

d. "I thought I'd never see you again, putha," She said at last. Her voice was all quavery. "When did you return?"

"About three weeks ago. Payagala is exactly the same."

We walked for a bit. I gave her news of mother and nangi, Suddenly I remembered the bana hall she had once talked about years before. "Is it finished now?" I asked.

"Yes" She said quietly. She looked down at her hands. I felt something was wrong.

Part B

(This part carries **68 marks**. Each question carries **17 marks**)

- Answer question 1 and any **THREE** other questions, making **FOUR** altogether.
 1. Do you think that Action and Reaction is an authentic story which depict the realistic portrayal of characters in apt socio/cultural settings? Illustrate with reference to the text.
 2. "The experiences that poets gain are no doubt influential in their creations to make them expressive." Comment on this idea by referring to any TWO poems you have studied in the A/L syllabus.
 3. "How people are subjected to victimisation is a commonly discussed theme used by many a poets". How far can you justify this idea when referring to the poems you have studied in the A/L syllabus?
 4. Identify a shared theme in the poems you have studied in the A/L syllabus. How effectively do the poets convey the theme you have identified?
 5. Contrast the treatment of society and its influence on man in the poems in your syllabus.
 6. Critically analyse one of the following:
 - (i) The pattern of nature perceived by Frost in "Design"

OR

 - (ii) Compare and contrast how human relationships are depicted in The 'Chimney Sweeper' and 'Animal Crackers'.

OR

 - (iii) How images are used effectively to bring the central idea in any Two poems in your syllabus.
 7. How does the dramatists introduce the central conflict in any one of these plays (Othello/The Glass Menagerie/The Dumb Waiter/ The Tempest/ Sizwe Bansi is Dead) through the interaction of characters.
 8. Explain how the writers expose major/minor characters to introduce the central issues in the beginning part of any novel you have studied in the A/L syllabus.



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Provincial Department of Education - NWP

73 E II

First Term Test - Grade 12 - 2019

Index No. English - II Three hours only

Instructions
♦ This question paper consists of four questions. All questions are compulsory.

Part A

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.

- 1. The Fundamental Purpose of Higher Education.
2. Achieving Political Stability through Party Politics.
3. Pressing Concerns of Environment in the 21st Century.
4. Write a creative composition which incorporates the phrase "The news kept me on the top of the world ..."
5. A Review of a film which deals with the theme 'Child Exploitation .'
6. Write a report on any International Book fair held in Sri Lanka.

2. Reading comprehension and précis.

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

Can killing be done for the sake of humanity? The idea seems odd .The American Heritage Dictionary defines euthanasia as "the act of killing a person painlessly for reasons of mercy." The word euthanasia is of Greek origin and literally means "a good death." Such killing can be done through active means, such as administering a lethal injection, or by passive means, such as withholding medical care or food and water.

In recent years in the United States, there have been numerous cases of active euthanasia in the news. They usually involve the deliberate killing of ill or incapacitated persons by relatives or friends who plead that they can no longer bear to see their loved ones suffer. Although such killings are a crime, the perpetrators are often dealt with leniently by our legal system, and the media usually portrays them as compassionate heroes who take

personal risks to save another from unbearable suffering. The seeming acceptance of active forms of euthanasia is alarming, but we face a bigger, more insidious threat from passive forms of euthanasia.

Every year, in hospitals and nursing homes around the country, there are growing numbers of documented deaths caused by caregivers withholding life sustaining care, including food and water, from vulnerable patients who cannot speak for themselves. While it is illegal to kill someone directly, for example with a gun or knife, in many cases the law has put its stamp of approval on causing death by omitting needed care. Further, many states have “living will” laws designed to protect those who withhold treatment, and there have been numerous court rulings which have approved of patients being denied care and even starved and dehydrated to death. Because such deaths occur quietly within the confines of hospitals and nursing homes, they can be kept hidden from the public. Most euthanasia victims are old or very ill, so their deaths might be attributed to a cause other than the denial of care that really killed them. Further, it is often relatives of the patient who request that care be withheld.

In one court case, the court held that decisions to withhold life sustaining care may be made not only by close family members but also by a number of third parties, and that such decisions need not be reviewed by the judicial system if there is no disagreement between decision makers and medical staff. The court went so far as to rule that a nursing home may not refuse to participate in the fatal withdrawal of food and water from an incompetent patient! “Extraordinary” or “heroic” treatment need not be used when the chance for recovery is poor and medical intervention would serve only to prolong the dying process.

- Write the letter of the correct answer in your answer script against the number of the relevant question.
 - 1) The tone of the author can best be described as
A. pleading B. argumentative C. compassionate D. emphatic
 - 2). The author finds starvation and dehydration induced euthanasia is to be “more insidious” because,
A. euthanasia is legally considered to be a criminal act
B. the public’s attitude toward euthanasia is becoming more positive
C. the patient has asked to die with dignity
D. it often involves those who cannot protest
 - 3) What is the best synonym for insidious?
A. mischievous B. treacherous C. seductive D. apparent
 - 4) The author maintains that death by withholding care is
A. largely confined to hospitals B. largely confined to the terminally ill
C. often requested by family members D. approved by living wills
 - 5) The passage is about,
A. Euthanasia via withholding care. B. Enforcing strict laws against euthanasia
C. Euthanasia and the role of hospitals. D. Criminal offence of Euthanasia.

(b). Write a **précis** summarizing the passage given in question number 2 above, following the instructions given below. **Use your own words** as far as possible. (20 marks)

1. Begin the précis on a **new sheet**. Divide your page into **5 columns**, number the lines.
2. Write the précis in approximately **150 words**. The acceptable range is 145-155 words.
3. 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. You need to provide evidence from the text in support of the positions you have taken. (20 Marks)

Character, action, and point of view are obviously closely linked. All of them are subordinate to the novel's overall design but in some novels a sense of pattern may be conveyed mainly through the action and the interplay of the characters. How is it that we can be persuaded of the existence of imaginary people who live only in the words of the novelist?

Characters, after all, are constructs which we make out of their reported actions, the words they are given to say and the commentary made on them by their creator. Something must depend on how they are presented. Here, for example, is the first description of Mr Bounderby in *Hard Times* (1854) by Charles Dickens:

“He was a rich man: banker, merchant, manufacturer and what not. A big, loud man, with a stare and a metallic laugh. A man made out of coarse material, which seemed to have been stretched to make so much of him. A man with a great puffed head and forehead, swelled veins in his temples, and such a strained skin to his face that it seemed to hold his eyes open, and lift his eyebrows up. A man with a pervading appearance on him of being inflated like a balloon and ready to start. A man who could never sufficiently vaunt himself a self-made man. A man who was always proclaiming, through that brassy speaking-trumpet voice of his, his old ignorance and his old poverty. A man who was the Bully of humility.”

The picture we are given of Mr Bounderby combines mimicry with judgement. This succession of sentences, verbless, apart from the first, has something of the brusque, self-assertion of Mr Bounderby himself. Each sentence is no more than a noun with an adjective phrase or clause attached. And the noun is ‘man’. What kind of man is Mr Bounderby, and how is the author’s judgement conveyed to the reader? First, he is described in terms of his impressive occupations (but notice how dismissive that ‘and what not’ is of them).

Clearly Dickens does not approve of Mr Bounderby: a man may forgivably be ‘big’, but not ‘loud’; staring is not socially acceptable in English society, since it implies an invasion of the privacy of the object of the stare; ‘metallic’ laughs are harsh, jarring, unpleasant to listen to, and lacking in human warmth; Mr Bounderby does not consider the feelings of others; he is much too concerned to express himself. The next sentence carries a more subtle social judgement: Mr Bounderby is made of ‘coarse material’; he is not refined, not a member of the decent middle classes; he has reached his present position from a much inferior one but his upward social progress has not altered his nature; ‘stretch’ suggests the distance he has travelled, and the strain of it, as well as the physical grossness which affluence has brought with it.

If there is a touch of snobbery on the author's part here — a suggestion of 'Once a peasant, always a peasant' — Dickens expects his reader to share his view. The next sentences seize on this feature of Mr Bounderby: 'stretched' suggests 'puffed', 'swelled', 'strained', 'inflated'. 'Puffed', 'swelled' and 'inflated', in particular, have unflattering associations with self-advertisement and vanity. But another association of the word 'puffed' sets Mr Bounderby in a different frame of reference. Dickens describes him as exactly the opposite of St Paul's picture of the loving person (the description of Charity which Hardy used in his presentation of Tess): he is puffed up; he vaunteth himself; his voice is like a 'brassy speaking-trumpet'. And what it proclaims is his 'old ignorance and his old poverty'. In Mr Bounderby's mouth the word 'old' must mean 'former'; in the mouth of the author it is likely to suggest 'longstanding', 'ineradicable'. His ignorance and poverty are spiritual rather than material. Equally, there is just a hint of a play on words in 'Bully', which can mean 'the bosom friend' as well as 'the tyrant'. In other words, Mr Bounderby is a close friend of humility because he was born poor, but now he uses his previous background to exult over those who have failed to fight their way up the social ladder.

1. How has the author stressed the importance of 'character' in a text?
 2. Explain how Mr. Bounderby's character exposed in *Hard Times*?
 3. Do you think Mr. Bounderby leads a sophisticated life? Illustrate from the text.
 4. Explain the meanings of these phrases;
 - a). voice is like a 'brassy speaking-trumpet
 - b). close friend of humility
 5. Is the overall impression created about Mr. Bounderby a positive one ?
4. Read the following poem and answer the questions given below it, using your own words as far as possible. You need to provide evidence from the text in support of the positions you have taken. (20 marks)

Walking in Moonlight

'Dirty old town, dirty old town' – the song reminds me
of our walk, with moonlight never so bright
on sullied scruffiness, the streets of home. My mind
skimmed forward to unbelievable old age,
to looking back. And here it is, just as I thought,
or nothing like it.
Here am I, having leapt
so many chasms, clawed back from some,
sauntered or struggled along so many roads,
stony, slushy, grassy-smooth, crazily steep,
finding nothing as unexpected as the loves
along the way, nothing as predictable
as tonight, this moonlight, this magical
sameness, this surprise, back again, everlasting.

Ruth Bidgood

1. Is the speaker recalling over something? Express your views.
2. What type of a background is created in the poem?
3. What impression of the moonlight is created in the poet's mind?
4. Do you think the background is romantic? Why do you say so?
5. Explain how images are helpful to convey the central idea of the poem.

Marking scheme
(English-73)
First Term Test
Gr. 12 1st- TT Nov. 2019

context answers- Marking scheme

Identification of text, author, context	01
Relevance to text, theme, plot, character	03
Literary features	01
<u>language</u>	<u>03</u>
<u>Total mark</u>	<u>08</u>

Essay type answers - Marking scheme

Understanding and addressing the question	03
Demonstration of overall knowledge of the text and its context; relating this knowledge to the question	02
Structure of response, use of quotes and examples appropriately	06
Persuasiveness, originality, insights, flair	02
<u>Language</u>	<u>04</u>
Total mark	<u>17</u>

Paper II

1.Composition

For topics (1),(2),(3)- Factual essay

Content-	10 marks
Organization -	5 marks
Grammar and spelling	-10 marks
Style and diction -	5 marks

For topic (4) – creative essay

Content-	10 marks
Organization-	5 marks
Grammar and spelling	-10 marks
Style and diction -	5 marks

For topic no. (5) – Review

Location statement/Identification -	2 marks
Content –	10 marks
Evaluation /review–	8 marks
Language/ mechanics –	10 marks

For topic no. (6) – Report

Problem statement and content/analysis – 8 marks
measures taken in response – 5 marks
Prevention/ Recommendations/Solutions – 7 marks
Language and format – 10 marks

Question 2.-(Precis and Reading Comprehension)

MCQ(2x5=10 marks)

- 1- c
- 2- d
- 3- b
- 4- c
- 5- a

b.Precis

content –	7 marks
organization -	4 marks
Paraphrasing –	4 marks
Accuracy of language –	4 marks
<u>Length –</u>	<u>1 mark</u>
Total	20 marks

Questions 3 and 4 (4x5=20 marks)