

- (b) inspite of Greek City State being very different from modern States,
(c) because modern political theorists are students of Greek Philosophy.
60. The meaning of political ideal at a particular moment in European History since the time of the Greeks can be defined only be :-
- (a) relating it to its context,
(b) Tracing it back to its original meaning among the Greeks,
(c) Investigating the meaning of the Greek word for it,
(d) Taking into account only those features in it which have persisted through out its history.
61. Write sentences using each of the following words so as to bring out its meaning clearly :-
- Arbitration, emoluments, etiquette, consolidate, hypothetical, retrospective, exigencies, evaluate, review, empower.
- Either;*
62. Write a letter to the Head of an Educational Institute in an English speaking country, setting out the following information in an orderly manner:-
- (i) The equivalence of our examination certificate to the certificate specified in this letter cannot be determined as the examining authorities in Sri Lanka have not been consulted by the institution concerned in that country :
(ii) The G. C. E. (Ordinary Level) Credit Pass has been officially equated with an Ordinary Pass in London G. C. E. (Ordinary Level) :-
(iii) The receipt of the letter sent to the Commissioner of Examinations is acknowledged :
(iv) Any further information in this matter may be obtained from the Embassy of the Republic of Sri Lanka in that country.
63. Write a memorandum to the Secretary, Bureau of Standards marking out a case for the adoption of the 24 hours clock in this country stating the advantages of such a measure.
- (a) The Financial Regulations of the Government of Sri Lanka. Part I (Except Chapter X):
(b) The estimates of the current year. E.g. Their arrangement the heads of revenue, the Finance and Appropriation Acts.
(c) Ordinance relating to specific accounts deal within Kachcheries.
- (ii) History and Geography of Sri Lanka – This paper will be of three-hours duration. A candidate will be required to obtain a minimum of 40% marks for a pass.
- 1.3 Part II - Special Papers :-
- (i) Elementary Constitutional Law and International Law;
(ii) Diplomatic Practice ;
(iii) International Affairs ;
(iv) The Sri Lanka Foreign Service Minute, Foreign Ministry Regulations and Computer Literacy.
- 1.3.1 Each paper in this part will be of three hours duration and candidates will be required to obtain a minimum of 40% marks in each paper for a pass.
- 1.3.2 An officer will be permitted to sit each paper separately on any number of occasions and will be deemed to have passed this part when he/she has obtained the qualifying marks in respect of each paper.
- Note.-* (i) Questions on Constitutional Law will be mainly on the evolution of the Parliamentary System of Government and the Constitutional Development of Sri Lanka, with special reference to the Constitution of the Democratic Socialist Republic of Sri Lanka Questions on International Law will include inter-state relations, both bilateral and multilateral and the rights and duties of states in relation to them, diplomatic law and the law of treaties.
- (ii) An officer who is an Attorney-at-Law or who has obtained a degree in Law from a recognized university will be exempted from the paper on Elementary Constitutional Law and International Law provided he has secured a pass in those subjects at the relevent Examination.

Appendix “B”

EFFICIENCY BAR EXAMINATIONS FOR OFFICERS IN THE SRI LANKA FOREIGN SERVICE

1. First Efficiency Bar Examination :

- 1.1 The First Efficiency Bar Examination will consist of two parts and officers may take both at one sitting or separately.
- 1.2 Part I - An examination in the following subjects:-
- (i) *Finance* - The Examination in Finance will be based on the following :

2. Second Efficiency Bar Examination :

- 2.1 The Second Efficiency Bar Examination will consist of two parts and officers may take both parts at one sitting or separately.
- 2.2 Part I - An Examination in the following subjects :
- (i) Economic and Social Development in Sri Lanka,
(ii) Administration - This paper is based on the following :
- (a) Office systems and organization and methods
(b) Establishment Code - Volume I and Volume II

2.3 Each of the above papers will be of three hours duration and candidates will be required to obtain a minimum of 40% marks in all papers for a pass.

2.4 Paper II - Special Papers.

- (i) Elementary Constitutional Law and International Law,
- (ii) Diplomatic Practice,
- (iii) International Affairs.

2.5 Each of the above papers will be of three hours duration and candidates will be required to obtain a minimum of 40% marks in all papers for a pass.

2.6 An officer will be permitted to sit each paper separately on any number of occasions and will be deemed to have passed this part, when he/she has obtained the qualifying marks in respect of each papers.

Foreign Languages

The syllabuses for foreign languages are the same syllabuses of IGCSE, which are as follows :

Arabic

International General Certificate of Secondary Education (IGCSE) syllabuses are designed as two years courses for examination at age 16 plus.

All IGCSE syllabuses follow a general pattern. The main section are :

- Aims ;
- Assessment Objectives ;
- Assessment ;
- Curriculum Content.

The IGCSE subjects have been categorized into groups, subjects within each group having similar Aims and Assessment Objectives.

First Language Arabic falls into Group I, Languages, of the International Certificate of Education (ICE) subjects together with other First Languages, Foreign Languages and English as a Second Language.

The booklet IGCSE ; An introduction gives fuller details of ICE and the general pattern of the syllabuses.

This syllabus is designed for students taking First Language Arabic as a single subject For excluded combinations with other subjects, see the IGCSE Syllabus Synopses for 1999.

Aims

The aims of the syllabus are the same for all students. The aims are set out below and described the educational purpose of a course in a First Language for the IGCSE examination. They are not listed in order of priority.

The aims are to :

1. enable students to communicate accurately, appropriately and effectively in speech and writing ;
2. enable students to understand and respond appropriately to what they hear, read and experience ;
3. encourage students to enjoy and appreciate the variety of language ;
4. complement the students' other areas of study by developing skills of a more general application (e. g. analysis, synthesis, drawing of inferences).
5. promote the students' personal development and an understanding of themselves and others.

Assessment Objectives

The three assessment objectives in First Language Arabic are ;

- A. Reading and Directed Writing ;
- B. Continuous Writing ;
- C. Usage.

These assessment objectives are not necessarily related to the way in which the subject is taught. A description of each assessment objective follows :

A-Reading and Directed Writing

Students should be able to :

1. understand and convey information ;
2. understand, order and present facts, ideas and opinions ;
3. evaluate information and select what is relevant to specific purposes ;
4. articulate experience and express what is felt and what is imagined ;
5. recognize implicit meaning and attitudes ;
6. communicate effectively and appropriately.

B-Continuous writing

Students should be able to :

7. articulate experience and express what is felt and what is imagined ;
8. order and present facts, ideas and opinions ;
9. communicate effectively and appropriately.

C-Usage

Students should be able to :

10. Exercise control of appropriate grammatical structures ;
11. demonstrate an awareness of the conventions of paragraphing, sentence structure and punctuation ;
12. understand and employ a range of apt vocabulary ;
13. show a sense of audience and an awareness of register and style in both formal and informal situations.

Specification Grid

The relationship between the assessment objectives and components of the scheme of assessment.

<i>Assessment Objective</i>	<i>Paper 1/2</i>	<i>Paper 3</i>
A. Reading and Directed Writing	1	1
B. Continuous Writing	1	1
C. Usage	1	1

Assessment

Scheme of assessment :

Candidates who have followed the Core curriculum and take the relevant papers are eligible for the award of grades C to G only. Candidate who have followed the Extended curriculum are eligible for the award of grades A* to E only.

For the examination to be appropriate to candidates across the ability range, there will be a different scheme of assessment for candidates expected to gain grades D to G (Core curriculum candidates) and for candidates (expected to gain grade A* to C (Extended curriculum candidates).

The papers in the assessment are as follows:

Core Curriculum Grades available : C to G	Extended Curriculum Grades available A* to E
Paper 1 (2 hours) reading Directed Writing	Paper 2 (2 1/4 hours) Reading and Directed Writing
Paper 3 (11 1/4 hours) Continuous Writing	Paper 3 (1 1/4 hours) Continuous Writing

Weighting of papers :

<i>Paper</i>	<i>Core curriculum</i>	<i>Extended Curriculum</i>
1. 2.	60%	60%
3.	40%	

Description of papers.-

The question papers will be set entirely in the target language.

Paper I

Part I - Will consist of a prose extract followed by six multiple choice question which will test the candidates ; understanding of the main

points of the structure and the argument, and four open-ended questions which will test other aspects of the extract, such as the use of language and the author's attitude towards the subject matter.

Part 2 - A second, literary passage will be printed and candidates will be asked to respond to it in a variety of ways, for example a selective summary, a letter, a report , a speech. one task will be set.

Part 3 - Will be a test of usage. Tasks will test candidates' control of grammatical structure and awareness of register and style.

Paper 2

Part I - There will be two comparable passages, the first being the same as the used for paper 1

Part I - The second may be of a literary nature, One question will be set, It will test candidates' ability to select, compare and summarise specific information from both passages.

Part 2 - This part will test candidates' ability to use and develop given information in another form, such as a letter or report.

Part 3 - Will be test if usage. Tasks will test candidates' control of grammatical structure and awareness of register and style.

Paper 3

This paper will test candidates' skill in continuous writing. A selection of nine titles will be provided calling for an imaginative, narrative or argumentative response in an appropriate style. Candidates will be required to choose one assignment and will be advised to write 600-800 characters.

CURRICULUM CONTENT

Students can follow either the core curriculum only or they may follow the extended curriculum which includes both the Core and Supplement. Students aiming for grades A* to C will follow the Extended curriculum.

<i>Assessment Objective</i>	<i>Core</i>	<i>Supplement</i>
A Reading and Directed Writing	All students should be able to :	In addition to what is required in the Core, students taking extended level papers should be able to :
	demonstrate understanding of words within short texts scan for an extract specific information, organize material	

<i>Assessment Objective</i>	<i>Core</i>	<i>Supplement</i>	GRADE DESCRIPTIONS
B Continuous writing	and present it in a given forma show some sense of audience and awareness of style.	In addition to what is required in the Core, students taking extended level papers should be able to :	<p>A Grade A candidate has demonstrated expertise in ;</p> <p>understanding and communicating information at both a straight forward and a complex level ;</p> <p>understanding facts, ideas and opinions and ordering and presenting them with clarity and accuracy ;</p> <p>evaluating material from text and selecting and presenting in detail what is relevant for specific purposes ;</p> <p>describing and reflecting upon experience and detailing and analyzing effectively what is felt and what is imagined.</p> <p>recognizing implicit meaning and attitudes of a writer ;</p> <p>showing a clear sense of audience and an understating of appropriate uses of language ;</p> <p>writing in well constructed paragraphs, using a full range of appropriate sentence structure and showing accuracy in spelling and punctuation.</p>
	identify main and subordinate topics, summarize, paraphrase, re-express recognize and respond to simple linguistic devices including figurative language	Recognize the relationship of ideas, arrangement of concepts Draw inferences, evaluate, effectiveness, compare, analyse, syntheses Recognize and respond to more sophisticated linguistic devices	<p>A Grade C candidate has demonstrated competence in :</p> <p>understating and conveying information both at a straight forward level and at a more complex level ;</p> <p>understanding basic facts, ideas and opinions and presenting them with a degree of clarity and accuracy ;</p> <p>evaluating material from text and selecting what is relevant for specific purpose ;</p> <p>describing and reflection upon experience and expressing effectively what is felt and what is imagined. ;</p> <p>recognizing the more obvious implicit meanings and attitudes of a writers ;</p> <p>showing a sense of audience and an awareness of appropriate uses of language.</p> <p>writing in paragraphs, using sentences of varied kinds and exercising care over spelling and punctuation.</p>
C Usage	express thoughts, feeling and opinions in order to interest, inform or convince demonstrate adequate control of vocabulary, syntax, grammar and punctuation exercise care over punctuation write in accurate simple sentences attempt a variety of sentence structures recognize the need for paragraphing use and appropriate vocabulary show some sense of audience and awareness of style.	show a wider and more varied sense of audience and context and an awareness of different styles. paragraph, demonstrate a sophisticated use of vocabulary and structures demonstrate accuracy in punctuation write accurate complex sentences Employ a varied sentence structures write in well constructed paragraphs use and imaginative and varied vocabulary show a clear sense of audience and awareness of style	<p>A Grade F candidate has demonstrated competence in :</p> <p>understanding and conveying information at a straight forward level :</p> <p>understanding basic facts, ideas and opinions and presenting them with a degree of coherence ;</p> <p>selecting material from texts and commenting upon it at a literal level ;</p> <p>describing experience in concrete terms and expressing intelligibly what is felt and what is imagined.</p> <p>recognizing clear meanings and explicit attitudes of a writer ;</p>