G.C.E.(O.L.) Examination - 2016

Evaluation Report

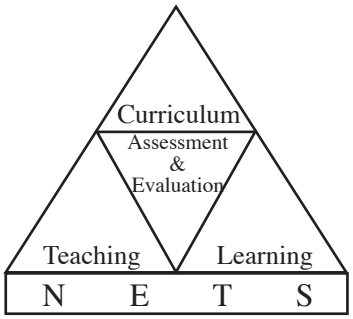
31 - English Language

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 - 2016

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TRANSFORMING THE SCHOOL EDUCATION SYSTEM AS THE FOUNDATION OF A KNOWLEDGE HUB PROJECT (TSEP - WB) AND EDUCATION SECTOR DEVELOPMENT PROGRAMME (ESDP)

INTRODUCTION

Out of all public school examinations in Sri Lanka the largest number of candidates appears for 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 and various other institutions. It is thus recognized due to its validity and reliability as well as its high quality.

Students strive hard to acquire a high achievement level at this examination while their teachers as well as their parents work hard to fulfil the students' expectations. By preparing this Evaluation Report, the Department of Examinations intends to help students in achieving their goals. It is certain that the information included in this Evaluation Report will be equally useful to Candidates, Teachers, Principals, Subject Directors, In-service Advisors, Parents and Researchers on education.

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

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

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

B. Sanath Pujitha
Commissioner General of Examinations

22 nd January 2019
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 for English Language

School	Private	Total
285686	**11513**	**297199**

Table 1

1.2.2. Grades obtained by the candidates

Grade	School Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	25715	9.00	3505	30.44	29220	9.83
B	17729	6.21	1227	10.66	18956	6.38
C	36187	12.67	1798	15.62	37985	12.78
S	57220	20.03	2070	17.98	59290	19.95
W	148835	52.00	2913	25.30	151748	51.06
Total	**285686**	**100.00**	**11513**	**100.00**	**297199**	**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 (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	31883	7681	24.09	3452	10.83	5385	16.89	6405	20.09	22923	71.90	8960	28.10
2. Gampaha	27664	2771	10.02	2053	7.42	4256	15.38	6100	22.05	15180	54.87	12484	45.13
3. Kalutara	15745	1539	9.77	1100	6.99	2250	14.29	3450	21.91	8339	52.96	7406	47.04
4. Kandy	20161	2457	12.19	1466	7.27	2873	14.25	4406	21.85	11202	55.56	8959	44.44
5. Matale	7088	516	7.28	407	5.74	895	12.63	1523	21.49	3341	47.14	3747	52.86
6. Nuwara Eliya	10346	318	3.07	397	3.84	866	8.37	1741	16.83	3322	32.11	7024	67.89
7. Galle	14751	1448	9.82	999	6.77	2004	13.59	3038	20.60	7489	50.77	7262	49.23
8. Matara	11398	953	8.36	744	6.53	1589	13.94	2472	21.69	5758	50.52	5640	49.48
9. Hambantota	8766	532	6.07	416	4.75	1150	13.12	2072	23.64	4170	47.57	4596	52.43
10. Jaffna	9425	494	5.24	405	4.30	745	7.90	1382	14.66	3026	32.11	6399	67.89
11. Kilinochchi	2101	25	1.19	38	1.81	91	4.33	179	8.52	333	15.85	1768	84.15
12. Mannar	1699	39	2.30	34	2.00	97	5.71	246	14.48	416	24.48	1283	75.52
13. Vavuniya	2552	105	4.11	105	4.11	179	7.01	367	14.38	756	29.62	1796	70.38
14. Mullaitivu	1619	13	0.80	29	1.79	71	4.39	191	11.80	304	18.78	1315	81.22
15. Batticaloa	8079	263	3.26	347	4.30	668	8.27	1469	18.18	2747	34.00	5332	66.00
16. Ampara	8939	389	4.35	435	4.87	998	11.16	1912	21.39	3734	41.77	5205	58.23
17. Trincomalee	6677	194	2.91	199	2.98	556	8.33	1142	17.10	2091	31.32	4586	68.68
18. Kurunegala	23217	1944	8.37	1528	6.58	3270	14.08	4933	21.25	11675	50.29	11542	49.71
19. Puttalam	10567	569	5.38	529	5.01	1239	11.73	1980	18.74	4317	40.85	6250	59.15
20. Anuradhapura	13175	479	3.64	530	4.02	1382	10.49	2409	18.28	4800	36.43	8375	63.57
21. Polonnaruwa	5813	181	3.11	214	3.68	551	9.48	1178	20.26	2124	36.54	3689	63.46
22. Badulla	11339	741	6.53	558	4.92	1285	11.33	2427	21.40	5011	44.19	6328	55.81
23. Monaragala	7159	270	3.77	263	3.67	628	8.77	1231	17.20	2392	33.41	4767	66.59
24. Ratnapura	13919	885	6.36	769	5.52	1701	12.22	2728	19.60	6083	43.70	7836	56.30
25. Kegalle	11604	909	7.83	712	6.14	1458	12.56	2239	19.30	5318	45.83	6286	54.17
All Island	**285686**	**25715**	**9.00**	**17729**	**6.21**	**36187**	**12.67**	**57220**	**20.03**	**136851**	**47.90**	**148835**	**52.10**

Table 3

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

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	14436	5627	38.98	1886	13.06	2263	15.68	2146	14.87	11922	82.59	2514	17.41
2. Homagama	4364	298	6.83	318	7.29	664	15.22	945	21.65	2225	50.99	2139	49.01
3. Jayawardanapura	7342	1045	14.23	739	10.07	1434	19.53	1914	26.07	5132	69.90	2210	30.10
4. Piliyandala	5741	711	12.38	509	8.87	1024	17.84	1400	24.39	3644	63.47	2097	36.53
5. Gampaha	7840	1253	15.98	675	8.61	1187	15.14	1572	20.05	4687	59.78	3153	40.22
6. Minuwangoda	5330	201	3.77	310	5.82	710	13.32	1138	21.35	2359	44.26	2971	55.74
7. Negombo	7162	808	11.28	540	7.54	1098	15.33	1532	21.39	3978	55.54	3184	44.46
8. Kelaniya	7332	509	6.94	528	7.20	1261	17.20	1858	25.34	4156	56.68	3176	43.32
9. Kalutara	7900	817	10.34	641	8.11	1280	16.20	1831	23.18	4569	57.84	3331	42.16
10. Matugama	3127	251	8.03	185	5.92	377	12.06	630	20.15	1443	46.15	1684	53.85
11. Horana	4718	471	9.98	274	5.81	593	12.57	989	20.96	2327	49.32	2391	50.68
12. Kandy	7456	1989	26.68	916	12.29	1274	17.09	1410	18.91	5589	74.96	1867	25.04
13. Denuwara	1976	71	3.59	97	4.91	287	14.52	475	24.04	930	47.06	1046	52.94
14. Gampola	3396	181	5.33	174	5.12	429	12.63	683	20.11	1467	43.20	1929	56.80
15. Teldeniya	1745	17	0.97	30	1.72	122	6.99	316	18.11	485	27.79	1260	72.21
16. Wattegama	2575	86	3.34	117	4.54	372	14.45	682	26.49	1257	48.82	1318	51.18
17. Katugastota	3013	113	3.75	132	4.38	389	12.91	840	27.88	1474	48.92	1539	51.08
18. Matale	3670	458	12.48	308	8.39	561	15.29	847	23.08	2174	59.24	1496	40.76
19. Galewela	2382	49	2.06	78	3.27	256	10.75	480	20.15	863	36.23	1519	63.77
20. Naula	526	6	1.14	15	2.85	51	9.70	124	23.57	196	37.26	330	62.74
21. Wilgamuwa	510	3	0.59	6	1.18	27	5.29	72	14.12	108	21.18	402	78.82
22. Nuwara Eliya	3032	74	2.44	92	3.03	185	6.10	536	17.68	887	29.25	2145	70.75
23. Kotmale	1369	47	3.43	67	4.89	136	9.93	237	17.31	487	35.57	882	64.43
24. Hatton	2943	86	2.92	105	3.57	251	8.53	461	15.66	903	30.68	2040	69.32
25. Walapane	1307	20	1.53	38	2.91	125	9.56	256	19.59	439	33.59	868	66.41
26. Hanguranketha	1695	91	5.37	95	5.60	169	9.97	251	14.81	606	35.75	1089	64.25
27. Galle	6841	1056	15.44	634	9.27	1103	16.12	1413	20.65	4206	61.48	2635	38.52
28. Elpitiya	3037	76	2.50	118	3.89	301	9.91	577	19.00	1072	35.30	1965	64.70
29. Ambalangoda	3183	284	8.92	187	5.87	427	13.42	671	21.08	1569	49.29	1614	50.71
30. Udugama	1690	32	1.89	60	3.55	173	10.24	377	22.31	642	37.99	1048	62.01
31. Matara	5186	767	14.79	453	8.74	826	15.93	1057	20.38	3103	59.83	2083	40.17
32. Akuressa	1969	77	3.91	127	6.45	311	15.79	453	23.01	968	49.16	1001	50.84
33. Mulatiyana	2134	45	2.11	89	4.17	218	10.22	526	24.65	878	41.14	1256	58.86
34. Morawaka	2109	64	3.03	75	3.56	234	11.1	436	20.67	809	38.36	1300	61.64
35. Tangalle	2434	118	4.85	103	4.23	301	12.37	588	24.16	1110	45.60	1324	54.40
36. Hambantota	3845	206	5.36	148	3.85	468	12.17	899	23.38	1721	44.76	2124	55.24
37. Walasmulla	2487	208	8.36	165	6.63	381	15.32	585	23.52	1339	53.84	1148	46.16

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
38. Jaffna	3344	292	8.73	208	6.22	390	11.66	590	17.64	1480	44.26	1864	55.74
39. Islands	619	0	0	1	0.16	5	0.81	41	6.62	47	7.59	572	92.41
40. Thenmarachchi	1004	28	2.79	31	3.09	49	4.88	165	16.43	273	27.19	731	72.81
41. Valikamam	2849	45	1.58	70	2.46	142	4.98	326	11.44	583	20.46	2266	79.54
42.Vadamarachchi	1609	129	8.02	95	5.90	159	9.88	260	16.16	643	39.96	966	60.04
43. Kilinochchi	2101	25	1.19	38	1.81	91	4.33	179	8.52	333	15.85	1768	84.15
44. Mannar	1348	39	2.89	33	2.45	92	6.82	226	16.77	390	28.93	958	71.07
45. Madu	351	0	0	1	0.28	5	1.42	20	5.70	26	7.41	325	92.59
46. Vavuniya	2056	104	5.06	105	5.11	168	8.17	321	15.61	698	33.95	1358	66.05
47. Vavuniya North	496	1	0.20	0	0	11	2.22	46	9.27	58	11.69	438	88.31
48. Mullaitivu	1158	11	0.95	23	1.99	58	5.01	158	13.64	250	21.59	908	78.41
49.Thunukkai	461	2	0.43	6	1.30	13	2.82	33	7.16	54	11.71	407	88.29
50. Batticaloa	2357	124	5.26	163	6.92	227	9.63	405	17.18	919	38.99	1438	61.01
51. Kalkudah	1449	20	1.38	25	1.73	95	6.56	264	18.22	404	27.88	1045	72.12
52. Paddirippu	1441	28	1.94	37	2.57	85	5.90	251	17.42	401	27.83	1040	72.17
53. Batticaloa Central	1859	89	4.79	122	6.56	247	13.29	497	26.73	955	51.37	904	48.63
54. Batticaloa West	973	2	0.21	0	0	14	1.44	52	5.34	68	6.99	905	93.01
55. Ampara	2427	85	3.50	89	3.67	265	10.92	468	19.28	907	37.37	1520	62.63
56. Kalmunai	2456	184	7.49	188	7.65	350	14.25	602	24.51	1324	53.91	1132	46.09
57. Sammanthurai	1351	25	1.85	33	2.44	95	7.03	203	15.03	356	26.35	995	73.65
58. Mahaoya	581	5	0.86	9	1.55	38	6.54	102	17.56	154	26.51	427	73.49
59. Dehiattakandiya	900	10	1.11	16	1.78	68	7.56	191	21.22	285	31.67	615	68.33
60. Akkaraipattu	1224	80	6.54	100	8.17	182	14.87	346	28.27	708	57.84	516	42.16
61. Thirukkovil	861	38	4.41	44	5.11	111	12.89	194	22.53	387	44.95	474	55.05
62. Trincomalee	1773	107	6.03	71	4.00	206	11.62	380	21.43	764	43.09	1009	56.91
63. Mutur	1231	12	0.97	23	1.87	56	4.55	164	13.32	255	20.71	976	79.29
64. Kantale	871	12	1.38	28	3.21	90	10.33	170	19.52	300	34.44	571	65.56
65. Kinnya	1347	21	1.56	27	2.00	58	4.31	150	11.14	256	19.01	1091	80.99
66. Trincomalee North	594	4	0.67	6	1.01	35	5.89	84	14.14	129	21.72	465	78.28
67. Kurunegala	5617	941	16.75	508	9.04	882	15.70	1107	19.71	3438	61.21	2179	38.79
68. Kuliyapitiya	3970	305	7.68	257	6.47	593	14.94	878	22.12	2033	51.21	1937	48.79
69. Nikaweratiya	2991	200	6.69	160	5.35	421	14.08	636	21.26	1417	47.38	1574	52.62
70. Maho	3639	136	3.74	170	4.67	449	12.34	775	21.30	1530	42.04	2109	57.96
71. Giriulla	3957	164	4.14	222	5.61	554	14.00	912	23.05	1852	46.80	2105	53.20
72. Ibbagamuwa	3043	198	6.51	211	6.93	371	12.19	625	20.54	1405	46.17	1638	53.83
73. Puttalam	5154	122	2.37	163	3.16	414	8.03	855	16.59	1554	30.15	3600	69.85
74. Chilaw	5413	447	8.26	366	6.76	825	15.24	1125	20.78	2763	51.04	2650	48.96

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
75. Anuradhapura	4698	326	6.94	328	6.98	657	13.98	865	18.41	2176	46.32	2522	53.68
76. Tambuttegama	2454	46	1.87	60	2.44	195	7.95	422	17.20	723	29.46	1731	70.54
77. Kekirawa	2551	82	3.21	88	3.45	249	9.76	467	18.31	886	34.73	1665	65.27
78. Galenbidunuwewa	1580	13	0.82	21	1.33	132	8.35	283	17.91	449	28.42	1131	71.58
79. Kebithigollewa	1892	12	0.63	33	1.74	149	7.88	372	19.66	566	29.92	1326	70.08
80. Polonnaruwa	1838	86	4.68	106	5.77	243	13.22	398	21.65	833	45.32	1005	54.68
81. Hingurakgoda	2518	94	3.73	91	3.61	243	9.65	509	20.21	937	37.21	1581	62.79
82. Dimbulagala	1457	1	0.07	17	1.17	65	4.46	271	18.60	354	24.30	1103	75.70
83. Badulla	2618	218	8.33	160	6.11	354	13.52	591	22.57	1323	50.53	1295	49.47
84. Bandarawela	3297	397	12.04	214	6.49	444	13.47	700	21.23	1755	53.23	1542	46.77
85. Mahiyanganaya	1890	41	2.17	63	3.33	152	8.04	337	17.83	593	31.38	1297	68.62
86. Welimada	2458	79	3.21	106	4.31	281	11.43	614	24.98	1080	43.94	1378	56.06
87. Passara	1076	6	0.56	15	1.39	54	5.02	185	17.19	260	24.16	816	75.84
88. Viyaluwa	902	5	0.55	10	1.11	42	4.66	116	12.86	173	19.18	729	80.82
89. Monaragala	1984	100	5.04	68	3.43	170	8.57	348	17.54	686	34.58	1298	65.42
90. Wellawaya	2706	107	3.95	96	3.55	251	9.28	480	17.74	934	34.52	1772	65.48
91. Bibile	1567	58	3.70	89	5.68	165	10.53	287	18.32	599	38.23	968	61.77
92. Ratnapura	5873	540	9.19	408	6.95	877	14.93	1187	20.21	3012	51.29	2861	48.71
93. Balangoda	2548	171	6.71	166	6.51	306	12.01	493	19.35	1136	44.58	1412	55.42
94. Nivitigala	2086	20	0.96	44	2.11	141	6.76	354	16.97	559	26.80	1527	73.20
95. Embilipitiya	3412	154	4.51	151	4.43	377	11.05	694	20.34	1376	40.33	2036	59.67
96. Kegalle	4332	436	10.06	313	7.23	591	13.64	854	19.71	2194	50.65	2138	49.35
97. Mawanella	3782	391	10.34	251	6.64	476	12.59	733	19.38	1851	48.94	1931	51.06
98. Dehiowita	3490	82	2.35	148	4.24	391	11.20	652	18.68	1273	36.48	2217	63.52
All Island	285686	25715	9.00	17729	6.21	36187	12.67	57220	20.03	136851	47.9	148835	52.10

Table 4

1.2.5. Marks obtained according to class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	2316	0.78	297199	100.00
81 - 90	10072	3.39	294883	99.22
71 - 80	15351	5.17	284811	95.83
61 - 70	18261	6.14	269460	90.67
51 - 60	23859	8.03	251199	84.52
41 - 50	29294	9.86	227340	76.49
31 - 40	41188	13.86	198046	66.64
21 - 30	52896	17.80	156858	52.78
11 - 20	70098	23.59	103962	34.98
01 - 10	33797	11.37	33864	11.39
00 - 00	67	0.02	67	0.02

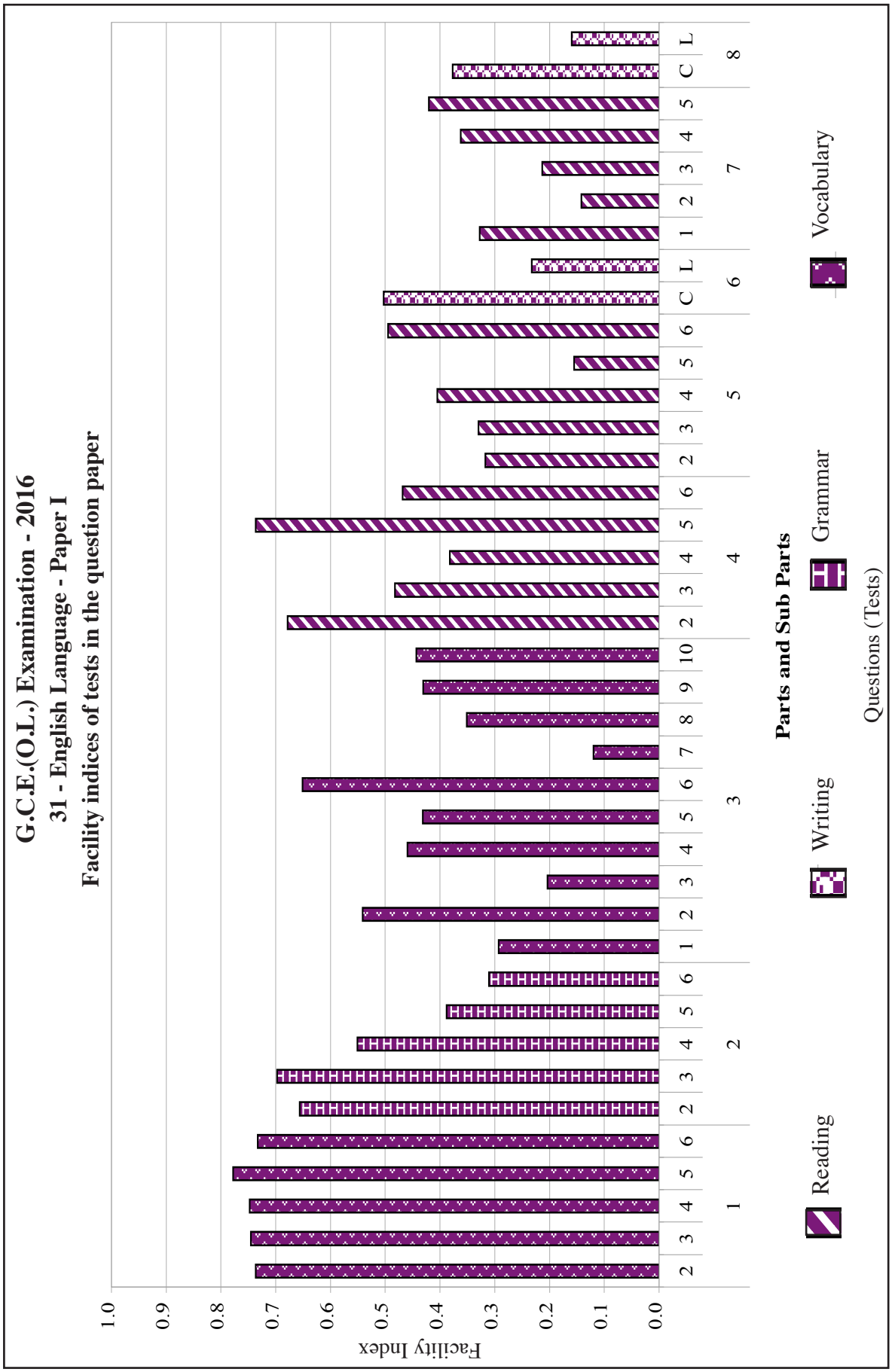
Table 5

The following example describes how the information given in the above table can be interpreted.

eg : If the class interval 31 - 40 is considered, the number of candidates who obtained marks within the marks range of 31 - 40 is 41188 and its percentage is 13.86%. The number of candidates who have obtained marks below 40 is 198046 and its percentage is 66.64.

1.3 Analysis of Subject Achievement

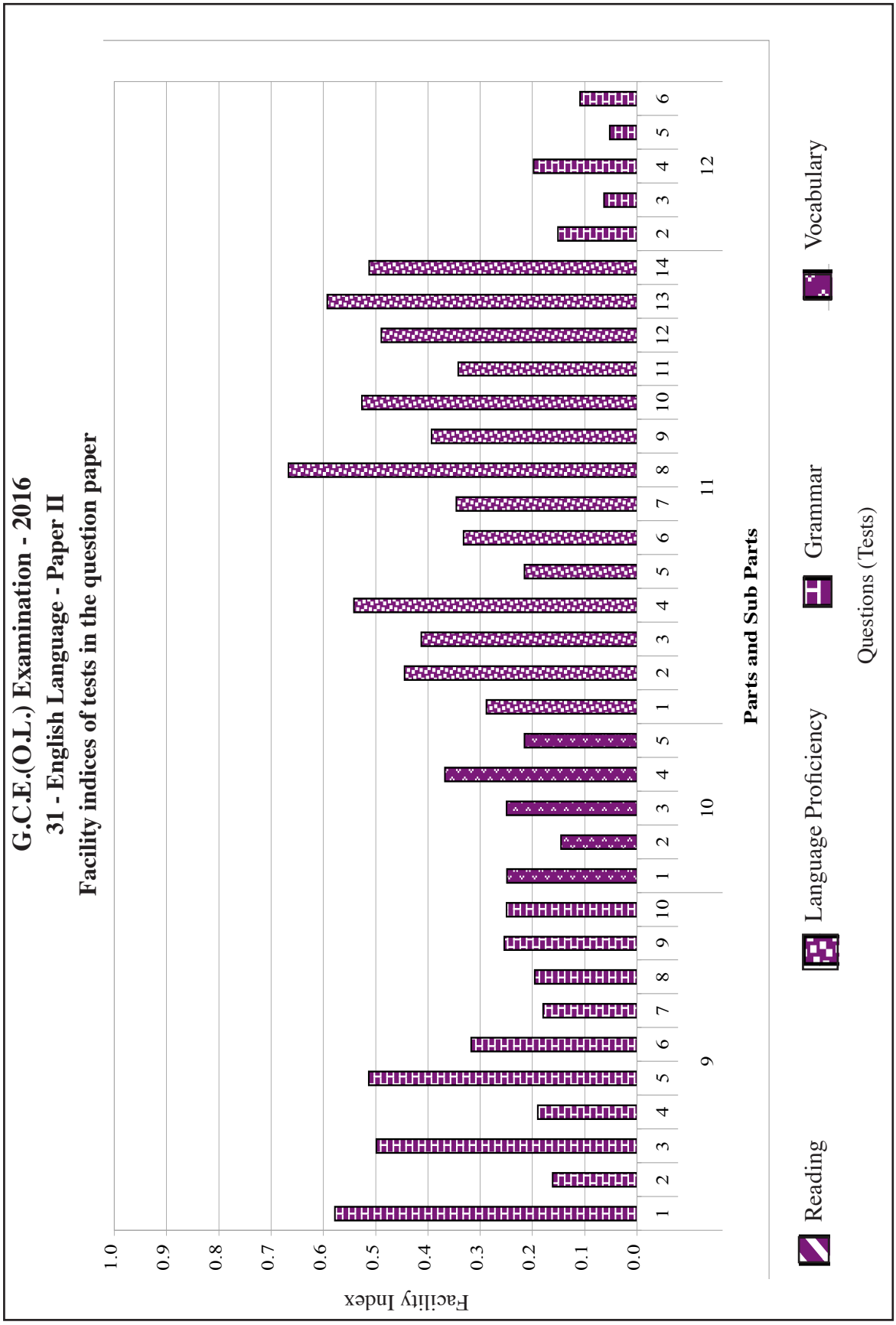
1.3.1. Achievement in Paper I



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

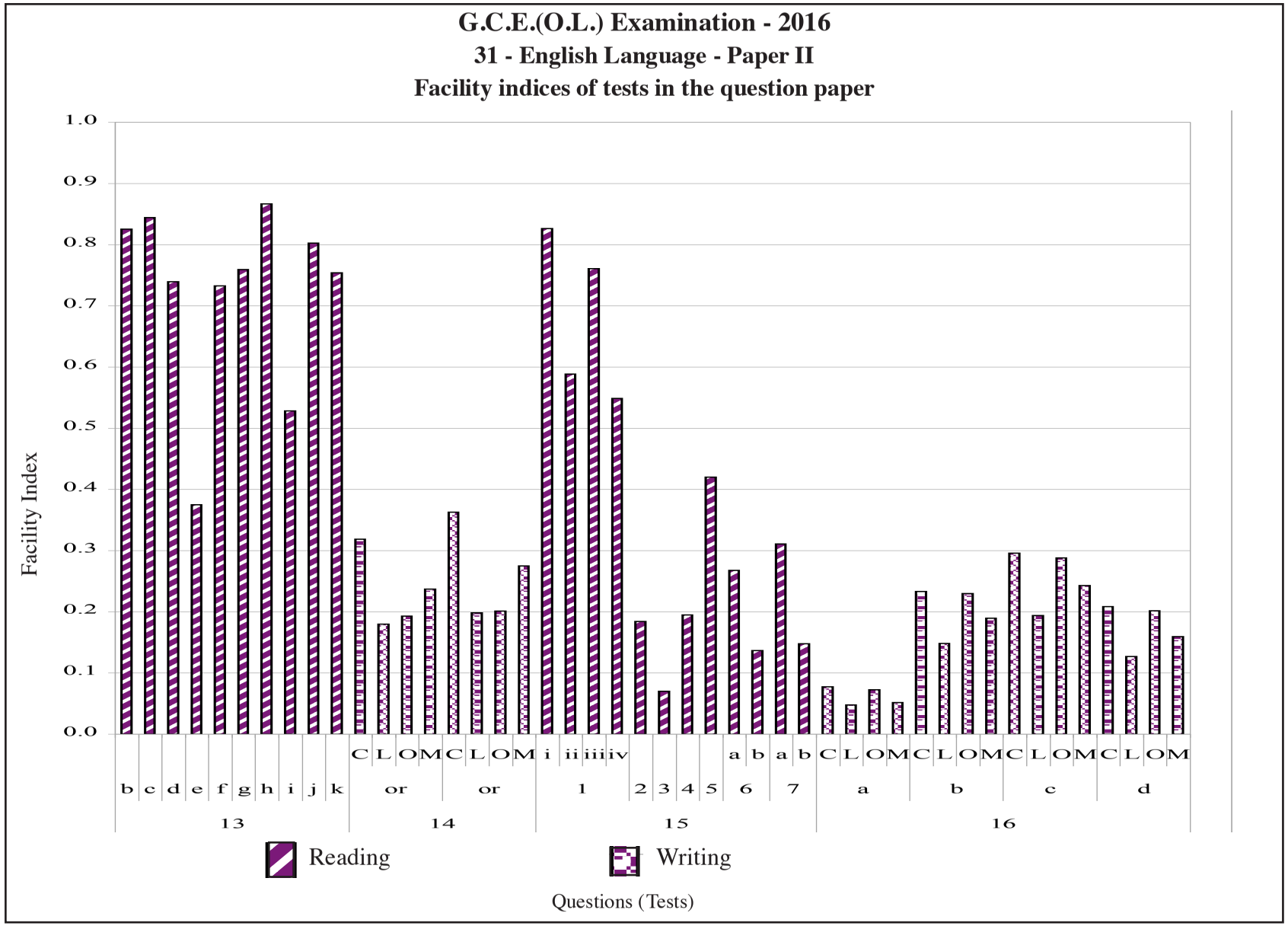
e.g. According to the above graph, facility of test 2 (3) is 70%. The facility of test 5 (6) is only 49%.

1.3.2. Achievement in Paper II



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

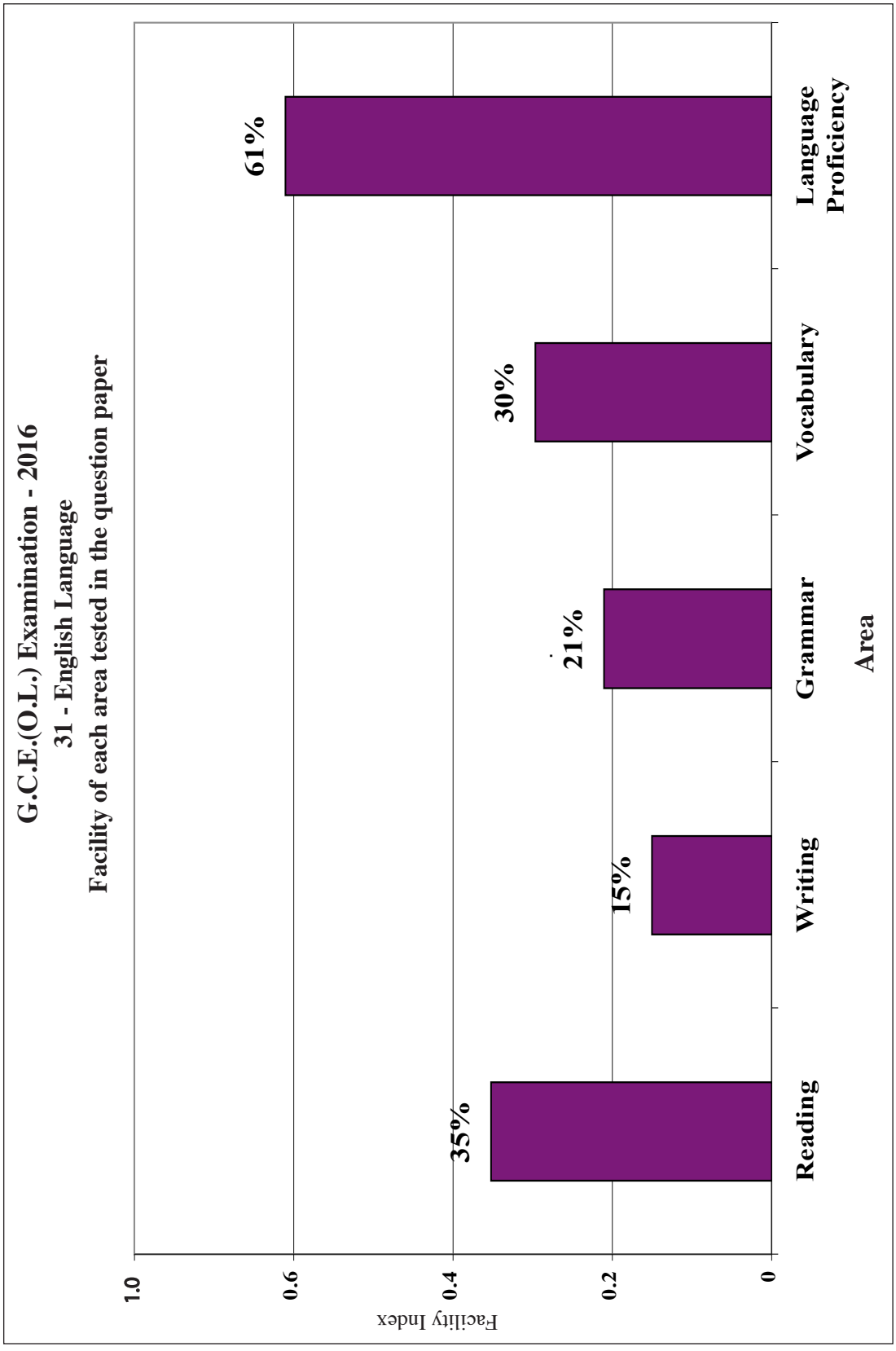
e.g. According to the above graph, facility of test 9 (3) is 50%. The facility of test 12 (4) is only 20%.



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

e.g. According to the above graph, facility of test 15 (4) is 19%.

1.3.3. Facility of each area tested in the question paper



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

Part II

2.0 Information regarding questions and answers

2.1 Question paper I

2.1.1 Structure of the question paper I

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

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

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

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

- Test 1 – Vocabulary

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

Technique : *Fill in the blanks*

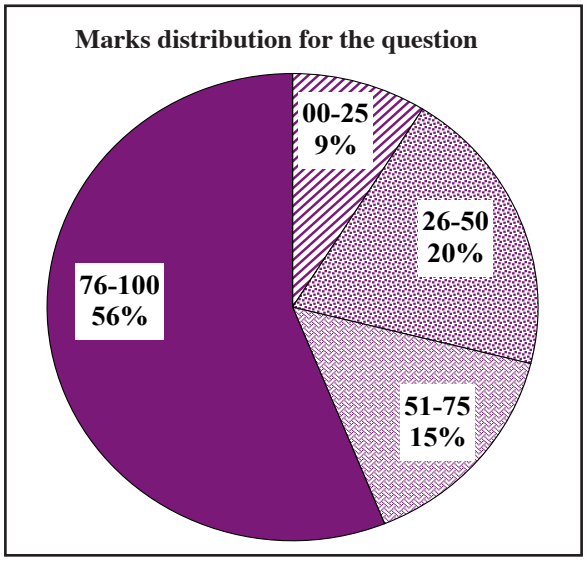
❍ **Test 1**

Complete the dialogue between Kamal and Rajan. Use the words given in the box. Write the correct letter in the blank. *The first one is done for you.*

(a) drive (b) travel (c) row (d) walk (e) fly (f) ride

Kamal: Hey Rajan, you are late. Why do you always (1) .....(b)..... by train?
Rajan: No, I'm not late. I always come to school by train.
Kamal: I see. Do you ever (2) ...(f).. your bicycle?
Rajan: Yes, sometimes. How do you come to school?
Kamal: Well, I just (3) ....(d)... . I live close by.
Rajan: Hey lucky you! You know, I'm learning to (4) .....(a)..... my father's tractor.
Kamal: I would love to (5) .....(e)..... a plane one day.
Rajan: Me too. I know how to (6) ..(c)... a boat.
Kamal: Oh, really!

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

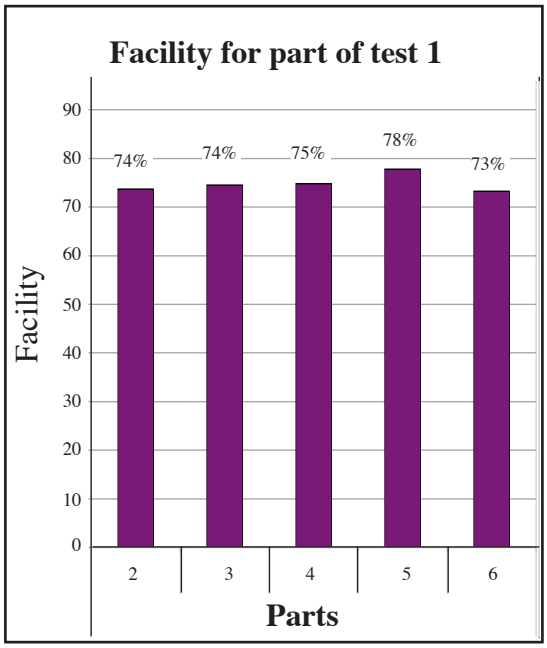


Test 01 is based on vocabulary to assess the ability to use words appropriately and accurately to convey precise meaning. The mark allocated for the question is 05.The candidates have scored as follows.

00 - 25 range - 9%
26 - 50 range - 20%
51 - 75 range - 15%
76 - 100 range - 56%

56% of the candidates have obtained more than 76 marks and 9% of the candidates have obtained less than 25 marks. 29% of the candidates have scored below 50 marks while 71% of the candidates have scored above 50.

Observations and Comments on Test 1 :



Observations :

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

Part (2) - 74%
Part (3) - 74%
Part (4) - 75%
Part (5) - 78%
Part (6) - 73%

The highest facility of 78% is recorded for part 5, while the lowest facility 73%, is for part 6.

COMMENTS :

It is observed that more than 70% of the candidates have been able to perform well in test 1, as it is based on vocabulary that are used in their day today life. The lowest facility of 73% is for part 6. The reason may be that the candidates have got confused with the word 'row' as in the Sri Lankan context the 'boat ride' is commonly used. Therefore, students should be given more practice on word collocations.

row the boat
ride a bicycle
drive a car
fly an aeroplane
sail a ship

The test item has motivated the students to start answering the question paper with confidence. Even the weaker students have done this questions to score a good mark.

- Test 2 – Grammar

Objective – Assess the ability to use prepositions correctly in a dialogue.
Technique – Fill in the blanks.

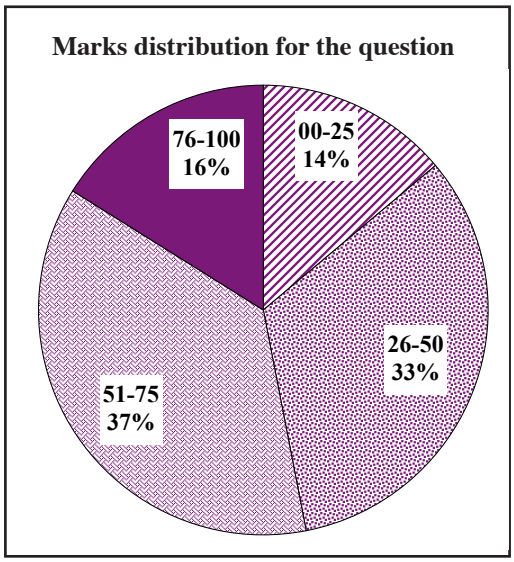
❍ **Test 2 with expected answers :**

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

over	~~for~~	to	about	in	of	near

Amith: Your bag looks very heavy.
Sumudu: Yes, it is very heavy.
Amith: Let me carry it (1) ...for.....you.
Sumudu: Thank you Amith.
Amith: You're welcome. What do you have (2) .....(in)..... this bag?
Sumudu: Lots (3) .....(of)..... books.
Amith: Why so many books? We don't need any today.
Sumudu: Oh, dear I forgot (4) .....(about)..... it.
Today is the 'cleaning day', isn't it?
Amith: Yes, our friends are (5) .....(over)..... there waiting for us.
Sumudu: So let's run (6) .....(to)..... them.

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

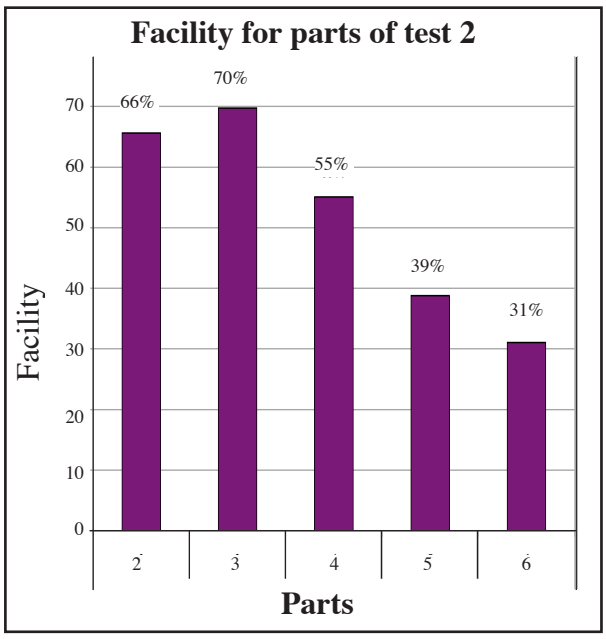


Test 2 is based on grammar to assess the ability to use prepositions correctly in a dialogue. The marks allocated for the question is 05. The performance of the candidate is as follows.

00 - 25 range - 14%
26 - 50 range - 33%
51 - 75 range - 37%
76 - 100 range - 16%

Only 16% of the candidates have scored above 75 marks while 14% of the candidates have scored below 25 marks. 47% of the candidates have scored below 50 marks.

Observations and Comments on Test 2 :



Observations :

The facility recorded for parts of Test 2 is as follows.

Part (2) - 66%
Part (3) - 70%
Part (4) - 55%
Part (5) - 39%
Part (6) - 31%

As shown, the highest facility recorded was 70% for part 3 while the lowest facility remained as 31% for part 6. In this question it is notable that the facility varies from 70% - 31%.

COMMENTS :

For the first three parts more than 50% of candidates have been able to perform well because the prepositions given were very familiar to them.

for you
in this bag
lots *of* books.

The lowest facility was recorded for part 5 and 6

Our friends are *over* there waiting for us.
Let's run *to* them.

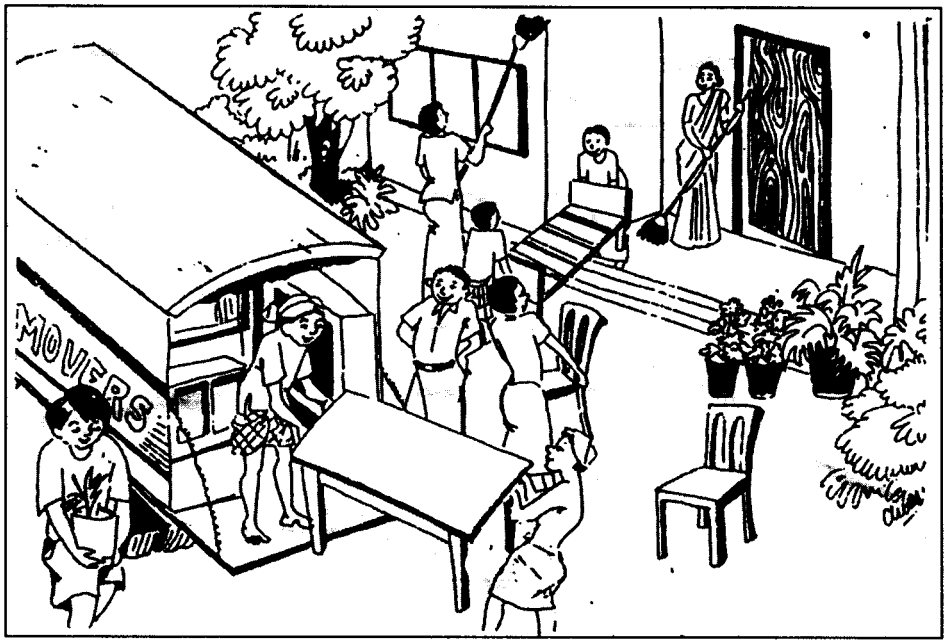
The term 'over there' might have been an unfamiliar term for the candidates. But a considerable number of them was not able to use the preposition 'to' correctly. In their normal conversation they use the preposition 'to' after the word 'go' or 'come'. The word 'run' may have been more challenging to them. Therefore, it is better to give more exercises to students exposing the candidates to many contexts to give them more practice in using correct prepositions in different contexts.

- Test 3 – Vocabulary

Objective – Assess the ability to use appropriate words to describe a picture.
Technique – Fill in the blanks.

❍ **Test 3 with expected answers :**

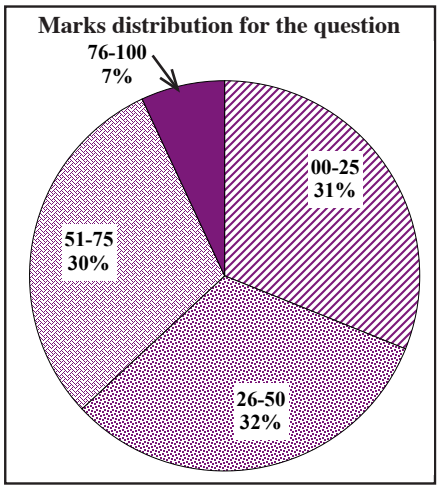
Study the picture and fill in the blanks in the text given below. Use only one word in each blank.



Ravi and his family are moving to a new house. The (1) lorry/vehicle has just arrived with their furniture. This (2) .....picture..... shows what everyone is doing. Ravi is carrying a flower (3) .....pot..... and his mother is (4) .....sweeping..... the floor.

There are (5) five/ some/several/5 men helping with the furniture. They are carrying a table, a chair and a (6) .....bed..... into the house. Ravi's father is (7) ....watching..... the men unloading the furniture. There is another man with a (8) .....broom..... in his hands. He is cleaning the (9) .....wall..... with it. There is a large tree in the (10) .....garden/compound/ picture/ premises/ yard.

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

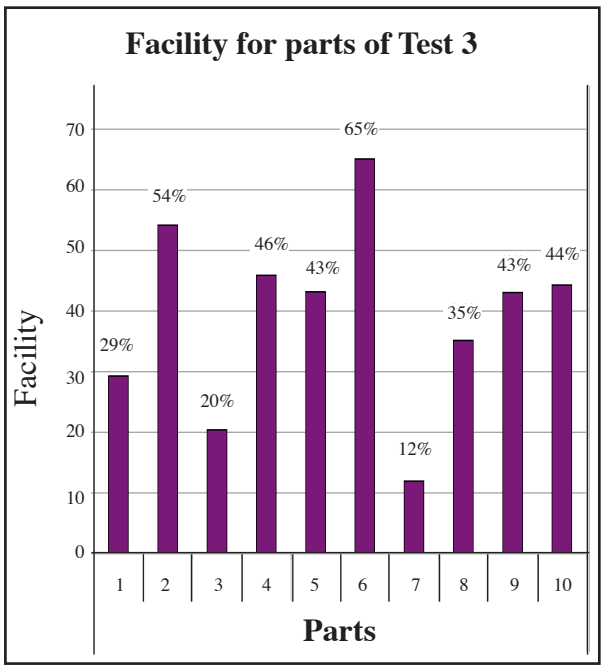


Test 3 was based on vocabulary which was to assess the ability to use appropriate words to describe a picture and the marks allocated for the question was 05.The candidates have scored as follows.

00 - 25 range - 31%
26 - 50 range - 32%
51 - 75 range - 30%
76 - 100 range - 7%

Only 7% of the candidates have obtained more than 75 marks and 31% of the candidates have obtained less than 25 marks. The percentage of candidates who have been able to score more than 50 was only 37 while 63% of candidates have scored below 50 marks.

Observations and Comments on Test 3 :



Observations :

The facility recorded for each part of Test 3 is as follows.

Part (1) - 29%	Part (6) - 65%
Part (2) - 54%	Part (7) - 12%
Part (3) - 20%	Part (8) - 35%
Part (4) - 46%	Part (9) - 43%
Part (5) - 43%	Part (10) - 44%

The highest facility recorded is 65% which is for part 6 and the lowest facility recorded is 12% which is for part 7. It is noted that the facility above 50% has been recorded only for parts 2 and 6 and all the others remain below 50%.

COMMENTS :

Part 3 has recorded a lower facility of 20%. The answer for it is 'pot'. However, most of the candidates have used the word 'vase' - instead of 'pot'

Most of the candidates had used the term 'vase' which is wrong in this context. In their mother tongue they have only one term, for both. Therefore, the students have used 'vase' in place of pot.

Part 7 records a very low facility of 12%. It has been observed that they have used the word 'looking' instead of 'watching'. If they use the verb 'looking', it should be followed by the preposition 'at'. The students have performed low, because of their poor exposure to the language.

In this regard, it is recommended to give more practice in using appropriate vocabulary in different contexts.

- Test 4 – Reading

Objective – Assess the ability to read and understand specific information.
Technique – Matching

❍ **Test 4 with expected answers :**

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

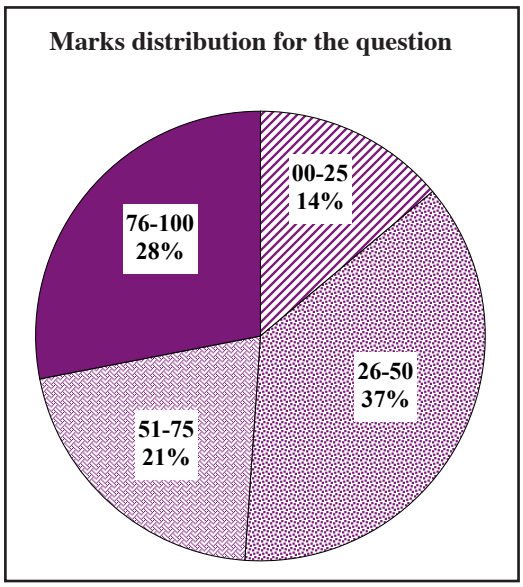
Extracts

1. Pollution and traffic make people leave the cities to live in the countryside. (..e..)
2. A group of art students will hold an exhibition of their paintings at the National Gallery on Saturday. (..a..)
3. Those who go on camping trips must not harm mother nature. (..b..)
4. An old vase from the 16th century has been discovered from the garden of the old temple. (..f..)
5. "A visit to the countryside can do wonders for us. It can help get rid of anger, depression and stress.", says a well known doctor. (..d..)
6. J.K. Rowling wrote her books with children in mind, but many adults read them. (..c..)

Headings

(a) Young Talent Show
(b) Leave It as You Find It
(c) Loved by Young and Old
(d) How to Improve Health
(e) ~~A Great Escape~~
(f) An Interesting Finding

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

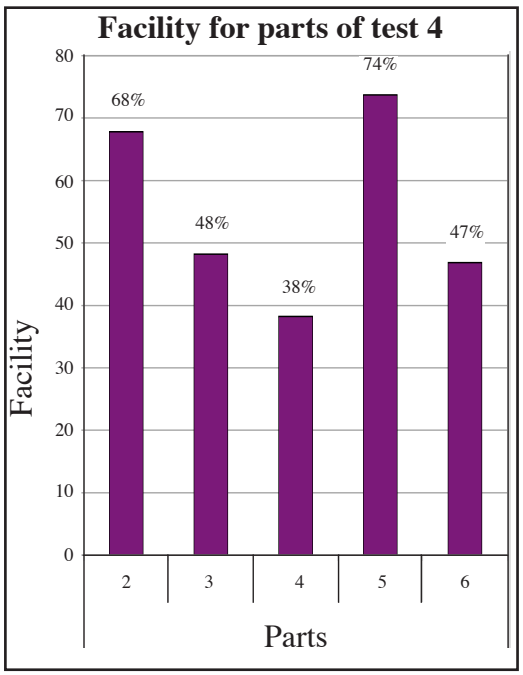


Test 4 is a reading item. It assesses the ability to read and understand specific information. The marks allocated for this test is 05.
The candidates have scored as follows.

00 - 25 range - 14%
26 - 50 range - 37%
51 - 75 range - 21%
76 - 100 range - 28%

Only 49% of the candidates have obtained more than 50 marks and 51% of candidates have obtained below 50 marks. The percentage of candidates who scored below 25 marks is 14%.

Observations and Comments on Test 4 :



Observations :

The facility recorded for parts of Test 4 is as follows.

Part (2) - 68%
Part (3) - 48%
Part (4) - 38%
Part (5) - 74%
Part (6) - 47%

In this question the highest facility is 74% for part 5 and the lowest facility is 38% for part 4. The facility for part 3, 6 and 4 remains below 50%.

COMMENTS :

The reason for the highest facility for part 5 is that, the word 'doctor' in the extracts has a connection with the word 'health' in the heading. Therefore, the candidates may have been able to answer it correctly. The lowest facility is recorded in part 4. Here the candidates have not been able to identify the relationship between the two phrases, "An interesting finding" with the extract "An old vase has been discovered". The students should be exposed to variety of reading materials which will provide opportunities to extract specific information from texts. The passage in the pupil texts can be used to practise the reading skills and expand the vocabulary power of the students.

- Test 5 – Reading

Objective – Assess the ability to extract information from a dialogue to complete a message.

Technique – Transferring information.

❍ **Test 5 with expected answers :**

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

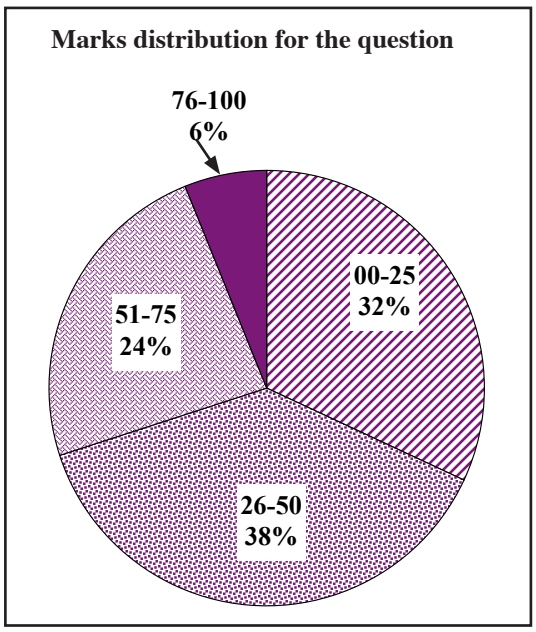
Ayesha : Hello! is that Surani?
Surani : Yes. Good morning Ayesha.
Ayesha : Good morning. You know there's a good movie, 'The Sounds of the Sea'. It's showing at Regal. How about going to see it tomorrow?
Surani : That's a good idea.
Ayesha : Then let's go in the evening. Where should we meet?
Surani : How about Tara's shop, at 5.30?
Ayesha : Fine. You know Naveena is coming along too. Why don't you ask Romesh to join us?
Surani : I'll do that, but he is not at home at the moment. I'll leave a message and ask him to ring you.

Message 16.12.2016

Romesh

I know you are not at home. So I'm (1) ..leaving.. this with your sister. Ayesha called me this (2) ..morning.. . She told me (3) ..Regal.. is showing a good film, 'The Sounds of the Sea' . We have decided to see it (4) tomorrow evening. Naveena is coming along too. (5) ..Ayesha.. wants you to join us. We plan to (6) ..meet.. at Tara's shop at 5.30. Please ring her for more information. Surani.

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

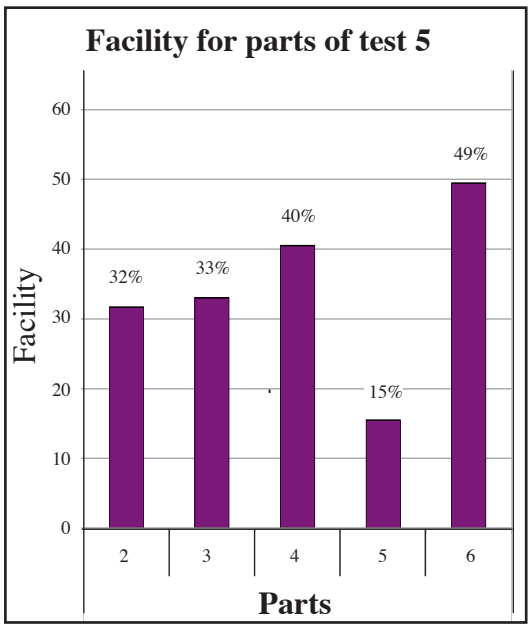


Test 5 is based on reading to assess the ability to extract information from a dialogue to complete a message. The marks allocated for the question is 05. The candidates have scored as follows.

00 - 25 range - 32%
26 - 50 range - 38%
51 - 75 range - 24%
76 - 100 range - 6%

As shown, in the pie chart only 6% of the candidates have scored above 75 marks while 32% has scored below 25 marks. 38% of the candidates are within the marks range of 26 - 50 while 30% of the candidates have scored over 50 marks.

Observations and Comments on Test 5 :



Observations :

The facility of each part of Test 5, is as follows.

Part (2) - 32%
Part (3) - 33%
Part (4) - 40%
Part (5) - 15%
Part (6) - 49%

The overall facility of all parts in Test 05 is below 50%. The highest facility recorded is 49% and the lowest is 15%.

COMMENTS :

In this test the overall performance of the candidates is low. It indicates that the students lack the ability to read and understand a given text in order to extract necessary information. To overcome this situation students should be provided with various types of text materials to read and they should be given more practice on extracting and transforming specific information from one text type to another.

e.g : from dialogue to message
from paragraph to chart

Part 5 records the lowest facility. The answer requires the name of one speaker in the dialogue. The students might have felt that a name of a person involved in a dialogue cannot be used for the blanks. The students should be advised that they should pay close attention towards the overall comprehension of the given dialogue.

• Test 6 – Writing

Objective – Assess the ability to write a reply to a note asking / giving information.

Technique – Guided writing

❍ **Test 6 :**

You are the secretary of the young photographers' club in your school and the members have organized an exhibition at the term end. Your teacher wants you to write a notice to be put up on the school noticeboard inviting the teachers and the students to see the exhibition. Use about 40-50 words.

Include -date, time, venue

-who the chief guest is

-exhibits: photos on wild life, birds, waterfalls etc.

Expected Answer :

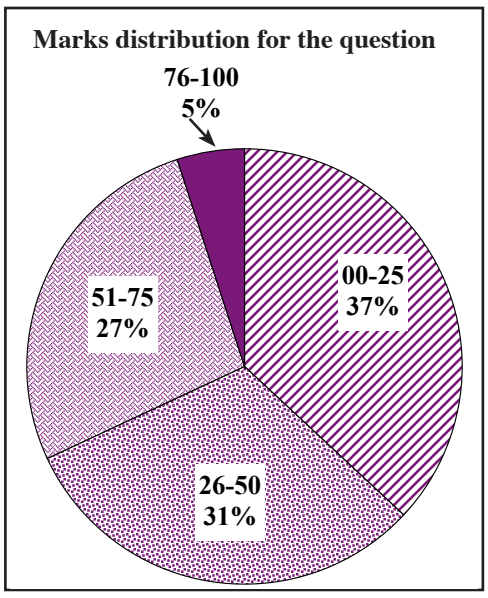
Notice

The members of the young photographers' club of Mahaulpotha Maha Vidyalaya have organised an exhibition at the term end. It will be held on 4th April 2017 from 8.00 a.m to 5.00 pm in the school main hall. The chief guest will be Mrs. Sinali Jayalath, the Directress of Education. The exhibits will consist of photos on wild life, birds waterfalls etc. All teachers and students are invited to see the exhibition.

Secretary,

Young photographers' Club.

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

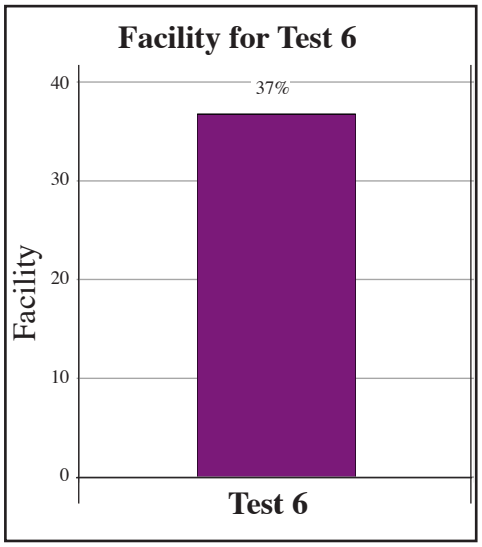


Test 6 was a guided writing task, which assessed the ability to write a notice. The marks allocated for the test was 5 [C - 02, L - 03]. The candidates have scored as follows.

00 - 25 range - 37%
26 - 50 range - 31%
51 - 75 range - 27%
76 - 100 range - 5%

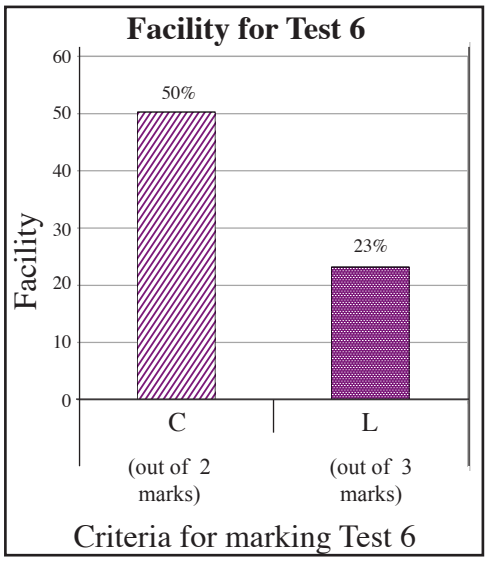
The highest percentage of the candidates has scored below 25 marks which was 37%. 68% of the candidates have scored below 50 marks. Only 5% of the candidates were able to score above 76 marks.

Observations and Comments on Test 6 :



Observations :

The overall facility recorded for test 6 is 37%. As shown in the second graph the facility for content is 50% and the facility for language is 23%, although more marks are allocated for language.



COMMENTS :

The candidates have scored more marks for content than language. It shows that the candidates were unable to write grammatically correct sentences. Therefore, the attention should be focused on improving the basic writing skills of the students. Students should be encouraged to write simple sentences in similar tasks like writing notes, notices, messages, announcements etc.

This has always been the issue with writing. Individual attention for writing tasks should be paid in classroom teaching. The teacher should correct student writing, give feedback and ask them to rewrite the answer.

As writing is an individual creative skill, it is the responsibility of the teacher to monitor the progress of the students. It is the responsibility of the teacher to improve the writing skills of students.

It will be helpful to follow the standard marking criteria in classroom teaching and give the students a proper feedback and guidance for improvement.

- Test 7 – Reading

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

Technique – Answering Questions.

❍ **Test 7 with expected answers :**

Observations and Comments on Test 7 :

Read the passage and answer the questions.

Headache

One day a man went to see a doctor in a hurry. He rushed into the doctor's clinic, but was disappointed to find that the doctor was away. His assistant was seated on a chair fast asleep. There were no patients waiting to consult the doctor.

When the man approached the assistant he woke up, looked at the man and asked, "What do you want?"

"I want something for a very bad headache," said the man who seemed to be very anxious.

The assistant, an elderly man said, "Please sit on this chair." Then he took a bottle from a shelf, held it under the man's nose and opened it. The smell was so strong that tears came into the man's eyes and ran down his cheeks. "Why did you do that?", the man said angrily, as soon as he could get back his breath.

"The medicine has cured your headache, hasn't it?", said the assistant.

"You fool," said the man. "It's my wife who has the headache, not me!"

(1) Who did the man see at the doctor's place?

(The) doctor's assistant/ his assistant/ assistant of the doctor

(2) What did the assistant ask the man to do?

to sit (on a / the chair) / sit

(3) Why did tears come to the man's eyes?

Since/ As/ Because the smell was so strong / because of the strong smell

(4) Write the sentence which says that the man did not have a headache.

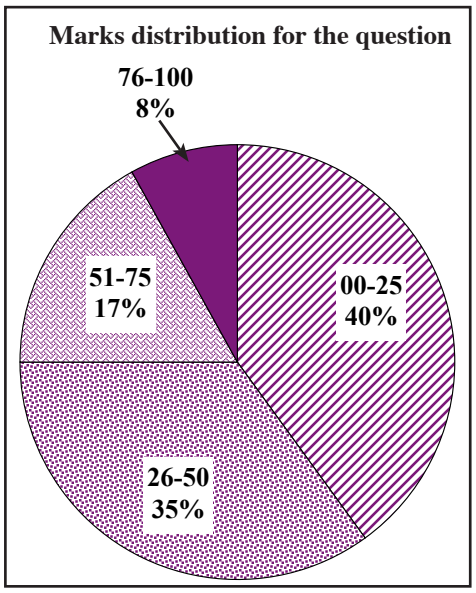
It's my wife who has the headache, not me.

(5) Underline the correct answer.

The assistant was ..... when the man entered the clinic.

(a) attentive (b) alone (c) talking

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

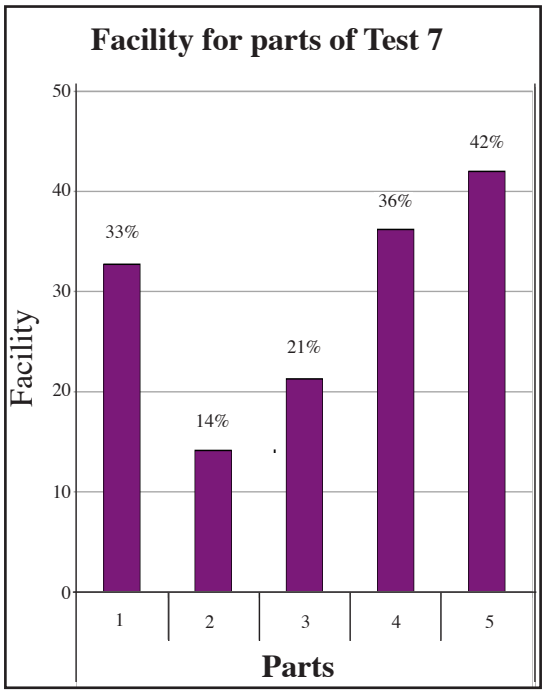


Test 7 is based on Reading, which assessed the ability to read and understand directly stated information in a text. The candidates have scored as follows.

00 - 25 range - 40%
26 - 50 range - 35%
51 - 75 range - 17%
76 - 100 range - 8%

In this test, 75% of the candidates have scored below 50 marks. The candidates who have scored above 75 are 08% while 17% of candidates are within the range of 51 - 75.

Observations and Comments on Test 7 :



Observations :

The facility for parts of Test 7 is as follows.

Part (1) - 33%
Part (2) - 14%
Part (3) - 21%
Part (4) - 36%
Part (5) - 42%

The highest facility of 42% is shown for part 5 while the lowest facility of 14% is shown for part 2.

COMMENTS :

In test 7 - the overall performance of the candidates is not satisfactory as the facility was below 45%. The lowest facility of 14%, is recorded for part 2. It could be due to the fact that the candidates had written the directly stated information in the text 'Please sit on the chair' instead of 'to sit on a chair'. The next lowest facility is for part 3 which is 21%. Part 3 is based on giving a reason. So they had been unable to find out the reason to answer the question. To overcome such difficulties,

- Students should be provided with more opportunities to read various types of texts.
- Students should be guided to identify both directly and indirectly stated information without writing unnecessary details.
- Students should be guided on how to write full answers in sentences as well as short answers.
- Students should practise different types of questions.
- Students should be informed that they should not copy texts directly as answers.

- Test 8 – Writing

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

❍ **Test 8 :**

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

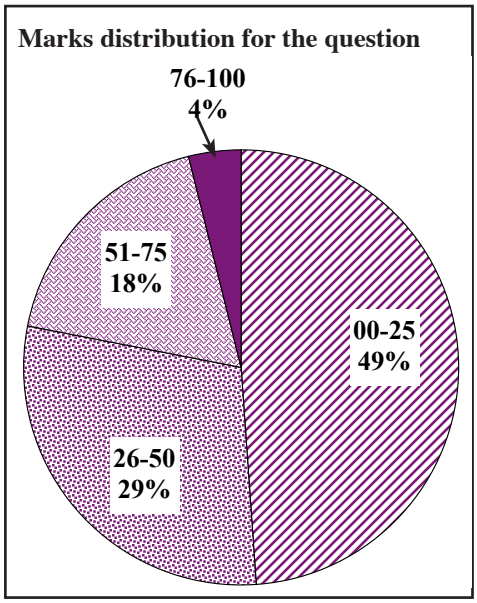
(a) The job I like most

(b) The value of friends

Expected Answer :

My ambition in life is to be a teacher. I like teaching for several reasons. Firstly, I will be able to teach the children, and guide them to be useful citizens. I love to be with children, so being a teacher, I will get this opportunity throughout my career. I consider teaching as a very noble profession, as it helps in building up the nation.

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

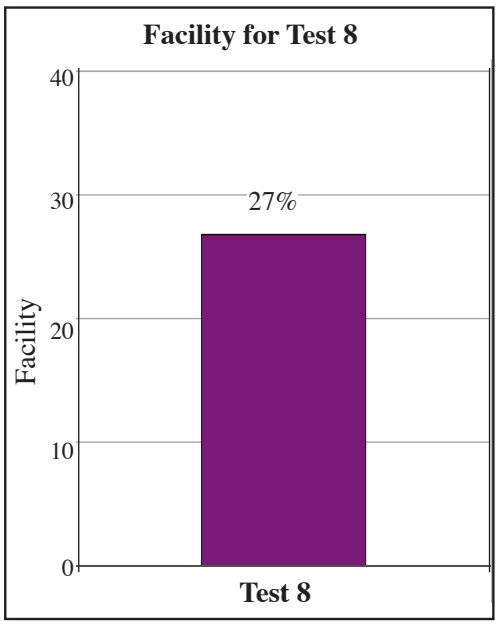


Test 8 is a free writing task which intends to assess the ability to write a paragraph on a given topic. The marks allocated for the question are 05 [C- 02, L - 03]. The candidates have scored as follows.

00 - 25 range - 49%
26 - 50 range - 29%
51 - 75 range - 18%
76 - 100 range - 4%

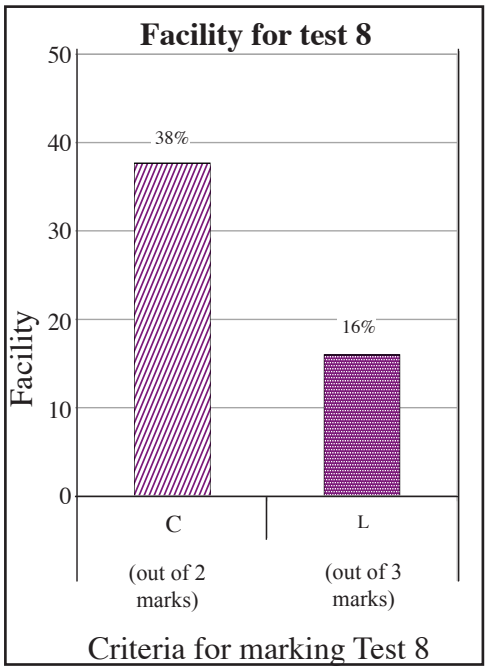
As shown only 04% of candidates have scored above 75% while 78% of candidates have scored below 50. The percentage of candidates who have obtained marks within the range of 51 - 75 is 18%.

Observations and Comments on Test 8 :



Observations :

The facility for test 08 is 27%. According to the second graph the facility recorded for the content is 38% while the facility for language is 16%.



COMMENTS :

It is clear that the candidates have scored more marks for content than language in this writing test. This reveals the candidates' inability to produce grammatically correct sentences. Therefore, the students should be exposed to more writing tasks in order to improve their writing skills. Students should be made aware of the mistakes / errors they make and also proper feedback should be given.

2.2 Question paper II

2.2.1 Structure of the question paper II

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

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Grammar	½ × 10	05
10	Vocabulary	1 × 5	05
11	Language Proficiency	½ × 14	07
12	Grammar	1 × 5	05
13	Reading	½ × 10	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - ½ × 4 2 - 1 × 1 3 - 1 × 1 4 - ½ × 1 5 - 1 × 1 6 - ½ × 2 7 - ½ × 2	02 01 01 01 01 01 01 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 – Grammar

Objective – ***Assess the ability to use conjunctions appropriately to complete a text.***

Technique – ***Fill in the blanks.***

❍ **Test 9 with expected answers :**

Fill in the blanks with the following words.

before, as soon as, since, until, during,
so, unless, after, whenever, while

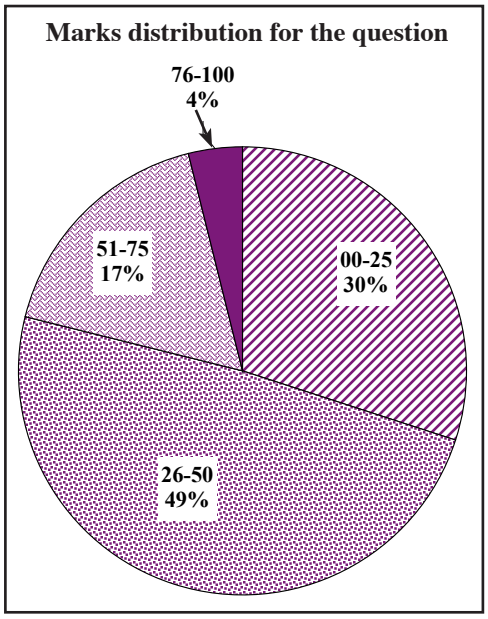
Mahesh will finish his secondary education next year when he is fifteen. He wants to enter the university (1) .....after..... that.

He's a clever boy. He was able to write computer programmes (2) .....berore..... he was thirteen. He goes for music classes (3) .....during..... weekends. He practises music at night when everybody is trying to sleep and (4) .....whenever..... he finds time.

He hasn't got much money. (5) .....so..... he wants to do a part time job, (6) .....while..... he's in the university.

(7) .....As soon as..... he has passed his exams he plans to find a job. (8) .....Since..... childhood he has been planning to travel around the world, but his dream will not come true (9) .....unless..... he collects sufficient money. He doesn't want to get married (10) .....until..... he's thirty.

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

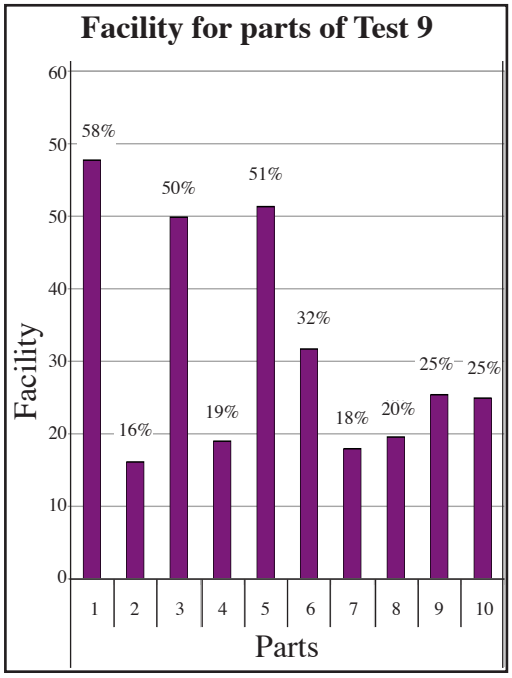


Test 9 is based on grammar in order to assess the ability to use conjunctions appropriately to complete a text. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 30%
26 - 50 range - 49%
51 - 75 range - 17%
76 - 100 range - 4%

The highest percentage of students has scored within the range of 26 - 50. It is 49%. The lowest percentage of candidates has scored above 76, which is 4%. 17% of candidates have scored above 50 and 30% of the students have scored below 25.

Observations and Comments on Test 9 :



Observations :

The facility recorded for parts in Test 9 is as follows.

Part (1) - 58%	Part (6) - 32%
Part (2) - 16%	Part (7) - 18%
Part (3) - 50%	Part (8) - 20%
Part (4) - 19%	Part (9) - 25%
Part (5) - 51%	Part (10)- 25%

The highest facility recorded is 58% for part 1 and the lowest facility recorded is 16% for part 2. It has been observed that except part 1, 3 and 5, all the other parts show a low facility.

COMMENTS :

The low facility rates of Test 9 reveal the inadequate proficiency of the candidates in using appropriate conjunctions in a text. Therefore in classroom teaching, students should be given enough practice in using conjunctions in meaningful contexts. Teachers are advised to select suitable texts for this purpose and provide more activities.

- Test 10 – Vocabulary

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

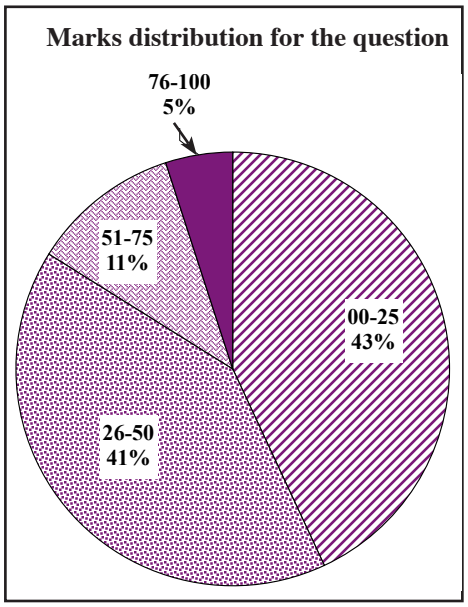
❍ **Test 10 with expected answers :**

Select a word from the box which has a similar meaning to the phrases given within brackets and write it in the space given. There are **three** extra words.

chokes, considerable, clears, accumulate, perishable, recycle, mistaken, reachable

Look at any roadside garbage dump. In addition to vegetable scraps, paper and broken glass you will notice a (1) considerable **(notably large in size)** amount of plastic material such as polythene bags, shampoo bottles and old slippers. Vegetable scraps and paper are (2) perishable **(capable of being decomposed)**, but glass and plastic continue to (3) accumulate **(gather little by little)** and harm the environment. Plastic is often (4) mistaken **(judged wrongly)** for food by birds and animals which often leads to their death. It also (5) chokes **(blocks and makes movement difficult through)** sewer pipes and becomes a trap for living beings in ponds, rivers and oceans.

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

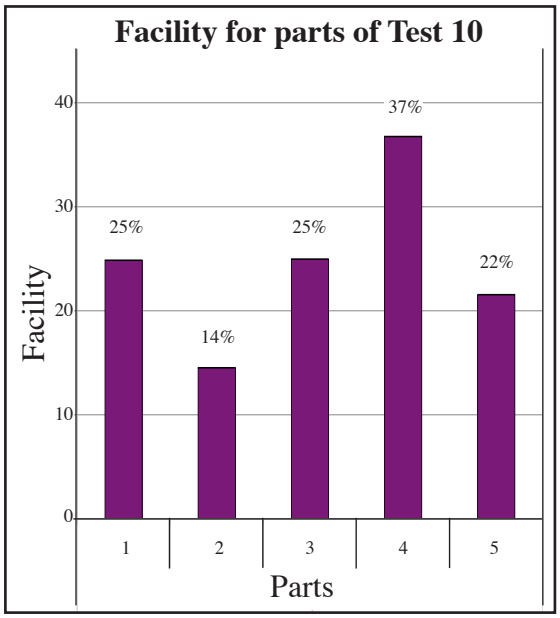


Test 10 is based on vocabulary which is to assess the ability to use words appropriately to complete a factual text. 5 marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 43%
26 - 50 range - 41%
51 - 75 range - 11%
76 - 100 range - 5%

84% of the candidates have scored below 50 marks while only 16% of the candidates have scored above 50 marks. The percentage of candidates who have scored above 75 is only 5% whereas 43% of the candidates are below the range, 00 - 25.

Observations and Comments on Test 10 :



Observations :

The facility of parts in Test 10 is as follows.

Part (1) - 25%
Part (2) - 14%
Part (3) - 25%
Part (4) - 37%
Part (5) - 22%

The highest facility of 37% is recorded for part 4 while the lowest facility of 14% is recorded for part 2. Facility of all the other parts in test 10 is between 22% and 25%

COMMENTS :

It is obvious that the performance for the test is comparatively at a low rate as it is based on vocabulary of the target language. The candidates have to understand the contextual meaning of the text as well as the meaning of the phrases given in brackets.

When the candidate is equipped with the skills mentioned, he/she is capable of selecting the correct answer from the word box. As there are 3 extra vocabulary items in the word box the task had become more difficult for the candidates.

So, the teachers should encourage the students to read (extensively) other reading materials along with the text books. More activities of this nature should be practised in the classroom. The skill of referring to a dictionary (English - English) should be reinforced among students by giving them several activities and assigning extensive activities.

- Test 11 – Language Proficiency

Objective – Assess the ability to identify the specific information.
Technique – Answering questions.

❍ **Test 11 with expected answers :**

Fill in the blanks with the words given below.

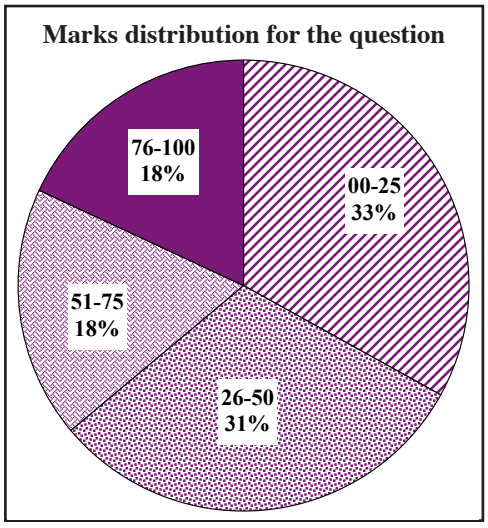
egg	and	persuaded	science	because
housekeeper	bulb	his	loved	the
never	expel	story	he	

Thomas Alwa Edison was one of the greatest inventors of all times. But as a child, he didn't enjoy going to school. When Edison was only seven the headmaster decided to (1) .....expel..... him from his school (2) ...because..... he refused to do (3) .....his..... school work, but he (4) .....never..... stopped learning. His mother (5) ..persuaded.... him to read about (6) ...science..... .

He enjoyed reading. He (7) ....loved.... to do experiments. When (8) .....he..... was older he invented (9) .....the..... phonograph and the light (10) .....bulb..... . Do you know the (11) .....story..... of Edison and the (12) .....egg.....?

One day he asked his (13) ....housekeeper..... to bring an egg (14) .....and..... a pan of hot water to the laboratory. When she returned half an hour later he was boiling his watch and timing it with the egg.

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

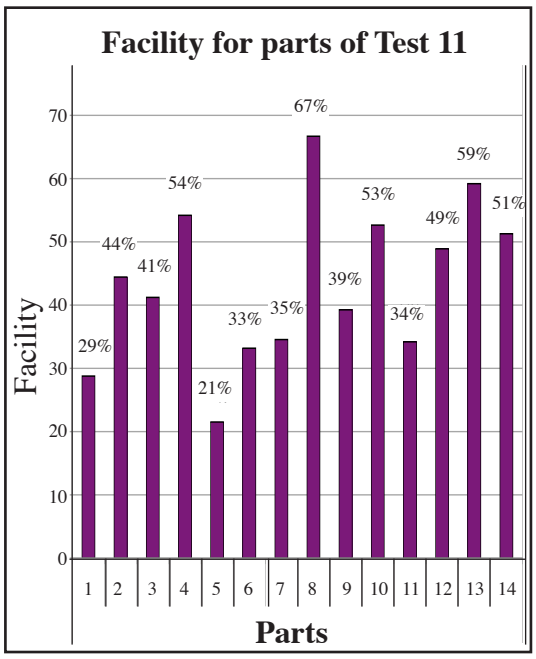


Test 11 is based on language proficiency through a modified cloze. 7 marks have been allocated for 14 blanks. The candidates have scored as follows.

00 - 25 range - 33%
26 - 50 range - 31%
51 - 75 range - 18%
76 - 100 range - 18%

As shown in the pie chart the highest percentage of candidates have scored below 50. It is 64%. Only 36% of candidates have scored above 50.

Observations and Comments on Test 11 :



Observations :

The facility recorded for parts of Test 11 is as follows.

Part (1) - 29%	Part (8) - 67%
Part (2) - 44%	Part (9) - 39%
Part (3) - 41%	Part (10) - 53%
Part (4) - 54%	Part (11) - 34%
Part (5) - 21%	Part (12) - 49%
Part (6) - 33%	Part (13) - 59%
Part (7) - 35%	Part (14) - 51%

The highest facility indicated is 67% while the lowest facility is 21%.

COMMENTS :

When considering the facility rates of each part, it is clear that the candidates have performed fairly well in Test 11. They have shown an average performance. The lowest facility is on part 5, which is 21%. The correct word for part 5 is 'persuaded'. It can be assumed that the candidates have not understood the meaning of that word. The students' performance can be improved through exposure to similar cloze passages in the classroom. Similar cloze passages should be selected from other sources apart from the text book.

Eg : Newspaper articles.
Extracts from journals, magazines etc.

- Test 12 – Grammar

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

❍ **Test 12 with expected answers :**

Kumar has just returned from a school trip. His family members wanted to know everything about the trip. Given below are the questions they asked. Read the questions and complete the description. *The first one is done for you.*

Father: At what time did you come home?

Mother: Son, will you tell us all about the trip?

Brother: What places did you visit? Have you saved all the photos?

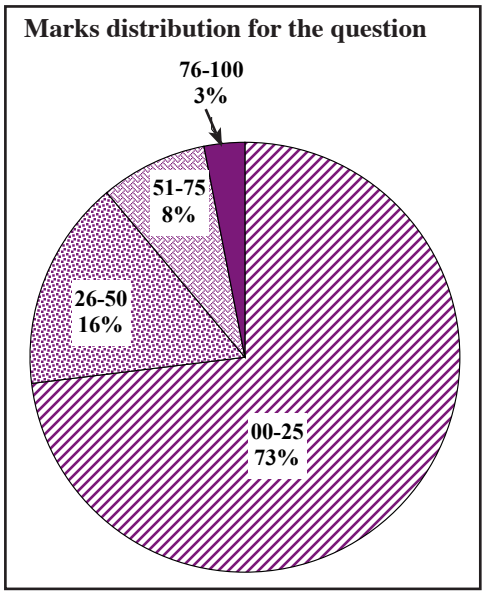
Elder Sister: Can I join you next year?

Baby Sister: What have you brought for me?

Kumar's description.

My father (1) ..wanted to know at what time.. I had come home. Mother asked me whether I (2) ..would tell.. them all about the trip. My brother asked me what (3) ...places I/we had visited... and whether I (4) ..had saved.. all the photos. My elder sister asked (5) ..whether she could.. join me the following year. My baby sister wanted to know (6) ..what I had.. brought for her.

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

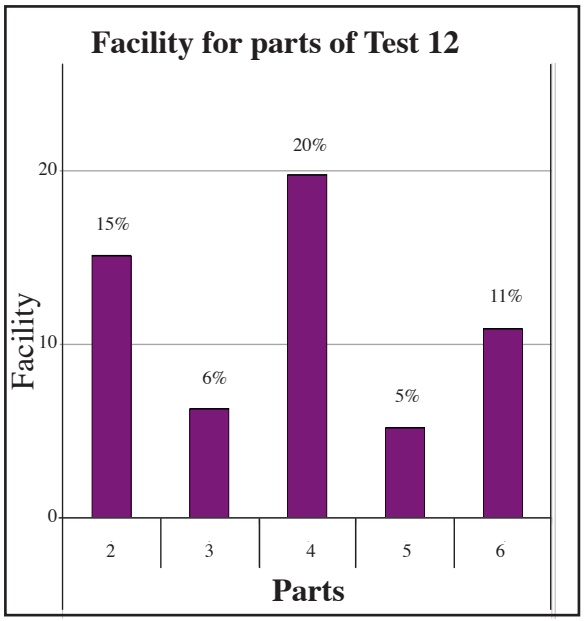


Test 12 is based on grammar in order to assess the ability to report information correctly (Reported Speech). 05 marks have been allocated for this test. The candidates have scored as follows.

00 - 25 range - 73%
26 - 50 range - 16%
51 - 75 range - 8%
76 - 100 range - 3%

Only 3% of candidates have obtained more than 75 marks and 73% of candidates have scored below 25 marks. 8% of candidates have obtained marks within the range of 51 - 75 and 16% of candidates have obtained marks within the range of 26 - 50. Altogether only 11% of candidates have been able to obtain above 50 marks whereas 89% of candidates have got below 50.

Observations and Comments on Test 12 :



Observations :

The Facility for parts of Test 12 is as follows.

Part (2) - 15%
Part (3) - 6%
Part (4) - 20%
Part (5) - 5%
Part (6) - 11%

The highest facility recorded is 15% and the lowest facility recorded is 05%. In all parts the facility has remained extreamly low.

COMMENTS :

This test seems to be very difficult for the candidates as they have to convert the direct question forms into indirect speech. Though the situation created in the question is authentic, most of the candidates have been unable to grasp that the question is based on indirect speech. The lowest facility of 5% has been recorded for part 5. It was due to the fact that reported question had to be formed using 'whether' or 'if'. The average learners find it difficult to form such questions due to inadequate proficiency of the target language. Hence the students should be given a thorough practice in transferring both direct statements and questions into indirect speech. Constant practice in similar tasks will help the students to develop their overall language proficiency.

- Test 13 – Reading

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

❍ **Test 13 with expected answers :**

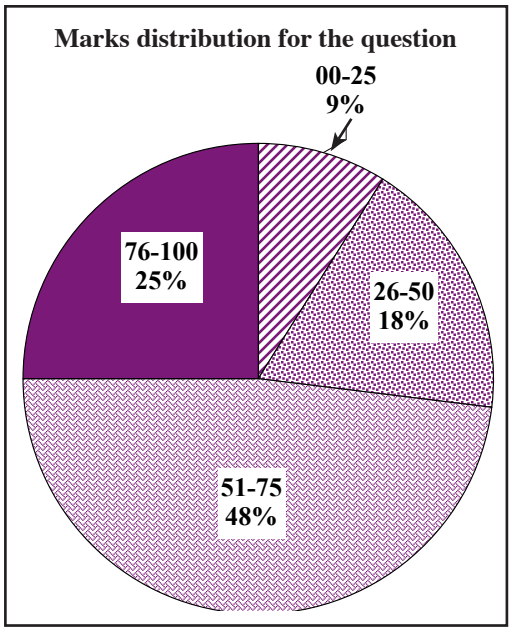
Read the following rules to be observed by the visitors to a factory and members of a library. Put them in the correct column, 'FACTORY' or 'LIBRARY'. Write the letter of each rule in the correct column. *The first one is done for you.*

Rules

a. Do not tear or damage books, magazines or newspapers.
b. All visitors must wear an identification badge.
c. Keep complete silence all the time. Do not disturb.
d. Small children are not allowed on the manufacturing floor.
e. Reference materials are not allowed to be removed.
f. Produce your membership card whenever it is asked for.
g. Follow all safety warning signs. Watch for hot or sharp surfaces.
h. Do not leave any of your belongings on the study tables.
i. Audio visual materials can be kept only for two days.
j. Wear the safety glasses provided near production lines.
k. In the case of an emergency ask your guide for help.

LIBRARY	FACTORY
a	
	b
c	
	d
e	
f	
	g
h	
i	
	j
	k

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

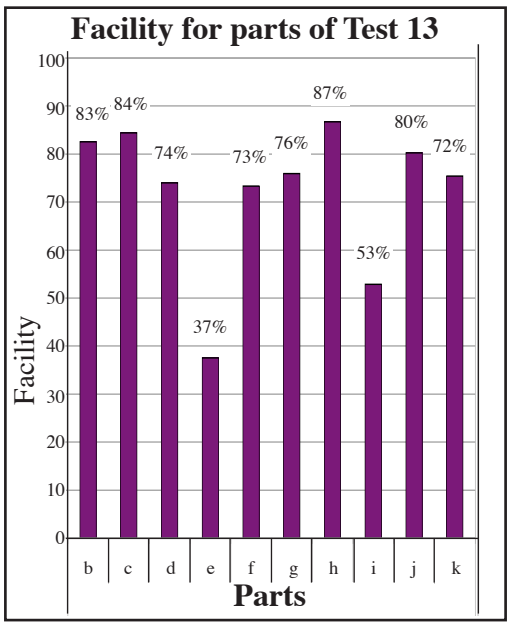


Test 13 is based on Reading in order to assess the ability to read and understand a set of instructions.
5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 9%
26 - 50 range - 18%
51 - 75 range - 48%
76 - 100 range - 25%

73% of candidates have scored above 50 marks while 27% of candidates have scored below 50 marks.

Observations and Comments on Test 13 :



Observations :

The facility of parts in Test 13 is as follows.

Part b - 83%	Part g - 76%
Part c - 84%	Part h - 87%
Part d - 74%	Part i - 53%
Part e - 37%	Part j - 80%
Part f - 73%	Part k - 72%

The highest facility of 87% is recorded for part 'h' while the lowest facility of 37% is recorded for part 'e'. The facility of each part is recorded above 70% except for the parts 'e', and 'i'.

COMMENTS :

In this test the candidates were asked to put the letter of each instruction in the relevant column either 'library' or 'factory'. The better performance of the candidates shows that they were successful in scoring marks for this test. Performance is satisfactory in this regard as the words related to instructions for library are familiar (silence, reference, membership, study table, audio visual) to the candidates while the other instructions which are to be observed by the visitors to a factory are contrasting. Since the overall facility of the test item is satisfactory, it seems that the average learners can score marks.

It is interesting to observe that the test item 'c', which states the obvious rule for library is answered by 84% of students, but it should have gone up to more than 90%. It means that 16% of students don't understand and perceive what they read even though the question is very simple. This should be taken into consideration by the teachers. Poor understanding of the vocabulary item 'Reference' and 'Audio' in part 'e' and 'i' has hindered the candidates in getting the answers correct.

- Test 14 – Writing

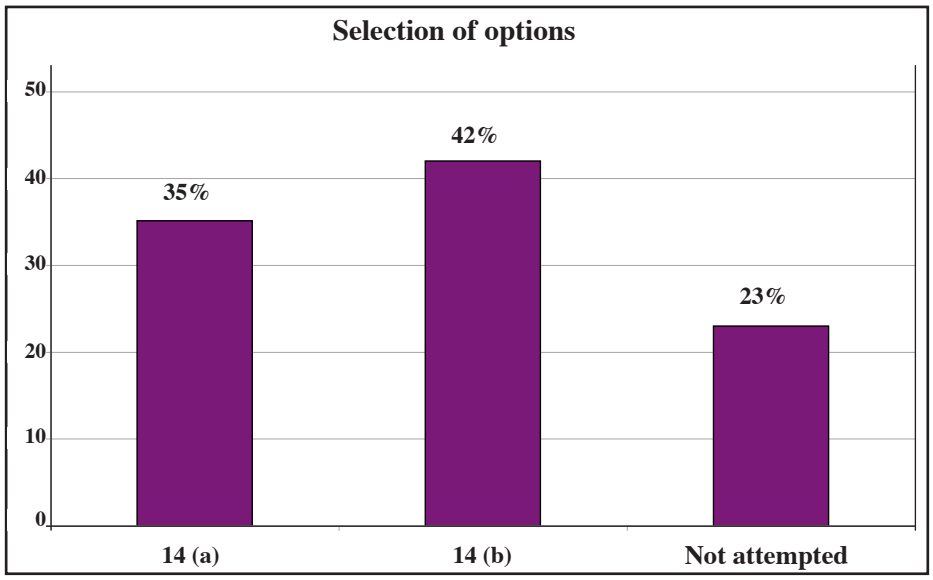
Objectives – (1) *Assess the ability to write a formal letter.*
(2) *Assess the ability to interpret a bar graph and write a description.*
Technique – *Guided writing*

❍ **Test 14 :**

You are the secretary of the English Literary Association of your school. The members have decided to make a visit to the National Museum, Colombo. Write a letter to the Director, National Museum. Use about 100 words.

Include: ▲ date and time of the visit.
▲ number of participants.
▲ request: -to see the special collection
e.g. old coins
-to get the service of a tour guide
▲ ask permission: -to take photographs
-to have lunch in the premises

Test 14 : Selection of options



Test 14 was based on guided writing in order to assess the ability to
(a) write a formal letter
(b) interpret a bar graph and write a description.

10 marks have been allocated for the question [C - 3, L - 3, O - 2, M - 2]. As shown in the graph 35% of candidates have chosen 14 (a) while 42% of candidates have selected 14 (b). 23% of candidates have not attempted the question 14. Therefore, much attention should be paid by the students for similar tasks.

Expected Answer :

The Director
National Museum
Colombo

Dear Sir,
Permission to visit the Museum

I am the secretary of the English Literary Association of my school. The members of this association have decided to visit the museum unanimously. There are about 50 members in our association, accompanied by 05 teachers planning to visit the museum on 28 th of December 2016 at 10 a.m.

We request you to allow us a tour guide so that all the items which are on display can be explained to our members and also we like to see the special collection of coins. We believe that it will expand our knowledge and understanding of our history.

Furthermore, we seek your permission to photograph our national treasures. After our tour of the premises, we kindly request you to allow us to have our lunch in the Museum grounds. We promise that we will not litter the grounds.

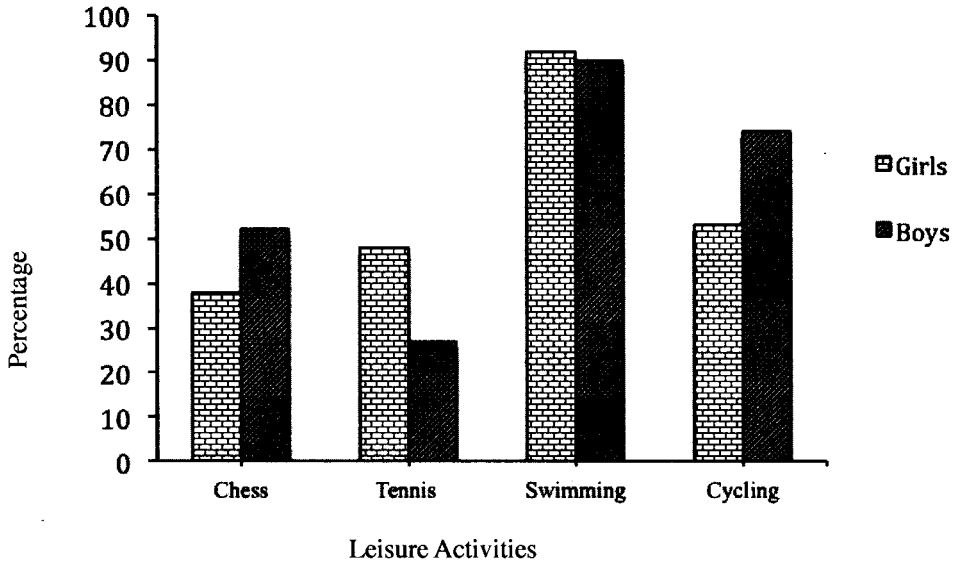
I anticipate your favourable response as soon as possible.

Thank you
Yours truly,
.....
Secretary

OR

The following bar graph shows the leisure activities of some students of the Southern Province. Study the bar graph and write a description about it. Use the following words. Use about 100 words.

highest, almost equal, least, lower than, higher than, most popular, less popular



Expected Answers :

The above bar graph shows the leisure activities of some students of the Southern Province. The leisure activities are chess, tennis, swimming and cycling. They are shown on the bar graph horizontally. The percentages of students are shown on the vertical axis.

The highest number of students like swimming which is 92% for girls and 90% for boys. The two percentages are almost equal. The least number of boys like to play tennis while the least number of girls like to play chess. The number of boys who like to play tennis is lower than the number of girls. The number of boys who like to cycle is higher than the number of girls. The most popular leisure activity is swimming and the least popular activity is tennis for boys and chess for girls.

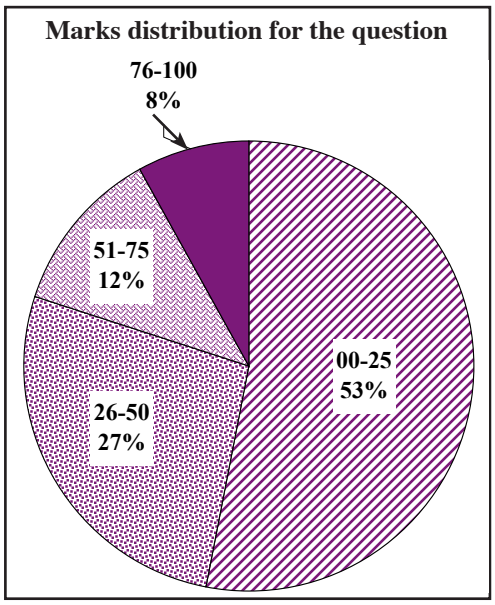
Expected Answer :

The above bar graph shows the leisure activities of some students of the Southern Province. Chess, Tennis, Swimming and Cycling are the activities that are taken into consideration.

It is obvious that swimming is the most popular among both boys and girls with a percentage of around 90. The percentages of both girls and boys for swimming are almost equal, which is a notable feature in the graph apart from other bars. Tennis remains at the lowest position having 50% for girls and 30% for boys. Cycling is less popular than swimming but it is more popular than Chess and Tennis. Girls' preference for both Chess and Cycling is lower than the boys; while girls' preference for both Tennis and Swimming is higher than boys'.

In conclusion, it is apparent that, irrespective of gender, both girls and boys are involved in indoor as well as outdoor activities.

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

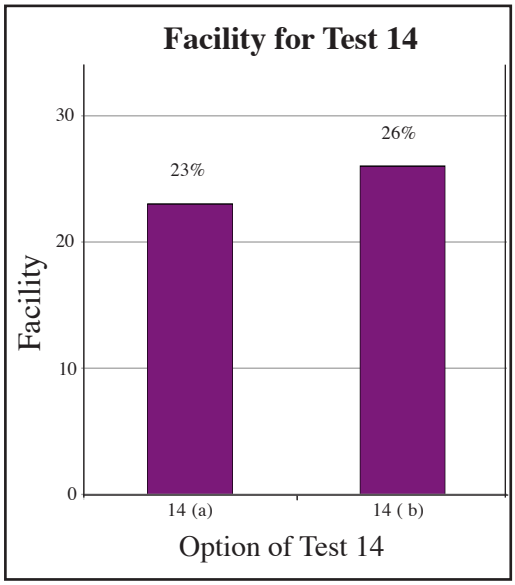


The candidates have scored for question 14 as follows.

00 - 25 range - 53%
26 - 50 range - 27%
51 - 75 range - 12%
76 - 100 range - 8%

53% of candidates have obtained below 25 marks for this question and only 8% of candidates have scored above 75 marks. Altogether only 20% of candidates have obtained marks above 50.

Observations and Comments on Test 14 :

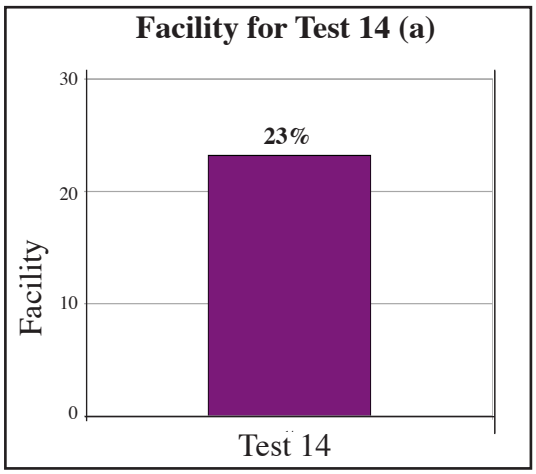


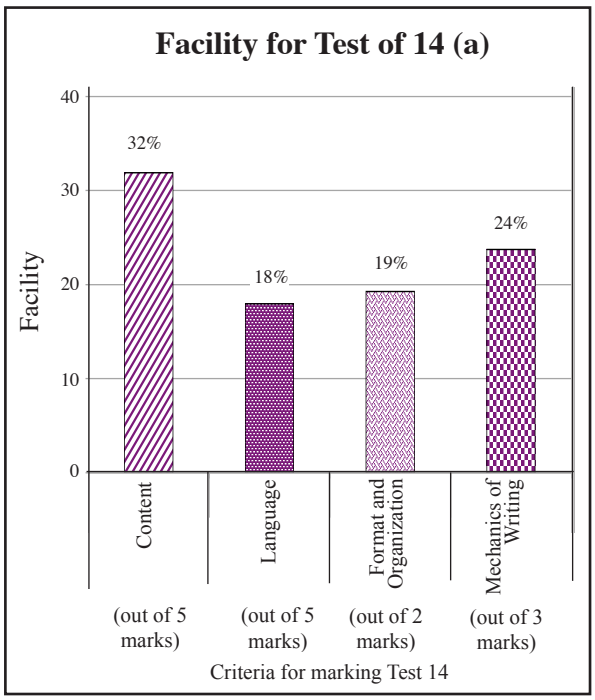
Observations :

This bar graph shows the facility of the two options in Test 14.

Option (a) - 23%
Option (b) - 26%

The facility of both options are extremely low. The highest facility of 26% is recorded for option (b), which is the graph interpretation.





Observations :

According to the graph given, the facility for each criteria is given below.

Content	-	32%
Language	-	18%
Format and Organization	-	19%
Mechanics of Writing	-	24%

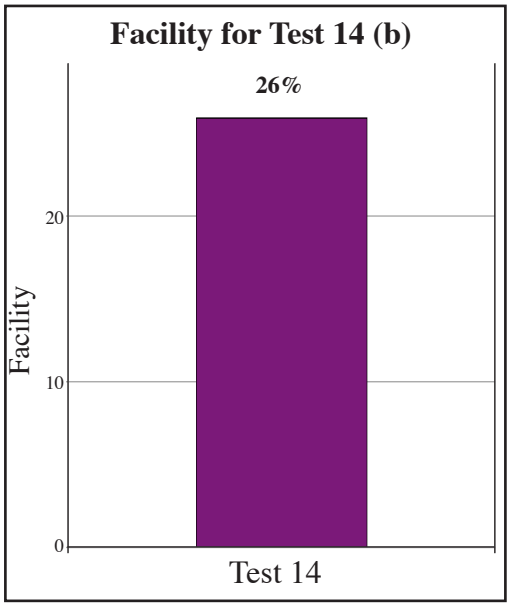
The highest facility is for the content and the lowest facility is for the language.

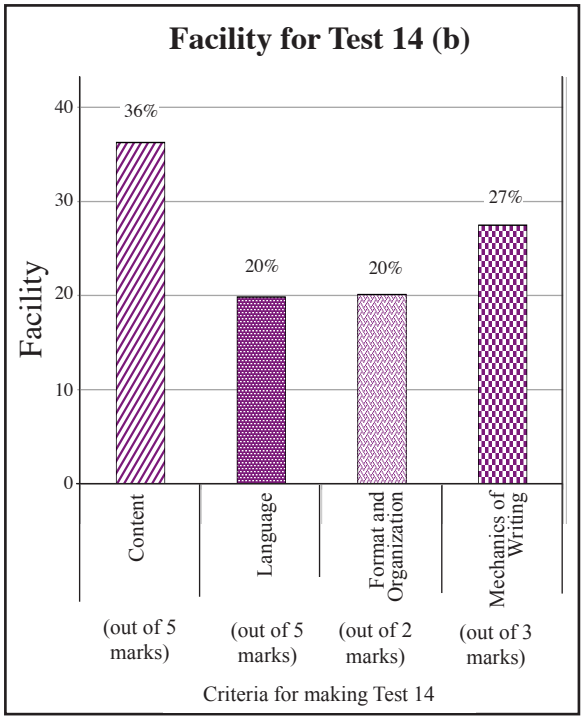
COMMENTS :

The low facility recorded for Test 14 (a) indicates that the candidates have shown poor performance in letter writing. Comparatively, the highest facility recorded was for the content and the lowest facility for the language. It reveals that, though the candidates had ideas relevant to the content, they lack the ability to construct grammatically correct meaningful sentences to complete the task. Also it seemed that they were not aware of the format and organization of a formal letter. In the classroom teaching, students should be well - trained to write both formal and informal letters. When developing the writing skills of the students paying individual attention is of vital importance. It is advisable to pay special attention to the grammatical accuracy in their writing. And also it is very important to correct their writing tasks and give them immediate feedback.

The long term effect of not correcting the writing tasks, and not instructing the students to re correct their errors, is reflected in the charts given above.

Observations and Comments on Test 14 (b) :





Observations :

This graph shows the facility for each criteria.

Content	-	36%
Language	-	20%
Format and Organization	-	20%
Mechanics of Writing	-	27%

The highest facility recorded is 36% which is for the content and the lowest facility is 20% for each language and organaization. It is interesting to note that 26% of the candidates have selected 14(b), the bar graph over 14(a), the formal letter.

COMMENTS :

The facility indicated in Test 14 (b) shows that the candidates have not been successful in answering the question. The low facility for language, format and organization reveals the inability of the candidates in constructing grammatically correct meaningful sentences. The candidates should be given enough practice to interpret statistical information clearly and logically into correct meaningful sentences. The students should be taught the essential vocabulary to compare and contrast the information given. They should be given a variety of statistical information in graphs, pie-charts, tables etc and write simple descriptions and reports in the class-room level. In every writing task the grammatical accuracy should be taken into consideration encouraging the students to write a good piece of writing maintaining the cohesion of the text. In the meantime special attention should be drawn towards correct spelling and punctuation.

- Test 15 – Reading

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

Technique – *Answering questions.*

❍ **Test 15 with expected answers :**

Read the passage and answer the questions.

Olympic Dreams

This happened in the U.S.A.

Charles Paddock was four feet tall and in primary school still. One day he asked his coach, "What can I do to become the world's fastest sprinter? What is the secret of speed?" The coach answered that he should practise hard, everyday.

Young Paddock got down to work to achieve his aim, keeping in mind the advice of his coach. In 1920, he became the fastest runner in the Antwerp Olympic Games when he won the 100 metres with a timing of 10.8 seconds.

Later, Paddock visited many schools and spent a lot of time talking to school children about his recipe for success. Once when visiting a school in Ohio, he said "If you think you can, you can. If you believe in a thing strongly enough, it can come to pass in your life". Looking at the crowd of faces he said, "Who knows, may be there is an Olympic champion in the making, right here in the auditorium this afternoon."

The hush was broken by a skinny boy. He was so nervous that he could hardly speak. He came up to Paddock and said, "Mr. Paddock, I too would like to be an Olympic Champion like you." Touched by the boy's sincerity, Paddock spoke to him. That's what I wanted to be when I was a little bit younger than **you**. If you work for it, and train hard you can become an Olympic Champion." With shining eyes, the boy promised to do exactly what Paddock told him to do.

Though training hard wasn't easy for Jesse Owens (that was the name of the little boy who had spoken to Charles Paddock), he did just **that**. Jesse's family was very poor and everyone in the family was expected to work. At the age of seven, Jesse had to pick 100 pounds of cotton every day. When he was nine, he worked in a gas station. Working to support his family, because his father was out of work most of the time, and training when he wasn't working, Jesse Owens readied himself for the Olympics. In 1936, he achieved his dream by winning four gold medals at the Berlin Olympic Games.

Paddock's advice that afternoon in Ohio, had produced a new world champion.

. Say whether the following statements are True or False by writing '**T**' or '**F**' against each one of them.

(i) Both Charles Paddock and Jesse Owens practised hard to become Olympic champions. T

(ii) Charles Paddock was Owens' coach. F

(iii) Jesse Owens practised for Olympics while working to support the family. T

(iv) Paddock visited many schools to coach the students. F

2. What did Paddock want to be when he grew up?
the world's fastest sprinter / runner (01 *mark*)

3. What made Paddock speak to Owens very kindly?
He was touched by the boy's / his sincerity (01 *mark*)

4. Complete the blanks using words from the passage.

Jesse Owens was very nervous when he spoke to Paddock.

He became a world Champion because of Paddocks' advice .
(01 *mark*)

5. Underline the correct answer.

According to Paddock, If you believe in a thing strongly,

a. it will happen one day.

b. it will never happen.

c. it will make you happy. (01 *mark*)

6. Find a word from the passage which has the same meaning as the following.

very thin skinny

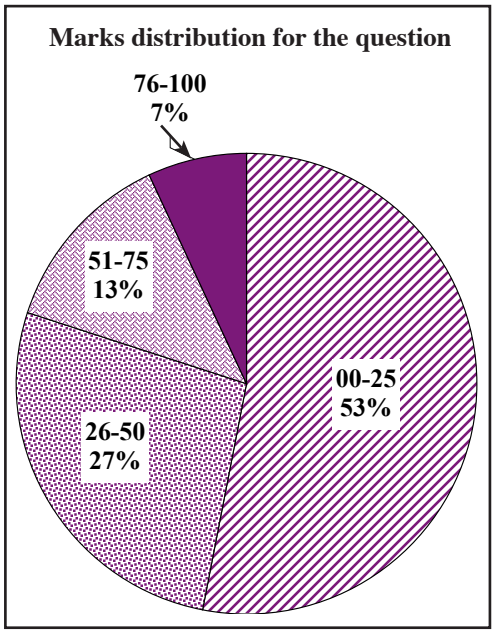
silence hush (01 *mark*)

7. What do the following words in the passage refer to?

(a) 'you' in line 16 Jesse Owens / skinning boy

(b) 'that' in line 20 hard training (01 *mark*)

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

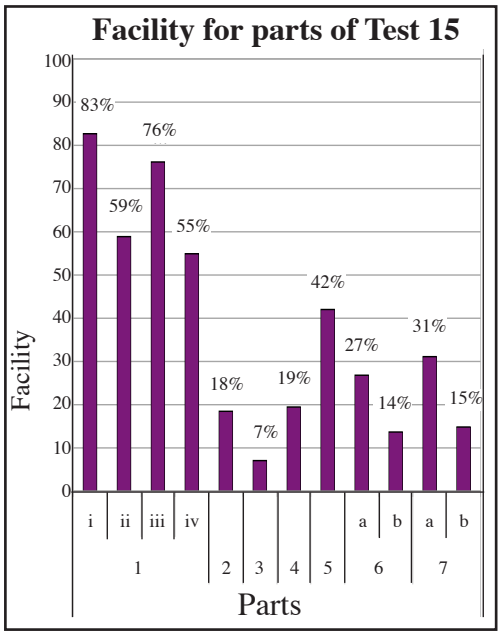


Test 15 is based on Reading in order to assess the ability to read and understand and to interpret directly and indirectly stated information in a descriptive text. 8 marks have been allocated for the test. The candidates have scored as follows.

00 - 25 range - 53%
26 - 50 range - 27%
51 - 75 range - 13%
76 - 100 range - 7%

The highest percentage of students have obtained marks within the range of 00 - 25, which is 53% while the lowest percentage of students have scored 76 marks or above, which is 7%.

Observations and Comments on Test 15 :



Observations :

The facility recorded for parts in Test 15 is shown below.

Part 1	i - 83%	Part 6	(a) - 27%
	ii - 59%		(b) - 14%
	iii - 76%	Part 6	(a) - 31%
	iv - 55%		(b) - 15%
Part 2	- 18%		
Part 3	- 7%		
Part 4	- 19%		
Part 5	- 42%		

The highest facility recorded is 83%, that is for part 1 - i, a True/ False question. The lowest facility recorded is 07% for part 3. The overall performance of Test 15 is less satisfactory.

COMMENTS :

Though the students have been given enough practice in improving reading skills, still the reading and understanding of a given text, is below the expected level. The reason for unsatis factory performance is that they lack the basic reading skills: scanning, skimming, guessing by context, inferring etc. For most of the students reading is mechanical. Teachers should make reading an enjoyable activity for the students providing a variety of interesting text types for them to read and enjoy.

Reading habit should be encouraged among students as a pleasant experience rather than completing a given task. The skills of skimming and scanning should be developed. Students should be allowed to read longer complex texts too. They should be encouraged to find answers on their own initially to simple questions for which answers can be found easily and next to more complex questions.

When reading becomes enjoyable, rather than tedious task, understanding a text becomes simple. Teachers are the main facilitators to make this happen. The habit of reading among students should be inculcated from the initial level of study for them to acquire reading skills in a short time.

- Test 16 – Writing

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

Technique – *Guided writing.*

❍ **Test 16 :**

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

(a) An article to your school magazine on the following topic. "My ideas about different types of entertainment".
Include the following:

- ▲ different types of entertainment.
  e.g. music, theatre.
- ▲ how they differ from each other.
- ▲ advantages of entertainment.
  e.g. relaxing, good past time, knowledgeable etc.
- ▲ the type/ types I like best and the reasons.

(b) A speech you would make at the school Literary Association on "Internet : the advantages and disadvantages".

You may include the following:

advantages-
- ▲ immense source of knowledge through search sites
  e.g. yahoo, google.
- ▲ easy access through computers, IT centres, mobile phones etc.
- ▲ can get information quickly at a click.

disadvantages-
- ▲ very often no one is responsible for quality of information.
- ▲ can get addicted, moves away from the reading habit.

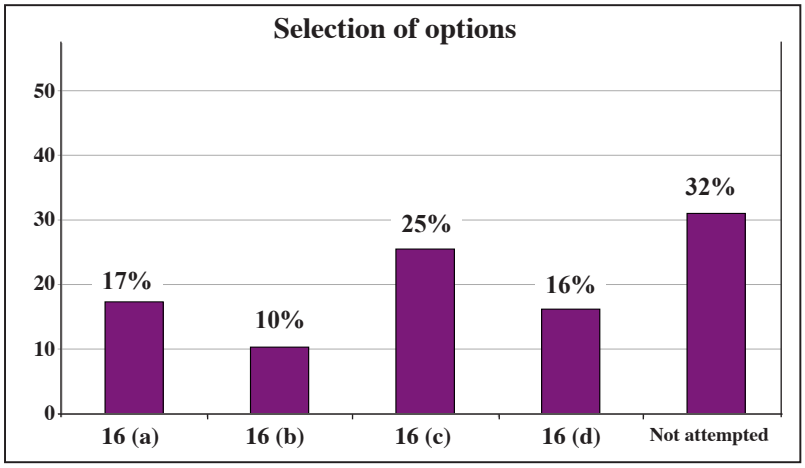
(c) An essay on "Let's protect our forests".
You may include the following:

- ▲ why forests are valuable to us.
  e.g. reduce the risk of land slides, habitat for wild life, regulate climate.
- ▲ how forests are destroyed.
  e.g. forest fires, encroachment (clearing more land), agricultural expansion.
- ▲ what happens when forests are destroyed?
  e.g. climate changes, increases temperature, changing rainfall.
  affect people, plants and animals.
- ▲ what we should do to protect our forests.
  e.g. planting trees.

(d) Complete the dialogue between Ruwini and Migara. They discuss their ideas on places of interest in Sri Lanka.

Ruwini: I like visiting wild life sanctuaries.
Rajan: I know that you are interested in seeing animals in their natural habitat, but I like the ruined cities.
Ruwini: .....

Test 16 : Selection of options



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

1. Writing an article - 17%
2. Writing a speech - 10%
3. Writing an essay - 25%
4. Completing a dialogue - 16%

The rest of the 32% of candidates have not even attempted to write an answer.

Comments :

The highest percentage of students (25%) have selected 16(c), which is "Lets protect our forest" may be it is due to the fact that the children are familiar with the topic, as the related facts taught from grade 06 onwards. The second highest in selection is 16(a) "My ideas about different types of entertainment" which stands at 17%.

The lowest percentage of students have selected 16 (b) which is the speech. Majority of the students have less experience in making a speech in the target language and they find it very difficult to write a speech.

A considerable percentage of candidates (32%) has not attempted to answer this question though it carries 15 marks. So, it is advisable to take this into serious consideration and relevant measures should be taken to enhance the writing skills of the students.

Expected Answer :

(c)

'Let's protect our forests'

It's wonderful to imagine a place filled with huge green trees, plants, birds, animals, butterflies and even small streams. A forest is a place where a cool environment like this can be experienced. If you want to be free and relaxed this is the place you can think of visiting. Forests beautify the world and make it more pleasant. Forests reduce the risks of landslides and provide shelter to wild life, and regulate the climate. So it's clear that forests exist for the betterment of the world.

Even though these valuable forests should be protected, it seems like no one cares. At present forests are destroyed due to several reasons. Forests face fires due to the dry climate. Encroachment and agricultural expansion have also caused deforestration. Humans keep destroying forests to fulfil their needs. If this is continued there will not be forests in the future.

Forests play a main role in protecting the environment. When forests are destroyed there can be many harmful effects such as climatic changes, increasing temperature and global warming. Due to deforestration the water resources can also be affected. Animals will lose their habitats and sources of food. Even humans will face many problems.

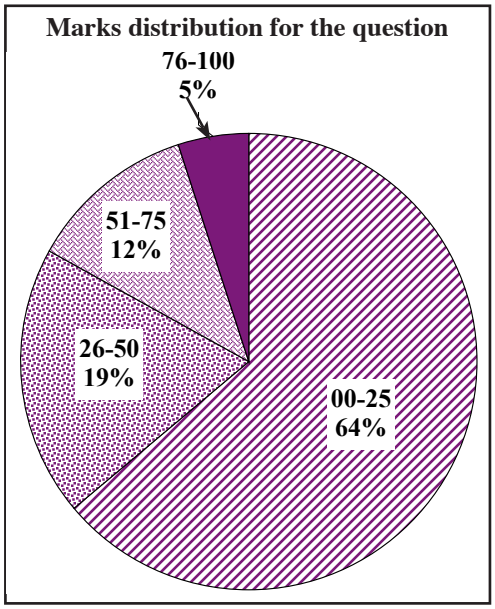
The World becoming a desert may be one such problem

As humans we have the responsibility of protecting the forests. We need to carry on with more and more reforestration projects. We have to stop cutting down trees and plants if we truly care for the mother nature. We have to be more concerned about the earth. We can make the people aware of the value of forests and save them for the future.

I would like to conclude with this saying.

'Leave only your footprints where ever you go'

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

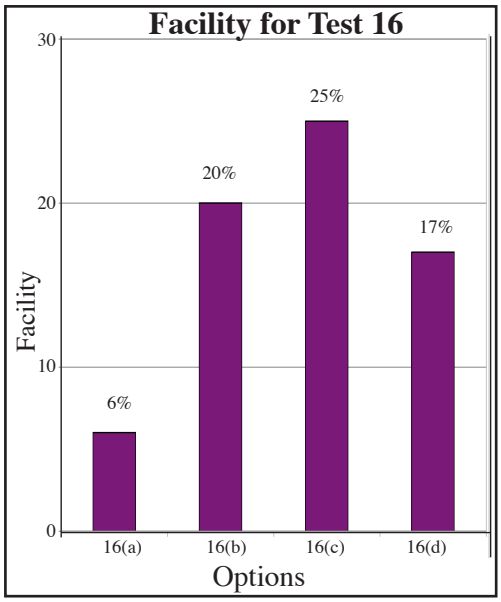


The candidates have scored as follows.

00 - 25 range - 64%
26 - 50 range - 19%
51 - 75 range - 12%
76 - 100 range - 5%

Only 5% of candidates have scored above 75 marks while 64% of candidates have scored below 25 marks. 17% of candidates have scored above 50 marks, altogether 83% of candidates have scored below 50 marks.

Observations and Comments on Test 16 :

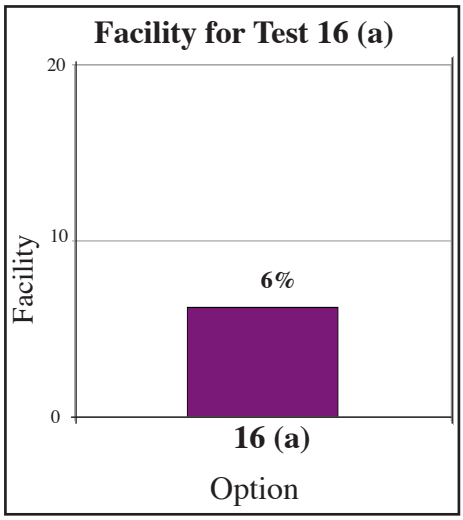


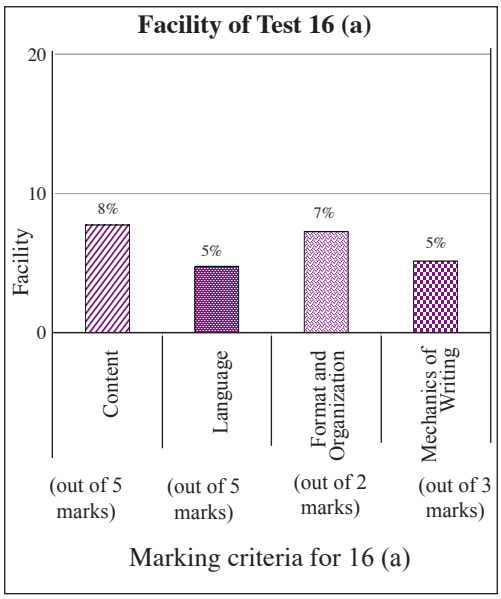
Observations :

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

Option (1) - 6%
Option (2) - 20%
Option (3) - 25%
Option (4) - 17%

The option 16(c) has the highest facility rate where the option 16(a) has the lowest facility rate.





Observations:

Test 16 (a) is based on a guided writing. The facility for test 16 (a) is only 6%. The candidates have performed as shown below.

Content	- 8%
Language	- 5%
Format & Organization	- 7%
Mechanics of Writing	- 5%

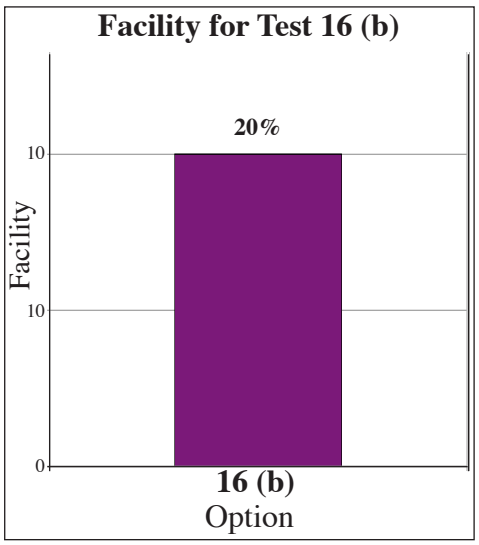
COMMENTS :

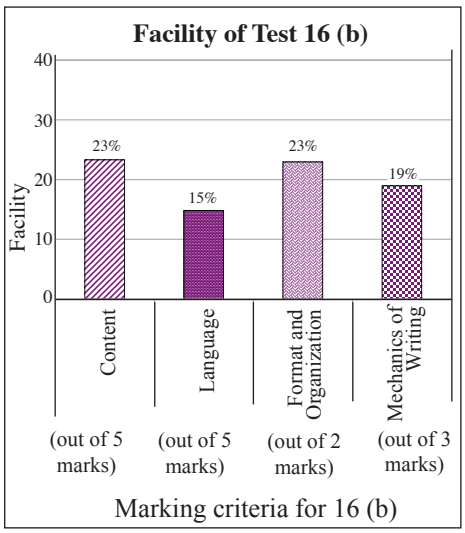
In option 16(a) it is expected to write an article on the topic "My ideas about different types of entertainment". The performance of the candidates who selected 16 (a) is alarmingly poor. Even with the given guidelines the candidates have not been able to produce a sufficient piece of writing. The facility recorded for all four criteria is very low. Out of the four criteria given for assessing the article, content holds the highest position obtaining 8% of facility while Language and Mechanics of writing remain the lowest obtaining a facility of 5%. It is obvious that candidates get low marks for language even though more marks (5) have been allocated for that.

Hence the teachers should implement a variety of pedagogical methods to enhance the writing skill of the students from Grade 6 onwards.

The following guidelines will help students to write a good article.

- The habit of reading should be inculcated in the students. In this regard the teacher can guide the students to read good articles in newspapers and magazines.
- Pay attention to how the introduction and conclusion are written.
- The use of appropriate vocabulary related to the topic.
- Punctuation, spelling and clear hand writing.
- Grammatically correct sentences that sense a meaning.
- The writing style
- Suitable length of the article along with meaningful paragraphs.





Observations:

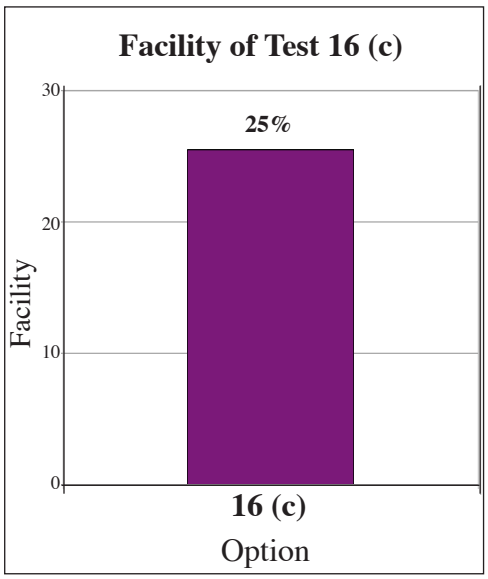
Test 16 (b) is based on a speech and the facility for this guided writing task was 20%. The candidates have performed as shown below.

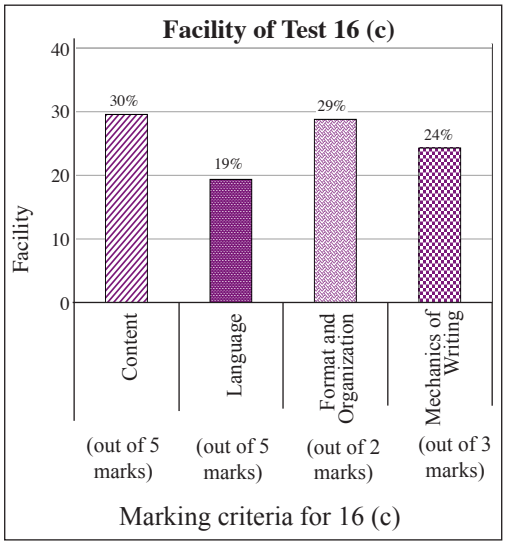
Content	- 23%
Language	- 15%
Format & Organization	- 23%
Mechanics of Writing	- 19%

COMMENTS :

The overall performance of Test 16(b) (speech) is seen as less satisfactory. The lowest facility shown for the language reveals the candidates' inability to construct grammatically correct sentences in the target language. Therefore, it is very essential to train the students to deliver speeches within the classroom. The following guidelines should be taken into consideration in order to guide the students to deliver a good speech, which in turn will facilitate them to answer questions like 16 (b).

- An appropriate beginning and an end which is suitable for a speech.
- Using conversational language.
- Sequential order of facts and well-organized ideas.
- Paying attention to the given guidelines.
- Grammatical accuracy





Observations:

Test 16 (c) is a guided writing task based on writing an essay. The facility of this test is 25%. The candidates have performed as shown below.

Content	- 30%
Language	- 19%
Format & Organization	- 29%
Mechanics of Writing	- 24%

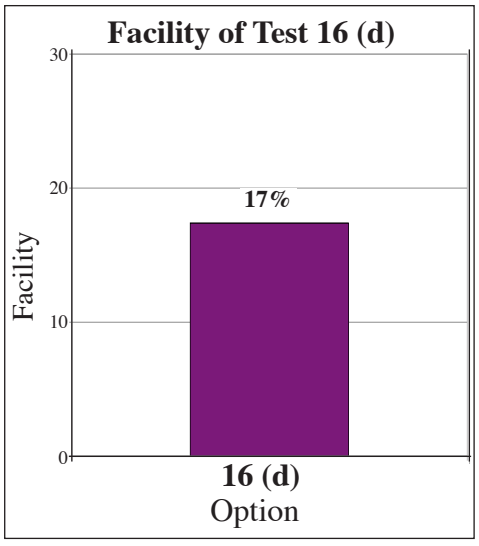
COMMENTS :

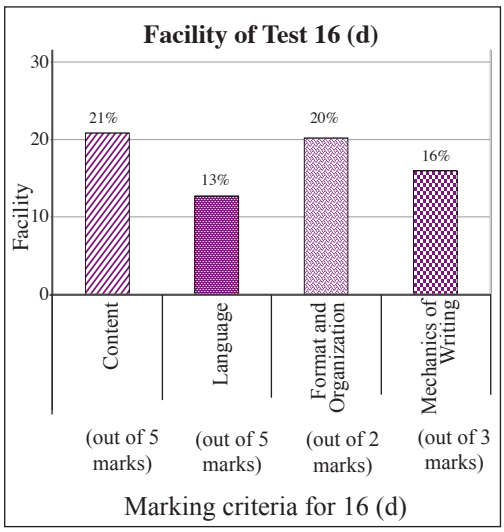
It is a common fact that, in all writing tests the performance of the candidates was unsatisfactory. It may be due to the fact that the candidates lack the proficiency of the target language. Hence as a remedy the writing skills of the students should be developed extensively within the classroom exposing them to more writing activities. It is recommended to improve the writing skills from simple writing tasks to complex writing tasks. Basically the students should be guided to construct simple sentences and to use them in simple, short paragraphs.
Eg : Writing a short paragraph on a given topic etc.

Later they should be guided towards more detailed, complex writing tasks like writing essays, stories, articles etc. paying attention to the following areas.

- An appropriate beginning and an end which is suitable for the given task.
- Using grammatically correct meaningful sentences.
- Developing a good range of vocabulary relevant to the topic.
- Well connected meaningful paragraphs paying attention to the given guidelines.
- Correct punctuation and spelling with clear handwriting.
- Required length.

Finally marking the writing activities of the students, having a standard marking criteria and to give them an immediate feed back are essential to improve the writing skills of the students.





Observations:

Test 16 (d) is based on a free writing. The facility for test 16 (d) is 17%. The candidates have performed as shown below.

Content	- 21%
Language	- 13%
Format & Organization	- 20%
Mechanics of Writing	- 16%

COMMENTS :

In Test 16(d) the candidates are asked to complete a dialogue. The facility for 16(d) shows that the students who have attempted this question have not been successful. The facility for content format and organization is almost the same though the marks allocated for those two criteria are 5 and 2 respectively. It shows that the content that has been written by the candidates is not of that required length and standard. Language remains the lowest facility though more marks (5) have been allocated for that. Facility of 16% shows that the candidates have problems regarding mechanics of writing.

The following guidelines will help the students to write a good dialogue.

- The dialogue should be built up with the opening sentence/ chunck given at the start in the question. The content and the conclusion of the dialogue should be well connected to the given start.
- Pay attention to the writing style of the language.
- The use of contractions and punctuation marks in a dialogue is of vital importance.
- Affirmative forms and interrogative forms should be accurate, meaningful and relevant.
- Vocabulary related to conversation should also be taught.
- Students should be exposed to various simple and complex situations where dialogue form is used.
- Individual attention during writing tasks and following a standard marking criteria are essential along with proper feed back.

(1) **Expected Answer**

Test 16 - (a)

(a) An article to your school magazine on the following topic. "My ideas about different types of entertainment".
Include the following:

- ▲ different types of entertainment.
  e.g. music, theatre.
- ▲ how they differ from each other.
- ▲ advantages of entertainment.
  e.g. relaxing, good past time, knowledgeable etc.
- ▲ the type/ types I like best and the reasons.

'Entertainment' is a pleasant experience in one's life because any type of entertainment makes you relaxed and stress free. In today's busy fast moving world having an entertainment has become an essential part in one's life.

People do so many things as entertainment. Listening to music, watching films, doing sports, playing instruments, gardening, travelling, singing dancing, etc. are some forms of entertainment. What you need is to do it in a pleasant manner in order to get relaxation and satisfaction. Even cooking meals in the kitchen can be an activity of entertainment if you enjoy doing it.

Having any form of entertainment in one's life is very important because it keeps you away from your daily monotonous life and provides you enjoyment. Entertainment refreshes your mind and gives you a pleasant soothing effect, while you are exhausted after a hard day's workload. For example playing a musical instrument differs from watching a film. The one who plays the musical instrument not only entertains himself but also the other listeners as well. Watching a film is something personal and individual.

Playing the guitar is my choice of entertainment. I have been doing this since my childhood. It gives me immense pleasure because, when I play my guitar I not only entertain myself but entertain the others as well. So it makes me happy. And also so far I have studied the field of music to a greater extent. Therefore I feel that my choice of entertainment has made me knowledgeable as well. Not only that, if there is dedication you can divert your choice of entertainment into a source of income as well.

(2) Expected Answer

Test 16 - (b)

(b) A speech you would make at the school Literary Association on "Internet : the advantages and disadvantages".

You may include the following:

advantages- ▲ immense source of knowledge through search sites e.g. yahoo, google.
▲ easy access through computers, IT centres, mobile phones etc.
▲ can get information quickly at a click.

disadvantages- ▲ very often no one is responsible for quality of information.
▲ can get addicted, moves away from the reading habit.

Honourable Sir/ Madam

Honourable president, secretary and my dear colleagues, its a great pleasure for me to speak a few words on the advantages and disadvantages of the internet which is of vital importance at present.

My dear friends, we have stepped on to a well-advanced technological era where people have ample access to a wide variety of modern communication. One such foremost source is the internet which links the whole world together.

In our day to day life internet is the most popular, beneficial and the fastest mode of communication as its scope is wider. It can bring the whole world to your doorstep at a mere click. In today's world almost everything is done via the internet for example, trade and business, banking, education, entertainment etc. People need not to waste their time on travelling up and down and waiting in queues. The internet has made the life of the people easy and comfortable in every way giving access not only through the computers but also through the mobile phones you use and the smart watch you wear. Actually, internet is an immense source of knowledge. Students can make use of such sites like Yahoo and Google in order to enhance their learning. Today e-books are very popular among students.

Whatever the benefits that the internet provides, in a way it is an evil friend. It has a lot of disadvantages as well. It is a common fact that no one is responsible for the quality of information it provides. The information can be either true or fake which makes you deceived. Today some social web sites have become so destructive as they directly ruin the personal life of people. Such activities may lead a person even towards the death. When considering the disadvantages of the internet another clear fact is that people get addicted to the internet and make their lives miserable. It is apparent that most of the students have got addicted to the internet neglecting their studies. They search sites that are not suitable for them at all.

Finally, I would like to say that, it should be the responsibility of each and everyone to avoid harmful effects of the internet and make the maximum use of it in a constructive manner, I wish you best of luck

Thank you.

(3) Expected Answer

Test 16 - (c)

(c) An essay on "Let's protect our forests".
You may include the following:

- ▲ why forests are valuable to us.
  e.g. reduce the risk of land slides, habitat for wild life, regulate climate.
- ▲ how forests are destroyed.
  e.g. forest fires, encroachment (clearing more land), agricultural expansion.
- ▲ what happens when forests are destroyed?
  e.g. climate changes, increases temperature, changing rainfall.
  affect people, plants and animals.
- ▲ what we should do to protect our forests.
  e.g. planting trees.

As Sri Lankans we are very fortunate because we have been gifted with many forests throughout the island. Before civilization the man was only a part of nature. Gradually with human civilization and modernization the man has become the controller of nature. Ultimately he became the victim of this vicious cycle. Then the concept of protecting nature and forests is a topic that needs much discussion.

Forests are valuable in every aspect. We can realize the importance of forests by the action taken by the UN. They have included valuable forests in the world as natural world heritage sites. Sinharaja rain forest in Sri Lanka is one of the sites. Forests reduce the risk of landslides as they hold a large amount of water. Further forests are habitats for wild life. Some endemic animals, birds as well as some rare vegetation can be found in these valuable forests. For the proper functioning of climate throughout the world the existance of forests are absolutely needed. Apart from all these we could immediately feel the comfort they give to a weary traveller; the shade, cool breeze, fresh air and for eyes, what a magnificent:

The more valuable the forests are, the more destruction the forests face. One of the ways that the forests are destroyed is by cutting down trees for valuable timber. As population increases, the demand for agriculture also rises. Consequently man clears land for agricultural purposes. As a result man encroaches the forests for the survival. Natural disasters like forest fires are common in some countries specially in hot climate.

What the modern man experiences today is the results of the negative impact of the destruction of forests. Climate changes drastically as the man's reaction to the nature has no bounds. Increase of temperature is be unbearable and the rainfall is also irregular unlike the past. All these negative points affect the people, plants and animals directly and indirectly.

In order to have a better world for all mankind what can we do to protect our forests? Awareness programmes along with reforestation must be put into practice. Attitude of the importance of simple living should be highly stressed. If the heart is big enough to think that the man is also a part of nature, the existence of forests is undoubtedly safe.

(4) Expected Answer

Test 16 - (d)

(d) Complete the dialogue between Ruwini and Migara. They discuss their ideas on places of interest in Sri Lanka.

Ruwini: I like visiting wild life sanctuaries.
Rajan: I know that you are interested in seeing animals in their natural habitat, but I like the ruined cities.

Ruwini: Ah! Yes. I can remember that once you had a collection of pictures of ruins and some ancient temples.
Rajan : Still I have that with me and now I use my computer to save pictures.
Ruwini: Is that so? Then I can send you some pictures that I had taken when we visited Anuradhapura last year.
Rajan : It's nice of you and thank you very much! By the way, didn't you go on a safari recently? I know that it's one of your favorites.
Ruwini: Why not? During the last school vacation we went on a safari to Minneriya. We saw a huge herd of elephants.
Rajan : Were there tuskers as well?
Ruwini: Yes. There were few. The baby elephants were so much playful. I love to watch them and I never get tired of it.
Rajan : Haven't you visited Udawalawe, where we could see elephants in their natural habitat?
Ruwini: Yes. I have. I also got the chance to feed a baby elephant at "Eth Athura Sevana," with a feeding bottle. It's so exciting.
Rajan : Why don't we plan to visit another sanctuary or a forest where we could see other animals and birds?
Ruwini: That's a good idea. Let's try Yala this time?
Rajan : Ok. Let's keep that in mind.
Ruwini: Great!
Rajan : Anyway my uncle invited me to join him to visit the Eastern Coast? He says that anywhere in the dry zone we could see some sort of ruins.
Ruwini: Yes. I know Rajan that most of the ruins are well conserved by the Arcaelogical Department and the excavations are still being carried out.
Rajan : That's right Ruwini. I too love to do some sort of findings, and when I travel with my uncle. I will be able to see some of the eye-catching views of Sri Lanka as he is very much interested in seeing the beautiful sights.
Ruwini: Really! Then you could relax well and he'll never miss Nilaweli beach and Trinco.
Rajan : Can you join me if my uncle allows?
Ruwini: Sure! Then let's keep in touch.
Rajan : Ok. See you Ruwini.
Ruwini: See you. Bye!

Part III

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

3.1 Factors to be considered by the candidates when answering questions

General Instructions for the candidates :

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

Specific Instructions :

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

3.2 Comments and suggestions regarding the teaching - learning process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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