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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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46 E I, II

අධ්‍යයන පොදු සහතික පත්‍ර (සාමාන්‍ය පෙළ) විභාගය, 2023 (2024)
கல்விப் பொதுத் தராதரப் பத்திர (சாதாரண தர)ப் பரீட்சை, 2023 (2024)
General Certificate of Education (Ord. Level) Examination, 2023 (2024)

ඉංග්‍රීසි සාහිත්‍ය රසාස්වාදය I, II
இலக்கிய நயம் ஆங்கிலம் I, II
Appreciation of English Literary Texts I, II

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.

Index Number:

Index Number is checked as correct.

Signature of the Invigilator

Instructions:

- * Answer scripts of Paper I and Paper II are collected at the end of the allocated time, separately.
- * Answers to Paper I should be written in the space provided on the question paper.
- * Answers to Paper II should be written in the given booklet.
- * 40 marks are allocated for Paper I and 60 marks are allocated for Paper II.

For Examiner's Use Only

Paper I

Question No.		Marks
Section A	I	
	II	
	III	
Section B	I	
	II	
	III	
Total		

Marks for Paper I (out of 40)

In Figures	
In Words	

	Signature	Code No.
1 st Examiner		
2 nd Examiner		
E.M.F.		
Chief Examiner		

Appreciation of English Literary Texts - Paper I

- * Answer *all* the questions in Section A.
- * Select *either* I, II *or* III from Section B and answer all the questions given below it.
- * The maximum mark allocated for Paper I is 40.

Section A – Poetry, Prose and Drama

Read the following extracts and answer all the questions given below them.

I Poetry

I (i) "Smile on our loves, and while thou drawest the
Blue curtains of the sky,
Scatter thy silver dew
On every flower that shuts its sweet eye"

(a) Name the poem from which these lines are taken. Name the poet.

.....

.....

(b) To whom are the words 'thou' and 'thy' addressed?

(01 mark)

.....

.....

(c) What action is 'thou' urged to take?

(01 mark)

.....

.....

(d) What image of this character is created by these lines?

(01 mark)

.....

.....

.....

(02 marks)

I (ii) "Wait a second, looks like he's looking for something in his pockets and
at thirteen twenty minus ten seconds
he goes back in for his crummy gloves"

(a) From which poem are these lines taken? Who is the poet?

.....

.....

(b) What is the incident presented in this extract at this precise moment?

(01 mark)

.....

.....

(c) Why is time mentioned in an unusual way in the extract?

(01 mark)

.....

.....

(d) What is suggested about the man's fate by the last line?

(01 mark)

.....

.....

.....

(02 marks)

II Prose

II (i) "Aachchi and Seeya will be okay, they will come later, they will come."

(a) Name the prose from which these lines are taken. Name the author.

.....

(01 mark)

(b) Who speaks these words?

.....

(01 mark)

(c) To whom are they spoken?

.....

(01 mark)

(d) Why do you think that the speaker repeats his words?

.....

(02 marks)

II (ii) "He told you twice, but you weren't listening. You often don't listen when we tell you important things"

(a) From which text are these lines taken? Who is the author?

.....

(01 mark)

(b) Who says these words?

.....

(01 mark)

(c) To whom are they spoken?

.....

(01 mark)

(d) What features of the character spoken to, are suggested by these words?

.....

(02 marks)

III Drama

III (i) "After all I had asked you....After all you had promised faithfully....Why—why did you look in at me?"

(a) From which drama are these lines taken? Who is the author?

.....

 (01 mark)

(b) Who is the speaker of the above extract?

.....

 (01 mark)

(c) Where is the speaker at this moment?

.....

 (01 mark)

(d) How will this incident affect the relationship between the speaker and the person spoken to?

.....

 (02 marks)

III (ii) "I go to Grusdev and he isn't at home, Yaroshevitch has hidden himself, I had a violent row with Kuritsin and nearly threw him out of the window, Mazugo has something the matter with his bowels, and this woman has a 'state of mind'!"

(a) From which text are these lines taken? Who is the author?

.....
 (01 mark)

(b) Where does this conversation take place?

.....
 (01 mark)

(c) Who is the speaker?

.....
 (01 mark)

(d) What effect is created by these words on the audience/reader?

.....

 (02 marks)

Section B – Novels

Select **EITHER I, II OR III** from Section B and answer all the questions given below it.

- I. Read the following extract from *The Prince and the Pauper* and answer all the questions given below it.

"Tell me more."

"We lads of Offal Court do strive against each other with the cudgel, like to file fashion of the 'prentices, some times."

The prince's eyes flashed. Said he:

"Marry, that would I not mislike. Tell me more."

"We strive in races, sir, to see who of us shall be fleetest."

"That would I like also. Speak on."

"In summer, sir, we wade and swim in the canals and in the river, and each doth duck his neighbour, and spatter him with water, and dive and shout and tumble and"

"'Twould be worth my father's kingdom but to enjoy it once! Prithée go on."

"We dance and sing about the Maypole in Cheap-side; we play in the sand, each covering his neighbour up; and times we make mud pastry – we do fairly wallow in the mud, sir, saving your worship's presence."

"Oh, prithée, say no more, 'tis glorious! If that I could but clothe me in raiment like to thine, and strip my feet, and revel in the mud once, just once, with none to rebuke me or forbid, me-seemeth I could forego the crown!"

"And if that I could clothe me once, sweet sir, as thou art clad – just once –"

- (i) When and where does the incident take place?

.....

.....

.....

.....

(02 marks)

- (ii) Name **two** sports played by ordinary youths in the river, during summer time.

(1)

(2)

(02 marks)

- (iii) Write the meaning of the following phrases as they occur in the passage, in your own words.

(a) strive in races

.....

(b) clothe me in raiment like to thine

(01 mark)

.....

(01 mark)

- (iv) What are the wishes of the two speakers in the passage? To what theme in the novel do they relate?

.....

.....

.....

.....

(04 marks)

10

- II. Read the following extract from *Bringing Tony Home* and answer all the questions given below it.

"It moved like a great big animal almost silently, its engine making only a low humming sound, and it stopped where the road came back in a loop, the door with the eagles swung open and a white officer in a uniform of steel blue jumped out and closed the door hard. The truck pulled away towards kitchen No. 1 and the white officer leapt from the driveway into the verandah of his billet and disappeared inside. The truck came back along the loop and moved towards where it came from and as it disappeared among the trees the notes of a piano came floating from inside the billet where the white officer went; the music was vaguely familiar and the smell of roast beef was still in the air coming from Kitchen No.1 and I thought of the lonely nights I spent at 'Greenlands' in Havelock Town, where I slept on a bed in the huge dining room with all those portraits of my ancestors looking down on me from the high walls reaching all the way to the dark intricately carved wooden ceiling, and the smell of roast beef hung in the air and I would always hear the notes of a piano floating in from somewhere, playing strange and sad yet beautiful melodies and I would miss the warmth of my mother and cry silently into the crisp white bed sheets and pillow cases which were cold and smelled of starch and camphor."

- (i) When and where does this incident take place?

.....

.....

.....

.....

- (ii) What sound and smell does the narrator experience at this place? (02 marks)

.....

.....

.....

- (iii) Write the meanings of the following phrases as they occur in the passage: (02 marks)

- (a) still in the air

.....

.....

(01 mark)

- (b) looking down on me from the high walls

.....

.....

(01 mark)

- (iv) How would you describe the feeling of the narrator at this moment? To what theme does it relate in the novel?

.....

.....

.....

.....

.....

.....

(04 marks)

- III. Read the following extract from *The Vendor of Sweets* and then answer all the questions given below it.

"Jagan gave a start on hearing this. He had never thought that the task would concern him. "How? How?" he asked anxiously, and before the other could collect his thoughts, added, "Don't think too much of me. No, no, after all, I'm a humble merchant."

The other said, "Why don't you buy this garden and install the Goddess?"

"I ... I ... do not know," replied Jagan, thickening his armour of self-defence, and tried to laugh the question off, but the other became deadly earnest, half rose, and waving a finger close to Jagan's eyes, said, "Very well, I understand. I only thought it would do you good to have a retreat like this."

"Yes, yes, God knows I need a retreat. You know, my friend, at some stage in one's life one must uproot oneself from the accustomed surroundings and disappear so that others may continue in peace."

"It would be the most accredited procedure according to our scriptures—husband and wife must vanish into the forest at some stage in their lives, leaving the affairs of the world to younger people."

Jagan felt so heartily in agreement that he wanted to explain why he needed an escape—his wife's death, son's growth and strange later development, and how his ancient home behind the Lawley Statue was beginning to resemble hell on earth—but he held his tongue. He felt shy and reserved about talking of his son—like one not wishing to exhibit his sores.

- (i) When and where does the incident take place?

.....

.....

.....

.....

(02 marks)

- (ii) What is the speaker's intention in bringing Jagan to this place?

.....

.....

.....

.....

(02 marks)

[see page eight]

(iii) Explain the meaning of the following phrases as they occur in the passage:

(a) "needed an escape"

(01 mark)

(b) "not wishing to exhibit his sores"

(01 mark)

(iv) Why was Jagan's home beginning to resemble a hell on earth? To what theme does this relate, in the novel?

(04 marks)

**

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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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கல்விப் பொதுத் தராதரப் பத்திர (சாதாரண தர)ப் பரீட்சை, 2023 (2024)
General Certificate of Education (Ord. Level) Examination, 2023 (2024)

ඉංග්‍රීසි සාහිත්‍ය රසාස්වාදය I, II
இலக்கிய நயம் ஆங்கிலம் I, II
Appreciation of English Literary Texts I, II

Appreciation of English Literary Texts - Paper II

Instructions:

- * Answer four questions selecting one each from the four sections - POETRY, DRAMA, PROSE and FICTION.
- * Answers to Paper II should be written in the given booklet.
- * The maximum mark allocated for Paper II is 60.

POETRY

(Answer one question only)

1. With reference to the poem, "A Bird Came Down the Walk", discuss the beauty and the unpleasant sights of the natural environment.
2. Explore the literary devices used in "War is Kind" to confirm that it represents terror and conflicts.
3. "Big Match 1983" is a subtle depiction of violence and corruption in an evil society. Discuss with reference to the poem.
4. "The Earthen Goblet" conveys how human beings use their power over nature, through the construction of a goblet. Discuss with reference to the poem.
5. "Through humour, poetry offers its readers lessons for their lives." Discuss with reference to "Upside Down".

DRAMA

(Answer one question only)

6. *Twilight of a Crane* is a drama about love and compassion. Justify this comment with close reference to the play.
7. *The Bear* depicts the impermanency of human thoughts and behaviours. Justify this comment with close reference to the play.

PROSE

(Answer one question only)

8. 'Human actions and behaviour in the face of fear cannot be predicted.' Examine this statement with reference to the extract from *Wave*.
9. 'Punishment may make children stubborn and determined.' Examine this statement with reference to *The Lumber Room*.
10. 'The Lahore Attack confirms the power of company and concern for one's country.' Examine this statement with reference to the prose.
11. 'The Nightingale and the Rose' questions the act of sacrifice in relation to material gains.' Examine this statement with reference to the short story.

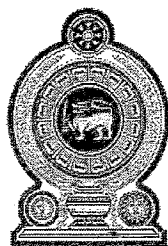
FICTION

(Answer one question only)

12. 'The Prince and the Pauper, above all, represents human beings' cruelty and corruption.' Do you agree with this comment?
13. 'Bringing Tony Home' is only a story about childhood experiences.' Do you agree with his comment?
14. 'The Vendor of Sweets, above all, reflects disagreement between a father and a young son.' Do you agree with this comment?

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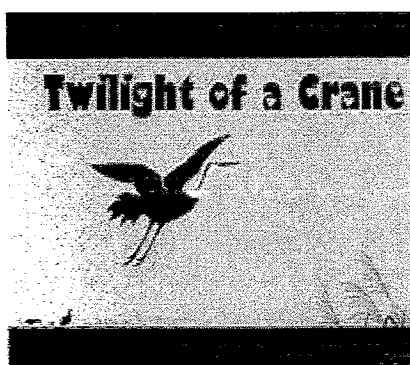


Department of Examinations, Sri Lanka

G.C.E. (O/L) Examination -2023 (2024)

46-Appreciation of English Literary Texts

Marking Scheme



~~This document has been~~ prepared for the use of Marking Examiners. Some changes would be made
according to the views presented at the Chief Examiners' Meeting

Amendments are to be included

G.C.E. (O/L) Examination - 2021 (2022)**46 - Appreciation of English Literary Texts****Distribution of Marks (New Syllabus)****Paper I**

Section A	-	30 marks
Section B	-	10 marks
		<u>40 marks</u>

Paper II

Poetry	-	15 marks
Drama	-	15 marks
Prose	-	15 marks
Fiction	-	15 marks
		<u>60 marks</u>

Total Marks :

Paper I	-	40 marks
Paper II	-	60 marks
		<u>100 marks</u>

G.C.E. (O/L) Examination - 2021 (2022)**46 - Appreciation of English Literary Texts****Distribution of Marks (New Syllabus)****Paper I**

Q. 1

Section A

Q. 1 i ——— 5 marks

Q. 1 ii ——— 5 marks

Q. 2 i ——— 5 marks

Q. 2 ii ——— 5 marks

Q. 3 i ——— 5 marks

Q. 3 ii ——— 5 marks

$$5 \times 6 = 30 \text{ marks}$$

Section B

Q. i 10 marks

Q. ii 10 marks

Q. iii 10 marks

$$10 \times 1 = 10 \text{ marks}$$

$$\text{Total marks for Part I} = 30 + 10$$

$$= \underline{40 \text{ marks}}$$

Paper II**Poetry**

Q. 1 15 marks

Q. 2 15 marks

Q. 3 15 marks

Q. 4 15 marks

Q. 5 15 marks

One question only — 1 x 15 = 15 marks

Drama

Q. 6 15 marks

Q. 7 15 marks

One question only — $1 \times 15 = 15$ marks**Prose**

Q. 8 15 marks

Q. 9 15 marks

Q. 10 15 marks

Q. 11 15 marks

One question only — $1 \times 15 = 15$ marks**Fiction**

Q. 12 15 marks

Q. 13 15 marks

Q. 14 15 marks

One question only — $1 \times 15 = 15$ marksTotal marks for Part II = 4×15 = 60 marks**Calculation of Final marks**

Paper I = 40 marks

Paper II = 60 marksFinal marks = 100 marks

G.C.E.(O/L) EXAMINATION - 2021 (2022)

Common Techniques of Marking Answer Scripts.

It is compulsory to adhere to the following standard method in marking answer scripts and entering mark sheets.

1. Each Assistant Examiner should use red colour ball-point pen for marking answer scripts.
2. A purple colour ball-point pen should be used by Chief Examiners.
3. Code number of the Assistant Examiner should be noted down on front page of each answer script. Enter marks in clear numerals.
4. Write off incorrectly written numerals with a clear single line and authenticate the alterations with Examiner's initial.
5. Enter the marks of each subsection of a question as a rational number in the given space of Δ and the final marks of each question should be entered as a total rational number in the given space of $\square$ by denoting respective question number as well. Use the column assigned for the Examiners to write marks.
6. Evaluation Mark Finalizer should use blue or black colour pen to verify the accuracy of the marks.

Example: Question No. 03

(i)		✓	$\Delta \frac{4}{5}$
(ii)		✓	$\Delta \frac{3}{5}$
(iii)		✓	$\Delta \frac{3}{5}$

03	(i)	$\frac{4}{5}$	+	(ii)	$\frac{3}{5}$	+	(iii)	$\frac{3}{5}$	=	<table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>10</td></tr><tr><td>15</td></tr></table>	10	15
10												
15												
	(ii)											

MCQ answer scripts: (Template)

1. Mark the correct options on the template according to the Marking Scheme. Cut off the marked windows with a blade. Cut off the cages for Index Number and the number of correct options so as to be able to keep the template correctly on the answer script. Cut off a blank space to the right of each options column to mark the answers. Cut off the cages for the subject number and the subject to be clearly visible. Submit the prepared template to the Chief Examiner for approval.
2. Then, check the answer scripts carefully. If there are more than one or no answers marked to a certain question write off the options with a line. Sometimes candidates may have erased an option marked previously and selected another option. In such occasions, if the erasure is not clear write off those options too.
3. Place the template on the answer script correctly. Mark the right answers with a '✓' and the wrong answers with a 'X' against the options column. Write down the number of correct answers inside the cage given under each column. Then, add those numbers and write the number of correct answers in the relevant cage.

Structured essay type and essay type answer scripts:

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers and write cross mark. Point-out areas by a check mark, where marks can be offered.
2. Use the right margin of the overland paper to write down the marks.
3. Write down the marks given for each question against the question number in the relevant cage on the front page in two digits. Selection of questions should be in accordance with the instructions given in the question paper. Mark all answers and transfer the marks to the front page, and write off answers with lower marks if extra questions have been answered against instructions.
4. Add the total marks carefully and write in the relevant cage on the front page. Turn pages of answer script and add all the marks given for all answers again. Check whether that total tallies with the total marks written on the front page.

Preparation Of Mark Sheets.

Except for the subjects with a single question paper, final marks of two papers will not be calculated within the evaluation board. Therefore add separate mark sheets for each of the question paper. Enter paper I marks in "Total Marks" column of the mark sheet and write them in words as well. Enter paper II Marks in the " Total Marks" Column and include the relevant details. For the subject 43 Art, Paper I, II and III Marks should be entered numerically in the separate mark sheets and should also be written in words.

For subjects 21 Sinhala language and literature and 22 Tamil Language and literature, paper I marks once entered numerically should be written in words. Use separate marks sheets for the papers II and III and enter the total marks in the "Total marks column". Write the relevant detailed marks against each of the total mark.

N.B.:-

- I. Final marks for paper I, paper II or paper III should always be rounded up to the nearest whole number and they should never be kept as decimal or half values.
- II. Each page of the mark sheet should be compulsorily verified by the Assistant Examiner who entered marks to the mark sheet, Assistant Examiner who checked the mark sheet, the Verifying Examiner of the evaluation marks and Chief Examiner by placing respective code number and the signature.

DETAILED MARKING SCHEME AND GUIDELINES TO ANSWERS

2021 (2022)

1. Introduction

Appreciation of English Literary Texts supplants the former subject entitled English Literature. New content is introduced under all these sections. The poetry section is organized under five themes. As in the previous subject, the examination tests both genre awareness and skills. Cognitive skills which are given priority at every examination like knowledge, comprehension, application, analysis, and evaluation are given weightage. But a test of literature cannot test cognitive skill only. It needs to give consideration to the affective dimension or feeling as well. Hence, skills related to that dimension like empathy and critical response are also tested. It goes without saying that appreciation of English Literary Texts, being an aesthetic subject that touches the both the mind and heart cannot be evaluated using a very rigid instrument. The examination and evaluation process has to provide for freedom of thought and feeling and accommodate creativity- independence in response. A marking scheme while it attempts to enforce uniformity (and this uniformity is essential at a national examination) must not cramp and hinders a candidate's achievement by imposing rigidly planned dissolutions. what is provided in the marking scheme is a guideline. At no point must this marking scheme be taken as a rigid instrument to be adhered to rigidly. Examiners must be sensitive to the candidates who have independent, creative ways of thinking and demonstrate a capacity for critical thought.

The examination of "Appreciation of English Literary Texts (46)" comprises two papers, Paper I and Paper II.

PAPER I (CONTEXT QUESTIONS)

Paper I, which carries a maximum of 40 marks, is divided into two sections as given below:

Section A: POETRY, PROSE, AND DRAMA

Section B: NOVELS

Section A of Paper I tests the following skills at a minimum level, at phrase levels, or sentence levels. Section B of Paper I also tests the same skills, yet at paragraph or passage levels. Section B requires a higher proficiency level.

As such the candidates should be able to:

- (i) identify accurately the text and the author
- (ii) understand the relationship within the given extract (e.g. candidates should express their familiarity with the situation, events, characters, and their inter-relationships and references).
- (iii) infer meaning from the given extract
- (iv) respond to and demonstrate sensitivity to the extract

The rationale of the testing method is based on the following assessment framework.

- a) knowledge
- b) comprehension
- c) application
- d) evaluation

To facilitate the testing of all genres, Paper I is divided into 2 sections as section A and section B.

Section A, comprising short extracts, is allocated 30 marks. Section A has 6 questions, each carrying 5 marks. Each of these 6 questions are further divided into 4 sub questions as (a), (b), (c) and (d). The mark for each of these sub question is given below.

- | | |
|--|---|
| a) Identification (of text and author) | 1 |
| b) Intra-textual reference (comprehension) | 1 |
| c) Intra-textual reference (comprehension) | 1 |
| d) Inference / response to text | 2 |

Section B carries 3 optional questions based on long extracts taken from the prescribed novels. Candidates are required to select 1 question out of these 3 optional questions. Each of these questions are divided into 4 sub questions as (i), (ii), (iii) and (iv). The skills tested and marks allocated are as follows.

- | | |
|----------------------------------|---|
| i. Identification | 2 |
| ii. Comprehension | 2 |
| iii. Application | 2 |
| iv. Critical evaluation/response | 4 |

PAPER II (ESSAY TYPE QUESTIONS)

Paper II, which carries a maximum of 60 marks, is divided into four sections as given below:

POETRY

DRAMA

PROSE

FICTION

Paper II attempts to test the following skills.

- a) Identification (Knowledge)
- b) Comprehension
- c) Application
- d) Analysis
- e) Synthesis
- f) Evaluation

Paper II's focus is more on the last four of the above as Paper I is devoted to test the rest.

Candidates should be able to demonstrate that they are/have

- a) able to analyze and address the question
- b) Selected relevant content and organized an answer relevant to the question.
- c) Familiar with the text and quote relevantly and at appropriate moments to build up an argument.
- d) Comprehended and appreciated the text and so can write with understanding and confidence.
- e) able to write with correct grammar and spelling.
- f) related the experience they gained to the world around them.
- g) looked critically at the text and the experience gained by it.

Each of the sub section of Paper II provides the candidate with a choice of questions.

In the detailed marking scheme, guidelines are provided to evaluate the answers. But as mentioned in the introduction, examiners are expected to be sensitive to students' personal/ independent ideas which are relevant to the questions.

Criteria for marking the answers in Paper II

In marking Paper II answers, the following criteria must be used and the weightage given below should be followed.

Content	-	1 - 7
Organizing	-	1 - 4
Language	-	1 - 4

The marking criteria and their parameters are explained below:

CONTENT

Descriptors

- a) Facts from text (content)
- b) Prioritizing facts (content)
- c) Presenting content in favour of question
- d) Critical evaluation of facts
- e) Personal views/ response stimulated by content
- f) Student's creativity.

Findings

- a) All the facts/ content necessary to address the question are well selected and presented. Content is prioritized to present a logical argument. Shows a personal insight/ critical perspective in dealing with the content. Reflects the student's creativity 6-7
- b) Most of the content expected to be put forward to address the question is included. Content is ordered in importance. Shows some evidence of personal response in selecting content. 3-5
- c) Some facts relevant to the question are available. Facts are not prioritized. Some important facts are left out. 1-2

ORGANIZING**Descriptors**

- a) Answer is relevant (addresses question)
- b) Answer has cohesion (close connection between the various parts of the answer)
- c) Support with relevant quotes at the appropriate point (provides evidence from text)
- d) Well – ordered (divided into paragraphs with an appropriate introduction and conclusion)
- e) Develops an argument (there is a thrust to bring out one's point of view)

Bandings

- a) Answer is precise and focuses on question. It is closely knit with a strong thrust in the argument. Supports answer with relevant quotations at the appropriate moment to build up an argument or present a personal point of view. Answer is well ordered with a strong connection between the introduction, the flow/ development and conclusion. 4
- b) Answer focuses on question and builds up an argument. Well ordered with a strong connection between the paragraphs. Produces quotes at appropriate moments to back up the argument/ illustrate a point. 2-3
- c) Addresses question but may not focus – attempts to order answer with an introduction, development and ending but the answer is not cohesive. Uses quotes to support ideas / points of view/ argument. 1
- d) Does not address question. Facts are disjointed. No development. A point here and there. No connection. 00

LANGUAGE**Descriptors**

- Correct structures and grammar.
- Rich vocabulary/ expression
- Communicative power in the language (style)

Bandings

- (i) No errors in language or spelling. Shows a personal/
distinctive style of writing with rich vocabulary.
Uses language with expressive force. 4
- (ii) No grammatical errors. Vocabulary well selected a certain
laxness in expression. A few spelling errors. 3
- (iii) No SVO errors. A few errors in the use of tenses/ gender/
use of article. Some spelling errors – a looseness in the style
of writing. 2
- (iv) Some SVO errors. Errors in gender, number tense.
Misuse of vocabulary. A few uncoordinated sentences
but communicates meaning. 1
- (v) Uncoordinated sentences. Many errors in tense, number,
gender, use of pronouns and articles. Inappropriate use
of vocabulary. Cannot communicate meaning. 00

The breakdown of the marks under the criteria given below should be clearly indicated under each answer.

Paper I	Section A	5×6	= 30
	Section B	2+ 2+ 2+ 4	= 10
	Total		40

1 - 14			
Paper II	Questions 2-13,	15×4	
	Content	7	} 15×4
	Organization	4	
	Language	4	
	Total		60

NB: The guidelines that follow have been provided to help the Examiners to evaluate the answer scripts. Do not look for all the facts included under each question. If candidates have responded to the question intelligently and written in good English, marks should be awarded in a suitable manner.

G.C.E. (O/L) Examination -2023 (2024)**46- Appreciation of English Literary Texts -1****Section A: Poetry, Prose and Drama****I Poetry**

I (i) "Smile on our loves, and while thou drawest the
Blue curtains of the sky,
Scatter thy silver dew
On every flower that shuts its sweet eyes"

- a) Name the poem from which these lines are taken. Name the poet. (01 mark)
- b) To whom are the words 'thou' and 'thy' addressed? (01 mark)
- c) What action is 'thou' urged to take? (01 mark)
- d) What image of this character is created by these lines? (02 marks)

I (i) a) To the Evening Star by William Blake.

- b) the evening star/ the planet Venus/ Venus/ the goddess Venus
- c) spread blessings/ love and peace/refresh or revitalize the world/ protect them from harm
- d) It creates an image of a goddess who is divine /kind or benign/ compassionate/powerful

I (ii) "Wait a second, looks like he's looking for something in his pockets and at thirteen twenty
minus ten seconds
he goes back in for his crummy gloves"

- a) From which poem are these lines taken? Who is the poet? (01 mark)
- b) What is the incident presented in this extract at this precise moment? (01 mark)
- c) Why is time mentioned in an unusual way in the extract? (01 mark)
- d) What is suggested about the man's fate by the last line? (02 marks)

I (ii) a) The Terrorist, He's Watching by Wislawa Szymborska

- b) The terrorist is watching the **fat, bold** man/guy going back to the **bar** just **ten seconds** before the bomb blast as he has forgotten his gloves. /When the **fat bold guy/man** goes back to the **bar** to collect his gloves **ten seconds** before the blast
- c) It heightens the tension and creates the sense of urgency. /suspense/horror
- d) The unpredictability of his life in the situation / uncertainty created about his survival. / There is a doubt created about the man's escaping from the blast/ This man will be a victim of the blast.

II Prose

II (i) "Aachchi and Seeya will be okay, they will come later, they will come"

- a) Name the prose from which these lines are taken. Name the author (01 mark)
- b) Who speaks these words? (01 mark)
- c) To whom are they spoken? (01 mark)
- d) Why do you think that the speaker repeats these words? (02 marks)

II (i) a) Wave by Sonali Deraniyagala.

- b) Steve
- c) to Vik/ Vikram
- d) He wants to console/comfort Vik who is crying/He wants to calm his family/ He wants to reassure himself / He is trying to be optimistic about the situation.

II (ii) "He told you twice, but you were not listening. You often don't listen when we tell you important things."

- a) From which text are these lines taken? Who is the author? (01 mark)
- b) Who says these words? (01 mark)
- c) To whom are they spoken? (01 mark)
- d) What features of the character spoken to, are suggested by these words? (02 marks)

II (ii) a) The Lumber Room by Saki/H.H.Munro

- b) Nicholas
 - c) to the aunt/ Nicholas' aunt/the aunt of Nicholas
 - d) She is irresponsible, insensitive, indifferent, stubborn, adamant and authoritative.
- (At least two features should be there to allocate two marks)

III Drama

III (i) "After all I had asked you...After all you had promised faithfully...Why-why did you look in at me?"

- a) From which drama are these lines taken? Who is the author? (01 mark)
- b) Who is the speaker of the above extract? (01 mark)
- c) Where is the speaker at the moment? (01 mark)
- d) How will this incident affect the relationship between the speaker and the person spoken to? (02 marks)

III (i) a) Twilight of a Crane by Yu Zuwa Junji Kinoshita

- b) Tsu
- c) in the hut/ in their hut/ in Yohyo's hut/ outside the weaving room
- d) Their relationship will be broken/damaged / Tsu will leave Yohyo

III (ii) "I go to Grusdev and he isn't at home, Yaroshevitch has hidden himself, I had a violent row with Kuritsin and nearly threw him out of the window, Mazugo has something the matter with his bowels, and this woman has "a state of mind!"

- a) From which text are these lines taken? Who is the author? (01 mark)
- b) Where does this conversation take place? (01 mark)
- c) Who is the speaker? (01 mark)
- d) What effect is created by these words on the audience/reader? (02 marks)

III (ii) a) The Bear by Anton Chekhov

- b) in Popova's drawing room/ Popova's house
- c) Smirnov
- d) Humour is created. / humour and laughter/comic effect

Section B -Novels

1. Read the following extract from *The Prince and the Pauper* and answer all the questions given below it.

"Tell me more."

"We lads of Offal Court do strive against each other with the cudgel, like to file fashion of the 'prentices, sometimes."

The prince's eyes flashed. Said he:

"Marry, that would I not mislike. Tell me more."

"We strive in races, sir, to see who of us shall be fleetest."

"That would I like also. Speak on."

"In summer, sir, we wade and swim in the canals and in the river, and each doth duck his neighbour, and spatter him with water, and dive and shout and tumble and—"

"T would be worth my father's kingdom but to enjoy it once! Prithee go on"

"We dance and sing about the Maypole in Cheap-side; we play in the sand, each covering his neighbour up; and times we make mud pastry – we do fairly wallow in the mud, sir, saving your worship's presence."

"Oh, prithe, say no more, 'tis glorious! If that I could but clothe me in raiment like to thine, and strip my feet, and revel in the mud once, just once, with none to rebuke me or forbid, me-seemeth I could forego crown!"

"And if that I could clothe me once, sweet sir, as thou art clad-just once"

- (i) When and where does the incident take place? (02 marks)
- (ii) Name two sports played by ordinary youths in the river, during summer time. (02 marks)
- (iii) Write the meaning of the following phrases as they occur in the passage, in your Own words
 - a) Strive in races (01 mark)
 - b) clothe me in raiment like to thine (01 mark)
- (iv) What are the wishes of the two speakers in the passage? To what theme in the novel do they relate? (04 marks)

1. The Prince and the Pauper

- (i) When Prince Edward takes Tom inside his chamber inside the palace. /This is a conversation between Tom and Edward/the prince after Tom Canty is taken inside the prince's chamber in the palace
- (ii) Wade, swim, duck the neighbour, spatter the neighbour with water, dive, shout, tumble (Any two of the above mentioned sports should be mentioned)
- (iii) a) strive in races – try to win/compete in races/overtake the others in races
b) clothe me in raiment like to thine – dress me in rags like yours/ dress in clothes like yours
- (iv) The prince wishes to lead a very ordinary /free/unrestricted childhood like the one that Tom Canty has and Tom wishes to lead a life of a prince.
Theme – Social disparity/the difference between the rich and the poor. / People are not contented with what they have

II Read the following extract from *Bringing Tony Home* and answer all the questions given below it.

'It moved like a great big animal almost silently, its engine making only a low humming sound, and it stopped where the road came back in a loop, the door with the eagles swung open, and a white officer in a uniform of steel blue jumped out and closed the door hard. The truck pulled away towards kitchen No.1 and the white officer leapt from the driveway into the verandah of his billet and disappeared inside. The truck came back along the loop and moved towards where it came from and as it disappeared among the trees the notes of a piano came floating from inside the billet where the white officer went; the music was vaguely familiar and the smell of roast beef was still in the air coming from kitchen No. 1 and I thought of the lonely nights I spent at 'Greenlands' in Havelock Town, where I slept on a bed in the huge dining room with all those portraits of my ancestors looking down on me from the high walls reaching all the way to the dark intricately carved wooden ceiling, and the smell of roast beef hung in the air and I would always hear the notes of a piano floating in from somewhere, playing strange and sad yet beautiful melodies and I would miss the warmth of my mother and cry silently into the crisp white bed sheets and pillow cases which were cold and smelled of starch and camphor.'

- (i) When and where does this incident take place? (02 marks)
- (ii) What sound and smell does the narrator experience at this place? (02 marks)
- (iii) Write the meaning of the following phrases as they occur in the passage:
 - a) still in the air (01 mark)
 - b) looking down on me from the high walls (01 mark)
- (iv) How would you describe the feelings of the narrator at this moment? To what themes does it relate in the novel? (04 marks)

II Bringing Tony Home

- (i) When the narrator roams with his friends / Sirisena's gang outside the RAF camp.
- (ii) the sound of a piano / the smell of roast beef
- (iii) a) still in the air – a very strong/thick smell/ smell lasts for a long time
b) looking down on me from the high walls -the boy was very small and he saw as if the photos were hung high up in the walls. / Looking at him as if he was lower/insignificant/inferior than the ancestors who were in the portraits
- (iv) nostalgia/yearning for the past/ sadness and regret about the current situation
Theme -memory/social change

III. Read the following extract from *The Vendor of Sweets* and answer all the questions given below it.

"Jagan gave a start on hearing this. He had never thought that the task would concern him. 'How? How?' he asked anxiously, and before the other could collect his thoughts, added, 'Don't think too much of me. No, no, after all, I'm a humble merchant.'

The other said, 'Why don't you buy this garden and install a goddess?'

'I...I... do not know,' replied Jagan, thickening his armour of self-defence, and tried to laugh the question off, but the other became deadly earnest, half rose, and waving a finger close to Jagan's eyes, said, 'Very well, I understand. I only thought it would do you good to have a retreat like this.'

'Yes, yes, God knows I need a retreat. You know, my friend, at some stage in one's life one must uproot oneself from the accustomed surroundings and disappear so that others may continue in peace.'

'It would be the most accredited procedure according to our scriptures-husband and wife must vanish into the forest at some stage in their lives, leaving the affairs of the world to younger people.'

Jagan felt so heartily in agreement that he wanted to explain why he needed an escape-his wife's death, son's growth and strange later development, and how his ancient home behind the Lawley Statue was beginning to resemble hell on earth-but he held his tongue. He felt shy and reserved about talking of his son-like one not wishing to exhibit his sores."

- (i) When and where does the incident take place? (02 marks)
- (ii) What is the speaker's intention in bringing Jagan to this place? (02 marks)
- (iii) Explain the meaning of the following phrases as they occur in the passage.
 - a) needed an escape (01 mark)
 - b) not wishing to exhibit his sores (01 mark)
- (iv) Why was Jagan's home becoming to resemble a hell on earth? To what theme does this relate, in the novel? (04 marks)

III The Vendor of Sweets

- (i) When Jagan visited the bearded man's master's place/ forest
- (ii) He wants Jagan to buy this land. /He is manipulating/persuading/forcing Jagan to buy the land
- (iii) a) needed an escape – wanted a peaceful life/wanted a retreat/ withdrawal
b) not wishing to exhibit his sores – reluctant / dislike to show/expose/reveal his physical or emotional sufferings / worries / problems/unhappiness
- (iv) Mali's behaviour/way of life/marriage
Theme - Generation gap/ Difference between the cultures- East and West/
Transformation/change in lifestyle/beliefs/Materialism Vs Spirituality

G.C.E.O/L Examination 2023 (2024)**46- Appreciation of English Literary Texts – II****Poetry**

1. With reference to the poem, **A Bird Came Down the Walk**, discuss the beauty and the unpleasant sights of the natural environment.

1. A Bird Came Down the Walk

Answers should include:

- A brief introduction which includes the poet, question and the poem. The answer should also introduce that the readers see the pleasant and unpleasant sights through the eyes of the speaker who seems a “bird watcher”.
- Then the instances of both beauty and unpleasant images should be explored with examples from the poem.
- The bird’s action which adds calmness and colour to the environment can be explained as **pleasant images**.
 - the way the bird drinks dew from a convenient grass
 - how the grass is identified as “convenient” to indicate harmlessness.
 - The bird’s rapid glance
 - simile- ‘like frightened beads’
 - metaphor – ‘velvet head’
 - His graceful and delicate flight
- The bird’s action which adds **unpleasant sights** to the onlooker.

E.g.

 - the way the bird bit an “Angle worm” in halves.
 - the way it ate it raw.
- While referring to the pleasant and unpleasant sights, the ideal answers would also refer to how the effects of such sights are enhanced by using different **images/touching the senses of the reader**.
- **In conclusion**, an ideal answer would wrap up saying the natural sights and actions **in nature are filled with such things**: i.e. the weaker and the powerless become **subject to the powerful and the stronger species**. This is the way of the natural law and order. (the order and pattern in nature)

2. Explore the literary devices used in **War is Kind** to confirm that it represents terror and conflicts.

2. War is Kind

Answers should include:

- An introduction which should include the poet, question and the poem.
- Then literary devices should be identified: Simple identification may not be adequate to collect good marks: students are expected to explore how they reflect terror and conflicts.
- Apostrophe: direct address to the maiden by the speaker: this grabs the attention, and the readers feel that the speaker is addressing him/her. This allows the reader to emphasize the scene more clearly and closely, thereby comprehending the depth of the poem.
- Oxymoron- War is kind; this is a type of paradox where two contrary things are presented. Wars are not kind as they shed blood, take lives and destroy both living and nonliving things. By using an oxymoron, the poet again grabs the attention and highlights the absence of kindness in war contexts. This can be identified as a very symbolic title.
- Paradoxes – ‘excellence in killing’ / ‘virtue of slaughter’
- When the soldiers are killed the affected people represent different age groups in society highlighting a cross-section of war victims; direct as well as indirect victims (passive victims)
- The use of auditory and visual symbols to touch the different senses of the reader. E.g. booming drums

Likewise, ideal answers should come up with different literary techniques and explore their effects, without simply citing the quotations from the poem.

3. 'Big Match, 1983 is a subtle depiction of violence and corruption in an evil society.' Discuss with reference to the poem

3. Big Match, 1983

Answers should include:

- An introduction which should include the poet, question and the poem. In this context, the answers may also include a brief note on the setting of the poem, 1983 in Sri Lanka, as the question refers to an evil society.
- Students are expected to refer to and explain 4 or 5 instances from the poem where the evil nature of humans is depicted.
- **Examples:**
 - (i) The carelessness or indifferent nature of people towards tragedy and death which is shown through the instance when "a child lies dead, and two policemen look the other way." Students may refer to other examples too to prove people's indifference to tragedy. Politically driven corruptions which are represented through the indifference of the policemen suggests the corruption of the administration/ How law and order is not well-exercised in society.
 - (ii) How racism is harboured in people's minds, and how racial prejudice ruins people are pictured vividly using symbols. E.g. racial pot boils over
 - (iii) As an extension to the previous point, how these racially driven conflicts were consistent in this society is also highlighted. This is evident when the poet refers to different eras of the past such as "forty-eight" "fifty-six" etc. The repetition of racial violence vouches for the evil nature of society, on the one hand. On the other hand, it also signifies the stupidity and ignorance linked to evil nature.
 - (iv) The evil nature is again confirmed when the authorities' involvement in the treachery is subtly pointed out: Or the authorities' ignorance to brutality is presented.
 - (v) The telephone conversation suggests the need for harmony among the people in society. The poem however ends with a note of optimism: hope to experience peace and harmony in society.

4. 'The Earthen Goblet conveys how human beings use their power over nature, through the construction of a goblet.' Discuss with reference to the poem.

4. The Earthen Goblet

Answers should include:

- An introduction which should include the poet, question, and the poem.
- The answers may refer to the fact that the Earthen Goblet is a utensil made of natural soil for human beings' purposes and usage. Also, the earth's voice and feelings are presented in the eyes of a narrator and through the goblet's response to the narrator's question. The potter represents the human beings who manipulate the earth, using their power over natural substances.
- Students are expected to refer to and explain 4 or 5 instances from the poem where people's power over nature is depicted.
- **Examples:**

- (i) People's act of dislocating the natural soil from its natural environment is a good example of human beings' power over natural substances. Earth is removed from its natural environment, not for its own sake but for people's satisfaction. The creative power and vitality of the earth are taken away by humans. The consequence of this removal/uprooting ends in "death" of the soil, as indicated through the following lines.

"The potter has drawn out the living breath of me
And given me a form which is death of me, "

- (ii) The soil's freedom is snatched by the people, represented through the potter. The poet's use of the word "captive" to refer to the earth which is on the "wheel" picturesquely suggests how the earth has lost its liberty and independence.
- (iii) How the earth is deprived of its basic human needs such as love and company, as represented through the "fragrant" "flower" also confirms people's power over the natural substances.
- (iv) The physical trauma and mental agony the earth experienced during the process of making a goblet also symbolically highlights the potter's power and manipulation to fulfil the potter's whims and fancies. That is, the earth is "being twirled" and is "burned so warm" as described by the poet.

5. 'Through humour, poetry offers its readers lessons for their lives.' Discuss with reference to **Upside-Down**.

5. Upside -Down

Answers should include:

- An introduction which should include the poet, question, and the poem.
- The poem presents humour, about a person who misunderstood everything and behaved in a silly manner which amused everybody and evoked laughter. The students must show how it uses humour and gives some lessons to people by referring to a few instances.
- Major lessons may be worded as:
 - The importance of being cautious when breaking norms/conventional behaviours/ethics
 - The importance of responding to questions directly and clearly.
 - The importance of 'limits' when dealing with jokes
 - The importance of orderliness
- Humour used to present such lessons:
E.g.
 - "The eccentric nature" (absurdity) of the person creates humour throughout the poem.
 - Doing the opposites:
 - Turning "left" when he is expected to turn "right"
 - Boating is changed to floating.
 - Reading from the left to right is reversed making different meanings or creating nonsensical words.
 - Depicting as a circus person etc.

Drama

6. 'Twilight of a Crane' is a drama about love and compassion.' Justify this comment with close reference to the play.

6. Twilight of a Crane

Answers should include:

- An introduction which should include the playwright, the question, and the play. This may include the fact that a crane is associated with human behaviour.
- Students may talk about love and compassion indicated through different angles. Love refers to intense feelings of deep affection and great interest and pleasure in something. Compassion refers to sadness for/understanding of the suffering of others.

***Do not penalize candidates for not identifying the difference between love and compassion**

- **Examples:**

- Concern and compassion towards the unknown creatures in trouble.
E.g. Yohyo's act of saving the crane
- Love and compassion as a form of gratitude.
E.g. Tsu becoming the wife
- Out of compassion love has emerged. /Love towards the husband.
E.g. Several instances of each other's concern towards the family
E.g. "cold soup is no good for my sweetheart."
- Love towards the children.
- Love in the form of craziness to material gains/money

E.g. Unzu and Sodo's greediness for material gains: how this adds to change the mind of Yohyo too

- Students may refer to the symbols used in highlighting love and compassion in different formats.

7. 'The Bear depicts the impermanency of human thoughts and behaviours.' Justify this statement with close reference to the play.

7. The Bear

Answers should include:

- An introduction which should include the playwright, the question, and the play.
- The impermanency of human thought and behavior can be presented through the two main characters.
- Students may refer to 4/5 instances of human actions and emotions.

- **Examples:**

- **Emotions of sadness and changes in physical actions**

E.g. Popova's sadness over death may disappear/may be reduced.
Smirnov becomes increasingly gentle

- **Human temper-** may change- disappear/may be controlled and suppressed.

E.g. Both Smirnov's anger and Popova's about the money issue

- **Attitudes and ideologies**

E.g. The attitude about each other's infidelity
Popova's attitude towards Smirnov as a bear
Smirnov's attitudes toward women as common crocodiles

- **Attraction and fascination** towards something or someone

E.g. Smirnov is not interested in the duel anymore as he cannot resist falling in love with her.

They kiss each other passionately symbolizing their attraction towards each other despite their initial dislike and distraction.

Prose

8. 'Human actions and behaviour in the face of fear cannot be predicted.' Examine the statement with reference to the extract from **Wave**.

8. Wave

- An introduction which should include the question, text, and the context (Tsunami) which proves that the speaker as well as the other characters are in a state of fear.
- By referring to 4-5 incidents, students are required to refer to the uninformed actions/intuitive actions of the speaker and the other characters.

- **Examples:**

- Grabbing the children and running out of the room
- Not calling the parents in the next room

"I didn't shout to warn them. I didn't bang on their door and call them out."

- Children running barefoot without feeling any pain: they were insensible of their feet being hurt.

"They were barefoot, but they didn't slow down because stones or thorns were hurting them."

- Children's silence about the sudden gush of water

"They didn't say a word."

- The speaker's indifference to/ about who the driver is.

"didn't know who he was."

- Beulah's inability to get into the jeep because of the panic.

"The jeep jerked forward, and she lost her grip"

- The speaker's spontaneous yelling at the driver after noticing the accident.

- Driver's disregard/zero attention to the speaker's requests and yelling

- Anton jumped out of the jeep, instinctively, without thinking of the risks.

- Steve's emotions and fear as expressed through his "sudden look of terror, eyes wide open, mouth agape".

- The narrator's and Anotn's actions can be juxtaposed. Though both of them act instinctively, they react differently

- Better answers may include an examination/evaluation of such spontaneous actions too by the speaker.

9. 'Punishment may make children stubborn and determined.' Examine this statement with reference to **The Lumber Room**.

9. The Lumber Room

Answers should include:

- An introduction which should include the writer, the question, and the text.
- Students are then expected to address the question by introducing the question.
- The students should refer to the initial behaviour of the boy and the punishment given to him.
- Then the students should talk about the consequences/aftermath of the punishments, indicating the boy's '**stubborn**' and '**determined**' response/s to the punishment.

Some students who would comment on the following may deserve additional rewards.

- A comment on the nature of 'obedience'/'lack of responses. Most children may obey the adults but more intelligent/inquisitive children may question
- The limited adult view of the world.
- The child's more expansive and imaginative outlook.
- A criticism of the Victorian society/ Victorian attitudes toward children.
- The aunt as an agent of Victorian society deserves the reader's sympathy.

*Those who do not make references to Victorian society should not be penalized

(*Disagreement **if any** should be supported through a sound argument with contextual examples)

10. 'The Lahore Attack' confirms the power of company and concern for one's country.'

Examine this statement with reference to the prose.

10. The Lahore Attack

- An introduction to the question, the speaker and the text is required. Further, the context should refer to the speech as well.
- Students are then expected to address the question by identifying a few instances related to the question.
- **Examples:**
 - The need for human company is revealed through:
 - The enjoyment the team feels during their tour abroad.
 - The speaker's concern for the other members while the attack goes on.
 - Their camaraderie and morale after the attack as they act together as a team.
 - The lonely soldier's interest and need to engage in a conversation with the cricketer, despite the soldier's assumed busy career.
 - The concern for one's own country is represented through:
 - The cricket team's commitment to the team, and teamwork despite the dangers they encounter.
 - The team behaves as 'unofficial ambassadors' in front of the media after the attack.
 - The soldier's sacrifice and devotion to his service.
- Students are expected to support the about points by referring to the text.

11. 'The Nightingale and the Rose' questions the act of sacrifice in relation to material gains.'

Examine this statement with reference to the short story.

11. The Nightingale and the Rose

- An introduction to the question, the author and the text is required.
- Students are expected to explore the sacrifice made by the nightingale in comparison to the material gains as represented through the whims and fancies of the girl, the student.

- **Examples:**

- The professor's daughter's desire for a rose and her material gain in relation to the emotional feeling of attraction.

"She promised she'd dance with me if I brought her a red rose"

"Ah, on what little things does happiness depend! I have read all that the wise men have written, and all the secrets of philosophy are mine, yet for want of a red rose my life is made wretched."

- The student's desire for physical togetherness and dance over the emotional feelings of love.

"I'll get to hold her in my arms, and she'll lean her head on my shoulder..."

- The nightingale's power of sacrifice in relation to its wings: it lets its wings go away to express its love and compassion to the student.

- Finally, the fate of the red rose which was created out of genuine love by the nightingale who wished for a genuine love relationship between the student and the professor's daughter crushed under a cartwheel reflects the futility of sacrifice in this context.

- The entire short story is an ironic comment on the materialistic society.

Fiction

12. 'The Prince and the Pauper, above all, represents human beings' cruelty and corruption.' Do you agree with this comment?

12. The Prince and the Pauper

- An introduction to the question, the author and the text is required.
- In this context, students are expected to mention their stance on the question: they may mention it in different ways
- E.g. Some students may say that they agree/disagree with the statement. Some other students may say it in a different way by referring to the given statement. Some others would say that not only people's cruelty and corruption, but the novel also depicts other key concerns such as justice in society, human affection, feudal class system in England during the era.
- Any of their positions should be accepted. However, the students are required to support their stance with reference to the text.

Cruelty and corruption

Corruption is prevalent in all the strata in society/ both macro and micro level i.e. corruption at the domestic level, social level and state level

Domestic level

E.g.

- Cruelty – Grandma/Father's treatment to family members including the wife
- Hugh Hendon's cruelty toward his brother. / the fake letter
- Even Tom pretends as if he does not know his mother

Social Level

E.g.

- How priests are corrupted
- Hugo and the gang of thieves

State Level

E.g.

- Corruption- social inequality/ King Henry VIII - cruel punishments-citizens, nobles
- Prison officers/ ministers/administrators punish people unlawfully.
- Law and order/judiciary
- Lord Hertford and other officials

13. 'Bringing Tony Home is only a story about childhood experiences.' Do you agree with this comment?

13. Bringing Tony Home

- An introduction to the question, the author and the text is required.
- In this context, students are expected to mention their stance on the question; they may mention it in different ways (i.e. they may either directly mention that they agree/ disagree with the statement or explicitly indicate their view/perspective)
- Some students may consider this as a simple story of children. If this is supported adequately, they should be awarded marks.

E.g.

- A story of his childhood/ his friendship with Tony
- His adventurous journey back home with Tony.
- His mischievous childhood with Sirisena and the gang

- Some students may say that the story is about other concerns.

E.g.

- It is a deep psychological analysis of how childhood trauma lasts forever.
- It is a story due to loss, pain or deprivation.
- It is a deep analysis of the bond of human-animal relationship.
- It is a story about sacrifice, courage, devotion and perseverance.
- It is a great story of the development of character as it shows how a simple playboy becomes a very strong person capable of emotional tolerance. This is possible as the story is a semi-autobiographical novella.
- It is a critique of the society: giving a socio-cultural-economic and historical setting of colonial Sri Lanka/ Economic status of society and how it affects human relationships/ human-animal relationships
- It is an exploration about the significance and impact of one's past i.e. past cannot be recreated as it remains as a nostalgic memory.
- It is a masterpiece of literary techniques i.e. cinematic techniques/ flashback/ flashforward etc.

14. 'The Vendor of Sweets, above all, reflects disagreement between a father and a young son.'
Do you agree with this comment?

14. The Vendor of Sweets

- An introduction to the question, the author and the text is required.
 - In this context, students are expected to mention their stance on the question: they may mention it in different ways i.e. they may either directly mention that they agree or disagree with the statement or explicitly indicate their view/perspective.
 - Examples:
 - About the old father and the adult son
- Conflict due to
- Different interests and tastes (attire/food habits/medicine/religion)
 - Different ideologies and practices (education/career/role of women)
 - Jagan and Mali are extremists in their views, actions and behaviour.
 - Relationships (marriage/living together)
 - About conquering interests and the effect created over these differences i.e. tension, disappointment, anger, hurt etc.