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සියලු ම හිමිකම් ඇවිරිණි / முழுப் பதிப்புரிமையுடையது / All Rights Reserved]

(පැරණි නිර්දේශය/பழைய பாடத்திட்டம்/Old Syllabus)

OLD

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இலங்கைப் பரீட்சைத் திணைக்களம்
Department of Examinations, Sri Lanka

අධ්‍යයන පොදු සහතික පත්‍ර (උසස් පෙළ) විභාගය, 2019 අගෝස්තු
கல்விப் பொதுத் தராதரப் பத்திர (உயர் தர)ப் பரீட்சை, 2019 ஓகஸ்ற்
General Certificate of Education (Adv. Level) Examination, August 2019

ඉංග්‍රීසි II
ஆங்கிலம் II
English II

73 E II

22.08.2019 / 1300 - 1610

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மூன்று மணித்தியாலம்
Three hours

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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.

* *This question paper consists of **four** questions. **All** questions are compulsory.*

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. (30 *marks*)

(1) "The grade 5 scholarship examination is destroying primary school education."

(2) Young people's role in building a peaceful country.

(3) "Sri Lanka should take drastic steps to reduce the use of plastics and polythene."

(4) Write a story that illustrates the phrase "better never than late."

(5) Write a review of an English film that is based on a historical event.

(6) Write a report on urban development.

2. Reading comprehension and précis.

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

The full range and scale of all forms of violence against children are only now becoming visible, as is the evidence of the harm it does. The book *An End to Violence Against Children* documents a United Nations study on violence against children. It is the first comprehensive, global study on all forms of violence against children.

Many organisations made contributions to the study, including the International Labour Organization (ILO), the Office of the United Nations High Commissioner for Refugees (UNHCR), the United Nations Educational, Scientific and Cultural Organizations (UNESCO), the United Nations Office on Drugs and Crime (UNODC), and the Division for the Advancement of Women of the United Nations Department of Economic and Social Affairs. It is also drawn on many inputs made over the last three years by different stakeholders, including children. Close to 300 individuals, NGOs, and other organisations from many parts of the world responded to the call for public submissions.

The central message of the study is that no violence against children is justifiable, and all violence against children is preventable. A number of linked and profound developments suggest that the process and outcomes of the study are timed to make a real difference to the status and lives of children.

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First, recognition of human rights obligations to eliminate violence against children has intensified with the adoption of the Convention of the Rights of the Child (CRC). The latter underlines children's status as rights holders. Second, children themselves are speaking out on this issue and beginning to be heard and taken seriously. Throughout the Study process, children have consistently expressed the urgent need to stop all this violence. Third, growing recognition of the impact of violence on the mental and physical health and well-being of children throughout their lives has given new urgency to the prevention of violence. Fourth, there is increased recognition that the prevention of violence against children requires cooperation and collaboration among many partners. In effect, preventing and responding to violence against children should be everybody's **business**. No longer can different professions afford to address this problem by working in isolation. Public health, criminal justice, social services, education, human rights organisations, media and businesses – all have a common interest in eliminating violence against children, and can find more efficient and effective ways to achieve this goal by working together.

The Study Report submitted to the General Assembly emphasised that the primary responsibility for implementing the recommendations rests with Governments. It sets targets for the Governments. These include the integration in national planning processes of measures to prevent and respond to violence against children, prohibiting all violence against children by law and initiating a process to develop national data collection systems.

However, the participation of other actors at national, regional and international level is critical to assist Governments to carry out their commitments. These include UN entities, civil society organisations including national human rights institutions, professional bodies such as doctors' and nurses' associations, community associations, educators, parents and children.

Every society, no matter what its cultural, economic or social background, can and must stop violence against children now. This requires transformation of the 'mindset' of societies, and the underlying economic and social conditions associated with violence.

- Write the **letter** of the correct answer in your answer script against the **number of the relevant question**.

(1) What is the significance of the book, *An End to Violence Against Children?*
   (a) It is the first time all stakeholders on this issue are brought together.
   (b) It records the first international study on violence towards children.
   (c) The book discusses the problems that children face globally.
   (d) The book provides examples of global violations towards children.

(2) According to the passage, the key theme of the book is that violence towards children
   (a) is neither acceptable nor logical.
   (b) can be avoided though unacceptable.
   (c) is neither acceptable nor inevitable.
   (d) can be prevented though inevitable.

(3) The passage implies that the contributors to the study included
   (a) all the necessary stakeholders.
   (b) only institutions that support it.
   (c) all people in the relevant countries.
   (d) only adult individuals.

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(4) The function of the sentence "Throughout the Study process, children have consistently expressed the urgent need to stop all this violence" (paragraph 4) is to
   (a) provide evidence for the preceding statement.
   (b) counter the reader's doubts on the study.
   (c) help understand the next sentence.
   (d) provide an example of a stakeholder.

(5) According to the passage, it is now accepted that violence
   (a) is forgotten by children when they become adults.
   (b) creates an impact due to neglect by adults.
   (c) impacts only children's mental well-being.
   (d) affects children for the duration of their lives.

(6) "Business" (paragraph 4) refers to
   (a) concern
   (b) occupation
   (c) field
   (d) investment

(7) According to the passage, all governments must
   (a) enact legal changes to end violence against children.
   (b) start new campaigns to arrest violence against children.
   (c) support parents through law enforcement agencies.
   (d) provide NGO support to end violence against children.

(8) Which of the following is **not included** in the targets set out by the study?
   (a) Starting a new military wing to prevent violence against children
   (b) Bringing together national institutions that prevent violence against children
   (c) Introducing a ban to prevent violence against children
   (d) Beginning a new system to collect information

(9) What is society's main role in stopping violence against children?
   (a) Changing laws
   (b) Helping parents
   (c) Changing attitudes
   (d) Gathering information

(10) What have social and economic conditions got to do with violence?
   They are
   (a) not relevant.
   (b) partially responsible.
   (c) the reason for violence.
   (d) hidden factors.

(*b*) Write a **précis**, summarising the passage given in question No. **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**, and number the lines.

(2) Write the précis within the following word range: 173—183 words.

(3) State the **number of words** you have used.

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3. Read the following passage and answer the questions given below it, using **your own words** as far as possible. (20 *marks*)

To the south of the field flows a sunken canal that empties into a faraway human-made lake. When the monsoon rains come, the canal runs deep and wide. But there is no water in it now. Only a bushy undergrowth of shrubs, small trees and tall grass. Shorty's eyes narrow as they search the horizon's line. He cannot see anyone yet.

In the middle of a plot stands a solitary neem tree. On the mudbank, a little away from Shorty, is the twin palm. Along the field's edge is a craggy line of rocks — the Big Rock, with its secret holes and crevices. The *erukkan* is everywhere, its broad leaves waving in the wind, like so many pairs of hands. Slender ridges that separate one plot of land from the next criss-cross the field. The earth stays firm, enduring, gladly surrendering its dust to the wind.

Shorty waits. He has to, at least until high noon. Only then, or even afterwards, will the others come, one by one, leading their sheep. Belly usually comes first. Once she is there, the world seems right. Her laughter and mocking voice hold the air, and he is not alone any more. Then come Tallfellow, Stonedeaf and, last of all, Stumpleg.

Shorty hears sheep calling from beyond the fields that lie on the other side of the lake. They belong to Sengaattaar. But they will have to wait. Stumpleg brings them out to graze only in the late afternoon, after finishing his farm tasks. Shorty looks away from the horizon and searches for his sheep. They are all gathered in a single plot of land, feeding intently on the tall grass that grows plentifully in these parts. They love it for its juice, its crisp taste. Shorty is indulgent. He knows that it is easier to herd them once they have fed their fill. He counts the sheep.

There is Veeran, a sacrificial sheep, consecrated to Munisami, god of fire and darkness. There is a bell around his neck, but you hear it only rarely. Veeran is a graceful sheep and feeds with quiet dignity. Then, Nedumbi. For a long time, she delivered only stillborn lambs. But ten days ago, she managed a frisky little one that stays close to her while she nibbles at the grass. She is always hungry and wanting more.

Shorty is relieved. He has nothing to fear. Veeran and Nedumbi are herd leaders and if they are around, that means the sheep are happy, content. Mollachi, Vattalu, Mooli, Vellachi, Soozhiyan, Konnakkalli, Monduvalli, Araikathan ... fourteen sheep in all.

(1) What is Shorty's relationship with his sheep? (04 *marks*)

(2) Using at least 2 metaphors or similes describe how mood is created in this passage. (04 *marks*)

(3) What is the function of the description of the sheep? What does it add to the passage? (04 *marks*)

(4) What is Shorty's relationship to his fellow sheep herders? (04 *marks*)

(5) What effect does the sentence "He has nothing to fear." generate in the reader? What other parts of the passage support your argument? (04 *marks*)

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4. Read the following poem and answer the questions given below it, using **your own words** as far as possible. (20 *marks*)

A red-roofed house is shining to the skies;
A house red-roofed and brilliant in the wind:
A house of colour filled with wandering eyes;
And all the eyes are blind.

A gentle sound of moving fills each room:
A sound of hands,–dumb hands that touch and pry:
A sound of fingers feeling in a tomb
Before they close and die.

A hundred windows face long rows of flowers –
Long rows of flowers, and flowers that sway and dance
Where lidded eyes can gaze for hours and hours;
Blue eyes that shut in France.

(1) What kind of a place does this poem describe? (03 *marks*)

(2) Identify the imagery used to present blindness in this poem. Is it successful? (05 *marks*)

(3) How does the poet build contrast between the blind people and the seeing person in this poem? (04 *marks*)

(4) Explain how repetition adds to the poem's meaning. (04 *marks*)

(5) What mood does the poem evoke in you? Why does it do so? (04 *marks*)

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