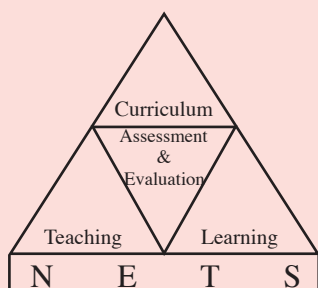




G.C.E.(O.L.) Examination - 2010

Evaluation Report

31 - English Language

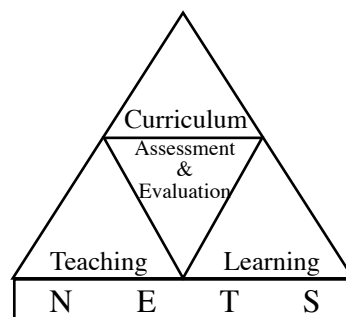


**Research & Development Branch
National Evaluation & Testing Service
Department of Examinations**

G.C.E.(O.L.) Examination - 2010

Evaluation Report

31 - English Language



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

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English Language

Evaluation Report - G.C.E.(O.L.) Examination - 2010

Printed in the Department of Examinations' Press

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 consists of three parts. 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 teaching learning process are highlighted. This will be valuable to you in order to organize the teaching learning process for the acquisition of various competencies and competency levels.

I would like to invite suggestions to improve the quality of this report and wish to thank the chief examiners and the officers of the Department of Examinations for working hard to prepare this evaluation report. I appreciate the dedication of the Head of Printing Division and the press staff of the Department of Examinations for their contribution in the task of printing and wish to thank all other staff members who contributed for the successful completion of this evaluation report.

W.M.N.J. Pushpakumara
Commissioner General of Examinations

20th January 2012
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations.
Pelawatta,
Battaramulla.

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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 the examination

Medium	School	Private	Total
Sinhala	269765	30101	299866
Tamil	71465	23409	94874
English	48	6074	6122
Total	341278	59584	400862

Table 1

1.2.2. Grades obtained by the candidates

Grade	School Applicants		Private Applicants		Total	Percentage
	Number	Percentage	Number	Percentage		
A	30721	9.00	4312	7.24	35033	8.74
B	13448	3.94	2731	4.58	16179	4.04
C	35151	10.30	9217	15.47	44368	11.07
S	61996	18.17	16248	27.27	78244	19.52
W	199962	58.59	27076	45.44	227038	56.64
Total	341278	100.00	59584	100.00	400862	100.00

Table 2

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

District	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak Pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	29101	8837	30.37	2288	7.86	4263	14.65	4919	16.90	20307	69.78	8794	30.22
2. Gampaha	24690	3494	14.15	1597	6.47	3368	13.64	4782	19.37	13241	53.63	11449	46.37
3. Kalutara	13895	1712	12.32	864	6.22	1782	12.82	2604	18.74	6962	50.10	6933	49.90
4. Kandy	19710	2812	14.27	1010	5.12	2369	12.02	3528	17.90	9718	49.31	9991	50.69
5. Matale	6638	491	7.40	208	3.13	604	9.10	1011	15.23	2314	34.86	4324	65.14
6. Nuwara Eliya	9609	374	3.89	271	2.82	696	7.24	1394	14.51	2735	28.46	6874	71.54
7. Galle	15418	1845	11.97	660	4.28	1649	10.70	2552	16.55	6706	43.49	8712	56.51
8. Matara	11709	1103	9.42	486	4.15	1299	11.09	2072	17.70	4960	42.36	6749	57.64
9. Hambantota	9216	462	5.01	298	3.23	831	9.02	1497	16.24	3088	33.51	6128	66.49
10. Jaffna	8678	588	6.78	274	3.16	776	8.94	1275	14.69	2913	33.57	5765	66.43
11. Kilinochchi	2070	12	0.58	14	0.68	40	1.93	108	5.22	174	8.41	1896	91.59
12. Mannar	1401	31	2.21	19	1.36	54	3.85	191	13.63	295	21.06	1106	78.94
13. Vavuniya	2708	131	4.84	50	1.85	178	6.57	387	14.29	746	27.55	1962	72.45
14. Mullativu	1569	11	0.70	6	0.38	30	1.91	92	5.86	139	8.86	1430	91.14
15. Batticaloa	6267	373	5.95	177	2.82	429	6.85	894	14.27	1873	29.89	4394	90.11
16. Ampara	9038	406	4.49	275	3.04	748	8.28	1728	19.12	3157	34.93	5881	65.07
17. Trincomalee	5446	210	3.86	143	2.63	431	7.91	826	15.17	1610	29.56	3836	70.44
18. Kurunegala	21720	2244	10.33	915	4.21	2540	11.69	4061	18.70	9760	44.94	11960	55.06
19. Puttalam	9445	724	7.67	369	3.91	860	9.11	1647	17.44	3600	38.12	5845	61.88
20. Anuradhapura	11849	720	6.08	340	2.87	998	8.42	1824	15.39	3882	32.76	7967	67.24
21. Polonnaruwa	5403	273	5.05	158	2.92	388	7.18	784	14.51	1603	29.67	3800	70.33
22. Badulla	12158	827	6.80	397	3.27	1108	9.11	1869	15.37	4201	34.55	7957	65.45
23. Monaragala	7057	220	3.12	125	1.77	408	5.78	714	10.12	1467	20.79	5590	79.21
24. Ratnapura	14625	738	5.05	442	3.02	1199	8.20	2167	14.82	4546	31.08	10079	68.92
25. Kegalle	11006	1104	10.03	509	4.62	1145	10.40	1809	16.44	4567	41.50	6439	58.50
All Island	270426	29742	11.00	11895	4.40	28193	10.43	44735	16.54	114565	42.36	155861	57.64

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 Pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	13632	6130	44.97	1174	8.61	1836	13.47	1813	13.30	10953	80.35	2679	19.65
2. Homagama	3392	225	6.63	145	4.27	453	13.35	670	19.75	1493	44.02	1899	55.98
3. Jayawardanapura	6490	1287	19.83	517	7.97	1081	16.66	1351	20.82	4236	65.27	2254	34.73
4. Piliyandala	5587	1195	21.39	452	8.09	893	15.98	1085	19.42	3625	64.88	1962	35.12
5. Gampaha	6992	1372	19.62	536	7.67	951	13.60	1311	18.75	4170	59.64	2822	40.36
6. Minuwangoda	4579	321	7.01	215	4.70	566	12.36	903	19.72	2005	43.79	2574	56.21
7. Negombo	6727	1076	16.00	436	6.48	914	13.59	1249	18.57	3675	54.63	3052	45.37
8. Kelaniya	6392	725	11.34	410	6.41	937	14.66	1319	20.64	3391	53.05	3001	46.95
9. Kalutara	7040	1058	15.03	510	7.24	972	13.81	1346	19.12	3886	55.20	3154	44.80
10. Matugama	2812	257	9.14	129	4.59	305	10.85	500	17.78	1191	42.35	1621	57.65
11. Horana	4043	397	9.82	225	5.57	505	12.49	758	18.75	1885	46.62	2158	53.38
12. Kandy	6889	2090	30.34	602	8.74	1067	15.49	1161	16.85	4920	71.42	1969	28.58
13. Denuwara	2142	116	5.42	68	3.17	196	9.15	417	19.47	797	37.21	1345	62.79
14. Gampola	3263	204	6.25	119	3.65	346	10.60	592	18.14	1261	38.65	2002	61.35
15. Teldeniya	1822	23	1.26	23	1.26	92	5.05	224	12.29	362	19.87	1460	80.13
16. Wattagama	2434	212	8.71	90	3.70	303	12.45	467	19.19	1072	44.04	1362	55.96
17. Katugastota	3160	167	5.28	108	3.42	365	11.55	667	21.11	1307	41.36	1853	58.64
18. Matale	3316	424	12.79	142	4.28	362	10.92	535	16.13	1463	44.12	1853	55.88
19. Galewela	2167	58	2.68	57	2.63	190	8.77	344	15.87	649	29.95	1518	70.05
20. Naula	577	7	1.21	8	1.39	39	6.76	101	17.50	155	26.86	422	73.14
21. Wilgamuwa	578	2	0.35	1	0.17	13	2.25	31	5.36	47	8.13	531	91.87
22. Nuwara Eliya	2496	106	4.25	71	2.84	171	6.85	458	18.35	806	32.29	1690	67.71
23. Kotmale	1306	69	5.28	52	3.98	99	7.58	165	12.63	385	29.48	921	70.52
24. Hatton	2826	104	3.68	72	2.55	225	7.96	362	12.81	763	27.00	2063	73.00
25. Walapane	1405	27	1.92	28	1.99	76	5.41	162	11.53	293	20.85	1112	79.15
26. Hanguranketha	1576	68	4.31	48	3.05	125	7.93	247	15.67	488	30.96	1088	69.04
27. Galle	6718	1331	19.81	385	5.73	853	12.70	1200	17.86	3769	56.10	2949	43.90
28. Elpitiya	3206	124	3.87	92	2.87	287	8.95	491	15.32	994	31.00	2212	69.00
29. Ambalangoda	3540	337	9.52	140	3.95	355	10.03	576	16.27	1408	39.77	2132	60.23
30. Udugama	1954	53	2.71	43	2.20	154	7.88	285	14.59	535	27.38	1419	72.62
31. Matara	5066	829	16.36	298	5.88	682	13.46	940	18.56	2749	54.26	2317	45.74
32. Akuressa	2002	98	4.90	78	3.90	233	11.64	381	19.03	790	39.46	1212	60.54
33. Mulatiyana	2215	95	4.29	64	2.89	219	9.89	424	19.14	802	36.21	1413	63.79
34. Morawaka	2426	81	3.34	46	1.90	165	6.80	327	13.48	619	25.52	1807	74.48
35. Tangalle	2695	138	5.12	81	3.01	274	10.17	435	16.14	928	34.43	1767	65.57

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak Pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
36. Hambantota	3901	152	3.90	105	2.69	312	8.00	662	16.97	1231	31.56	2670	68.44
37. Walasmulla	2620	172	6.56	112	4.27	245	9.35	400	15.27	929	35.46	1691	64.54
38. Jaffna	3159	362	11.46	150	4.75	373	11.81	544	17.22	1429	45.24	1730	54.76
39. Islands	608	5	0.82	5	0.82	7	1.15	36	5.92	53	8.72	555	91.28
40. Thenmarachchi	983	38	3.87	27	2.75	70	7.12	138	14.04	273	27.77	710	72.23
41. Valikamam	2399	76	3.17	47	1.96	189	7.88	348	14.51	660	27.51	1739	72.49
42. Vadamarachchi	1529	107	7.00	45	2.94	137	8.96	209	13.67	498	32.57	1031	67.43
43. Kilinochchi	2070	12	0.58	14	0.68	40	1.93	108	5.22	174	8.41	1896	91.59
44. Mannar	1109	31	2.80	18	1.62	53	4.78	185	16.68	287	25.88	822	74.12
45. Madu	292	0	0.00	1	0.34	1	0.34	6	2.05	8	2.74	284	97.26
46. Vavuniya	2121	131	6.18	50	2.36	176	8.30	341	16.08	698	32.91	1423	67.09
47. Vavuniya North	587	0	0.00	0	0.00	2	0.34	46	7.84	48	8.18	539	91.82
48. Mullaitivu	968	7	0.72	6	0.62	26	2.69	66	6.82	105	10.85	863	89.15
49. Thunukkai	601	4	0.67	0	0.00	4	0.67	26	4.33	34	5.66	567	94.34
50. Batticaloa	2270	207	9.12	73	3.22	158	6.96	339	14.93	777	34.23	1493	65.77
51. Kalkudah	1096	19	1.73	8	0.73	36	3.28	79	7.21	142	12.96	954	87.04
52. Paddirippu	1594	14	0.88	20	1.25	49	3.07	142	8.91	225	14.12	1369	85.88
53. Batticaloa Central	1307	133	10.18	76	5.81	186	14.23	334	25.55	729	55.78	578	44.22
54. Ampara	2495	70	2.81	63	2.53	187	7.49	382	15.31	702	28.14	1793	71.86
55. Kalmunai	2030	167	8.23	95	4.68	244	12.02	539	26.55	1045	51.48	985	48.52
56. Sammanthurai	1087	30	2.76	36	3.31	78	7.18	164	15.09	308	28.33	779	71.67
57. Mahaoya	498	13	2.61	2	0.40	16	3.21	62	12.45	93	18.67	405	81.33
58. Dehiattakandiya	1097	7	0.64	14	1.28	66	6.02	169	15.41	256	23.34	841	76.66
59. Akkaraipattu	1831	119	6.50	65	3.55	157	8.57	412	22.50	753	41.13	1078	58.87
60. Trincomalee	1931	139	7.20	81	4.19	217	11.24	332	17.19	769	39.82	1162	60.18
61. Mutur	1016	11	1.08	13	1.28	44	4.33	95	9.35	163	16.04	853	83.96
62. Kantale	1177	28	2.38	27	2.29	87	7.39	173	14.70	315	26.76	862	73.24
63. Kinnya	1322	32	2.42	22	1.66	83	6.28	226	17.10	363	27.46	959	72.54
64. Kurunegala	5017	1018	20.29	252	5.02	672	13.39	922	18.38	2864	57.09	2153	42.91
65. Kuliyaipitiya	3717	422	11.35	196	5.27	458	12.32	729	19.61	1805	48.56	1912	51.44
66. Nikaweratiya	2921	136	4.66	90	3.08	315	10.78	582	19.92	1123	38.45	1798	61.55
67. Maho	3583	129	3.60	104	2.90	310	8.65	597	16.66	1140	31.82	2443	68.18
68. Giriulla	3761	350	9.31	184	4.89	516	13.72	754	20.05	1804	47.97	1957	52.03
69. Ibbagamuwa	2721	189	6.95	89	3.27	269	9.89	477	17.53	1024	37.63	1697	62.37
70. Puttalam	4405	143	3.25	105	2.38	330	7.49	681	15.46	1259	28.58	3146	71.42

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak Pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
71. Chilaw	5040	581	11.53	264	5.24	530	10.52	966	19.17	2341	46.45	2699	53.55
72. Anuradhapura	4063	468	11.52	184	4.53	442	10.88	691	17.01	1785	43.93	2278	56.07
73. Tambuttegama	2227	80	3.59	53	2.38	182	8.17	306	13.74	621	27.89	1606	72.11
74. Kekirawa	2334	119	5.10	58	2.49	212	9.08	416	17.82	805	34.49	1529	65.51
75. Galenbidunuwewa	1448	25	1.73	21	1.45	81	5.59	197	13.60	324	22.38	1124	77.62
76. Kebithigollewa	1777	28	1.58	24	1.35	81	4.56	214	12.04	347	19.53	1430	80.47
77. Polonnaruwa	1648	130	7.89	66	4.00	187	11.35	308	18.69	691	41.93	957	58.07
78. Hingurakgoda	2218	122	5.50	70	3.16	146	6.58	310	13.98	648	29.22	1570	70.78
79. Dimbulagala	1537	21	1.37	22	1.43	55	3.58	166	10.80	264	17.18	1273	82.82
80. Badulla	3389	247	7.29	146	4.31	381	11.24	573	16.91	1347	39.75	2042	60.25
81. Bandarawela	2991	391	13.07	143	4.78	338	11.30	477	15.95	1349	45.10	1642	54.90
82. Mahiyanganaya	2026	70	3.46	37	1.83	120	5.92	256	12.64	483	23.84	1543	76.16
83. Welimada	2614	102	3.90	53	2.03	207	7.92	427	16.34	789	30.18	1825	69.82
84. Passara	1138	17	1.49	18	1.58	62	5.45	136	11.95	233	20.47	905	79.53
85. Monaragala	2218	58	2.61	31	1.40	115	5.18	199	8.97	403	18.17	1815	81.83
86. Wellawaya	3125	72	2.30	59	1.89	191	6.11	345	11.04	667	21.34	2458	78.66
87. Bibile	1714	90	5.25	35	2.04	102	5.95	170	9.92	397	23.16	1317	76.84
88. Ratnapura	5732	438	7.64	247	4.31	594	10.36	991	17.29	2270	39.60	3462	60.40
89. Balangoda	2758	110	3.99	69	2.50	207	7.51	385	13.96	771	27.96	1987	72.04
90. Nivitigala	2520	40	1.59	39	1.55	134	5.32	302	11.98	515	20.44	2005	79.56
91. Embilipitiya	3615	150	4.15	87	2.41	264	7.30	489	13.53	990	27.39	2625	72.61
92. Kegalle	4281	649	15.16	243	5.68	472	11.03	692	16.16	2056	48.03	2225	51.97
93. Mawanella	3545	351	9.90	176	4.96	378	10.66	599	16.90	1504	42.43	2041	57.57
94. Dehiowita	3180	104	3.27	90	2.83	295	9.28	518	16.29	1007	31.67	2173	68.33
All Island	270426	29742	11.00	11895	4.40	28193	10.43	44735	16.54	114565	42.36	155861	57.64

Table 4

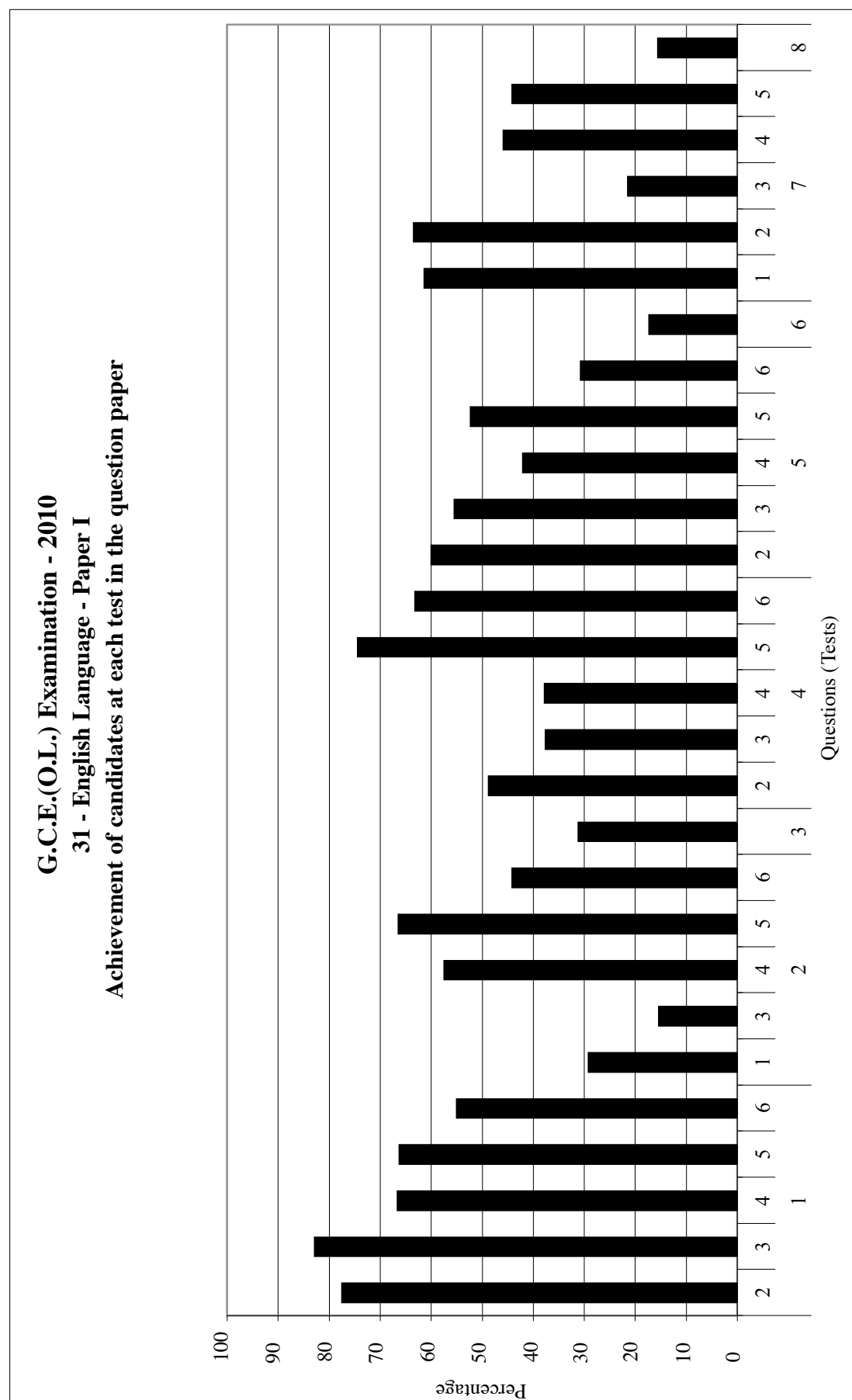
1.2.5. Marks obtained according to class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	3495	0.87	400862	100.00
81 - 90	11539	2.88	397367	99.13
71 - 80	14983	3.74	385828	96.25
61 - 70	18878	4.71	370845	92.51
51 - 60	27596	6.88	351967	87.80
41 - 50	35468	8.85	324371	80.92
31 - 40	55624	13.88	288903	72.07
21 - 30	80416	20.06	233279	58.19
11 - 20	109891	27.41	152863	38.13
01 - 10	42751	10.66	42972	10.72
00 - 00	221	0.06	221	0.06

Table 5

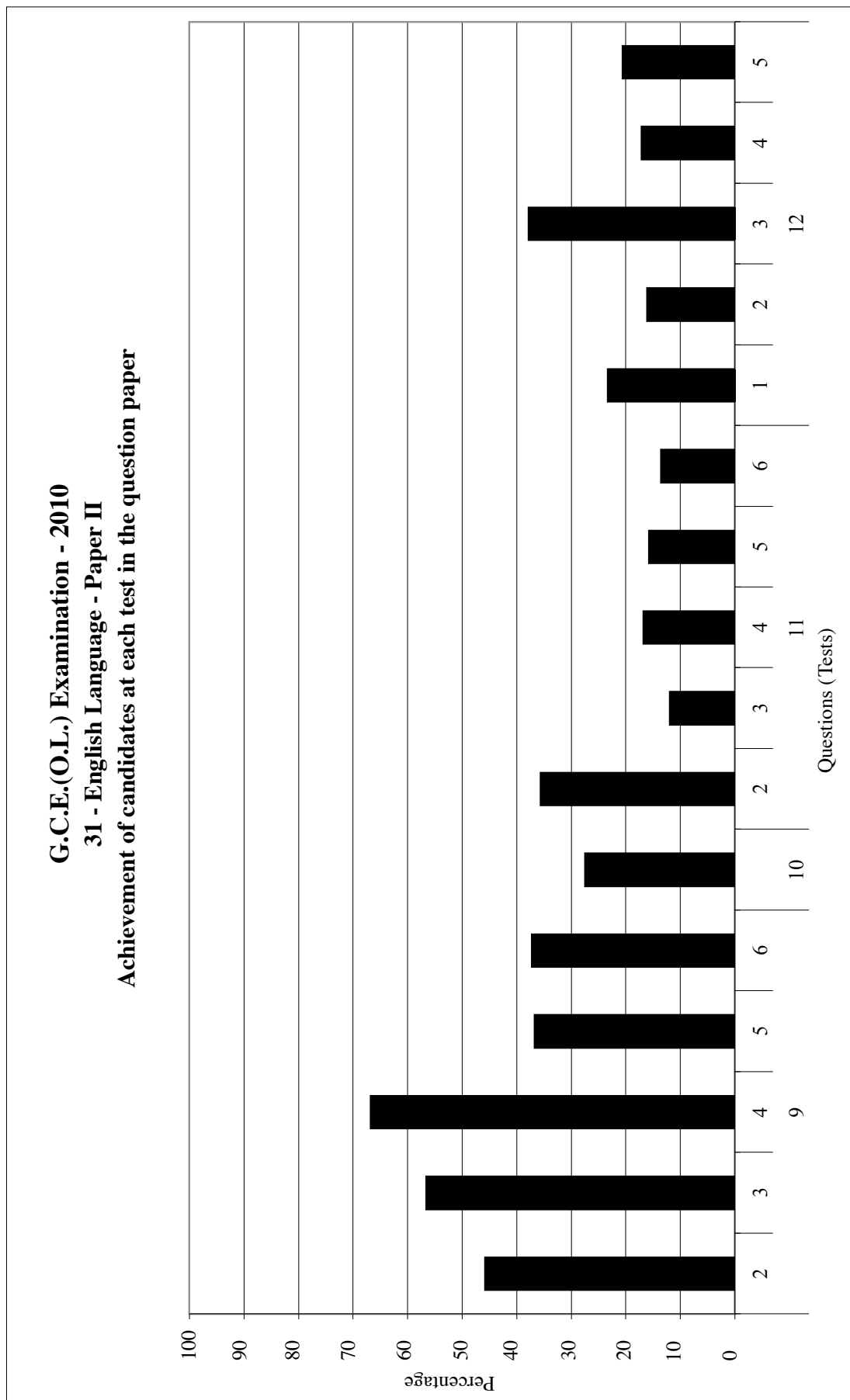
1.3. Analysis of Subject Achievement

1.3.1. Achievement in Paper I



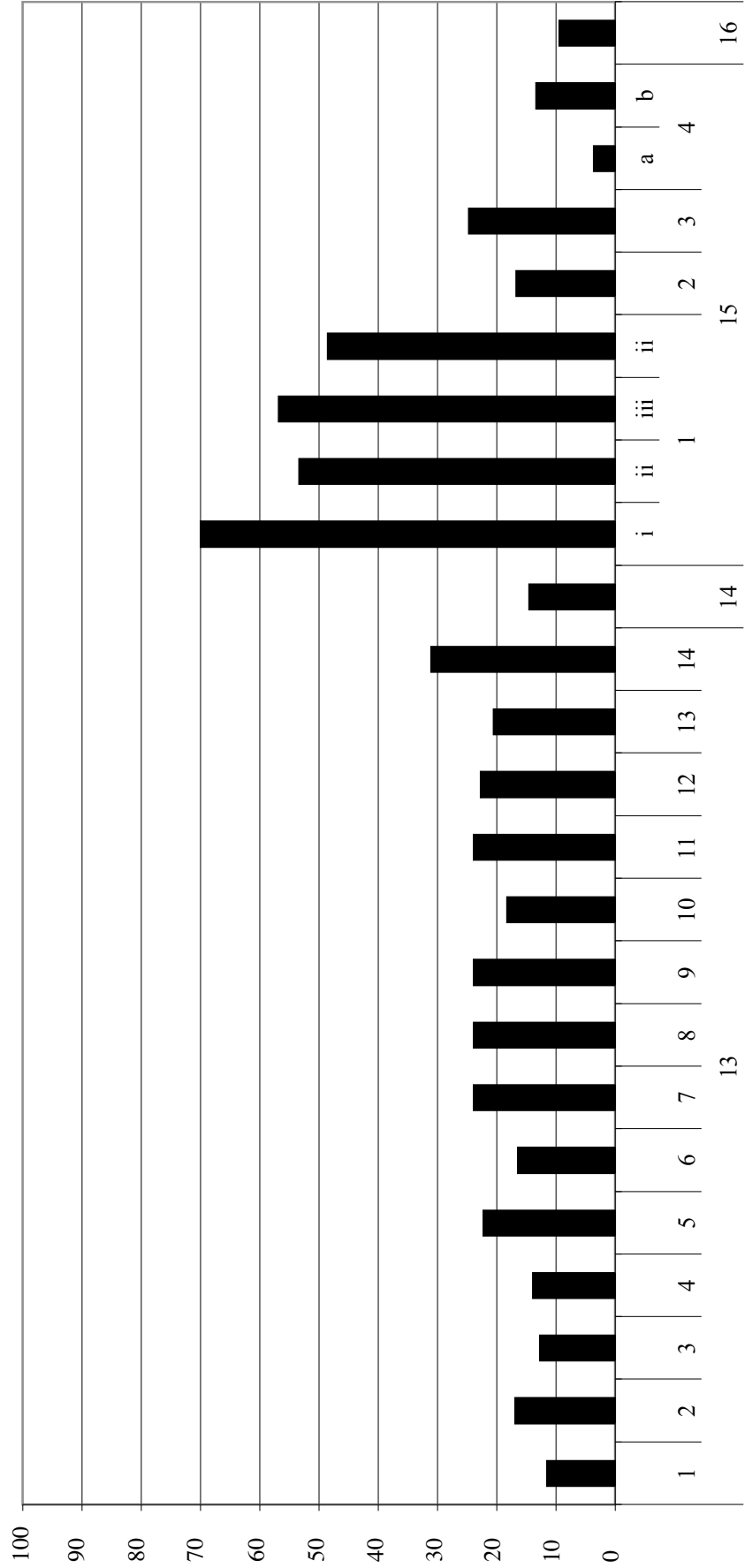
Graph 1 - Based on the information gathered from RD/16/05/OL form.
e.g. According to the above graph, 74% of the candidates have answered part 5 of question 4, correctly. Only 15% of the candidates have answered question number 8 correctly. Therefore question number 8 carries the lowest facility index.

1.3.2. Achievement in Paper II



Graph 2(a) - Based on the details gathered from RD/16/04/OL forms.
e.g. According to the above graph, 46% of the candidates have answered part 2 of question 9, successfully while 57% have answered part 3 of question 9 correctly, 67% have given the correct answer for part 4 and 37% of the candidates have been successful in answering part 5 and 6 of question 9.

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

Part II

2.0 Information regarding questions and answers

2.1 Information regarding questions in paper I and answers

2.1.1 Structure of the question paper

The total marks for paper I was 40. It included 8 tests and all tests were compulsory. The time allocated for the paper was one hour.

Question No.	Skill	Marks Distribution	Total
1	Vocabulary	1 × 5	05
2	Reading	1 × 5	05
3	Writing	1 × 5	05
4	Reading	1 × 5	05
5	Language Functions & Grammar	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 Expected answers for paper I, marking scheme, observations and comments

Paper I

Observations and comments on answering all the questions in Paper I were based on Graph 1. Candidates were expected to answer all questions.

- Test 1 – Vocabulary

Objectives – Assess the ability to use words appropriately and accurately to convey precise meaning.
Technique – Multiple choice.

○ Test 1

Study the pictures. Fill in the blanks in the following short exchanges using words from the boxes. Write the correct letters in the blanks. *The first one is done for you.*

Ruchira: Where's Sunil?

Senaka: He's in the (1) **b**

Ruchira: What's he doing?

Senaka: He's (2) under the tree.

- | | |
|----|----------|
| a. | sitting |
| b. | garden |
| c. | kitchen |
| d. | standing |



Sugee: How do you come to school?

Chamila: I usually come by (3)

Sugee: I see. Do you ever get late?

Chamila: Yes. (4)

- | | |
|----|-----------|
| a. | bicycle |
| b. | sometimes |
| c. | never |
| d. | bus |



Ruvini: Today I have to (5) the classroom.

Kumari: Well, I came (6) and I swept the classroom.

Ruvini: How nice of you! Thank you.

- | | |
|----|-------|
| a. | early |
| b. | late |
| c. | sweep |
| d. | paint |



Expected Answers

Ruchira: Where's Sunil?

Senaka: He's in the (1) **b** ..

Ruchira: What's he doing?

Senaka: He's (2) **a** under the tree.

- | | |
|----|----------|
| a. | sitting |
| b. | garden |
| c. | kitchen |
| d. | standing |



Sugee: How do you come to school?

Chamila: I usually come by (3) **d** ..

Sugee: I see. Do you ever get late?

Chamila: Yes. (4) **b** ..

- | | |
|----|-----------|
| a. | bicycle |
| b. | sometimes |
| c. | never |
| d. | bus |



Ruvini: Today I have to (5) **c** the classroom.

Kumari: Well, I came (6) **a** and I swept the classroom.

Ruvini: How nice of you! Thank you.

- | | |
|----|-------|
| a. | early |
| b. | late |
| c. | sweep |
| d. | paint |



OBSERVATIONS :

The test carried 05 marks and it was an examinee friendly question. 77% of the candidates had given the correct answer to blank (2). 83% of the candidates had successfully responded to blank (3).

Answers to blank (4) and (5) were given correctly by only 67% of the candidates.

6th answer seemed to be difficult for the candidates and only 55% had responded correctly which revealed that the candidates had difficulties in grasping the abstract concepts rather than concrete concepts.

COMMENTS :

The test contained 5 blanks with picture clues and words to select the correct answer. Picture clues made it easy for the candidates to select the correct words for the first four blanks. However, the abstract concept could not be grasped properly by the candidates. They had not been able to differentiate between the two answers 'early' and 'late'.

• Test 2 – Reading

Objectives – Assess the ability to extract specific information from a text.

Technique – Completion/ Answer questions.

○ Test 2

Find the required information from the advertisement and write them in the blanks.

One is done for you.

IMMEDIATE OPPORTUNITY FOR SCHOOL LEAVERS

Wanted female school leavers 17yrs. and above, who like working with young children at a well reputed International School. Knowledge of English is essential. Training will be provided.

Call on 0713481296 or 0718482946
between 9.00 a.m. – 5.00 p.m.

(1) Who can apply?

(2) When to call between 9.00 a.m. and 5.00 p.m.

(3) Age limit

(4) Place of work

(5) Special qualifications asked for

(6) Write the sentence that tells you experience is not needed.
.....

**IMMEDIATE OPPORTUNITY
FOR SCHOOL LEAVERS**

Wanted female school leavers 17yrs. and above, who like working with young children at a well reputed International School. Knowledge of English is essential. Training will be provided.

Call on 0713481296 or 0718482946
between 9.00 a.m. - 5.00 p.m.

- (1) Who can apply? **Female school leavers**
- (2) When to call **between 9.00 a.m. and 5.00 p.m.**
- (3) Age limit **17 yrs and above**
- (4) Place of work **International school**
- (5) Special qualifications asked for
..... **Knowledge of English**
- (6) Write the sentence that tells you experience is not needed.
..... **Training will be provided**

OBSERVATIONS :

The highest scored question was the 5th one (66%) whereas the lowest scored question was the 3rd one (15%). The candidates had not been able to give the correct response to the first question. Their attempts to answer question (4) and (6) had not been very successful and candidates who provided the correct answer was 57% and 44% respectively.

COMMENTS :

The candidates had not been able to extract the necessary information from the text even though the text was simple and familiar to them. Further they had not been able to understand the questions properly. Most of the candidates had not written the complete sentence for question 6. The candidates were expected to write the 'age limit' as the answer for (3) but most of them had written the 'age' instead.

- Test 3 – Writing

Objectives – Assess the ability to write a paragraph using given information.

Technique – Parallel writing.

○ **Test 3**

Write a paragraph of 5 sentences about Ravi Raj. Follow the example.

Sujatha Perera is a Sri Lankan. She lives with her family in the southern part of Sri Lanka. She is an undergraduate at the University of Ruhuna. Her favourite subject is History. Her hobby is visiting ancient ruins.

Name	Country	Lives with	Studies at	Favourite Subject	Hobbies
Sujatha Perera	Sri Lanka, South	Family	University of Ruhuna	History	Visiting ancient ruins
Ravi Raj	India, North	Grandparents	University of Delhi	Mathematics	Travelling with friends

.....

.....

.....

.....

.....

.....

Expected Answers

Name	Country	Lives with	Studies at	Favourite Subject	Hobbies
Sujatha Perera	Sri Lanka, South	Family	University of Ruhuna	History	Visiting ancient ruins
Ravi Raj	India, North	Grandparents	University of Delhi	Mathematics	Travelling with friends

Ravi Raj is an Indian. He lives with his grandparents in the Northern part of India. He is an Undergraduate at the University of Delhi. His favourite subject is Mathematics. His hobby is travelling with friends.

OBSERVATIONS :

The test carried 5 marks. Only 31% of the candidates were able to respond to this test and the obtained mark was within the range of 1 - 5. This percentage reveals the poor writing skills of the candidates.

COMMENTS :

The candidates should be guided to write simple paragraphs using grammatically correct sentences related to different topics. They should also be made aware of different techniques of writing.

- Test 4 – Reading

Objectives – Assess the ability to extract specific information from a text.

Technique – Fill in blanks/ completion.

☐ Test 4

Read the following programme and complete the note. *The first one is done for you.*

Variety Entertainment
Pubudu Vidyalyaya - 12.03.2011 - Main Hall
09.00 a.m. - Welcome Speech
09.10 a.m. - Saraswathi Pooja (Dance by Grade 10 pupils)
09.20 a.m. - Violin Solo
09.25 a.m. - Duet
09.35 a.m. - Arabic Dance
09.45 a.m. - Speech
09.55 a.m. - Playlet
10.25 a.m. - Bharatha Dance
10.30 a.m. - Group Song
10.35 a.m. - Slide show
10.45 a.m. - Mime
10.50 a.m. - Folk Dance
11.00 a.m. - 11.15 a.m. - Speech by the Chief Guest (Director of Education)

Dear Chamila,

Our (1) *variety entertainment* will be held on (2) at the (3) It will begin at (4) I am taking part in the (5) which is at 10.50 a.m.

The Director of Education is the (6) Please come.

Love,

Sumudu

Expected Answers

Variety Entertainment	
Pubudu Vidyalaya - 12.03.2011 - Main Hall	
09.00 a.m. - Welcome Speech	
09.10 a.m. - Saraswathi Pooja	
(Dance by Grade 10 pupils)	
09.20 a.m. - Violin Solo	
09.25 a.m. - Duet	
09.35 a.m. - Arabic Dance	
09.45 a.m. - Speech	
09.55 a.m. - Playlet	
10.25 a.m. - Bharatha Dance	
10.30 a.m. - Group Song	
10.35 a.m. - Slide show	
10.45 a.m. - Mime	
10.50 a.m. - Folk Dance	
11.00 a.m. - 11.15 a.m. - Speech	
by the Chief Guest	
(Director of Education)	

Dear Chamila,

Our (1) **variety entertainment** will
be held on (2) **12.03.2011/ 12th March 2011** at the
Main Hall/ Pubudu vidyalaya, Main Hall
(3) It will begin at
(4) **9.00 a.m.** I am taking part in
the (5) **Folk dance**... which is at 10.50 a.m.

The Director of Education is the
(6) **Chief Guest**..... Please come.

Love,

Sumudu

OBSERVATIONS :

74% of the candidates were able to extract the required information for blank 5. Answers for blanks 3 and 4 were given correctly by only 38% of the candidates. 49% of the candidates had provided the correct answer to blank (2) whereas the correct response for (6) was given by 63% of the candidates.

COMMENTS :

The candidates had written "Pubudu Vidyalaya" in place of "main hall" for blank 3. This reveals the candidates' inability to extract the required specific information from the text. More practice should be given to improve the scanning skills of the candidates and to respond to questions appropriately.

- Test 5 – Language functions and grammar

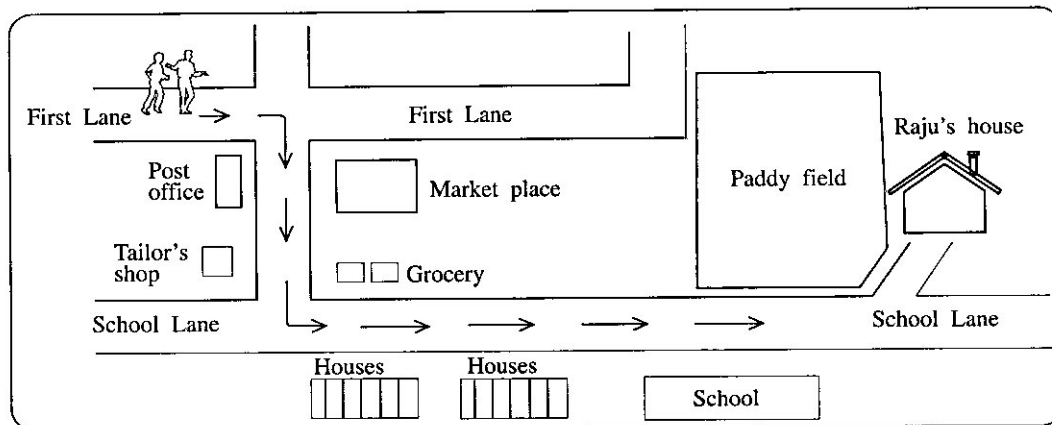
Objectives – Assess the ability to read a map and give correct directions.

Technique – Fill in the blanks.

○ Test 5

Study the map and complete the dialogue using the words given in the box. Write the correct letter in the blank. *The first one is done for you.*

- | | | |
|--------------------------------|----------------------------------|--------------------------|
| (a) walk up to the School Lane | (b) on the First Lane | (c) take the right turn |
| (d) near a paddy field | (e) is that his house | (f) walk past the school |



Saman: Today we are going to Raju's house. He gave me this map and told me to follow it.

Ravi: That's great! Let's follow the map.

Saman: Now we are (1) *..b...* . We have to (2) and move on to the market place.

Ravi: O.K. Now what do we do? Let's (3)

Saman: There are some houses on the School Lane. (4)?

Ravi: No it's (5) I think we have to (6)

Saman: Now we are in front of the school. We are almost there.

Expected Answers

Saman: Today we are going to Raju's house. He gave me this map and told me to follow it.

Ravi: That's great! Let's follow the map.

Saman: Now we are (1) *..b...* . We have to (2) *..c...* and move on to the market place.

Ravi: O.K. Now what do we do? Let's (3) *..a...* .

Saman: There are some houses on the School Lane. (4) *..e...*?

Ravi: No it's (5) *..d...* . I think we have to (6) *..f...* .

Saman: Now we are in front of the school. We are almost there.

OBSERVATIONS :

60% of the candidates had selected the correct phrase for blank (2) whereas only 31% had selected the correct one for blank (6). The correct phrases had been selected for blanks (3) and (5) by 55% and 52% of the candidates respectively. Only 42% of the candidates were able to select the correct phrase for blank (4).

COMMENTS :

Even though the text used for test 5 had a very simple day to day situation, the candidates had found it difficult to respond successfully. Hence, the teachers should pay their attention to teach language functions meaningfully and appropriately in the classroom.

- Test 6 – Writing

Objectives – Assess the ability to write a paragraph on a given topic.

Technique – Free writing.

○ Test 6

Write a paragraph on **one** of the following. Use about **50** words.

(a) How I help my parents

(b) A visit to an exhibition

.....

.....

.....

.....

.....

.....

.....

.....

Expected Answers

Write a paragraph on **one** of the following. Use about **50** words.

(a) How I help my parents

(b) A visit to an exhibition

..... How I help my parents

When I am free and at home, I usually help my parents in their work. I help my mother to cut the vegetables and wash the dishes. I clean my room and sweep the house and garden. I also water the flower plants. Sometimes I help my father to wash his car and iron his clothes. Since I love and respect my parents a lot, I always help them in whatever way I can.

OBSERVATIONS :

Only 17% of the candidates had responded to Test 6 and the scores ranged between 1 -5.

COMMENTS :

The percentage revealed that the basic writing skills of the candidates were very low. As a remedy, candidates should be guided to write simple grammatically correct sentences relevant to given topics. Continuous guidance by the teacher and the practice of the skill by the candidate is important to overcome this problem to some extent.

• Test 7 – Reading

Objectives – Assess the ability to read and understand directly stated information in a text.

Technique – Answering questions.

☐ Test 7

Read the following text and answer the questions given below.

Kasun jumped from the bed as soon as the first rays of the sun peeped through his window. He took his travel bag from his cupboard and started putting things into it. He put in his favourite T-shirts and trousers, the two books 'Birds of Sri Lanka' and 'Young Artists'. After a quick shower he was ready to go with his grandfather.

Going to visit his grandparents for a week has always been the best part of his school holidays. Grandfather would always take him round his village to meet his old friends there. He would also take him to bathe in the river.

Last year when Kasun was 15 years old he climbed the hill behind the house. Of course grandfather was the leader of their group of 'hill climbers'. He also learnt to fix a broken tap in the garden in addition to many other things around the house.

Grandfather was always patient and did not mind taking many hours to teach Kasun various little things like mending the fence and making vegetable beds.

Kasun's mother called from the sitting room. "Grandfather's here."

● Underline the correct answer.

1. Kasun went with grandfather
(a) in the morning. (b) in the evening. (c) at night.
2. Write the title of a book Kasun took with him.
3. How old is Kasun?4.
4. Underline the meaning of the word 'patient', according to the text.
(a) a person who is not well (b) a person who doesn't mind waiting
(c) a person who is always angry
5. Why would grandfather take Kasun round his village?
.....

Expected Answers

● Underline the correct answer.

1. Kasun went with grandfather
(a) in the morning. (b) in the evening. (c) at night.
2. Write the title of a book Kasun took with him. Birds of Sri Lanka/ Young Artists
(Accept only one answer)
3. How old is Kasun? ...16/ 16 years/ 16 yrs.....4.
4. Underline the meaning of the word 'patient', according to the text.
(a) a person who is not well (b) a person who doesn't mind waiting
(c) a person who is always angry
5. Why would grandfather take Kasun round his village?
To meet his old friends
.....

OBSERVATIONS :

63% percent had got the answer correct for question 2 while 61% had provided the correct answer for question 1. The percentages of correct answers for questions 4 and 5 were almost equal (46% and 44%). Only 21% of the candidates were able to respond successfully to question 3 as they had to calculate and find the correct answer. It had been a rather difficult task for the candidate.

COMMENTS :

Although the text was not difficult for the candidates, they were unable to understand directly stated information in the text. This revealed how poor the reading skills of the candidates were. To remedy this weakness the candidates should be trained to use different skills of reading to understand unfamiliar texts and respond to them appropriately.

- Test 8 – Writing

Objectives – Assess the ability to write a reply to a note giving information asked for

Technique – Guided writing

○ Test 8

You received the following note from a friend. Write a reply giving all the information asked for. Use about **50** words.

Dear Naveen,

I got to know that you are leaving the country. If so, when and where are you going?
Can we meet before you leave? Please tell me when and where we can meet.

Best Regards,

Amal

.....

.....

.....

.....

.....

.....

.....

.....

Expected Answers

.....15.12.2010.....
Dear Amal,.....
.....I received the note that you sent me last
Monday. I'm sorry that I did not inform you about
this earlier. I have decided to go to Canada to see
my aunt who is working there.....
I am leaving on the 6th of January 2011. Let's meet
at Danura's house on the 4th of January at 6.00 p.m.....
.....Love to you.....
Naveen.

OBSERVATIONS :

Only 15% of the candidates had been able to attempt the test and to score between 1 - 5 marks.

COMMENTS :

Where writing is concerned most of the candidates had not been able to perform well. This has to be taken into consideration very seriously by the language teachers in their classroom teaching. In fact the writing skills of the students should be developed right from the beginning by giving them a lot of practice in the skill. Practising simple writing activities continuously, will help them perform well at the examination.

2.2 Information regarding questions in paper II and answers

2.2.1 The structure of the question paper

The total mark for paper II was 60. It included 8 tests and all tests were compulsory. Test 14 had two choices whereas test 16 had four. The time allocated for the paper was two hours.

Question No.	Skill	Marks Distribution	Total
9	Vocabulary	1×5	05
10	Grammar	$\frac{1}{2} \times 10$	05
11	Grammar	1×5	05
12	Reading	1×5	05
13	Reading	$\frac{1}{2} \times 14$	07
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - 4×1 2 - 1×1 3 - 1×1 4 - 2×1	04 01 01 <u>02</u> 08
16	Writing	C - 5, L - 5, O - 2, M - 3	15

2.2.2 Expected answers for paper II, marking scheme, observations and comments.

- Test 9 – Vocabulary

Objectives – Assess the ability to use the correct form of the word to complete a text

Technique – Multiple choice

○ Test 9

Underline the most suitable word in the brackets. *The first one is done for you.*

While I was abroad I picked up a mystery
(1) (infect/infection/infectious). My doctor sent me to see
a (2) (special/specially/specialist)
because he didn't recognize my symptoms. After a thorough
(3)(examine/examination/examiner)
he asked a nurse to give me an (4)
(inject/injector/injection). Although the arm was quite
(5) (pain/painful/painfully) for several days,
my (6) (recover/recoverable/recovery)
was quick.

Expected Answers

While I was abroad I picked up a mystery
(1) (infect/infection/infectious). My doctor sent me to see
a (2) (special/specially/specialist)
because he didn't recognize my symptoms. After a thorough
(3)(examine/examination/examiner)
he asked a nurse to give me an (4)
(inject/injector/injection). Although the arm was quite
(5) (pain/painful/painfully) for several days,
my (6) (recover/recoverable/recovery)
was quick.

OBSERVATIONS :

- The test carried five (05) marks. The test technique was Multiple Choice. Three options were given for the candidate to select the correct one.
- 67% of the candidates had given the answer to the 4th blank correctly, While the answers to 5th and 6th blanks showed an achievement level of 36% and 37% respectively. Blanks (2) and (3) were successfully answered by 46% and 57% of the candidates respectively.
- The highest facility level of the test was for answer to the blank (4) and the highest difficulty level of the test was for the answers to blanks (5) and (6).

COMMENTS :

Test 9 seemed to be a fairly easy test for the candidates as they had to identify the correct answer from the options given. However, the percentages reveal that some of the candidates were unable to grasp the correct form of the word that was required for blanks (5) and (6) of the test. Teachers should pay more attention to facilitate the students in learning word classes and provide the students with more opportunities to practise them.

- Test 10 – Grammar

Objectives – Assess the ability to edit a text

Technique – Error correction

○ Test 10

Read the following passage. In each line one word is **incorrect** and it is underlined. Write the correct word in the space provided. *The first one is done for you.*

"The beach was <u>crowd</u> with people. Suddenly someone shouted "mad	<u>crowded</u>
dog!" <u>point</u> to a mangy-looking dog. It was running along the shore,	.....
foaming at the mouth. Parents <u>call</u> the children who were playing in the	.....
sand and hurried to their cars. Several people <u>chase</u> the dog with sticks	.....
and stones. As they closed in on the animal, a little boy who <u>has</u> not	.....
run away picked up the dog. It was his pet. He <u>hold</u> it protectively	.....
in his arms. "Skippy <u>was</u> my pet," he said tearfully. "He just chewed	.....
up my cake of soap. That is why he <u>was</u> frothing at the mouth." People	.....
<u>are</u> very much embarrassed and they patted the dog. Next day a	.....
newspaper <u>reports</u> this incident. It suggested that the soap company	.....
might like to hear that their soap <u>was</u> good enough to eat.	.....

Expected Answers

"The beach was <u>crowd</u> with people. Suddenly someone shouted "mad	<u>crowded</u>
dog!" <u>point</u> to a mangy-looking dog. It was running along the shore,	<u>Pointing</u>
foaming at the mouth. Parents <u>call</u> the children who were playing in the	<u>called</u>
sand and hurried to their cars. Several people <u>chase</u> the dog with sticks	<u>chased</u>
and stones. As they closed in on the animal, a little boy who <u>has</u> not	<u>had</u>
run away picked up the dog. It was his pet. He <u>hold</u> it protectively	<u>held</u>
in his arms. "Skippy <u>was</u> my pet," he said tearfully. "He just chewed	<u>is</u>
up my cake of soap. That is why he <u>was</u> frothing at the mouth." People	<u>is</u>
<u>are</u> very much embarrassed and they patted the dog. Next day a	<u>were</u>
newspaper <u>reports</u> this incident. It suggested that the soap company	<u>reported</u>
might like to hear that their soap <u>was</u> good enough to eat.	<u>is</u>

OBSERVATIONS :

Only 27% of the candidates had provided the correct answers. The difficulty level of the test item was very high. The focus of the test was on verb forms.

COMMENTS :

This type of test items needs more practice and the attention of the candidates. Hence, the students should be given more practice in grasping the overall meaning while identifying the paragraph as a whole text. Make the students aware of the 'tense' of the text and get them to identify the different verb forms. This type of test items demands the knowledge of the referent and reference words, pronouns, singular-plural forms etc.

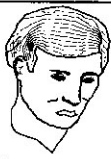
• Test 11 – Grammar

Objectives – Assess the ability to transfer direct speech into reported speech

Technique – Transformation

○ Test 11

These people have gone to the doctor. Write what they are saying in reported speech.
The first one is done for you.

I get pains in my leg.  (1) She says that she gets pains in her leg.	I can't sleep.  (2)
 I've hurt my back. (3)	I have a headache all the time.  (4)
A dog bit my leg.  (5)	I fell down and hurt myself.  (6)

Expected Answers

 I get pains in my leg. (1) She says that she gets pains in her leg.	 I can't sleep. (2) She says that she can't sleep.
 I've hurt my back. (3) He says that he hurt his back.	 I have a headache all the time. (4) She says that she has a headache all the time.
 A dog bit my leg. (5) He says that a dog bit his leg.	 I fell down and hurt myself. (6) He says that he fell down and hurt himself

If 'that' is omitted in the answer accept the answer.

OBSERVATIONS :

The percentages of the correct responses given by the candidates for the questions were as follows.

correct answer to	2	–	36%
correct answer to	3	–	12%
correct answer to	4	–	17%
correct answer to	5	–	16%
correct answer to	6	–	13%

The percentages given above show that the performance of the candidates was at a very low level. They did not have the required knowledge of Reported Speech.

COMMENTS :

Teachers' special attention should be paid to teaching grammar in context. Specially when teaching Reported Speech, practice activities should be done paying attention to the following changes.

- tense
- reported verbs
- pronoun
- adverbial

Patterns of Reported Speech statements, questions and commands should also be considered when teaching this grammar component.

• Test 12 – Reading

Objectives – Assess the ability to read and find specific information

Technique – Question & answer

○ Test 12

Study the following extract from a dictionary page and answer the questions.

enchant-er /ɪn'tʃɑːntə(r); AmE -'tʃæn-/ *noun* (in stories) a man who has magic powers that he uses to control people
enchant-ing /ɪn'tʃɑːntɪŋ; AmE -'tʃæntɪŋ/ *adj.* attractive and pleasing: *an enchanting view* ► **enchant-ing-ly** *adv.*
enchant-ment /ɪn'tʃɑːntmənt; AmE -'tʃænt-/ *noun*
1 [U] (*formal*) a feeling of great pleasure **2** [U] the state of being under a magic SPELL: *It was a place of deep mystery and enchantment.* **3** [C] (*literary*) = SPELL: *They had been turned to stone by an enchantment.*
enchant-ress /ɪn'tʃɑːntrəs; AmE -'tʃæn-/ *noun* **1** (in stories) a woman who has magic powers that she uses to control people
en-chil-ada /ɛntʃɪ'lɑːdə/ *noun* (from Spanish) a Mexican dish consisting of a TORTILLA filled with meat and covered with a spicy sauce **IDIOM** see BIG *adj.*
en-cir-cle /ɪn'sɑːkl; AmE ɪn'sɜːrkl/ *verb* [VN] (*written*) to surround sb/sth completely in a circular shape or movement: ◊ *The island is encircled by a coral reef.*
 ► **en-circle-ment** *noun* [U]
encl. (also **enc.**) *abbr.* (*business*) enclosed (used on business letters to show that another document is being sent in the same envelope)
en-com-pass /ɪn'kɑːmpəs/ *verb* [VN] (*formal*) **1** to include a large number or range of things: *The job encompasses a wide range of responsibilities.* ◊ *The group encompasses all ages.* **2** to surround or cover sth completely: *The fog soon encompassed the whole valley.*
en-core /'ɒŋkɔː(r); AmE 'ɑːŋ-/ *noun, exclamation*
■ noun an extra short performance given at the end of a concert; a request for this made by an audience calling out: *She played a Chopin waltz as an encore.* ◊ *The group got three encores.*
■ exclamation an audience calls out **encore!** at the end of a concert to ask the performer to play or sing another piece of music
en-coun-ter /ɪn'kaʊntə(r)/ *verb, noun*
■ verb [VN] **1** to experience sth, especially sth unpleasant or difficult, while you are trying to do sth else: *We encountered a number of difficulties in the first week.* ◊ *I had never encountered such resistance before.* **2** (*formal*) to meet sb, or discover or experience sth, especially sb/sth new, unusual or unexpected **[SYN]** COME ACROSS: *She was the most remarkable woman he had ever encountered.*
■ noun **1** ~ (with sb/sth) | ~ (between A and B) a meeting, especially one that is sudden, unexpected or violent: *Three of them were killed in the subsequent encounter with the police.*

(1) Write the name of a Mexican food item.

(2) Find a similar word (synonym) for “come across”.

(3) Underline the correct word to complete the sentence.

The performance was so good that the audience called out(encore, enclose, encompass, encircle)

(4) Write a shortened form (abbreviation) for ‘enclosed’.

(5) Replace the underlined phrase with a single word which has a similar meaning.

The range of mountains covered with mist looked pleasing and attractive.

.....

Expected Answers

(1) Write the name of a Mexican food item. **enchilada/ en.chil.ada**

(2) Find a similar word (synonym) for “come across”. **encounter/en.coun.ter**

(3) Underline the correct word to complete the sentence.

The performance was so good that the audience called out(encore, enclose, encompass, encircle)

(4) Write a shortened form (abbreviation) for ‘enclosed’. ...**encl./ enc.**.....

(5) Replace the underlined phrase with a single word which has a similar meaning.

The range of mountains covered with mist looked pleasing and attractive.

..... **en. chant.ing/ en. chanting**.....

OBSERVATIONS :

23% of the candidates had responded correctly to question 1. Only 16% and 17% had responded correctly for questions 2 and 4. The highest percentage of the correct responses were for the question 3 which was 38%. 21% had responded correctly to question 5.

COMMENTS :

The low performance at this test has revealed the inability of the candidates to transfer required information correctly. The students should be made aware that when copying answers spellings should be correct specially in Reading activities. They should be encouraged to use English dictionaries to check the meanings of new words. It will help the students to enrich their vocabulary in the target language.

- Test 13 – Reading

Objectives – Assess overall proficiency of the language.

Technique – Modified cloze

○ Test 13

Fill in the blanks using the words given.

forgotten,	soon,	tried,	wrong,	eagerly,	realized,	saw,
slowly,	unfortunately,	an,	port,	happening,	they,	luckily

A tourist was once on a holiday cruise to India. He was looking at all the sights and (1) taking photos. He had completely (2) about the time. When he (3) that his ship was leaving (4) he rushed anxiously to the (5) When he got there he (6) that the ship was moving (7) away from the port. He (8) to jump onto the ship. (9) he fell into the water. (10) some sailors saw what was (11) and fished him out. Then (12) told him that it was the (13) ship. The right one sailed (14) hour later. Well, everyone makes mistakes sometimes.

Expected Answers

A tourist was once on a holiday cruise to India. He was looking at all the sights and (1) **eagerly** taking photos. He had completely (2) **forgotten** about the time. When he (3) **realized** that his ship was leaving (4) **soon** he rushed anxiously to the (5) **port** When he got there he (6) **saw** that the ship was moving (7) **slowly** away from the port. He (8) **tried** to jump onto the ship. (9) **unfortunately** he fell into the water. (10) **luckily** some sailors saw what was (11) **happening** and fished him out. Then (12) **they** told him that it was the (13) **wrong** ship. The right one sailed (14) **an** hour later. Well, everyone makes mistakes sometimes.

OBSERVATIONS :

The performance at test 13 was very poor and the percentage range varied from 11% to 31%. The best performance recorded for test 13 was for the last answer which was only 31%.

COMMENTS :

Candidates need overall proficiency of the language to attempt a test item of this type successfully. However, the percentages revealed that the low performance of the candidates was due to the following reasons.

- inability to grasp the overall idea of the text.
- poor knowledge of word order, subject verb agreement and the appropriate use of word classes.

Therefore candidates should be trained to read the text several times to be familiar with the text. Further, they should be instructed to use their knowledge of the world and the language clues available to guess the correct answer.

- Test 14 – writing

Objectives – Assess the ability to write an informal/formal letter

Technique – Guided writing

○ Test 14

Last week you and your classmates visited the house of a retired teacher of your school. Write a letter to a friend who has joined another school about your visit. Use about **100** words.

Include the following:

- how you went
- things you saw and did
- one or two topics that you talked about
- any other points that you want to write about

Or

You are the secretary of the school Social Services Club. Write a letter to the Medical Health Officer in your area requesting him to help conduct a Health Camp for the students. Use about **100** words.

Include the following:

- the programme you plan to have (give date, time, events)
- the need to have a team of doctors
- request help politely

Central College,
Piliyandala.
16th Dec. 2010.

The Medical Health Officer,
M.O.H. Office,
Borelegamuwa.

Dear Sir,

Requesting help to conduct a Health Camp.

I'm the Secretary of our school Social Services Club. We are hoping to have a Health Camp for our students from 8 to 15 years.

We have planned to have an Eye and Dental Camp to improve their health on those areas and we like to have some lectures on preventing dangerous diseases such as dengue, good food and health habits also.

We hope to conduct this camp on the 8th of January 2011 from 8.00 a.m. at our school premises.

We need the help of a team of doctors and nurses and other necessary medical equipment.

We would be much obliged if you can help to make this event a success.

I'm looking forward for a favourable reply.

Thank you

Mine faithfully.

D. A. Nimal (The Secretary)

No 222/33 Ridmi Lane,
Katahena

Colombo 13

15th Dec 2010

Dear Pruthuri,

Last week we visited the house of our English teacher Mrs. Sharmalee Perera who retired from school recently. The trip was organized mainly by Navreen and Dinuki. We went in Dinuki's father's bus, to Mrs. Sharmalee's home in Ratmalana.

On the way we saw many factories. Mrs. Sharmalee took us to the beach and we played volleyball there. Pasidu and Karishka entertained us with a dance.

We spoke about the good times we had at school with Mrs. Sharmalee. She reminded us of how she used to punish us when we did not do our homework. We told her how she used to favour Jayan and give him good marks all the time. Harindu and Buddhima spoke about the class parties we had with Mrs. Sharmalee.

Hansika thanked our teacher very much for the nice time she gave us. You really missed a lovely day.

With love

Your friend
Dinuki

OBSERVATIONS :

Only 14% of the candidates had scored at least a few marks at this test. (The range of marks varied from 1 to 10 and the percentage did not reveal much about the students' performances.)

COMMENTS :

The writing skills of candidates are very poor. The low performance of the test item indicates that letter writing, formal or informal, needs more practice and guidance on the part of the teacher. The candidates should be guided to write answers in accordance with the given guidelines. When writing letters candidates should be made aware of using the proper format and the knowledge of mechanics of writing which will help them to produce a good piece of writing.

• Test 15 – Reading

Objectives – Assess the ability to read, understand and interpret directly/ indirectly stated information in a long descriptive text

Technique – Answering questions/ finding references

○ Test 15

Read the following text and answer the questions given below it.

"If a train is large and comfortable you don't even need a destination; a corner seat is enough, and you can be one of those travellers who stay in motion" writes Paul Tharoux in his interesting book, "The Great Train Bazaar."

You can meet all sorts of people on a train journey. There is the silent serious type who, after finding a comfortable seat or berth would prefer to be left alone to read through a book or peep out to watch the changing scenery or simply meditate. Then there is the talkative type whose pastime is poking into other's affairs and whom you cannot avoid unless you jump out of the train.

Then there is the quarrelsome type or the disapproving critic of the railways, who is not satisfied with any amount of comfort or convenience provided by the organization—he is ready to complain about almost everything.

Everyday life on the railway is fun, thanks to the excitement caused by passengers – some fast asleep and snoring, some trying to get a seat, some fighting and hitting against the roof, many more understanding and accommodating.

Right from the beginning of railway travelling, both railway men and railway users worldwide have been creators of laughter. Here is one such humorous story.

One morning commuters were gathered at the railway station when the station master's voice came over the loudspeaker. The commuters became attentive. Would this be the usual announcement about a delay? "Because of circumstances beyond our control," the station master informed "the seven o'clock train is running on time."

(1) Say whether the following statements are true or false by writing **T** or **F** against each of them.

- (i) Passengers on a train make the train journey enjoyable. (.....)
- (ii) There are passengers who prefer to read and be quiet on a train. (.....)
- (iii) Criticism is levelled at the railways by satisfied critics. (.....)
- (iv) The station master announced that a train is running late. (.....)

(2) Which is the only way to escape the passengers who meddle with other people's affairs?

.....

- (3) Select the best title for this text and underline it.
- (a) Exciting train rides
 - (b) Father of railways
 - (c) My train journey
- (4) Find words from the passage which have the same meaning as the following:
- (a) end of a journey
 - (b) get late

Expected Answers

- (1) Say whether the following statements are true or false by writing **T** or **F** against each of them.
- (i) Passengers on a train make the train journey enjoyable. (...**T**.....)
 - (ii) There are passengers who prefer to read and be quiet on a train. (...**T**.....)
 - (iii) Criticism is levelled at the railways by satisfied critics. (...**F**.....)
 - (iv) The station master announced that a train is running late. (...**F**.....)
- (2) Which is the only way to escape the passengers who meddle with other people's affairs?
 **Jump out of the train**
- (3) Select the best title for this text and underline it.
- (a) Exciting train rides
 - (b) Father of railways
 - (c) My train journey
- (4) Find words from the passage which have the same meaning as the following:
- (a) end of a journey **destination**
 - (b) get late **delay**

OBSERVATIONS :

The following were the percentages of the correct responses given by the candidates for each question.

correct answer to	1	–	(i)	70%
			(ii)	53%
			(iii)	57%
			(iv)	48%
correct answer to	2	–		17%
correct answer to	3	–		25%
correct answer to	4	–	a	04%
			b	13%

The range varied from 4% to 70% in this test.

COMMENTS :

The test item was rather difficult for the candidates of the average level and it was meant for the candidates of above average level. The candidates need to have advanced reading skills such as word attached skills, text attached skills, use of language clues, use of the knowledge of grammar, inferring skills to comprehend the text properly. However, the candidates should be trained or guided to comprehend this type of long descriptive texts.

Teachers should get the candidates to use their knowledge of the world to comprehend the text. The students should also be trained to guess the meaning of the new words from the contextual clues available and to avoid extra words and phrases that are in the text.

- Test 16 – writing

Objectives – Assess the ability to write a composition/story/speech on a given topic

Technique – Free writing

○ Test 16

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

1. Television is a 'useful evil'. Our homes would be a lot better without a television set. Do you agree? Give your reasons.
2. Communication then and now
Write about two means of communication in the fast and modern day modes of communication.
3. "A friend in need is a friend indeed". Write a speech for the school activity day on this topic.
4. Complete the following story.

I remembered my mother's advice. "Never speak to a stranger. You never know what would happen." But that day

I remembered my mother's advice. "Never speak to a stranger. You never know what would happen." But that day ...was...a rainy day and I had not taken an umbrella with me. It was raining heavily and it was almost dark. I was standing at the bus stand thinking how I could find a way of going home.

I heard someone speaking to me and I turned back to see who it was. She was a strange girl named Champa. She told me that she had a friend who lived close to the bus stand. His name was Gayan. Both of us decided to go to Gayan's house and get two umbrellas for us. We ran to Gayan's home in the rain as we opened the gate we saw a big dog rushing towards us. I was able to come out and close the gate but the strange girl Champa fell down while she was running. The dog attacked her and she and I shouted loudly for help.

Gayan and his father came rushing towards us and was able to take the dog into the house. The girl

Champa who was badly
 injured had to be taken to
 hospital. I went to the
 nearest post office and informed
 her parents about the incident.
 Champa's parents rushed to the
 hospital and took care of her.
 When I went home
 my mother had already sent
 my brother in search of me.
 I related the story to my
 mother and I remembered my
 mother's advice: Never speak
 to a stranger. You never know
 what would happen.

OBSERVATIONS :

From the 16 test items of the paper the lowest performance among all test items was shown in this test item. It was only 9% of the candidates who could score at least some marks ranging between 1 - 15.

COMMENTS :

All the candidates should be encouraged to write simple grammatically correct sentences right from the beginning. Continuous practice in this regard is essential. Therefore the teachers must adopt suitable techniques to develop their writing skills. It is advisable to allocate some time for writing every week. Candidates must be made aware of the marking criteria of writing tasks in the question paper.

The following guideline would be helpful for the candidates to produce a good piece of writing.

- an appropriate beginning and an end.
- well organized ideas
- well connected, grammatically correct sentences
- connected meaningful paragraphs
- a good range of vocabulary
- correct punctuation
- correct spelling
- clear handwriting

Part III

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

3.1 Factors to be considered when answering questions.

General Instructions :

- * 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 in pencil.
- * Writing should be legible and clear.
- * Each question should be read carefully and the candidate should try to understand the instruction given before answering each question.
- * The candidates must attempt to answer all the questions without leaving the spaces for writing answers in the question paper blank.
- * Maximum utilization of the time allocated is essential.

Specific Instructions :

- * The candidate must pay his/her attention to the examples given when answering questions.
- * Attention should be paid to spellings when transferring information from a text. There should not be any spelling errors.
- * The candidate must read and understand the main idea of a text before answering questions based on it.
- * The candidates must pay their attention to use correct grammar in their writing tasks.
- * When the candidate comes across a new word he/she must be able to guess its meaning according to the context in which it appears.
- * The candidate must apply the reading skills like scanning, skimming and inferring when attempting to answer questions related to reading.
- * The candidates must not extract chunks from the texts and write as answers when they answer comprehension questions. They must form the answer in a sentence instead.

3.2 Comments and suggestions regarding the teaching - learning process.

- * Teachers must be well prepared in the teaching process to facilitate learning.
- * Teachers should plan their teaching to cater to the needs of the students.
- * The teachers must be thorough with the text books, syllabus and the Teachers' Instructional Manual.
- * Special attention of the teachers should be given to the instructions, activities and the assessment and evaluation process given in the Teachers Instructional Manual
- * The students should be given more opportunities to gain new experiences through exploration.
- * At the beginning of the lesson students should be made aware of what they are going to learn.
- * Students should be given more opportunities to answer questions. The knowledge of forming and answering 'wh' questions is very important.
- * Teachers should see that sufficient time is allocated for writing. They must train the students to write simple but meaningful paragraphs on a given topic.
- * The students should also be given sufficient practice in writing guided compositions so that they will attempt to answer similar writing tasks in the question paper.
- * The teachers must make use of the text types given in the 'Examination and Assesement Guideline' to train students for writing tasks. The students must be able to differentiate between different text types.
- * Teachers should help their students to reach at least the basic level given in the 'Examination and Assesement Guideline'.
- * Teachers' special attention should be paid to teach vocabulary and grammar.
- * Pair work and group work would facilitate learning.
- * Teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.