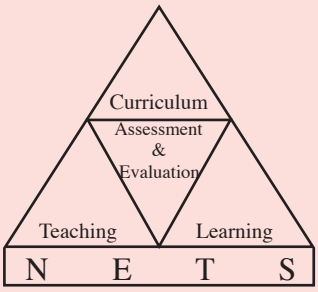
G.C.E.(O.L.) Examination - 2017

Evaluation Report

31 - English Language



Research & Development Branch
National Evaluation & Testing Service
Department of Examinations

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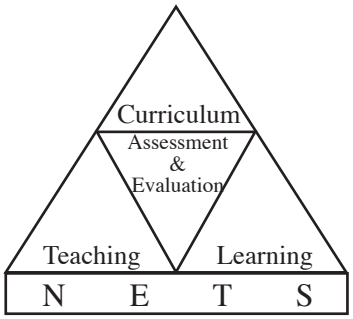

Research and Development Branch
National Evaluation and Testing Service
Department of Examinations, Sri Lanka

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English Language
Evaluation Report - G.C.E. (O.L.) Examination - 2017

INTRODUCTION

Out of all public examinations in Sri Lanka the largest number of candidates sit the G.C.E.(O.L.) Examination. The certificate received on the results of this examination which is conducted at national level, is used not only to select those who are eligible for higher education but also to secure medium level jobs and it is a basic requirement to follow certain courses of study in International Universities. It is thus accepted due to its validity and reliability as well as its high quality.

Students strive hard to acquire a high achievement level at this examination while their teachers as well as their parents work hard to fulfil the students' expectations. By preparing this Evaluation Report, the Department of Examinations intends to help students in achieving their goals. It is certain that the information included in this Evaluation Report will be equally useful to candidates, teachers, principals, subject directors, in-service advisors, parents and researchers on education.

This evaluation report prepared by the Research and Development Branch is based on the information, observations, ideas and suggestions provided by Chief Examiners, Additional Chief Examiners and Assistant Examiners involved in evaluation of answer scripts and the information drawn through the analyses of candidates' responses using the Classical Test Theory and the Item Response Theory.

This Evaluation Report consists of three parts, I, II and III. Part I contains the objectives of the subject and information on subject achievement. Part II contains expected answers for Paper I and Paper II, the marking scheme and the observations regarding answering questions and suggestions for further improvement. In Part III the factors to be considered by the candidate and suggestions for improvement regarding the learning - teaching process are highlighted. This part will be very useful to organize the learning - teaching process of the students for them to acquire various competencies and competency levels.

I would like to invite comments and suggestions to improve the quality of this report. I wish to extend my sincere thanks to the Controlling Examiners and other resource personnel for their dedication and contribution in the preparation of this report. And also the Chief Examiners, Additional Chief Examiners and Assistant Examiners for providing information through RD forms. I appreciate the commitment of the staff members of the Department of Examinations to make this whole process a success.

B. Sanath Pujitha
Commissioner General of Examinations

30 th September 2019
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations.
Pelawatta, Battaramulla.

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Contents

Page

Part I

1.0 Objectives and information regarding achievement in the subject 1

1.1 Subject Objectives 1

1.2 Information regarding achievement of candidates in the subject

1.2.1 Number of candidates who sat English Language 2
1.2.2 Grades obtained by candidates 2
1.2.3 Grades obtained by school candidates who sat the examination for the first time - District wise 3
1.2.4 Grades obtained by school candidates who sat the examination for the first time - Zonal wise 4
1.2.5 Marks obtained according to class intervals 7

1.3 Analysis of subject achievement

1.3.1 Achievement in question paper I 8
1.3.2 Achievement in question paper II 9
1.3.3 Facility of each area tested in the question paper 11

Part II

2.0 Information regarding questions and answers

2.1 Question paper I

2.1.1 Structure of the question paper I 12
2.1.2 Tests and expected answers, marking scheme, observations and comments 13

2.2 Question paper II

2.2.1 Structure of the question paper II 30
2.2.2 Tests and expected answers, marking scheme, observations and comments 31

Part III

3.0 The factors to be considered when answering questions and suggestions for improvement

3.1 Factors to be considered by the candidates when answering questions 63
3.2 Comments and suggestions regarding the learning - teaching process 64

Part I

1.0 Objectives and information regarding achievement in the subject

1.1 Subject objectives

* To create the need to learn English as a Second Language in a Multilingual Society.
* To create opportunities for the Sri Lankan child to achieve the competencies in a link language.
* To create facilities to learn a language which can be used to build ethnic harmony.
* To enable the students to learn an International Language which could be made use of in their later life for employment purposes.
* To empower the learner to communicate confidently, fluently and effectively in the English Language.

1.2. Information regarding achievement of candidates in the subject.

1.2.1. Number of candidates who sat English Language

School	Private	Total
355255	**31264**	**386519**

Table 1

1.2.2. Grades obtained by the candidates

Grade	School Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	32171	9.05	5075	16.23	37246	9.64
B	21158	5.95	1988	6.36	23146	5.99
C	46272	13.03	4697	15.02	50969	13.18
S	76617	21.57	7474	23.91	84091	21.76
W	179037	50.40	12030	38.48	191067	49.43
Total	**355255**	**100.00**	**31264**	**100.00**	**386519**	**100.00**

Table 2

1.2.3. Grades obtained by school candidates who sat the examination for the first time - District wise

Districts	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	33187	9197	27.71	3500	10.55	5448	16.42	5977	18.01	24122	72.69	9065	27.31
2. Gampaha	28461	3329	11.70	2342	8.23	4303	15.12	6070	21.33	16044	56.37	12417	43.63
3. Kalutara	16913	1916	11.33	1331	7.87	2540	15.02	3500	20.69	9287	54.91	7626	45.09
4. Kandy	20957	2828	13.49	1630	7.78	3113	14.85	4464	21.30	12035	57.43	8922	42.57
5. Matale	7290	514	7.05	405	5.56	874	11.99	1526	20.93	3319	45.53	3971	54.47
6. Nuwara Eliya	10657	450	4.22	466	4.37	1055	9.90	2015	18.91	3986	37.40	6671	62.60
7. Galle	15520	1845	11.89	1195	7.70	2425	15.63	3295	21.23	8760	56.44	6760	43.56
8. Matara	11755	1190	10.12	800	6.81	1720	14.63	1975	16.80	5685	48.36	6070	51.64
9. Hambantota	8895	555	6.24	509	5.72	1246	14.01	2192	24.64	4502	50.61	4393	49.39
10. Jaffna	9156	724	7.91	419	4.58	863	9.43	1390	15.18	3396	37.09	5760	62.91
11. Kilinochchi	2479	41	1.65	49	1.98	118	4.76	254	10.25	462	18.64	2017	81.36
12. Mannar	1749	61	3.49	57	3.26	152	8.69	259	14.81	529	30.25	1220	69.75
13. Vavuniya	2700	130	4.81	105	3.89	259	9.59	476	17.63	970	35.93	1730	64.07
14. Mullaitivu	1874	30	1.60	40	2.13	87	4.64	206	10.99	363	19.37	1511	80.63
15. Batticaloa	8031	410	5.11	328	4.08	695	8.65	1306	16.26	2739	34.11	5292	65.89
16. Ampara	9221	510	5.53	447	4.85	1075	11.66	2082	22.58	4114	44.62	5107	55.38
17. Trincomalee	6960	249	3.58	243	3.49	707	10.16	1349	19.38	2548	36.61	4412	63.39
18. Kurunegala	24117	2194	9.10	1679	6.96	3722	15.43	5673	23.52	13268	55.02	10849	44.98
19. Puttalam	10577	878	8.30	631	5.97	1253	11.85	2144	20.27	4906	46.38	5671	53.62
20. Anuradhapura	13389	864	6.45	684	5.11	1659	12.39	2737	20.44	5944	44.39	7445	55.61
21. Polonnaruwa	6007	224	3.73	288	4.79	672	11.19	1232	20.51	2416	40.22	3591	59.78
22. Badulla	11932	936	7.84	680	5.70	1478	12.39	2490	20.87	5584	46.80	6348	53.20
23. Monaragala	6172	244	3.95	241	3.90	574	9.30	1220	19.77	2279	36.92	3893	63.08
24. Ratnapura	16105	1095	6.80	970	6.02	2057	12.77	3241	20.12	7363	45.72	8742	54.28
25. Kegalle	12053	1205	10.00	783	6.50	1622	13.46	2573	21.35	6183	51.30	5870	48.70
All Island	**296157**	**31619**	**10.68**	**19822**	**6.69**	**39717**	**13.41**	**59646**	**20.14**	**150804**	**50.92**	**145353**	**49.08**

Table 3

1.2.4. Grades obtained by candidates who sat the examination for the first time - Zonal wise

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	14881	6213	41.75	1778	11.95	2348	15.78	2104	14.14	12443	83.62	2438	16.38
2. Homagama	4600	475	10.33	360	7.83	641	13.93	877	19.07	2353	51.15	2247	48.85
3. Jayawardanapura	7729	1367	17.69	783	10.13	1472	19.05	1759	22.76	5381	69.62	2348	30.38
4. Piliyandala	5977	1142	19.11	579	9.69	987	16.51	1237	20.7	3945	66	2032	34
5. Gampaha	8215	1451	17.66	746	9.08	1237	15.06	1655	20.15	5089	61.95	3126	38.05
6. Minuwangoda	5430	321	5.91	402	7.4	771	14.2	1183	21.79	2677	49.3	2753	50.7
7. Negombo	7335	923	12.58	583	7.95	1105	15.06	1533	20.9	4144	56.5	3191	43.5
8. Kelaniya	7481	634	8.47	611	8.17	1190	15.91	1699	22.71	4134	55.26	3347	44.74
9. Kalutara	8385	1089	12.99	710	8.47	1355	16.16	1756	20.94	4910	58.56	3475	41.44
10. Matugama	3350	281	8.39	254	7.58	458	13.67	617	18.42	1610	48.06	1740	51.94
11. Horana	5178	546	10.54	367	7.09	727	14.04	1127	21.77	2767	53.44	2411	46.56
12. Kandy	7569	2148	28.38	932	12.31	1377	18.19	1365	18.03	5822	76.92	1747	23.08
13. Denuwara	2157	118	5.47	109	5.05	273	12.66	544	25.22	1044	48.4	1113	51.6
14. Gampola	3545	244	6.88	208	5.87	467	13.17	751	21.18	1670	47.11	1875	52.89
15. Teldeniya	1784	30	1.68	54	3.03	202	11.32	360	20.18	646	36.21	1138	63.79
16. Wattegama	2751	149	5.42	148	5.38	396	14.39	664	24.14	1357	49.33	1394	50.67
17. Katugastota	3151	139	4.41	179	5.68	398	12.63	780	24.75	1496	47.48	1655	52.52
18. Matale	3889	460	11.83	308	7.92	521	13.4	795	20.44	2084	53.59	1805	46.41
19. Galewela	2265	42	1.85	76	3.36	258	11.39	538	23.75	914	40.35	1351	59.65
20. Naula	538	9	1.67	13	2.42	64	11.9	120	22.3	206	38.29	332	61.71
21. Wilgamuwa	598	3	0.5	8	1.34	31	5.18	73	12.21	115	19.23	483	80.77
22. Nuwara Eliya	3071	103	3.35	105	3.42	262	8.53	592	19.28	1062	34.58	2009	65.42
23. Kotmale	1489	63	4.23	79	5.31	175	11.75	287	19.27	604	40.56	885	59.44
24. Hatton	2989	173	5.79	145	4.85	270	9.03	572	19.14	1160	38.81	1829	61.19
25. Walapane	1395	35	2.51	42	3.01	124	8.89	252	18.06	453	32.47	942	67.53
26. Hanguranketha	1713	76	4.44	95	5.55	224	13.08	312	18.21	707	41.27	1006	58.73
27. Galle	7197	1273	17.69	678	9.42	1215	16.88	1450	20.15	4616	64.14	2581	35.86
28. Elpitiya	3275	121	3.69	143	4.37	446	13.62	753	22.99	1463	44.67	1812	55.33
29. Ambalangoda	3279	381	11.62	249	7.59	470	14.33	683	20.83	1783	54.38	1496	45.62
30. Udugama	1769	70	3.96	125	7.07	294	16.62	409	23.12	898	50.76	871	49.24
31. Matara	5321	904	16.99	479	9	901	16.93	1156	21.73	3440	64.65	1881	35.35
32. Akuressa	2063	113	5.48	111	5.38	299	14.49	477	23.12	1000	48.47	1063	51.53
33. Mulatiyana	2201	98	4.45	119	5.41	314	14.27	544	24.72	1075	48.84	1126	51.16
34. Morawaka	2170	75	3.46	91	4.19	206	9.49	387	17.83	759	34.98	1411	65.02
35. Tangalle	2446	140	5.72	124	5.07	317	12.96	660	26.98	1241	50.74	1205	49.26
36. Hambantota	3972	184	4.63	200	5.04	553	13.92	929	23.39	1866	46.98	2106	53.02
37. Walasmulla	2477	231	9.33	185	7.47	376	15.18	603	24.34	1395	56.32	1082	43.68

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
38. Jaffna	3237	417	12.88	220	6.8	395	12.2	525	16.22	1557	48.1	1680	51.9
39. Islands	652	3	0.46	3	0.46	17	2.61	61	9.36	84	12.88	568	87.12
40. Thenmarachchi	927	70	7.55	40	4.31	92	9.92	126	13.59	328	35.38	599	64.62
41. Valikamam	2791	111	3.98	84	3.01	208	7.45	406	14.55	809	28.99	1982	71.01
42.Vadamarachchi	1549	123	7.94	72	4.65	151	9.75	272	17.56	618	39.9	931	60.1
43. Kilinochchi	2479	41	1.65	49	1.98	118	4.76	254	10.25	462	18.64	2017	81.36
44. Mannar	1373	60	4.37	57	4.15	139	10.12	215	15.66	471	34.3	902	65.7
45. Madu	376	1	0.27	0	0	13	3.46	44	11.7	58	15.43	318	84.57
46. Vavuniya	2150	125	5.81	93	4.33	229	10.65	395	18.37	842	39.16	1308	60.84
47. Vavuniya North	550	5	0.91	12	2.18	30	5.45	81	14.73	128	23.27	422	76.73
48. Mullaitivu	1269	27	2.13	34	2.68	64	5.04	144	11.35	269	21.2	1000	78.8
49.Thunukkai	605	3	0.5	6	0.99	23	3.8	62	10.25	94	15.54	511	84.46
50. Batticaloa	2311	211	9.13	135	5.84	265	11.47	435	18.82	1046	45.26	1265	54.74
51. Kalkudah	1388	30	2.16	27	1.95	62	4.47	162	11.67	281	20.24	1107	79.76
52. Paddirippu	1472	40	2.72	27	1.83	76	5.16	223	15.15	366	24.86	1106	75.14
53. Batticaloa Central	1959	128	6.53	131	6.69	279	14.24	398	20.32	936	47.78	1023	52.22
54. Batticaloa West	901	1	0.11	8	0.89	13	1.44	88	9.77	110	12.21	791	87.79
55. Ampara	2543	48	1.89	98	3.85	232	9.12	599	23.55	977	38.42	1566	61.58
56. Kalmunai	2405	251	10.44	164	6.82	363	15.09	539	22.41	1317	54.76	1088	45.24
57. Sammanthurai	1411	50	3.54	43	3.05	124	8.79	248	17.58	465	32.96	946	67.04
58. Mahaoya	610	9	1.48	24	3.93	75	12.3	144	23.61	252	41.31	358	58.69
59. Dehiattakandiya	965	24	2.49	29	3.01	104	10.78	235	24.35	392	40.62	573	59.38
60. Akkaraipattu	1287	128	9.95	89	6.92	177	13.75	317	24.63	711	55.24	576	44.76
61. Thirukkovil	916	78	8.52	29	3.17	73	7.97	174	19	354	38.65	562	61.35
62. Trincomalee	1855	114	6.15	107	5.77	291	15.69	411	22.16	923	49.76	932	50.24
63. Mutur	1178	9	0.76	23	1.95	69	5.86	187	15.87	288	24.45	890	75.55
64. Kantale	992	23	2.32	32	3.23	132	13.31	249	25.1	436	43.95	556	56.05
65. Kinniya	1409	18	1.28	42	2.98	91	6.46	214	15.19	365	25.9	1044	74.1
66. Trincomalee North	610	7	1.15	10	1.64	51	8.36	114	18.69	182	29.84	428	70.16
67. Kurunegala	5936	1053	17.74	533	8.98	1023	17.23	1306	22	3915	65.95	2021	34.05
68. Kuliyapitiya	4263	401	9.41	313	7.34	724	16.98	973	22.82	2411	56.56	1852	43.44
69. Nikaweratiya	3067	141	4.6	214	6.98	513	16.73	822	26.8	1690	55.1	1377	44.9
70. Maho	3712	143	3.85	178	4.8	419	11.29	943	25.4	1683	45.34	2029	54.66
71. Giriulla	4064	284	6.99	257	6.32	628	15.45	957	23.55	2126	52.31	1938	47.69
72. Ibbagamuwa	3075	172	5.59	184	5.98	415	13.5	672	21.85	1443	46.93	1632	53.07
73. Puttalam	5087	219	4.31	198	3.89	487	9.57	1010	19.85	1914	37.63	3173	62.37
74. Chilaw	5490	659	12	433	7.89	766	13.95	1134	20.66	2992	54.5	2498	45.5

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
75. Anuradhapura	4774	499	10.45	328	6.87	705	14.77	944	19.77	2476	51.86	2298	48.14
76. Tambuttegama	2383	103	4.32	112	4.7	252	10.57	429	18	896	37.6	1487	62.4
77. Kekirawa	2539	218	8.59	155	6.1	314	12.37	516	20.32	1203	47.38	1336	52.62
78. Galenbidunuwewa	1704	19	1.12	31	1.82	179	10.5	439	25.76	668	39.2	1036	60.8
79. Kebithigollewa	1989	25	1.26	58	2.92	209	10.51	409	20.56	701	35.24	1288	64.76
80. Polonnaruwa	1920	108	5.63	120	6.25	215	11.2	370	19.27	813	42.34	1107	57.66
81. Hingurakgoda	2621	107	4.08	145	5.53	334	12.74	540	20.6	1126	42.96	1495	57.04
82. Dimbulagala	1466	9	0.61	23	1.57	123	8.39	322	21.96	477	32.54	989	67.46
83. Badulla	2807	298	10.62	231	8.23	443	15.78	576	20.52	1548	55.15	1259	44.85
84. Bandarawela	3527	476	13.5	256	7.26	462	13.1	730	20.7	1924	54.55	1603	45.45
85. Mahiyanganaya	1855	44	2.37	43	2.32	149	8.03	315	16.98	551	29.7	1304	70.3
86. Welimada	2626	107	4.07	122	4.65	336	12.8	653	24.87	1218	46.38	1408	53.62
87. Passara	1117	11	0.98	28	2.51	88	7.88	216	19.34	343	30.71	774	69.29
88. Viyaluwa	797	5	0.63	9	1.13	49	6.15	150	18.82	213	26.73	584	73.27
89. Monaragala	2115	88	4.16	79	3.74	222	10.5	459	21.7	848	40.09	1267	59.91
90. Wellawaya	1673	83	4.96	66	3.95	140	8.37	276	16.5	565	33.77	1108	66.23
91. Bibile	1587	68	4.28	87	5.48	163	10.27	335	21.11	653	41.15	934	58.85
92. Thanamalwila	1307	34	2.6	35	2.68	106	8.11	210	16.07	385	29.46	922	70.54
93. Ratnapura	6062	637	10.51	528	8.71	887	14.63	1194	19.7	3246	53.55	2816	46.45
94. Balangoda	2670	213	7.98	141	5.28	352	13.18	572	21.42	1278	47.87	1392	52.13
95. Nivitigala	2411	68	2.82	81	3.36	254	10.54	454	18.83	857	35.55	1554	64.45
96. Embilipitiya	3655	143	3.91	185	5.06	458	12.53	811	22.19	1597	43.69	2058	56.31
97. Kegalle	4748	689	14.51	369	7.77	720	15.16	1018	21.44	2796	58.89	1952	41.11
98. Mawanella	3775	385	10.2	262	6.94	498	13.19	812	21.51	1957	51.84	1818	48.16
99. Dehiowita	3530	131	3.71	152	4.31	404	11.44	743	21.05	1430	40.51	2100	59.49
All Island	296157	31619	10.68	19822	6.69	9717	13.41	60235	20.34	151393	51.12	144764	48.88

Table 4

1.2.5. Marks obtained according to class intervals. Distribution of marks in terms of class intervals.

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	3771	0.98	386519	100.00
81 - 90	13644	3.53	382748	99.02
71 - 80	18089	4.68	369104	95.49
61 - 70	22208	5.75	351015	90.81
51 - 60	31170	8.06	328807	85.07
41 - 50	40215	10.40	297637	77.00
31 - 40	85409	15.11	257422	66.60
21 - 30	75149	19.44	199013	51.49
11 - 20	89416	23.13	123864	32.05
01 - 10	34351	8.89	34448	8.91
00 - 00	97	0.03	97	0.03

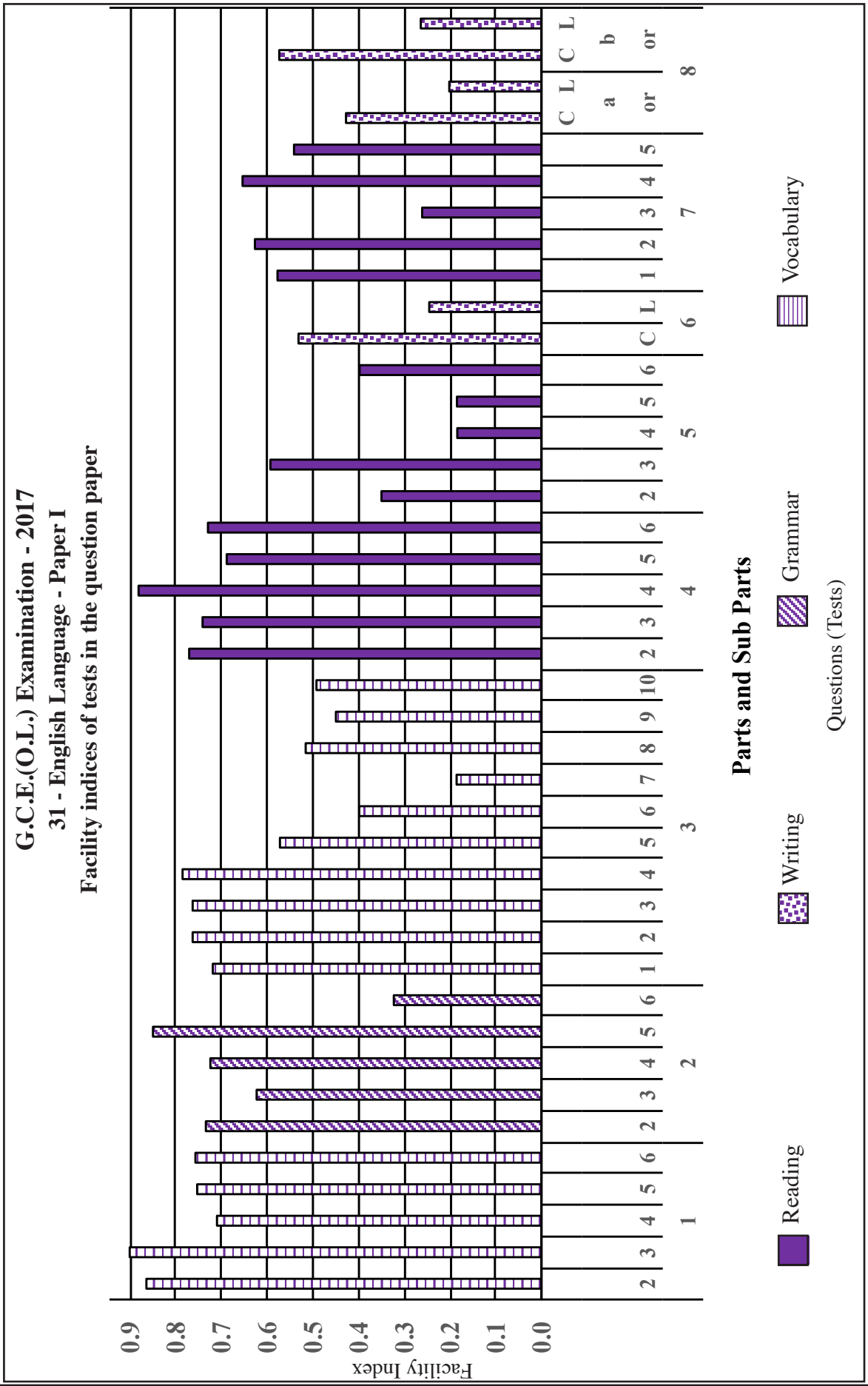
Table 5

Example given below is a guide to interpret the table given above.

eg : If the class interval 31 - 40 is considered, the number of candidates who obtained marks within the interval of 31 - 40 is 257422 and its percentage is 15.11%. The number of candidates who have obtained marks below 40 is 85409 and its percentage is 60.60%.

1.3 Analysis of Subject Achievement

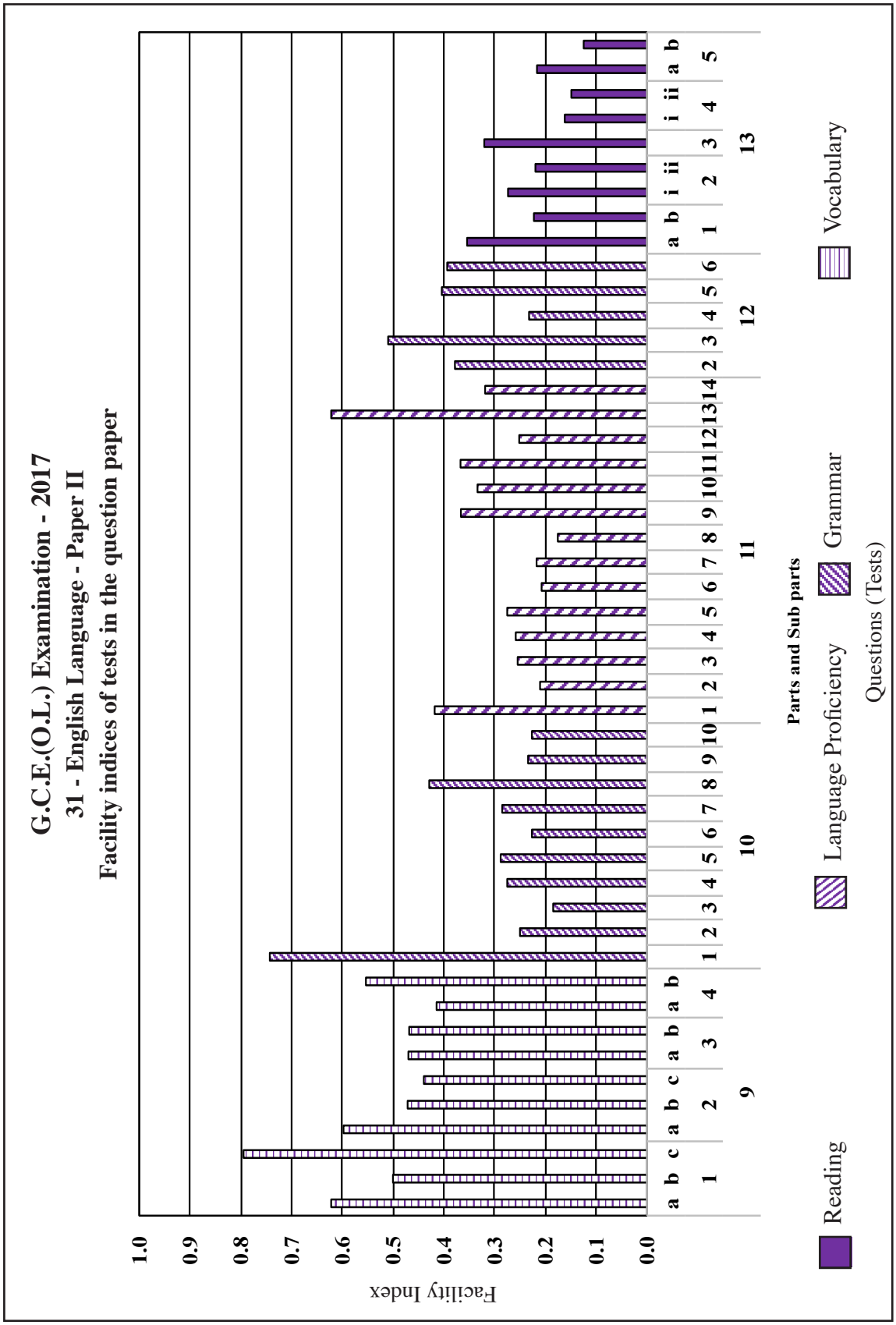
1.3.1. Achievement in Paper I



Graph 1 - Based on the information gathered from RD/16/04/OL form.

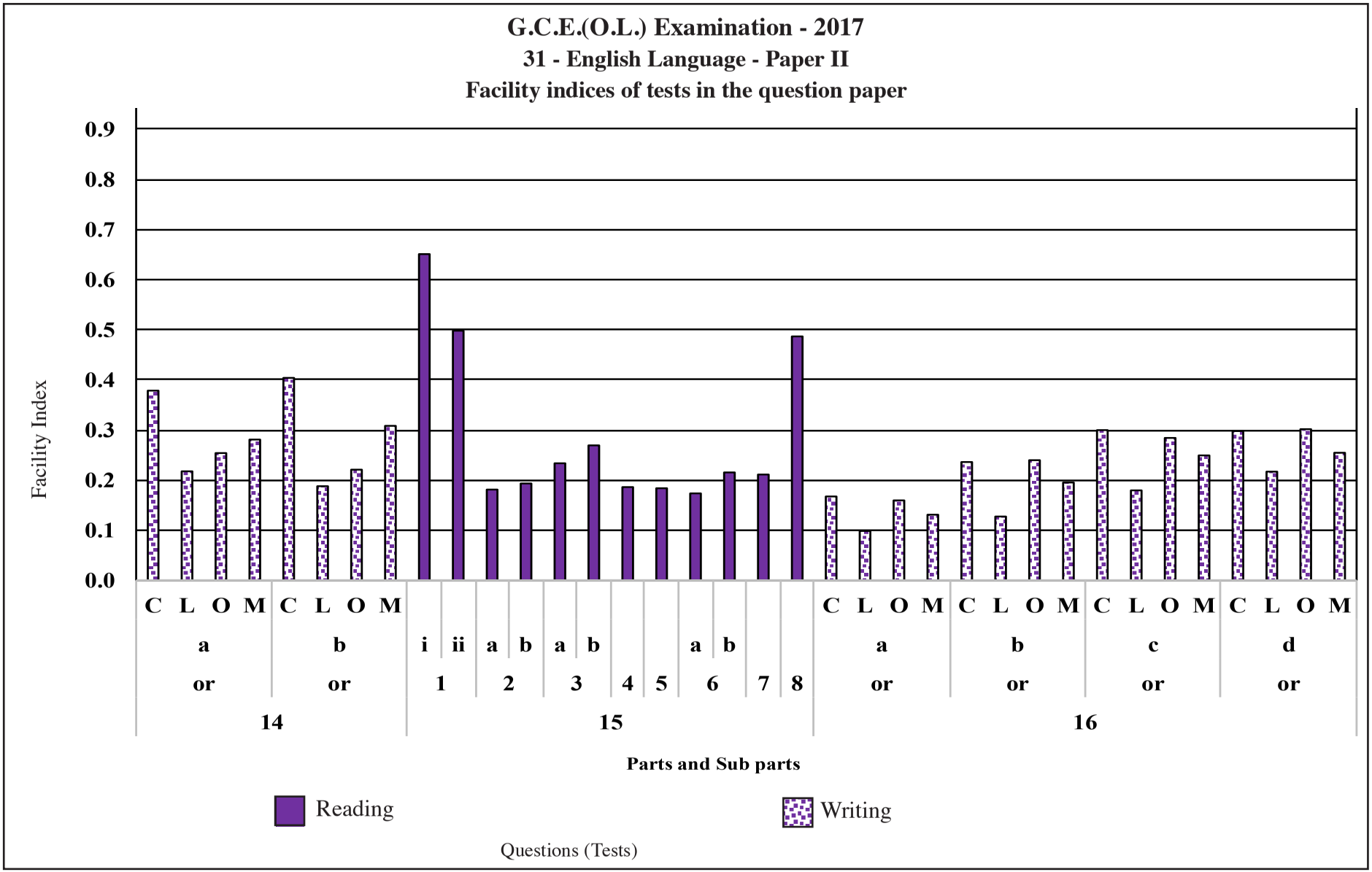
e.g. According to the above graph, facility of test 1(3) is 90% while the facility of test 3 (7) is 18%. The facility of test 4 (4) is only 6%.

1.3.2. Achievement in Paper II



Graph 2(a) - Based on the information gathered from RD/16/04/OL form.

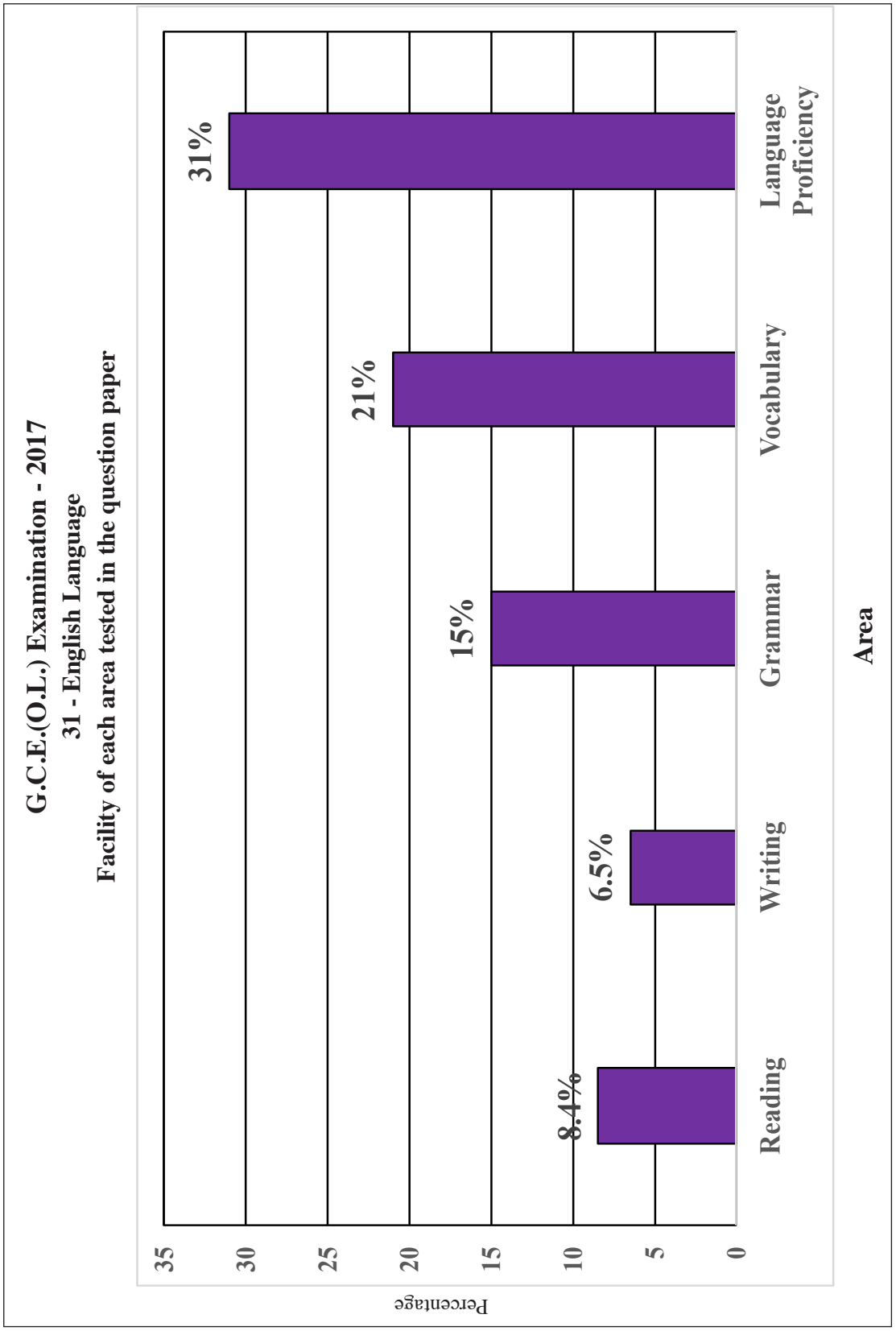
e.g. According to the above graph, facility of test 9 (1) (c) is 80%. The facility of test 5 (b) is only 12%.



Graph 2(b) - Based on the information gathered from RD/16/04/OL form.

e.g. According to the above graph, facility of test 15 (1) is 65%.

1.3.3. Facility of each area tested in the question paper



Graph 3 - Based on the information gathered from RD/16/04/OL form.

Part II

2.0 Information regarding questions and answers

2.1 Question paper I

2.1.1 Structure of the question paper I

* Time allocated for paper I is **one** hour.
* Paper I includes **eight** tests and **all** tests are **compulsory**.
* Total mark for paper I is **40**.

Question (Test) No.	Area of testing	Marks Distribution	Total
1	Vocabulary	1 × 5	05
2	Grammar	1 × 5	05
3	Vocabulary	½ × 10	05
4	Reading	1 × 5	05
5	Reading	1 × 5	05
6	Writing	C - 2, L - 3	05
7	Reading	1 × 5	05
8	Writing	C - 2, L - 3	05

2.1.2 Tests and expected answers, marking scheme, observations and comments

* Observations and comments for the given answers for all the questions in Paper I are based on Graphs 1 and 3 given in page 8 and 11 respectively.

- Test 1 – Vocabulary

Objective : *Assess the ability to use words appropriately and accurately to convey precise meaning.*

Technique : *Completing a dialogue.*

❍ **Test 1**

Fill in the blanks in the following dialogue. Use the words given in the box. There is one extra word. *The first one is done for you.*

Kishan : Uncle Nimal, when will the train (1) .....(b)..... ?

Nimal : In about fifteen (2) .....(g)..... .

Kishan : What's the (3) .....(e)..... now, uncle?

Nimal : It's only 7.30.

Kishan : How long will the train (4) .....(d)..... here?

Nimal : For about ten minutes.

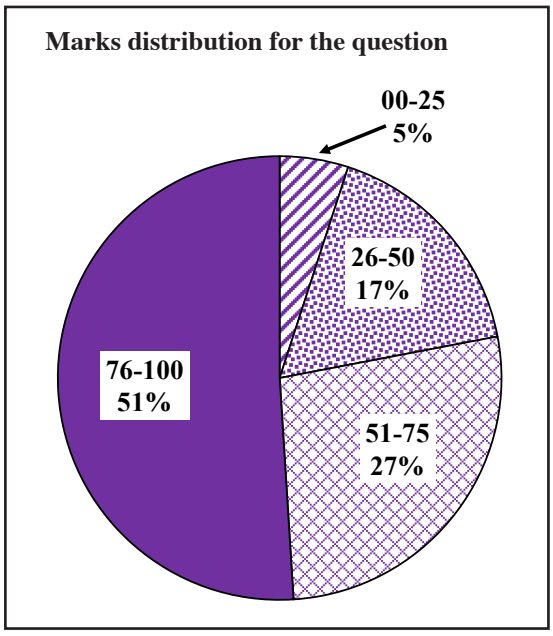
Kishan : Oh! Can I (5) .....(a)..... a book at the bookstore?

Nimal : Yes of course, but be quick.

Kishan : Sure. I'll be back (6) .....(f)..... .

(a) buy
(b) ~~come~~
(c) close
(d) stop
(e) time
(f) soon
(g) minutes

Overall observations, conclusions and suggestions regarding the answer to Question 1 :

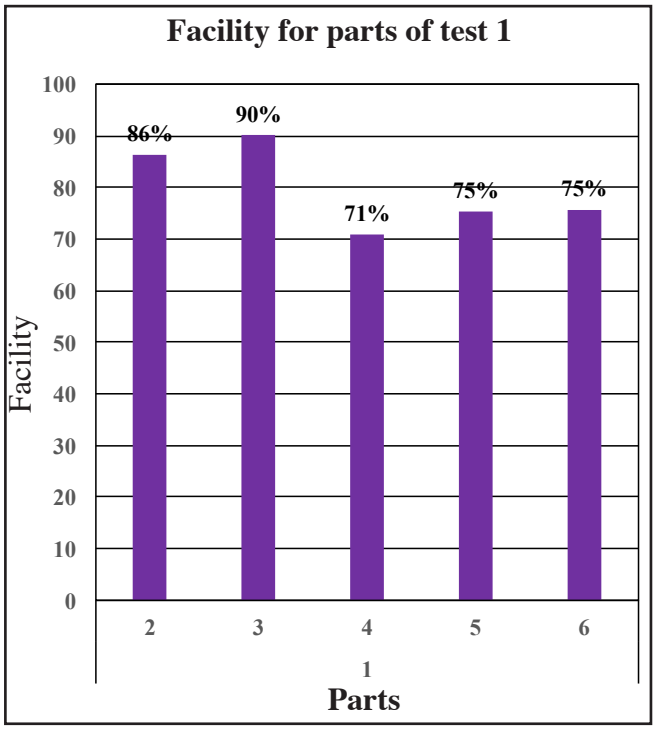


Almost all the candidates have attempted test 1. Marks allocated for test 1 is 05. The candidates have scored as follows.

00 - 25 range - 5%
26 - 50 range - 17%
51 - 75 range - 27%
76 - 100 range - 51%

51% of candidates have obtained more than 76 marks and 5% of candidates have obtained less than 25 marks. 27% of candidates have obtained between 51 - 75 marks. Only 22% of candidates have scored below 50 marks.

Observations and Comments on Test 1 :



Observations :

Test 1 is based on vocabulary. Facility recorded for parts of Test 1 is as follows.

Part (2) - 86%
Part (3) - 90%
Part (4) - 71%
Part (5) - 75%
Part (6) - 75%

The highest facility of 90% is recorded for part 3, while the lowest facility of 71%, is for part 4. Facility of all parts is over 70%

COMMENTS :

Question 1 gives a motivational start for the candidates to proceed with the rest of the question paper. Most of the candidates have responded successfully to this question.

More than 65% of the candidates have been able to answer all the parts fairly well. The lowest facility is in part 4, which is 71%. The reasons for the comparatively low performance for part 4 (71%) can be due to the following reasons. Candidates should be instructed to read the whole test before answering.

Candidates should be given more dialogue based activities to learn new words and use them appropriately in classroom activities.

- Test 2 – Grammar

Objective – Assess the ability to use correct from of the verb to complete a dialogue.

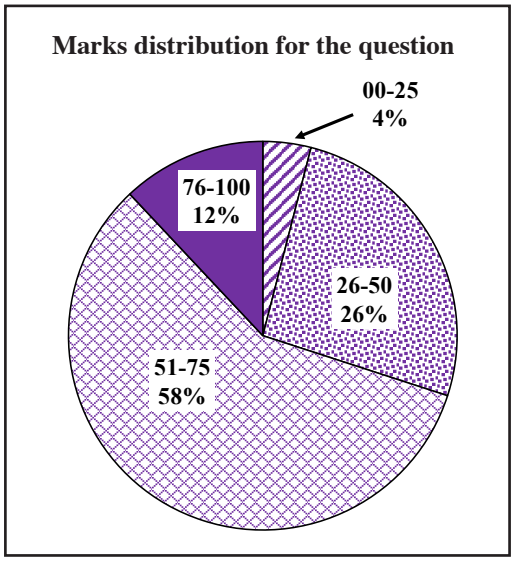
Technique – Binary choice.

❍ **Test 2 with expected answers :**

Underline the correct answer. *The first one is done for you.*

Kaveesh	: Tell me what you did after I (1) ..... yesterday?	(leave, left)
Nirmala	: Well, we (2) ..... to the town.	(walked, walk)
Gimhani	: There was a small shop (3) ..... masks.	(sold, selling)
Kaveesh	: So you (4) ..... a mask. Let me see it.	(will buy, bought)
Nirmala	: No, the shop was closed. Ha! ha! ha!	
Gimhani	: Tomorrow we (5) ..... there again.	(are going, going)
Kaveesh	: I wish I (6) ..... join you.	(could, can)
Nirmala	: You can't. You have to study.	

Overall observations, conclusions and suggestions regarding the answer to Question 2 :

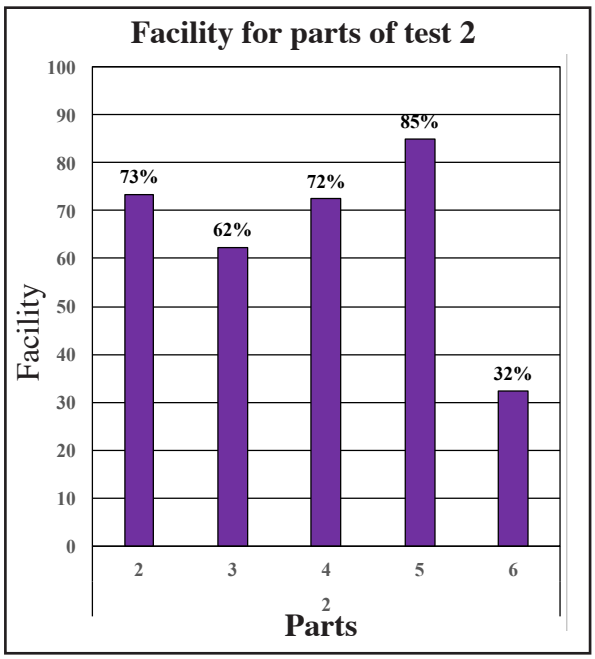


Almost all the candidates have attempted test 02. Five marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 4%
26 - 50 range - 26%
51 - 75 range - 58%
76 - 100 range - 12%

12% of candidates have scored more than 76 marks and 4% of candidates have scored less than 25 marks. 58% of candidates have scored between 51 - 75 marks . Only 30% of candidates have scored below 50 marks.

Observations and Comments on Test 2 :



Observations :

Test 2 is based on grammar. Facility recorded for parts of test 2 is as follows.

Part (2) - 73%
Part (3) - 62%
Part (4) - 72%
Part (5) - 85%
Part (6) - 32%

The highest facility 85% is recorded for part (5) and the lowest facility 32% is recorded for part (6). Except part (6), the facility of all the other parts is above 60%.

COMMENTS :

Test 2 tests the ability to use the correct form of the verb to complete a dialogue. Almost all the candidates have attempted this test.

The facility of part (6) is 32%. The reason for low performance of candidates is due to the lack of knowledge on expressions to express future. More speaking practice activities are necessary in the class room to make the pupils familiar with expressions like 'I wish I could'.

The students should be given more opportunities to practise different in the with classroom. Special attention should be paid in practising irregular verbs and present participles.

More activities on conditional clauses will be necessary at this stage.

Teachers should practice grammar in context from grade six, through authentic activities from simple to complex. This should be done repeatedly.

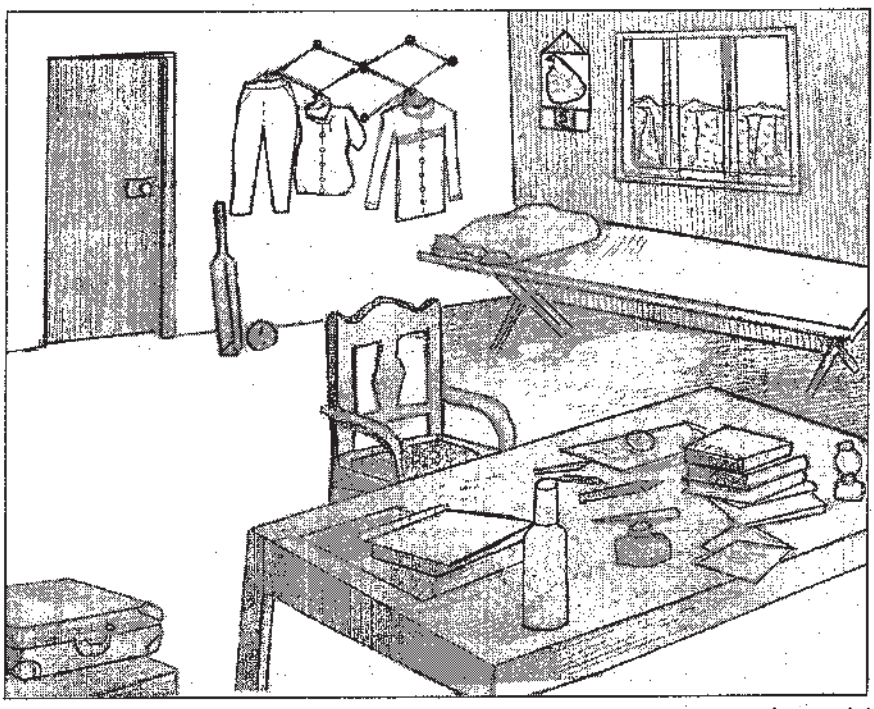
- Test 3 – Vocabulary

Objective – Assess the ability to use appropriate words in context.

Technique – Fill in the blanks.

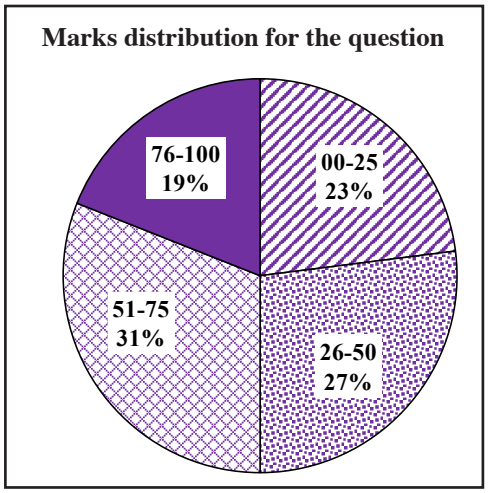
❍ **Test 3 with expected answers :**

Study the picture and fill in the blanks in the text given below. Use only **one** word in each blank.



This is Kamal's room. He has gone out and the door is (1) .closed/locked . His bed is near the (2) .....window..... and there is a curtain partly covering it. There is a (3) .....calendar..... of Sri Lanka hanging on the (4) .....wall..... . His bed is a very narrow one with a (5) .....pillow..... on one side. Two (6) shirts/T-shirts and a pair of (7) .....trousers/pants/jeans.....are hung on the wall hanger. He has a big (8) .....chair.....to sit on when he is studying. On his (9) .....table..... are several books. His mother has placed a (10) .....bottle..... of water on it for him to drink when he is thirsty. His room is neat and clean.

Overall observations, conclusions and suggestions regarding the answer to Question 3 :



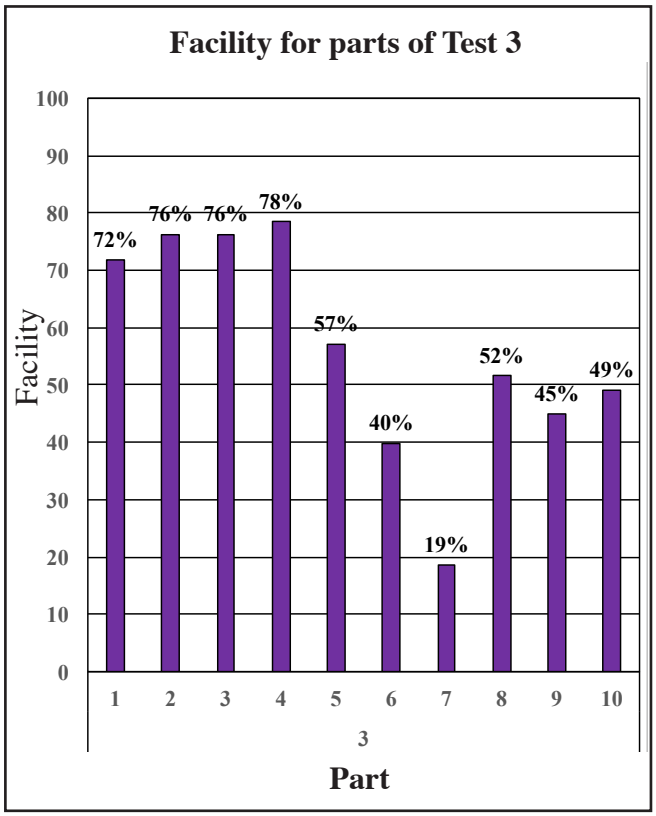
Almost all the candidates have attempted Test 3. 05 marks have been allocated for this test.

The candidates have scored as follows.

00 - 25 range - 23%
26 - 50 range - 27%
51 - 75 range - 31%
76 - 100 range - 19%

19% of candidates have scored above 76 marks whereas 23% of candidates have scored below 25 marks. 31% of candidates have scored between 51 - 75 marks. 50% of candidates have scored less than 50 marks.

Observations and Comments on Test 3 :



Observations :

Test 3 is based on vocabulary. Facility recorded for each part of Test 3 is as follows.

Part (1) - 72%	Part (6) - 40%
Part (2) - 76%	Part (7) - 19%
Part (3) - 76%	Part (8) - 52%
Part (4) - 78%	Part (9) - 45%
Part (5) - 57%	Part (10)- 49%

The highest facility of 78% is shown for part (4), while the lowest facility of 19% is shown for part (7). The facility for part 1, 2, 3, 4 were above 70% while the facility of other parts were below 60%.

COMMENTS :

This question is based on the ability to use appropriate words in context to describe the picture.

At a glance this seemed to be a very easy question. However, a considerable percentage of students have scored less due to their inability to spell the words correctly.

We suggest the teachers to do more activities based on simple vocabulary, even in grades 10 & 11. Some of the activities given in text books are more advanced when comparing to the O/L exam paper. Students should be encouraged to learn the vocabulary related to the day today environment.

Students should be made aware of the importance of reading and understading the instructions.

In the parts 5 and 7 candidates are confused to give the correct word.

Eg part 7 : instead of trousers/ jeans/ pants, candidates have written denims. They didn't get the clue 'a pair of'

We suggest teachers to familiarise students with synonyms for common words.

In the case of part 9, an advanced inverted structure was given "on his table.....". Which was new to students. Teachers should highlight new sentence patherns when they come across than in meterrial teaching.

More emphasis should be paid in teaching the use of collective nouns.

- Test 4 – Reading

Objective – Assess the ability to interpret indirectly stated information.
Technique – Matching

❍ **Test 4 with expected answers :**

Match the extracts with the headings. Write the correct letter in the blank provided. *The first one is done for you.*

Extracts

(1) A tribute to all actors and actresses at the Tower Hall. (..f..)

(2) Henry Ford is famous for founding the Ford Motor Company. (..d..)

(3) A doctor says being out in the mornings help to get ample amounts of vitamin D. (..a..)

(4) Watch a musical show presented by the students of Central College on TV tomorrow. (..b..)

(5) Drought in the dry zone has destroyed village life. (..c..)

(6) Use your own cloth bag when you go shopping. (..e..)

Headings

(*a*) Let the sun shine on you and be well

(*b*) Enjoy our programme. Forget your worries

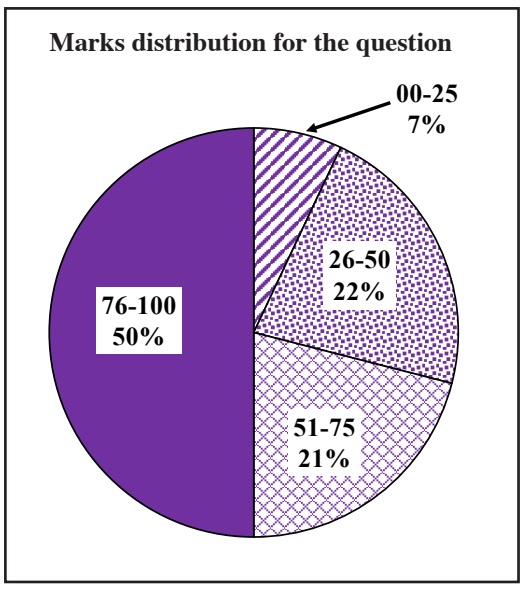
(*c*) Missing water; our life blood

(*d*) Travel made easy for all of us

(*e*) Be a nature lover. Say no to polythene

(*f*) Stars brighten a ~~cloudless night~~

Overall observations, conclusions and suggestions regarding the answer to Question 4 :

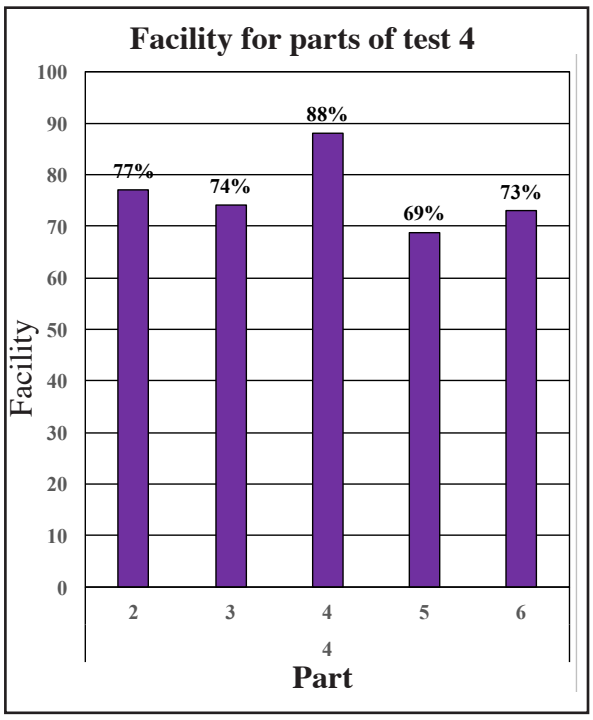


Most of the students have attempted the Test (4). 05 marks have been allocated for this question.
The candidates have scored as follows.

00 - 25 range - 7%
26 - 50 range - 22%
51 - 75 range - 21%
76 - 100 range - 50%

50% of candidates have scored above 76% marks while 7% of students have scored below 25 marks. 29% of candidates have scored below 50 marks where as 71% of candidates have scored above 50 marks.

Observations and Comments on Test 4 :



Observations :

Test 4 is based on reading. The facility recorded for parts is as follows.

Part (2) - 77%
Part (3) - 74%
Part (4) - 88%
Part (5) - 69%
Part (6) - 73%

Facility for all parts is over 65%

COMMENTS :

Test 4 is based on the ability to interpret indirectly stated information.

Candidates have performed well in Test 4. They have managed to answer easily with the help of the clues given.

The reason for the low performance in question 5 can be due to the fact that candidates are poor in reading skills like guessing and predicting. We suggest teachers to help pupils in linking one word with other possible words. Brain storming and mind mapping are some possible techniques.

It is necessary to give enough exposure to the students to read extensively. Therefore, the teachers are advised to select suitable texts outside the prescribed books and use them in classroom activities.

- Test 5 – Reading

Objective – Assess the ability to read and extract information from a letter to complete a dialogue.

Technique – Transferring information.

❍ **Test 5 with expected answers :**

Read the following letter and complete the dialogue. Use only one word in each blank. *The first one is done for you.*

26.11.2017

Dear Srinath,

I came to Nuwara Eliya, but it's too cold and gloomy. So I moved to a tea plantation bungalow in Thalawakele, where my uncle lives. Here it's warmer and I feel comfortable. The view is beautiful. I keep walking on the hills every morning until my feet hurt. I get tasty food to eat prepared by my uncle's cook. I'm fine here.

Sorry, I missed the match. See you next week.
Give my regards to Arjuna.
Isuru

Srinath : I received a letter from (1) ..Isuru.. .

Arjuna : Isuru? Where has he gone? I didn't see him at the match yesterday.

Srinath : Well, he didn't come to the match.
He is in (2) ..Thalawakele.. staying with his (3) ..uncle.. .

Arjuna : How nice! It must be cool and nice there.

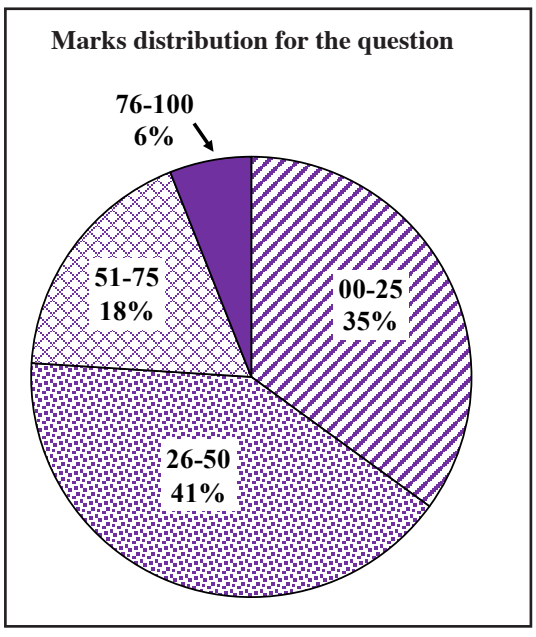
Srinath : No, not as cold as in (4) ..Nuwara Eliya.., he says.

Arjuna : What is he doing there?

Srinath : Something he never does here; (5) ..walking/walk/hiking.. .
By the way, he is sending you his (6) ..regards.. .

Arjuna : I must thank him when I see him.

Overall observations, conclusions and suggestions regarding the answer to Question 5 :

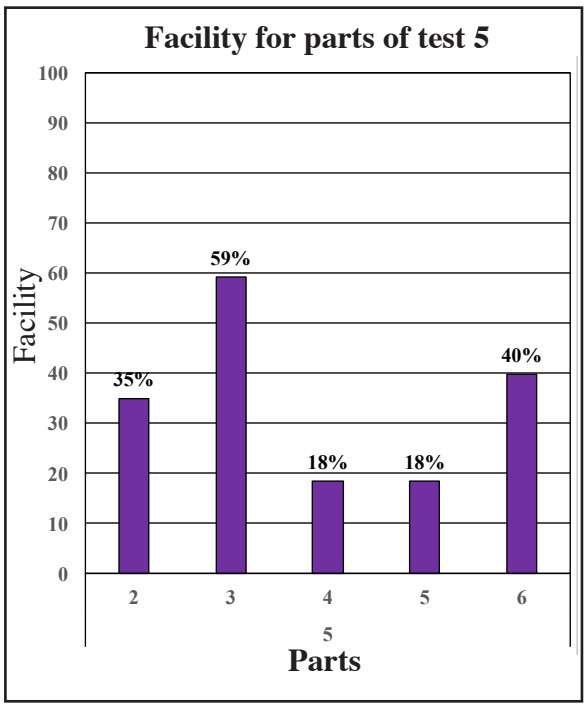


Almost all the candidates have attempted Test 5. 05 marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 35%
26 - 50 range - 41%
51 - 75 range - 18%
76 - 100 range - 6%

6% of candidates have scored above 76 marks and 35% of candidates have scored below 25 marks. 76% of candidates have scored less than 50 marks while 24% of candidates have scored above 50 marks.

Observations and Comments on Test 5 :



Observations :

Test 5 is based on reading. Here the students are asked to read and extract information from a letter to complete a dialogue. The candidates have scored as follows.

Part (2) - 35%
Part (3) - 59%
Part (4) - 18%
Part (5) - 18%
Part (6) - 40%

The highest facility of 59% is recorded for part 3. The facility index of part 4 and 5 is 18%. The second highest facility of 40% is for part 6.

COMMENTS :

Test 5 is based on reading and it tests the ability of transferring information.

Though this is an easy question to score marks most of the candidates have shown poor performance as they have not followed the instructions properly.
Eg : part 5 - instead of using the word "walking", (one word answer) they have written the whole sentence.

The words 'so' and 'moved' in the text are crucial for the candidates to answer part 4 of the question correctly . Such evaluations can be made familiar by exposing them to similar texts.

We suggest the teachers to advise the students to follow the given instructions carefully from the primary classes onwards. These opportunities can be made available to them in class tests.

Students should read the text with understanding by paying attention to questions asked. The students should be given enough practice to skim the texts in everyday teaching hours.

• Test 6 – Writing

Objective – Assess the ability to write a notice.

Technique – Guided writing

❍ **Test 6 :**

The English Club in your school has organized a workshop on "English for Everyone" to be held in the main hall of the school. Write a notice informing about the workshop. Include the following. Use about **40 - 50** words.

- purpose of the workshop - date, time and venue - participants

Expected Answer :

NOTICE

A workshop.

The English club of Gamini Maha Vidyalaya has organized a workshop on "English for Everyone" to make the students aware of the importance of English. This will be held on the 15th of January from 8:30 a.m to 2:30 p.m in the school Main Hall. All the students from grade 6 - 13 are requested to be present.

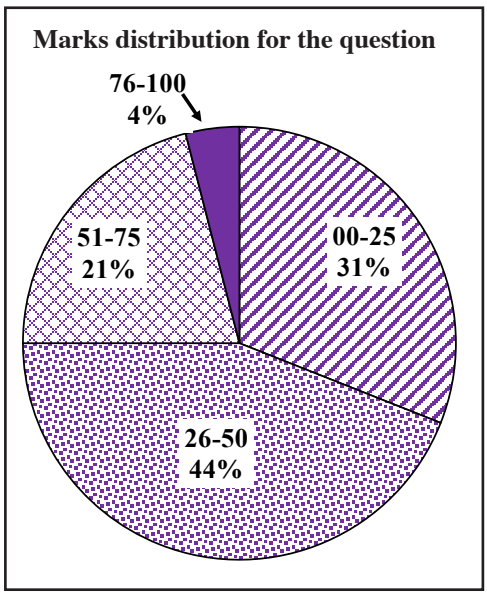
Sgd.

Date : 19.12.2017 Secretary

The English club

Gamini M.V

Overall observations, conclusions and suggestions regarding the answer to Question 6 :

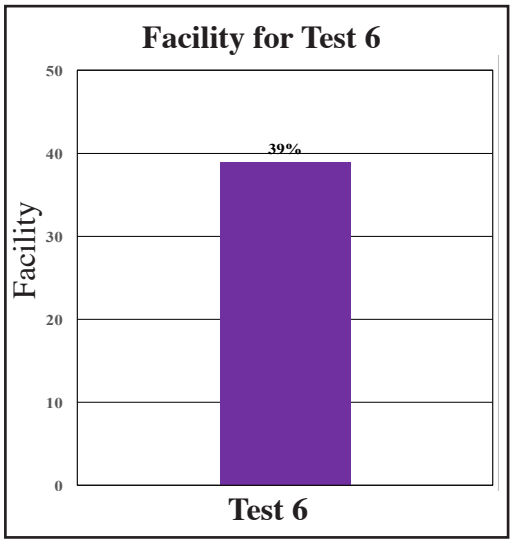


Almost all the candidates have attempted Test 6. 05 marks have been allocated for this test. Out of the total of 05 marks, 02 marks are allocated for Content and 03 marks are allocated for Language. The candidates have scored as follows.

00 - 25 range - 31%
26 - 50 range - 44%
51 - 75 range - 21%
76 - 100 range - 4%

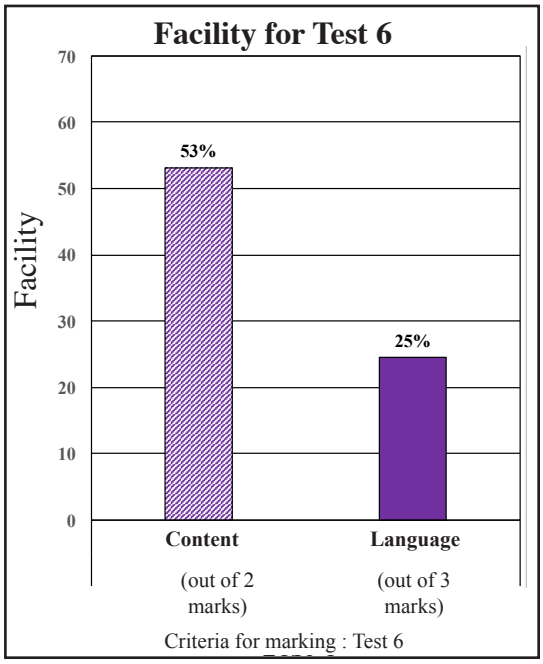
Only 4% of candidates have scored more than 76 marks. 31% of candidates have scored less than 25 marks. 75% of candidates have scored below 50 marks.

Observations and Comments on Test 6 :



Observations :

Test 6 is a guided writing activity. The facility of test 6 is as low as 39%. According to the second graph the candidates have scored more marks for Content than Language. Although more marks are allocated for language, the facility for content is 53% and the facility for language is only 25%.



COMMENTS :

Facility index shows that the candidates have scored more for Content than Language. The reason for this could be the difficulty in producing their ideas clearly and accurately in the target language.

* In order to overcome this shortcoming to some extent, continuous guidance by the teacher and the practice of writing different types of notices by the students are important.
* Teachers should encourage the students to write notices for events or functions in the school and display them in the school.
* Different samples of writing notices should be taught to students.
* Sentence patterns of writing notices should be practised.
* Useful phrases used in writing notices can be displayed in the classroom.
  Self correction and peer correction are very important in correcting writing tasks.
* Feedback lessons should be organized based on the learner errors.

- Test 7 – Reading

Objective – Assess the ability to read and understand directly and undirectly stated information in a text.
Technique – Answering Questions.

❍ **Test 7 with expected answers :**

Observations and Comments on Test 7 :

Read the following text and answer the questions.

Vikum and Harsha were the best of friends until a misunderstanding made them drift apart. Their classmates Sajani, Hiruni and Lahiru wanted them to be friends again. They tried hard, but nothing worked.

One day Lahiru suggested a bike race because he knew that Vikum and Harsha loved bike racing. So he met the 'two angry birds' and asked them to take part in the race. Vikum said, "Alright I'm ready to face the challenge." They were to meet at the school playground the following Saturday.

Vikum checked his old bike to make sure everything was alright. Harsha did nothing. His bike was a brand new one. Nothing would go wrong. He wanted to defeat Vikum. After all he was his rival.

Vikum and Harsha arrived at the playground. All their friends were there. Lahiru shouted. "Ready, Steady, Go" and the two boys began to pedal. Suddenly there was a loud noise. The chain had fallen off Harsha's bike. Vikum stopped peddling and turned back to help Harsha.

Then the friends came running. Vikum and Harsha were laughing and hugging each other. "Who is the loser?" asked Hiruni giggling. "No losers. Both are winners," said Lahiru.

(1) What made the good friends drift apart? (a)misunderstanding

(2) Who were the 'two angry birds'? Vikum and Hanrsha

(3) Write the sentence which says the two boys became friends again.
Vikum and Harsha were laughing and hugging each other

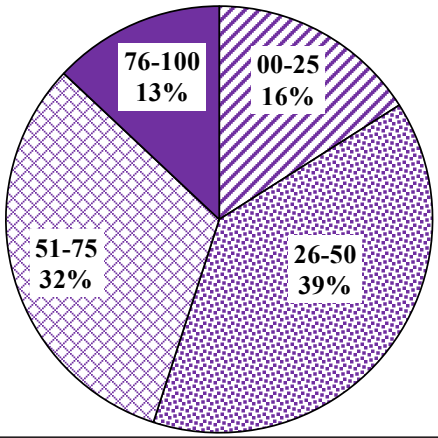
● Underline the correct answers.

(4) Hearing a loud noise, Vikum
(a) fell off his bike. (b) went to help Harsha. (c) started peddling faster.

(5) The word 'challenge' means
(a) a difficult task. (b) an easy activity. (c) a tiring race.

Overall observations, conclusions and suggestions regarding the answer to Question 7 :

Marks distribution for the question

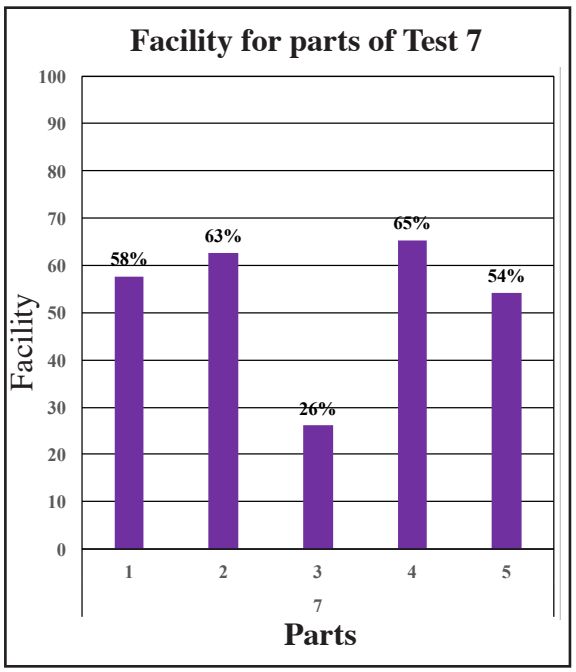


Most of the candidates have attempted Test 7. 05 marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 16%
26 - 50 range - 39%
51 - 75 range - 32%
76 - 100 range - 13%

13% of candidates have scored over 76 marks and 16% of candidates have scored below 25 marks. 45% of candidates have scored over 50 marks.

Observations and Comments on Test 7 :



Observations :

Test 07 is based on reading. Facility for parts of Test 7 is as follow.

Part (1) - 58%
Part (2) - 63%
Part (3) - 26%
Part (4) - 65%
Part (5) - 54%

The highest facility of 65% was shown for part (4), while the lowest facility of 26% was shown for part (3). Part 4, records the highest facility of 65% while part 3, records the lowest facility of 26%.

COMMENTS :

In Test 7 overall performance of candidates is satisfactory as the facility is over 50% for each part except part (3). The lowest facility, 26% was recorded for part (3). The reason for this can be the candidates inability to extract indirectly stated information from the text.

In order to overcome the above mentioned weakness and to improve reading skills in students, the following suggestions can be made.

* Students should be supported by the teachers to read and understand the questions.
* The word power of the students should be strengthened by giving opportunities to use the dictionaries in classroom activities. (English - English dictionaries)
* In classroom learning, students should be trained to guess the meaning of words by context.
* Teachers should train students to read and understand the text by giving them questions to practise scanning and skimming skills at the while reading phase.
* Train the students to answer different types of comprehension questions requiring directly and indirectly stated information and inferring.

- Test 8 – Writing

Objective – Assess the ability to write a paragraph on a given topic.
Technique – Free writing

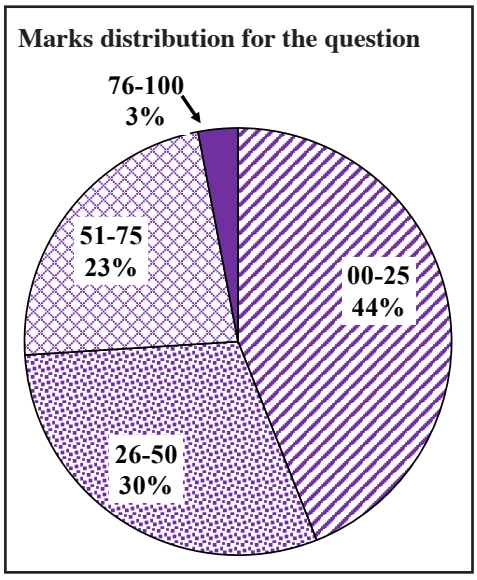
❍ **Test 8 :**

Write on **one** of the following topics. Use about **50** to **60** words.
(a) An unforgettable day in my life (b) An interesting person I know

Expected Answer :

An unforgettable day in my life :
It was the 1st of October 2010. My mother woke me up. She told me that the results of the scholarship examination were out. My father was trying to find my results on the internet. I ran to him. I was very excited. My heart was beating fast. My father suddenly jumped up and hugged me. I had scored 190 marks. My mother shed happy tears and kissed me. I got telephone calls from my teachers and relations. They congratulated me. So, that was an unforgettable day in my life.

Overall observations, conclusions and suggestions regarding the answer to Question 8 :

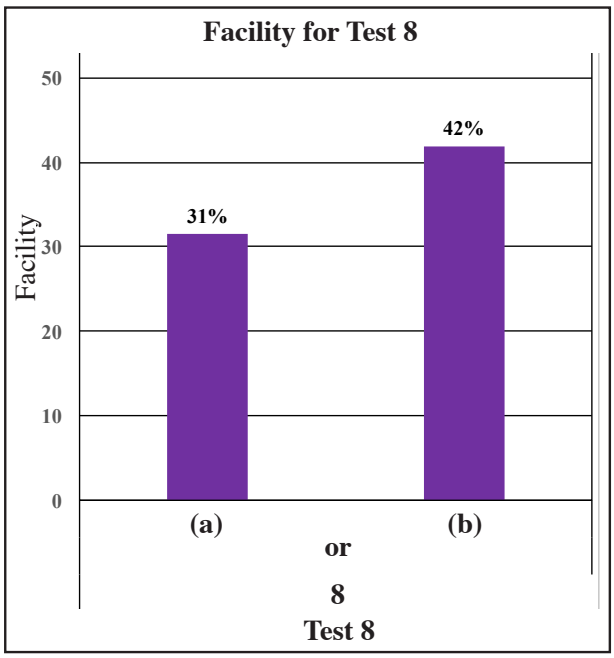


Almost all the candidates have attempted Test 8. 05 marks have been allocated for the test 02 marks are given for Content and 03 marks are given for Language. The candidates have scored as follows.

00 - 25 range - 44%
26 - 50 range - 30%
51 - 75 range - 23%
76 - 100 range - 3%

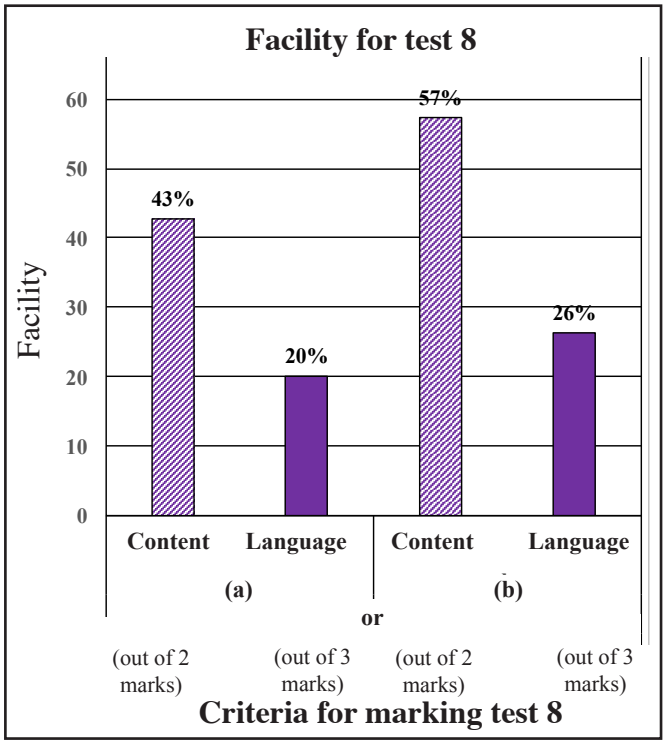
Only 03% of the candidates have scored more than 76 marks while 44% of candidates have scored less than 25 marks. 26% of candidates have scored over 50 marks while 74% of candidates have scored below 50 marks.

Observations and Comments on Test 8 :



Observations :

Test 8 is a free writing activity. The facility of test 8(a) is 31% and the facility of (b) is 42%. According to the second graph the facility for the content for both topics is higher than the facility for Language. For topic (a) the facility for content is 43% and the facility for content in topic (b) is 57%. But the facility for Language is 20% and 26% for parts (a) and (b) respectively.



COMMENTS :

The common practice in teaching writing is product writing where students do not engage in the process of writing, Instead process writing approach should be introduced to teaching writing. This approach gives pupils more practice in writing techniques such as paragraph building. Writing should be marked by the teacher and feedback activities should be organized based on learner errors.

Furthermore, the candidates do not possess a good range of vocabulary.

* In order to overcome these problems to some extent, more simple free writing activities should be practised from the early stages.
* Students should be taught to use simple language and use appropriate vocabulary to improve their performance in writing tasks.
* Students should be guided to pay special attention to write simple, grammatically correct, and meaningful sentences.
* Students should be made aware of selecting the tense according to the given topic.
* Teachers can help the students to make use of a mind map in planning to write paragraphs on a given topic.
* Teachers should give individual attention when marking the students' writing tasks and mark errors and mistakes using a code in order to give a good feedback to the students.

(eg - Sp - Spelling
Wc - Word choice
T - Tense)

2.2 Question paper II

2.2.1 Structure of the question paper II

* Time allocated for paper II is **two** hours.
* Paper II includes **eight** tests and **all** tests are **compulsory**. Test 14 has two choices whereas test 16 has four.
* The total mark for paper II is **60**.

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Vocabulary	½ × 10	05
10	Grammar	½ × 10	05
11	Language Proficiency	½ × 14	07
12	Grammar	1 × 5	05
13	Reading	1 × 5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - ½ × 2 2 - ½ × 2 3 - ½ × 2 4 - 1 × 1 5 - 1 × 1 6 - ½ × 2 7 - 1 × 1 8 - 1 × 1	01 01 01 01 01 01 01 01
16	Writing	C - 5, L - 5, O - 2, M - 3	15

2.2.2 Tests and expected answers, marking scheme, observations and comments

* Observations and comments on answering all the questions in Paper II are based on Graphs 2(a), 2(b) and 3.

- Test 9 – Vocabulary

Objective – ***Assess the ability to use appropriate word class in context.***

Technique – ***Selection***

❍ **Test 9 with expected answers :**

Complete the sentences selecting a word. There are two extra words.

(1) management, managerial, managing, manager, manage

(a) You must learn to .....manage..... your time efficiently.

(b) The hotel is under a new .....management..... now.

(c) The .....manager..... of the company is Mr. S. Perera.

(2) participatory, participant, participate, participative, participation

(a) The rebels agreed to .....participate..... in the peace talks.

(b) More .....participation..... of the younger generation in community work is necessary.

(c) Ruwan is an active .....participant..... in the Science Association.

(3) inventor, invention, inventive, invent

(a) Global communication was transformed by the .....invention..... of the internet.

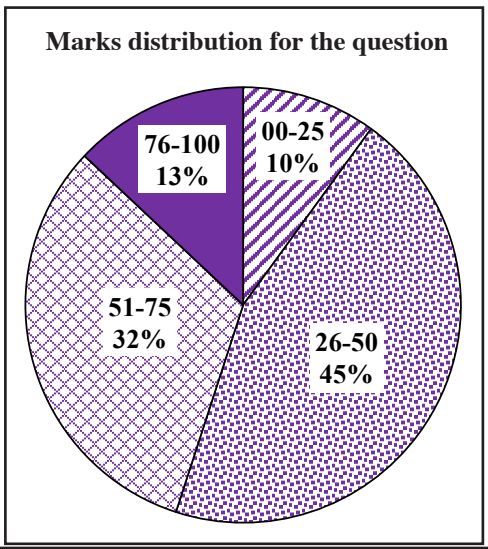
(b) He would .....invent..... any excuse to avoid doing homework.

(4) competitor, compete, competition, competitive

(a) Her dream is to .....compete..... in the Olympics.

(b) 'A' Level is a .....competitive..... examination.

Overall observations, conclusions and suggestions regarding the answer to Question 9 :

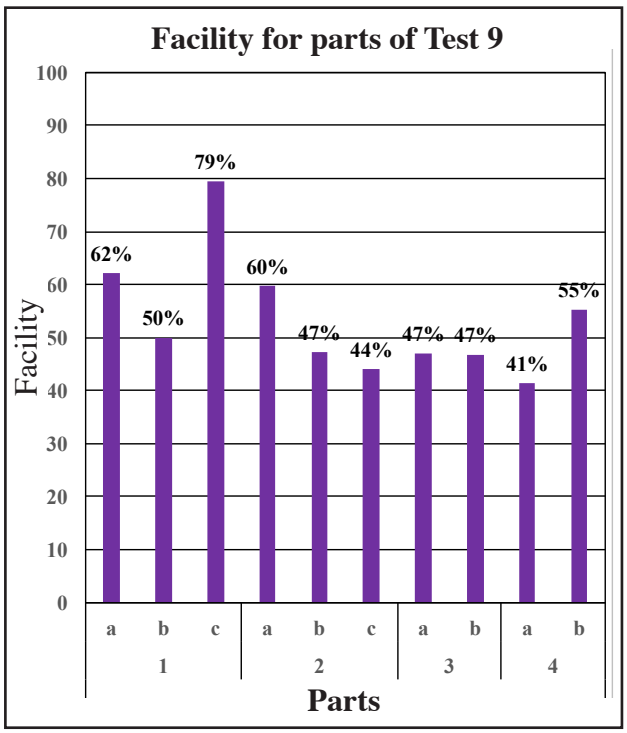


Almost all the candidates have attempted Test 9. Five marks have been allocated for this test item. The candidates have scored as follows.

00 - 25 range - 10%
26 - 50 range - 45%
51 - 75 range - 32%
76 - 100 range - 13%

Only 13% of candidates have obtained more than 76 marks. 10% of candidates have scored below 25 marks. 55% of candidates have scored below 50 marks and 45% of candidates have scored above 50 marks.

Observations and Comments on Test 9 :



Observations :

The test 9 is based on vocabulary. Facility for parts in Test 9 is as follows.

Part (1)	(a)	62%	Part (2)	(a)	60%
	(b)	50%		(b)	47%
	(c)	79%		(c)	44%
Part (3)	(a)	47%	Part (4)	(a)	41%
	(b)	47%		(b)	55%

The highest facility of 79% is recorded for part (1) - c and the lowest facility of 41% is recorded for part (4) - a. All the candidates have recorded over 40% for each part of Test 9.

COMMENTS :

This test seems to be a bit challenging item where the candidates have to identify the relevant word classes from the words given. Part (1) - c of the test item shows the highest facility. The reason might be that, the word, "manager" is a very familiar term in English and also the name is a clue for the candidate to find the answer.

It is proved that most of the students had no clear understanding about "word classes" of English, although many lessons on vocabulary are given in the text books.

Students know the word classes and may identify them in isolation. However, they fail in applying them in writing. Therefore, more practice activities should be given to the students to apply word classes.

It can be suggested that the teachers have to pay more attention not only to teach vocabulary but to the word classes too.

- Test 10 – Grammar

Objective – Assess the ability use words appropriately to complete a factual text.
Technique – Fill in the blanks.

❍ **Test 10 with expected answers :**

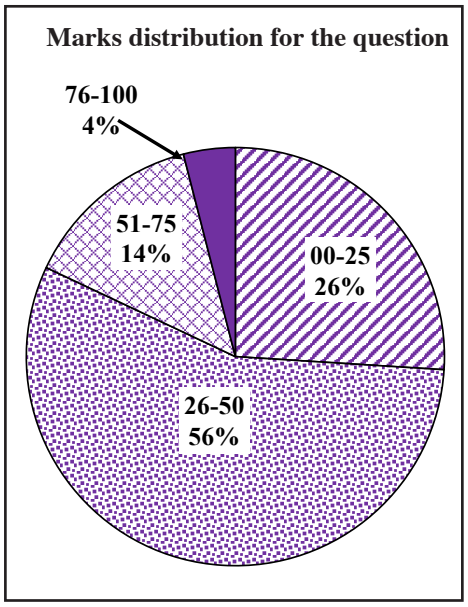
Fill in the blanks with the following verbs.

made up,	settled down,	turn back,	turned off,	fell into
ran into,	took off,	called off,	make for,	got up

Last Sunday was a rainy day. Mr Jayanath had to attend a meeting in school. His alarm didn't work and he (1) ...got up..... late, dressed quickly and ran to the bus stop. When he was about ten yards away the bus (2) .....took off..... . He began to walk, disappointed. Half way through, he (3) ...ran into..... an old friend and (4) .....fell into..... a deep conversation. All of a sudden it started to rain. Mr Jayanath wanted to (5) ...turn back..... , but he (6) ...made up... his mind to go because he thought it was important to (7) .....make for..... the meeting. When he reached the main hall there was no one. The lights were on. He (8) ...turned off... the lights and left the place.

It was only then that he saw the notice on the wall, "Due to bad weather the meeting is (9) ...called off... ." Back at home he drank a hot cup of tea and (10)setted downto read a book.

Overall observations, conclusions and suggestions regarding the answer to Question 10 :

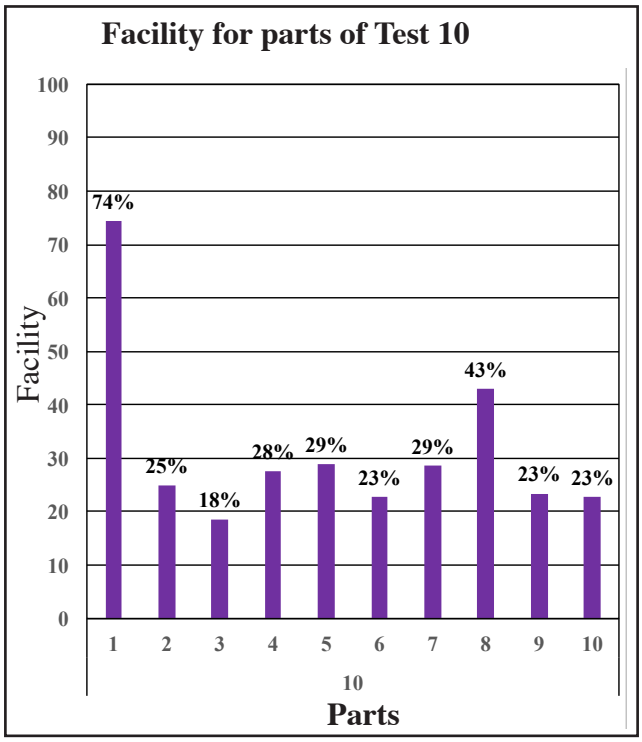


Almost all the students have attempted for Test 10. Five marks have been allocated for this question. The candidates have scored as follows.

00 - 25 range - 26%
26 - 50 range - 56%
51 - 75 range - 14%
76 - 100 range - 4%

Only 4% of the students have obtained more than 76 marks and 26% of the candidates have scored less than 25 marks. 82% of the candidates have scored below 50 marks.

Observations and Comments on Test 10 :



Observations :

Test 10 is based on grammar. The facility recorded for parts in test 10 is as follows.

Part (1) - 74%	Part (6) - 23%
Part (2) - 25%	Part (7) - 29%
Part (3) - 18%	Part (8) - 43%
Part (4) - 28%	Part (9) - 23%
Part (5) - 29%	Part (10) - 23%

The maximum facility of 74% is recorded for part (1) and the second highest facility is recorded for part (8) which is 43%. It is almost half of the highest recorded marks. The facility for all the other parts are below 30%. The lowest facility of 18% is for part (3) for all the other parts candidates have scored between 25% to 23%

COMMENTS :

The performance of candidates is not satisfactory

This shows that the candidates are not familiar with phrasal verbs

The highest facility has been scored for part (1), that is 74% as this phrasal verb is a commonly used one. For all the other parts, candidates show very low performance.

Suggestions

* As most of the students are not familiar with phrasal verbs they try to understand these verbs, by guessing the meaning of the action word in each phrasal verb.
* Teachers must pay attention to make their students aware of phrasal verbs by doing activities based on them.

- Test 11 – Language Proficiency

Objective – ***Assess the ability to identify the specific information.***
Technique – ***Overall proficiency of the language modified close.***

❍ **Test 11 with expected answers :**

Fill in the blanks with the words given within the box. There are three extra words.

interviewing,	salesmen,	say,	called,	pen,	looked,	to,	rupees, in,
asking,	my,	there,	favourite,	and,	different,	at,	he

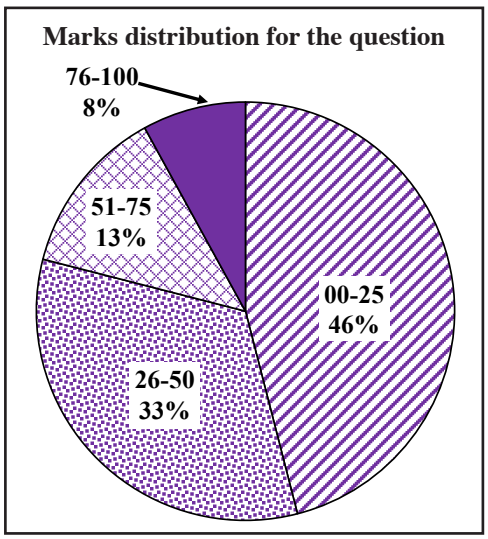
When I was the manager of a trading company in Colombo, it was my duty to interview young men and women for posts vacant in my department.

One of my (1) ...favourite..... techniques in interviewing prospective (2) ..salesmen... was to hand them (3) .....my..... expensive fountain pen and (4) .....say..... "Try to sell this (5) .....to..... me."

One day after (6) interviewing several applicants who used (7) ...different.... marketing skills, I was surprised (8) .....at..... the skills of an applicant. (9) .....He..... picked up my pen (10) .....looked..... at it, put it (11) .....in..... his pocket, sat back (12) .....and..... said, "Sir, for thousand (13) .....rupees..... you can have your (14) .....pen..... back."

I was so impressed I appointed him as an assistant manager within weeks.

Overall observations, conclusions and suggestions regarding the answer to Question 11 :

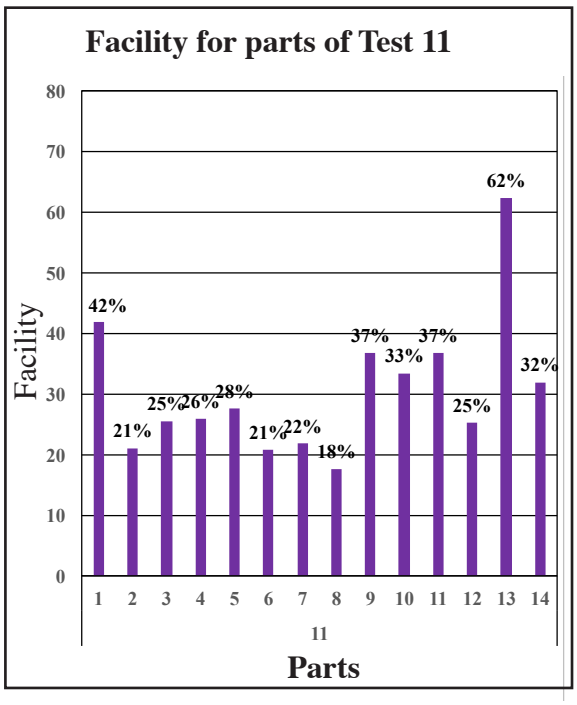


Almost all the candidates have attempted Test 11. 07 marks have been allocated for this test The candidates have scored as follows.

00 - 25 range - 46%
26 - 50 range - 33%
51 - 75 range - 13%
76 - 100 range - 8%

Only 8% of the candidates have scored more than 76 marks and 46% of the candidates have scored below 25 marks. 79% of candidates have scored below 50.

Observations and Comments on Test 11 :



Observations :

Test 12 is based on Language proficiency. Facility for parts of test 12 is as follows.

Part (1) - 42%	Part (8) - 18%
Part (2) - 21%	Part (9) - 37%
Part (3) - 25%	Part (10) - 33%
Part (4) - 26%	Part (11) - 37%
Part (5) - 28%	Part (12) - 25%
Part (6) - 21%	Part (13) - 62%
Part (7) - 22%	Part (14) - 32%

The highest facility of 62% is recorded for part (13) and the lowest facility of 18% is for the part (8), part (1), (9), (11) and part (13) are above 35%. Part (2), (6), (7) and part (8) are below 25%.

COMMENTS :

This test seems to be a difficult test item for the candidates because the performance for the test 11 was poor. The facility varies from 18% to 62%. Part 1, 9 , 11 and 13 are above 35%.

The word 'rupees' in part 13 shows the highest facility as it is a familiar word and at the same time there is a clue "thousand" for it.

Although the passage is not very difficult, the candidates have not been able to find the correct answers as they have to identify the sentence patterns and the relationships within sentences such as, word order, and subject verb agreement.

The reason might be due to lack of practice. Therefore, the teachers need to pay more attention on practicing reading activities.

Activities for guessing the meaning by context should be done in the class.

- Test 12 – Grammar

Objective – Assess the ability to report information correctly.
Technique – Completion.

❍ **Test 12 with expected answers :**

A comedy show called "**Don't Look Now**", is at a theatre in Colombo these days. These are the comments made by some newspapers and viewers.

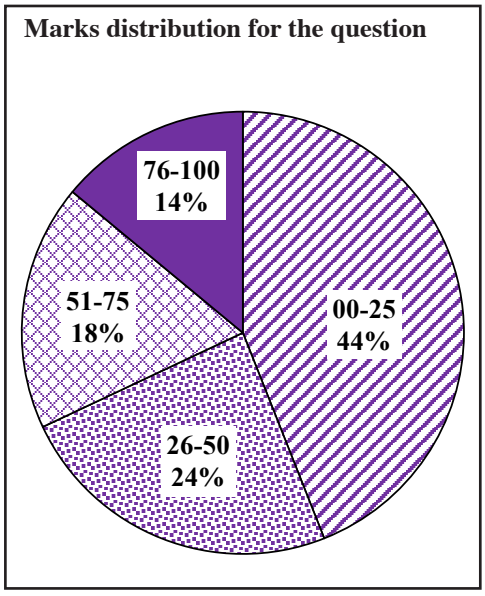
1. "People will love it" (The Daily News)
2. "It's a fantastic show" (The Daily Mirror)
3. "It will be a great success" (The Island)
4. "It's the funniest play I have ever seen" (An actor)
5. "The production is perfect" (A film producer)
6. "I can't remember a better show" (A singer)

Now report what the newspapers and viewers said.

e.g. :

1. The Daily News said that the people would love it.
2. The Daily Mirror said that ..... it was a fantastic show ..... .
3. The Island said that it ..... would be ..... a great success.
4. An actor said that it ..... was the funniest play he had ..... ever seen.
5. A film producer said that the ..... production was perfect ..... .
6. A singer said that he ..... could not remember ..... better show.

Overall observations, conclusions and suggestions regarding the answer to Question 12 :

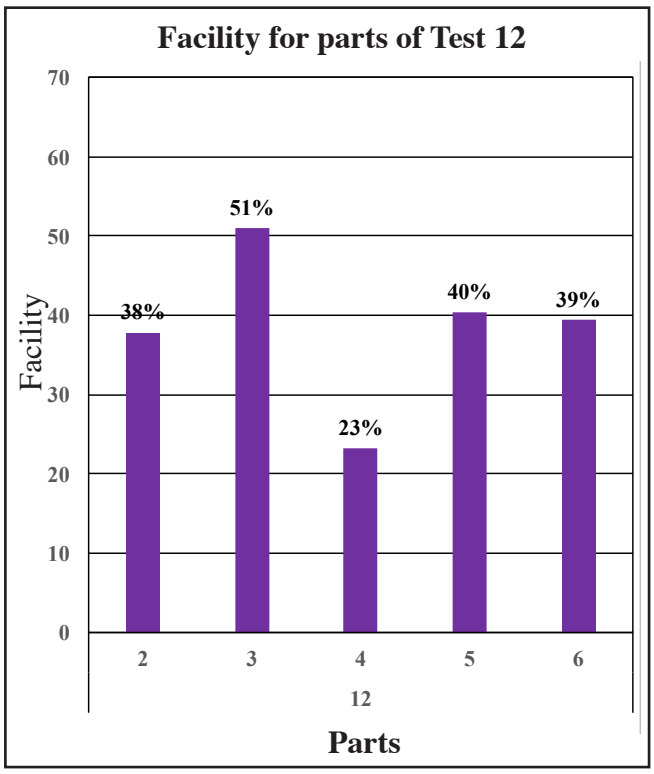


Almost all the candidates have attempted Test 12. 05 marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 44%
26 - 50 range - 24%
51 - 75 range - 18%
76 - 100 range - 14%

Only 14% of candidates have scored more than 76 marks. 44% of the candidates have scored below 25 marks. And 68% of candidates have scored below 50 marks.

Observations and Comments on Test 12 :



Observations :

Test 12 is based on grammar. The facility for parts of Test 12 is as follows.

Part (2) - 38%
Part (3) - 51%
Part (4) - 23%
Part (5) - 40%
Part (6) - 39%

As a whole, the facility for this question is very low. It lies between 23%-51%. The highest facility is 51% and it is for part (3). The lowest facility of 23% is for part (4).

COMMENTS :

The technique used in this question is completion. This test seems rather difficult for the students. It assesses the ability of the students to use the reported speech appropriately.

The facility for Test 12 is comparatively low as the students find it difficult to understand the reported speech.

Though they have understood the basic rules in reported speech they have not been able to understand the complex situations. It clearly shown in part 3, where the verb 'will be' was transferred into 'would be' easily, but in part 4 they have found it difficult to transfer "It's the funniest play I have" into "was the funniest play he had".

This test might help very much in discriminating the better performance from the lower performance.

Most of the average students do not pay their proper attention to the reported speech because they think that various kinds of grammar rules are included in reported speech. In order to make the students interested in reported speech teachers can pay their attention to the following suggestions.

* Teachers can impress the students that the reported speech is a very important and interesting grammar item.
  - It can be put into practise with real life situations.
  - It can be taught using simple teaching strategies.
    Eg : rhymes, mini dramas and group songs.
* More activities should be provided for the students paying attention for the imperatives, statements and questions.
* Each and every production made by the students should be checked by the teacher.
* Students should be given constant practise in similar type of tests.

- Test 13 – Reading

Objective – Assess the ability to read and understand a set of instructions.
Technique – Categorizing.

❍ **Test 13 with expected answers :**

Read the poem and answer the questions given.

Under Ground

In the deep kingdom under ground
There is no light and little sound.
Down below the earth's green floor
The rabbit and the mole explore.
The quarrying ants run to and fro
To make their populous empires grow.
Do **they**, as I pass overhead,
Stop in their work to hear my tread?
Some creatures sleep and do not toil,
Secure and warm beneath the soil.
Sometimes a fork or spade intrudes
Upon their earthly solitudes.
Downward the branching tree-roots spread
Into the country of the dead.
Deep down, the buried rocks and stones
Are like the earth's gigantic bones.
In the dark kingdom under ground
How many marvellous things are found.

James Reeves

(1) (a) Is the kingdom under ground a quiet world or a noisy world?
a quiet world

(b) Which words tell you this? little sound

(2) Find **two** other words / phrases in the poem which mean 'under'.
(i) below/deep down (ii) beneath

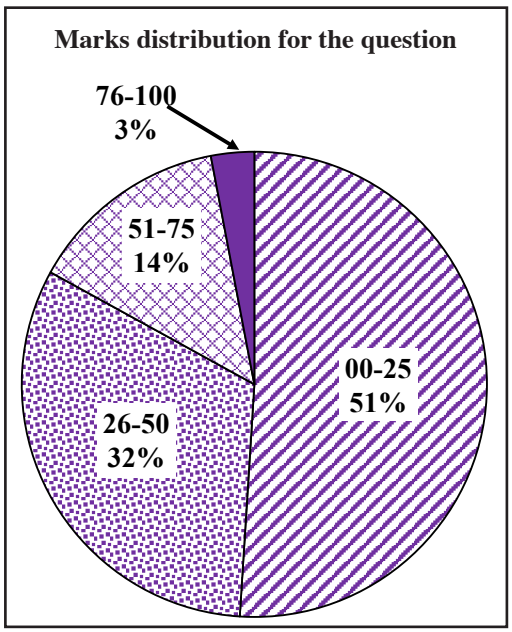
(3) The poet says 'they' stop their work to hear his walk. Who are referred to as 'they' in line 7? ants

(4) What **two** tools disturb the silence of the earth occasionally?
(i) fork (ii) spade

(5) (a) How do some creatures who do not work find their sleep under ground?
secure and warm

(b) Who seem to be the busiest creatures? ants

Overall observations, conclusions and suggestions regarding the answer to Question 13 :

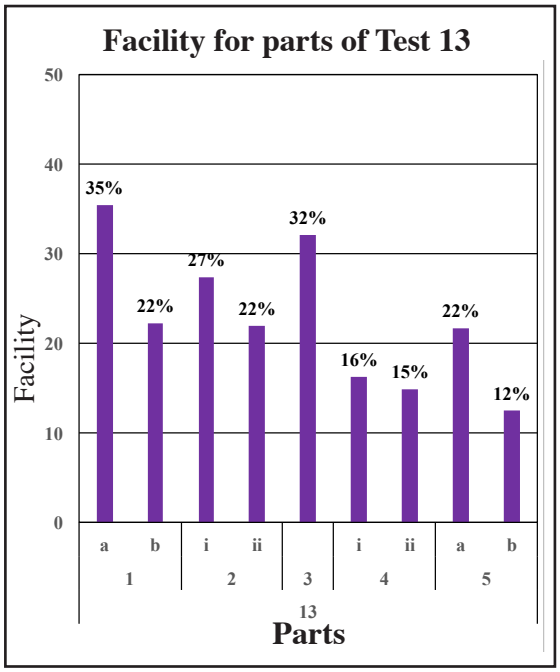


Almost all the candidates have attempted Test 13. Five marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 51%
26 - 50 range - 32%
51 - 75 range - 14%
76 - 100 range - 3%

Only 3% of the candidates have obtained more than 76 marks and 51% of candidates have obtained below 25 marks. 46% have obtained between 26 - 75 marks. The majority of the candidates are between 00-25 marks.

Observations and Comments on Test 13 :



Observations :

Test 13 is based on reading. The objective was to assess the ability to read and understand a simple poem. And the technique was to answer the questions. The facility for parts in Test 13 as follows.

Part (1)	(a) 35%	Part (2)	(i) 27%
	(b) 22%		(ii) 22%
Part (3)	32%	Part (4)	(i) 16%
			(ii) 15%
Part (5)	(a) 22%		
	(b) 12%		

The highest facility of 35% is for part (1) (a) and the lowest facility of 12% is for part (5) (b). The second highest facility of 32% is for part (3). The lowest facility of 12% is recorded for 5 (b).

COMMENTS :

In this question the students have been tested on reading and understanding a poem. The candidates seem to be weak in understanding the poem and it had been a challenging question for the candidates.

According to the statistics shown in the graph, the facilities vary from 12% to 35%. This shows the inadequate proficiency of the target language of the candidates. The highest facility has been obtained for Question (1) (a). This might be, because in the Question there is a supporting phrase; "... quite world of noisy world". So the students were able to pickup the correct answer.

The lowest facility of 12% is for Question 5 (a). It may be because the students are not aware of the word "creatures" and also the answer is embedded in the line.

The facility for Question 5 (a) is 22%. The expected answer was "secure and warm". But many students have used only one word. One word answer did not carry any mark. Teachers must pay students' attention to these matters.

The teachers are advised to help the students by giving various interesting poems to motivate their comprehensive power.

Students should be made aware that wrong spelled words would result in losing marks.

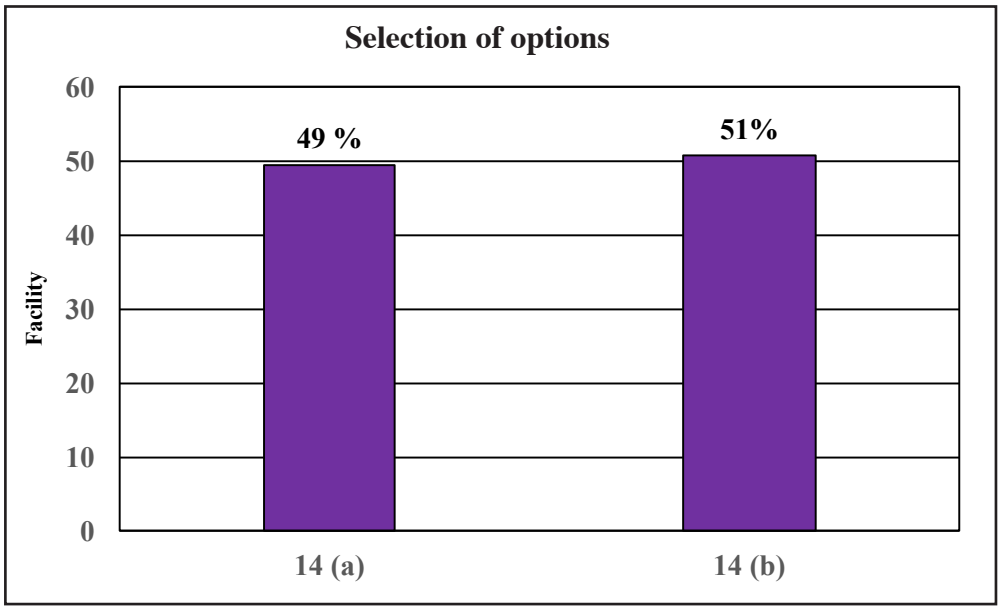
- Test 14 – Writing

Objectives – (a) Assess the ability to write an informal letter
(b) Assess the ability a description interpreting the information given in the table
Technique – Guided writing

❍ **Test 14 :**

(a) You plan to visit your uncle after the examination. Write him a letter informing him about it. Include the following. Use about **100** words.
- how you feel about the exam
- when you expect to visit him, for how long
- things you like to do
- places you like to visit

Test 14 : Selection of options



Expected Answer :

No : 325,
Grand Street,
Mawanella.
09.12.2017

Dear Uncle,

Are you doing well nowadays? I'm so sorry for not been able to write to you for a long time as I was busy with my O/L exam. Now I feel so relaxed because I faced that exam well.

Uncle, we hope to visit you next Sunday. I wish to stay for a few days with your family. I'm eagerly waiting to see you all.

I'm sure my cousins Mahesh and Maheshi are also waiting to spend the time with me, I still can remember how we spent our last vacation with them. I'm willing to taste aunty's famous "Ambulthiyal" and "Polos" curry. I love to meet village friends and play cricket with them in the paddy field behind your house.

I like to visit the village temple to see the ancient paintings and watch the movie "The lost world - 4" .

Please give my loving regards to all at home . Hoping to see you soon. God bless you!

Your loving son
Ayesh

OR

(b) The following table tells you where 125 students in your school like to study after their A/L Examination. Write a description based on the information given in the table. Use about **100** words.

	Country	Number	Percentage (%)
1	America	30	24
2	England	28	22.4
3	Japan	25	20
4	India	10	8
5	Russia	10	8
6	Australia	15	12
7	Other countries	7	5.6
	Total	125	100

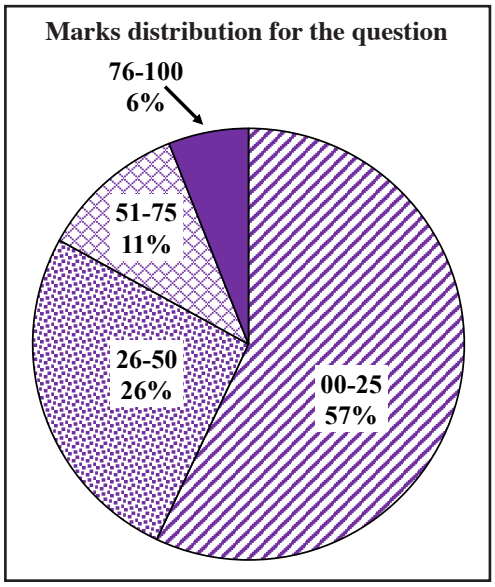
Expected Answers :

This table shows where 125 students of our school like to study after their A/L examination.

According to this table, most of the students like to study in America while the least number of students likes to study in the other countries which are not mentioned in the table. An equal number of students likes to study in India and Russia. That is 8%. Twenty eight students like to study in England while 25 students like to study in Japan. Their percentages are 22.4 and 20 respectively. Twelve percent of students like to study in Australia.

The information in the table gives an indication that the majority of the students likes to study in the developed countries of the world.

Overall observations, conclusions and suggestions regarding the answer to Question 14 :

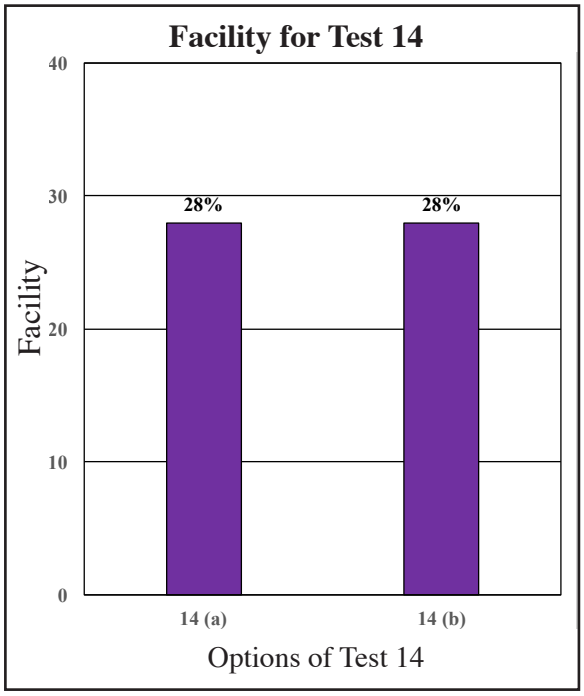


Almost all the candidates have attempted Test 14. 10 marks have been allocated to this test item. It consists of two options. 14 (a) writing an informal letter, 14 (b) writing a description about the given table.

00 - 25 range - 57%
26 - 50 range - 26%
51 - 75 range - 11%
76 - 100 range - 6%

17% of candidates have obtained more than 50 marks. 57% of candidates have scored below 25 marks and 83% of candidates have scored below 50.

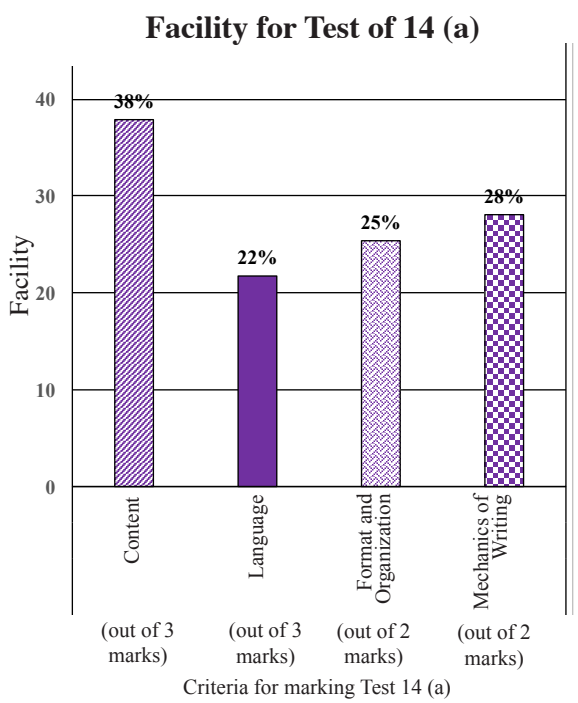
Observations and Comments on Test 14 :



Observations :

Test 14 is based on guided writing. Facility for parts (a) and (b) of Test 14 is equal. It is 28% each. According to the chart Test 14 seems to be difficult.

Test 14 (a) is based on guided writing. Facility for Test 14 (a) is 28%



Observations :

According to the graph, the facility shown under each criteria is as follows.

Content	- 38%
Language	- 22%
Format and Organization	- 25%
Mechanics of Writing	- 28%

The highest facility was for the content and the lowest facility was for the language.

The marking criteria for this test item is as follows.

Content	- 3
Language	- 3
Format and Organization	- 2
Mechanics of Writing	- 2
	10

COMMENTS :

According to the statistics, almost all the students have attempted this test item, but the facility for the Test 14 (a) is 28%. This shows that the majority of students were unable to score good marks for this test. The least facility has been recorded for Language and the highest facility has been for the Content. Facility for all 4 criteria is below 40%.

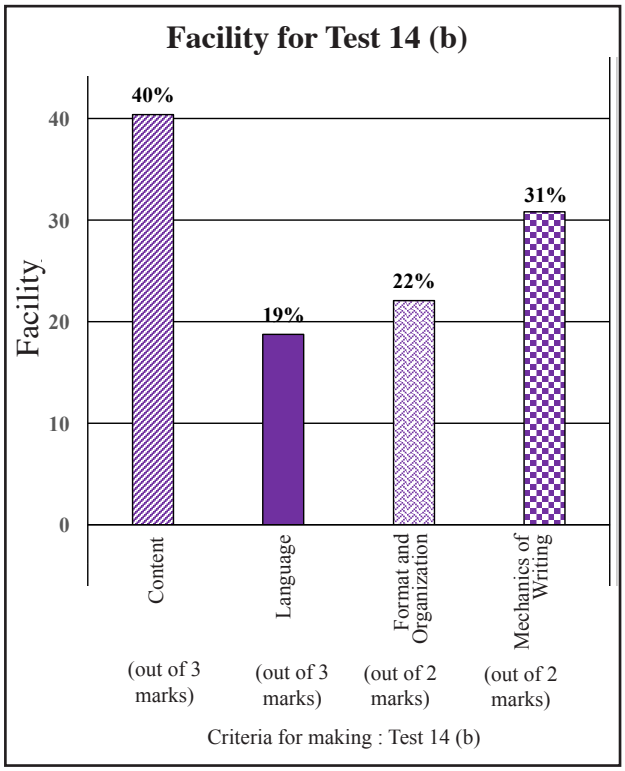
The low facility shows that these types of tests are not easy for the students. It proves that the poor writing skill has become a barrier for the students to perform well in the examinations.

The technique used in this Test is guided writing. If the candidates follow the given guidelines and produce a relevant piece of writing, they can score marks. Unfortunately, they are not aware of it and copy irrelevant parts from the text in the space given .

The candidates have scored very low marks for Language than Content. It clearly shows that, most of the candidates are very poor in constructing grammatically correct meaningful sentences. As writing is a unique skill, teachers should pay individual attention to their students and should recognize the common errors done by them.

To minimise the frequency of errors the teachers should correct the errors then and there in the classroom. Teacher should encourage their students to have peer correction too. It is better to start improving writing skills of students at the very beginning. Teachers should encourage their students to read more and more as it is integrated with writing.

Observations and Comments on Test 14 (b) :



Observations :

According to the graph, facility shown under each criteria is as follows.

Content	-	40%
Language	-	19%
Format and Organization	-	22%
Mechanics of Writing	-	31%

The marking criteria for this item is as follows.

Content	-	3
Language	-	3
Format and Organization	-	2
Mechanics of Writing	-	2

COMMENTS :

The low facility of 28% shows that the candidates are not successful in their attempts to answer the question 14 (b). The low facility shows that the majority of the students have been unsuccessful in scoring marks. Criteria for marking shows the lowest facility is for Language and the highest facility is for content. The facility for all criteria is below 40%.

The low facility shows that interpreting a table is a difficult task for the candidates. Here also the candidates have been unable to score marks, as they have been poor in their writing ability. That's why the candidates have recorded more marks for content than language because content offers marks only for the data given in the table, not for grammar. 10 marks have been allocated for Content, Language, Format and Organization and Mechanics of Writing as 3, 3, 2, 2 respectively.

The technique used in this test is guided writing. If the candidates follow the given data in the table to write few sentences, they can score some marks. But, the candidates are not aware of it and they copy the reading texts in the paper itself. Some candidates write totally irrelevant things just to fill the given space.

As they have shown poor performance in writing sentences describing the statistics, teachers should practice their students by doing more and more activities on that particular area of writing to improve their students.

By practicing these types of texts, students can improve their writing ability and score more marks at the examination.

- Test 15 – Reading

Objective – Assess the ability to read, understand and interpret directly and indirectly stated information in a descriptive text.

Technique – Answering questions.

❍ **Test 15 with expected answers :**

Read the text and answer the questions.

① Back in the 16th century in a tiny village near Nuremberg, lived a very poor family. In order to keep food on the table for his family, Durer, the father worked almost 18 hours a day at his trade. Despite their poverty, two of Durer's sons, Albrecht the younger and Albert the elder had a dream. They both wanted to study art at the academy in Nuremberg, but they knew that their father would never be financially able to send either of them there.

② After many long discussions at night, the two boys finally had a plan. They would toss a coin. The loser would go to work in the nearby mines and with his earnings support his brother while he attended the academy. Then, in four years, when that brother who won the toss completed his studies, he would support the other brother at the academy with sales of his artwork.

③ They tossed a coin on a Sunday morning. Albrecht won the toss and went off to Nuremberg. Albert went down into the dangerous mines and for the next four years financed his brother. Albrecht's works of art were far better than those of most of his professors and by the time he graduated he was beginning to earn lots of money.

④ When the young artist returned to his village, the Durer family held a festive dinner to celebrate his triumphant homecoming. After the memorable meal, Albrecht rose to thank his beloved brother for the years of sacrifice that had enabled him to fulfil his ambition. He said, "Albert, Blessed brother of mine, now you can go to Nuremberg to pursue your dream and I will take care of you."

⑤ Tears streamed down Albert's pale face. He said softly, "No brother, I cannot go to Nuremberg. It is too late for me. Look what four years in the mines have done to my hands! The bones in every finger have been smashed. Lately I have been suffering from arthritis so badly that I cannot hold a pen or a brush to make delicate lines on parchment or canvas. No brother, for me it's too late."

⑥ More than 450 years have passed. Now, Albrecht Durer's hundreds of portraits, pen and silver-point sketches and copper engravings hang in every great museum in the world. Albrecht Durer's work of art "Praying Hands" is world famous.

⑦ Some believe that Albrecht Durer drew his brother's abused hands with palms together in honour of his brother Albert. He called his powerful drawing simply "Hands", but the entire world almost immediately opened their hearts to his great masterpiece and renamed his tribute of love, "Praying Hands".

Let this work be your reminder that no one ever makes it alone!

(A condensed version – Writer unknown)

1. Select the most suitable phrase and underline it.

(i) Both Albrecht and Albert, the two brothers

(a) were able to go to Nuremberg academy.

(b) wanted to go to Nuremberg to study art.

(c) wanted their father to finance them to study art.

(ii) Albrecht's works of art were

(a) not good as those of his teachers.

(b) not upto his professor's expectations.

(c) much better than those of his teachers. (01 *mark*)

2. According to their plan, what did the two brothers do during the four years?

(a) Albrecht – went to study at the academy/ studied at the academy/studied

(b) Albert – worked in the mines/supported/financed his brother/

(accept any relevant grammatically correct answer)

(01 *mark*)

3. Select words from the passage to complete the sentences. (Use only one word in each blank)

(a) To feed his family Durer ..... worked ..... for long hours daily.

(b) After Albrecht's graduation, he came back to his own ..... village/family/home .....

(01 *mark*)

4. How did Albrecht and Albert decide who should go to the academy?

tossed a coin/by tossing a coin/tossing a coin

(01 *mark*)

5. Who was honoured by the masterpiece titled "Praying Hands"?

Albert/Alberecht's brother

(01 *mark*)

6. Read paragraph ④ and find a word which has the same meaning as the following.

(a) successful and undefeated - triuphant

(b) cannot be forgotten - memorable (01 *mark*)

7. Write the sentence which says that Albert's hands have been damaged.

The bones in every finger have been smashed

(01 *mark*)

8. Underline the correct answer.

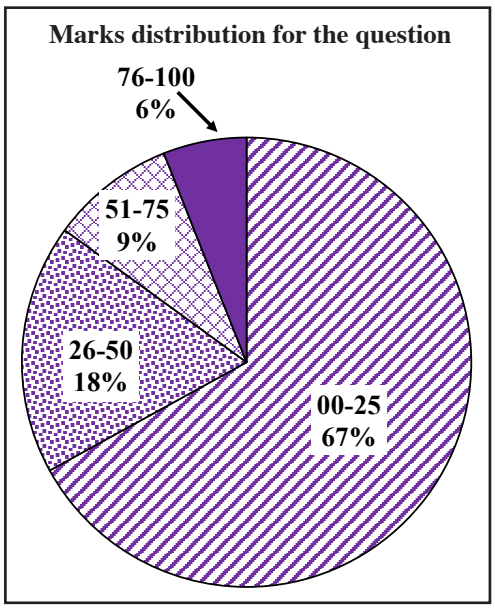
The best title for the passage is,

(a) 'Sacrifice of a poor family.'

(b) 'Tribute to a loving brother.'

(c) 'How to realize a dream.'

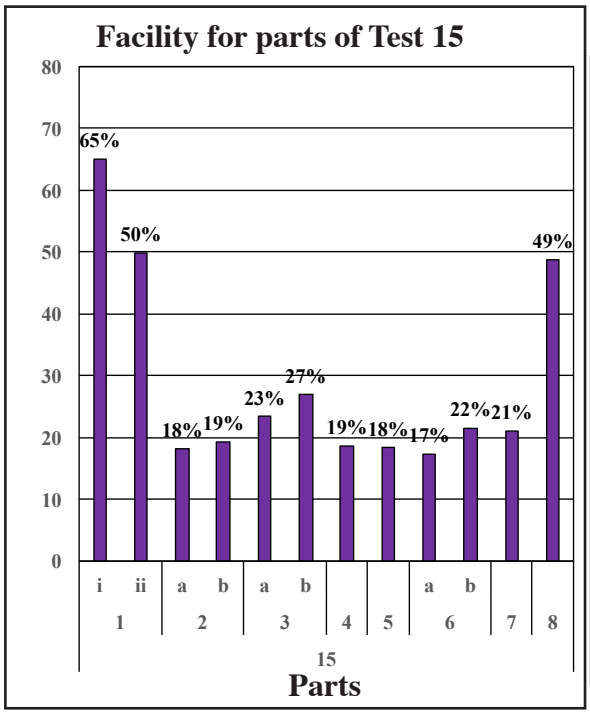
Overall observations, conclusions and suggestions regarding the answer to Question 15 :



Almost all the candidates have attempted the test 15. Eight marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 67%
26 - 50 range - 18%
51 - 75 range - 9%
76 - 100 range - 6%

Observations and Comments on Test 15 :



Observations :

The Test 15 is based on reading. The objective of the question was to assess the ability to read, understand and interpret directly and indirectly stated information in a descriptive text. The technique used in this test is answering questions. The facility for parts in Test 15 is as follows.

Part 1	i	- 65%	Part 5		- 18%
	ii	- 50%	Part 6	a	- 17%
Part 2	a	- 18%		b	- 22%
	b	- 19%	Part 7		- 21%
Part 3	a	- 23%	Part 8		- 49%
	b	- 27%			
Part 4		- 19%			

The highest facility of 65% is for part (1) i. The second highest facility is 50% is for part 1 (ii) 49% of facility is scored for part 8. Very poor performance is seen in part 2, 4, 5, 6 and 7.

COMMENTS :

Test 15 was meant to assess the ability to read directly and indirectly stated information.

The highest facility of 65% is scored for questions (1) part (i) and part (ii) bearing 50%. The second highest facility of 49% has been recorded for Question (8).

The facility for question (3) part (b) was 27%. The question reflected the phrase, 'he came back to his own'. Which was taken directly from the test. This could have been a clue to find the answers.

Candidates have had in difficulties in answering questions (2) and (5) as the names given in the paragraph are not familiar and confused; "Albrecht and Albert"

Furthermore, the candidates have failed to use the appropriate answer for the other questions, due to difficulties of reading and understanding. It clearly shows that the facilities vary from 17% to 27%.

The students should be guided to apply the reading techniques like scanning, skimming and inferring when attempting to answer the questions. Also they should be introduces to longer reading texts.

Teachers should correct the students' answers in their classroom activities and give comments and encourage the students to write the answers.

- Test 16 – Writing

Objective – Assess the ability to write
1. *an article to a newspaper*
2. *a speech on a given topic*
3. *an essay on given topic*
4. *a story*

Technique – (a), (b), (c), (d) Guided writing.

❍ **Test 16 :**

Write on **one** of the following. Use about **200** words.

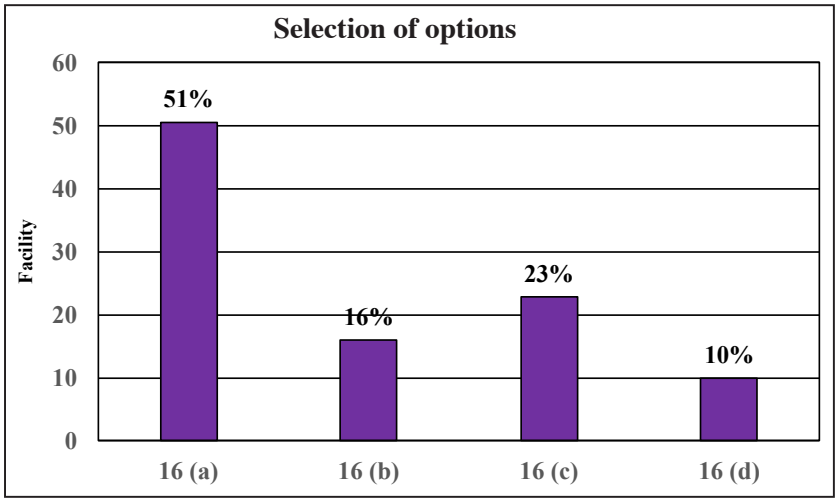
(a) Write an article to a Children's newspaper on the following topic.
'Watching TV: its advantages and disadvantages'
- ▲ form of entertainment
- ▲ useful for studies
- ▲ can get addicted
- ▲ neglect studies and other works

(b) Imagine you have been appointed as the head prefect of your school. Write a speech you would make at the morning assembly on 'Lets make our school the best school in the district'.
Include:
- ▲ attention to studies
- ▲ sports etc.

(c) Write an essay on 'Our responsibility towards preventing Dengue in our area'.
Include:
- ▲ keeping the environment clean
- ▲ destroying dengue breeding places
- ▲ constant supervision (you may include other information also)

(d) Write a story. Begin as follows:

Test 16 : Selection of options



Test 16 offers a wide range of choices for the candidates. The test carries equal marks (15) for each choice. The selection of choice is as follows.

1. Writing an article - 51%
2. Writing a speech - 16%
3. Writing an essay - 23%
4. Completing a dialogue - 10%

Comments :

According to the graph, the highest percentage of candidates, 51% have selected 16 (a) which is to write an article on "Watching T.V. It's advantages and disadvantages". Students might have selected this general topic due to their ability to presents facts.

The second highest percentage of 23% is for question 16 (c) where the candidates had to write an essay on "our responsibility towards preventing Dengue in our area". This is a current topic of interest in the county and it is widely discussed in media due to its dangerous nature. The general awareness of the type has motivated 23% of the candidates to select this topic.

Only 16% of the candidates have selected 16 (b) to write a speech even though the guidelines have been given.

The least number of candidates 10% had chosen 16 (d), to write a story. This is a free writing activity. The candidates need a range of good vocabulary and grammatical structures to write a story.

Expected Answer :

(c)

Our responsibility towards preventing Dengue

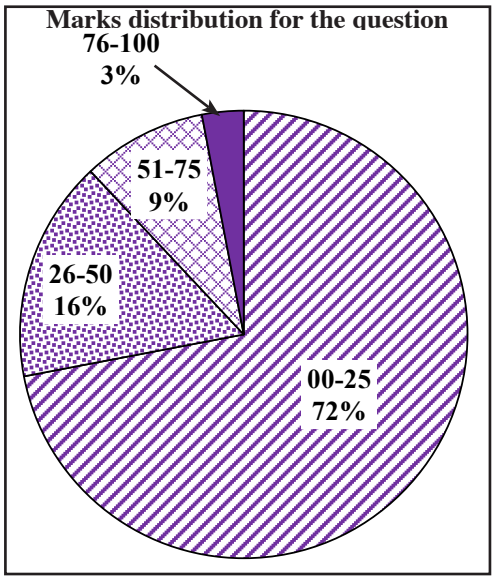
Dengue is a deadly disease spread by a mosquito. It can be seen everywhere in the country and it causes a lot of deaths. I wonder how such a little insect could cause that many deaths. However, it's our responsibility to take actions to prevent this disease.

When talking about preventing dengue, it is very important to keep the environment clean. It has been found even a carelessly thrown egg shell in which the rain water collects is a breeding ground for the mosquitoes. It is the truth, even though it is unbelievable. Therefore, we should clean our house and the garden properly. We must pay much attention to the places where water collects and stagnates, such as drains, ponds, pits and dilapidated wells. We also must avoid throwing coconut shells, tins, plastic bottles, polythene wrappers and bags everywhere in the garden. Refrigerators must be cleaned regularly. It is very essential to check the vases and flower pots.

As a precautionary action the government has introduced the 3 Rs; Reduce, Reuse and Recycle. The Ministry of Health conducts programmes to make the people aware of reducing the breeding of dengue.

Therefore, it's our duty to prevent dengue and help each other to lead a healthy life.

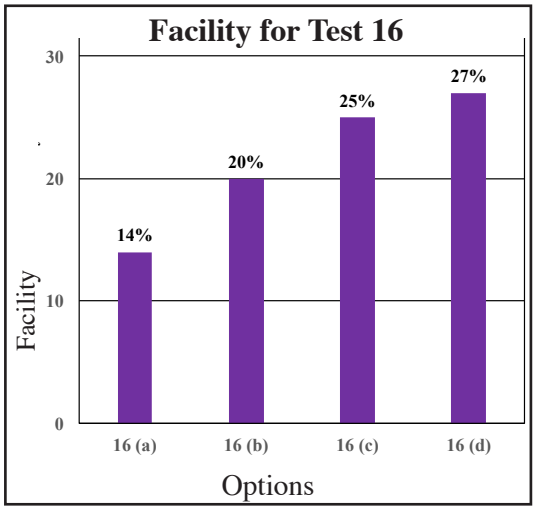
Overall observations, conclusions and suggestions regarding the answer to Question 16 :



Majority of the students have attempted Test 16. 15 marks have been allocated for it. The candidates have scored as follows.

00 - 25	range	-	72%
26 - 50	range	-	16%
51 - 75	range	-	9%
76 - 100	range	-	3%

Observations and Comments on Test 16 :



Observations :

Test 16 is based on guided writing and free writing. It has 4 options and the overall facility of each option is as follow,

Option (1) - 14%
Option (2) - 20%
Option (3) - 25%
Option (4) - 27%

COMMENTS FOR 16 (a) :

Option 1 was a guided writing item where the candidates had to write an article. However, they have not been able to produce good results.

It is suggested that the teachers should practice more writing activities and allow the students to organize and express their ideas. Basic grammar structures which will be useful for writing and article must be taught repeatedly for better writing. The teachers should familiarise the students with some useful phrases that may help the candidates to build up sentences.

The following tips too may help the candidates to produce a good article.

- Beginning and the ending
- Meaningful paragraphs linked to each other.
- Relevant vocabulary
- Simple and complex sentences with correct grammatical patterns.
- Required length.

COMMENTS FOR 16 (b) :

Test 16 (b) is based on a speech. The candidates had to write a speech on "Let's make our school the best school in the district" to be delivered in the school assembly. Candidates had been guided with some points to include.

The following tips too may help the candidates to produce a good speech.

- Students should be taught the correct format of a speech with the start, the building up and how to conclude.
- They should be given many opportunities to write and deliver speeches.
- They should be taught relevant language expressions according to the situations.
- Encourage students to deliver speeches in functions taking place in school.

COMMENTS FOR 16 (c) :

Test 16 (c) based on a guided writing. The candidates had to write an essay on the given topic.

The candidates were asked to write an essay on "Our responsibilities towards preventing Dengue in our area". Even though this is a widely spoken topic, the candidates have shown less performance.

The following tips too may help the candidates to produce a good essay.

- Teachers should encourage the students to attempt writing activities by getting them to write more on current topics. Group work can be arranged prior to writing with the use of newspaper articles, magazines, reports, advertisements moments etc. to collect facts.
- Students should pay their attention to spelling as they will lose marks for spelling errors.
- Effective feedback should be given to students in the areas of vocabulary, simple and complex patterns organization and grammar.
- Students should pay attention to capitalization, correct use of punctuation marks connective devices and correct format of essay writing.

The teachers should practice more writing activities. Grammar should be taught from grade 6, starting from simple to complex sentences. Teachers must pay more attention on facilitating students to practice different kinds of structures to build up sentences like sv, svc, svor.

COMMENTS FOR 16 (d) :

Test 16 (d) is based on a free writing. The candidates are asked to write a story. The overall facility shows that the candidates who have attempted this question have not been successful. This means many of the students have problems in constructing grammatically correct meaningful sentences.

The following tips too may help the candidates to produce a good story.

- Students should be able to build up a story with proper beginning and ending.
- They should use the relevant tense.
- The students should be provided more opportunities to relate stories in the classroom.
- Teachers must pay individual attention on the student performance.
- Teachers should make the students aware of their weaknesses through regular corrective feedback on their work.

(1) **Expected Answer**

Test 16 - (a)

Write on **one** of the following. Use about **200** words.

(a) Write an article to a Children's newspaper on the following topic.
'Watching TV: its advantages and disadvantages'

- ▲ form of entertainment
- ▲ useful for studies
- ▲ can get addicted
- ▲ neglect studies and other works

Watching TV : its advantages and disadvantages.

Television is the most popular and the most interesting media in the world. In Sri Lanka, we can find a television in every nook and corner. People gather around a television every evening for entertainment.

It is an interesting form of entertainment. There are different kinds of entertainment programmes such as musical, dancing, cookery, cartoons, films, tele-dramas and various competitions. Some programmes are very interesting and some are not. Sometimes, we can learn a lot through TV but sometimes not. The educational programmes are really helpful for our studies because we can learn or listen to the same lesson that we have learnt in school. It helps us to understand better.

Some children get addicted to television and pay more attention to entertain themselves. As a result, they neglect their studies. If you go on watching films and cartoons everyday you will get addicted to them. Spending a lot of time in front of a television is an act of wasting our valuable time.

If we decide to watch selected good quality television programmes it will be an advantage for us. These programs actually help us enhance knowledge around us.

A television is a device which brings both good and bad values to life. Also it telecasts different kinds of programmes. It tries to grab people with different attitudes. Therefore, it is our duty to select the relevant programmes and enhance our knowledge as well as entertain ourselves.

(2) Expected Answer

Test 16 - (b)

(b) Imagine you have been appointed as the head prefect of your school. Write a speech you would make at the morning assembly on 'Lets make our school the best school in the district'.

Include:

- attention to studies
- sports etc.

'Let's make our school the best school in the district'

Good morning! Dear Principal, teachers and my dear friends, As the newly appointed Head Prefect of our school I would like to speak a few words on "Let's make our school the best school in the district".

I suppose it's my duty to bring my school to the top position in the district. It should reach the top through a balanced development in studies and sports. I feel studies and sports go hand in hand. If you and I can have a balanced mind in a physically sound body, we can be healthy citizens for the country.

Studies are very important. We come to school to study from books, share experiences and learn to work together in groups. We must have our own aims and objectives in our studies. It is not merely passing the examinations. But also our skills and personality must develop and we must determine to work hard to raise our school to the top among other schools in the district. Can't we be the best school in the district this year? Yes we can. It should not be a dream.

Well, You all know the glory of our school for sports. Yes, during the past three years we have gained a lot of achievements in sports. It shows the strength of our school. I proudly mention you about the cricket team. Well, being the vice captain of under seventeen cricket team, I was able to bring the Champion's trophy last year. It was a dream to our school. We were able to win the all island champion's trophy,as a result of our dedication and commitment.

Yes, not only cricket the other sports like volleyball, badminton, carrom and chess were also able to bring the school to a good position in the district level.

Well, my dear friends, I would like to make a humble request before I conclude my speech. That is if you love your school and respect it, please be a balanced child, in both education and sports. Then only we can develop good personalities. Thank you very much for giving me this opportunity. Thanks for listening to me. I wish a pleasant day to all of you!

(3) Expected Answer

Test 16 - (c)

(c) Write an essay on 'Our responsibility towards preventing Dengue in our area'.
Include:

- ▲ keeping the environment clean
- ▲ destroying dengue breeding places
- ▲ constant supervision (you may include other information also)

Our responsibility towards preventing Dengue in our area

Dengue is a hazardous health issue in our country. All of us must get together to stop spreading this disease. Each an every one of us have a responsibility towards preventing Dengue.

Keeping the environment clean is the solution to stop spreading dengue. It is our responsibility to keep in and around the place clean where we live. Daily sweeping, dusting and disposing garbage is very important. We should dump them classified into plastic,glass,paper,food waste etc . Removing unnecessary goods are very important to keep our environment clean.

We must find out the dengue breeding places in our surroundings. It is a must to cut down over grown plants, trees and bushes. These are the places where we find the mosquito breeding places. Cleaning drains and waterways is also very important. We must clean the gutters once a month because it is found that there is a possibility of having mosquito breading places in them.

Although we clean our environment we need to have constant supervision. This is also very important as we live in a family. The family members can keep an eye on their surroundings. Then it is easy to identify the breeding places. The constant supervision could be done with the help of the government officials too. Specially, the health inspectors of the area and the Grama Niladhari could make people aware and direct their attention towards keeping the environment clean. Then it is easy to control mosquito breeding.

Conducting "Shramadana", seminars and workshops to aware the community is also important to remove the threat of this deadly disease. It is the responsibility of all citizens to make a collective effort to prevent dengues.

(4) Expected Answer

Test 16 - (d)

(d) Write a story. Begin as follows:

As I approached the deserted house at the end of the road I saw .....

As I approached the deserted house at the end of the road I saw that the door was closed. I looked around to find whether any body was there outside. There was only a dog, which had not taken a proper diet for a long period. It ran away as soon as it saw me.

I noticed that no body had been to this area, because the whole place was covered with big trees, bushes and long grass. I remembered my grand father telling me not to go there as it was declared by the villagers as a haunted house.

My heart began to beat fast. I felt my blood flowing faster I managed to reach the door. It was fully covered with dust. I tapped the door, but no body answered. The door was not locked, neither the windows.

I turned the knob, pushed the door and stepped into the house. I was curious to explore the house, since my grand father asked me not to go there.

Suddenly, to my surprise many bats flew away through the dust; their sound made me scared, and I wanted to run away. However, I made up my mind to go ahead. "Who are you, little brat?" An angry voice was heard behind me. There was a fat man with a big mustache who suddenly pushed me and ran out quickly. I managed to get up and wanted to see who that person was.

Time passed, no body was to be seen. It was getting dark. I could not imagine why I went there. Meanwhile, I heard a creak sound. My curiosity was aroused. I tip toed through the cobwebs and dust I saw a dim-light coming through a door in a room at the back of the house. I peeped through the key hole of that room to see the fat man was packing some valuable things, which were robbed during the past years from our villagers.

Hoping to call 119, I stepped out the deserted house, and swiftly ran back to my house and gave the information to 119. The police had caught the thief red handed with the stolen goods and it was reported in media too. I was proud of my unforgettable adventure.

Part III

3.0 Factors to be considered when answering questions and suggestions for improvement

3.1 Factors to be considered by the candidates when answering questions

General Instructions for the candidates :

* The index number of the candidate should be written clearly and accurately in the spaces provided for it.
* Candidates should always use a blue or black pen to answer questions. They should never answer using a red pen or a pencil.
* Correction fluid should not be used in the answer sheet.
* Handwriting should be legible and clear.
* Each question should be read carefully and the candidates should adhere to the instructions given in the question paper.
* The candidates have to answer all the tests in the question paper itself.
* The candidates are expected to utilize the full time allocated for the paper at the examination.
* The space allocated for the writing tests provides guidance to the candidates about the required length of the answer.

Specific Instructions :

* The candidates must pay their attention to the examples given when answering questions.
* Attention should be paid to spelling when transferring information from a text and copying it as the answer. Candidates will lose marks for spelling errors.
* In reading tasks, the candidates must understand the main idea of the text before answering questions.
* The candidates must apply the reading techniques like scanning, skimming and inferring when attempting to answer questions related to reading.
* The candidates must not copy chunks from the passages as answers when one specific answer (a sentence, a phrase or a word) is expected. Marks will not be awarded for such answers.
* The candidates should be able to guess the meaning of a new word according to the context.
* In writing tasks the candidates must pay their attention to the grammatical accuracy, appropriateness (relevance), mechanics of writing and organization.
* When the options are available for the writing tests, the candidates are advised to follow the instructions thoroughly.

3.2 Comments and suggestions regarding the teaching - learning process

* The teachers should be familiar with the syllabus, the textbooks and the Teachers' Instructional Manual (TIM).

* The teachers should plan their lessons well to make teaching more interesting and productive.

* The teachers should use resources available to them to facilitate the teaching learning process.

* The candidates should be given more opportunities to read and write and listen and speak English in the classroom.

* The teachers should encourage maximum pupil interaction in English in the classroom through group work and pair work.

* The teacher's questioning techniques in classroom teaching helps the performance of the candidates in the examination.

* The teachers who prepare students for the G.C.E.(O/L) examination should read the 'Examination and Assessment Guidelines' issued by the Department of Examinations and follow the instructions.

* If there are candidates with weak performance, the teachers should help them to reach at least the basic level performance standards mentioned in the 'Examination and Assessment Guidelines'.

* In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and practising pronunciation making students aware of word classes and their use.

* The teachers should use new strategies to make teaching more interesting.

* In teaching reading, the teachers should expose pupils to a variety of authentic text types to develop their reading skills.

* In answering reading tests, pupils should be informed that short and grammatically correct answers can earn full marks.

* In answering 'Wh' questions (especially in test 15), the students should be advised not to copy the full sentences unnecessarily from the reading passage. Copying chunks from passages will be a waste of time.

* Teachers should encourage students to attempt all the writing activities of the question paper. Most of the students do not even attempt the basic writing tests in paper I.

* The teachers should use the same criteria used in the marking scheme, in their classroom tests and term tests too.

* The teachers should pay individual attention to the students, especially in teaching writing and they should make sure that all writing activities of every child are marked and comments given. It is always better to ask students to rewrite the tasks after the teachers' comments.

* Grammar should be taught and tested not in isolation but in context.

* Attention should be paid to 'Language Focus' and 'Language Expressions' given at the beginning of each unit.

* The candidates should be made aware that marks are awarded for spelling, grammatical accuracy, mechanics of writing, format and organization, and that a simple mistake would result in losing marks.

* Every teacher who prepares the students for G.C.E.(O/L) examination should be thorough with the question paper and the marking criteria every year so that he/she would be able to improve the performance level of the students.

* The teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.