contemptuously (02 marks)
- (b) build up a reputation and a status (02 marks)
- (iv) Describe Jagan’s character as reflected in the above extract. (04 marks)

- (i). ***The cousin informs Jagan that his son wants to become a writer.***
In the night / At 10 o’clock / When the cousin arrives with the news (2 marks)
- (ii). ***Because Mali wants to be a writer which is a mean job for him.*** (2 marks)
- (iii). (a). ***Released his hold / Let go off the touch / Got rid of the touch disapprovingly***
(b). ***Develop a high name and high position /find ‘a white collar job’***
(2 marks)
- (iv). ***He has high expectations / narrow minded / traditional and lack of exposure to new trends /misunderstanding / ignorant about jobs / limited in outlook / He is possessive as he wants his child to fulfill his expectations./his love and concern for the son.***
(4 marks)

Part II
POETRY

(Answer *one* question only)

2. Discuss Emily Dickinson's **A Bird Came Down the Walk** as a minute observation of nature.

- Students would identify that this is a poem about the beauty of nature, especially the beauty of a bird's movements and the excitement of bird watching.
- The bird is observed as nature / Bird represents nature.
- His characteristics reflect aspects of nature.
- In each of the stanzas, the observer of the bird offers a minute detailed but condensed, concise description of the bird. The description includes the way the bird walks, eats, drinks, hops, glances, and unrolls feathers, rows and flies. Collectively, the description adds beauty to the bird and shows its eccentric behavior filled with its pride and self-assuredness.
- Given below are some points to support the above argument.
 - ✓ The description adds power, vigour to the bird. For instance, "he bit an angle-warm in halves...raw " The word halves suggest quickness and stamina.
 - ✓ The bird's intelligence is suggested through its selection of a "convenient" grass./also tolerance
 - ✓ Its distance from the unwanted is shown through the way allows the beetle to pass.
 - ✓ The bird is presented as a creature with dignity and self-dependency. For instance, when the bird is offered a crumb, which usually refers to a small segment of a bigger portion of food, it leaves the place without being dependent, showcasing the bird's pride in itself.
 - ✓ His cautiousness and intelligence can also be considered as a point to support the answer.
 - ✓ His beauty is also suggested – velvet head / flight

3. "War is **not** kind." Discuss how this idea is presented in Stephen Crane's **War is Kind**.

- Students may identify that the poem's title is ironically presented as the content in the poem paradoxically states the brutality, death, inhumanity, sorrow and pain of wars. Hence the poem shows that wars are not kind.
- Students will support their argument through the following points.
- Wars kill males – fathers, sons and fiancés. They are the direct victims of wars.
- Then the poem also draws its attention to the indirect victims of wars, the counterparts of the aforesaid males, children, wives and mothers.
- Wars separate lovers; children lose their fathers; mothers lose their sons;
- Hence, wars create thousands of human corpses.
- Repetition of the phrase "do not weep" also reiterates that war results in agony and pain.
- Accordingly, glorification of war is inexplicable; glorification of war is hence subtly criticized in the poem.
- Writer juxtaposes the reality and the glorification.
- The devices used to bring out the message of the war.
 - simile
 - irony
 - metaphors
 - oxymoron
 - Juxtaposition of the reality with the illusion

4. "Gabriel Okara's **Once Upon a Time** is a depiction of people's pretence and hypocrisy." Discuss.

- The poem is a dramatically presented poetic description of an adult's reflection of his past.
- Explanation to a young person, particularly to a son.
- Presented through the first person narrative, the poem is an outspoken honest description of the speaker's both sincere and insincere actions; it shows how the speaker has become insincere and deceitful with time and due to the societal influence. The speakers seem to justify that his/her current hypocrisy stating that it is caused through social influences. "I have learnt to wear many faces"
- The speaker however laments for his/her insincerity and articulates his/her needs to undo it, and asks advice from the little one.
- The poem is presented as a comparison between the present and the past: the past seems genuine and sincere in contrast to the present.
- The present society is insincere, money-oriented, people are selfish and double-minded; people are hypocrites and are not happy because they just show "teeth" , not their "laughter".
- Implicit is the destruction caused in an individual in a particular period of time in history.
- The speaker is however not pessimistic, but optimistic as he/she gets advice from the youth to regain laughter and pleasure and redress the damage, as shown through, for example, "I want to unlearn all these muting things."

5. Examine the importance of close family relationships as represented in Gabriela Mistral's **Fear**.

- The poem is a subtle depiction of a parent's anxiety and excitement about the relationship between parents and children, particularly of a mother and a daughter.
- It specifically refers to the speaker's reluctance and nervousness to distance the daughter from the speaker, probably the mother, which might happen due to material assets and achievements the child gains in due course.
- The aforesaid idea is presented in each verse referring to close, cordial caring actions experienced by the two.
- The parent does not want the little girl to become a swallow, a bird which is found around the world on all continents, and which is used to ariel feeding./seasonal too.
- The mother fears that the daughter will be an opportunist.
- What is suggested is the fear of losing the child and the speaker's close attention and care. The speaker is worried that she would not be able to "comb here hair" and she would not receive her closeness if the child flies away from her.
- The speaker fear is justified saying that the child's new surrounding will be risky and dangerous for her. For instance, the nest in the "eaves" would be more risky and less comfortable than the "straw bed".
- If the child becomes a "princess" she would not be able to "play on the meadow", on the grass, consequently the parent and the child will be distanced. This subtly suggests the speaker's possessive love as well as she would not "sleep at my side". This is also reiterated through the next line where the speaker suggests the distance between a "queen" and a person who is not on that level of material successes - power and social status.

6. Examine how lazy people are laughed at and satirized in Rudyard Kipling's **The Camel's Hump**.

- The poem highlights the importance of work - courage and energy and willingness to work.
- This is shown by way of humor employed to satirize persons who are lazy and reluctant to work.
- The satire is summed up in a visual imagery of a hump which is uglier than a camel's hump.
- This hump is described with negative attitudes and as a common sickness among anyone irrespective of their age.
- Many negatively connoted words are used to describe the hump: its colour is not bright and its "horrible" and it's an illness.
- The poem gives the reasons for getting the "cameelious hump": for instance, people who are late to wake up in the morning and wouldn't work energetically would get this sickness which has no cure except for work.
- Techniques:
 - auditory image
 - absurdity
 - elongated vowels
 - image of the camel with connotation
 - exaggeration
 - colour imagery
 - reference to the Djinn

DRAMA

(Answer *one* question only)

7. “Both Smirnov and Popova in the play, **The Bear**, have similar characteristics.” Do you agree? Support your answer with detailed reference to the play.

- ✓ Students who support the statement may write, for example, both of them:
 - have powerful passionate emotions / pretentious
 - are impulse-driven
 - chauvinistic
 - are highly ambitious
 - arrogant
 - change their attitudes and emotions
 - are rude and use insulting language belonging to landed gentry
 - become romantic
- ✓ The students are expected to provide textual evidence for the above
- ✓ The students who refute the statement can also be accepted if textual evidence is given and justified.

8. “**Twilight of a Crane** is simply a love story between a husband and a wife.” Does this sum up the main theme of the drama? Justify your answer with close reference to the play.

- ✓ Students need to provide evidence for or against the statement.
- ✓ Some would say that is only a love story and give evidence, while others would focus on other themes such as:
 - Constant change in everything – desires, love needs, beauty etc.
 - Human beings’ greed for money; money as a corrupting agent
 - Human beings’ changing nature of expectations
 - Societal influence on people – friends’ influence
 - People’s hypocrisy and insincerity
 - People’s sincerity and gratitude
 - Fragility in thoughts
 - Perseverance and sacrifice for love and gratitude
 - The two worlds ; human and natural
 - The constancy and steadfastness of nature(as reflected in Tsu)

PROSE

(Answer **one** question only)

9. “In **The Lumber Room** despite ill-treatment, Nicholas remains happy.” Support your answer with examples from the text.

- **Nicholas is confident and creative. He has a plan.**
- **Ill treatment of the aunt seems cruel.**

eg:- *-Jagborough expedition, Prohibition of the Gooseberry garden and the Lumber Room*

-Hiding strawberry jam and instilling fear using 'the evil one'

- **Nicholas manipulates the aunt. He is capable enough to turn any situation to his advantage**
- **He is in control of the action**
- **His punishment allows him to carry out his plan**
- **He gets to spend time in the Lumber Room**
- **He is witty and tactful that he pretends that he wants to enter the gooseberry garden and thus keeps the aunt outside in order to implement his plan of entering the Lumber Room.**
- **His creativity, imagination and aesthetic taste keeps him happy inside the Lumber Room.**
- **When the aunt falls into the rain water tank also he enjoys the power given to him in a very tactful manner attacking the dull witted and less imaginative aunt.**
- **He is not punished.**
- **He punishes the aunt.**
- **In the end their moods are contrasted-He is happy. She is depressed.**

10. What does **The Nightingale and the Rose** tell you about love? Discuss referring to the text.

- **There are different kinds of love.**
- **Romantic love –The nightingale bleeds herself to death**
- **Love generated on Infatuation (student's love) - He has an idea of love. When the girl rejects him, he goes back to his books.**
- **Conditional love - The girl's love depends on her demand of a red rose.**
- **Materialistic love- The chamberlain's nephew's love for the girl. He gives her gifts and wins her love.**
- **Nature appreciates love - Nature's love for the truth.**
- **Love and marriage as upward social mobility.**
- **Overall, it provides negative picture of love – as destructive and self-centered.**

11. “Wave is a powerful recreation of the overpowering forces of nature.” Discuss the statement with reference to the text.

- **It’s sudden.**
- **It happens very quickly.**
- **The humans are over powered.**
- **They run away.**
- **They don’t know what to do.**
- **They forget their humanity ; She leaves their parents.**
- **The narrator’s description of the wave**
 - as powerful
 - that humans are swept away
 - using dark colours (black , grey)
- **people are powerless.**
- **They don’t know what is happening**
- **Visual representation of the wave,**
 - **At first she hears it from Orlantha, her friend.**
 - **Then she sees the foam coming up to the conifers gaining strength.**
 - **Nature seemingly becomes silent for some time. It causes tension.**
 - **It comes again with utmost ferocity.**
 - **Steve and Sonali try to keep their children away from water by raising them.**
 - **The jeep was tilting causing fear.**
 - **The untold fear in Steve’s face.**

12. “At the heart of **The Lahore Attack** is the love for cricket and fear of violence.” Discuss this statement with reference to the text.

- **The narrator has not experienced war and violence.**
- **He only heard of it and seen on TV.**
- **He experiences violence for the first time in Pakistan.**
- **Some cricketers are wounded.**
- **They are helpless. Each cricketer’s reaction is different.**
- **The cricketers are brought together by the love of cricket- endurance.**
- **The host country looks after them.**
- **Soldier is an example of Sri Lankans’ love for cricket.**

FICTION

(Answer one question only)

13. “**Bringing Tony Home** is seemingly a journey a young boy makes with his dog.”
What does this story say about the needs of a child?

- **The story shows the love of the boy has for the dog.**
- **The boy doesn’t realize that he is taking a chance.**
- **He risks his safety to bring Tony home.**
- **Bringing tony is very important for him.**
- **He goes back in search of Tony.**
- **At one level it is a journey a boy takes,**
- **At another level it is a journey to maturity – and develops an understanding of life.**
- **The family drops to lower class in society.**
- **Needs of the child:**
 - **Love of parents.**
 - **Emotional supports.**
 - **Need for a sense of direction.**
 - **Security.**
 - **Need to be accepted.**

14. What are the challenges Edward Tudor and Tom Canty face in **The Prince and the Pauper** when they change their identities? Support your answer with examples from the text

- **Difficulties in identifying people and other things around them**
- **Others do not believe them.**
- **They both try to convince others.**
- **Tom has to learn to be a king.**
- **Edward has to learn to deal with the people he meets.**
- **Both fear death.**

Edward Tudor

- **To prove that he is the rightful prince / king**
- **To bear up with Canty’s robbers and beggars.**
- **To face the inhuman treatments at Hendon Hall.**
- **To bear up the things at the hermitage when the hermit was going to kill him.**
- **The cruel treatments he got from Hugo and John Canty; The clime incident,**
- **finally to prove himself to be the rightful king of English by providing the seal of England**

Tom Canty

- **To prove that he was not a prince but a pauper born.**
- **To adapt himself to royal customs.**

-at the dining table / banquet / floating pageant

- **To behave in front of the royal family, courtiers, servitors and pages.**
- **To save the lives of innocent people who were treated by the harsh laws of England;**

-Giles Witt / the mother and daughters who were believed to have created black crime

- **To prove that he was not the rightful king and wanted to help Edward Tudor to find the place where the seal was.**
- **To behave on the road in the Recognition Procession pretending he was not Tom Canty when the mother came to him.**

15. "In **The Vendor of Sweets**, in spite of his weaknesses, Jagan attracts our sympathy more than Mali." Support your answer with examples from the text.

- **Jagan brings up his son alone**
- **He leads a simple life.**
- **He wants the son to do well.**
- **He can't understand his son well.**
- **He tries to relate to his son and his plans.**
- **There is a breakdown in communication. He tries to bridge it through Grace.**
- **He has certain expectations for Mali's but They don't come true.**
- **He struggles to understand Mali.**
- **Mali rejects Jagan. He doesn't accept the sweet business but condemns it.**
- **He stands against Jagan's leather forming(tanning) activity)**
- **Jagan wants Mali to get a university degree.**
- **Mali exploits him. He demands money from him. He steals money from him.**
- **Mali condemns the culture.**
 - *accepts western things.*
 - *starts eating beef.*
 - *brings Grace without father's will.*
 - *keeps alcohol in his car.*
- **The way Mali departs draws our sympathy. Jagan's siblings corner him.**
- **Jagan answers in favour of Mali. He sympathizes with Mali.**
- **Death of his wife, Ambika.**
- **Jagan is too busy to show his love though he has an immense love towards him.**
- **Mali is forced to study.**
- **He was not properly guided**

10 සහ 11 ශ්‍රේණි සඳහා ග්‍රන්ථ නාමාවලිය

(අ.පො.ස) සාමාන්‍ය පෙළ 11 ශ්‍රේණිය - කෙටි සටහන්

සිංහල මාධ්‍ය

- 10-11 සිංහල ව්‍යාකරණ
- 10-11 සිංහල සාහිත්‍යය රසාස්වාදය
- බුද්ධ ධර්මය
- කතෝලික ධර්මය
- සිංහල භාෂාව හා සාහිත්‍යය
- සිංහල සාහිත්‍යය සංග්‍රහය
- English Language
- ගණිතය - 1
- ගණිතය - 2
- ජීව විද්‍යාව
- භෞතික විද්‍යාව
- රසායන විද්‍යාව
- ඉතිහාසය
- ව්‍යාපාර හා ගිණුම්කරණ අධ්‍යයනය
- භූගෝල විද්‍යාව
- පුරවැසි අධ්‍යාපනය
- පෙරදිග සංගීතය
- නර්තනය
- නාට්‍ය හා රංග කලාව
- චිත්‍ර කලාව
- තොරතුරු හා සන්නිවේදන තාක්ෂණය
- සන්නිවේදනය හා මාධ්‍ය අධ්‍යයනය
- සෞඛ්‍යය හා ශාරීරික අධ්‍යාපනය
- කෘෂි හා ආහාර තාක්ෂණය
- ගෘහ ආර්ථික විද්‍යාව

11 ශ්‍රේණිය - ප්‍රශ්නෝත්තර

සිංහල මාධ්‍ය

- සිංහල භාෂාව හා සාහිත්‍යය
- බුද්ධ ධර්මය
- ඉතිහාසය
- ව්‍යාපාර හා ගිණුම්කරණ අධ්‍යයනය
- පුරවැසි අධ්‍යාපනය

Grade 11 - Short Notes

English Medium

- Buddhism
- Mathematics - 1
- Mathematics - 2
- Biology
- Physics
- Chemistry
- History
- Business & Accounting Studies
- Geography
- Civic Education
- ICT
- Health & Physical Education
- 10-11 English Literary (Poetry)
- 10-11 English Literary (Drama)
- 10-11 English Literary (Short Story)

Grade 11 - Model Papers

English Medium

- Civic Education

10 ශ්‍රේණිය - කෙටි සටහන්

සිංහල මාධ්‍ය

- බුද්ධ ධර්මය
- කතෝලික ධර්මය
- සිංහල භාෂාව හා සාහිත්‍යය
- සිංහල සාහිත්‍යය සංග්‍රහය
- සිංහල රචනා අත්වැල
- English Language
- ගණිතය - 1
- ගණිතය - 2
- ජීව විද්‍යාව
- භෞතික විද්‍යාව
- රසායන විද්‍යාව

Grade 10 - Short Notes

English Medium

- ඉතිහාසය
- ඉතිහාසය රූප සටහන් අග්‍රිත කෙටි සටහන්
- ව්‍යාපාර හා ගිණුම්කරණ අධ්‍යයනය - 1
- ව්‍යාපාර හා ගිණුම්කරණ අධ්‍යයනය - 2
- භූගෝල විද්‍යාව
- පුරවැසි අධ්‍යාපනය
- පෙරදිග සංගීතය
- නර්තනය
- නාට්‍ය හා රංග කලාව
- චිත්‍ර කලාව
- තොරතුරු හා සන්නිවේදන තාක්ෂණය
- සන්නිවේදනය හා මාධ්‍ය අධ්‍යයනය
- සෞඛ්‍යය හා ශාරීරික අධ්‍යාපනය
- කෘෂි හා ආහාර තාක්ෂණය
- ගෘහ ආර්ථික විද්‍යාව
- ජපන් භාෂාව

- Buddhism
- Mathematics - 1
- Mathematics - 2
- Biology
- Physics
- Chemistry
- History
- Business & Accounting Studies - 1
- Business & Accounting Studies - 2
- Geography
- Civic Education
- ICT
- Health & Physical Education

10 ශ්‍රේණිය - ප්‍රශ්නෝත්තර

සිංහල මාධ්‍ය

- සිංහල භාෂාව හා සාහිත්‍යය
- බුද්ධ ධර්මය
- ගණිතය
- විද්‍යාව
- ඉතිහාසය
- පුරවැසි අධ්‍යාපනය
- භූගෝල විද්‍යාව
- පෙරදිග සංගීතය

Grade 10 - Model Papers

English Medium

- Mathematics
- Science
- Civic Education
- Geography
- English Activity Book
- English Work Book

අනෙකුත් ග්‍රන්ථ

- හෙළදිව කතිකාවත
- අරුණශාන්ත අමරසිංහ
- හොල්මන් අවතාර සහ යකඳුරන්
- අරුණශාන්ත අමරසිංහ
- සිසු-ගුරු අත්පොත නාට්‍ය හා රංග කලාව 10-11 ශ්‍රේණි සඳහා (නව විෂය නිර්දේශය) - තන්දන අල්ගේවත්ත

පාඩමෙන් පාඩමට මාසික ඇගයීම්

සිංහල මාධ්‍ය

- 10-ශ්‍රේණිය - විද්‍යාව
- 11-ශ්‍රේණිය - විද්‍යාව

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