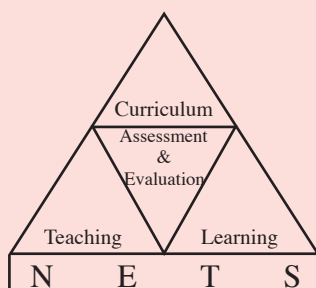




G.C.E.(O.L.) Examination - 2011

Evaluation Report

31 - English Language

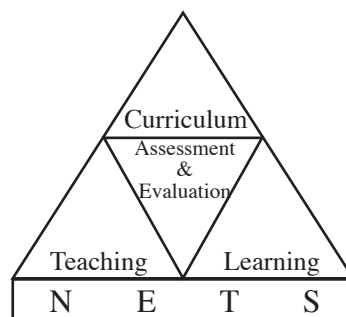


**Research & Development Branch
National Evaluation & Testing Service
Department of Examinations**

G.C.E.(O.L.) Examination - 2011

Evaluation Report

31 - English Language



**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 - 2011

Financial Aid

TRANSFORMING THE SCHOOL EDUCATION SYSTEM AS THE
FOUNDATION OF A KNOWLEDGE HUB PROJECT (TSEP - WB)

Printed at the State Printing Corporation

Panaluwa

Padukka.

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 in organizing the teaching learning process for the acquisition of various competencies and competency levels.

I would like to invite constructive suggestions to improve the quality of this report. I wish to thank Controlling Examiners and other Resource personnel for their dedication and contribution in the preparation of this report, and Chief / Additional Chief / Assistant Examiners for providing information, and all other staff members of the Department for their commitment to make this whole process a success.

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

20th October 2012
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 the examination	2
1.2.2 Grades obtained by candidates	2
1.2.3 Grades obtained by 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	23
2.2.2 Tests and expected answers, marking scheme, observations and comments	24
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	41
3.2 Comments and suggestions regarding the teaching - learning process	42

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	0	0	0
Tamil	0	0	0
English	334,172	74,629	408,801
Total	334,172	74,629	408,801

Table 1

1.2.2. Grades obtained by the candidates

Grade	School Applicants		Private Applicants		Total	Percentage
	Number	Percentage	Number	Percentage		
A	27,193	8.14	3,840	5.15	31,033	7.59
B	13,829	4.14	3,213	4.30	17,042	4.17
C	37,666	11.27	12,380	16.59	50,046	12.24
S	64,243	19.22	22,813	30.57	87,056	21.30
W	191,241	57.23	32,383	43.39	223,624	54.70
Total	334,172	100	74,629	100	408,801	100

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	29873	7926	26.53	2640	8.84	5264	17.62	5540	18.55	21370	71.54	8503	28.46
2. Gampaha	25387	3139	12.36	1693	6.67	3876	15.27	5203	20.49	13911	54.80	11476	45.20
3. Kalutara	14222	1530	10.76	829	5.83	2066	14.53	2947	20.72	7372	51.84	6850	48.16
4. Kandy	19299	2510	13.01	1096	5.68	2607	13.51	3503	18.15	9716	50.34	9583	49.66
5. Matale	6325	408	6.45	251	3.97	693	10.96	1056	16.70	2408	38.07	3917	61.93
6. Nuwara Eliya	9591	343	3.58	264	2.75	841	8.77	1573	16.40	3021	31.50	6570	68.50
7. Galle	15021	1837	12.23	814	5.42	1830	12.18	2801	18.65	7282	48.48	7739	51.52
8. Matara	11120	979	8.80	503	4.52	1366	12.28	2155	19.38	5003	44.99	6117	55.01
9. Hambantota	8671	483	5.57	338	3.90	976	11.26	1680	19.37	3477	40.10	5194	59.90
10. Jaffna	10094	528	5.23	311	3.08	841	8.33	1537	15.23	3217	31.87	6877	68.13
11. Kilinochchi	1973	7	0.35	8	0.41	37	1.88	115	5.83	167	8.46	1806	91.54
12. Mannar	1568	31	1.98	26	1.66	73	4.66	242	15.43	372	23.72	1196	76.28
13. Vavuniya	2840	119	4.19	62	2.18	227	7.99	460	16.20	868	30.56	1972	69.44
14. Mullaitivu	1532	7	0.46	10	0.65	24	1.57	106	6.92	147	9.60	1385	90.40
15. Batticaloa	6619	285	4.31	184	2.78	574	8.67	1130	17.07	2173	32.83	4446	67.17
16. Ampara	8954	380	4.24	267	2.98	981	10.96	1949	21.77	3577	39.95	5377	60.05
17. Trincomalee	5235	173	3.30	123	2.35	376	7.18	922	17.61	1594	30.45	3641	69.55
18. Kurunegala	21417	2019	9.43	971	4.53	2729	12.74	4137	19.32	9856	46.02	11561	53.98
19. Puttalam	9200	659	7.16	377	4.10	957	10.40	1751	19.03	3744	40.70	5456	59.30
20. Anuradhapura	11474	604	5.26	324	2.82	1115	9.72	1959	17.07	4002	34.88	7472	65.12
21. Polonnaruwa	5243	167	3.19	138	2.63	464	8.85	773	14.74	1542	29.41	3701	70.59
22. Badulla	11988	782	6.52	454	3.79	1183	9.87	2002	16.70	4421	36.88	7567	63.12
23. Monaragala	6507	130	2.00	112	1.72	385	5.92	862	13.25	1489	22.88	5018	77.12
24. Ratnapura	14473	817	5.64	508	3.51	1286	8.89	2218	15.33	4829	33.37	9644	66.63
25. Kegalle	10684	843	7.89	446	4.17	1212	11.34	1976	18.49	4477	41.90	6207	58.10
All Island	269310	26706	9.92	12749	4.73	31983	11.88	48597	18.05	120035	44.57	149275	55.43

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	14059	5762	40.98	1445	10.28	2334	16.60	2062	14.67	11603	82.53	2456	17.47
2. Homagama	3448	246	7.13	193	5.60	513	14.88	677	19.63	1629	47.24	1819	52.76
3. Jayawardanapura	6816	1094	16.05	564	8.27	1308	19.19	1585	23.25	4551	66.77	2265	33.23
4. Piliyandala	5550	824	14.85	438	7.89	1109	19.98	1216	21.91	3587	64.63	1963	35.37
5. Gampaha	7395	1297	17.54	548	7.41	1156	15.63	1436	19.42	4437	60.00	2958	40.00
6. Minuwangoda	4712	192	4.07	217	4.61	614	13.03	949	20.14	1972	41.85	2740	58.15
7. Negombo	6782	942	13.89	502	7.40	1041	15.35	1313	19.36	3798	56.00	2984	44.00
8. Kelaniya	6498	708	10.90	426	6.56	1065	16.39	1505	23.16	3704	57.00	2794	43.00
9. Kalutara	6953	942	13.55	435	6.26	1152	16.57	1553	22.34	4082	58.71	2871	41.29
10. Matugama	2808	183	6.52	125	4.45	328	11.68	509	18.13	1145	40.78	1663	59.22
11. Horana	4461	405	9.08	269	6.03	586	13.14	885	19.84	2145	48.08	2316	51.92
12. Kandy	6901	1946	28.20	670	9.71	1253	18.16	1098	15.91	4967	71.98	1934	28.02
13. Denuwara	2136	80	3.75	59	2.76	221	10.35	428	20.04	788	36.89	1348	63.11
14. Gampola	3193	232	7.27	135	4.23	383	11.99	590	18.48	1340	41.97	1853	58.03
15. Teldeniya	1618	17	1.05	16	0.99	88	5.44	217	13.41	338	20.89	1280	79.11
16. Wattagama	2438	110	4.51	112	4.59	313	12.84	475	19.48	1010	41.43	1428	58.57
17. Katugastota	3013	125	4.15	104	3.45	349	11.58	695	23.07	1273	42.25	1740	57.75
18. Matale	3369	371	11.01	188	5.58	479	14.22	617	18.31	1655	49.12	1714	50.88
19. Galewela	1972	27	1.37	49	2.48	166	8.42	309	15.67	551	27.94	1421	72.06
20. Naula	500	8	1.60	10	2.00	38	7.60	83	16.60	139	27.80	361	72.20
21. Wilgamuwa	484	2	0.41	4	0.83	10	2.07	47	9.71	63	13.02	421	86.98
22. Nuwara Eliya	2607	105	4.03	71	2.72	227	8.71	526	20.18	929	35.63	1678	64.37
23. Kotmale	1293	50	3.87	37	2.86	130	10.05	193	14.93	410	31.71	883	68.29
24. Hatton	2823	90	3.19	82	2.90	243	8.61	476	16.86	891	31.56	1932	68.44
25. Walapane	1295	25	1.93	21	1.62	90	6.95	175	13.51	311	24.02	984	75.98
26. Hanguranketha	1573	73	4.64	53	3.37	151	9.60	203	12.91	480	30.51	1093	69.49
27. Galle	6734	1363	20.24	506	7.51	943	14.00	1229	18.25	4041	60.01	2693	39.99
28. Elpitiya	3040	96	3.16	90	2.96	301	9.90	556	18.29	1043	34.31	1997	65.69
29. Ambalangoda	3405	330	9.69	179	5.26	413	12.13	694	20.38	1616	47.46	1789	52.54
30. Udugama	1842	48	2.61	39	2.12	173	9.39	322	17.48	582	31.60	1260	68.40
31. Matara	4845	778	16.06	332	6.85	757	15.62	1001	20.66	2868	59.20	1977	40.80
32. Akuressa	1940	81	4.18	71	3.66	226	11.65	362	18.66	740	38.14	1200	61.86
33. Mulatiyana	2084	56	2.69	62	2.98	215	10.32	414	19.87	747	35.84	1337	64.16
34. Morawaka	2251	64	2.84	38	1.69	168	7.46	378	16.79	648	28.79	1603	71.21

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	%
35. Tangalle	2458	107	4.35	80	3.25	295	12.00	500	20.34	982	39.95	1476	60.05
36. Hambantota	3738	153	4.09	131	3.50	382	10.22	754	20.17	1420	37.99	2318	62.01
37. Walasmulla	2475	223	9.01	127	5.13	299	12.08	426	17.21	1075	43.43	1400	56.57
38. Jaffna	3668	335	9.13	177	4.83	431	11.75	627	17.09	1570	42.80	2098	57.20
39. Islands	705	2	0.28	3	0.43	12	1.70	44	6.24	61	8.65	644	91.35
40. Thenmarachchi	1085	43	3.96	14	1.29	74	6.82	149	13.73	280	25.81	805	74.19
41. Valikamam	2798	63	2.25	64	2.29	189	6.75	450	16.08	766	27.38	2032	72.62
42. Vadamarachchi	1838	85	4.62	53	2.88	135	7.34	267	14.53	540	29.38	1298	70.62
43. Kilinochchi	1973	7	0.35	8	0.41	37	1.88	115	5.83	167	8.46	1806	91.54
44. Mannar	1265	31	2.45	24	1.90	70	5.53	227	17.94	352	27.83	913	72.17
45. Madu	303	0	0.00	2	0.66	3	0.99	15	4.95	20	6.60	283	93.40
46. Vavuniya	2234	119	5.33	62	2.78	217	9.71	423	18.93	821	36.75	1413	63.25
47. Vavuniya North	606	0	0.00	0	0.00	10	1.65	37	6.11	47	7.76	559	92.24
48. Mullaitivu	1011	6	0.59	9	0.89	17	1.68	83	8.21	115	11.37	896	88.63
49. Thunukkai	521	1	0.19	1	0.19	7	1.34	23	4.41	32	6.14	489	93.86
50. Batticaloa	2612	163	6.24	78	2.99	246	9.42	436	16.69	923	35.34	1689	64.66
51. Kalkudah	1180	17	1.44	17	1.44	22	1.86	105	8.90	161	13.64	1019	86.36
52. Paddirippu	1610	19	1.18	16	0.99	73	4.53	246	15.28	354	21.99	1256	78.01
53. Batticaloa Central	1217	86	7.07	73	6.00	233	19.15	343	28.18	735	60.39	482	39.61
54. Ampara	2268	78	3.44	63	2.78	239	10.54	420	18.52	800	35.27	1468	64.73
55. Kalmunai	2188	136	6.22	89	4.07	349	15.95	671	30.67	1245	56.90	943	43.10
56. Sammanthurai	1130	19	1.68	20	1.77	72	6.37	190	16.81	301	26.64	829	73.36
57. Mahaoya	590	6	1.02	5	0.85	33	5.59	79	13.39	123	20.85	467	79.15
58. Dehiattakandiya	1059	24	2.27	13	1.23	76	7.18	163	15.39	276	26.06	783	73.94
59. Akkaraipattu	1719	117	6.81	77	4.48	212	12.33	426	24.78	832	48.40	887	51.60
60. Trincomalee	1942	114	5.87	79	4.07	189	9.73	373	19.21	755	38.88	1187	61.12
61. Mutur	987	8	0.81	10	1.01	60	6.08	149	15.10	227	23.00	760	77.00
62. Kantale	1054	16	1.52	16	1.52	61	5.79	160	15.18	253	24.00	801	76.00
63. Kinnya	1252	35	2.80	18	1.44	66	5.27	240	19.17	359	28.67	893	71.33
64. Kurunegala	5145	983	19.11	365	7.09	830	16.13	1006	19.55	3184	61.89	1961	38.11
65. Kuliyapitiya	3720	285	7.66	179	4.81	508	13.66	727	19.54	1699	45.67	2021	54.33
66. Nikaweratiya	2764	132	4.78	78	2.82	332	12.01	589	21.31	1131	40.92	1633	59.08
67. Maho	3353	117	3.49	63	1.88	245	7.31	549	16.37	974	29.05	2379	70.95
68. Giriulla	3724	315	8.46	178	4.78	517	13.88	796	21.37	1806	48.50	1918	51.50
69. Ibbagamuwa	2711	187	6.90	108	3.98	297	10.96	470	17.34	1062	39.17	1649	60.83
70. Puttalam	4224	119	2.82	93	2.20	326	7.72	764	18.09	1302	30.82	2922	69.18
71. Chilaw	4976	540	10.85	284	5.71	631	12.68	987	19.84	2442	49.08	2534	50.92

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	%
72. Anuradhapura	3948	439	11.12	178	4.51	540	13.68	731	18.52	1888	47.82	2060	52.18
73. Tambuttegama	2076	47	2.26	45	2.17	136	6.55	326	15.70	554	26.69	1522	73.31
74. Kekirawa	2151	83	3.86	59	2.74	239	11.11	408	18.97	789	36.68	1362	63.32
75. Galenbidunuwewa	1506	12	0.80	22	1.46	101	6.71	266	17.66	401	26.63	1105	73.37
76. Kebithigollewa	1793	23	1.28	20	1.12	99	5.52	228	12.72	370	20.64	1423	79.36
77. Polonnaruwa	1650	91	5.52	68	4.12	218	13.21	281	17.03	658	39.88	992	60.12
78. Hinguragoda	2092	69	3.30	63	3.01	191	9.13	322	15.39	645	30.83	1447	69.17
79. Dimbulagala	1501	7	0.47	7	0.47	55	3.66	170	11.33	239	15.92	1262	84.08
80. Badulla	3377	267	7.91	163	4.83	407	12.05	627	18.57	1464	43.35	1913	56.65
81. Bandarawela	3135	387	12.34	176	5.61	372	11.87	539	17.19	1474	47.02	1661	52.98
82. Mahiyanganaya	1891	36	1.90	33	1.75	108	5.71	245	12.96	422	22.32	1469	77.68
83. Welimada	2629	78	2.97	71	2.70	233	8.86	461	17.54	843	32.07	1786	67.93
84. Passara	956	14	1.46	11	1.15	63	6.59	130	13.60	218	22.80	738	77.20
85. Monaragala	2086	45	2.16	34	1.63	114	5.47	259	12.42	452	21.67	1634	78.33
86. Wellawaya	2852	39	1.37	47	1.65	168	5.89	370	12.97	624	21.88	2228	78.12
87. Bibile	1569	46	2.93	31	1.98	103	6.56	233	14.85	413	26.32	1156	73.68
88. Ratnapura	5786	519	8.97	296	5.12	636	10.99	955	16.51	2406	41.58	3380	58.42
89. Balangoda	2627	126	4.80	81	3.08	240	9.14	377	14.35	824	31.37	1803	68.63
90. Nivitigala	2543	40	1.57	39	1.53	133	5.23	320	12.58	532	20.92	2011	79.08
91. Embilipitiya	3517	132	3.75	92	2.62	277	7.88	566	16.09	1067	30.34	2450	69.66
92. Kegalle	4053	474	11.70	216	5.33	517	12.76	699	17.25	1906	47.03	2147	52.97
93. Mawanella	3449	287	8.32	153	4.44	408	11.83	632	18.32	1480	42.91	1969	57.09
94. Dehiowita	3182	82	2.58	77	2.42	287	9.02	645	20.27	1091	34.29	2091	65.71
All Island	269310	26706	9.92	12749	4.73	31983	11.88	48597	18.05	120035	44.57	149275	55.43

Table 4

1.2.5. Marks obtained according to class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	3,973	0.97	408,801	100.00
81 - 90	12,994	3.18	404,828	99.03
71 - 80	15,646	3.83	391,834	95.85
61 - 70	18,722	4.58	376,188	92.02
51 - 60	26,851	6.57	357,466	87.44
41 - 50	37,614	9.20	330,615	80.87
31 - 40	61,866	15.13	293,001	71.67
21 - 30	90,658	22.18	231,135	56.54
11 - 20	111,618	27.30	140,477	34.36
01 - 10	28,779	7.04	28,859	7.06
00 - 00	80	0.02	80	0.02

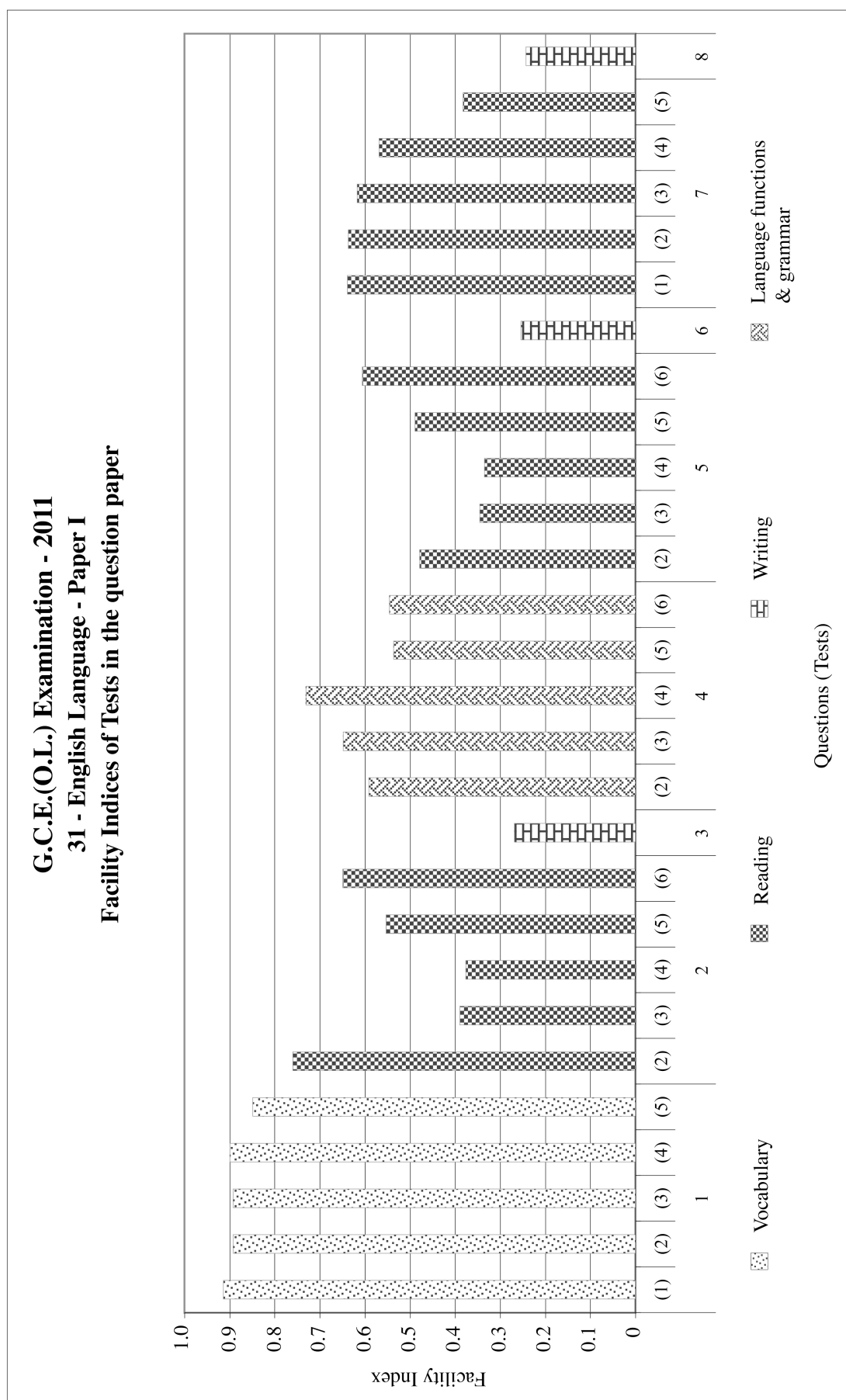
Table 5

The following example describes how the information is indicated in the above table.

eg : If the class interval 31 - 40 is considered, the number of candidates who obtained marks in the interval is 61,866 and its percentage is 15.13%. Number of candidates who have obtained marks below 40 is 293,001 and its percentage is 71.67%.

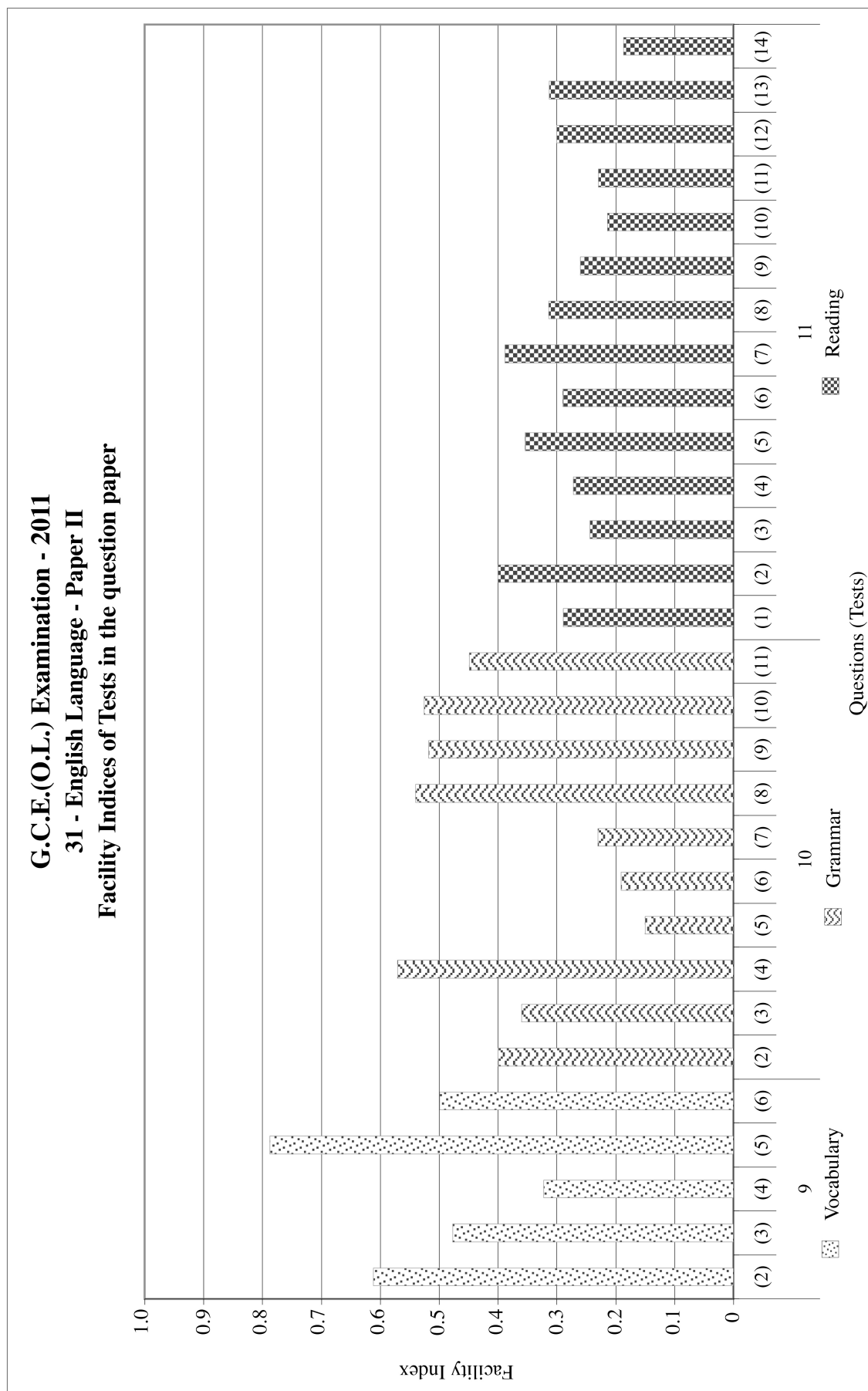
1.3. Analysis of Subject Achievement

1.3.1. Achievement in Paper I



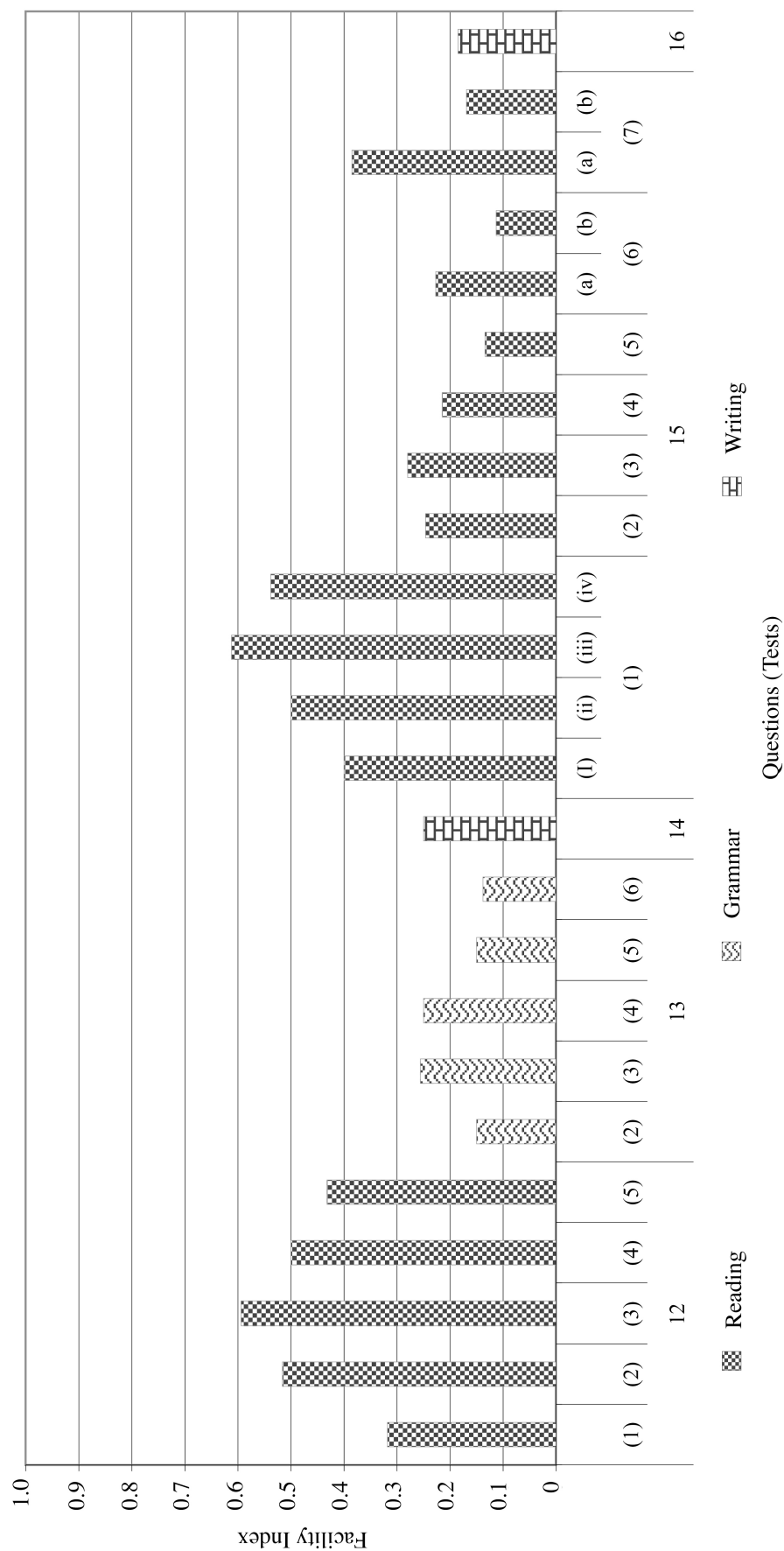
Graph 1 - Based on the information gathered from RD/16/04/OL form.
e.g. According to the above graph, Facility of Test 1(1) is 91%. But the Facility of Test 8 is only 24%.

1.3.2. Achievement in Paper II



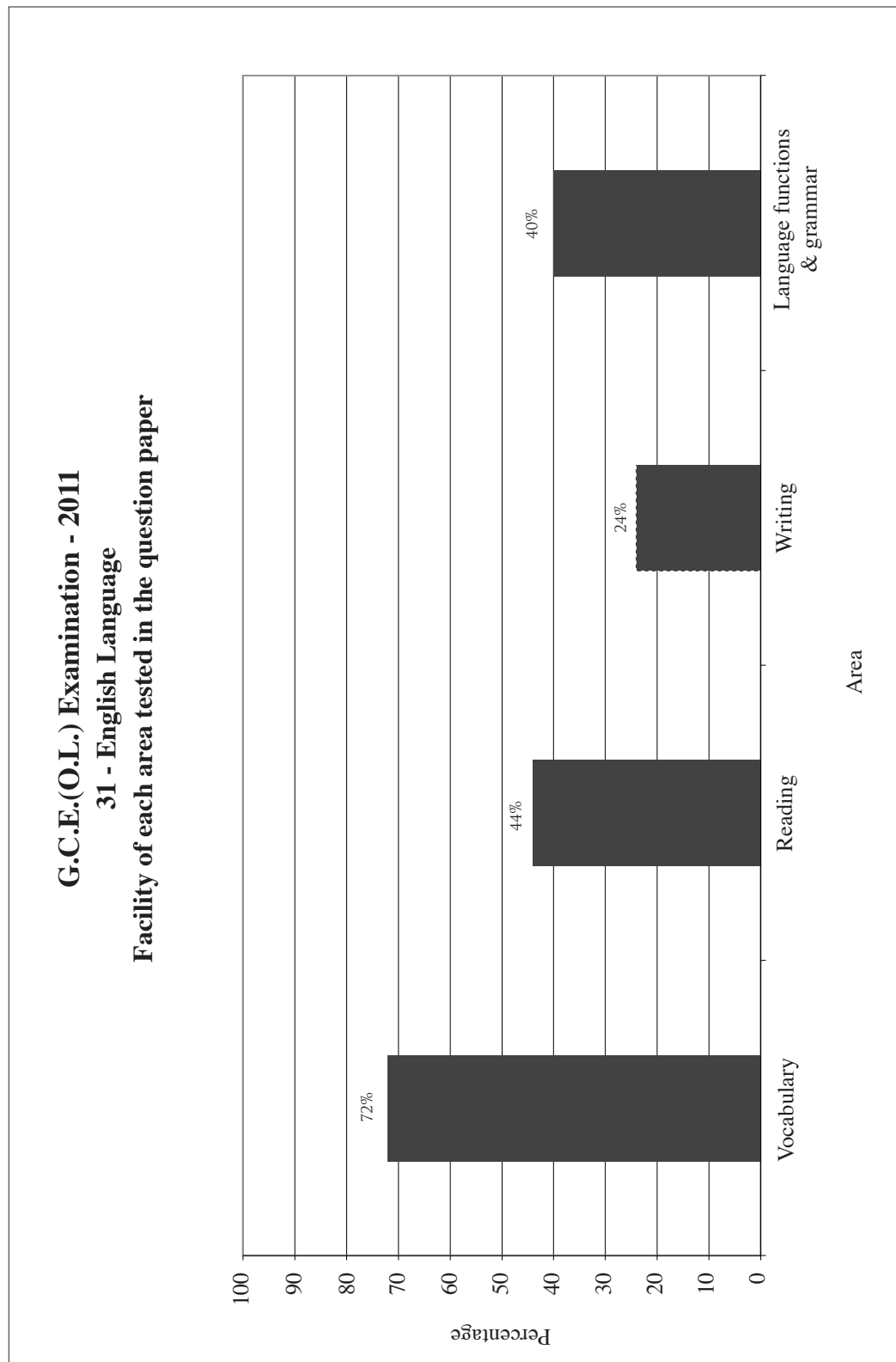
Graph 2(a) - Based on the information gathered from RD/16/04/OL form.
e.g. According to the above graph, Facility of Test 9(5) is 79%. But the Facility of Test 10(5) is only 15%.

G.C.E.(O.L.) Examination - 2011
31 - English Language - Paper II
Facility Indices of Tests in the question paper



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)(iii) is 61%. But the Facility of Test 15(6)(b) is only 11%.

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.

Facility of vocabulary tests is above 70%.

Facility of writing tests is below 30%.

Part II

2.0 Information regarding questions and answers

2.1 Question paper I

2.1.1 Structure of the question paper I

- * The time allocated for the paper I is **one** hour.
- * It includes **eight** tests and **all** tests are **compulsory**.
- * The total marks for the paper I is **40**.

Question (Test) No.	Area of testing	Marks Distribution	Total
1	Vocabulary	1 × 5	05
2	Reading	1 × 5	05
3	Writing	1 × 5	05
4	Language Functions & Grammar	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 on answering all the questions in Paper I are based on Graphs 1 and 3.

• Test 1 – Vocabulary

Objective – Assess the ability to use words appropriately and accurately to convey precise meaning

Technique – Filling in the blanks

○ Test 1 with expected answers :

Study the pictures. Fill in the blanks in the following short exchanges using words from the given box. Write the correct letters in the blanks. *One is done for you.*

(a) butterflies (b) ~~favourite~~ (c) skirts (d) vase (e) photos (f) biscuits

(1) This is my album.

Look at all these (1) *e* .



(2) I like this table but I don't like the (2) *d* on it.



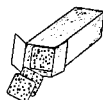
(3) Isn't this park lovely!

Look at those beautiful (3) *a* .



(4) That dog looks hungry.

Let's give it some (4) *f* .



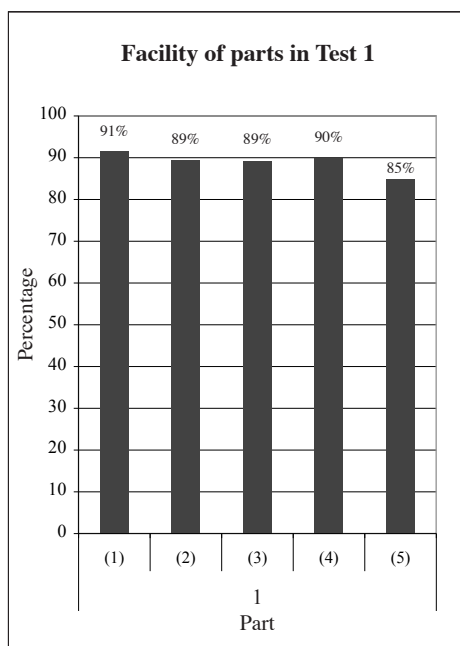
(5) I like these (5) *c* .

Blue is my (6) *b* colour.



Observations and Comments on Test 1 :

OBSERVATIONS :



Test 1 is based on Vocabulary.

Facility of parts in Test 1 in this question paper is as follows.

Part (1) - 91%

Part (2) - 89%

Part (3) - 89%

Part (4) - 90%

Part (5) - 85%

Facility of each part in Test 1 in this question paper is above 80%.

COMMENTS :

According to the graph, the vocabulary test has been easy for the candidates. The words given in the box are very simple. Picture clues given could have been helpful for the candidates in selecting the correct word for the blank.

The test seems to have given a motivational start for the candidates to proceed with the rest of the question paper.

- Test 2 – Reading

Objective – Assess the ability to read and understand a dialogue

Technique – Filling in blanks / Completion

○ **Test 2 with expected answers :**

Complete the dialogue using the given groups of words. Write the correct letter in the blank.
The first one is done for you.

Yaso: Good morning, nice to see you at the competitions this year too.

Amal: Good morning, (1)^f .

Yaso: We are a bit early, aren't we?

Amal: (2)^a ?

Yaso: Yes, we'll have to wait till 10 o' clock.

Amal: Till then Yaso (3)^c?

Yaso: Give it to me, let me read it first.

Amal: (4)^b .

Yaso: Ah! It's a beautiful poem.

Amal: Yes it is. (5)^d .

Yaso: It is neatly typed. Who typed it?

Amal: I did it (6)^e .

- (a) it's always good to be early, isn't it

(b) here you are

(c) can you please listen to my poem

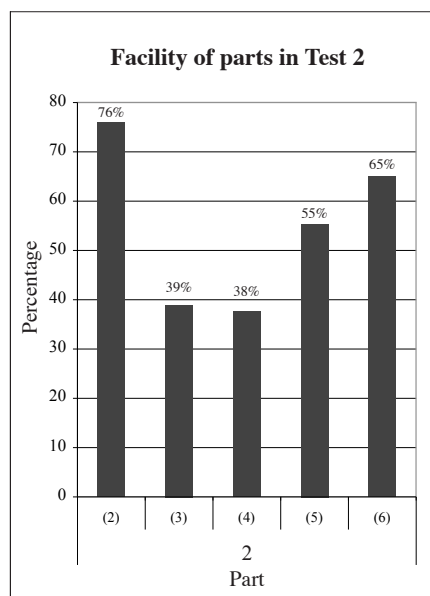
(d) my teacher gave it to me

(e) in our school computer room

(f) ~~nice to see you too~~

Observations and Comments on Test 2 :

OBSERVATIONS :



Test 2 is based on Reading.

Facility of parts in Test 2 in this question paper is as follows.

- Part (2) – 76%
- Part (3) – 39%
- Part (4) – 38%
- Part (5) – 55%
- Part (6) – 65%

The facility of parts (2), (5) and (6) is above 50% while the facility of parts (3) and (4) is below 40%.

COMMENTS :

In this reading test part 2 has been the easiest for the candidates because it is possible to guess the answer 'early' since the word 'early' appears in both exchanges. However, the candidates had not been able to answer part 3 successfully due to the lack of their ability to understand the interconnected nature of exchanges in the dialogue.

Students should be properly guided in the classroom to understand relations between parts of a text. (Examination and Assessment Guidelines, 2008, p.xii)

• Test 3 – Writing

Objective – Assess the ability to write a few sentences describing the picture given

Technique – Picture based writing

○ Test 3

Write **five** sentences about the picture.



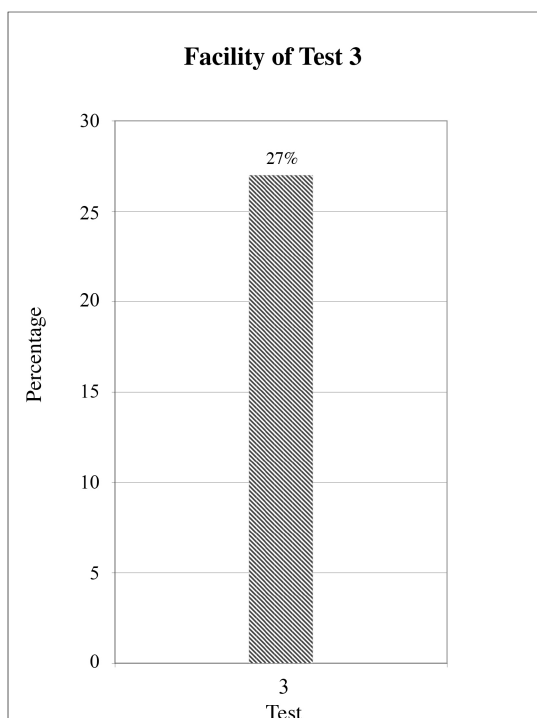
Expected Answer :

There are two men sitting under a tree.
They have fallen asleep.
There is a monkey on the tree.
There are two bags beside the men.
The monkey is trying to take something from a bag.

***If the sentences were grammatically correct and relevant, they were marked correct.
But if there were more than 3 spelling mistakes, one (01) mark was deducted from the overall mark.***

Observations and Comments on Test 3 :

OBSERVATIONS :



Test 3 is based on Writing.

Facility of Test 3 in this question paper is 27%.

COMMENTS :

Test 3 is the first writing task in the question paper. The picture had provided enough stimuli for the candidates to produce language. In assessing candidates' answers one mark had been awarded for each grammatically correct and relevant sentence. The fact that marks had been deducted for incorrect spelling would have been one of the reasons for low facility displayed here.

Another reason for low facility could be due to the fact that candidates have tried to write unnecessarily long sentences in this type of activities.

Students should be trained in the classroom to write simple and grammatically correct sentences paying special attention to spelling.

- Test 4 – Language Functions & Grammar

Objective – Assess the ability to use question words appropriately

Technique – Filling in blanks / completion

○ Test 4 with expected answers :

Fill in the blanks with the most suitable question word. Write the letter in the space provided.

The first one is done for you.

(a) what	(b) why	(c) where	(d) how many	(e) who	(f) when
----------	---------	-----------	-------------------------	---------	----------

Saman : (1) ^d..... times have you been to Sinharaja?

Piyal : Well, I've been there many times.

Saman : Is that so? (2) ^f..... did you go there last?

Piyal : During the August holidays.

Saman : (3) ^e..... did you go with?

Piyal : With my aunt and her family.

Saman : (4) ^c..... does your aunt live?

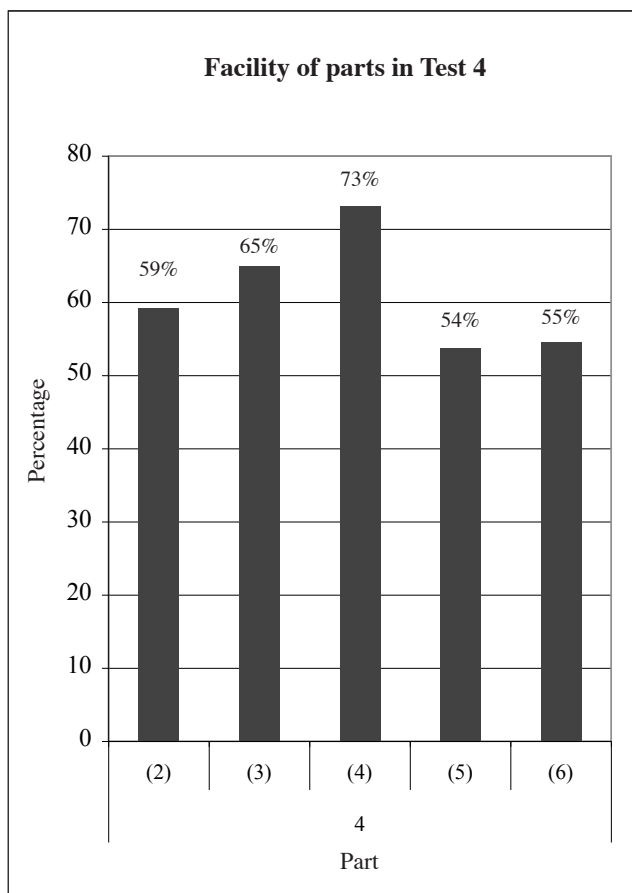
Piyal : In Deniyaya, very close to Sinharaja. (5) ^b..... do you ask all these questions?

Saman : Well, I've never been to Sinharaja. I want to go there. (6) So, ^a..... is the best route to take?

Piyal : I'll tell you. Let's first drink this cup of tea.

Observations and Comments on Test 4 :

OBSERVATIONS :



Test 4 is based on Language Functions & Grammar.

Facility of parts in Test 4 in this question paper is as follows.

- Part (2) - 59%
- Part (3) - 65%
- Part (4) - 73%
- Part (5) - 54%
- Part (6) - 55%

The facility of all parts in this Test is above 50%.

COMMENTS :

The test 4 which meant to assess the candidates' ability to use question words appropriately appears to be easy since the facility of all parts is above 50%. Part 4 has been the easiest because the question "Where live?" is a very familiar one for the candidates. Here, the question words had been tested in context. One reason for nearly 50% of candidates to find this test difficult could have been

their inability to understand the questions and answers given in the test 4 (context).

These findings show that grammar in isolation do not help students. They should be exposed to a variety of contexts in order to internalize English grammar.

- Test 5 – Reading

Objective – Assess the ability to read and understand simple utterances

Technique – Matching

○ Test 5 with expected answers :

Match 'A' with 'B' to make complete utterances. Write the correct letter in the space provided.
The first one is done for you.

A		B
(1) I used to write articles to the newspapers	(.....) (a)	in order to take part in the tournament.
(2) We meet in the afternoon to practise carrom	(.....) (a)	(b) so I am studying very hard to achieve my aim.

(3) We've been friends since we were small

(.....) (d)

but now ~~there's~~ hardly any time to do so.

(4) I've been collecting a lot of stamps over the years

(.....) (e)

and still remain very close to one another.

(5) Advertisement regarding the swimming pool said, "It is free"

(.....) (f)

and exchanging the extras with friends.

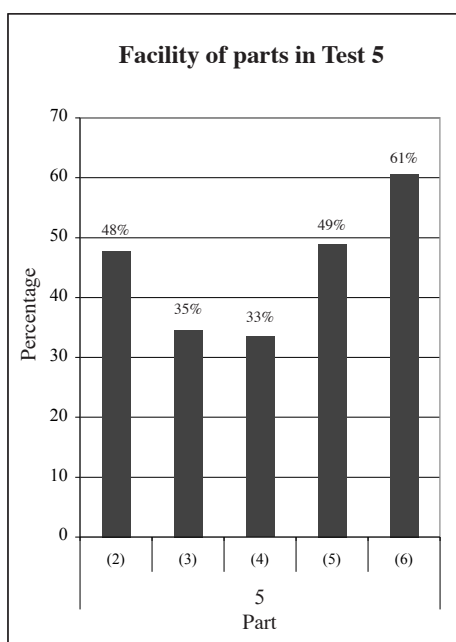
(6) I want to be a doctor one day

(.....) (b)

but when we reached there we found that we had to pay.

Observations and Comments on Test 5 :

OBSERVATIONS :



Test 5 is based on Reading.

Facility of parts in Test 5 in this question paper is as follows.

Part (2) - 48%

Part (3) - 35%

Part (4) - 33%

Part (5) - 49%

Part (6) - 61%

The facility of part (6) in this Test is above 50%. The facility of parts (3) and (4) is below 40%.

COMMENTS :

The test seems to be an average one because the facility of the parts remains at average level except in parts 3 and 4. The reason for poor performance in these two parts might have been due to the inability of candidates to understand utterances given in both A and B. Isolated sentences given in this test could have been another reason for the low facility.

Students' ability to understand sentences linked using conjunctions and connectives should be improved through extensive practice, exposing students to authentic situations in the classroom.

- Test 6 – Writing

Objective – Assess the ability to write a paragraph on a given topic

Technique – Guided writing

○ Test 6

Write a short paragraph of what you did last weekend. The following words and phrases will help you. Use about **50** words.

[Saturday, Sunday, in the morning, in the afternoon, in the evening,
before lunch, after lunch, then, after that]

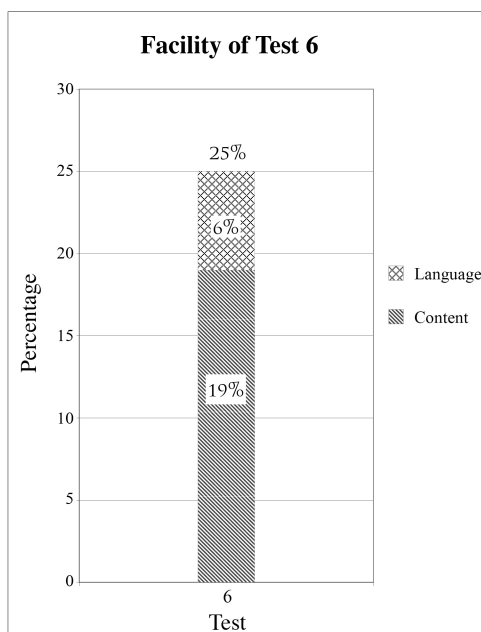
Expected Answer :

How I spent my last weekend

On Saturday I got up at 7 in the morning and helped my mother to clean the house. Before lunch I had a bath and washed my clothes. In the afternoon after lunch I played with my friends. In the evening I went to see a film with my parents. On Sunday I went to Sunday school in the morning, and then visited my grandparents.

Observations and Comments on Test 6 :

OBSERVATIONS :



Test 6 is based on Writing.

Facility of Test 6 in this question paper is 25%.

COMMENTS :

Compared to the other tests, writing appears to be more difficult. Facility of writing tests in the entire question paper is 24%. In test 6, even though some words and phrases have been given to guide the candidates, they have displayed weaknesses in producing grammatically correct sentences. Most of the candidates have written about what they did on one day though the test requires them to cover both days (Saturday and Sunday). Within the facility of 25% displayed for this test, it is evident that greater portion (19%) is because of content, and language accuracy is very low (6%). This disparity between the facility of content and language in writing clearly displays that the students' ability to write grammatically correct sentences should be improved.

• Test 7 – Reading

Objective – Assess the ability to read and understand directly/indirectly stated information

Technique – Multiple choice

○ **Test 7 with expected answers :**

The following is a part of a letter. Read and answer the questions given below.

“..... Raju, you have said that it is very cold in Nuwara Eliya. I wish I could be there with you because it is too hot here in Serukele. It's like living in a desert. There is no rain and the trees, bushes and the vines in our garden and everywhere else are **withered**. I'm writing this seated under our mango tree, which doesn't have many leaves on it.

Of course, the river is there. I will go to the river after writing this letter to bathe and listen to the music in the flow of water. The bamboo trees on the banks are very tall now. The rustling bamboo leaves too create music. Because of the bamboo trees it is shady near the river and they keep the water cool and refreshing.

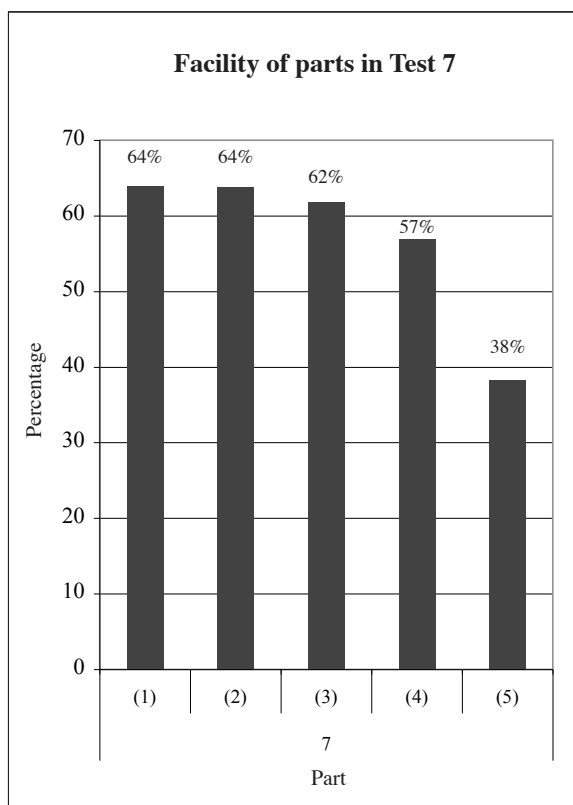
You must visit us again when the rains come and the trees are green. Come and listen to the music of the river. ”

● Underline the correct answer.

1. Raju is living in
(a) Serukele. (b) Nuwara Eliya. (c) a desert.
2. Which of the following is correct?
(a) Only the bamboo leaves produce music
(b) Only the flowing of water produces music
(c) Both the bamboo leaves and the flow of water produce music
3. The water in the river is kept cool by
(a) the bamboo trees on the banks. (b) the two banks of the river.
(c) music made by the flow of water.
4. The writer wants Raju to come
(a) when it is very cold. (b) during the rainy season.
(c) on a coming weekend.
5. The word 'withered' in line 3 means
(a) fresh looking (b) in bloom (c) dried up

Observations and Comments on Test 7 :

OBSERVATIONS :



Test 7 is based on Reading.

Facility of parts in Test 7 in this question paper is as follows.

Part (1)	-	64%
Part (2)	-	64%
Part (3)	-	62%
Part (4)	-	57%
Part (5)	-	38%

The facility of parts (1), (2), (3) and (4) in this Test is above 50%. The facility of part (5) is below 40%.

COMMENTS :

The given passage is not difficult for the candidates. The facility of part 1 to 4 is above 50%. This shows that the candidates have performed well for test 7. One of the reasons for the increase of the facility could have been the type of technique applied in test 7 (multiple choice). In addition, the candidates had been able to extract the directly stated information given in the text easily. However, the facility of part 5 in which vocabulary is tested is low. It suggests that candidates' ability to deduce the meaning from the text is poor.

- Test 8 – Writing

Objective – Assess the ability to write a paragraph using the present tense

Technique – Guided writing

○ Test 8

Write a short paragraph using the following points. The first sentence is given to you. Use about 50 words.

Things you can do during your free time	→	reading books → learn many things
	→	playing games → keep healthy
	→	working in the garden → good exercise/earn money/fresh vegetables

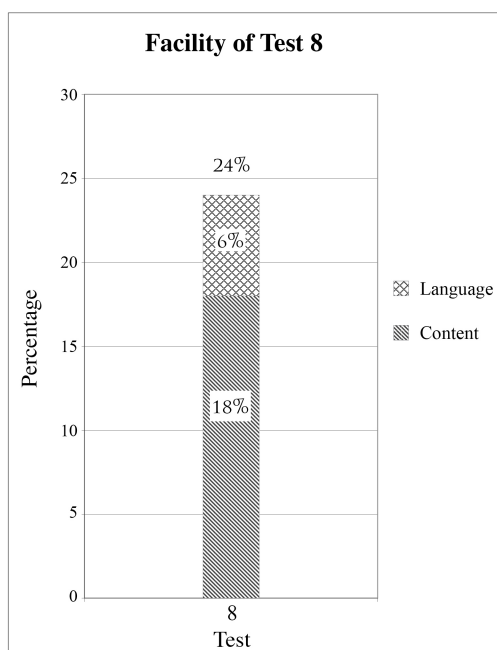
There are various things I can do during my free time. One is

Expected Answer :

There are various things I can do during my free time. One is reading books. I learn many things from the books I read. Another thing that I can do is playing games. This keeps me healthy and strong. Working in the garden is a good exercise for me. I can also earn money by growing vegetables and selling them. Fresh vegetables can be used in our daily meals.

Observations and Comments on Test 8 :

OBSERVATIONS :



Test 8 is based on Writing.

Facility of Test 8 in this question paper is 24%.

COMMENTS :

The test is based on guided writing technique and it has proved to be a difficult item. The graph shows that the candidates have got a higher facility for content over language. Although more marks (3 out of 5) have been allocated for language, facility of language is lower. The reason for this could have been the inability of the candidates to express clearly in the target language; writing grammatically correct sentences.

The clear message given here is that some more time should be dedicated to improve writing skills of the students in classroom teaching. More emphasis should be given to the writing activities that are given in the textbook.

2.2 Question paper II

2.2.1 Structure of the question paper II

- * The time allocated for the paper II is **two** hours.
- * It includes **eight** tests and **all** tests are **compulsory**. Test 14 has two choices whereas test 16 has four.
- * The total marks for the paper II is **60**.

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Vocabulary	1×5	05
10	Grammar	$\frac{1}{2} \times 10$	05
11	Reading	$\frac{1}{2} \times 14$	07
12	Reading	1×5	05
13	Grammar	1×5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	$1 - \frac{1}{2} \times 4$ $2 - 1 \times 1$ $3 - 1 \times 1$ $4 - 1 \times 1$ $5 - 1 \times 1$ $6 - \frac{1}{2} \times 2$ $7 - \frac{1}{2} \times 2$	02 01 01 01 01 01 <u>01</u> 08
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 the correct form of the word to complete a text

Technique – Multiple choice

○ Test 9 with expected answers :

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

It is a well known fact that an advertisement must be (1) (attractive/attract/attraction). It must get the (2) (attend/attention/attendant) of the reader or viewer.

The language of an advertisement must be clear and (3) (easily/easiness/easy) understood.

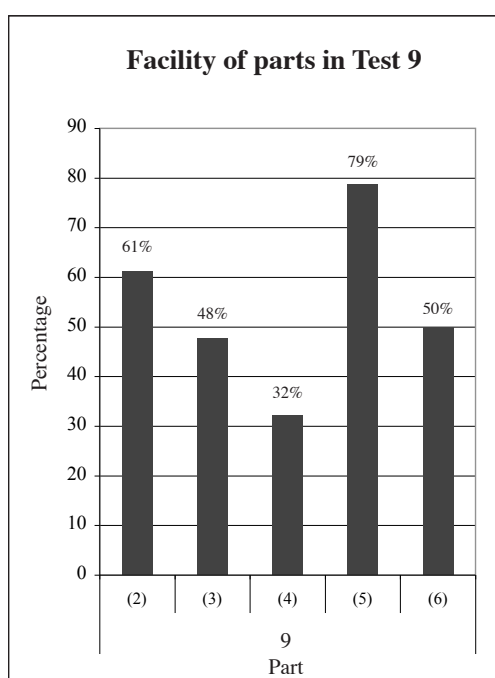
The reader or the viewer must be able to (4) (response/respondent/respond) to the advertisement.

So (5) (beauty/beautiful/beautify) words are a must in an advertisement.

An advertisement which doesn't persuade people to buy a product is a (6) (fail/failing/failure).

Observations and Comments on Test 9 :

OBSERVATIONS :



Test 9 is based on Vocabulary.

Facility of parts in Test 9 in this question paper is as follows.

Part (2)	-	61%
Part (3)	-	48%
Part (4)	-	32%
Part (5)	-	79%
Part (6)	-	50%

The facility of parts (2) and (5) is above 60%. The facility of part (4) is below 40%.

COMMENTS :

This test seems to be an average level item where the candidates have to identify the correct answer from the answers given. Part 5 of the question shows a higher facility. The reason might be that the word, 'beautiful' is a very familiar term in English. The reason for part 4 to show the lowest facility might be the less familiarity with the word 'respond'.

It is evident that most of the students had no clear understanding about 'word classes' of English, although many lessons on vocabulary are available in the textbooks. It can be suggested that teachers should pay more attention to vocabulary development activities.

- Test 10 – Grammar

Objective – Assess the ability to edit a text

Technique – Error correction

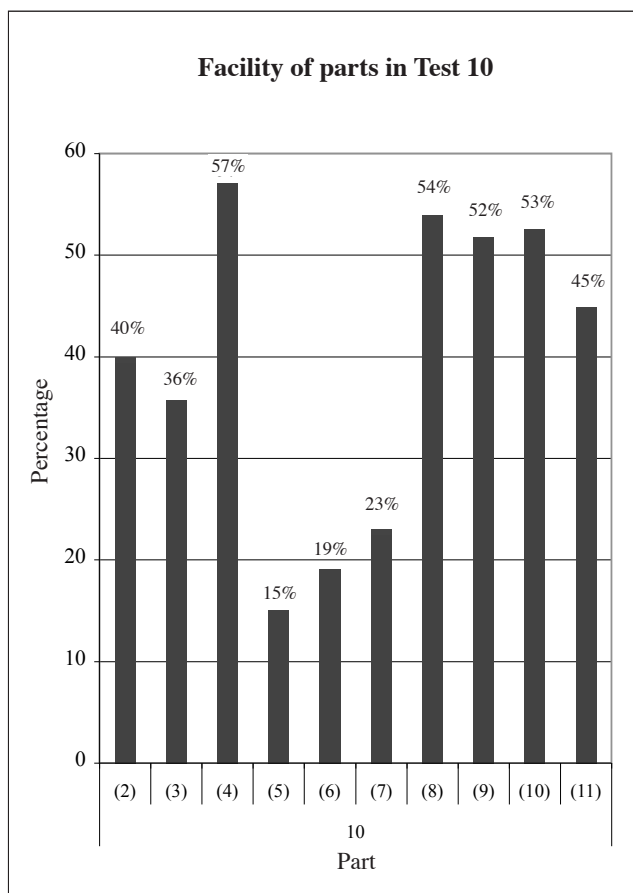
○ Test 10 with expected answers :

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.*

I must tell you about the drama that I <u>go</u>	went
to see last Monday. I hadn't <u>intend</u> to go	intended
but my neighbour <u>offer</u> me a ticket.	offered
I agreed to <u>going</u> with him as I had	go
nothing <u>plan</u> for the evening. The	planned
whole evening was <u>amused</u> .	amusing
I <u>real</u> enjoyed it very much. It was	really
my first <u>visiting</u> to a theatre after	visit
my long illness. The story <u>were</u> a transla-	was
tion but <u>look</u> very relevant to our society.	looked
After the drama we <u>have</u> dinner at a	had
restaurant. Luckily we were able to catch	
the last bus home.	

Observations and Comments on Test 10 :

OBSERVATIONS :



Test 10 is based on Grammar.

Facility of parts in Test 10 in this question paper is as follows.

Part (2)	-	40%
Part (3)	-	36%
Part (4)	-	57%
Part (5)	-	15%
Part (6)	-	19%
Part (7)	-	23%
Part (8)	-	54%
Part (9)	-	52%
Part (10)	-	53%
Part (11)	-	45%

The facility of parts (4), (8), (9) and (10) is above 50%. The facility of part (5), (6) and (7) is below 30%.

COMMENTS :

This test assesses the candidates' ability to correct language errors in a text. What is noticeable in this test is that the facility is above 50% only in four parts out of ten, indicating the candidates' low performance in grammar. The lowest facility is reported in part 5. This could be due to the spelling of the expected correct answer 'planned'. Similarly, in part 7, the facility is low (23%), since the required correct answer for the underlined word 'real' was 'really'. In both instances the candidates' inability to spell words correctly might have resulted in the low facility.

The candidates' failure in using the '-ing' form of the verb has resulted in decreasing the facility in part 6 to below 20%. The low performance in test 10 indicates that the grammar should be taught not in isolation but in context.

In addition, the given example that is in the past tense might have misguided the candidates who could not read the instructions properly.

• Test 11 – Reading

Objective – Assess the overall proficiency of the language

Technique – Modified cloze

○ **Test 11 with expected answers :**

Fill in the blanks using the words given.

to,	and,	for,	on,	seated,	thanked,	looked,
in,	asked,	me,	off,	see,	stop,	possibly

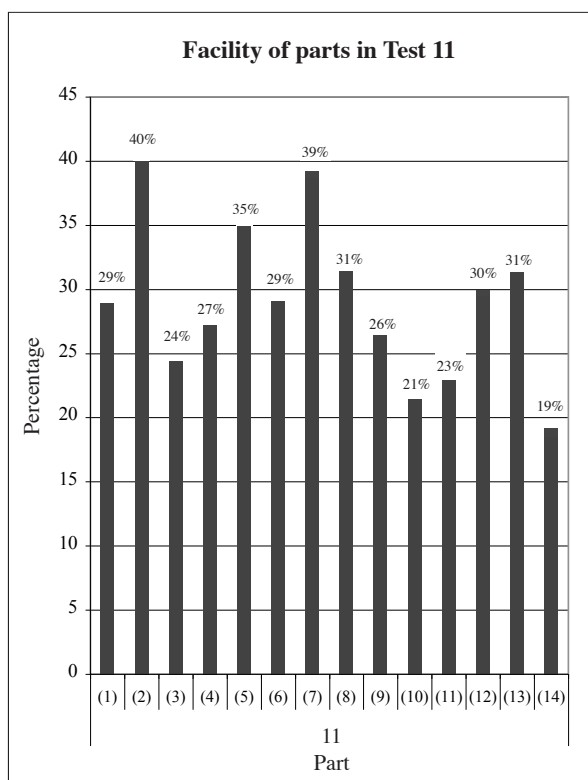
One morning while I was travelling to office by train something interesting happened. I was reading the newspaper and would have missed my stop but for a stranger – a young man who tapped me (1)**on**..... the shoulder and told (2)**me**..... I had better get (3)**off**..... before the train started (4)**to**..... move.

The following morning I (5)**looked**..... around for the man, (6)**and**..... there he was right (7)**in**..... front of me. I (8)**thanked**..... him for his thoughtfulness and (9)**asked**..... him how he could (10)**possibly**..... know which was my (11)**stop**..... .

“As a daily traveller (12)**for**..... two years”, he said seriously “I (13)**see**..... you on this train (14)**seated**..... at the same place everyday. I catch the train at 7.44. You get off at 8.00 and I sit down. Sir, you are my reserved seat on the train.”

Observations and Comments on Test 11 :

OBSERVATIONS :



Test 11 is based on Reading.

Facility of parts in Test 11 in this question paper is as follows.

Part (1)	- 29%
Part (2)	- 40%
Part (3)	- 24%
Part (4)	- 27%
Part (5)	- 35%
Part (6)	- 29%
Part (7)	- 39%
Part (8)	- 31%
Part (9)	- 26%
Part (10)	- 21%
Part (11)	- 23%
Part (12)	- 30%
Part (13)	- 31%
Part (14)	- 19%

The facility of part (2) is 40%. The facility of all the other parts is below 40%.

COMMENTS :

The test seems to be a difficult test for the candidates because only two parts (2 and 7) remain above 35% with regard to facility. The word 'me' in part 2 shows the highest facility as it is a familiar word and at the same time there are other clues like 'me' and 'I' also in the same sentence. This could have made it easy for the candidates to guess the word accurately. The objective of the test is to assess the overall language proficiency of the learner. There, the candidates had to identify the sentence patterns and relationships within sentences such as word order, use of word classes, subject-verb agreement, etc.

Although the passage is not very difficult, the candidates have not been able to find the correct answers. The reason might be lack of practice. The teachers need to pay more attention on teaching 'reading' in the classroom. The reading passages are not meant only for comprehension. They must be dealt with in different ways so that the students get more insight into the language.

Teachers can encourage students to prepare general proficiency tests and practise them with peers in the classroom.

• Test 12 – Reading

Objective – Assess the ability to read and find specific information

Technique – Question & answer

○ Test 12 with expected answers :

Mohamed and Kumar who are living in Colombo are reading a section of a 'Teen Entertainment' page of a newspaper. It shows the events for the next three months. They want to attend some events.

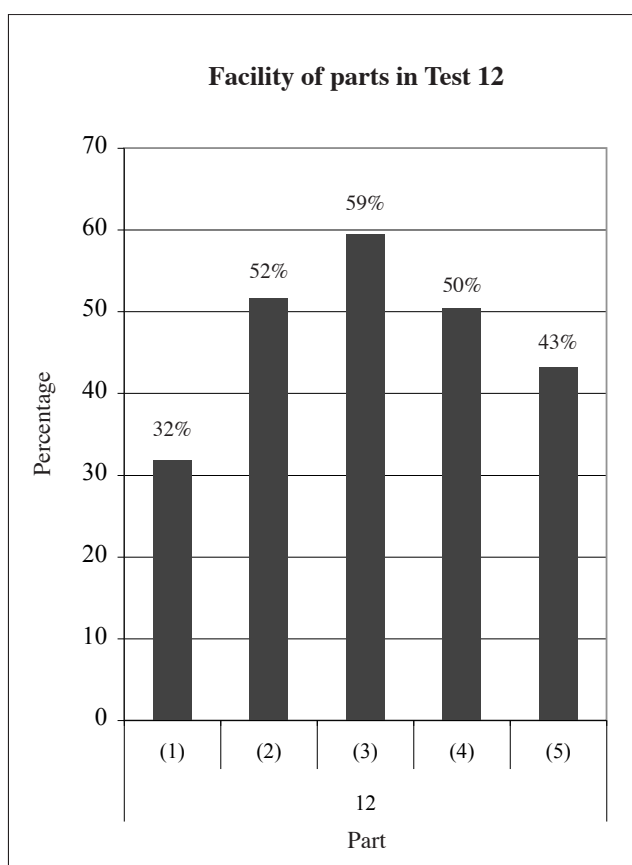
Given below is the section of the page. Read and answer the questions.

TEEN ENTERTAINMENT	
National Theatre - Wellawatte Musical show - "Chinna Chinna Asai" 5.30 – 7.30 Monday 2 nd Jan. Tamil songs By Rani Chelvam & others Tickets: at the gate, Cargills Super Market	Regal - Colombo "No wings to fly" (Award winning movie) Directed by Robert Alan 6.30 Jan. 10 th – Feb 7 th .
Moratuwa MMV - Auditorium Thavath Udesanak (Another morning) 2.30 & 6.30 - Saturday 7 th Jan. Tickets: at the entrance Popular Drama	Gamini Hall - Dehiwala "Ryan's Daughter" The award winning film - Jan. 10 th - 15 th Reduced rates for children. Mon-Friday
Wembley Hall - Nugegoda Little Me (Children's film) Reserve seats now. Special rates for children. Only at 2.30 on weekends from Jan. 14 th to Jan. 29 th	Youth Centre - Maharagama Drama Festival - Sudu Saha Kalu (Black and White) Winner of the state award Feb. 10 th – March 10 th Mon - Friday – 2.30, 6.30

- (1) How many films are available for them to watch? **Three**
- (2) Where can they go if they want to listen to songs?
..... **National Theatre - Wellawatte / National Theatre**
- (3) Their friend Lal is coming to Sri Lanka on the 3rd of February.
What can he watch on the 4th of February?
..... **'No wings to fly'**
- (4) Mohamed wants to take his younger brother to see a film for children. Where can he take him?
..... **Wembley Hall - Nugegoda / Wembley Hall**
- (5) Kumar wants to watch an award winning drama. Which drama can he watch?
..... **Sudu Saha Kalu / Black and White**

Observations and Comments on Test 12 :

OBSERVATIONS :



Test 12 is based on Reading.

Facility of parts in Test 12 in this question paper is as follows.

Part (1)	-	32%
Part (2)	-	52%
Part (3)	-	59%
Part (4)	-	50%
Part (5)	-	43%

The facility of parts (2) and (3) is above 50%. The facility of part (1) is below 40%.

COMMENTS :

Test 12 assesses the ability of the candidates to read for specific information. Even though the given text appears to be easy, the facility of test 12 is not satisfactory. This indicates the inability of the candidates to read and extract necessary information to answer the question.

The lowest facility recorded in part 1 shows the need for vocabulary practice in language classrooms. The less familiarity with the word 'movie' might have been the reason for the lowest facility of part 1 in test 12. More activities should be carried out in the classroom to teach the students to read for specific information avoiding irrelevant information. The students should be exposed to a variety of text types in the classroom.

- Test 13 – Grammar

Objective – Assess the ability to complete a dialogue using passive verb forms

Technique – Completion

○ **Test 13 with expected answers :**

Given below is an interview between a journalist and a student - Rasika regarding the school magazine. Complete it using the **correct tense of the passive verb form**. *The first one is done for you.*

Journalist : So you are going to publish a school magazine! Who gave you the funds for the magazine?

Rasika : The funds (1) **were given** by the past pupils of our school.

Journalist : Oh I see. What is it called?

Rasika : It (2) **is called** 'The Young Inventor'.

Journalist : Who wrote the articles for 'The Young Inventor'?

Rasika : The articles (3) **were written** by Grade 11 students.

Journalist : Great! I am sure you have used illustrations - pictures and photographs. Who provided the illustrations?

Rasika : The illustrations (4) **were provided / were given** by the writers themselves.

Journalist : Now tell me about the editing of the magazine. Who will do the editing?

Rasika : Editing (5) **will be done** by our class teacher.

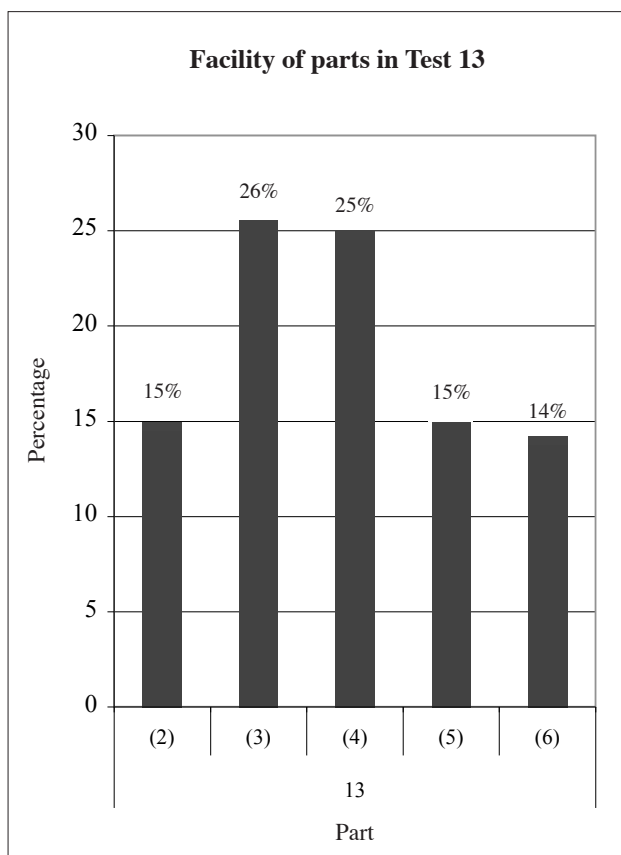
Journalist : You said the Grade 11 students wrote the articles. Will the organizers give a prize for the best article?

Rasika : Yes, the best article (6) **will be given / will be awarded** a cash prize by the organizers.

Journalist : Thank you, I'm sure it is going to be a very useful magazine.

Observations and Comments on Test 13 :

OBSERVATIONS :



Test 13 is based on Grammar.

Facility of parts in Test 13 in this question paper is as follows.

Part (2) - 15%

Part (3) - 26%

Part (4) - 25%

Part (5) - 15%

Part (6) - 14%

The facility of all the parts in this test is below 30%.

COMMENTS :

The test based on passive voice had been difficult for the candidates revealing a major problem of the second language learners of English; grammatical competency. Though the facility of parts 3 and 4 is higher than the other parts, the facility level of the entire test seems to be very low (below 30%).

Even though an example had been provided to guide the candidates, the facility remains low, indicating the difficulty of passive verb forms to the candidates. Teaching passive voice in isolation, might have created difficulties in understanding passive verb forms in contexts as given in test 13. Furthermore, to perform well in this test, candidates need to have a sound knowledge on subject verb agreement, singular and plural forms, tense, etc. Therefore, the lack of knowledge in relation to the above might have resulted in the low facility of this test.

• Test 14 – Writing

Objectives – (a) Assess the ability to write a formal letter

(b) Assess the ability to write a description interpreting a pie chart

Technique – Guided writing

○ Test 14

You are the secretary of the Social Services Club of Sumana Maha Vidyalaya. The club has organized a fund raising programme to help the differently abled persons in the area. You want to invite the Social Services Club of Indrajothi Maha Vidyalaya to participate. Write a letter to the president of the club.

Include the following:

- the purpose of the programme
- how you hope to raise funds (mention two ways)
- request participation and support
- express need to attend the next meeting (give time, date, venue of the meeting)

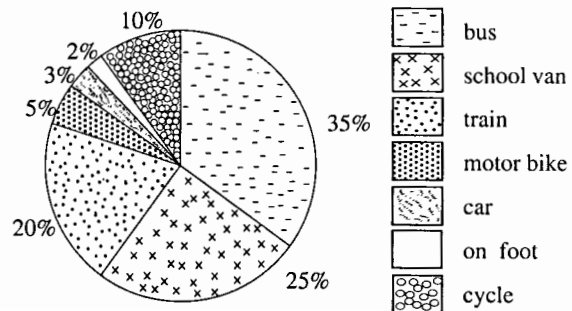
Use about **100** words.

Or

The following chart shows the percentages of students using different modes of transport to and from school. Study the chart and write a description of it. Use about **100** words.

The following words will help you.

most popular, mostly used, majority,
minority, lowest percentage,
highest percentage.



Expected Answers :

14/ 4)

Sumana Maha Vidyalaya
Gampaha

16.12.2011

The President,
Social Services Club,
Indrajothi Maha Vidyalaya,
Yakkala.

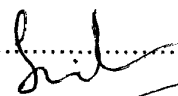
Dear Sir,

The Social Services Club of
Sumana MV. has organized a fund
raising programme to help the
differently abled persons in the area.

We hope to have a musical
show and a sale of household goods.
We invite your club to participate
in these events and support us in
the musical show and sale, so that we
can collect sufficient funds.

The next meeting will be on
the 30th of December 2011 at 9.00
a.m at Sumana Maha Vidyalaya.
Please be present at the meeting
to make this event a success.

Thanking you
yours faithfully



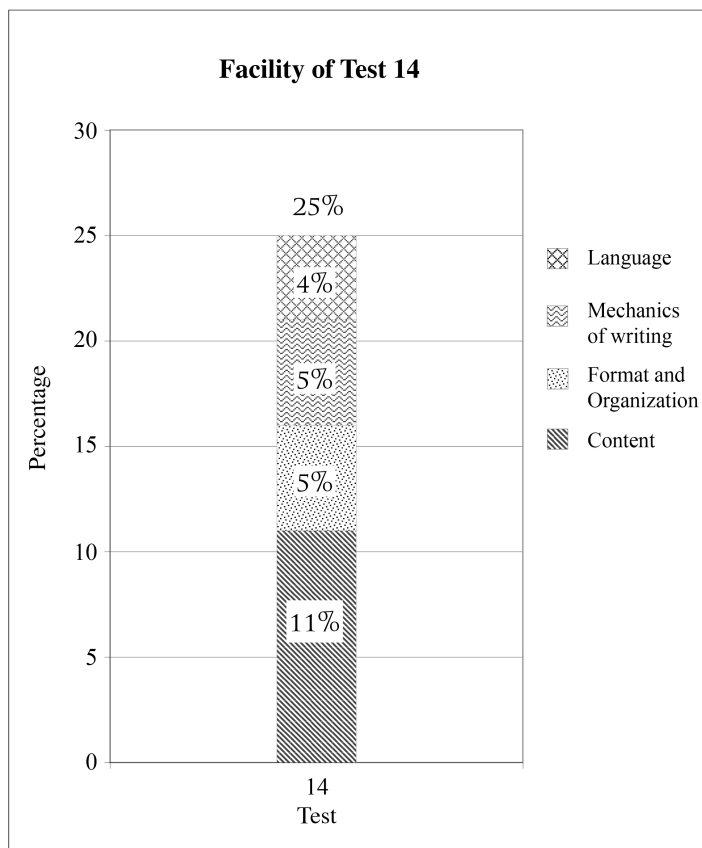
President SSA
Sumana MV

14(2)

The chart shows the percentage of students using different modes of transport to and from school. The most popular mode of transport is the bus. It is 35% and it is the majority. 25% of the students use the school van to travel to and from school. 20% of the students travel to school by train. 10% of the school children use the cycle as a mode of transport. A minority of 5% of students travel to school by motor bike. The car is used by only 3% of the students. The lowest percentage of students come to school by foot and it is 2%.

Observations and Comments on Test 14 :

OBSERVATIONS :



Test 14 is based on Writing.

Facility of Test 14 in this question paper is 25%.

COMMENTS :

Low facility indicated here shows that this test has been difficult for the candidates. This is another instance to show how writing skill has become a barrier for the candidates to perform well in the examination. Their inability to write in a variety of contexts is clearly evident here.

According to the criteria for assessment in this task, equal marks has been allocated for both content and language. However, the analysis of marks obtained by the candidates shows that candidates have earned more marks for content while marks earned for language remained low. This imbalance indicates that, though most of the candidates have produced content relevant to the topic, they have not been able to write grammatically correct sentences.

Therefore, the students should be trained to follow guidelines and use correct format in writing. The knowledge about mechanics of writing would help them to produce a good piece of writing. The teacher has to play a major role in developing the writing skills of the students. Sometimes special individual attention should be paid, as writing is a unique skill.

• Test 15 – Reading

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

Technique – Answering questions and finding references

○ **Test 15 with expected answers :**

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

- 1 A successful businessman was growing old and knew it was time to choose a suitable person to take over the business. He called all the young officers in his company together and said, “It’s time for me to step down and choose the next chief. I’ve decided to choose one of you. I’m going to give each one of you a seed today—a very special seed. I want you to plant the
5 seed, water it, and come back here one year from today with what you have grown from the seed I have given you. Then I will choose the next chief.”

One man named Rahul was there that day and he, like the others received a seed. He went home and told his wife the story. She helped him get a pot, soil and compost and **he** planted the seed. Everyday he watered it and cared for it well but the seed did not grow. The other
10 officers began to talk about their plants but Rahul did not have anything to talk about.

A year finally went by and all the officers of the company brought their plants to the old chief. Rahul did not want to take his empty pot but his wife made him go. Rahul was amazed to see the variety of plants grown by the others. It was the most embarrassing moment of his life. Rahul put his empty pot on the floor and sat at the back. Then the old chief arrived. He said, “What great plants, trees and
15 flowers you have grown. Today one of you will be appointed as the new chief.”

All of a sudden the old chief saw Rahul with his empty pot. He called him to the front. Rahul was horrified. He thought the chief was going to fire him. But to his surprise the old chief smiled and asked what happened to his seed and Rahul told him everything.

“Rahul is the best person to take my place. I appoint Rahul as the next chief. One year ago
20 I gave every one of you a seed and I told you to plant it, water it and bring it back to me. The seeds I gave you were all boiled seeds, they were dead. It was not possible for **them** to grow. All of you except Rahul have brought me plants, trees and flowers. I know what you did. When the seed I gave you did not grow you substituted it with another better seed. Rahul is the only one with the courage and honesty to bring me a pot with the seed that did not grow.
25 Therefore he will be the next chief. If you plant honesty you will reap trust. If you plant hard work you will reap success. So learn to be honest and hard working,” the old chief said.

- (1) Say whether the following statements are true or false by writing **T** or **F** against them. (02 marks)

- (i) The businessman wanted to select a new chief from his directors. (...**F**...)
(ii) All the officers did not know the seeds given to them were dead. (...**T**...)
(iii) Rahul was ashamed of his empty pot. (...**T**...)
(iv) The businessman wanted to fire Rahul. (...**F**...)

- (2) Why did the businessman decide to select a new chief? (01 mark)

..... **Because he was old / he was growing old**

- (3) What was the time duration given to grow the seed? **One year / A year** (01 mark)

- (4) What happened to the seed that Rahul planted? **It did not grow** (01 mark)

- (5) Write the sentence which says Rahul was in a situation he had never faced before.

..... **It was the most embarrassing moment of his life** (01 mark)

(6) Find words which have the same meaning as the following from lines 20 - 26.

replaced

substituted

gather as harvest

reap

(01 mark)

(7) What do the following refer to:

he (in line 8)

Rahul

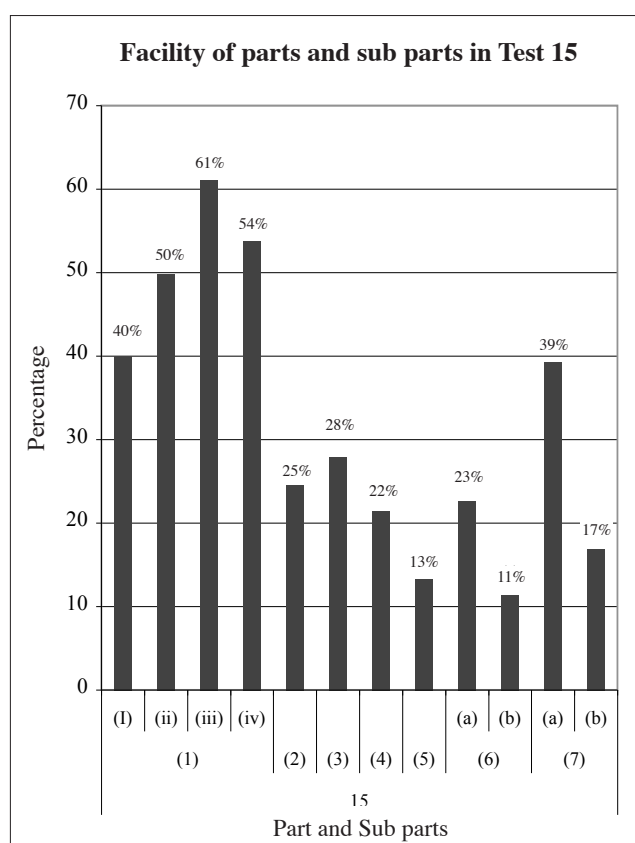
them (in line 21)

(The) Seeds

(01 mark)

Observations and Comments on Test 15 :

OBSERVATIONS :



Test 15 is based on Reading.

Facility of parts and sub parts in Test 15 in this question paper is as follows.

Part (1) -

Sub part (i) - 40%

Sub part (ii) - 50%

Sub part (iii) - 61%

Sub part (iv) - 54%

Part (2) - 25%

Part (3) - 28%

Part (4) - 22%

Part (5) - 13%

Part (6) -

Sub part (a) - 23%

Sub part (b) - 11%

Part (7) -

Sub part (a) - 39%

Sub part (b) - 17%

The facility of sub parts (iii) and (iv) in part (1) is above 50%. Facility of part (5) and sub parts (6) (b) and (7) (b) is below 20%.

COMMENTS :

According to the graph, the test has been difficult for the candidates. The binary choice item; part (1), has been easier than the rest. The candidates have displayed a remarkable weakness in the other parts where they had to produce answers. Even though the candidates had been expected to write only short answers for the 'Wh' questions, performance is very poor.

The test contains a variety of questions to check comprehension, reference skills and vocabulary. The sub part (6) (b) shows the least facility. In this sub part the candidates couldn't guess the answer. The reason for the least facility of this sub part might be due to the fact that in the sub part (6) (a) one word has been given to find one similar word and in the sub part (6) (b) a phrase has been provided to find one similar word. The second least performed part is part (5) where candidates had to identify a particular sentence and copy it fully in the blank. The lower facility might have been due to their inability to identify the full sentence as the answer. Writing an incomplete sentence would have resulted in losing full marks for the answer.

The candidates have displayed weakness in understanding longer passages. The length of the passage too has seemingly caused them problems. Therefore, the teachers should try to prepare new activities from the reading passages available in the pupils' text and allow students to practise them in the classroom.

- Test 16 – Writing

Objective – Assess the ability to write an article/ a description / an essay / a dialogue on a given topic

Technique – Guided / Free writing

○ **Test 16**

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

1. An article for a children's newspaper on "Mobile Phones". Explain its functions, advantages and disadvantages.
2. The Welfare Association of your village/town wants to present one of the following to an elders' home.
 - a computer, a television, books on religionWhat do you think is the most suitable present to be given?
Write a description including the following:
 - the item you suggest, why you suggest it and not the others, how the elders can benefit
3. You listened to a speech made by an environmentalist and now you want to do everything possible to protect our environment. Write an essay on the following topic.
 - What we can do to protect our environment
4. Complete the following dialogue.

Hasini : What are you going to do once the exam is over?

Sumudu : Well it's a difficult question to answer but I will

Expected Answer :

..... mobile phones

..... A mobile phone is a modern device of communication. It has many functions. There are different kinds of mobile phones such as touch screen, video players, music players, camera's, visual displays, internet observers etc. A mobile phone is a portable device that one can take with them wherever they go. The mobile phone also has a calculator, stop watch, torch, radio, television,

calendar, note pad and game playing devices.

With the development of modern scientific and technological development the mobile phone has become a very essential service to both young and old in recent times.

However the mobile phone has many advantages and disadvantages. Speaking about advantages it is a device that can be used at any time, anywhere and everywhere. Messages can be sent and received in a very short time and information around the world can be got using the internet.

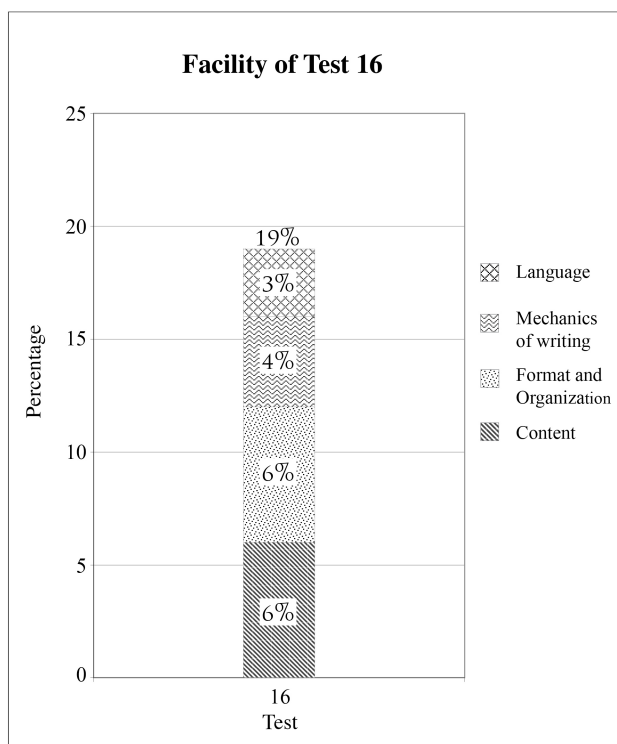
Among the disadvantages are, that it is a wastage of time for children because they neglect their studies by watching films, playing games, surfing the internet and chatting on the face book, spending a lot of time.

Therefore it has been revealed that the mobile phone is a barrier to the life of a child.

and that children should not be allowed to use it all the time.

Observations and Comments on Test 16 :

OBSERVATIONS :



Test 16 is based on Writing.

Facility of Test 16 in this question paper is 19%.

COMMENTS :

Test 16, with its facility 19%, proves that it has been a difficult test for the candidates. Further, compared to the other writing tests in the question paper, test 16 records the lowest facility though it is the test with the highest marks allocated in the question paper. The facility of content and format is 12% while the facility of language and mechanics of writing is 7%, suggesting that candidates have been awarded more marks for content and format rather than language and mechanics of writing in assessing this writing task.

In developing the writing skills of students different methodologies should be applied suitably and continuous encouragement and guidance should be provided.

Teachers should follow suitable techniques and activities prescribed in the syllabus and the text books to develop writing skills of the students. Furthermore, it is advisable to make the students aware of the marking criteria of writing tasks in order to give them a proper understanding of the distribution of marks.

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 pencil.
- * 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 answers provide 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 extracting information from a text and copying 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.
- * 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 gain new experience 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 help the candidate's performance 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 weaker performance, the teachers should help them to reach at least the basic level performance standard mentioned in the 'Examination and Assessment Guidelines'.
- * In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and pronunciation making students aware of word classes and their use.
- * The teachers should adopt new strategies to make learning more interesting.
- * In teaching reading, the teachers should expose pupils to a variety of text types and to new techniques of reading.
- * 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.
- * 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 adopt 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.
- * Grammar should be taught and tested not in isolation but in context.

- * 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.