

**තෙවන වාර පරීක්ෂණය 2020**  
**Third Term Test 2020**

**II ශ්‍රේණිය**  
**Grade 11**

**Appreciation of English Literary Texts**

**පැය 03 යි.**  
**Three hours**

- ♦ Answer five questions only.
- ♦ Answer question one and four others selecting one from each section; Poetry, Drama, Prose and Fiction.

**Part - I**

**Section A**

- ♦ Answer all the questions.

**01 Read the following extracts and answer the questions given below them.**

(i) "Wait a second, looks like he's looking for something in his pockets and .....

- (a) From which text are the lines taken ?  
Who is the author ?
- (b) Whose words are they ? Who is he ?
- (c) Describe the situation briefly.

(05 marks)

(ii) "How can I try to explain, cause when I do he turns away again"

- (a) Name the text. Who is the author ?
- (b) Whom do 'I' and 'he' refer to ?
- (c) Describe the feelings of 'I' towards 'he' in the lines.

(05 marks)

(iii) "You crazy hoot-owl ! Stop your shouting!"

- (a) From where is th extract taken? Name the writer.
- (b) Who utters the words ? Who is the listener ?
- (c) What is the tone of speech ? Explain the reason for that tone of speech.

(05 marks)

(iv) "The devil's come to stay ..... Bad luck that brought him ....."

- (a) Where are the lines extracted from ? Who is the writer ?
- (b) Whose words are they ? To whom are they spoken ?
- (c) Name a poetic device used in the lines.  
Describe the effect.

(05 marks)

(v) "There is a way answered the tree; "but it is so terrible that I dare not tell it to you."

(a) Where are the lines taken from? Who is the author?

(b) Whom does you refer to? What is his / her involvement in the affair?

(c) Why is it going to be so terrible a task?

(05 marks)

(vi) "We were shot, grenades were thrown at us, we were injured and yet we were not cowed"

(a) What is the text in which the lines are included? By whom were they written?

(b) Whom do we refer to? Where did all these take place?

(c) Which qualities of the speaker are brought out from his words?

(05 marks)

### Section - B

Answer questions in either (a), (b), or (c).

(a) **Read the following text and answer the questions given below.**

"By and by they invaded a small farm-house and made themselves at home while the trembling farmer and his people swept the larder clean to furnish a breakfast for them. They chucked the house wife and the daughters under the chin while receiving the food. From their hands and made coarse jests about them. They threw bones and vegetables at the farmer and his sons, kept them dodging all the time, and applauded uproariously when a good hit was made. They ended by buttering the head of one of the daughters resented some of their familiarities."

(i) Who are referred to as they? Where are they going?

(ii) What made the group behave in that way?

(iii) Describe the following

(a) applauded uproariously -

(b) resented -

(iv) Describe briefly their socio-cultural standards which are implied through their behaviour. Prove your answer from the text.

(10 marks)

(b) **Read the following extract and answer the questions given below.**

"The boy made a wry face at the mention of the shop; fortunately the dim light did not reveal it fully. "I tell you once and for all, I don't want to be ..... " He merely concluded, "I have learnt valuable things in the United States at the cost of several thousand dollars. Why can't our county make use of my knowledge. I ..... I can't .....". Although he avoided the phrase 'Vendor of Sweets'; his repugnance for the occupation came out unmistakably. They remained silent, and Mali added the final touch; in any case your business is worth nothing now....."

(i) Describe the situation briefly.

(ii) What made the speaker speak in this manner?

(iii) Describe the following

(a) made a wry face -

(b) repugnance -

(iv) Which qualities of the speaker are highlighted ?

Relate them to the theme of the story.

(10 marks)

**(c) Read the extract and answer the questions given.**

"First I stood up, and Tony paused briefly in his eating, but when I stood he went back to his bun, and then I took one step back, away from him, and he didn't notice, and another step, and then another, and another and Tony kept eating his bun. Then I turned around, closed my eyes and ran. I ran with the harsh mid-day sunburning all around me, past Ambagashathara Junction, past Manchi akka's boutique and never once looking back. and by the time I reached the spot where they were putting up a giant wheel overlooking the railway station. I felt like my chest was going to explode .....

(i) Who is "I" and where is he / she ?

(ii) Explain briefly the use of the journey made by the speaker

(iii) Describe the following

(a) paused briefly -

(b) chest was going to explode -

(iv) which important facts about the relationship of "I" and "he" are revealed. How would you relate the incident to the theme.

(10 marks)

## **Part - II**

### **Poetry**

**Answer only one question.**

(02) The poet of "To the Nile" uses several elements to observe the importance of River Nile. Discuss with a close reference to the text by John Keats.

(03) Which significant realities of life does the poet in "The Earthen Goldet" wish to reveal to the reader ? Present your views with reference to the text by Harindranath Chattopadyaya.

(04) Discuss the significant features of the society and the behavior of people which motivated happenings mentioned in the poem - "Big Match, 1983" by Yesmine Gooneratne.

(05) The poem-"Farewell to Barn and Stack and Tree" discusses how the lack of emotional maturity can lead to an immense despair. Express your views commenting on the statement referring to the text.

(06) In the poem, "The Huntsman" how does Edward Lowbury use Kagwa's Character to generate humour. (15 marks)

## **Drama**

### **Answer only one question**

- (07) Innocence is sometimes exploited by corrupting elements. Discuss how this fact is brought out in the drama; *Twilight of a Crane*.
- (08) Inconsistency is the key shared characteristic of both main characters of the play; *The Bear*. Discuss with a close reference to the text.

(15 marks)

## **Prose**

### **Answer only one question**

- (09) True love entails sacrifice. Comment on the statement with reference to the plot of the short story - *"The Nightingale and the Rose."*
- (10) Explain what qualities of adults suppress innocent wishes of children, referring to the short story *"Lumber Room."*
- (11) Which oratory skills do you observe in Kumar Sangakkara's speech at Colin Cowdrey Lecture 2011. Discuss with reference to the text - *"The Lahore Attack"* by him.
- (12) The narrator of - *'An extract from Wave'* visualises that humans are capable of loving and caring, even at the most disastrous moments of life. Describe taking examples from the text.

(15 marks)

## **Novel**

### **Answer only one question**

- (13) Comment on Jagan's and Mali's attitudes towards love, marriage and family life, according to *"The Vendor of Sweets"* by R. K. Narayan.
- (14) In the novel - *"The Prince and the Pauper"*, Mark Twain makes a comment about the society in England several centuries ago. Discuss referring to the plot of the novel.
- (15) The novel-*"Bringing Tony Home"* by Tissa Abeysekera brings out a great bond between a small boy and a pet dog which is later distorted by adverse economic conditions and insensitivity of adults. Comment.

(15 marks)

## Suggested Answers

## Part - I

## Section - A

- 01 i. (a) The Terrorist, He's Watching / Wislawa Szymborska.  
 (b) They are the words of the terrorist / words of the speaker / 'He' is the fat and bald guy.  
 (c) The terrorist has set a bomb in the bar and he is watching it. A fat and a bald man is leaving the bar, but suddenly stops to check something in his pockets.
- ii. (a) Father and Son / Cat Stevens  
 (b) 'I' - the son and 'He' - the father  
 (c) The son wants to make a start in his life, but the father objects him. So, the son is not happy He is also disappointed and angry.
- iii. (a) Twilight of a Crane / Yu Zuwa Junji Kinoshita  
 (b) Sodo to Unzu  
 (c) Sodo's tone is angry, contemptuous, Scornful and insulting.  
 When Sodo explains how a woman became a crane and the crane became a woman again, Unzu gets frightened, shout and begins to run.
- iv. (a) The Bear / Anton Chekov  
 (b) Luka / the audience is addressed.  
 (c) Metaphor - the devil / the word devil really describes the violent nature of the person.
- v. (a) The Nightingale and the Rose / Oscar Wilde  
 (b) You - the Nightingale. She has promised the student to make a red rose to be given to his Sweetheart.  
 (c) It is going to be made out of music by moon light in the night, with the heart's blood of the Nightingale.
- vi. (a) The Lahore Attack / Kumar Sangakkara  
 (b) Kumar Sangakkara and the members of Sri Lanka cricket team / in Lahore, Pakistan.  
 (c) Bravery, courage, fearlessness, spiritedness determination.

## Section - B

- a (i) a group of vagabonds, a group of wonderers some tramps, some vagrants / They are going to find something for their living, going for their daily routine.  
 (ii) They behaved so, to find some easy breakfast by threatening the residents. They were hungry and thirsty.  
 (iii) (a) clapped their hands and shouted loudly  
 (b) Showed dislikeness.  
 (iv) They are poor, violent, uneducated, uncultured, mannerless / They chucked the housewife and daughter, They threw bones and vegetables at the father and sons.
- b (i) Mali is taking to Jagan / at home / they are talking about business.  
 (ii) He speaks like this when Jagan asks him to take up the business and to continue it.  
 (iii) (a) made a sarcastic or mocking look.  
 (b) hatefulness, dislikeness, disgust  
 (iv) Show of disrespect  
 Condemning his father and his business  
 Showing ungratefulness  
 appreciating western things and condemning country's things  
 distance between father and son

- generation gap.
- c (i) 'I' - the narrator in his young age, the speaker / in Depanama.
- (ii) to see his pet dog - Tony again because it kept him bothering to meet him in Depanama.
- (iii) (a) Stopped at intervals, stopped for a short while
- (b) breathing rapidly due to tiredness
- (iv) - the boy's love for the dog
- his wanting to see the dog often.
- his wanting to feed the dog
- his difficulty to be separated from the dog.
- Tony had been his loving pet for a long time

**Part - II**

## Poetry

02. **Importance** of River Nile is brought out using some elements
- contents of the poem (in two different perspectives)
    - It is extremely respectful, / ancient and regarded as holy/ venerable / a guardian / powerful / historical value /

*"Son of moon - mountains Africa"*

*"Chief of Pyramid and crocodile"*

*"Nurse of Swart nation"*

*"Fruitful"*

\* The Nile is seen as any other river - watering and making the land green on its way to the sea. / benefits of a river/ service rendered

*Bedew*

*Green rushes*

*Taste the pleasant sunrise (made the sunrise delightful) / green isle*

- structure of the poem / form (sonnet)

\* **octave** - a historical and mythical vision / personification / exaggerated / a god / archaic language.

\* **Sestet** - part of nature / a river / is life giving / scenic beauty / beautiful picture of green growth and lush islands.

03. Realities of life presented by the poet
- Change is a significant reality of human life  
changes in life that comes as a challenge / change is inevitable  
*"red from head to heel"*  
*"burnt so warm" "crimson goblet sleep"*  
*"captive" "fatal hour"*  
*"drawn out the living breath"*
  - emotional experiences of a person in the face of change
    - \* change is painstaking and unbearable  
"a conscious impulse"  
"vast feeling of sorrow"
    - \* deep attachments (which are difficult / painful to forget)  
"in my bosom buried deep"  
"The fragrant Friendship"
    - \* disappointment / confusion / lifelessness"  
"... given me a form which is death of me"

- personification, metaphor are used
  - \* gives the implication as to how a person from a rural area, much attached to rural life is made to undergo change in modern society, with no choice (lump of clay turning into a goblet signifies a humble village boy changes into a modern emotionless man in the city)
- 04 Features of society and the behaviour of people made the happenings captured by the poet;
- selfishness / ultra - motives / opportunism in different levels / agents of society (individuals / media / powerful people / politicians)  
"racial pot boils over"  
makes timely return giving thanks- that Toronto is quite romantic enough...."  
".... the treacherous politics of language..."  
"The joys off childhood, friendships of our youth  
ravaged by pieties and politics"
  - insensitivity / irresponsibility  
"...., three boys lie dying;  
a crowd looks silently the other way"  
"... a child lies dead  
and the two policemen look the other way"
  - brutality / sadistic nature  
"the game's in other hands..."  
"Big Match fever..."  
"... another day  
of fun, and games, and general jollity,"  
"...in a shower of sticks and stones"
  - friendship and fraternity against enmity  
"it's good to know some lines haven't yet been cut"
  - Features that found in the socio-political atmosphere  
power hunger  
politically motivated violence  
shattered friendships among ethnic groups / weakening of communication between them.  
lack of virtues / ethics
- 05 How lack of emotional maturity can lead to an immense despair is given in the poem.
- the incident -  
sudden start of fight between two brothers / acute anger / uncontrolled emotions / sudden stabbing / unplanned attack / impulsive  
"And Maurice amongst the hay lies still  
And my knife is in his side."
  - the speaker feel guilty about what he has done  
"My bloody hands and I"  
"And here's a bloody hand to shake"
  - the plight of the speaker / murderer  
"Farewell to Severn shore"  
"...I come home no more"  
"Well sweat no more on scythe and rake"  
"And dinner will be cold"

- immense loss of everyone related  
Mother - "To - night she'll be alone."  
Brother - "And Maurice amongst the hay lies still"  
Terence - "Terence look your last at me"  
Love - lost faith  
The speaker - Deprived of happy / peaceful living
- features of narration
  - \* left out vital information (clues are given) information gaps for reader to fill
  - \* Linear or in broken up scenes
  - \* tension created
  - \* homely images

06 The way Kagwa's character is used to generate humour

- Contrast created by Kagwa's character the image of the hunter created at first
  - (i) brave / vigilant  
"Kagwa hunted the lion"  
"one day he found the skull of a man"
  - (ii) the silly way of behavior / imprudent childish behavior  
"Went to the king's chair and spoke"
- Kagwa cared that the skull spoke than the meaning of the words spoken. Only at last he realizes that.  
"Huntsman how did you come here ?" ... "Talking Brought me here"
- the elements of irony and suspense brought out by the behaviour of Kagwa
- Exchange of words / dialogue between the skull and kagwa

07 Innocence is sometimes exploited by corrupting elements. This is brought out by the play.

- Characterization -  
Yohyo's innocence is exploited by Sodo and Unzo  
nature of yohyo - naive, innocent, gullible, dull witted  
nature of Sodo / Unzu greedy, malicious, mercenary attitude, selfish, corrupted  
-Yohoy's weakness of greed for money is misused by two merchants  
Tzu - innocent and do not resist when making more Semba Ori is demanded from her.  
happy innocent relationship between Tsu and Yohyo shattered as a result.
- events in the plot  
-Tzu and Yohyo lead a simple but innocent living. children (The symbol of innocence) is surrounded by them.  
- merchants with corrupted attitudes intrude the innocent and contented lives of Tzu and Yohyo  
Yohyo gives them an opportunity by showing greed for money and continues selling Semba Ori  
Sodo -Unzu plot against yohyo and Tzu to gain profit  
Climax - Yohyo is won over by Unzu and Sodo - Greed wins over love and innocence.  
Yohyo is devastated. He is left with money but no love.  
"Well,if it's so, if that's true, we can still make a lot of money, that's the whole point of the deal."  
"We're in the big business of money - making; what the hell will the pity and sympathy do!"  
"Weave the stuff right away ! I'll go to Kyoto ! I'll make big money!"  
"But you are moving to the other world, where I can never live. You are casting your lot with those malicious, terrible people who shot me with an arrow."  
"Well, now, it's very nice to have got two pieces of cloth - God bless us.



- 08 Despite all other characteristics, Inconsistency is key shared characteristic of both Popova and Smirnov.  
 Popova - Strong state of mind that she should not marry again in spite of her late husband's unfaithfulness at the very beginning of the drama. But she accepts smirnov as the life partner at the end.  
 "My life is already at an end... We are both dead"  
 "Luka tell them in the stables that Toby isn't to have any oats at all today."  
 inconsistency is proven in her dialogues at the end of the play.  
 "where are you going ? Stop ... No, go away."
- Smirnov - Shows strong negative attitude to women and their unfaithfulness in his arguments.  
 Dislikes all women, speaks ill of them. But at the end requests Popova's hand.  
 "That's real silly feminine logic"  
 "I'd rather sit on a barrel of gunpowder than to a woman."  
 "She is a woman ! That's the sort I can understand ! A real woman !"  
 "I love you as I never loved before"  
 At start he was in need of getting money back but at the end he speaks differently.  
 "If you don't pay me to day, I'll have to hang myself to - morrow."  
 I am a landowner, of respectable character, have an income of ten thousand a year"
- 09 True love entails sacrifice.  
 Although the professor's daughter and the student seem to be lovers, it is not the true love they possess.  
 They do not have shown any sacrifice.  
 It is the Nightingale who is with true love and does all sacrifices without gaining anything in return.  
 \* she sang of true love  
 \* worried about consoling the lover, the student  
 \* tiresome search of a red rose  
 \* makes the rose with own hearts blood  
 \* the rose is the symbol of true love while the Nightingale signifies the sacrifice (True love needs sacrifice.)  
 "Here, indeed, is a true lover," .... What I sing of, he suffers..."  
 "Death is a great price to pay for a red rose... Yet Love is better than life..."  
 "the rose is finished now; but the Nightingale made no answer for she was lying dead..."  
 "All that I ask of you in return is that you will be a true lover..."
- 10 Qualities of adults that suppress innocent wishes of children;  
 Adults are represented by Aunt. Her qualities that disturbs the happiness of children:
- hypocrisy - "It's no use trying to hide there. I can see you all the time"
  - Dominance - "You are not to go into gooseberry garden"
  - Stupidity - "It was clear to his aunt that he was determined to get into the gooseberry garden"
  - moral degradation (no sympathy, lying, instill fear in children using religion)  
 "Certainly there will be,... privately resolving that Nicholas should have none of it."  
 "Now I know that you are the evil one and not the aunt"
- 11 Oratory Skills.
- sense of humour - "Oh my God, you were out first ball... now you have been shot.  
 What a terrible first tour"
  - elocutionary force - "I feel something whizz past my ear..."

- emotionally charged expressions - "He grows in pain..." "We were not down and out"
- well organized / smooth flow (prepare the readers for unexpected bomb attack)
- arouse suspense, curiosity - "Not thirty seconds passed..."
- meaningful repetition - "We were shot at, grenades were thrown at us, we were injured and we were not cowed."
- use of examples
- use of narration, imagery, simile, metaphor - "It was like rain on tin roof" "Our emotions held true to our role as unofficial ambassadors"
- authenticity / first - hand experience of the speaker
- appropriate tone that matches the message - "Children went to school, people went to work, I played my Cricket"

12 The narrator visualizes that humans are capable of loving and caring even at the most disastrous moments.

- The narrator -  
The narrator when became conscious of danger collected her sons and started running.  
She did not risk of losing a single second for anyone as she loves and cares her children.  
She carried the guilty mind of not calling parents out and determined to protect her parents as soon as possible, even when she is amidst the danger.  
When she notices that her friend's mother has lost the grip on the jeep, calls the driver to stop.  
When water level is getting increased, she lifted her son higher till their heads touch the roof.
- Steve  
Ran all the way with Sonali and two sons.  
Consoles Sonali and his younger son talking positively about grand - parents.  
Even when the jeep is filled with water, tries to protect the son, who is on his lap.
- Jeep Driver  
Was waiting for the children to get in to his jeep, even though, he is a stranger to them.
- Anton  
Jumped out of the jeep for his wife.

13 Jagan and Mali are contrasting characters in their behaviour and attitudes. Thus, their attitudes towards love, marriage and family life are different.

- Jagan's attitudes -  
He is conventional and agrees with traditions, customs and cultural demands in selecting the future partner, getting elder's approval, receiving dowry and at the ceremony of wedding.  
It was an arranged marriage.  
Legal marriage and takes over marriage bond  
Agrees the attitudes of Indians  
Loved Ambika and treated her well. Love and care was available in their relationship.  
Traditional family life - bearing children / living in an extended family, fulfilling responsibilities to each other
- Mail's attitudes  
No concern for traditions of customs.  
Selects the partner without any permission of elders / father  
Marriage is a pretence and it is only living together without any legal bond  
Marriage is based on economic gains.  
Marriage of American care free living  
There were no marriage bonds or mutual care.

- 14 The plot of the story reveals many realities of sixteenth century England. Some of them are;
- The huge gap between rich and poor
  - Irresponsibility and weaknesses of the rulers
  - cruelty and social unjust
  - Abuse of power and corruption
  - Society without religion and education
- 15 The bond between the boy and pet dog is destroyed by economic conditions and insensitivity of adults
- The great bond between young narrator and Tony  
Tony lived with him at home, played and cared for him  
Treated the dog well when they are rich
  - Adverse economic condition  
the narrator left big house into a small one later left Egodawaththa  
Their family could not afford the dog  
how dog was left out at the bus - stop
  - Insensitivity of adults
    - parents deliberately stopped treating the dog
    - they knew that the boy needs dogs company, but ignored it
    - Punishing the dog for noise by Mr. Mendis
    - adults treated Tony as just an animal / dog while the boy treats Tony as a companion



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10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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SCIENCE

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10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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SINHALA LANGUAGE AND LITERATURE

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

**A+ GUIDE PAST PAPERS**

**සංගීතය (පෙරදිග)**  
MUSIC (ORIENTAL)

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**තොරතුරු හා සන්නිවේදන තාක්ෂණය**  
INFORMATION & COMMUNICATION TECHNOLOGY

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**සෞඛ්‍යය හා ශාරීරික අධ්‍යයනය**  
HEALTH AND PHYSICAL EDUCATION

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**භූගෝල විද්‍යාව**  
GEOGRAPHY

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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2010 සිට 2019 දක්වා

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**ඉංග්‍රීසි භාෂාව**  
ENGLISH LANGUAGE

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**නාට්‍ය හා රංග කලාව**  
DRAMA AND THEATRE

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**නැටුම් (දේශීය)**  
DANCING (ORIENTAL)

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**කතෝලික ධර්මය**  
CATHOLICISM

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**ව්‍යාපාර හා ගිණුම්කරණ අධ්‍යයනය**  
BUSINESS & ACCOUNTING STUDIES

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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2010 සිට 2019 දක්වා

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**බුද්ධ ධර්මය**  
BUDDHISM

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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අ.පො.ස. කා/පෙළ පසුගිය විභාග පුස්තකෝන්තර  
2010 සිට 2019 දක්වා

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**චිත්‍ර**  
ART

✓ ප්‍රශ්න ✓ ලිපි ✓ වටිනාකම ✓ අලුතා

10-11 ශ්‍රේණියේ සිසුන් සඳහා විශේෂ වශයෙන් සකස් කර ඇත.

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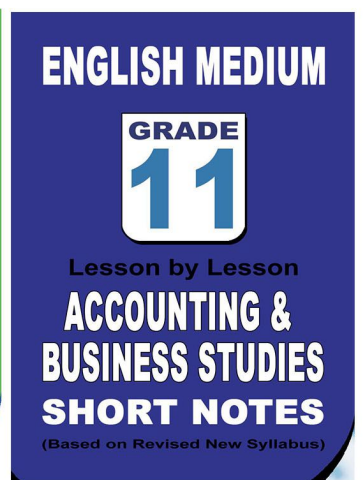
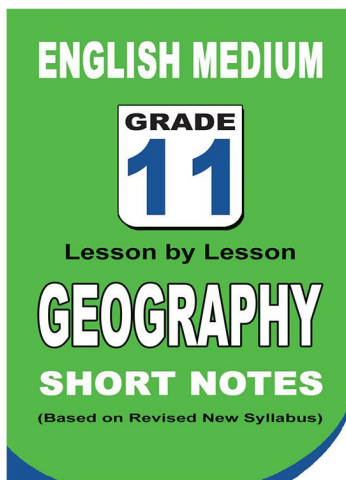
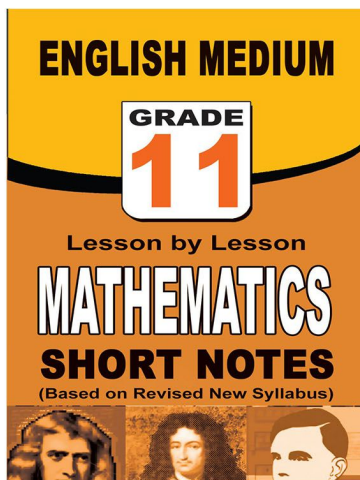
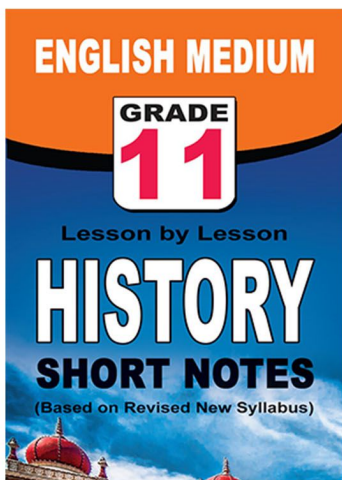
**පළාත් ප්‍රශ්න පත්‍ර සහ විලිනුරු පත්‍ර පොත්**



**ආදර්ශ ප්‍රශ්න පත්‍ර සහ විලිනුරු පත්‍ර පොත්**



**කෙටි සටහන් පොත්**



ච්චම් කහිතම ගෙදරටම ගෙනැගැහිම

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ප්‍රශ්නපත්‍ර පොත්  
ගෙදරටම ගෙන්ව ගන්න  
ඔන්ලයින් ඔඩර් කරන්න

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