

## Part - I

## Section - A

- 01 i. a. Richard Cory / the town folk who comment on Richard Cory/ town folk  
 b. Richard Cory/ Because the narrator assumes 'he' is a successful, rich and educated man according to their perspectives.  
 c. Appearance vs. reality in human society/ Outsiders' comment about the seeming the success of other people in the society. / Materialistic success of people.  
 (05 Marks)
- ii. a. A Bird Came Down the Walk/ Emily Dickinson  
 b. The bird/ personification, 1<sup>st</sup> person point of view, visual imagery  
 c. Man over nature—unknowingly man disturbs nature.  
 Bird is resilient and comes back to real rhythm and flies away from disturbance.  
 (05 Marks)
- iii. a. The Huntsman / Edward Lowbury  
 b. The king / conversational language, visual imagery  
 c. After seeing the talking skull Kagwa reports that to the king. King shows his disbelief to the news he brought.  
 (05 Marks)
- iv. a. The Terrorist, He's Watching / Wislawa Szymborska/ Symborska  
 b. In front of a bar in a town where a bomb is to explode/ visual imagery.  
 c. To make the characters specific/ to make it more descriptive and cinematic.  
 (05 Marks)
- v. a. An extract from 'Wave' / Sonali Deraniyagala  
 b. Beulah/ Orlantha's mother / She attempts to get on to the jeep but she falls off.  
 c. Tensed and suspense filled background with fast action with the people who are running out of fear for their lives.  
 (05 Marks)
- vi. a. The Bear/ Anton Chekhov  
 b. Smirnov / When Luka requests him to leave Popova's house with Popova's order.  
 c. Cynical / class conscious / non-empathetic, hot tempered  
 (05 Marks)

## Section - B

## Either

- a) a. The narrator and the members of the family were to leave Depanama for their new abode. This incident happens when they were waiting for the bus to go to Wijerama Junction.  
 (02 Marks)
- b. This highlights the companionship between the narrator and the dog. And narrator's feelings at the departure in leaving his companion.  
 (02 Marks)
- c. • panting—breathing with quick short quick breaths/ out of breath  
 • muzzle —part of the face with nose and mouth especially of an animal.  
 (02 Marks)
- d. This highlights narrator's empathy towards the others. He is compassionate about the dog; his companion. Further this highlights narrator's clear observation of the



behaviors and emotions of others around him.

(04 Marks)

**OR**

- b) a. After seeing a sophisticated dream the previous night Tom started wandering around the places of the town he had never experienced. He was hungry and depressed at the moment of action. (02 Marks)
- b. The dream Tom experienced the previous night/ his princely experience in the dream/ and the royal treatment he experienced in the dream. (02 Marks)
- c. • splendour- magnificent and splendid appearance/ grandeur.  
• saunter - walk in slow, relaxed manner (02 Marks)
- d. The narrator is physically exhausted with hunger and tiresome walking. He is internally depressed at the moment with his poverty. Internally he desires to live his dream recurrently. (04 Marks)

**OR**

- c) a. This is cited from the place where Mali retaliates saying that he cannot continue traditional education in the school. Jagan notices his son grows different. (02 Marks)
- b. Generation conflict; father vs. son. (02 Marks)
- c. • aghast - shocked, horrified, speechless  
• nervous - agitated, alarmed, anxious (02 Marks)
- d. Mali is becoming matured. / radical/ invites a conflict with the traditional adult generation./logical and critical about the adult generation./ tough in decision making. (04 Marks)

### Part - II

02. • This needs an argumentative answer.  
• The poem is a sonnet.  
• In the octave the poet presents a more hyperbolic, traditional view of the river Nile.  
• And he uses a tone of veneration visualizing a divine and mythical vision of Nile  
• On the contrary, the sestet of the poem is more realistic.  
• This portion of the poem depicts Nile as a beautiful nature's element as any other river which flows with beauty, passion and intention of adding fertility to dry lands. (15 Marks)
03. • This needs an expository answer.  
• Students are supposed to compare and contrast the life of clown in the professional and domestic environments.  
• Further, they are supposed to discuss about the role of wife in amusing the husband—the clown—in the domestic life which creates an ironic vision.  
• Students are supposed to explain the reality that every happy face that appears in the society does not always maintain a real happy inner environment in the growing complex modern society. (15 Marks)
04. • This needs an expository answer.  
• Students are supposed to elaborate their answers showing their knowledge in the three facets given in the question—lover, father and son—in connection to war.  
• They are supposed to further their answers showing how the loss of the above characters victimize the female characters who emotionally, socially and financially depend on the three mentioned in the question.  
• Further, students are expected to discuss of the futility, loss, grief, pain, solitude,



- destruction and abandonment that occur in human life due to war. (15 Marks)
05. • Students are supposed to assess the statement and explain their answer.  
 • And they are supposed to see through the metaphorical connection between camel's hump and modern day human.  
 • Students are supposed to evaluate why modern day man's life style is sarcastically presented in such a way.  
 • Students can discuss of the similarity and incongruity which bring irony, sarcasm and humour related to modern day man through the metaphor- camel's hump.  
 • They can further their answer relating to the moral messages in the poem to the modern day human. (15 Marks)
06. • This needs an expository answer.  
 • Students are expected to pick contrasting imagery and compare and contrast them in order to develop the answer to show how they contribute to show the contrast between freedom and restriction.  
 • Ex. – Freedom – free bird, wind, floating, wings etc.  
 • Ex. – Restriction – caged bird, clipped wings, iron bars/ tied feet etc. (15 Marks)
07. • This needs an expository essay.  
 • He displays lower social class.  
 • But Luka contrasts the behavior of the gentleman Smirnov.  
 • He witnesses the action of the duo and calls the attention of the audience to witness them, too.  
 • Smirnov's treatment to the lower class is displayed through his treatment to Luka.  
 • He becomes the close human encounter to Popova and tries to inspire her to be resilient.  
 • His loyalty, empathy, obedience, gentleman like behavior and patience ironically promote his social class outdating so-called upper class behavior. (15 Marks)
08. • Students have to calculate and judge the answer with reference to the text.  
 • Students are supposed to notice the three different stages of yohyo's character development; before the arrival of Sodo and Unzu, interaction with Sodo and Unzu and at the last point of the drama when Tsu decides to leave him.  
 • The definition of Senba- Ori becomes different at these stages;  
 1<sup>st</sup> stage- Senba- Ori – gift of gratitude, love and sacrifice.  
 2<sup>nd</sup> stage- Senba- Ori- way of getting money and point of conflict  
 3<sup>rd</sup> stage – Senba- Ori- reason for regret and confession. (15 Marks)
09. • This needs a comparative analysis of the characteristics of the girl and the Nightingale in terms of;  
 • Love—conditional or unconditional/ material or pure  
 Students are supposed to compare the meaning of the symbol Rose to both the characters.  
 • Sacrifice—selfish or selfless.  
 • Authentic nature in behavior vs. synthetic nature in behavior. (15 Marks)
10. • The students are supposed to evaluate the statement to prove their stance regarding the above statement.  
 • In their journey of answering, they are expected to relate strong actions of the boy to highlight his intelligence.  
 • Ex. Putting a frog into milk / diverting the attention of aunt at the time he enters the lumber room/ practising how to use the key/ behavior in the lumber room/ the way that he replaces



- the key/ rain water tank incident. (15 Marks)
11. • The students are expected to present an expository answer to this question.  
• They are supposed to highlight;  
Sonali Deraniyagala's – power of observation/ quick decision making/ self initiated action/ selflessness/ sense rather than sensibility in the time of decision making/ physical and emotional strength/ clarity in mind at the chaos/ agility. (15 Marks)
12. • Students are supposed to justify their answers with the support of strong evidence to make this answer successful.  
• Gaining the opportunity is the first reason for his international acceptance.  
• Including content to make a positive impact regarding Sri Lanka.  
• Displaying accurate authentic Sri Lankan emotions and attitudes in his speech.  
• Convincing the audience of the relative power of cricket and true meaning of being a Sri Lankan sportsman.  
• Highlighting true Sri Lankan team spirit and power of mind.  
• Displaying true leadership without showing off a dictatorial leadership.  
• Highlighting civil war in SL and its most important agent; the soldier.  
• Showing compassion, empathy and humble nature of a true Sri Lankan.  
• Displaying good command of English and qualities of a versatile presenter to impress the arena. (15 Marks)
13. • A manufacturer and seller of sweets in the fictional town of Malgudi in southern India.  
• A prosperous widower almost reached the age of sixty,  
• Deeply imbued with Gandhian values,  
• he reads from Bhagavad Gita, lives ascetically, and engages in numerous dietary experiments.  
• a parsimonious and wealthy businessman who secretly counts his earnings in a daily ritual and hides his profits.  
• makes and sells a product that he thinks is bad for people but rationalizes that he uses the purest of ingredients.  
• deeply loves his son Mali but is unable to understand or communicate with him.  
• disappointed by Mali's behavior,  
• lacks the confidence to confront his son and solve the problems of their relationship.  
• When pressed to invest in his son's business idea, he tries avoiding Mali but finally has to abandon his old way of life. (15 Marks)
14. • The answer should compare two settings;  
royal setting and poverty stricken pauper's setting.  
• Under that; socio/ economic and political aspects can be compared.  
• Additionally, the relationships of people and their emotions can be analyzed to showcase contrast. (15 Marks)
15. • This answer needs an expository answer.  
• The students are supposed to relate;  
visual, auditory, olfactory, gustatory and tactile imagery with examples from the bygone setting, nature, and people.  
• They are supposed to show how they strongly evoke senses of a reader. (15 Marks)