

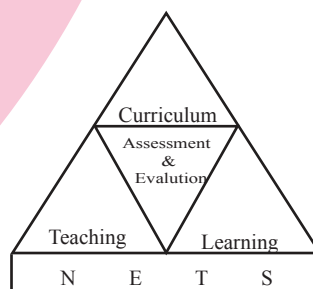


Mulika Piriven Final Examination

Evaluation Report

05 - English Language

2020



Research & Development (Institutional Exam) Branch
Research & Development Division
National Evaluation & Testing Service
Department of Examination

INTRODUCTION

According to Pirivena Education Act No 64/1970, the Mulika Piriven curriculum consists of six core subjects and six optional subjects. Sinhala , Pali, Sanskrit, Thripitaka Dhamma, English Language and Mathematics are the core subjects. The optional subjects are History, Geography, General Science , Sociology , Health Science and Tamil.

Mulika Piriven Final Examination is considered as an equivalent qualification to the G.C.E.(O/L) Examination. The students who pass the Mulika Piriven Final Examination are eligible to follow the G.C' E' (A/L) subjects in a pirivena or in any educational institute.

The candidates and the Heads of pirivenas are very keen on achieving a very high achievement level at this examination and they have special educational programmes in the institutions to maintain a very high level of achievement at the examination. Therefore, I believe that this Evaluation Report will be a very valuable asset for them to maintain a higher achievement level at the examination .

The information contained in this report will be greatly helpful for the candidates, the teachers, the Institutional Heads, Subject Directors, and any researchers who are interested in the field. Hence , I feel that every step should be taken to make the report more accessible and available for the general public.

This evaluation report consists of three parts: Part I , Part II and Part III.

Part I consists of the subject, objectives and the achievement levels of the subject, English Language. It gives information on the number of candidates, the grades achieved , the district achievement levels, selection of questions by the candidates for paper I and paper II , the distribution of marks for each question in both parts and a detailed analysis of the student achievement. Part II , consists of the questions of paper I and paper II , and the details of the performance of the candidates. Also , it includes the expected answers and the marking scheme.

Part III gives information on how the candidates should answer the questions and some suggestions are made to improve the Teaching / Learning process.

The report is based on the information , observations and the suggestions provided by the assistant examiners and the chief examiners. It provides statistical information on the students responses that have been analyzed using the Classical Test Theory and the Item Response Theory.

I kindly request you to send your ideas and suggestions regarding the report to improve its quality in the future publications. I thank the chief examiners, the assistant examiners, the committee members and the officers in the Department of Examinations for making this a success.

L.M.D. Dharmasena
Commissioner General of Examinations

30.12.2022
Research & Development Branch
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Part I

1. Objectives and information regarding the achievement in the subject

1.1 Subject Learning Objectives

01. Will read and comprehend the contents of various types of literary and non- literary texts using appropriate strategies as and when necessary.
- 02 Will compose various types of texts focusing on the different organizational patterns, rhetorical styles, and mechanics of writing as well as aspects of culture, register and authorial purpose.
03. Will produce mutually intelligible, coherent, grammatically accurate content in diverse contexts and cultural situations.
04. Will listen and decipher the purpose and content of different types of utterances focusing on issues of register, point of view, culture and content.
05. Will use and comprehend the conventions of standard grammar and vocabulary in order to communicate accurately and effectively.
06. Will use to read and comprehend various texts in Buddhist literature written in English.
07. Will demonstrate the confidence to engage in diplomatic relations with different countries in the world.
08. Will engage in the propagation of Buddhism worldwide and inspire world Communities to seek solace in sublime Dhamma.

1.2. Statistical information on subject achievement

1.2.1 Number of candidates sat for the subject

Medium	Piriven	Private	Total
Sinhala	2529	42	2571
English	18	1	19
Total	2547	43	2590

Table 1.1

1.2.2 Grades obtained by the candidates

Grade	Piriven Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	49	1.92	4	9.30	53	2.05
B	48	1.88	2	4.65	50	1.93
C	270	10.60	11	25.58	281	10.85
S	847	33.25	8	18.60	855	33.01
W	1333	52.34	18	41.86	1351	52.16
Total	2547	100.00	43	100.00	2590	100.00

Table 1.2

1.2.3 Grades obtained by piriven candidates who sat the examination for the first time - Districtwise

District	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Failed (F)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	167	6	3.59	3	1.80	23	13.77	61	36.53	93	55.69	74	44.31
2. Gampaha	217	5	2.30	9	4.15	26	11.98	74	34.10	114	52.53	103	47.47
3. Kalutara	178	5	2.81	4	2.25	22	12.36	63	35.39	94	52.81	84	47.19
4. Kandy	295	16	5.42	13	4.41	42	14.24	108	36.61	179	60.68	116	39.32
5. Matale	92	1	1.09	2	2.17	9	9.78	28	30.43	40	43.48	52	56.52
6. Nuwara Eliya	40	1	2.50	0	0.00	5	12.50	15	37.50	21	52.50	19	47.50
7. Galle	226	2	0.88	3	1.33	36	15.93	86	38.05	127	56.19	99	43.81
8. Matara	176	2	1.14	1	0.57	15	8.52	48	27.27	66	37.50	110	62.50
9. Hambantota	128	0	0.00	0	0.00	3	2.34	35	27.34	38	29.69	90	70.31
10. Vavuniya	02	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	2	100.00
11. Ampara	73	0	0.00	0	0.00	2	2.74	17	23.29	19	26.03	54	73.97
12. Trincomalee	21	0	0.00	0	0.00	2	9.52	8	38.10	10	47.62	11	52.38
13. Kurunegala	249	8	3.21	6	2.41	43	17.27	82	32.93	139	55.82	110	44.18
14. Puttalam	58	1	1.72	0	0.00	2	3.45	9	15.52	12	20.69	46	79.31
15. Anuradhapura	168	1	0.60	1	0.60	12	7.14	57	33.93	71	42.26	97	57.74
16. Polonnaruwa	58	0	0.00	0	0.00	6	10.34	19	32.76	25	43.10	33	56.90
17. Badulla	117	0	0.00	3	2.56	10	8.55	32	27.35	45	38.46	72	61.54
18. Monaragala	88	1	1.14	1	1.14	5	5.68	30	34.09	37	42.05	51	57.95
19. Ratnapura	124	3	2.42	1	0.81	11	8.87	40	32.26	55	44.35	69	55.65
20. Kegalle	113	1	0.88	3	2.65	7	6.19	43	38.05	54	47.79	59	52.21
All Island	2590	53	2.05	50	1.93	281	10.85	855	33.01	1239	47.84	1351	52.16

Table 1.3

1.2.4 Marks obtained according to class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91-100	4	0.15	2590	100.00
81-90	12	0.46	2586	99.85
71-80	29	1.12	2574	99.38
61-70	53	2.05	2545	98.26
51-60	103	3.98	2492	96.22
41-50	218	8.42	2389	92.24
31-40	398	15.37	2171	83.82
21-30	745	28.76	1773	68.46
11-20	816	31.51	1028	39.69
01-10	212	8.19	212	8.19
00-00	0	0.00	0	0.00

Table 1.4

E.g. (when 31 – 40 interval is taken)

Data Interpretation

The number of candidates scoring within 31 - 40 interval for this subject is 398. As a percentage, it is 15.37%. The cumulative number of candidates that has scored 40 marks or below 40 is 2171 and as a percentage it is 83.82%.

Paper I Analysis

2 Information regarding questions and answers

2.1 Structure of the question Paper I

Paper I -	Duration 1 hour	Total Marks : 40
² Paper I includes 8 test items and all are compulsory.		
² Each question carries 5 marks marking a total of 40 marks.		
² Time allocated for paper I is 1 hour.		

Question No.	Skill	Marks Distribution	Total
01	Vocabulary	1x5	05
02	Grammar	1x5	05
03	Vocabulary	1/2x10	05
04	Reading Language Function	1x5	05
05	Reading	1x5	05
06	Writing	C-2, L-3	05
07	Reading	1x5	05
08	Writing	C-2, L-3	05
	Total		40

2.2 Tests and expected answers, marking Scheme, observations and comments

○ Test 1

Objective : Assess the ability to use words appropriately and accurately in a context.

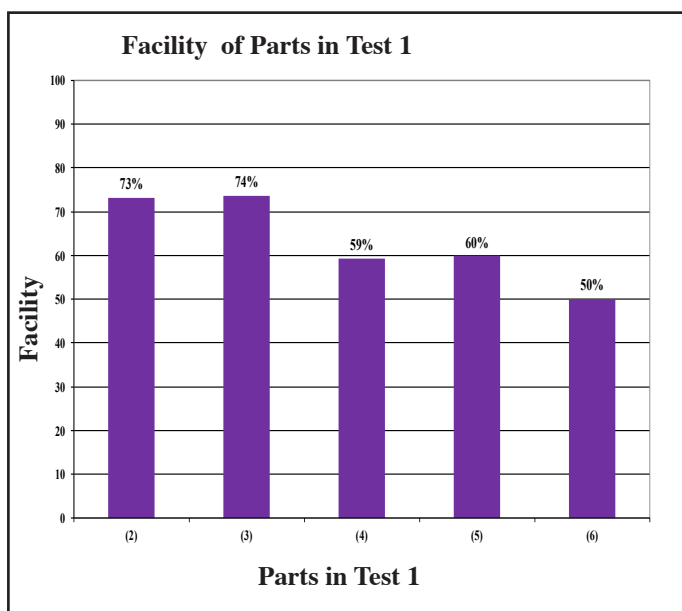
Technique : Completion

Venerable Nanda prepared some instructions on the prevention of Covid-19 to be displayed at his pirivena. Fill in the blanks with the correct letter of the word in the box. *The first one is done for you.* (01×5=05 marks)

(a) mask	(b) gatherings	(c) distance
(d) hands	(e) safe	(f) get

- (1) Keep two meter (i)^c..... .
(2) Wear a face (ii)^a..... .
(3) Wash your (iii)^d..... with soap.
(4) Avoid (iv)^b..... .
(5) Please (v)^f..... your temperature checked.
(6) Stay home and stay (vi)^e..... .

Overall observations, conclusions and suggestions regarding the answers to Test 1 :



This test is based on vocabulary and the facility of each part of test 1 is as follows.

The highest facility of 74% is recorded for part 3 while the lowest facility of 50% is recorded for part 6. Facility for each part of the test remains at 50% or above. Almost all the candidates have been able to perform test 1 successfully

The familiarity of the technique and the constant practice of the words related to good health habits in the class room would have been the reason for the higher facility for the test. However, part 6 of this item had been more difficult for the candidates than the other parts. The reason for this item might have been the unfamiliar and compound sentence “Stay home and stay safe” and inability to differentiate the structure of the sentence compared with the other five sentences. This test item seems to have given a motivational start for the candidates at the outset to proceed with the rest of the question paper.

The highest facility which is recorded for part 3 is due to the familiarity of the word “hands”. It is better if the teachers can teach “Parts of the body” in meaningful context rather than teaching them as isolated words.

It is better for the teacher the practice similar text items in the classroom using the simple vocabulary items from their pupil text. Such practices may create an interest for the subject and will build confidence within the student's mind.

○ Test 2

Objective – Assess the ability to use prepositions in context

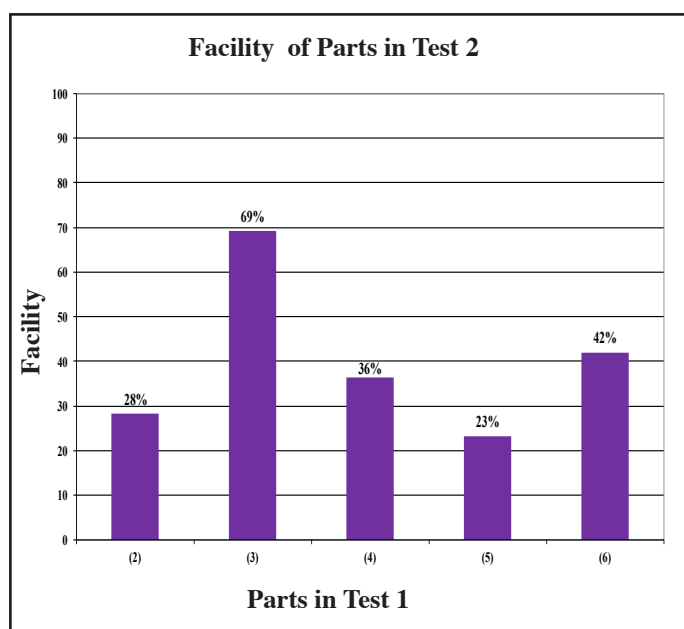
Technique – Completion

Fill in the blanks with the words given in the box. *The first one is done for you.*

(01×5=05 marks)

with	to	for	since	on	at
------	---------------	-----	-------	----	----

I'm going (1)^{to}..... Kandy (2)^{at}..... the weekend. I will be going there (3)^{with}..... my friend. I want to visit the Temple of the Tooth. I haven't been there (4)^{since}..... last Vesak. I'll stay in Kandy (5)^{for}..... two days and return to Pirivena (6)^{on}..... Monday.



Test 2 based on preposition and the candidates have select a word from a list of prepositions and complete the passage.

Almost all the candidates have attempted test 2. Allotted marks for test 2 is 5.

The facility of parts recorded for test 2 are as follows. The highest facility of 69% is recorded for part 3 while the lowest facility of 23% is recorded for part 5.

The high facility level for part 3 is recorded with the word “with”. It is a frequently used word in the classroom and is used quite often (in day-to-day life).

The low facility level for part 5 may be due to the incorrect usage of the word “for” although the meaning of the sentence is very clear and familiar. This Structure is used very frequently in day-to-day language situations.

Prepositions are a very basic and frequently used word class. Also, they are essential to convey the meaning. Hence, teachers are expected to use many similar text types an practice activities in classroom teaching paying attention to the prepositions in context; not in isolation.

○ Test 3

Objective – Assess the ability to use picture based vocabulary in context

Technique – Selection/ Completion

Study the picture given below. Fill in the blanks in the paragraph using the words given in the box. Write the letter of the correct word in the blank. *The first one is done for you.*

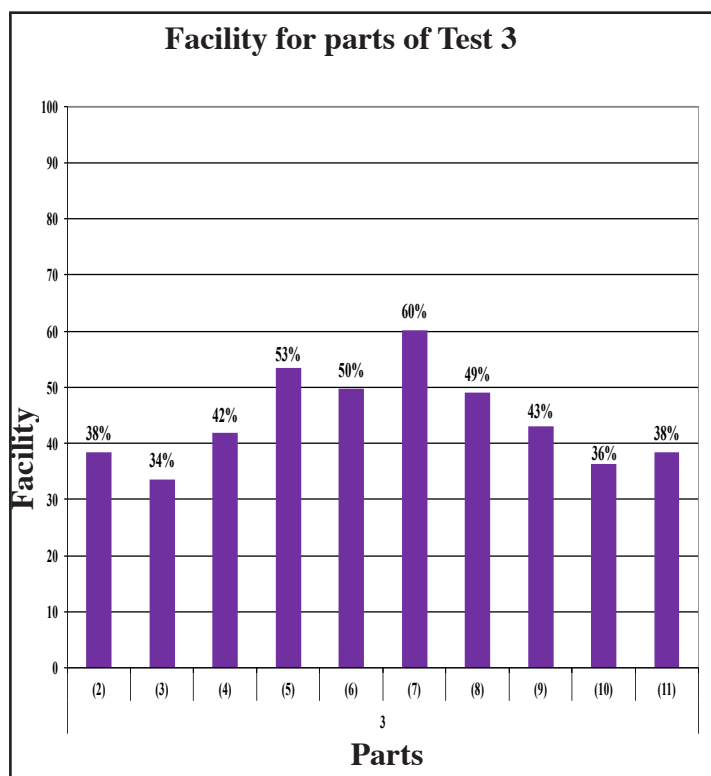
(½×10=05 marks)



a	daughter
b	flowers
c	branch
d	monk
e	bell
f	sermon
g	table
h	lamp
i	listening
j	flags
k	temple

This is a scene of a Poya Day at a (1)^k.... . There is a (2)^d..... delivering a (3)^f..... near the *dagaba*. There are some devotees (4)ⁱ..... to him. There is a mother and a (5)^a..... with trays full of (6)^b..... on their hands. Some flowers, a lit oil (7)^h..... and some incense sticks are there on the (8)^g..... of offerings. There are two (9)^j..... hanging from a (10)^c..... of a Bo-tree. The temple (11)^e..... is between the *dagaba* and the shrine. The evening sky is lit by the full moon.

Observations and Comments on Test 3 :



This test item is based on vocabulary and is meant to assess the ability to use vocabulary in a context using the picture clues given. The facility of the parts recorded for test 3 is as follows.

The highest facility of 60% is recorded for part 7 while the lowest facility of 34% is recorded for part 3.

The facility of three parts (5,6 and 7) remains on or above 50%.

The facility of the other seven parts remains below 50%.

The simple sentence structures in the paragraph, the familiar words and the picture clues make the test item easier for the candidates and part 7 has been the easiest of all due to the familiarity of the word “oil” as the two words “oil lamp” is very frequently used in their everyday life situations.

A large number of candidates have answered part 5 as the picture gives a clear clue. The picture clues are a very strong motivational factor for the candidates to proceed with the test. The given picture is a very familiar real-life situation for the majority of the candidates, and the facility level for 7 parts remains below 50%. Constant practice of vocabulary items that are used in templates and piriven premises and describing pictures using sample structures will help the candidates to overcome the difficulties in facing a test item of this nature.

○ Test 4

Objective – Assess the ability to respond accurately for different language functions.

Technique – Matching

What would you say on the following situations? Match the situations with what you would say. Write the correct letter in the box. *The first one is done for you.*

(01×5=05 marks)

Situations

- (1) Your friend is not well.
- (2) Your teacher returns your book after corrections.
- (3) You meet a friend at a religious function.
- (4) You accidentally dropped your friend's book.
- (5) Your classmate won a scholarship to a foreign country.
- (6) Someone is asking for your eraser.

c

a

f

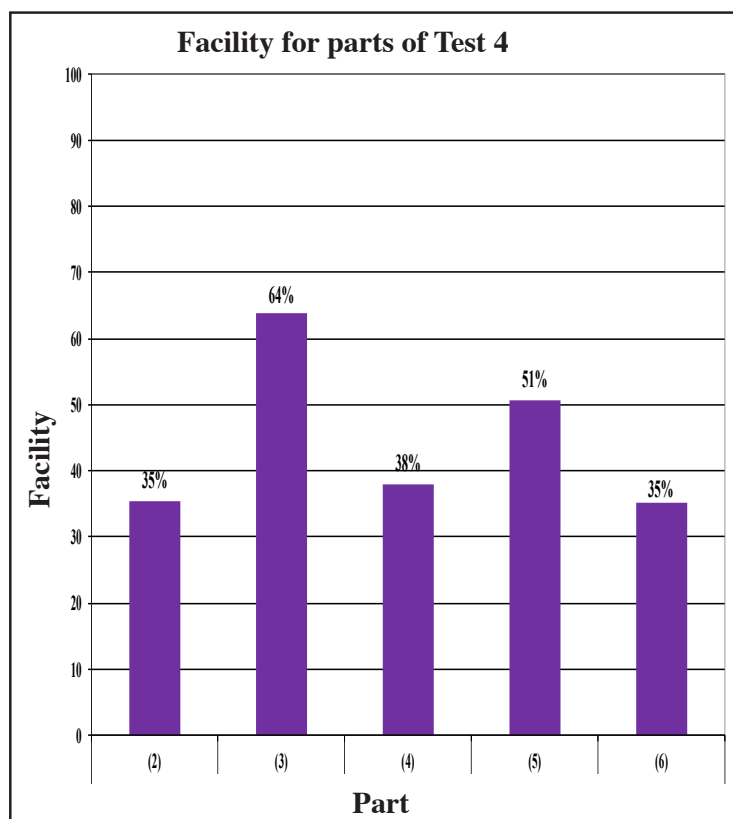
b

d

e

- a) Thank you.
 - b) I'm sorry.
 - c) ~~Get well soon.~~
 - d) Congratulations!
 - e) Here you are.
 - f) Nice to meet you.

Observations and Comments on Test 4 :



This item is based on language functions and it is used to assess the ability to respond for different language situations which they come across in their day-to-day life. The highest facility of 64% is recorded for part 3 while the lowest facility of 35% is recorded for both parts 2 and 6.

The facility of two parts (3 and 5) remain above 50%.

In this test item, the candidates have to match situations with the responses. In part 3, the phrase “Nice to meet you” would have been the easiest. In parts 2 and 6 the facility is low due to lack of practice. The majority of candidates are Buddhist clergies. So, the lack of experience might have caused unfamiliarity as the greetings given are not religious. The teachers are advised to create an English language rich environment in the classroom during their teaching hours.

Although these terms are not used in their everyday situations, the candidates have to learn the simple language functions of the target language. The students should be made aware of such simple principles in learning a language other than the own language. Therefore it should be emphasized that during teaching hours, the candidates should learn different language functions in their everyday life other than the religious terms. It is the duty of the teachers to include them in the practice sessions and classroom teaching.

○ Test 5

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

Technique – Transferring Information / Extracting information

Read the following dialogue and complete the table given below. *The first one is done for you.* (01×5=05 marks)

Venerable Rahula : You look very happy.

Susitha : Yes. We are getting a computer as a donation to our Children's Society.

Venerable Rahula : That's good. Who is the well-wisher?

Menuka : Mr. Perera, the retired principal.

Susitha : The function is on Poya Day.

Venerable Rahula : You will need the internet connection too.

Menuka : Mr. Perera will be helping with that.

Venerable Rahula : It's very useful. You can access information on all the subjects.

Susitha : Yes, but we need our IT teacher to guide us.

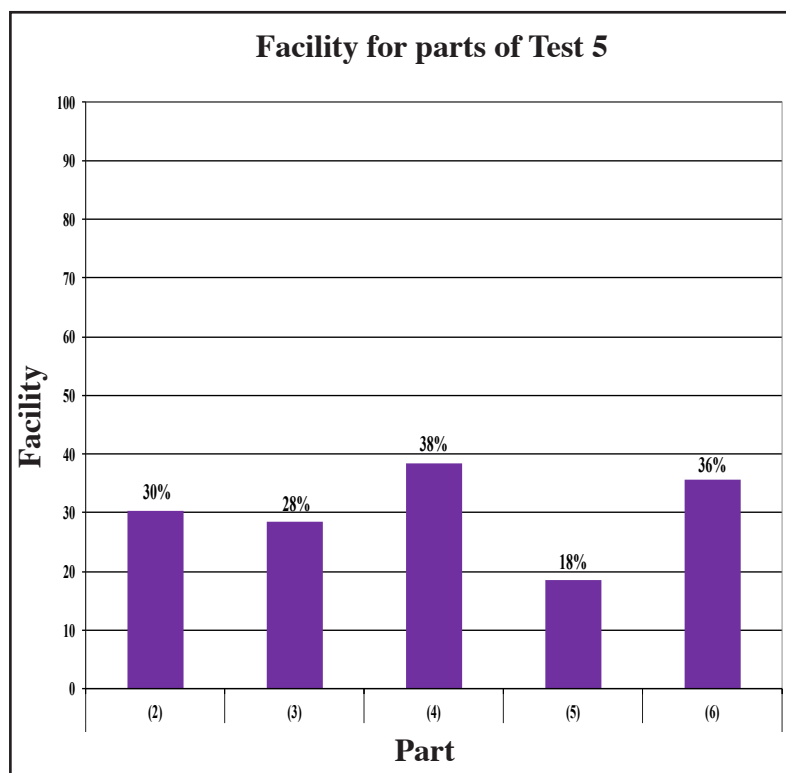
Venerable Rahula : Don't worry. We can ask him to help us. I'll make a request.

Susitha : Thank you, Venerable Sir.

Venerable Rahula : May the Triple Gem Bless you!

(1) Donation	<i>a computer</i>
(2) Donated to	<i>Children's Society</i>
(3) Donated by	<i>Mr. Perera/ the retired principal</i>
(4) When	<i>on the Poya Day</i>
(5) Use	<i>can access information (on all subjects)</i>
(6) Who will guide	<i>the IT Teacher</i>

Observations and Comments on Test 5 :



This test item assesses the ability to read and extract specific information from a dialogue and transfer them to an information chart. The facility of each part recorded for the test 5 is as follows.

The highest facility of 38% is recorded for part 4 while the lowest facility of 18% is recorded for part 5.

The highest facility is recorded for part 4 as the candidates have been able to extract the correct information from the dialogue. The question word ‘when’ may be familiar to the candidates or they may have frequently used the word in the classroom.

The lowest facility has been recorded for part 5 and the answer expected is “Can access information” but the candidates have not been able to extract the information as they have not been able to understand the correct answer expected for the term, “use”.

However, the candidates should be trained to identify relevant information to attempt similar learning tasks.

The candidates should have the ability to read and extract necessary specific information in their later lives. So, the students should be provided with various types of texts to read and extract specific information and transfer them to a grid, a message etc. As transferring information is an essential language skill the teachers should give opportunities for the students to master the skill.

○ Test 6

Objective – Testing the ability to write a reply to a note.

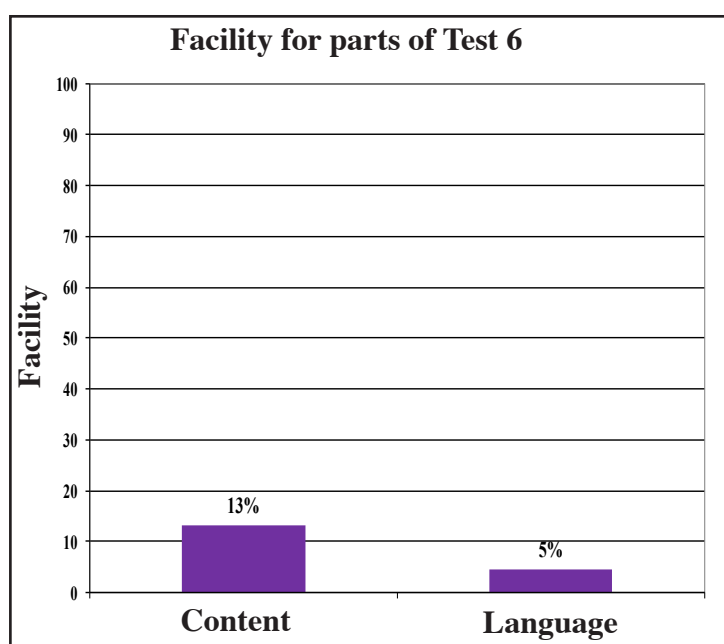
Technique – Guided writing/ giving information

Your friend sent you some past papers and some notes useful for your final examination.

Write a note replying to your friend. Use 40-50 words. (05 marks)

- Thank him
- Say how useful they are for your exam
- Say when and how you would return them

Observations and Comments on Test 6 :



Test 6 is a guided writing test where the students have to write a reply to a note they have received using the guidelines given.

Although more marks are allocated for language the students have scored more marks for the content. The facility level for the content is 13% whereas the facility level for language is 5%.

The total mark allocated for the task is 5.

Understanding the instructions of test 6 seems to be a common problem for students and as a result they have not been able to write a relevant reply.

The test is a basic writing activity and very simple language patterns are required to produce the required piece of writing. The facility level of content is only 13% and the facility level for the language is still lower. The students have been unable to identify the structure and the tense to write the reply to the note. The weakness of the language has affected the candidates to write the reply to the note. According to these observations, teachers should consider giving constant writing practice with proper guidance in the classroom. If teachers pay attention to teach writing simple sentences and find time for individual error correction and giving feedback, the weakness can easily be avoided. It should be started from very early stages of writing. The students should be feed that writing is not an isolated skill and it is a necessary skill.

○ Test 7

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

Technique – Multiple choice and short answers.

Read the following story and answer the questions.

(01×5=05 marks)

There was a farmer who sold a pound of butter to a baker every week. One day the baker decided to weigh the butter to see if he was getting the right amount. He found he wasn't getting the right amount. Angry about this, he took the farmer to the courts. The judge asked the farmer if he was using any measure to weigh the butter. The farmer replied, "Your Honour, I am a poor man. I don't have a proper measure, I only have a scale."

The judge asked, "Then how do you weigh the butter?"

The farmer replied;

"Your Honour, long before the baker started buying butter from me, I have been buying a loaf of bread from him. Everyday when the baker brings the bread, I put it on the scale and give him the same weight in butter. If anyone is to be blamed, it is the baker."

- (1) Who sold a pound of butter every week?

a farmer

- (2) Why did the baker weigh the butter?

to see if he was getting the right amount

Underline the most suitable answer.

- (3) The baker decided to take the farmer to the

(a) farm

(b) bakery

(c) courts

- (4) The farmer said he did not have

(a) a measure

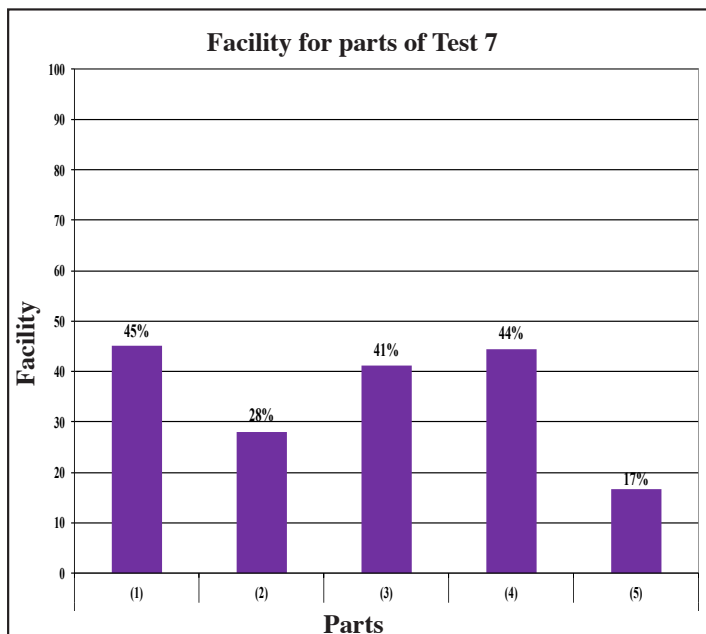
(b) a scale

(c) bread

- (5) Write the sentence which says the farmer is not rich.

(Your Honour) I am a poor man

Observations and Comments on Test 7 :



Test 7 is based on reading which assesses the ability to read and understand directly stated information in a text. The facility recorded for the parts of test 7 is as follows.

The highest facility of 45% is recorded for part 1 while the lowest facility of 17% is recorded for part 5.

The candidates have recorded more marks for parts 1 and 4, because the answers are familiar to them.

The candidates have recorded the lowest facility for part 5 as the candidates should identify and write the full sentence as the answer. The candidate has missed at least one word from the sentence. The marks are not given.

Reading is an important language skill and the Text Book has provided enough texts to practice different subskills of reading. The texts must be fully utilized in classroom practices. By following such techniques, the candidates can be equipped with necessary subskills. In addition, authentic simple texts outside the Text Book can be introduced to the students to create an interest in reading.

○ Test 8

Objective – *Asses the ability to write a paragraph on a given topic.*

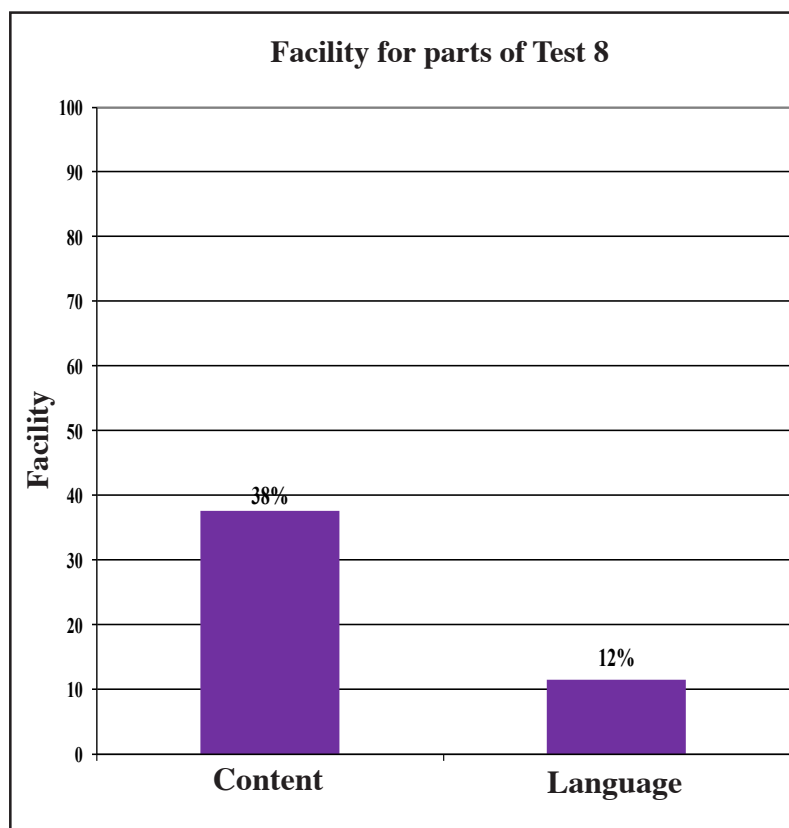
Technique – *free writing*

Test 8

Write a paragraph on one of the following topics. Use about **50-60 words**.

- (i) My Village (ii) How I spend my free time (05 marks)

Observations and Comments on Test 8 :



Test 8 is based on writing which assesses the ability to write a short paragraph on a given topic.

The facility recorded for Test 8 is as follows.

The facility for content is 38% whereas the facility for language is 12%.

It is clear that the candidates have not been able to score more marks for language due to their inability to write grammatically correct sentences and due to the lack of vocabulary and expressions.

Therefore, the students should be guided to practice more writing tasks to improve their writing skills as well as proper feedback should be given to them on their mistakes/ errors. Special attention should be given in developing writing skills of the students. Teachers can motivate students to write simple sentences, paragraphs, diary entries etc. on familiar issues.

The higher facility for content shows the high percentage of relevance of the answer but their poor language performance is made clear with their lower facility level for the language.

Paper II Analysis

Part II

3 Paper II Information regarding question and answers

3.1 Structure of the question paper II

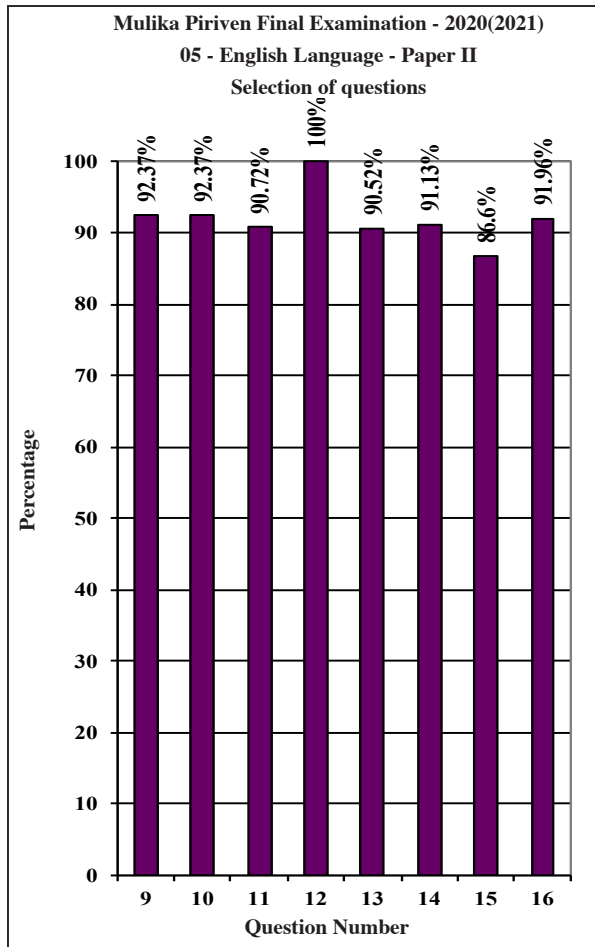
Paper II - Duration : 2 hours

Number of tests : 08

All tests should be answered. This paper consists of three tests on reading carrying 20 marks, one test on vocabulary carrying 5 marks, two tests on grammar carrying 10 marks and two tests on writing carrying 25 marks making a total of 60 marks.

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Vocabulary	$\frac{1}{2} \times 10$	05
10	Grammar	$\frac{1}{2} \times 10$	05
11	Reading	1×5	05
12	General Proficiency Reading	$\frac{1}{2} \times 14$	07
13	Grammar	1×5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	$1 - \frac{1}{2} \times 4 = 2$ $2 - 1 \times 1 = 1$ $3 - 1 \times 1 = 1$ $4 - 1 \times 1 = 1$ $5 - 1 \times 1 = 1$ $6 - \frac{1}{2} \times 2 = 1$ $7 - 1 \times 1 = 1$	08
16	Writing	C - 5, L - 5, O - 2, M - 3	15
Total			60

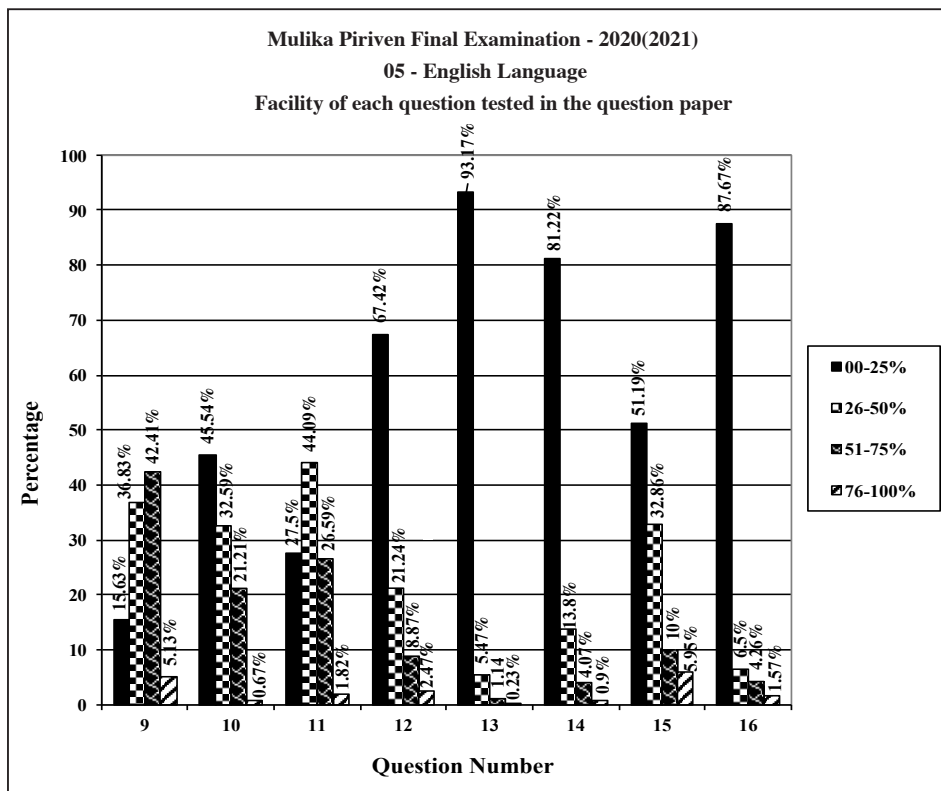
3.2 Selection of questions



All the questions in paper II are compulsory questions. All the candidates select question No. 12 and most of the candidates attempt other questions except question no 15.

The graph is based on the data collected from RD/16/04/MPF form

3.3 Facility of each question tested in the question paper.

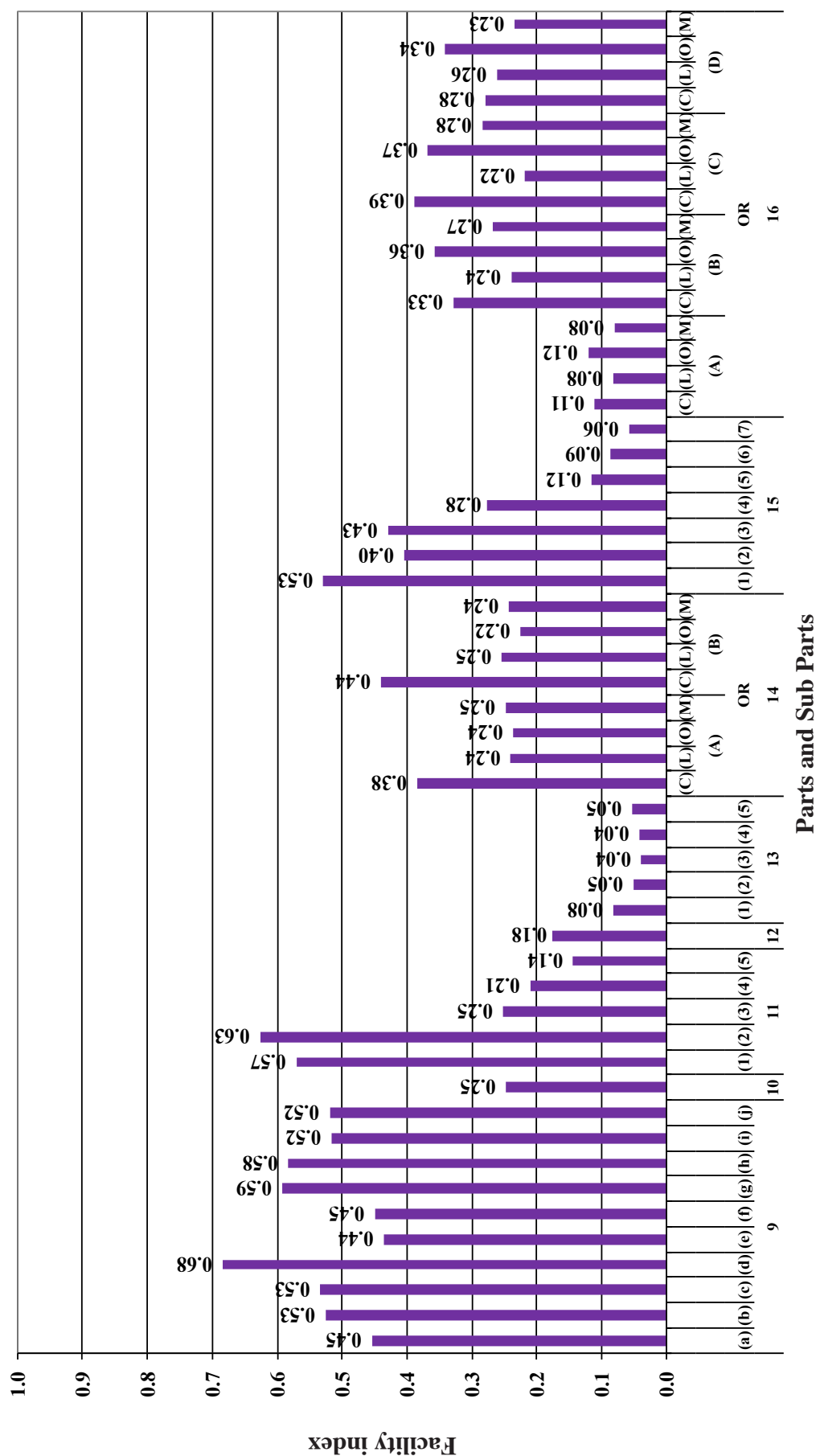


3.4 Analysis of Subject Achievement

Mulika Piriven Final Examination - 2021(2022)

05 - English Language - Paper II

Facility Indices of tests in the question paper



The graph is based on the data collected from RD/16/04/MPF form

3.5 Tests and expected answers, marking Scheme, observations and comments.

○ Test 9

Objective – Assess the ability to use words appropriately to complete a sentence.

Technique – filling blanks/ selection

Complete the sentences selecting a word from the given set of words.

present, presenter, presentation ($\frac{1}{2} \times 10 = 05$ marks)

(a) Let me start my (1) **presentation** with a saying from a well-known scholar.

(b) Kusal received a very useful (2) **present** for his birthday.

(c) “Who is the (3) **presenter** of the programme?” asked the teacher.

nations, nationality, national

(d) Ashan is reading a book on (4) **national** heroes of Sri Lanka.

(e) All the (5) **nations** of the world will be represented at the conference.

(f) “What (6) **nationality** are you?” asked the tour guide.

independence, independent

(g) Children should be made (7) **independent** from their childhood.

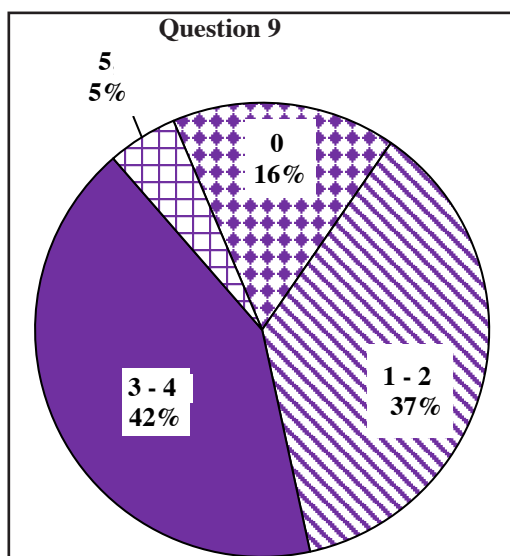
(h) All the ethnic groups in our country fought together to win the struggle for (8) **independence**.

prevention, preventive

(i) (9) **Prevention** is better than cure.’

(j) Many (10) **preventive** measures have been taken to control the Covid-19 pandemic.

Observations and Comments on Test 9 :

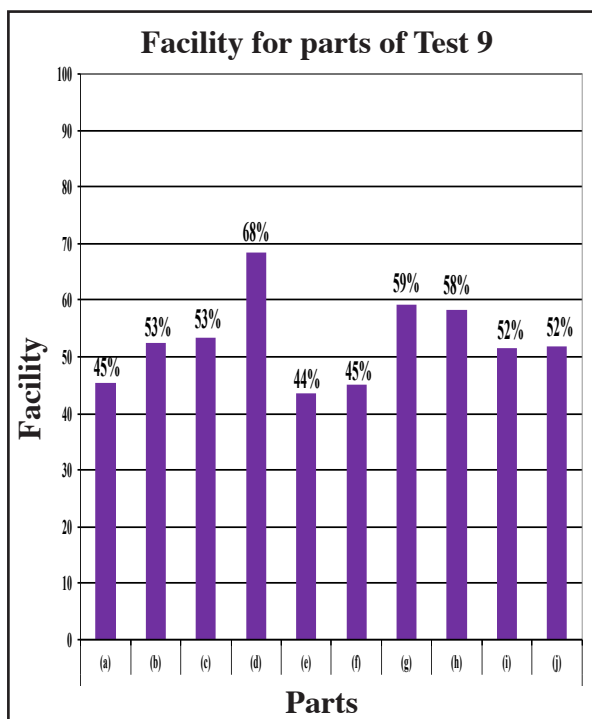


Test 09 is based on vocabulary and assesses the ability to use words appropriately to complete a factual test. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	16%
1 - 2	marks	-	37%
3 - 4	marks	-	42%
5	marks	-	5%

The highest percentage of candidates (42%) has scored 3-4 marks. The lowest percentage of candidates (5%) has scored 5 marks. 37% of the candidates have scored 1-2 marks while 16% of the candidates has not scored any marks.



The facility recorded for parts in test 9 is as follows. The highest facility 68% is recorded for the part “d” and the lowest facility 44% is recorded for part “e”. It is clear that all the parts of this test show a facility above 40%. This test focuses on vocabulary and it assesses the ability to use words appropriately in a given context.

Although this is part II of the paper, many candidates have shown a high facility level as the words are given to fill blanks.

Though a higher facility is shown for some parts, some candidates have shown low facility for some parts. Because they do not have a clear knowledge word classes correctly. Therefore, the candidates should be trained to identify the word classes.

The teacher can prepare similar items from the text book activities during the class room teaching and practice. Activities on selecting and shorting vocabulary into word classes and be easily organized in the classroom. Such basic activities will help students to improve their word power.

In addition to the knowledge of the word classes, the candidates should have opportunities to use them in different the situations. Encouraging students to read different reading texts will enable them to identify the use of the vocabulary in context.

○ Test 10

Objective – Assess the ability to use the correct form of the verbs.

Technique – filling in the blanks

Read the following story and fill in the blanks. Use the correct form of the verb given within brackets.

$$\left(\frac{1}{2} \times 10 = 05 \text{ marks}\right)$$

One day an old woodcutter was cutting a big piece of wood near a river. He was very tired. He stopped his work for some time and (1) **started** (start) again after drinking some water. Suddenly his old axe (2) **slipped** (slip) from his hand and fell into the water.

He (3) **was** (be) very sad because he had lost his axe. But suddenly a God (4) **appeared** (appear) before him.

“What’s the matter?” the God (5) **asked** (ask) the unhappy woodcutter.

“I have lost my axe” he said, “It fell into the deep water.”

The God (6) **showed** (show) him a gold axe. “Is this yours?”

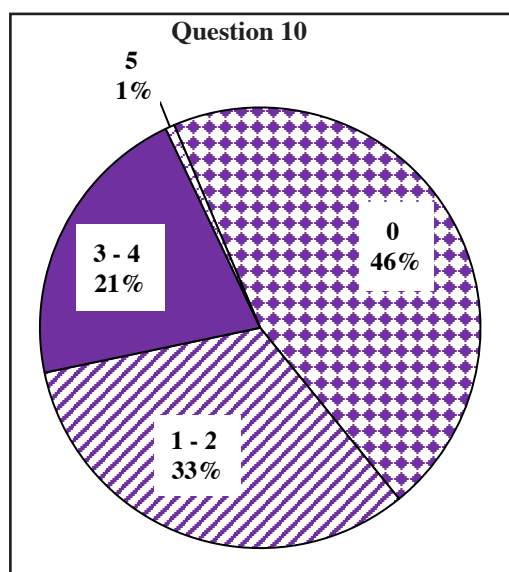
“No”, replied the woodcutter.

Then the God (7) **brought** (bring) him a silver axe, but the woodcutter (8) **answered** (answer) “No”.

Then he showed him an iron axe with an old handle.

“Yes, that’s mine.” told the happy woodcutter. “I know”, replied the God. I only (9) **wanted** (want) a true answer. You are very honest. “I (10) **will give** (give) you the gold axe and the silver axe as well as your old iron axe.”

Observations and Comments on Test 10 :

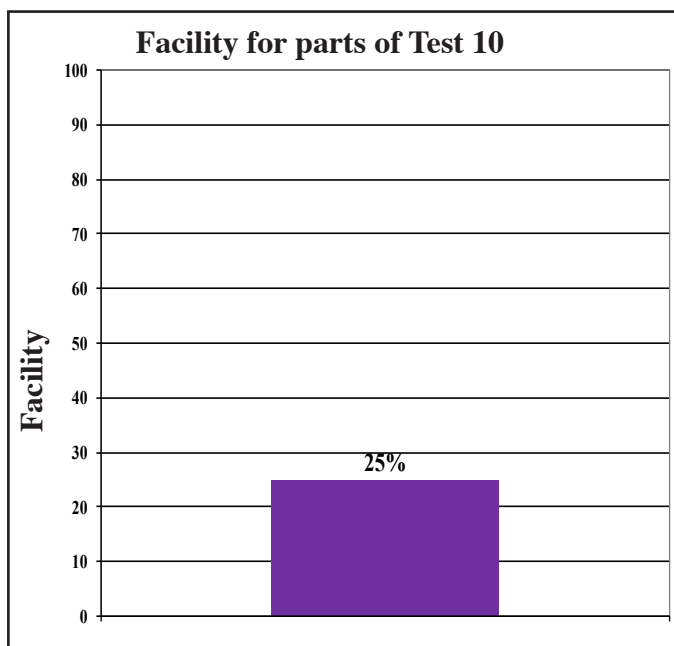


Test 10 is based on verb forms and it assesses the ability to use the correct forms of the verb appropriately to complete a factual test. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	46%
1 - 2	marks	-	33%
3 - 4	marks	-	21%
5	marks	-	1%

The highest percentage of candidates (46%) has not scored any marks. The lowest percentage of candidates (1%) has been able to score 5 marks. 33% of the candidates has scored 1 or 2 marks while 21% of the candidates have scored 3 or 4 marks. Majority of the candidates has not used any verb form correctly.



The facility of the test 10 is 25%. Most of the candidates do not seem to have a clear understanding of verb formation and they haven't been able to understand the text given in the passage.

It is obvious that these kinds of questions do not seem to be familiar with the students. Therefore, the candidates should be trained to identify the tenses and also the teacher should make students to practice the verb forms accurately.

The tenses are essential to produce any piece of language. Therefore it should be the duty of the teachers to allocate some extra hours to teach tenses to the students as the knowledge of tenses help the students to understand and use the language. Although, lessons related the tenses repeatedly appear in the pupil textbooks, verb poor attention has been directed on improving the basic grammatical elements.

○ Test 11

Objective – To assess the ability to read and understand a poem.

Technique – Answering questions (MCQ, Short answer)

Read the poem and answer the questions.

(01×5=05 marks)

A Priceless Gift
by Helen Steiner Rice
(Adapted)

Friendship is a priceless gift
That can't be bought or sold,
But its value is far greater
Than a mountain made of gold.

For gold is cold and lifeless,
It cannot see nor hear,
And in your times of trouble,
It is powerless to cheer.

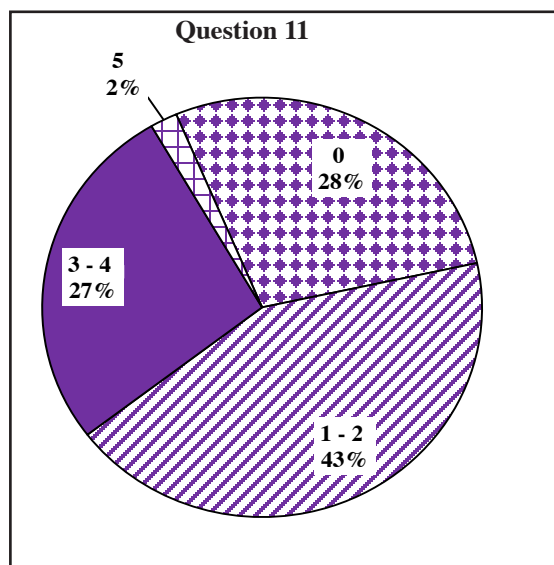
It has no ears to listen,
No heart to understand.
It cannot bring you comfort
Or reach out a helping hand.

So when you ask somebody for a gift,
Be thankful that he sends,
Not diamonds, pearls, or riches,
But the love of a real, true friend.

Underline the correct answer.

- (1) The precious gift mentioned in the poem is
(a) diamonds (b) gold (c) friendship
- (2) An adjective used to describe gold in the poem is
(a) expensive (b) cold (c) hard
- (3) Write two things that gold cannot do.
(a) see/hear
(b) bring comfort/ help
- (4) A rhyming word for 'hear' is:
cheer
- (5) Find similar words for the following from the poem.
(a) price - value
(b) grateful - thankful

Observations and Comments on Test 11 :

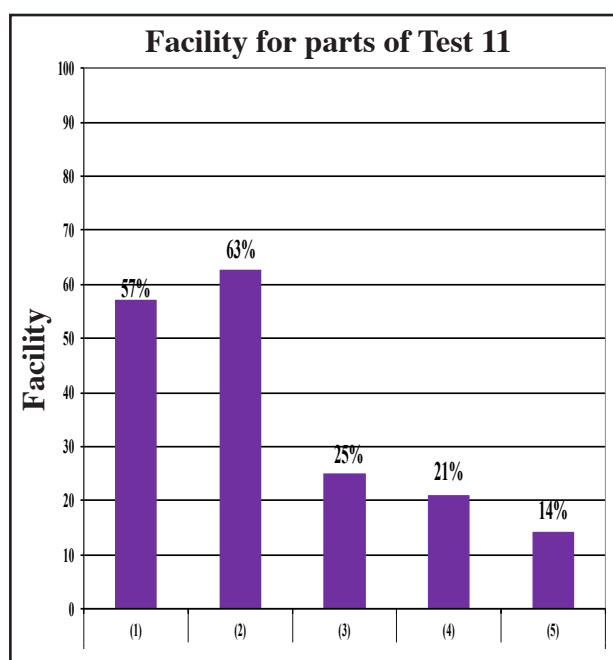


Test 11 is based on reading and it assesses the ability to test the reading skill. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	28%
1 - 2	marks	-	43%
3 - 4	marks	-	27%
5	marks	-	2%

A higher percentage of candidates (43%) has scored 1-2 marks. The lowest percentage of candidates (2%) has scored all the 5 marks. 27% of the candidates have scored 3-4 marks while 28% of the candidates have not scored any mark for the test.



The facility recorded for each part in the test 11 is as follows. The highest facility 63% is recorded for part 2. The lowest facility 14% is recorded for the part 05. Parts 3,4 and 5 show a very low facility level.

The performance shown in the test 11 seems to be fairly weak except in parts 01 and 02. The lowest performance in the part 05 reveals that the candidates, inability to use the contextual clues to find the similar meaning for the words given.

Reading a poem and comprehending it needs a lot of practices and also it needs some careful guidance from the teacher until become independent readers. Hence, the teachers the students should guide the students specially to guess the meaning of the words from the context and find similar words for some vocabulary in a poem. Short poems that appear in children's sections of the News Papers could be used to create an interest in the candidates. Teachers can use simple poems to practice some reading skills and it is a very easy way to introduce authenticity to the class room.

At the same time, poems can be used to create an interest towards language. Teachers should make use of interesting language texts like simple poems and simple songs to enrich their teaching sessions.

○ Test 12

Objective – Assess the overall proficiency of the language

Technique – cloze text

Fill in the blanks with the most suitable words given in the box. You can use a word only once.

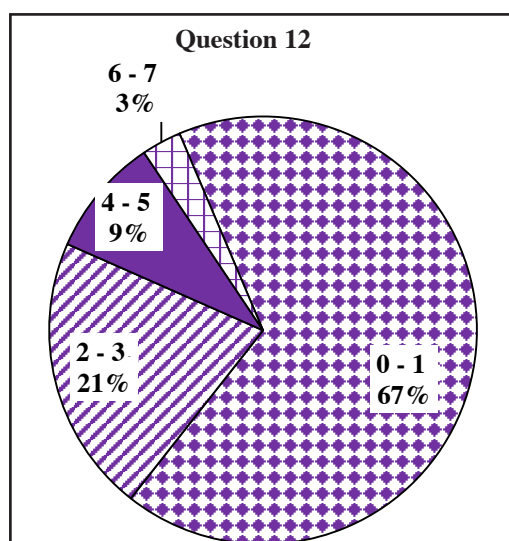
($\frac{1}{2} \times 14 = 07$ marks)

always	everyone	equal	he
help	large	manners	of
others	peacefully	people	successful
	to	with	

Good manners are very important in our daily life. They help us to be positive throughout the day. They help us to live (1) **peacefully** with friends as well as (2) **everyone** around us. They will also (3) **help** us to be popular and (4) **successful** in life because nobody likes (5) **to** be with bad-mannered people. People (6) **with** polite and good manners are (7) **always** popular and respected by a (8) **large** number of people. Obviously, such (9) **people** have a positive influence over (10) **others** too.

A person with good (11) **manners** always shows respect towards feelings (12) **of** others living in the surrounding. (13) **he** never differentiates people but shows (14) **equal** regard to everyone. Modesty, humbleness, kindness and courtesy are the essential traits of a well-mannered person. Thus, a well-mannered person is a blessing to those who are around him.

Observations and Comments on Test 12 :

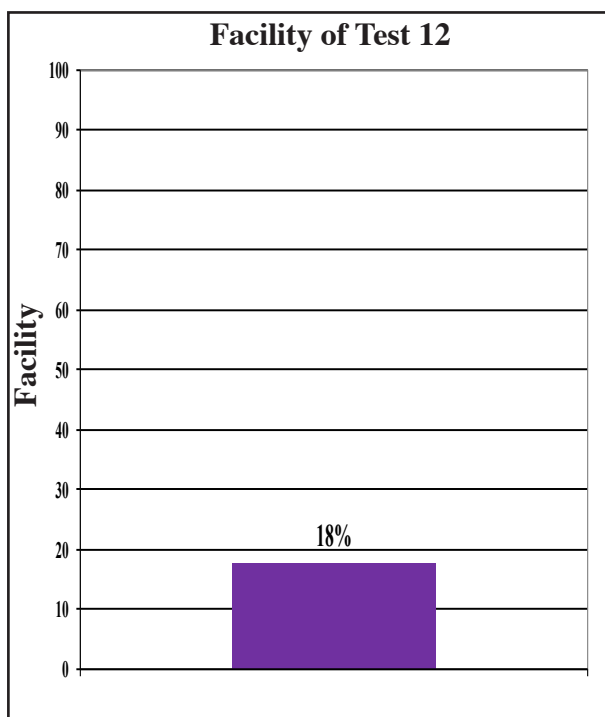


Test 12 is based on testing the overall proficiency of the language. It assesses the ability to use words appropriately to complete a factual test. 7 marks have been allocated for this test.

The candidates have scored as follows,

0 - 1	mark	-	67%
2 - 3	marks	-	21%
4 - 5	marks	-	9%
6 - 7	marks	-	3%

The highest percentage of candidates (67%) has scored 0-1 marks. The lowest percentage of candidates (3%) has scored 6-7 marks. 21% of the candidates have scored 2-3 marks while 9% of the candidates have scored 4-5 marks.



As shown, the facility of test no 12 is 18%. It is obvious that the test item has been extremely difficult for the candidates. Most of the students are unaware of different kinds of word classes and they seem to find it difficult to read and understand long passages.

The marks distribution of the question clearly illustrates the difficulty level.

The candidates need to have a good knowledge of word classes and their use as well as the knowledge of the word order of a sentence to attempt this test item. Hence, the teachers should focus the attention of the students on their general language proficiency.

The students should be encouraged to notice the use of all the word classes in reading texts when handling reading lessons in the classroom so that they can easily attempt this similar question. The passages in the text books could be easily used for cloze reading. In addition, the students should be exposed to a variety of easy reading texts in and outside the classroom.

○ Test 13

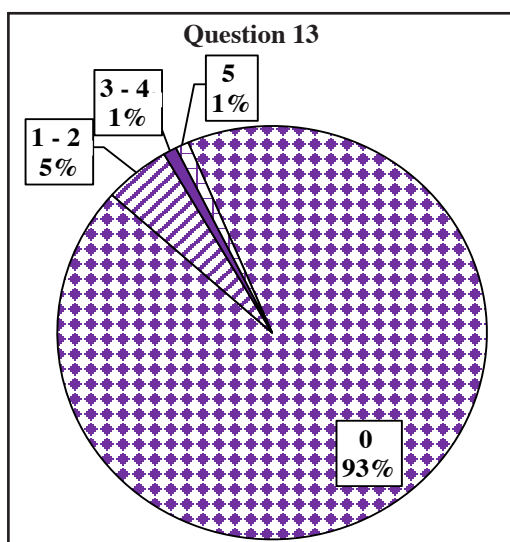
Objective – Assess the ability to form “wh” questions.

Technique – Formation of “wh” questions

Complete the questions to get the underlined part as the answer. (01×5=05 marks)

- (1) Where was the venerable Ananda Maitreya born??
Venerable Ananda Maitreya Thero was born in Balangoda.
- (2) When did he become a teacher at Ananda College??
He became a teacher at Ananda College in 1922.
- (3) What did he establish in Colombo in 1930??
He established Sri Dhammananda Pirivena in Colombo in 1930.
- (4) How did he contribute to Buddhist education??
He contributed to Buddhist education by authoring a number of books on Buddhism.
- (5) Why was he conferred with the title Agga Maha Pandita??
He was conferred with the title ‘Agga Maha Pandita’ because of his great service.

Observations and Comments on Test 13 :

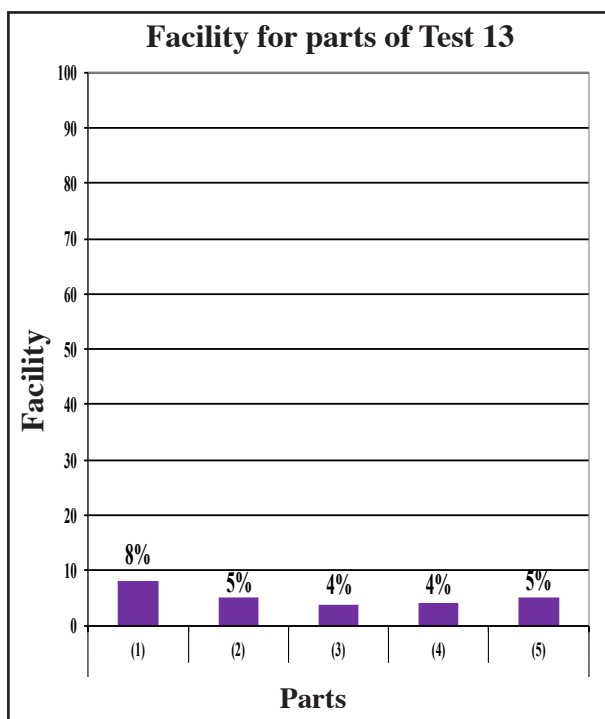


Test 13 is based on grammar and assesses the ability to form questions using question words. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	93%
1 - 2	marks	-	5%
3 - 4	marks	-	1%
5	marks	-	1%

The highest percentage of candidates (93%) has scored 0 marks. The lowest percentage of candidates (1%) has scored only 3-5 marks. 5% of the candidates have scored 1-2 marks.



The facility recorded for the parts in test 13 is as follows. The highest facility, 8% is recorded for part 1. The lowest facility is recorded 4% in both parts 3 and 4.

It is clear that all the parts of this test show a very low facility.

The performance of the candidates recorded for part 1 of test 13 is the highest out of all parts while others show a lower facility because the question type is unfamiliar for the candidates. The teachers are advised to do constant practice of forming “wh” questions in the classroom and also such type of questions could be practised as pair work.

This lesson could be easily coined with teaching tenses in the classroom.

The students should be made aware of the differences in word order between statements and questions. Attention should be paid on teaching different sentence types and on mechanisms used in forming question out of the statements. Also, It should be emphasized that question words are a very important grammatical item when we learn a language.

○ Test 14

Objective – Assess the ability to write a letter or a report using given guidelines.

Technique – Guided writing

Write on one of the following. Select either (A) or (B). Use about 100 words.

(10 marks)

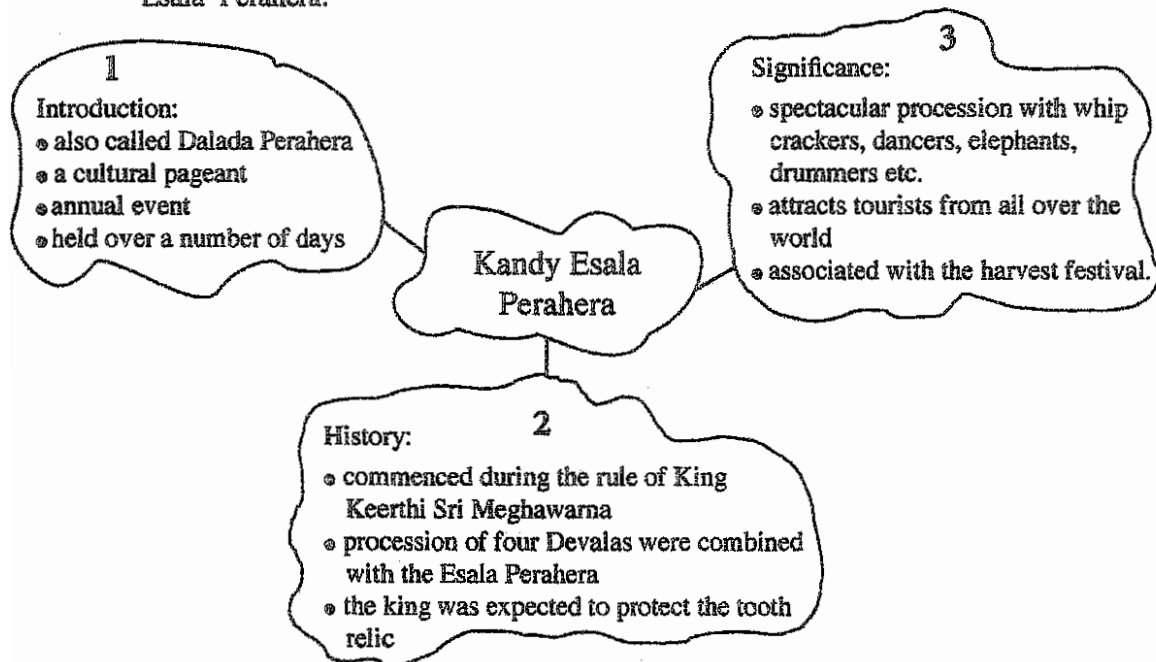
- (A) Write a letter to a friend describing how you celebrated any religious function you had in your temple during the Covid-19 pandemic situation.

Include

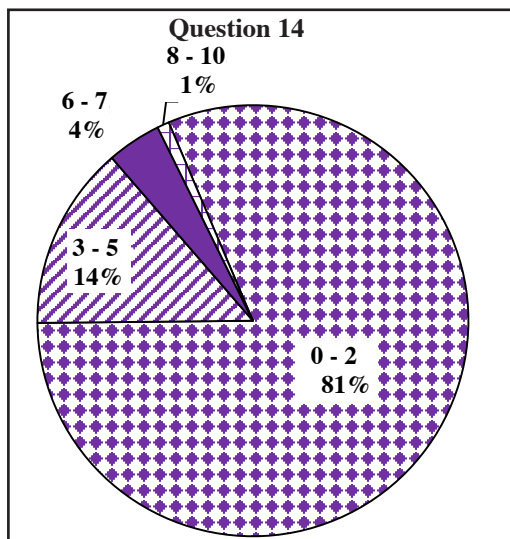
- what the function was
- how you organized it
- participants
- your feelings about it
- measures for health safety

Or

- (B) Read the following information and write an information report on the Kandy Esala Perahera.



Observations and Comments on Test 14 :

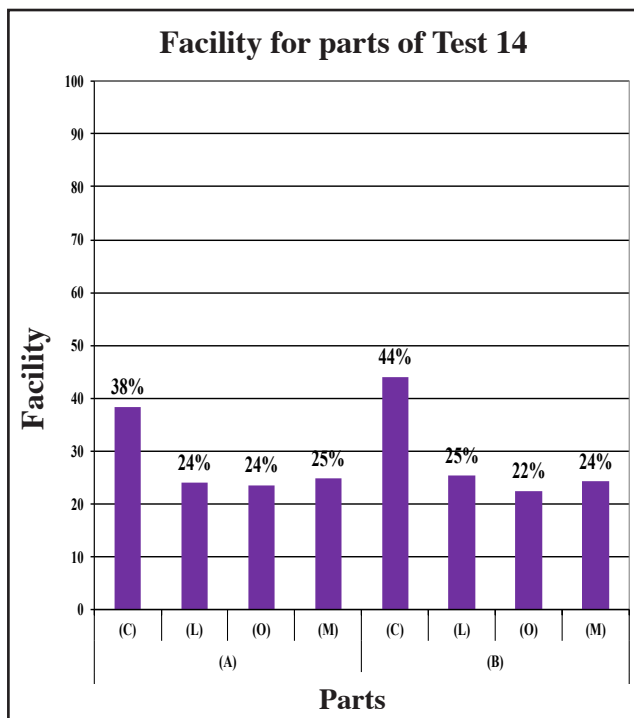


Test 14 is based on writing and assesses the ability to write reports. 5 marks have been allocated for this test.

The candidates have scored as follows,

0 - 2	marks	-	81%
3 - 5	marks	-	14%
6 - 7	marks	-	4%
8 - 10	marks	-	1%

The highest percentage of candidates (81%) has scored only 0-2 marks. The lowest percentage of candidates (1%) has scored 8-10 marks. 14% of the candidates have scored 3-5 marks while 4% of the candidates have scored 6 - 7 marks.



Facility recorded for parts in test 14 as follows. Both parts A and B record a higher facility level for content. The language records a lesser facility level. Other two scales also are more connected to language than content.

The teachers are advised to practise the students to write variety of letters and information reports in the classroom using guidelines and facts given by the teacher and train them to write reports easily.

The part A is describing a religion function and it seems to be more familiar than part B. But still, the students lack the skill of expressing themselves although they have ample content be to express. Also, they lack the organizational skills when writing something.

Writing should be started in early stages of their school time and activities should be made from very basic to complex. Some individual attention for each student will be necessary to see some improvement in their writing skill.

○ Test 15

Objective – Assess the ability to read, understand and interpret directly/ Indirectly .

Technique – Answering questions, finding references.

Read the text and answer the questions.

(08 marks)

Once upon a time, an old man spread rumours in the village that his neighbour was a thief. As a result, the young man was arrested. Days later, as the young man had not stolen anything, he was proven innocent. After being released, the young man felt humiliated as he walked to his home. He decided to take the old man to the courts for wrongly accusing him.

In the courts, when the old man was asked why he lied, the old man told the judge, "They were just comments. They didn't harm anyone." The judge, before passing the judgement on the case, told the man,

"Write all the things you said about him on a piece of paper. Cut them up and on the way home, throw the pieces of paper out. Come back to hear the judgement tomorrow."

The next day, the judge told the old man, "Before receiving the judgement, you will have to go out and gather all the pieces of paper that you threw out yesterday."

The old man said, "I can't do that. The wind must have spread them everywhere and I won't know where to find them."

The judge then replied, "The same way, the lies you tell about others spread everywhere. You will not be able to gather those lies back. They may destroy the honour of a man to such an extent that no one is able to fix it."

The old man realized his mistake and asked for forgiveness.

- (1) Are these statements True or False?

($\frac{1}{2} \times 4 = 2$ marks)

Write T or F against each statement.

- (i) The young man had not stolen things.
- (ii) The old man felt humiliated.
- (iii) The old man thought his lies didn't harm anyone.
- (iv) The judge asked the old man to write a letter.

T
F
T
F

- (2) Who spread stories in the village about the neighbour?
an old man

(1 mark)

- (3) What happened to the young man as a result?
he was arrested

(1 mark)

- (4) Why was the young man released?
because he was proven innocent/ he had not stolen any thing

(1 mark)

- (5) What did the judge ask the old man to do before receiving the judgement?
to go out and gather all the pieces of paper

(1 mark)

- (6) Find a word from the text which has the same meaning as the following.

($\frac{1}{2} \times 2 = 1$ mark)

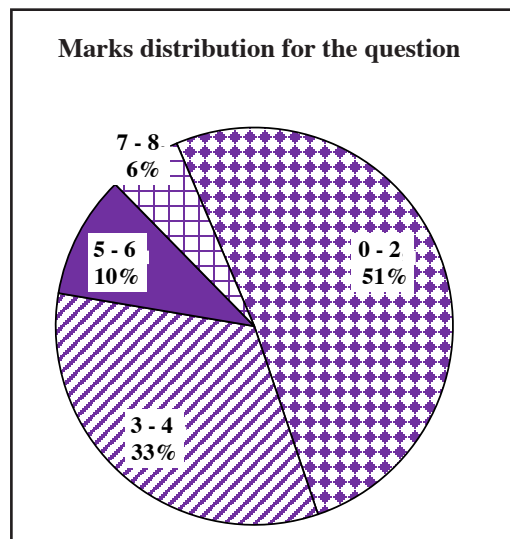
- (i) gossip - rumours
- (ii) collect - gather

- (7) Write the sentence which says that the old man understood his fault and begged for pardon.

(1 mark)

The old man realized his mistake and asked for forgiveness

Observations and Comments on Test 15 :

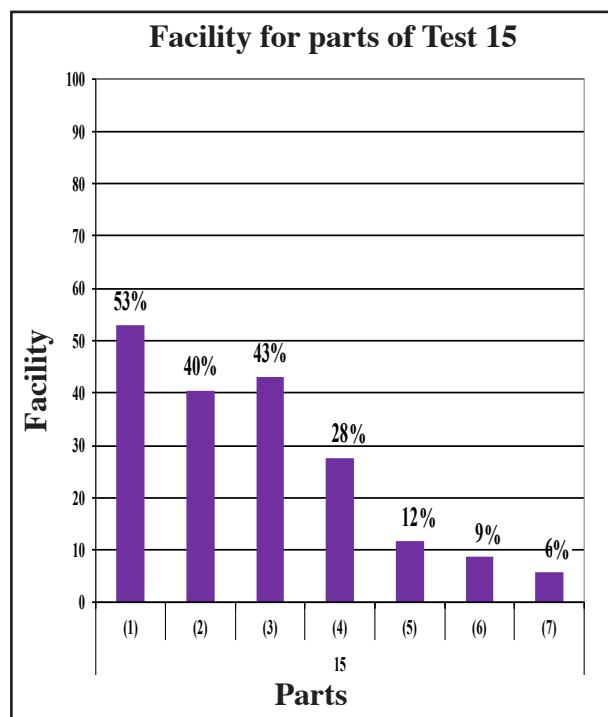


Test 15 is based on reading and assesses the ability to read and understand a text. 8 marks have been allocated for this test.

The candidates have scored as follows,

0 - 2	marks - 51%
3 - 4	marks - 33%
5 - 6	marks - 10%
7 - 8	marks - 6%

The highest percentage of candidates (51%) has scored 0-2 marks. The lowest percentage of candidates (6%) has scored 7-8 marks. 33% of the candidates have scored 3-4 marks while 10% of the candidates have scored 5-6 marks.



The facility recorded for the parts in test 15 is shown in the chart. The highest facility 53% is recorded for part I. The lowest facility 6% is recorded for part 7. It is clear that all the parts of this test show a low facility except the parts 1, 2 and 3.

Candidates show very poor performance in this test item. This is a long reading passage and it is a higher level text. This test reveals candidates lack of knowledge in basic reading skills such as skimming, scanning inferring and guessing through context and clues. Meaningful reading should be an enjoyable activity and teachers should encourage students to read different types of interesting texts and improve reading sub skills. Guidance should be given on how to find information rather than teacher finding information for them.

The candidates have not been able to find similar words in part 6. It shows their poor vocabulary in the target language. Also, in part 7, they are expected to identify a sentence and copy it in the space given. Still the majority has not been able to identify the exact sentence. Some serious attention should be paid by the teachers in developing language skills of their students.

○ Test 16

Objective – Assess the ability to write an article, a speech, a story or an essay

Technique – Guided writing/ free writing

Write on one of the following. Use about 150 words.

(15 marks)

- (a) Write an article to a newspaper on “Harmonious Living”.

Include the following

- importance of living peacefully with others
- importance of living in harmony with nature
- how Buddhist teachings help harmonious living

- (b) Write a speech you would make at the English Literary Association about a well-known Buddhist scholar.

Include the following

- the name
- his life in brief
- services done by him

- (c) Write an essay on “The importance of learning another language”.

Include the following

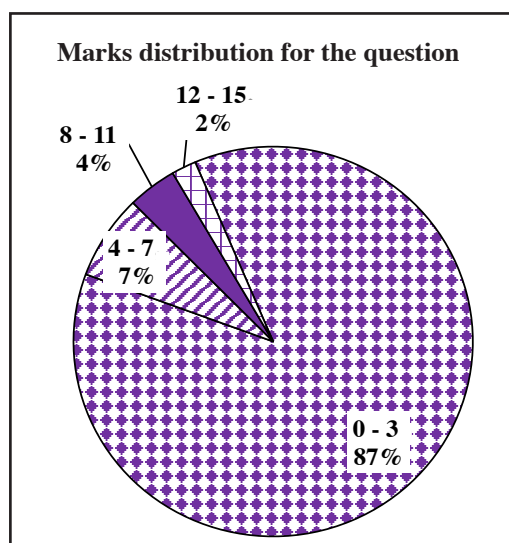
- useful languages
- how useful they are
- how one can learn another language

- (d) Complete the following dialogue. (One should speak at least five times)

Sandun - Good Morning! You look happy today. Anything special?

Naradha - Yes,

Observations and Comments on Test 16 :

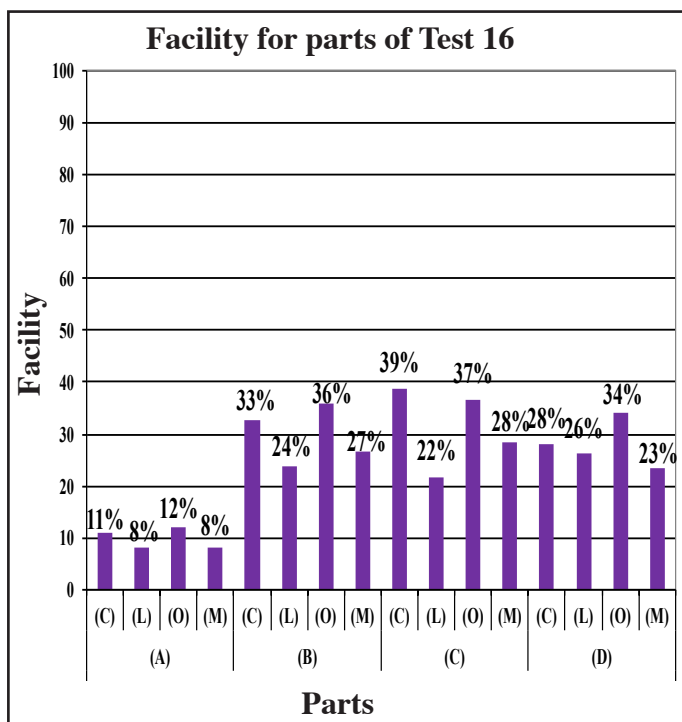


Test 16 is based on writing and it assesses the ability write different type of texts. 15 marks have been allocated for this test.

The candidates have scored as follows,

0 - 3	mark	- 87%
4 - 7	marks	- 7%
8 - 11	marks	- 4%
12 - 15	marks	- 2%

The highest percentage of candidates (87%) has scored 0-3 marks. The lowest percentage of candidates (2%) has scored 12-15 marks. 4% of the candidates have scored 8-11 marks while 7% of the candidates have scored 4-7 marks.



Test 16 offers a wide choice for the candidates. They have to select 1 question out of 4. All parts show a high facility level for content over the other three criteria except in part A and B where facility for organization is slightly above content.

Overall, writing skill is generally weaker than the other language skills and performance for writing is poor. The reason might be that writing skill is paid less attention in the classroom for teaching and it comes later in the teaching learning process and it is one of the productive individual skills. Also, the teachers have to pay individual attention to the students.

Hence, attention should be paid on integrate writing skill with the other three language skills and start at early stages. Although there are enough writing activities in the pupil texts, the students have simply neglected writing skill. If the students had attempted all the writing tasks in the pupil texts, this texts would not have been so unproductive.

Special attention should be paid on classroom teaching sessions and its up to the Piriven administrators to see whether the expected methodology is followed in classroom teaching and the full course is completed before the final examination.

Part III

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

4.1 Factors to be considered by the candidates when answering questions

- * 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 open to answer questions. They should never answer using a pencil.
- * Handwriting should be legible and clear.
- * Each question should be read carefully and the candidates should adhere to the instructions given in the question paper.
- * The candidates have to answer all the tests in the question paper itself.
- * The candidates are expected to utilize the full time allocated for the paper at the examination.
- * The space allocated for the answers 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 on spelling when extracting information from a text and copying as the answer. Candidates will lose marks for spelling errors.
- * In reading tasks, the candidates must understand the main idea of the text before answering questions.
- * The candidates must apply the reading techniques like scanning , skimming and inferring when attempting to answer questions related to reading.
- * The candidates must not copy chunks from the passages as answers when one specific answer (a sentence , a phrase or a word) is expected.
- * 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.

5 Comments and suggestions regarding the teaching - learning process

- * The teachers should be familiar with the syllabus and the textbooks.
- * The teachers should plan their lessons well to make teaching more interesting and productive.
- * The teachers should use resources available to them to facilitate the teaching learning process.
- * The candidates should be given more opportunities to gain new experience in the classroom.
- * The teachers should encourage maximum pupil interaction in English in the classroom through group work and pair work.
- * The teacher's questioning techniques in classroom teaching help the student's Performance in the examination.
- * In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and pronunciation making students aware of word classes and their use.
- * The teachers should adopt new strategies to make learning more interesting.
- * In teaching reading , the teachers should expose pupils to a variety of text types and to new techniques of reading.
- * In answering reading tests, pupils should be informed that short and grammatically correct answers can earn full marks.
- * In answering 'Wh' questions (especially in test 15), the students should be advised not to copy the full sentences unnecessarily from the reading passage.
- * Teachers should encourage students to attempt all the writing activities of the question paper. Most of the students do not even attempt the basic writing tests in paper I.
- * The teachers should adopt the same criteria used in the marking scheme, in their classroom tests and term tests too.
- * The teachers should pay individual attention to the students, especially in teaching writing and they should make sure that all writing activities of every child are marked and comments given.
- * Grammar should be taught and tested not in isolation but in context.
- * The students 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 Mulika Piriven Final Examination should be thorough with the question paper and the marking criteria every year so that he would be able to improve the performance level of the students.
- * The teachers should refer to the examination guidelines given when preparing exam practice activities.
- * The teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.