G.C.E. (O/L) Examinations

Evaluation Reports

2024

31 English

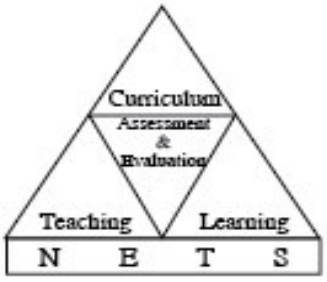
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N E T S

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

G.C.E. (O.L.) Examination - 2024

Evaluation Report

31 - English Language



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G.C.E. (O.L.) Examination - 2024
Evaluation Report - English Language

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MESSAGE FROM THE COMMISSIONER GENERAL OF EXAMINATIONS

This evaluation report, related to the subject English of G.C.E. (O/L) - 2024 has been compiled with the aim of providing a data driven and analytical understanding of candidate performance, identifying their strengths and weaknesses and based on these findings, proposing measures to enhance the quality of both learning - teaching process and school education.

This report provides a detailed analysis of candidate performance based on the intended learning competencies and learning outcomes of the syllabus. Accordingly, the strengths and weaknesses of candidates' responses regarding specific test items, as well as areas requiring improvement have been identified and appropriate educational recommen-dations have been proposed.

This report serves as an invaluable resource for various stakeholders in the education system regarding student performance at the subject level in the G.C.E (O/L) Examination. For teachers, it offers a detailed breakdown of student performance in each skill and competency tested, guiding instructional strategies and enabling them to focus on areas where students require special assistance. Students can gain a clear understanding on their learning needs and get themselves well prepared. The data and analysis in this report enable decision making on curriculum design, resource allocation and teacher training initiatives.

To optimize the utility of this evaluation report, it is recommended that all users conduct a thorough examination on achievement data of candidates, paying close attention to the analysis of each test item with careful consideration on the accompanying observations and comments. These insights provide essential context for data interpretation. It enables correct identifications of learning needs and conceptual weaknesses that students face and provide necessary mediation. Furthermore, this report can serve as a baseline for measuring progress in subsequent years.

As data-driven decision making is essential for enhancing the quality of education, I trust that policy makers, teachers, education administrators and students will put the findings and recommendations presented in this report into practice, thereby contributing to the further strengthening of the teaching-learning process.

In conclusion. I extend my heartfelt gratitude to all the resource persons and the officers of the Research and Development Branch of the Department of Examinations who contributed with dedication to the compilation of this evaluation report. I value the professional contribution they made in compiling this report using a scientific approach.

A.K.S. Indika Kumari Liyanage

Commissioner General

Overview

G.C.E. (O/L) English Language Evaluation Report 2024, compiled by the Department of Examinations, is a publication which presents a detailed analysis of the candidates' performance. This report can serve as a useful document for teachers, subject officers, curriculum developers, education administrators, policy makers, education researchers, students and parents.

This report consists of three parts.

Objectives of the subject and information on the achievement of candidates are included in Part I. Detailed information on the number of candidates sat for English Language paper, Grades obtained by Candidates on district and Zonal level, marks obtained and the achievement in tests of the paper are presented in detail.

In Part II detailed information on the structure of the question paper, the tests and expected answers, the marking criteria according to the marking scheme including the observations and comments of the evaluators are given.

Part III serves as a guide for candidates and educators to consider the significant factors, that candidates should consider when answering questions. And it also gives suggestions to improve the learning-teaching process. Moreover, it provides valuable insights and recommendations for teachers and educators to enhance the learning teaching process with the objective of improving the performance of candidates.

This report was prepared using data obtained by analysing candidates' responses through scientific approaches based on Classical Test Theory (CTT) and Item Response Theory (IRT). In addition, Observations, views and suggestions submitted by the chief examiners, Additional Chief Examiners and examiners involved in the answer script evaluation process have also served as a basis for the preparation of this report.

It is expected that the analyses and recommendations included in this report will be useful for strengthening the teaching-learning process, enhancing subject performance, curriculum development and making data-driven educational decisions.

W.S.D. Weerasinghe

Commissioner of Examinations

Research & Development

Contents

Part I

1. Objectives of the Subject and Information on Achievement of Candidates 1

1.1 Objectives of the Subject 1

1.2 Information on the Achievement of Candidates 2

1.2.1 Number of Candidates Sat for English Language 2

1.2.2 Grades Obtained by Candidates 2

1.2.3 Grades Obtained by School Candidates - District Level Statistics 3

1.2.4 Grades Obtained by School Candidates - Zonal District Level Statistics 4

1.2.5 Marks Obtained according to Class Intervals 7

Part II

2. Details of Tests and Answers 11

2.1 Structure of Question Paper I 11

2.1.1 Tests, Expected Answers, Marking Scheme, Observations and Comments 12

Part III

3 Paper II

3.1 Structure of Paper II 29

3.1.1 Tests, Expected Answers, Marking Scheme, Observations and Comments 30

List of Tables

Table 1.1: Distribution of School and Private Candidates by Medium and Gender 02

Table 1.2: Distribution of School and Private Candidates by Grade and Gender 02

Table 1.3: Distribution of Candidates by Grade and District 03

Table 1.4: Distribution of Candidates by Grade and Education Zone 04

Table 1.5: Marks of Candidates according to Class Intervals 07

List of Figures

Figure 1.1: Learning Objectives 1
Figure 1.2: Facility Indices of Parts and Sub Parts of the question 1 to 8 of Paper I 8
Figure 1.3: Facility Indices of Parts and Sub Parts of question 9 to 13 of Paper II 9
Figure 1.4: Facility Indices of Parts and Sub Parts of question 14 to 16 of in Paper II 10
Figure 2.1: Distribution of Marks Obtained in Test 1 13
Figure 2.2: Facility for Parts of Test 1 13
Figure 2.3: Distribution of Marks Obtained in Test 2 15
Figure 2.4: Facility for Parts of Test 2 15
Figure 2.5: Distribution of Marks Obtained in Test 3 17
Figure 2.6: Facility for Parts of Test 3 17
Figure 2.7: Distribution of Marks Obtained in Test 4 19
Figure 2.8: Facility for Parts of Test 4 19
Figure 2.9: Distribution of Marks Obtained in Test 5 21
Figure 2.10: Facility for Parts of Test 5 21
Figure 2.11: Distribution of Marks Obtained in Test 6 23
Figure 2.12: Facility for Parts of Test 6 23
Figure 2.13: Distribution of Marks Obtained in Test 7 25
Figure 2.14: Facility for Parts of Test 7 25
Figure 2.15: Distribution of Marks Obtained in Test 8 27
Figure 2.16: Facility for Parts of Test 8 27
Figure 3.1: Distribution of Marks Obtained in Test 9 31
Figure 3.2: Facility for Parts of Test 9 31
Figure 3.3: Distribution of Marks Obtained in Test 10 33
Figure 3.4: Facility for Parts of Test 10 33
Figure 3.5: Distribution of Marks Obtained in Test 11 35
Figure 3.6: Facility for Parts of Test 11 35
Figure 3.7: Distribution of Marks Obtained in Test 12 38
Figure 3.8: Facility for Parts of Test 12 38
Figure 3.9: Distribution of Marks Obtained in Test 13 40
Figure 3.10: Facility for Parts of Test 14 40
Figure 3.11: Distribution of Marks Obtained in Test 14 43
Figure 3.12 Facility for Parts of Test 15 43
Figure 3.13: Distribution of Marks Obtained in Test 15 47
Figure 3.14: Facility for Parts of Test 15 47
Figure 3.15: Distribution of Marks Obtained in Test 16 51
Figure 3.16: Facility for Parts of Test 16 51

Part I

1. Objectives of the subject and information on achievements of candidates

1.1 Objectives of the Subject

Figure 1.1 :

Learning 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.

Source: Grade 11 English Language Teachers guide, 2016, NIE

1.2 Information on the Achievement of Candidates

1.2.1 Number of Candidates Sat for English language

Table 1.1

Distribution of School and Private Candidates by Medium and Gender

Medium	School candidates					Private Candidates					All Candidates				
	Total	Male		Female		Total	Male		Female		Total	Male		Female	
		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%
English	171,931	48	184,904	52	356,835	16,668	45	20,431	55	37,099	188,599	48	205,335	52	393,934

Source: Research and Development Data 2024, DoE

1.2.2 Grades Obtained by Candidates

Table 1.2

Distribution of School and Private Candidates by Grade and Gender

Grade	School candidates					Private Candidates					All Candidates				
	Male		Female		Total	Male		Female		Total	Male		Female		Total
	No.	%	No.	%		No.	%	No.	%		No.	%	No.	%	
A	21,709	12.63	29,136	15.76	50,845	2,665	15.99	3,514	17.20	6,179	24,374	12.92	32,650	15.90	57,024
B	15,896	9.25	19,251	10.41	35,147	1,590	9.54	1,695	8.30	3,285	17,486	9.27	20,946	10.20	38,432
C	32,971	19.18	39,243	21.22	72,214	3,465	20.79	4,452	21.79	7,917	36,436	19.32	43,695	21.28	80,131
S	48,108	27.98	55,253	29.88	103,361	4,618	27.71	6,812	33.34	11,430	52,726	27.96	62,065	30.23	114,791
W	53,247	30.97	42,021	22.73	95,268	4,330	25.98	3,958	19.37	8,288	57,577	30.53	45,979	22.39	103,556
Total	**171,931**	**100.00**	**184,904**	**100.00**	**356,835**	**16,668**	**100.00**	**20,431**	**100.00**	**37,099**	**188,599**	**100.00**	**205,335**	**100.00**	**393,934**

Source: Research and Development Data 2024, DoE

1.2.3 Grades Obtained by School Candidates Sat for the Examination for the first times District Level Statistics

Table 1.3

Distribution of candidates by grades and District

District	No. sat	English Language											
		A		B		C		S		A+B+C+S		W	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
COLOMBO	34,778	11,115	31.96	4,674	13.44	6,818	19.60	6,873	19.76	29,480	84.77	5,298	15.23
GAMPAHA	32,049	5,927	18.49	3,708	11.57	6,582	20.54	8,374	26.13	24,591	76.73	7,458	23.27
KALUTHARA	19,811	3,035	15.32	2,119	10.70	4,084	20.61	5,507	27.80	14,745	74.43	5,066	25.57
KANDY	24,550	4,396	17.91	2,749	11.20	5,300	21.59	6,886	28.05	19,331	78.74	5,219	21.26
MATALE	9,175	949	10.34	831	9.06	1,984	21.62	2,934	31.98	6,698	73.00	2,477	27.00
NUWARA ELIYA	12,443	832	6.69	938	7.54	2,366	19.01	4,310	34.64	8,446	67.88	3,997	32.12
GALLE	19,315	2,965	15.35	2,066	10.70	4,026	20.84	5,362	27.76	14,419	74.65	4,896	25.35
MATARA	14,722	2,196	14.92	1,539	10.45	3,180	21.60	4,347	29.53	11,262	76.50	3,460	23.50
HAMBANTOTA	12,264	1,187	9.68	1,186	9.67	2,697	21.99	3,895	31.76	8,965	73.10	3,299	26.90
JAFFNA	9,216	1,429	15.51	785	8.52	1,529	16.59	2,419	26.25	6,162	66.86	3,054	33.14
MANNAR	2,134	130	6.09	123	5.76	336	15.75	666	31.21	1,255	58.81	879	41.19
VAVUNIYA	3,034	316	10.42	243	8.01	525	17.30	890	29.33	1,974	65.06	1,060	34.94
MULLAITIVE	2,394	124	5.18	148	6.18	347	14.49	741	30.95	1,360	56.81	1,034	43.19
KILINOCHCHI	3,037	192	6.32	172	5.66	576	18.97	979	32.24	1,919	63.19	1,118	36.81
BATTICALOA	9,086	1,067	11.74	903	9.94	1,992	21.92	2,799	30.81	6,761	74.41	2,325	25.59
AMPARA	12,687	1,145	9.02	1,322	10.42	3,026	23.85	4,215	33.22	9,708	76.52	2,979	23.48
TRINCOMALEE	7,345	476	6.48	475	6.47	1,263	17.20	2,438	33.19	4,652	63.34	2,693	36.66
KURUNEGALA	30,062	3,689	12.27	2,877	9.57	6,297	20.95	9,079	30.20	21,942	72.99	8,120	27.01
PUTTALAM	13,153	1,189	9.04	1,038	7.89	2,520	19.16	3,930	29.88	8,677	65.97	4,476	34.03
ANURADHAPURA	18,411	1,482	8.05	1,405	7.63	3,519	19.11	5,796	31.48	12,202	66.28	6,209	33.72
POLONNARUWA	7,853	489	6.23	526	6.70	1,393	17.74	2,445	31.13	4,853	61.80	3,000	38.20
BADULLA	15,686	1,613	10.28	1,312	8.36	3,157	20.13	5,175	32.99	11,257	71.76	4,429	28.24
MONARAGALA	9,609	737	7.67	767	7.98	1,917	19.95	3,077	32.02	6,498	67.62	3,111	32.38
RATHNAPURA	19,714	2,360	11.97	1,746	8.86	3,832	19.44	5,971	30.29	13,909	70.55	5,805	29.45
KEGALLE	14,307	1,805	12.62	1,495	10.45	2,948	20.61	4,253	29.73	10,501	73.40	3,806	26.60
ALL ISLAND	**356,835**	**50,845**	**14.25**	**35,147**	**9.85**	**72,214**	**20.24**	**103,361**	**28.97**	**261,567**	**73.30**	**95,268**	**26.70**

Source: Research and Development Data 2024, DoE

1.2.4 Grades Obtained by School Candidates - Zonal Level Statistics

Table 1.4

Distribution of candidates by Grade & Education Zone

Zone	No. sat	English Language											
		A		B		C		S		A+B+C+S		F	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
COLOMBO	14,763	7,071	47.90	2,101	14.23	2,392	16.20	1,986	13.45	13,550	91.78	1,213	8.22
HOMAGAMA	5,897	930	15.77	573	9.72	1,163	19.72	1,624	27.54	4,290	72.75	1,607	27.25
SRI JAYAWARDANAPURA	8,237	1,888	22.92	1,154	14.01	1,956	23.75	1,884	22.87	6,882	83.55	1,355	16.45
PILIYANDALA	5,881	1,226	20.85	846	14.39	1,307	22.22	1,379	23.45	4,758	80.90	1,123	19.10
GAMPAHA	9,494	2,371	24.97	1,057	11.13	1,880	19.80	2,275	23.96	7,583	79.87	1,911	20.13
MINUWANGODA	6,480	756	11.67	695	10.73	1,301	20.08	1,965	30.32	4,717	72.79	1,763	27.21
NEGOMBO	7,917	1,468	18.54	916	11.57	1,570	19.83	2,028	25.62	5,982	75.56	1,935	24.44
KELANIYA	8,158	1,332	16.33	1,040	12.75	1,831	22.44	2,106	25.82	6,309	77.34	1,849	22.66
KALUTARA	9,629	1,622	16.84	1,135	11.79	2,110	21.91	2,613	27.14	7,480	77.68	2,149	22.32
MATUGAMA	4,067	471	11.58	411	10.11	816	20.06	1,141	28.06	2,839	69.81	1,228	30.19
HORANA	6,115	942	15.40	573	9.37	1,158	18.94	1,753	28.67	4,426	72.38	1,689	27.62
KANDY	8,529	3,022	35.43	1,229	14.41	1,679	19.69	1,540	18.06	7,470	87.58	1,059	12.42
DENUWARA	2,481	196	7.90	227	9.15	583	23.50	853	34.38	1,859	74.93	622	25.07
GAMPOLA	4,306	507	11.77	491	11.40	942	21.88	1,201	27.89	3,141	72.94	1,165	27.06
TELDENIYA	2,258	101	4.47	129	5.71	444	19.66	846	37.47	1,520	67.32	738	32.68
WATTEGAMA	3,269	332	10.16	373	11.41	787	24.07	1,059	32.40	2,551	78.04	718	21.96
KATUGASTOTA	3,707	238	6.42	300	8.09	865	23.33	1,387	37.42	2,790	75.26	917	24.74
MATALE	4,522	792	17.51	537	11.88	1,028	22.73	1,224	27.07	3,581	79.19	941	20.81
GALEWELA	3,032	106	3.50	198	6.53	648	21.37	1,098	36.21	2,050	67.61	982	32.39
NAULA	706	30	4.25	53	7.51	158	22.38	277	39.24	518	73.37	188	26.63
WILGAMUWA	915	21	2.30	43	4.70	150	16.39	335	36.61	549	60.00	366	40.00
NUWARA ELIYA	3,214	211	6.57	237	7.37	602	18.73	1,154	35.91	2,204	68.57	1,010	31.43
KOTMALE	1,776	103	5.80	140	7.88	376	21.17	629	35.42	1,248	70.27	528	29.73
HATTON	3,560	275	7.72	289	8.12	704	19.78	1,218	34.21	2,486	69.83	1,074	30.17
WALAPANE	1,850	66	3.57	121	6.54	313	16.92	609	32.92	1,109	59.95	741	40.05
HANGURANKETHA	2,043	177	8.66	151	7.39	371	18.16	700	34.26	1,399	68.48	644	31.52
GALLE	9,039	2,076	22.97	1,167	12.91	1,905	21.08	2,089	23.11	7,237	80.06	1,802	19.94
ELPITIYA	4,143	278	6.71	316	7.63	879	21.22	1,441	34.78	2,914	70.34	1,229	29.66
AMBALANGODA	3,962	497	12.54	406	10.25	792	19.99	1,124	28.37	2,819	71.15	1,143	28.85
UDUGAMA	2,171	114	5.25	177	8.15	450	20.73	708	32.61	1,449	66.74	722	33.26

G.C.E.(O.L.) Examination - 2024

English Language

MATARA	6,571	1,606	24.44	826	12.57	1,410	21.46	1,545	23.51	5,387	81.98	1,184	18.02
AKURESSA	2,573	199	7.73	279	10.84	573	22.27	909	35.33	1,960	76.18	613	23.82
MULATIYANA (HAKMANA)	2,708	226	8.35	262	9.68	740	27.33	933	34.45	2,161	79.80	547	20.20
DENIYAYA (MORAWAKA)	2,870	165	5.75	172	5.99	457	15.92	960	33.45	1,754	61.11	1,116	38.89
TANGALLE	3,204	277	8.65	346	10.80	811	25.31	1,044	32.58	2,478	77.34	726	22.66
HAMBANTOTA	5,407	402	7.43	419	7.75	1,105	20.44	1,766	32.66	3,692	68.28	1,715	31.72
WALASMULLA	3,653	508	13.91	421	11.52	781	21.38	1,085	29.70	2,795	76.51	858	23.49
JAFFNA	3,343	853	25.52	381	11.40	615	18.40	715	21.39	2,564	76.70	779	23.30
ISLANDS	606	11	1.82	12	1.98	46	7.59	181	29.87	250	41.25	356	58.75
THENMARACHCHI	1,023	102	9.97	76	7.43	170	16.62	307	30.01	655	64.03	368	35.97
VALIKAMAM	2,661	201	7.55	165	6.20	419	15.75	795	29.88	1,580	59.38	1,081	40.62
VADAMARACHCHI	1,583	262	16.55	151	9.54	279	17.62	421	26.60	1,113	70.31	470	29.69
KILINOCHCHI SOUTH	2,340	155	6.62	136	5.81	428	18.29	736	31.45	1,455	62.18	885	37.82
KILINOCHCHI NORTH	697	37	5.31	36	5.16	148	21.23	243	34.86	464	66.57	233	33.43
MANNAR	1,643	119	7.24	106	6.45	282	17.16	524	31.89	1,031	62.75	612	37.25
MADHU	491	11	2.24	17	3.46	54	11.00	142	28.92	224	45.62	267	54.38
VAVUNIYA SOUTH	2,353	293	12.45	213	9.05	427	18.15	679	28.86	1,612	68.51	741	31.49
VAVUNIYA NORTH	681	23	3.38	30	4.41	98	14.39	211	30.98	362	53.16	319	46.84
MULLAITIVU	1,674	104	6.21	107	6.39	259	15.47	529	31.60	999	59.68	675	40.32
THUNUKKAI	720	20	2.78	41	5.69	88	12.22	212	29.44	361	50.14	359	49.86
BATTICALOA	2,171	419	19.30	304	14.00	496	22.85	623	28.70	1,842	84.85	329	15.15
KALKUDAH	1,502	85	5.66	94	6.26	300	19.97	515	34.29	994	66.18	508	33.82
PADDIRIPPU	1,852	121	6.53	126	6.80	352	19.01	579	31.26	1,178	63.61	674	36.39
BATTICALOA CENTRAL	2,465	424	17.20	348	14.12	728	29.53	648	26.29	2,148	87.14	317	12.86
BATTICALOA WEST	1,096	18	1.64	31	2.83	116	10.58	434	39.60	599	54.65	497	45.35
AMPARA	3,241	176	5.43	243	7.50	645	19.90	1,042	32.15	2,106	64.98	1,135	35.02
KALMUNAI	2,970	410	13.80	450	15.15	870	29.29	874	29.43	2,604	87.68	366	12.32
SAMMANTHURAI	1,647	105	6.38	125	7.59	371	22.53	645	39.16	1,246	75.65	401	24.35
MAHAOYA	788	7	0.89	34	4.31	137	17.39	343	43.53	521	66.12	267	33.88
DEHIATTAKANDIYA	1,283	40	3.12	67	5.22	204	15.90	526	41.00	837	65.24	446	34.76
AKKARAIPATTU	1,881	292	15.52	285	15.15	581	30.89	512	27.22	1,670	88.78	211	11.22
THIRUKKOVIL	877	115	13.11	118	13.45	218	24.86	273	31.13	724	82.55	153	17.45
TRINCOMALEE	2,268	263	11.60	201	8.86	430	18.96	687	30.29	1,581	69.71	687	30.29
MUTTUR	1,390	61	4.39	70	5.04	217	15.61	491	35.32	839	60.36	551	39.64
KANTHALE	1,429	77	5.39	93	6.51	239	16.72	475	33.24	884	61.86	545	38.14

KINNIYA	1,784	63	3.53	92	5.16	293	16.42	602	33.74	1,050	58.86	734	41.14
TRINCOMALEE NORTH	474	12	2.53	19	4.01	84	17.72	183	38.61	298	62.87	176	37.13
KURUNEGALA	7,665	1,788	23.33	1,018	13.28	1,617	21.10	1,820	23.74	6,243	81.45	1,422	18.55
KULIYAPITIYA	5,046	535	10.60	461	9.14	1,033	20.47	1,515	30.02	3,544	70.23	1,502	29.77
NIKAWERATIYA	3,720	279	7.50	330	8.87	916	24.62	1,232	33.12	2,757	74.11	963	25.89
MAHO	4,954	210	4.24	297	6.00	871	17.58	1,769	35.71	3,147	63.52	1,807	36.48
GIRIULLA	4,894	524	10.71	473	9.66	1,037	21.19	1,488	30.40	3,522	71.97	1,372	28.03
IBBAGAMUWA	3,783	353	9.33	298	7.88	823	21.76	1,255	33.17	2,729	72.14	1,054	27.86
PUTTALAM	6,659	368	5.53	434	6.52	1,209	18.16	2,120	31.84	4,131	62.04	2,528	37.96
CHILAW	6,494	821	12.64	604	9.30	1,311	20.19	1,810	27.87	4,546	70.00	1,948	30.00
ANURADHAPURA	5,960	922	15.47	634	10.64	1,098	18.42	1,560	26.17	4,214	70.70	1,746	29.30
TAMBUTTEGAMA	3,484	110	3.16	181	5.20	611	17.54	1,131	32.46	2,033	58.35	1,451	41.65
KEKIRAWA	3,734	321	8.60	281	7.53	732	19.60	1,257	33.66	2,591	69.39	1,143	30.61
GALEN-BINDUNUWEWA	2,449	65	2.65	155	6.33	492	20.09	844	34.46	1,556	63.54	893	36.46
KEBITHIGOLLEWA	2,784	64	2.30	154	5.53	586	21.05	1,004	36.06	1,808	64.94	976	35.06
POLONNARUWA	2,473	314	12.70	239	9.66	564	22.81	742	30.00	1,859	75.17	614	24.83
HINGURAKGODA	3,286	138	4.20	207	6.30	553	16.83	1,072	32.62	1,970	59.95	1,316	40.05
DIMBULAGALA	2,094	37	1.77	80	3.82	276	13.18	631	30.13	1,024	48.90	1,070	51.10
BADULLA	3,365	524	15.57	381	11.32	711	21.13	933	27.73	2,549	75.75	816	24.25
BANDARAWELA	4,034	774	19.19	491	12.17	888	22.01	1,107	27.44	3,260	80.81	774	19.19
MAHIYANGANAYA	2,590	115	4.44	140	5.41	431	16.64	875	33.78	1,561	60.27	1,029	39.73
WELIMADA	3,173	152	4.79	201	6.33	706	22.25	1,207	38.04	2,266	71.42	907	28.58
PASSARA	1,366	34	2.49	57	4.17	247	18.08	546	39.97	884	64.71	482	35.29
VIYALUWA	1,158	14	1.21	42	3.63	174	15.03	507	43.78	737	63.64	421	36.36
MONARAGALA	3,021	286	9.47	244	8.08	590	19.53	959	31.74	2,079	68.82	942	31.18
WELLAWAYA	2,336	153	6.55	176	7.53	403	17.25	773	33.09	1,505	64.43	831	35.57
BIBILE	2,475	198	8.00	224	9.05	534	21.58	763	30.83	1,719	69.45	756	30.55
THANAMALWILA	1,777	100	5.63	123	6.92	390	21.95	582	32.75	1,195	67.25	582	32.75
RATNAPURA	7,957	1,371	17.23	826	10.38	1,566	19.68	2,253	28.31	6,016	75.61	1,941	24.39
BALANGODA	3,568	386	10.82	301	8.44	663	18.58	1,155	32.37	2,505	70.21	1,063	29.79
NIVITIGALA	2,990	133	4.45	173	5.79	518	17.32	960	32.11	1,784	59.67	1,206	40.33
EMBILIPITIYA	5,199	470	9.04	446	8.58	1,085	20.87	1,603	30.83	3,604	69.32	1,595	30.68
KEGALLE	5,234	960	18.34	619	11.83	1,193	22.79	1,378	26.33	4,150	79.29	1,084	20.71
MAWANELLA	4,380	550	12.56	476	10.87	828	18.90	1,360	31.05	3,214	73.38	1,166	26.62
DEHIOWITA	4,693	295	6.29	400	8.52	927	19.75	1,515	32.28	3,137	66.84	1,556	33.16
ALL ISLAND	**356,835**	**50,845**	**14.25**	**35,147**	**9.85**	**72,214**	**20.24**	**103,361**	**28.97**	**261,567**	**73.30**	**95,268**	**26.70**

Source: RD Data 2024, DoE

1.2.5 Marks Obtained according to Class Intervals

Table 1.5:

Marks of Candidates according to Class Intervals.

Class interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Percentage
91 - 100	8,685	2.20	393,934	100.00
81 - 90	28,230	7.17	385,249	97.80
71 - 80	34,484	8.75	357,019	90.63
61 - 70	42,030	10.67	322,535	81.88
51 60	55,606	14.12	280,505	71.21
41 - 50	70,334	17.85	224,899	57.09
31 - 40	70,807	17.97	154,565	39.24
21 - 30	53,372	13.55	83,758	21.26
11 - 20	26,568	6.74	30,386	7.71
00 - 10	3,755	.95	3,818	0.97

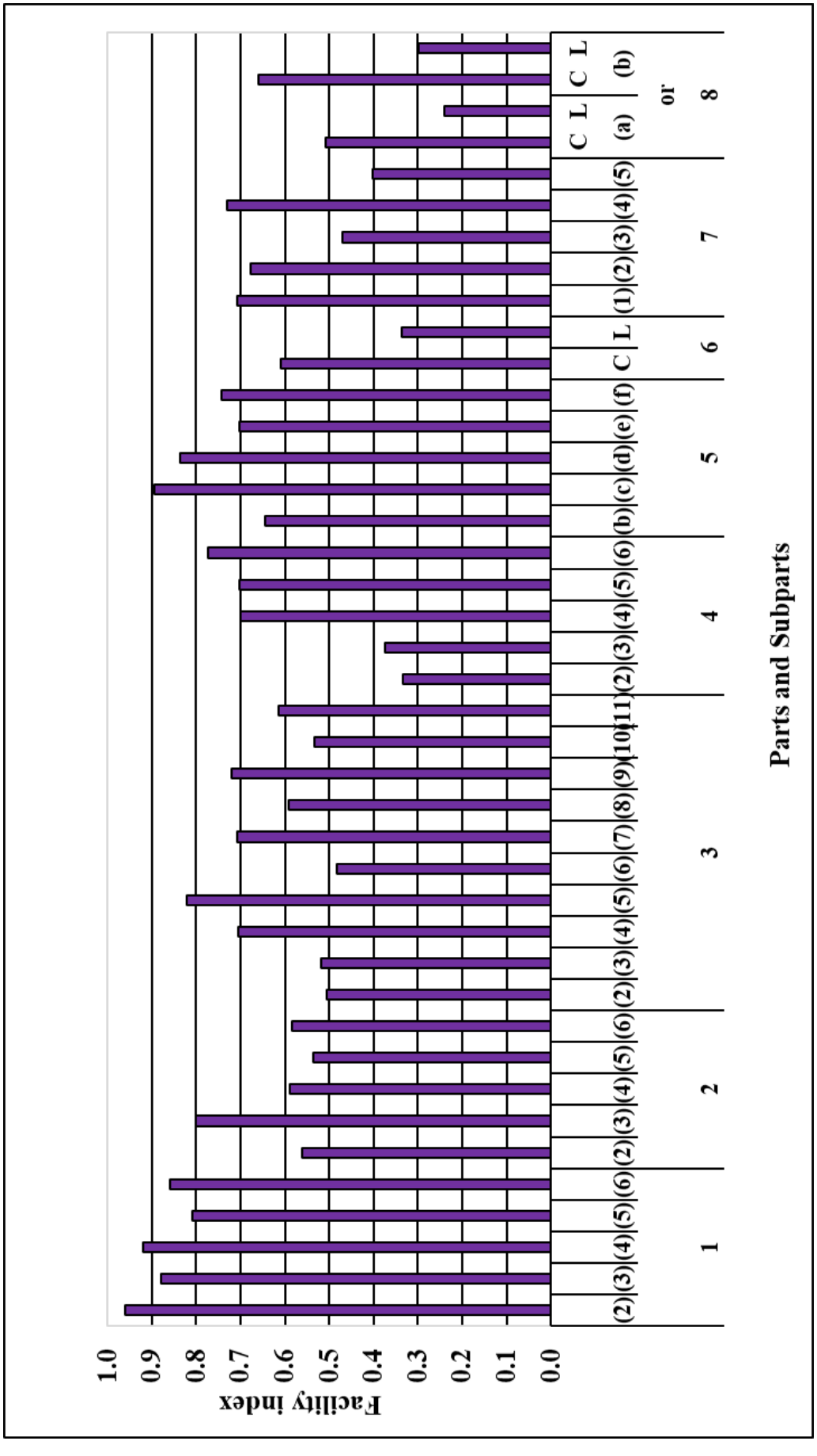
Source: RD Data 2024, DoE

Comment

Out of 3755 candidates who are in the class intervals 00-10, 63 students have not scored any mark.

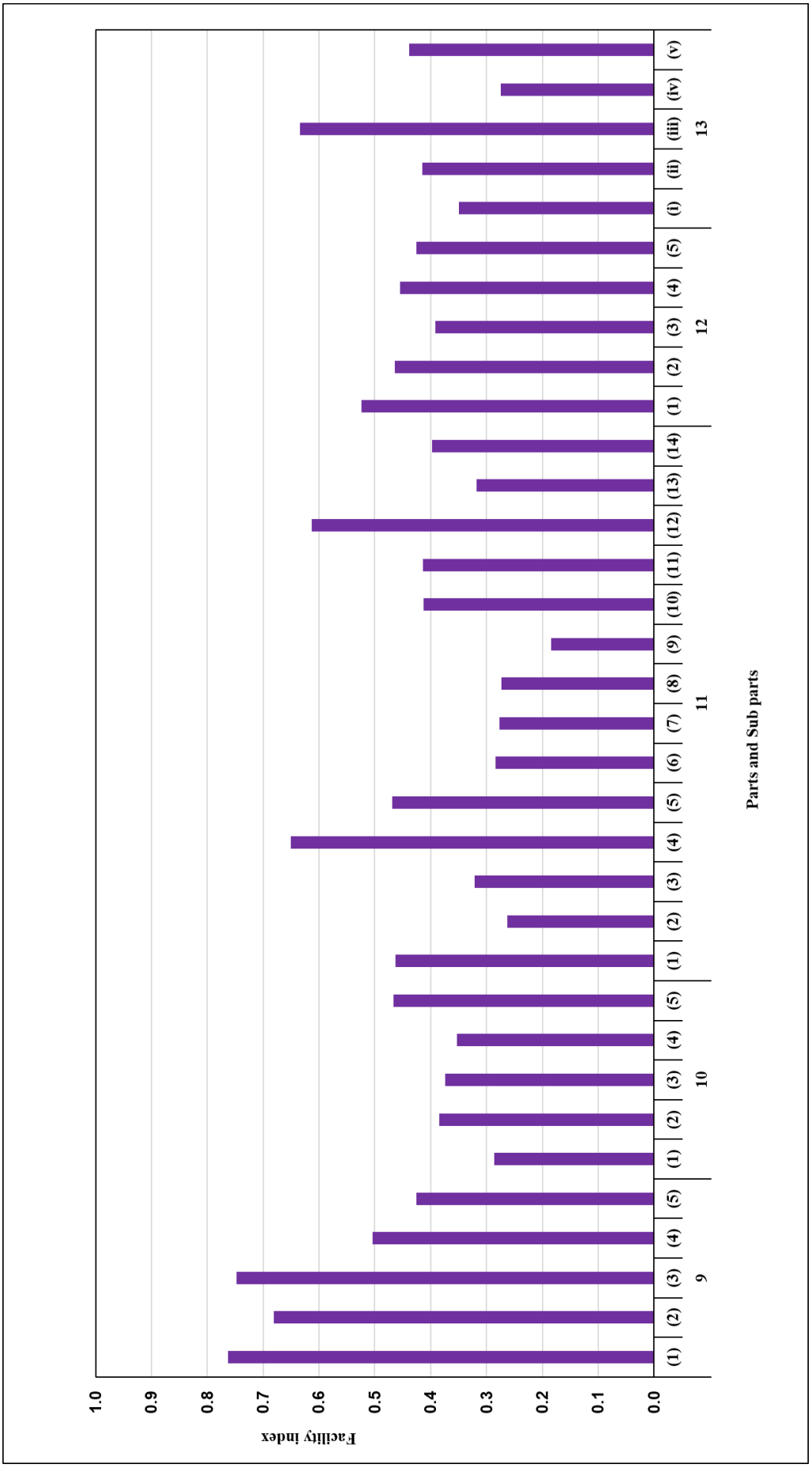
Figure 1.2

Facility Indices for the Parts and Subparts of the Questions 1 to 8 of Paper I



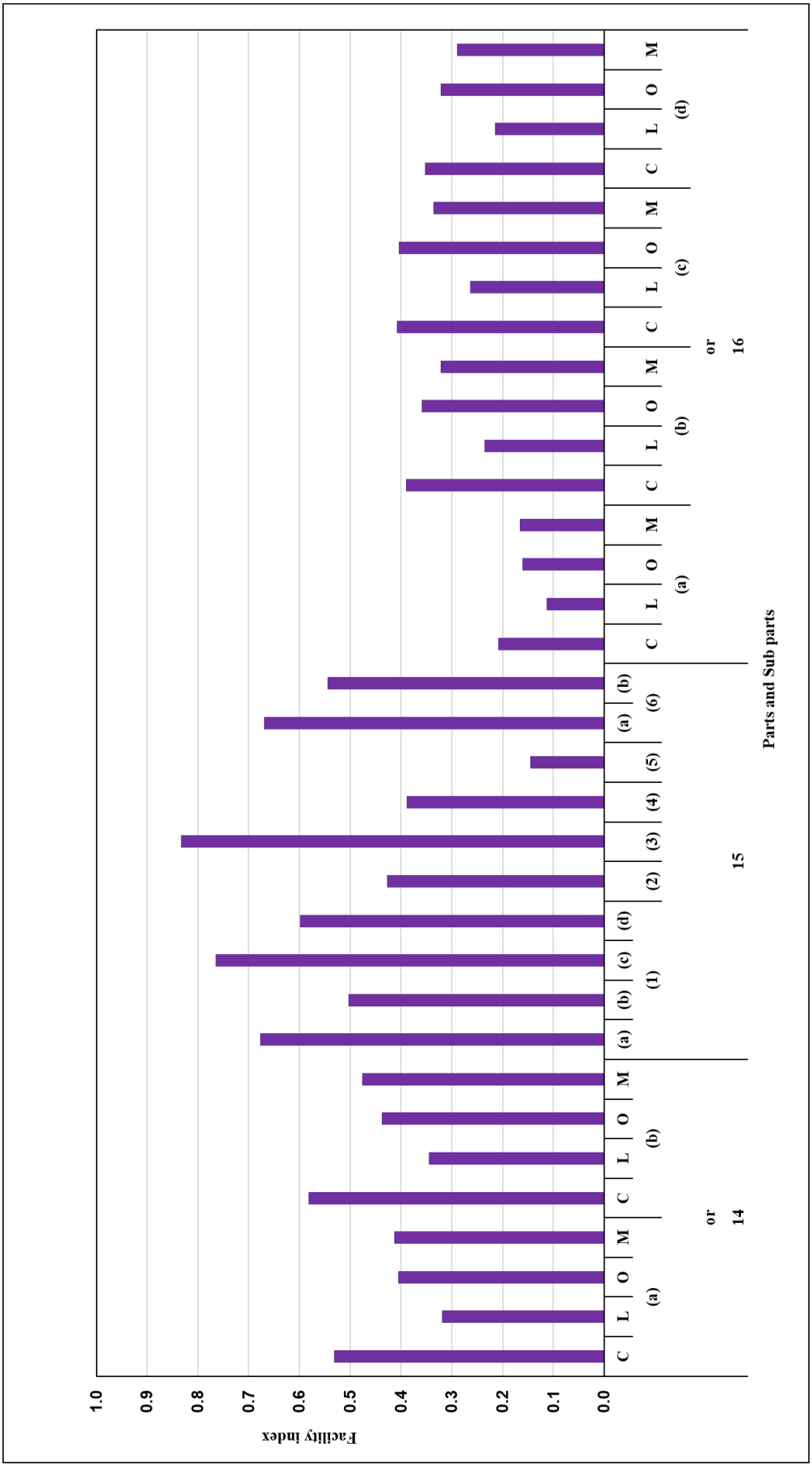
Source: RD Data of 2024, DoE collected from RD/16/04/OL Form

Figure : 1.3
Facility Indices for the Parts and Subparts of the Questions from 9 to 13 of Paper II



Source: RD Data of 2024, DoE collected from RD/16/04/OL Form

Figure : 1.4
Facility Indices for the Parts and Subparts of the Questions from 14 to 16 of Paper II



Source: RD Data of 2024, DoE collected from RD/16/04/OL Form

Part II

2. Details of Tests and Answers

2.1 Structure of Paper I

Paper I - Duration 1 hour. Total marks 40. Number of questions 08. All questions should be answered. Each question carries 5 marks making a total of 40 marks. This paper consists of tree tasks on Reading carrying 15 marks, **two tasks on Vocabulary** carrying 10 marks, one task on Grammar & Language Functions carrying 5 marks and **two tasks on Writing** carrying 10 marks making a total of 40 marks.

Source : G.C.E (O.L.) Examinations - prototype questions examinations from 2016 and onwords, DoE

2.1.1 Tests, Expected Answers, Marking Scheme, Observations and Comments.

Objective: Assess the ability to find specific information from visual clues and match with instructions.

Technique: Matching pictures with the instructions.

❍ **Test 1**

Match the following pictures with the statements given below. Write the letter of the most suitable picture in the box given against each statement. *The first one is done for you.*

Pictures



(a) (b) (c) (d) (e) (f)

Statements

(1) Stop! No vehicles are allowed. [f]

(2) Caution! Elephants are crossing. [b]

(3) Danger! Beware of crocodiles. [e]

(4) Step in! Delicious food to suit your taste. [d]

(5) Be generous! Help needy patients in hospitals. [a]

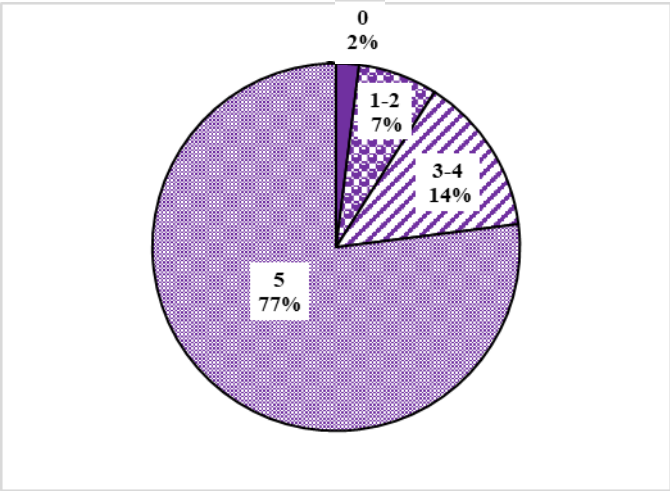
(6) Go slow! Accident prone area. [c]

Test 1- Reading

Observations and Comments on Test 1

Figure 2.1:

Distribution of Marks Obtained in Test 1



Almost all the candidates have attempted the Test 1. Allotted marks for the test was 05. The candidates have scored marks as follows,

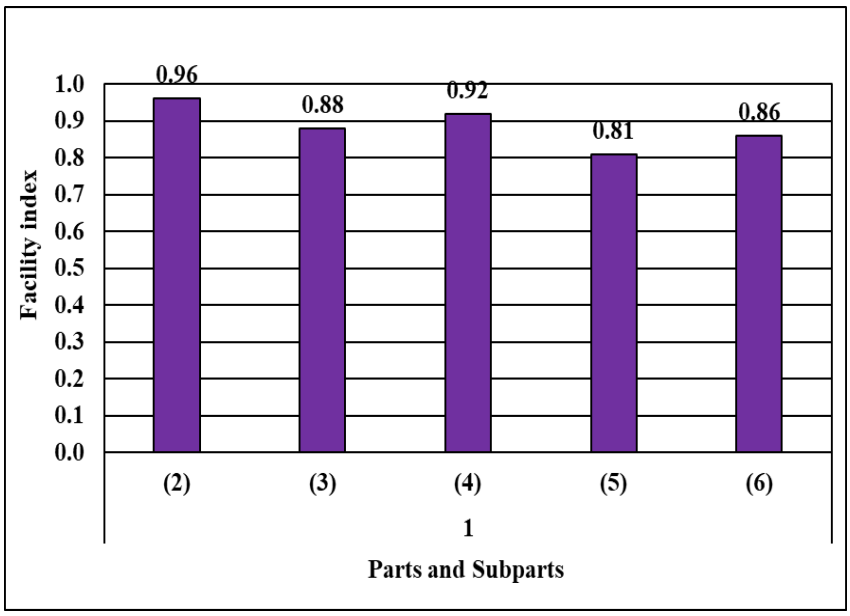
5 marks	-	77%
3- 4 marks	-	14%
1-2 marks	-	7%
0 marks	-	2%

77% of the candidates have obtained total of 5 marks, 14% have scored 3-4 marks, 7% have scored 1-2 marks, while 2% have scored '0'. Out of the total candidates 91% have scored 3 marks or above.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form

Figure 2.2:

Facility for Parts of Test 1



Test 1 was based on the ability to find specific information from visual clues. Facility recorded for parts of Test 1 is as follows.

Part (2) - 96%
Part (3) - 88%
Part (4) - 92%
Part (5) - 81%
Part (6) - 86%

According to Figure 2.2, the highest Facility recorded was 96% for Part (2). Facilities for all parts were above 80%.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form

Comments

This test assessed candidates' ability to extract relevant information from various types of simple texts commonly encountered in day-to-day life. The statements used in the test were familiar and simple. Therefore, it's expected that most candidates would have found it easy. Teachers are advised to display similiar captions and short texts in the classroom and discuss their meanings with students.

Test 2 - Vocabulary

Objective : Assess the ability to use vocabulary appropriately and accurately in real life situation.
Technique : Gap filling

❍ **Test 2**

Fill in the blanks of the following text using the words given in the box. Write the letter of the most suitable answer in the space given. *The first one is done for you.*

Tips to pass an examination

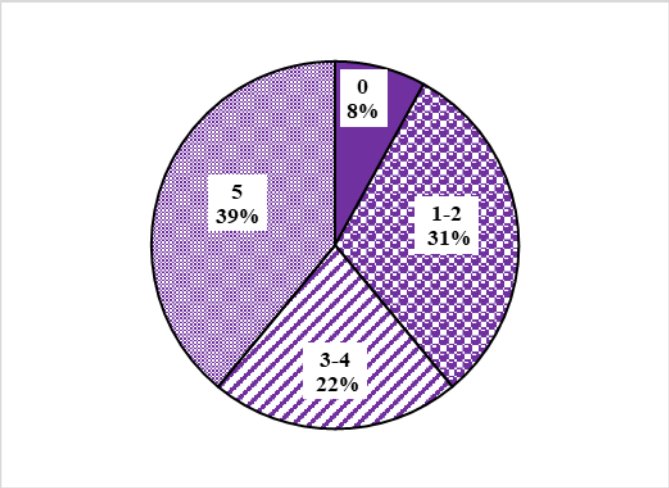
Make a study plan. Write down the dates of the examination and all the subjects you need to study. Plan how much time you will spend on each (1) ..... d ..... every day. Start studying early so that you have plenty of time to (2) ..... a ..... . Make sure you have all the (3) ..... e ..... and past papers. Organize your material in such a way that makes it (4) ..... f ..... to find what you need. Find a (5) ..... c ..... place to study where you will not be disturbed. Make sure that you have good ventilation and a (6) ..... b ..... chair. Don't try to learn everything at once, but remember to organize your material into manageable parts.

(a) revise
(b) comfortable
(c) quiet
(d) subject
(e) notes
(f) easy

Observations and Comments on Test 2

Figure 2.3:

Distribution of Marks Obtained in Test 2



Almost all the candidates have attempted Test 2. Allotted marks for this test was 5. The text type is a dialogue. The candidates have scored marks as follows.

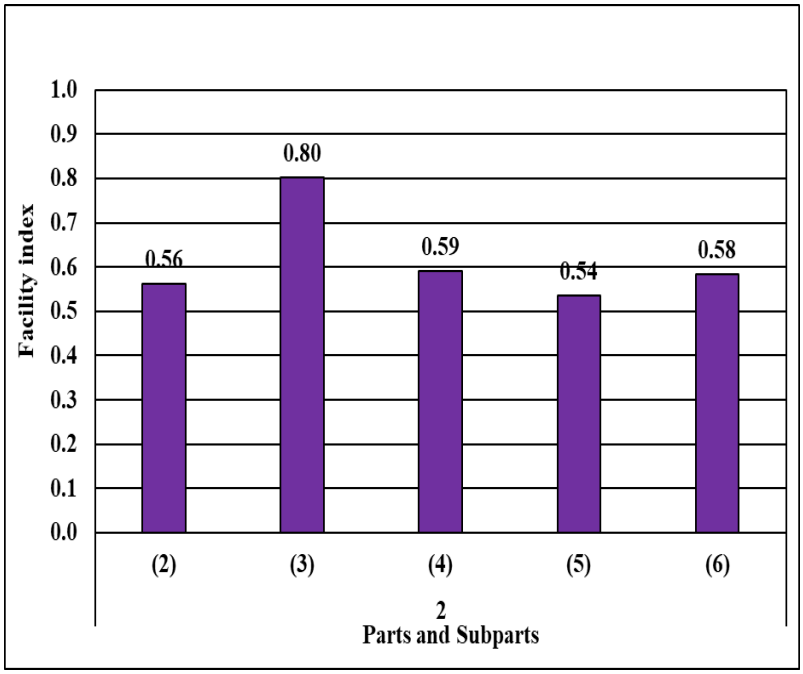
5 marks	-	39 %
3- 4 marks	-	22 %
1-2 marks	-	31%
0 marks	-	8%

Out of the total number of candidates, 39% have scored full marks for the test while nearly 60% have scored 3 marks or above.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.4:

Facility for Parts of Test 2



The candidates have scored marks as follows.

Part (2) - 56%

Part (3) - 80%

Part (4) - 59%

Part (5) - 54%

Part (6) - 58%

The facility of each part was over 50%. The highest facility 80% was recorded for Part (3). The lowest facility 54% was recorded for Part (5).

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

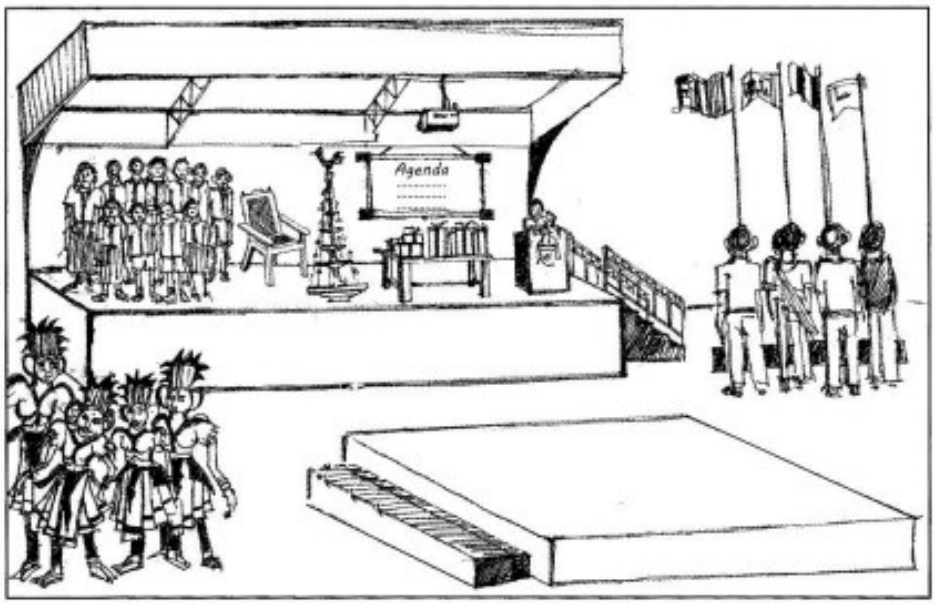
This test item requires the ability to read a given text and complete the blanks using the words provided. It is focused on assessing students' ability to select appropriate words based on meaning and context. Regular practice of such activities will help expand students' vocabulary and improve their understanding of word classes. In addition, it will develop students' ability to use words accurately and appropriately in a given context.

Test 3 - Vocabulary

Objective : Assess the ability to use vocabulary appropriately and accurately in a given context.
Technique : Gap filling.

○ **Test 3**

Study the picture and 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.*

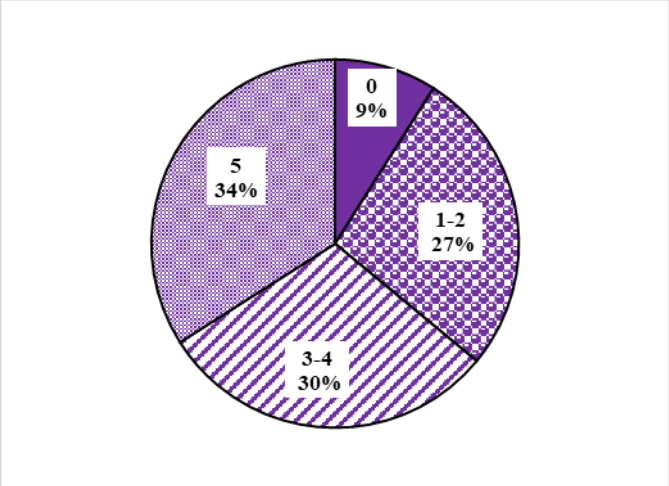


(a) gifts
(b) screen
(c) decorated
(d) flags
(e) dancers
(f) guests
(g) ~~playground~~
(h) arm-chair
(i) open
(j) podium
(k) lines

My class teacher asked me to draw a picture for the Art Exhibition of the school. I drew this picture of the Independence Day celebration held at the school (1) ..g.. . In my drawing you can see the (2) ..d.. hoisted by the (3) ..f.. . In the pavilion, students are in two (4) ..k.. to sing the National Anthem. There are some (5) ..a.. on the table placed between the (6) ..j.. and the oil lamp (7) ..c.. with flowers. You can also see an (8) ..h.. behind the oil lamp. A troupe of (9) ..e.. are ready to perform on the (10) ..i.. stage in front of the pavilion. The agenda is displayed on the (11) ..b.. behind the table. I think this is one of my best drawings I have ever presented for an exhibition.

Observations and Comments on Test 3

Figure 2.5:
Distribution of Marks Obtained in Test 3



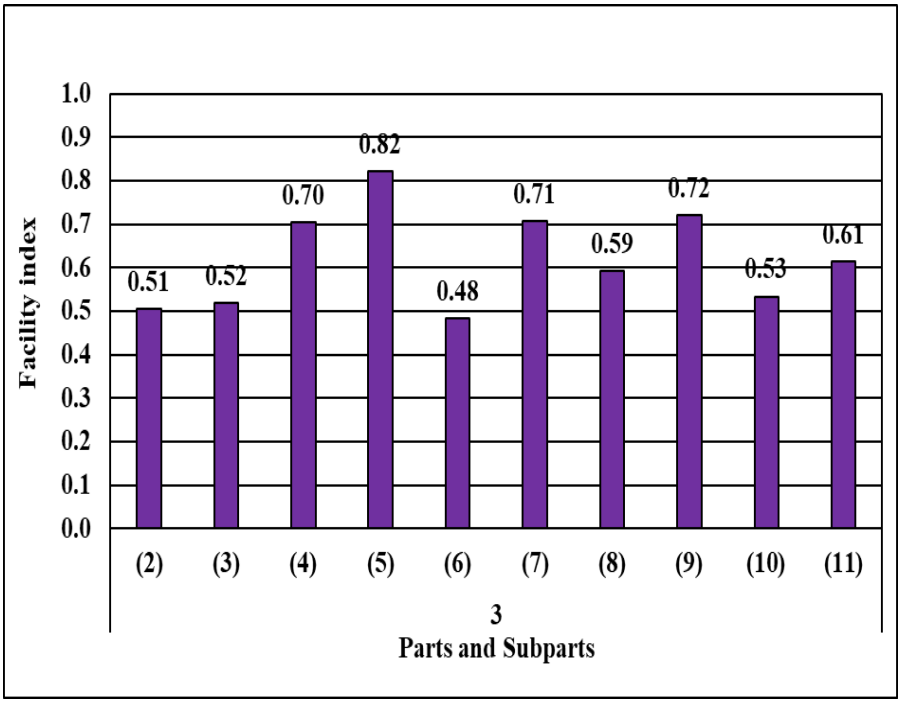
Almost all the candidates have attempted the test 3. Allotted marks for this test was 05. The technique used was gap filling. The candidates have scored marks as follows.

5 marks	-	34%
3- 4 marks	-	30%
1-2 marks	-	27%
0 marks	-	9%

34% of the candidates have scored full marks for the test. More than two thirds of the candidates have scored 3 marks or above.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.6:
Facility for Parts of Test 3



Facility recorded for Parts of Test 3 is as follows.

Part (2) - 51%
Part (3) - 52%
Part (4) - 70%
Part (5) - 82%
Part (6) - 48%
Part (7) - 71%
Part (8) - 59%
Part (9) - 72%
Part (10) - 53%
Part (11) - 61%

According to Figure 2.6 the highest facility of 82% has been recorded for Part (5), while Part (6) denotes a facility of 48% which is the lowest.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

This test is based on the ability to use vocabulary appropriately to convey precise meaning. The testing technique used was filling the blanks. It was expected from candidates to apply conceptual knowledge appropriately and accurately in the given situation. The facility recorded in part (6) indicates the unfamiliarity of the word 'podium' in that particular context. It is suggested to practise various types of similar activities for vocabulary development.

Test 4 - Grammar and Language Functions

Objective : Assess the ability to use conjunctions appropriately in a context.
Technique : Gap filling.

❍ **Test 4**

Suresh sent an email to his friend Kumar inviting him to join on a trip. Here is Kumar's reply. Fill in the blanks of the email using the words given below in the box. *The first one is done for you.*

after, ~~as,~~ and, but, if, or

To : suresh@gmail.com

Subject : Trip

Thank you for inviting me to join the trip. Travelling is something that I love. Unfortunately, I will not be able to join you (1) ~~as~~ my mother is not well, (2) and also I have to get ready for a test to be held next week. Have fun (3) but be careful (4) if you wish to swim (5) or bathe in streams and rivers on your way.

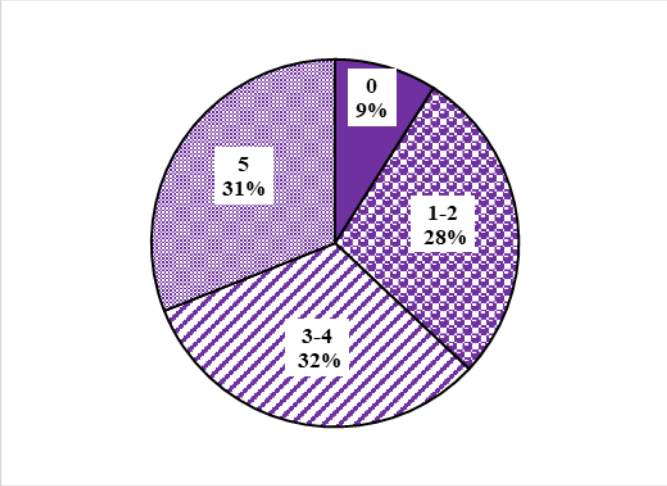
Let's meet (6) after the trip. Have a nice time!

Kumar

Observations and Comments on Test 4

Figure 2.7:

Distribution of Marks Obtained in Test 4



Almost all the candidates have attempted this test. The allotted marks for this test was 05. The candidates have scored marks as follows.

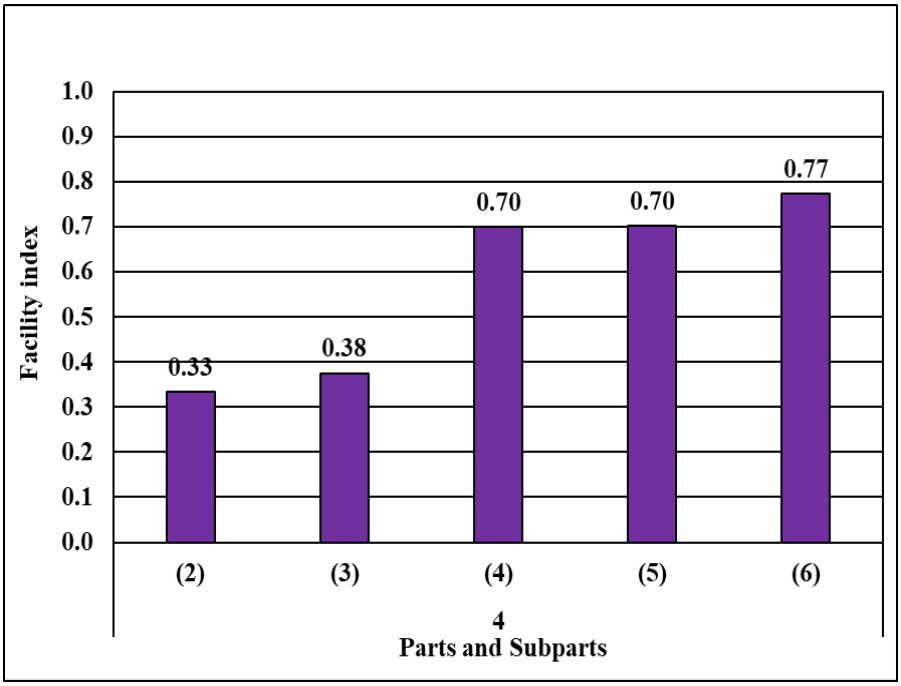
5 marks	-	31%
3- 4 marks	-	32%
1-2 marks	-	28%
0 marks	-	9%

Out of the total, 63% of the candidates have scored marks 3 and above. 37% of candidates have scored between 0-2 marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.8:

Facility for Parts of Test 4



Facility recorded for Parts of Test 4 is as follows.

Part (2) - 33%

Part (3) - 38%

Part (4) - 70%

Part (5) - 70%

Part (6) - 77%

The highest facility 77% is recorded for Part 6. Both Parts 4 and 5 has equal facilities of 70% . The lowest facility is recorded for Part 2 (33%).

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

This test assesses the competency to use English grammar for the purpose of accurate and effective communication. This was mainly focused in assessing the ability of using conjunctions accurately in a context. Candidates would have been confused in selecting between 'but' and 'and' because of the provision provided in the context of the test for using both as possible answers. Teachers and students are encouraged to practise exercises using conjunctions in different contexts with the techniques like; gap filling, writing short paragraphs, error correction activities, combining sentences in a meaningful way, etc.

Test 5- Reading

Objective : Assess the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text.
Technique : Transferring information.

❍ **Test 5**

Read the following sentences about chipmunks. Match the sentences from 1-6 with the topics given in the table below. Write the correct **number** of the sentence against each topic. *The first one is done for you.*

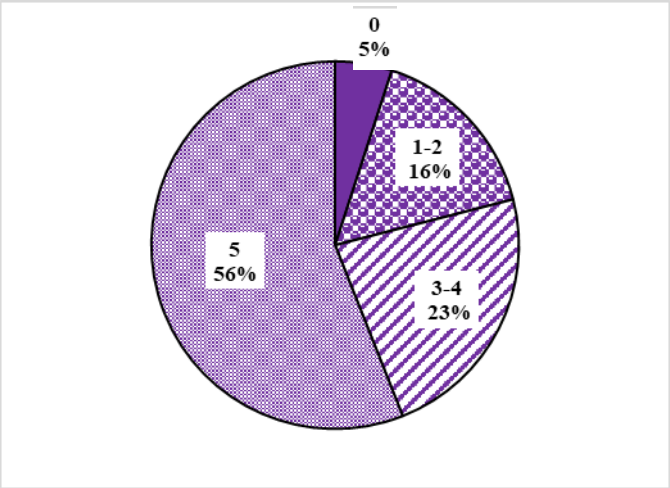
1. The chipmunk is a small, energetic animal belonging to the squirrel family, *Sciuridae*.
2. There are about 25 different species of chipmunks in the world.
3. Chipmunks are mammals who are native to North America and they are found mainly in the Eastern and some parts of the South Eastern regions of the United States.
4. They are characterized by distinctive dark and light stripes running down their backs.
5. Chipmunks' diet consists mainly of seeds, nuts, fruits and berries, though they may also eat insects occasionally.
6. Chipmunks generally live two to three years in the wild, though they may live longer in captivity up to eight years.

Topics	The sentence number
a. Animal family	~~1~~
b. Habitat	3
c. Food	5
d. Different types	2
e. A body feature	4
f. Life span	6

Observations and Comments on Test 5

Figure 2.9:

Distribution of Marks Achieved in Test 5



Almost all the candidates have attempted this test. Allotted marks to this was 05. The candidates have scored marks as follows,

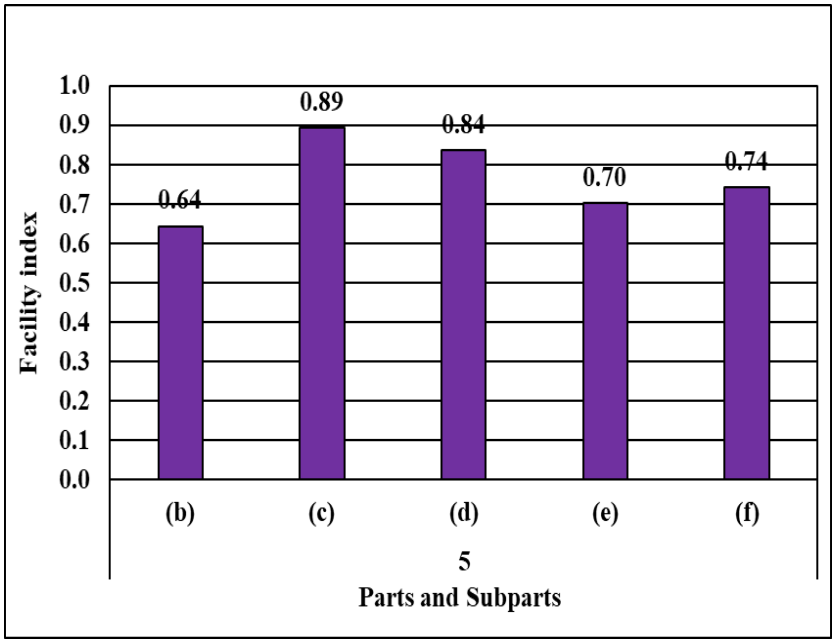
5 marks	-	56%
3- 4 marks	-	23%
1-2 marks	-	16%
0 marks	-	5%

The results indicate the highest percentage of candidates have achieved the maximum score of 5 and 5% of the candidates have got '0' marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.10:

Facility for Parts of Test 5



Facility recorded for Parts of Test 5 is as follows.

Part (b) - 64%

Part (c) - 89%

Part (d) - 84%

Part (e) - 70%

Part (f) - 74%

The highest facility was recorded as 89% for Part (c) and the lowest facility was recorded as 64% for Part (b).

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

The test is focused on identifying the main idea of short text and matching them with suitable topics. In classroom practice, teachers should encourage students to focus on key words and phrases in reading texts to help them understand the main idea.

In this test, the lowest facility level was recorded for Part (b) where the topic was 'habitat'. The unfamiliarity of the word may have contributed to the difficulty of finding the answer. Therefore, teachers should encourage students to guess the meaning of the words from the context in reading lessons when dealing with new words in various types of texts used in the classroom.

Test 6- Writing

Objective : Assessing the ability to enable the candidates to face writing tasks like writing notes, notices, announcement, etc. at basic level.
Technique : Guided writing.

❍ **Test 6**

The Environmental Society of your school has organized a programme for distributing plants among the students to mark the Environment Day. Write a notice to be displayed in the school notice board. Use about **40-50** words.

Include the following:
- date and time
- place of distribution
- invitees
- types of plants to be distributed

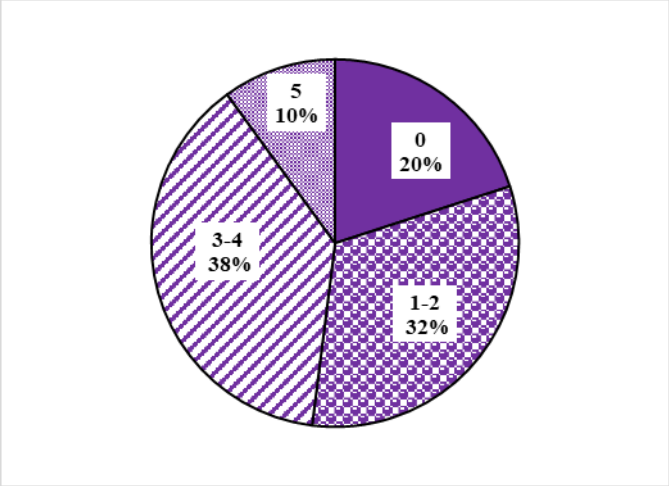
Notice

The Environmental Society of Aruna Vidyalaya has organized a programme for distributing plants among students to mark the Enviroment Day. It will be held on 10th April 2025 from 10.00a.m onwards in the pavillion of the schod. The zonal Director of Education, Trincomalee will be the chief guest. Medicinal Plants will be distributed to all the participants.

secretary
02.04.2025 Environmental Society.

Observations and Comments on the Test 6

Figure 2.11:
Distribution of Marks Achieved in Test 6



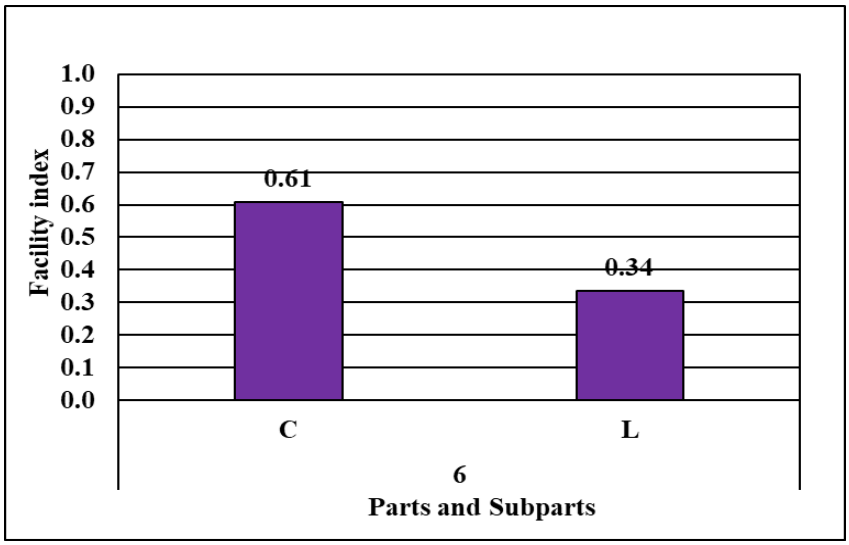
Almost all the candidates have attempted this test. Allotted marks to this was 05. Out of the total, 2 marks were allocated for Content and 3 marks for Language The candidates have scored marks as follows,

5 marks	-	10%
3- 4 marks	-	38%
1-2 marks	-	32%
0 marks	-	20%

Only 10% of candidates have scored the total 5 marks. 52% of the total have scored between 0-2 marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.12:
Facility for Parts of Test 6



Facility recorded for Parts of Test 6 is as follows.

Part C - 61%

Part L - 34%

Facility Index given in the figure 2.12 indicates that candidates have scored more marks for Content compared to Language. Although more marks were allotted for Language(03), the facility for language was 34% whereas the facility for Content was 61%.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

This test assesses the ability to write a notice using the given guidelines. The candidates are expected to construct simple sentences and produce an organized form of writing following the structure of a notice taught in the syllabus. Insufficient grammar knowledge, lack of practice in writing notices may have resulted in low marks for language and it is suggested to practise writing notices following the steps given below;

1. Identifying the features (date , time and venue) and the tense used in the context of the guidelines
2. Practising writing notices in different situations
3. Marking and identifying errors of notices through discussion and rewriting them correctly. more notice.

Test 7- Reading

Objective : Assess the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text.
Technique : Underlining the correct answer.

❍ **Test 7**

Read the text and **underline** the most suitable answer for the questions given below.

① On a warm afternoon in Malgudi, the busy market was alive with the sounds of vendors calling out their wares. Swami, a curious boy of ten, wandered through the lanes, his eyes wide with excitement. He stopped at a fruit stall, attracted by the vibrant colours of mangoes and guavas.

"Look, Swami! You can't just stare. Buy something!" called out his friend, Raj.

⑤ Swami **hesitated**, his pocket was empty except for a few coins saved from his allowance. "I want to buy a mango, but I don't have enough" he replied with disappointment.

Raj, noticing his friend's unhappy expression, reached into his pocket and pulled out a shiny coin. "Here, take this! Let's share the mango."

Swami's face lit up. "Thanks, Raj! You are the best!"

⑩ As they bought the fruit and sat under a nearby tree, they laughed and talked about their dreams, feeling the warmth of friendship blossom in the afternoon sun.

(Adapted from 'Malgudi Days' by R.K. Narayan)

(1) What made Swami stop wandering through the streets?
(a) the noise made by vendors
(b) very bright mangoes and guavas
(c) crowded lanes in the market

(2) Why was Swami hesistant to buy fruits?
(a) He didn't want to spend his money.
(b) He wanted his friend to buy him some fruits.
(c) He didn't have enough money.

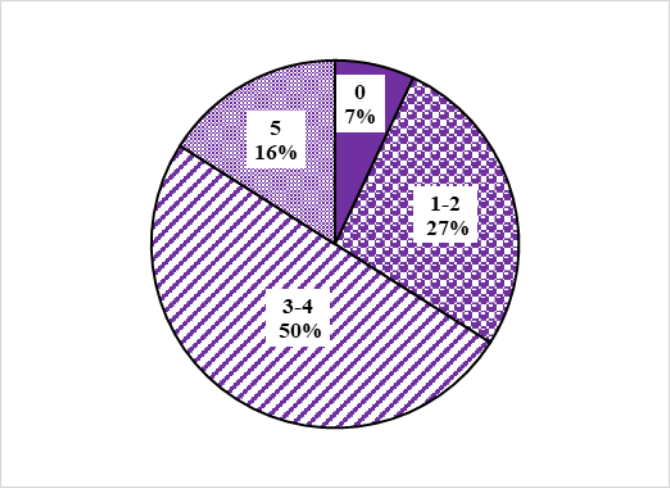
(3) How did Raj help his friend?
(a) by sharing the mango
(b) by giving him a coin to buy a mango
(c) by talking about their childhood dreams

(4) How did they feel after buying the fruit?
(a) happy and contented (b) sad and worried (c) silent and thoughtful

(5) The meaning of the word "hesitated" in line 5 is
(a) rushed. (b) moved. (c) waited.

Observations and Comments on Test 7

Figure 2.13:
Distribution of Marks Achieved in Test 7



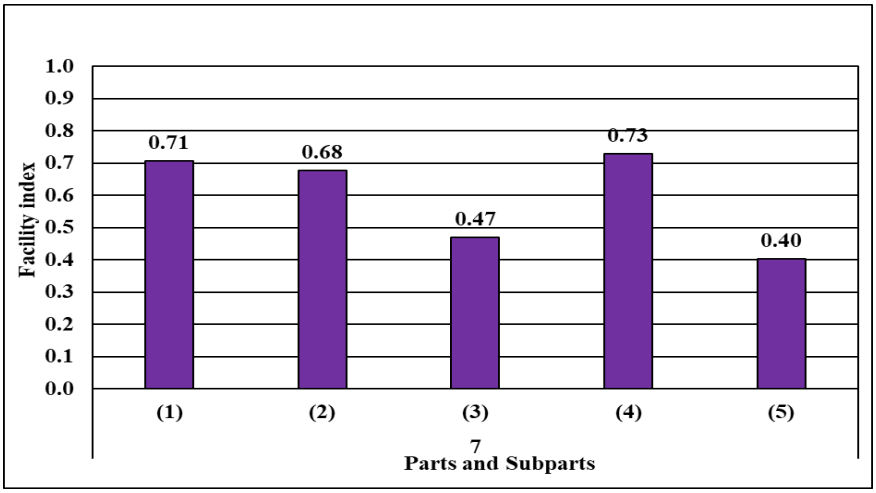
Almost all the candidates have attempted Test 7. Allotted marks to test 7 was 05. The candidates have scored marks as follows,

5 marks	-	16%
3- 4 marks	-	50%
1-2 marks	-	27%
0 marks	-	7%

According to Figure 2.13, a higher performance was indicated by 66% candidates who have scored 3 marks or above.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.14:
Facility for Parts of Test 7



Facility recorded for Parts of Test 7 is as follows.

Part (1) - 71%
Part (2) - 68%
Part (3) - 47%
Part (4) - 73%
Part (5) - 40%

The highest facility was recorded as 73% for the Part (4) and the lowest facility 40% was recorded for Part (5).

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form

Comments

This test was based on a short narrative text and candidates were required to read the text and answer the multiple choice questions. Low facility levels have been recorded for question 3 which required the candidates to identify the indirectly stated information and question 5 which required them to find a word similar in meaning to a given word. This indicates difficulty in making inferences and recognizing synonyms. The following classroom practices can be recommended.

1. Practice inferential reading - teachers should regularly include questions in reading lessons that require students to read between the lines.
2. Teach synonym recognition in context - students should be encouraged to guess the ,meanings using the contextual clues rather than mere memorization of the meanings of the words.

Test 8- Writing

Objective : Assess the ability to enable the candidates to face writng tasks of the national level examinations with confidence and understanding .

Technique : Free writing.

❍ **Test 8**

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

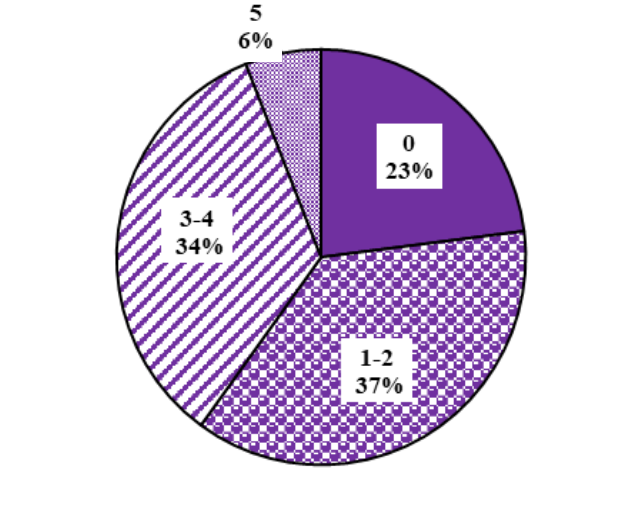
(a) Advantages of travelling (b) My favourite sport

Travelling.

Travelling has a lot of advantages. Firstly, it makes our lives happy and relaxed. It also allows us to explore the wonders of nature and widens our horizons of history, technological advancements, wildlife etc. Travelling is an excellent leisure time activity that I like very much. I think we should find some time for travelling and have a pleasant experience.

Observations and Comments on Test 8

Figure 2.15:
Distribution of Marks Achieved in Test 8



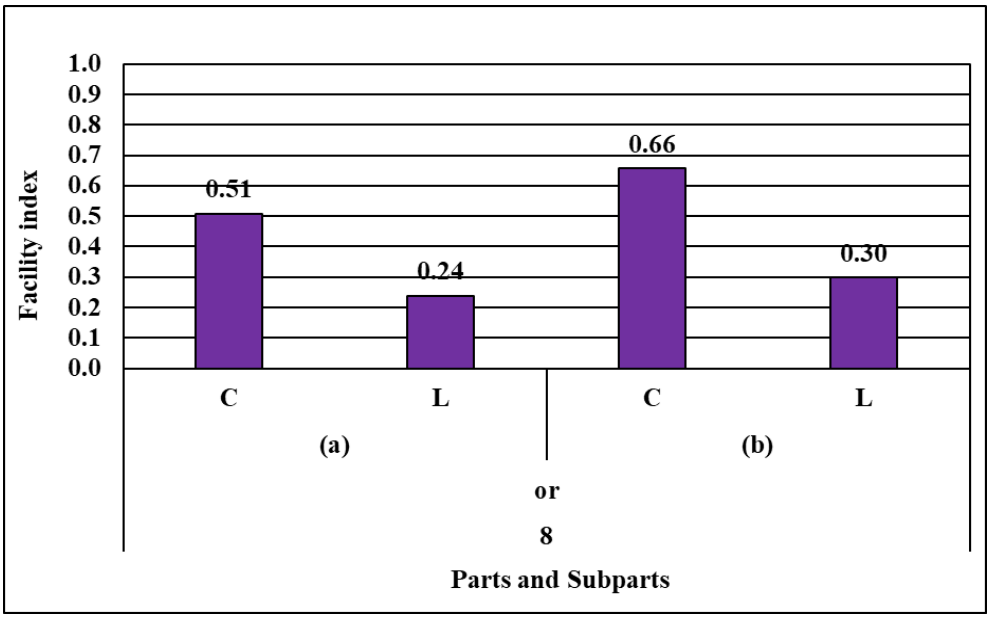
Almost all the candidates have attempted Test 8. Allotted marks to test 8 was 05.Out of the total, 2 marks were allocated for Content and 3 marks for Language. The candidates have scored marks as follows,

5 marks	-	6%
3- 4 marks	-	34%
1-2 marks	-	37%
0 marks	-	23%

According to the figure 2.15, the performance distribution of candidates in test 8 revealed that 6% of the candidates obtained the highest score of 5 marks. Majority(60%) have scored below 2 marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 2.16:
Facility for Parts of Test 8



Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Facility recorded for Parts of Test 8 is as follows.

	a	b
Part C	51%	24%
Part L	66%	30%

There were two options in this test. Considering both the options, Facility Index given in the figure 2.16 indicated that candidates have scored more for Content compared to Language. Although more marks were allocated for Language(03), the facility for language was 24% and 30% respectively.

Comments

The test is based on free writing where candidates were required to write a paragraph on a given topic. Although more marks were allocated for Language than for Content, a lower percentage of marks were obtained for Language compared to Content. Possible reasons for low performances students showed could be identified as; difficulties in using grammatical and sentence structures, spelling and punctuation which would have affected the language mark. In some situations candidates do not seem to have enough content for the given topic. It is noteworthy that nearly 25% of the students have failed to score any mark for this piece of writing. Teachers are advised to provide guided writing practise before prewriting. More emphasis should be placed on sentence construction and use of basic grammar within the activity. Students should be encouraged to plan writing; brainstorming ideas. Regular practise in short paragraph writing with feedback will help improve language accuracy.

Part III

3. paper II

3.1 Structure of Paper II

Paper II – Duration 2 hours. Total marks 60.
Number of questions 08. All questions should be answered. This paper consists of three tasks on Reading carrying 20 marks, one task on Vocabulary carrying 5 marks, two tasks on Grammar & Language Functions carrying 10 marks and two tasks on Writing carrying 25 marks making a total of 60 marks.

Area of Testing	Paper I		Paper II		% of Total Marks
	No. of Items	Marks	No. of Items	Marks	
A. Reading	3	15	3	20	35%
B. Vocabulary	2	10	1	5	15%
C. Grammar & Language Functions	1	5	2	10	15%
D. Writing	2	10	2	25	35%
Total	**08**	**40**	**08**	**60**	**100%**

The test items in the G.C.E.(O.L) English Language paper from 2016 will measure competencies related to Reading, Vocabulary, Grammar & Language Functions and Writing. The items will be based on a variety of text types (stimuli) and will be organized from easy to demanding. Testing techniques for each section may vary from year to year.

Calculation of Final Mark :
Paper I = 40
Paper II = 60
Final Marks = 100

The board suggested the following revisions / changes in paper I.

- There should be a picture based test item for question 3.
- Test 6 should be an item of Writing using parallel or guided techniques.
- Test 8 should include a test item on free writing and the topics should be very familiar to the students. The students should be able to write effectively on the given topic within the stipulated word limit. There can be a choice of two topics for it.
- In all test items in paper I and paper II text types may vary.

The text types

Dialogues	Notes / notices	Descriptions
Advertisements	Programmes	Invitations / messages
Posters	Stories	Reports
Letters	Minutes	Pictures
Itinerary	Prefaces	Extracts
Poems	Diary pages / e-mails	Biographies
Academic texts		

Source : G.C.E (O.L.) Examinations - prototype questions examinations from 2016 and onwords, DoE

3.1.1 Tests, Expected Answers, Marking Scheme, Observations and Comments.

* Observations and comments on the answers to questions in Paper II are based on Figure 1.1, 1.2 and 1.4 given on page 9, 10, 12 and 13 respectively.

Test 9- Vocabulary

Objective : Assess the ability to use vocabulary appropriately and accurately in a given context.
Technique : Gap filling.

❍ **Test 9**

Read the text and **underline** the most suitable word given within each bracket.

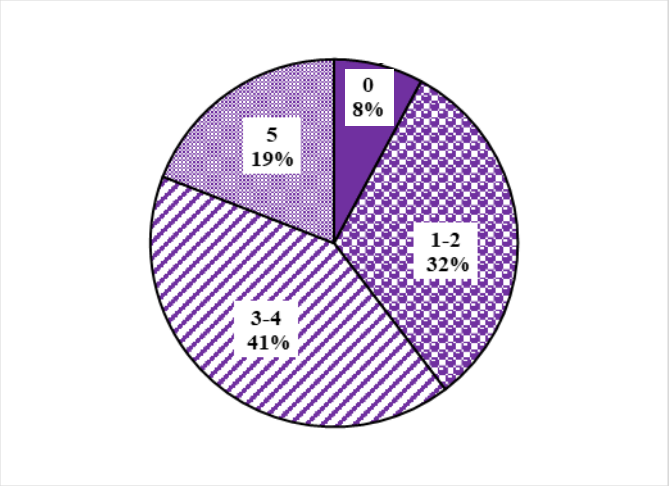
'Charlotte's Web' by E.B. White is a children's book that tells a lovely story between a pig named Wilbur and a spider named Charlotte. Wilbur is born on a farm and is in danger of being killed.

The most significant part of the story is the (1) ..... ((a) friend, (b) friendly, (c) friendship) between Charlotte and Wilbur. Charlotte writes (2) ..... ((a) word, (b) words, (c) wordy) such as 'gentle', 'caring' and 'humble' in her web to show the farmer the (3) ..... ((a) special, (b) speciality, (c) specially) qualities of her friend Wilbur. Her clever words make the farmer change his idea of killing Wilbur.

The book (4) ..... ((a) discussing, (b) discusses, (c) discussion) important qualities such as friendship, kindness and loyalty. Charlotte's care for Wilbur tells readers how (5) ..... ((a) intelligently, (b) intelligent, (c) intelligence) she acted to save Wilbur. This story truly shows the power of friendship to the reader.

Observations and Comments on Test 9

Figure 3.1:
Distribution of Marks Achieved in Test 9



Almost all the candidates have attempted this test. Allotted marks to this test was 05. The candidates have scored marks as follows,

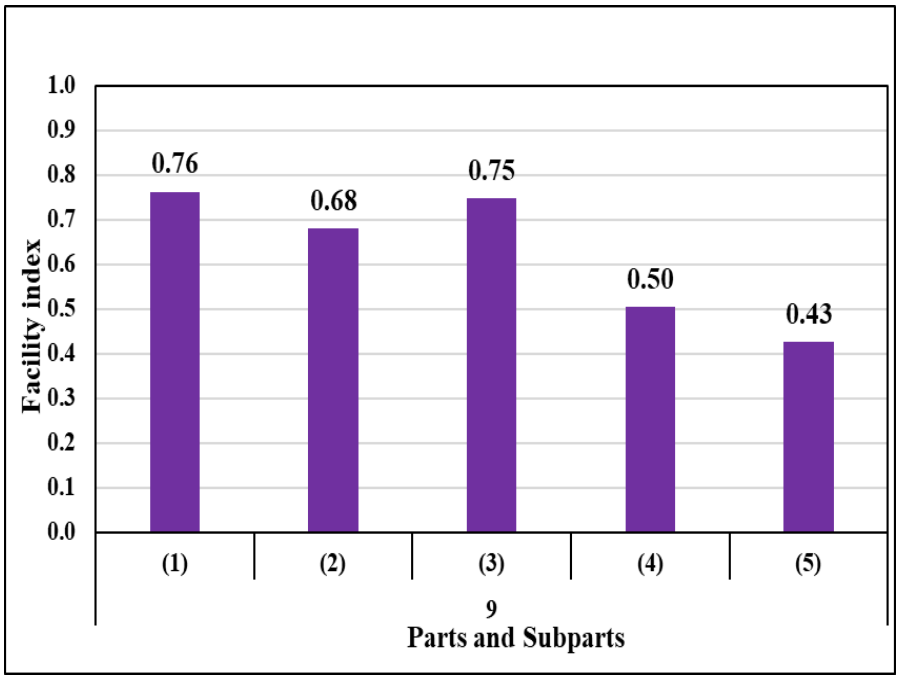
5 marks	-	19%
3- 4 marks	-	41%
1-2 marks	-	32%
0 marks	-	8%

19% of candidates have achieved full marks while 41% have scored between 3-4 marks. 40% of candidates have scored between 0-2.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

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Figure 3.2:
Facility for Parts of Test 9



Facility recorded for Parts of Test 9 is as follows.

Part (1) - 76%

Part (2) - 68%

Part (3) - 75%

Part (4) - 50%

Part (5) - 43%

Facility of test 9 has ranged from 43% to 76% indicating a moderate level achievement.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form

Comments

This test evaluates the ability to use word classes appropriately and accurately in context. In this test the lowest facility levels were recorded for Parts (5) and (6) where the candidates were expected to use a verb and an adverb correctly. Lack of practice in using word classes in context would have resulted in low performance. Therefore teachers are advised to practise identifying different word classes in context in reading lessons and pay attention to word order of the sentences.

Test 10 - Grammar & Language Functions.

Objective : Assess the ability to use word classes appropriately in a context.
Technique : Gap filling.

❍ **Test 10**

Complete the following passage using the correct form of the verb given within each bracket.

Last weekend, I went on a trip with my family. We visited a place called the National Park, that was full of beautiful trees, birds and other animals. The weather was sunny, perfect for sightseeing. We packed our lunch and (1) ..... (leave) early in the morning so that we could spend the whole day exploring nature.

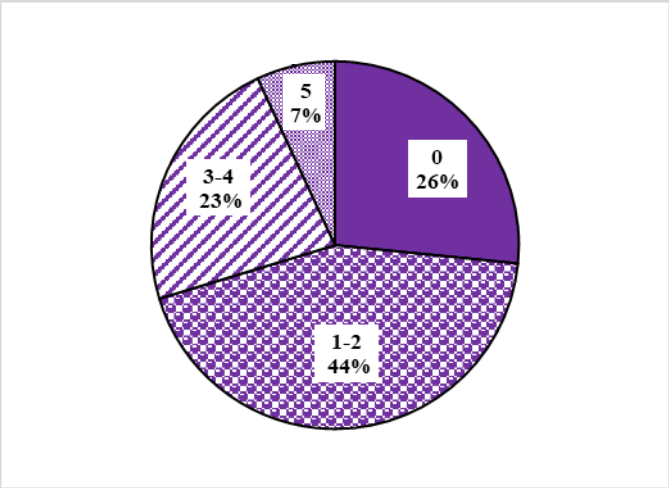
First, we walked along a long trail in the forest, where we saw so many colourful birds (2) ..... (fly) among trees.

After walking for a while, we reached a big hill. It was a bit tiring to (3) ..... (climb), but when we got to the top, the view (4) ..... (be) amazing. I could see the whole park from up there, and everything (5) ..... (look) so small and we felt as if we were standing on the top of the world.

left
flying
climb
was
looked

Observations and Comments on Test 10

Figure 3.3:
Distribution of Marks Achieved in Test 10



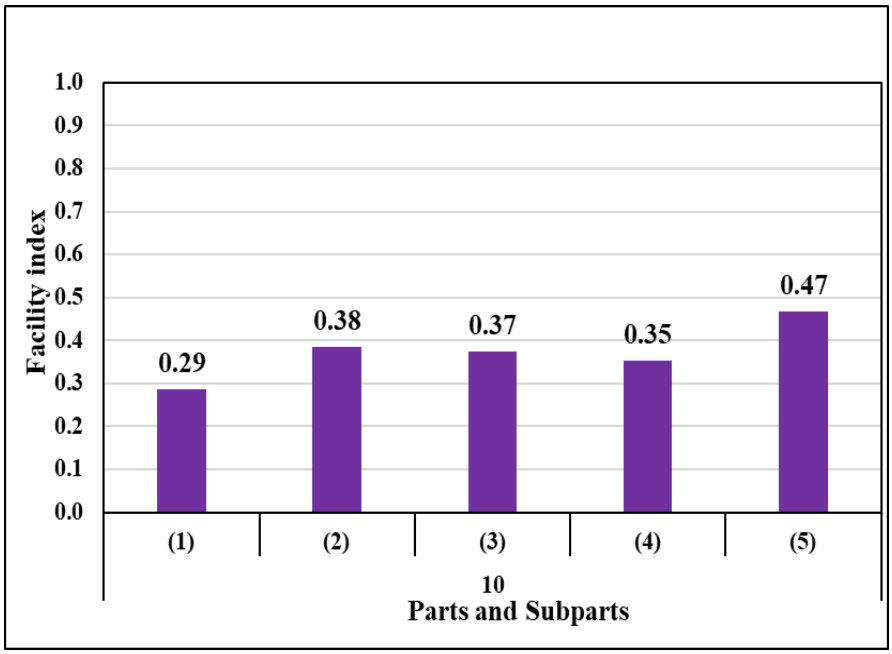
Almost all the candidates have attempted this test. Allotted marks to this was 05. The candidates have scored marks as follows,

5 marks	-	7%
3- 4 marks	-	23%
1-2 marks	-	44%
0 marks	-	26%

Figure 2.19 has indicated a generally low performance level of candidates. Only 7% of the candidates have achieved full marks and 23% have scored 3-4 marks. A remarkable percentage of candidates (70%) have obtained 2 marks or below.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.4:
Facility for Parts of Test 10



Facility recorded for Test 10 is as follows.

Part (1) - 29%
Part (2) - 38%
Part (3) - 37%
Part (4) - 35%
Part (5) - 47%

The highest facility of 47% has been recorded for Part (5). The facility for Parts 2,3 and 4 range between 35% -38%.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form

Comments

This test assesses the ability of using different verb forms appropriately in a context. The testing technique was filling the blanks. Insufficient knowledge on correct verb forms might be the reason for low performance of the candidates. Teachers are encouraged to start with concept clarification such as, verbs show action or state, making verb forms, each verb changes its form depending on time or subject, etc.

Test 11- Language Proficiency.

Objective : Assess the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text.

Technique : Gap filling/banked cloze.

❍ **Test 11**

Fill in the blanks of the following passage with the words given in the box. There is **one** extra word.

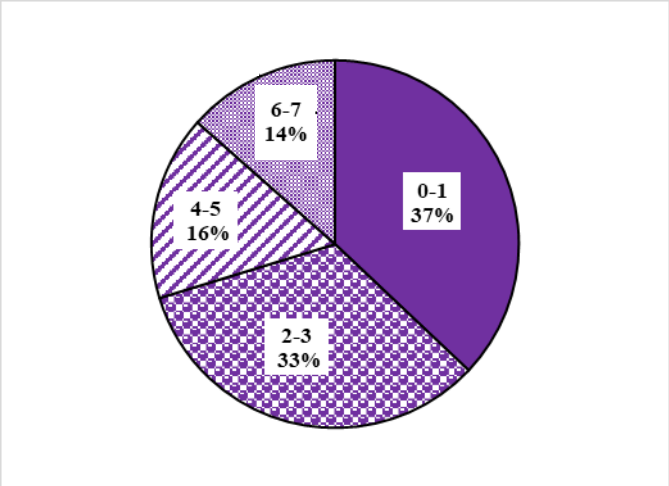
as,	concentration,	setting,	mind,	to,	like,	improve
practising,	also,	that,	with,	focus,	helps,	on, meditation

Living a stress-free life is possible with some good practices. First it is important (1) ..to.. prioritize self-care by (2) ..setting.. aside time for activities (3) ..that.. bring you joy such (4) ..as.. hobbies or spending time (5) ..with.. loved ones. Mindfulness techniques (6) ..like.. meditation can help you (7) ..improve.. concentration and manage anxiety. (8) ..Practising.. meditation can regularly enhance (9) ..concentration.. span and the ability to (10) ..focus.. on tasks. Meditation also (11) ..helps.. you to calm the (12) ..mind.. and body. It can (13) ..also.. reduce stress levels significantly. (14) ..Meditation.. generally improves your overall mental well-being by generating a sense of tranquillity allowing you to cope with challenges in life effectively.

Observations and Comments on Test 11

Figure 3.5

Distribution of Marks Achieved in Test 11



Almost all the candidates have attempted this test. Allotted marks to this was 07. The candidates have scored marks as follows,

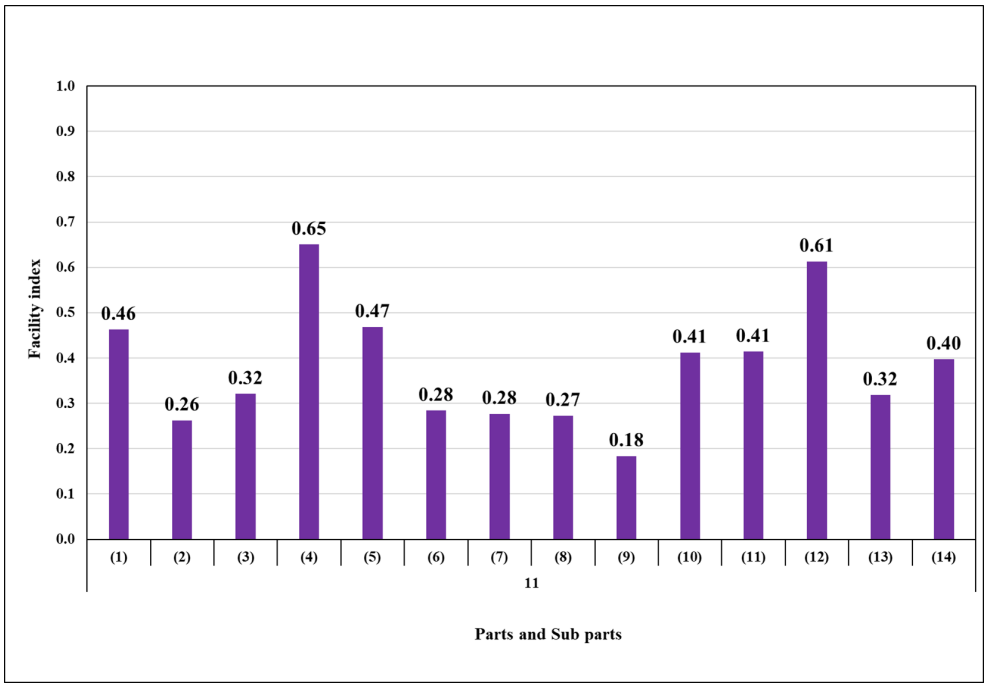
6-7 marks	-	14%
4- 5 marks	-	16%
2-3 marks	-	33%
0 -1 marks	-	37%

Figure 2.22 indicated 37% of candidates have scored between 0-1. A considerable percentage of 70% have scored below 3 marks. Among them the least percentage of 14% have reached 6 and above.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.6

Facility for Parts of Test 11



Facility recorded for the Parts of Test 11 is as follows.

Part (1)	- 46%
Part (2)	- 26%
Part (3)	- 32%
Part (4)	- 65%
Part (5)	- 47%
Part (6)	- 28%
Part (7)	- 28%
Part (8)	- 27%
Part (9)	- 18%
Part (10)	- 41%
Part (11)	- 41%
Part (12)	- 61%
Part (13)	- 32%
Part (14)	- 40%

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

The highest facility was recorded as 65% for Part (4). Three pairs of parts were equally recorded. Parts (6 & 7) were recorded as 28%, Parts (3 & 13) were recorded as 32% and Parts(10 & 11) were recorded as 41%. Facility recorded range from 18% to 65%.

Comments

In the cloze text, the facility level was 38% indicating that a majority of candidates experienced difficulty in completing the task. This suggests weaknesses in vocabulary knowledge, understand the word classes, and the ability to use contextual clues to select appropriate words.
-regular practice with cloze exercises
-focus on word classes
-teach one of context clues

Test 12- Grammar & Language Functions.

Objective : Assess the ability to write and speak compound and complex sentences to express precise meaning.

Technique : Gap filling.

❍ **Test 12**

Underline the correct verb phrase within brackets.

(1) If you jog every morning, you (would lose, would have lost, will lose) your weight.

(2) If you (practised, would practise, had practised) your speech, you would have delivered it flawlessly.

(3) If I had time, I (would go, will go, had gone) shopping with you.

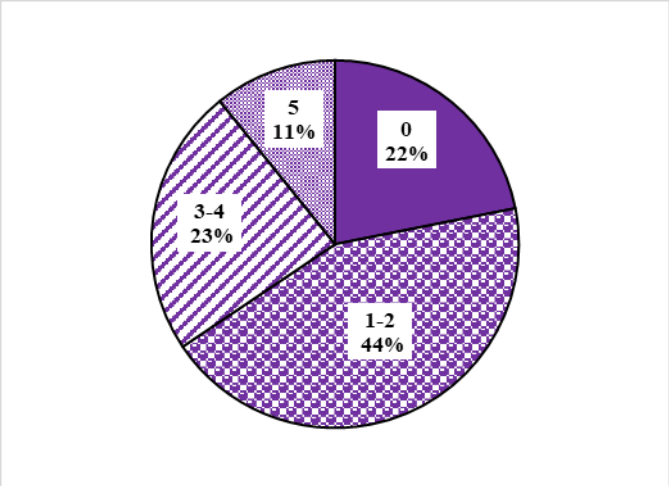
(4) Unless you study hard, you (won't pass, wouldn't pass, wouldn't have passed) the examination.

(5) If Kamal (has, had, will have) a telescope he would watch the stars every night.

Observations and Comments on Test 12

Figure 3.7

Distribution of Marks Achieved in Test 12



Almost all the candidates have attempted Test 12. Allotted marks to test 12 was 05. The candidates have scored marks as follows.

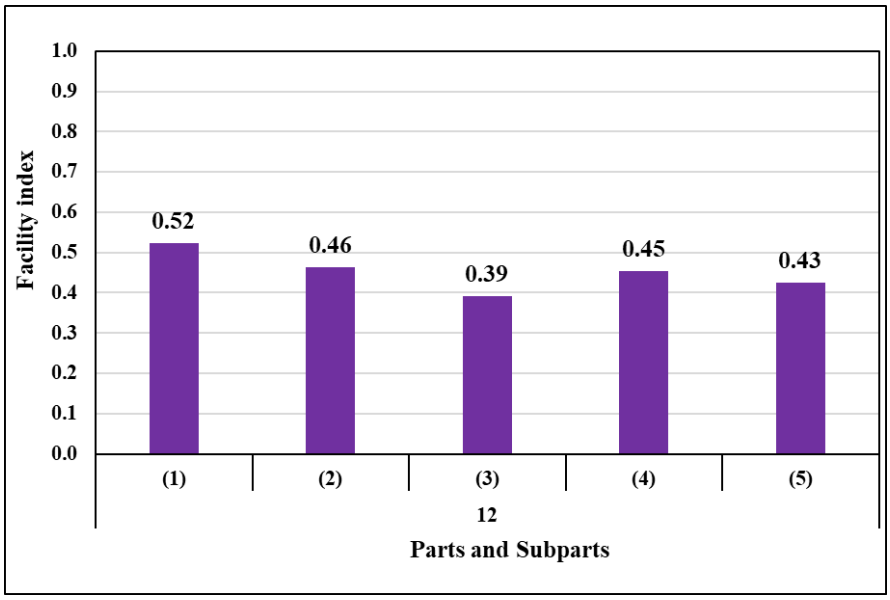
5 marks	-	11%
3- 4 marks	-	23%
1-2 marks	-	44%
0 mark	-	22%

According to figure 2.23, the highest percentage (44%) of candidates have scored 1-2 marks. Majority of the candidates (66%) have scored between 0-2 marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.8

Facility for Parts of Test 12



Facility recorded for Parts of Test 12 is as follows.

Part (1)	- 52%
Part (2)	- 46%
Part (3)	- 39%
Part (4)	- 45%
Part (5)	- 43%

The facility recorded for this test was 45%. The facility of the parts range from 39% to 52%.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

This test assessed the ability to use the conditional clauses appropriately. The test technique was MCQ. Candidates demonstrated a low performance level for this test. The conditional sentences may not extensively be practiced by many. Give opportunities for students to create their own sentences under the given phrases, matching activities and so on. Could be done to familiarize the conditional clauses.

Test 13- Reading

Objectiive : Assess the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text..
Technique : Matching.

❍ **Test 13**

Read the following extracts and match them with the headings given below. Write the relevant letter of the heading in the box given against each extract. There is **one** extra heading.

Headings

(A) Feature article	**(B)** Employment offer	**(C)** Walk-in interview
(D) Examination guide	**(E)** Letter of invitation	**(F)** Instructional manual

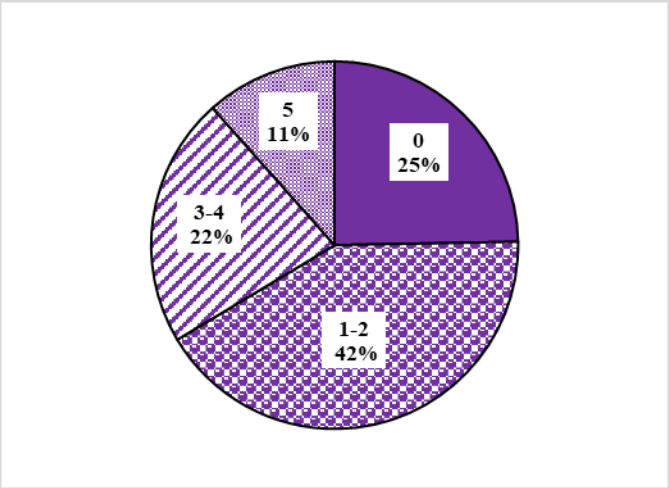
Extracts

(i)	We invite those who are competent and confident in handling two or more languages including English because we need to communicate with foreign communities. Priority will be given for the ones with experience in managerial level of which three years as an internal supervisor.	B
(ii)	Your presence in the event is highly valued and it is a great honour to our school since you are a reputed past pupil. This will be a great opportunity for our students to be inspired and motivated in their career development. We would be much grateful if you could send us your profile.	E
(iii)	Veganism is more than just a dietary choice. It's often a lifestyle dedicated to avoiding harm to animals. Some people think that it negatively affects human health but many people justify it based on ethical and environmental reasons.	A
(iv)	Check the documents of the item very carefully. Complete them with legible handwriting and correct spelling. Don't use black ink pens or correction fluid. Submit the documents with a copy of your identity card. Make sure that the item works properly before you purchase it.	F
(v)	Keep the electronic devices in the cupboard, provided for that purpose outside the hall. Keep them on silent mode. Don't leave the hall without due permission. Inform your urgent physical requirements to the invigilator. Leave the hall when the third bell is rung.	D

Observations and Comments on Test 13

Figure 3.9

Distribution of Marks Achieved in Test 13



Almost all the candidates have attempted this test. Allotted marks to this was 05. The candidates have scored marks as follows.

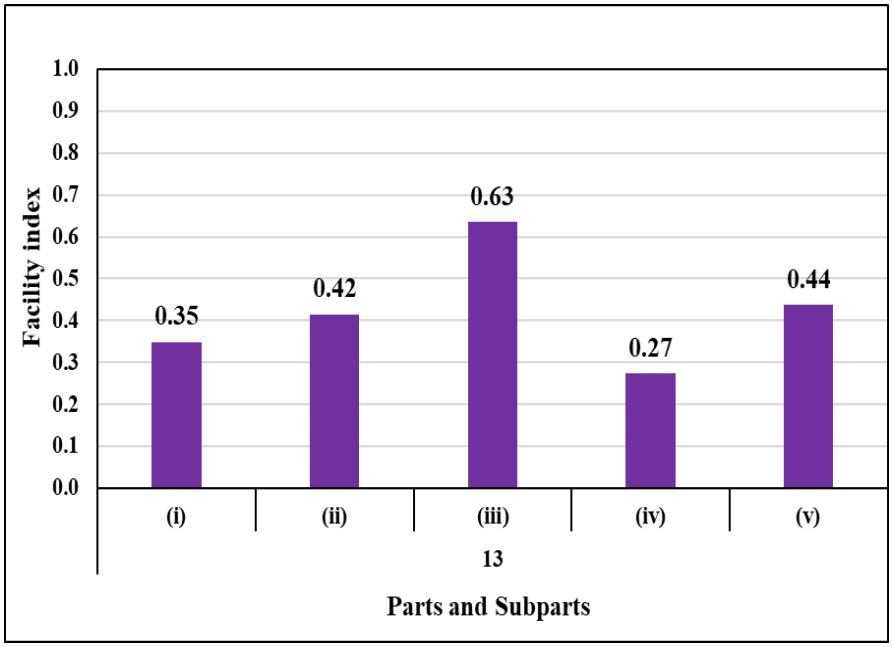
5 marks	-	11%
3- 4 marks	-	22%
1-2 marks	-	42%
0 mark	-	25%

According to Figure 2.25, one fourth (25%)of the candidates have scored '0', while 67% of candidates have scored between 0- 2 marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.10

Facility for Parts of Test 13



Facility recorded for Parts of Test 13 is as follows.

Part (i)	- 35%
Part (ii)	- 42%
Part (iii)	- 63%
Part (iv)	- 27%
Part (v)	- 44%

Figure 2.26 has indicated the facility for Test 13 ranges between 27% to 63%.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

This test was based on the Competency Level of extracting necessary information from various types of texts. The technique was matching extracts with the headings. This test showed a low facility value. Since the texts seemed to be lengthy and headings may be difficult to understand, candidates may find it difficult to read and understand the passage. Students should be encouraged to read different types of reading texts, practise to paraphrase, improve vocabulary using context clues, build reading habit through reading news papers, short stories, essays, etc.

Test 14- Writing

Objectiive : assessing the ability to enable the candidates to face writing tasks of the national level examinations with confidence and understanding.
Technique : Guided writing.

Expected Answers

❍ **Test 14**

Write only **one** of the following. Use the space provided.

(a) Imagine that you are the secretary of the Language Club of your school. You have organized an inter-school debate competition to mark the fifth anniversary of the club. Write a letter to the principal of a neighbouring school requesting him/her to send the debating team of his/her school to the competition. Use about **100** words.
Include the following:

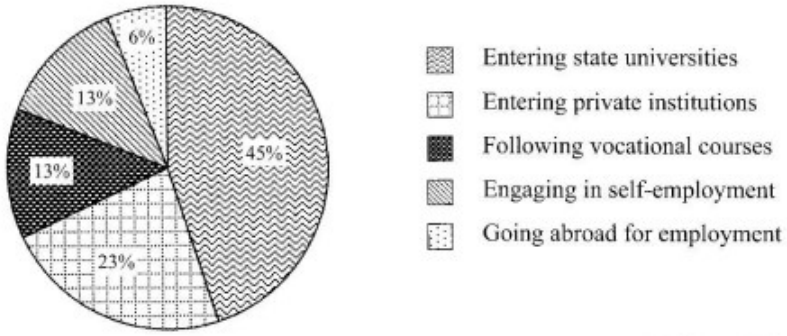
- Purpose of the event
- Medium of the debate
- Date, time and venue
- Confirmation of participation

OR

(b) The following pie chart shows the future plans of 100 Grade 11 students of King's College, Kalutara. Write a description about the future plans of Grade 11 students referring to the pie chart. Use about **100** words.
The following words and phrases will help you.

most / many / more than / equal / less than / least

Future Plans of Grade 11 Students



The secretary
Language club
Muslim Balika Vidyalaya
Gintota
21.03.2025

The Principal,
Central College,
Galle.

Dear Sir,

Invitation to a debate competition

We have organized an inter-school English Medium debating competition to mark the fifth anniversary of the Language club of our school. It will be

held on 02nd April 2025 at 9.30 a.m in the Junior Auditorium of Muslim Balika Vidyalaya, Gintota. It will be judged by a panel of University Academics.

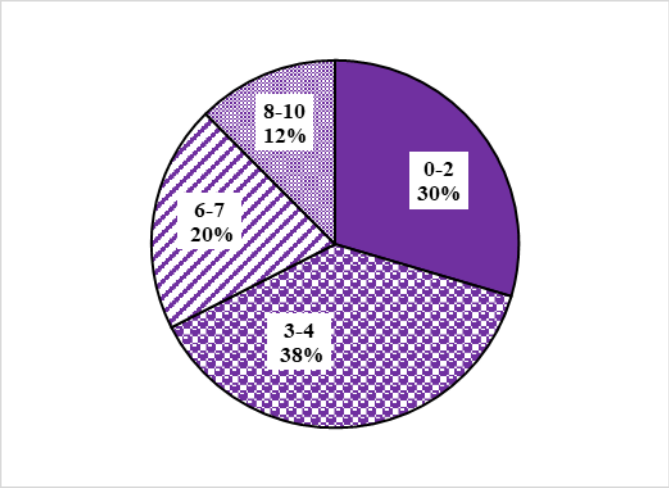
We would like to request you to send the debating team of your school to participate in this competition. A certificate of participatio will be awarded. Please be kind enough ti confirm the participation of your debating team. Thank you.

yours faithfully,

Secretary, Language club
Muslim Balika Vidyal.

Observation and Comments on test 14

Figure 3.11
Distribution of Marks Achieved in Test 14



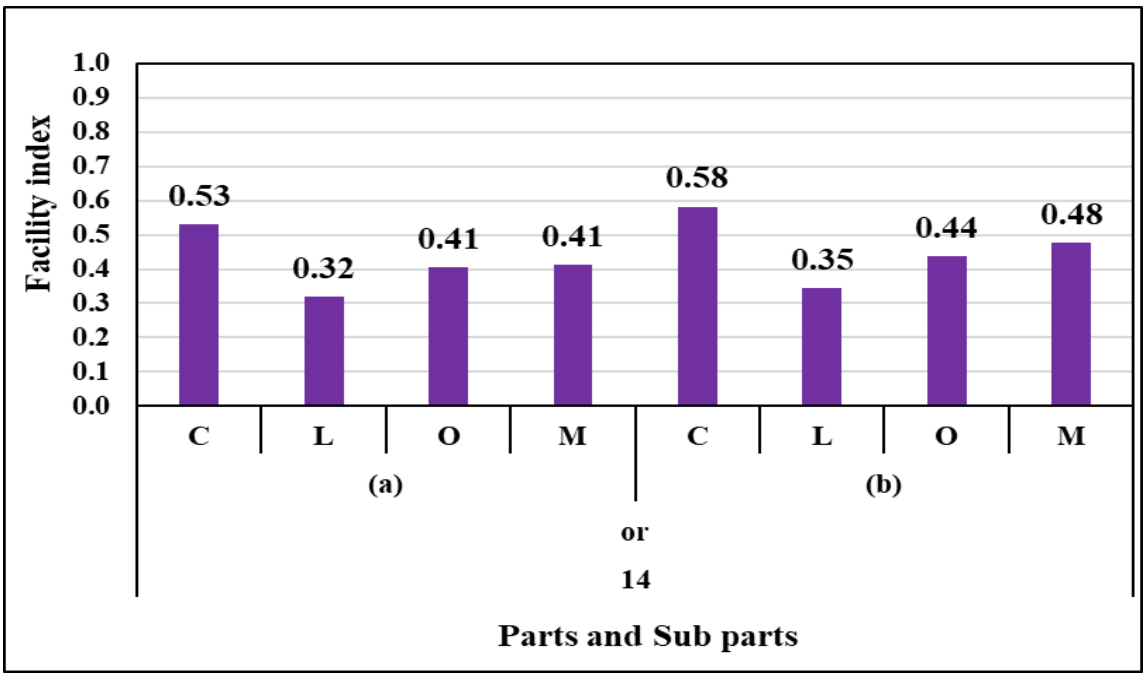
Almost all candidates have attempted this test. Allotted marks for this was 10. The candidates have scored marks as follows.

8-10 marks	-	12%
6- 7 marks	-	20%
3 - 5 marks	-	38%
0-2 marks	-	30%

Figure 2.29 has indicated, the majority of candidates(68%) have scored 4 marks or below.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.12
Facility for Parts of Test 14



Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Facility recorded for Parts of Test 14 is as follows.

	C	L	O	M
Part (a)	53%	32%	41%	41%
Part (b)	58%	35%	44%	48%

According to Figure 2.28, the facility of the Parts (a and b) were recorded as 41.8% and 46.3% respectively.

Comments

This test is based on the Competency Level of writing for official purposes. The testing technique was guided writing. It was obvious that the facility was below the average level for Language, Organization and Mechanics of Writing, while it was average for Content. It is beneficial to introduce the format of both analysis and official letter first. Further candidates can be practiced on grammar, sentence variety and vocabulary usage. In addition, regular exercises on punctuation, spelling, connectors and timed writing exercises can be helpful to practise candidates.

Test 15 - Reading

Objective : Assess the ability to locate necessary information and process such information accurately and appropriately to comprehend a reading text..
Technique : Selecting the correct answer / Answering questions.

❍ **Test 15**

Read the following text and answer the questions given below.

① Five hundred years ago, sailing - even in familiar waters - was an adventure. There were no radios, weather reports, or good maps. Sailors were on their own. Many died in shipwrecks. So little was known about the Earth and its seas that no one was sure that the world was round.

Then Ferdinand Magellan led a crew of 265 on a voyage. They were the first men to sail ⑤ around the world. They were also the first Europeans to cross the Pacific Ocean. They set sail in September 1519. Magellan commanded the 'Trinidad'. The other ships in his fleet were the 'San Antonio', 'Concepcion', 'Victoria', and 'Santiago'.

In November they reached the Brazil's shore. They rested there. On Christmas Day, they started going down the South American coast. The fleet set out in August 1520. In October, ⑩ they found a bay. Magellan sent two ships to **explore** it. A violent two-day storm began. The ships took shelter in a small inlet. They found that it was a long waterway. Although it had land on both sides, the water was salty. They had discovered the Strait of Magellan at the tip of South America! They came back and got the rest of the fleet. For the first time, people sailed from the Atlantic Ocean to the Pacific Ocean. It took one month.

⑮ The weather was **awful**, and the captain of the San Antonio turned his ship around and fled. It took the remaining ships from November 1520 until March 1521 to cross the Pacific Ocean and reach the Philippines. Magellan was killed when he tried to force the natives there to become Christians. But enough of **his** crew survived that the other two ships returned to Spain in September 1522. Only 18 men had survived the trip. One had kept a log about ⑳ this adventure that proved once and for all that the world was round.

(Adapted from the text 'The Journey that Proved Earth was Round' by Sarah Conolly)

(1) State whether the following statements are **True** or **False**. Put a tick (√) in the relevant cage.

	True	False
(a) Five hundred years ago, sailing was dangerous as sailors did not have modern equipment.	✓	
(b) There were four ships in the fleet of ships that sailed under the leadership of Magellan.		✓
(c) Ferdinand Magellan's voyage proved that the world was round.	✓	
(d) Magellan successfully completed his journey and returned to Spain in September 1522.		✓

(½ × 4 = 02 *marks*)

Underline the correct answer.

(2) People on land did not know anything about the progress of the sailors because,

(a) many sailors died in the shipwreck caused by the violent storm.

(b) there were no facilities on ships to communicate with others.

(c) sailors did not have time to send messages as there was a storm.

(d) they were not interested in getting information about sailors. (01 *mark*)

(3) When the fleet of ships started the journey in 1519, the ship that was under the command of Magellan was,

(a) Victoria. (b) San Antonio.

(c) Trinidad. (d) Concepcion. (01 *mark*)

(4) The sailors that returned to Spain could prove that the world was round as

(a) one of the sailors had kept a record of their adventures of the journey.

(b) they had found the Strait of Magellan in South America.

(c) they had sailed from the Atlantic Ocean to the Pacific Ocean.

(d) people knew very little about the earth and its seas. (01 *mark*)

(5) What does the following word in line 18 refer to? Write your answer in the space given.

'**His**' Magellan's (01 *mark*)

(6) **Underline** the phrase that is closest in meaning to the following.

(a) '**explore**' in line 10

(i) to intend a result (ii) to search more about a place

(iii) to perform a task (iv) to control or influence (01 *mark*)

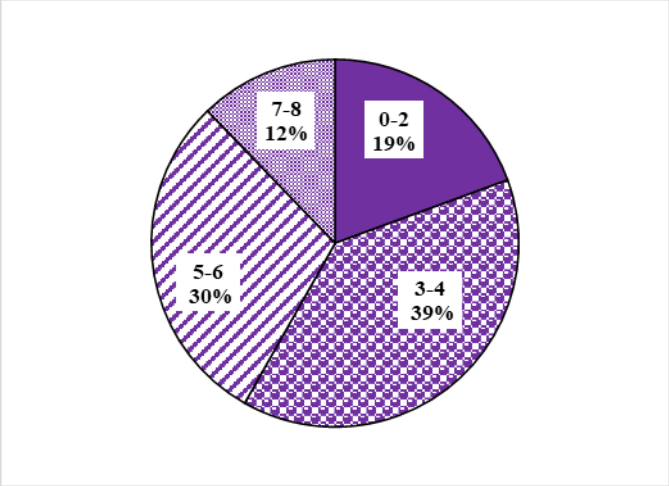
(b) '**awful**' in line 15

(i) quite pleasant (ii) sudden and unexpected

(iii) calm and quiet (iv) extremely bad (01 *mark*)

Observations and Comments on Test 15

Figure 3.13
Distribution of Marks Achieved in Test 15



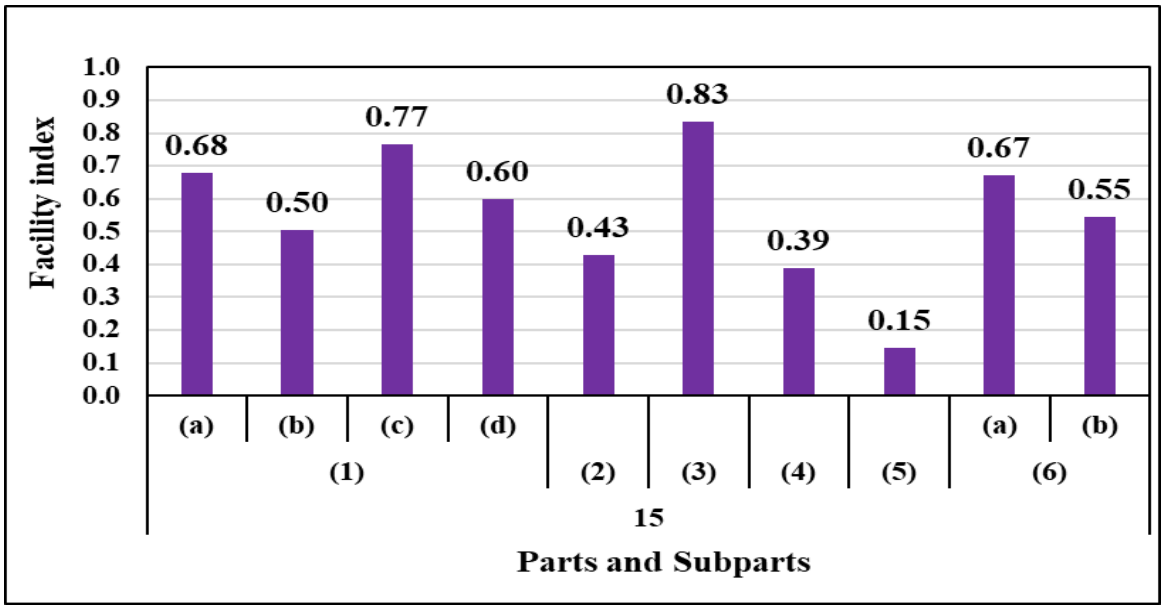
Almost all candidates have attempted this test. Allotted marks for this was 08. The candidates have scored marks as follows.

7-8 marks	-	12%
5- 6 marks	-	30%
3-4 marks	-	39%
0 -2 marks	-	19%

Figure 2.31 indicated, the majority of the candidates (58%) have scored 4 marks or below.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.14
Selection and Facility of Task in Test 15



Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Facility recorded for Parts of Test 15 was as follows.

	a	b	c	d
Part (1)	68%	50%	77%	60%
Part(2)			43%	
Part(3)			83%	
Part(4)			39%	
Part(5)			15%	
Part(6)	67%	55%		

Comments

This test is based on the Competency Levels, extracting necessary information from various types of simple texts and extracting the general idea of a text. Testing techniques were Multiple Choice Questions, true or false and inference. Candidates have performed below average in specific parts, specially inference and finding meanings. It is better to practise the candidates more on pronoun references. Candidates may have faced a difficulty in deducing word meanings due to the limited vocabulary and contextual understanding. Therefore, guided reading, exercises on integrating word meaning in context can be used to give practice.

Test 16- Writing

Objective : Assess the ability of the skill of writing of articles, essays, speeches and stories the candidates at national level examinations with confidence and understanding.
Technique : Guided writing.

❍ **Test 16**

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

(a) Write an article to a national newspaper on '**Educational Programmes on Television**'.
Include the following:
- What an educational programme is
- Types of programmes
- Benefits to students/public

(b) Write an essay on the topic, '**Spending time with animals**'.
Include the following:
- Types of animals; pets, animals in zoos and wild animals
- Importance of spending time with them
- Steps taken to protect them

(c) Imagine that you have been selected to make a speech at the school assembly on the topic '**How to choose your food wisely**'. Write the speech you would make on the occasion.
Include the following:
- types of food you eat
- how you select them
- why you select them

(d) Imagine that following statements describe an exciting situation you have faced recently. Use them at the beginning and complete the story.

I felt so proud and wonderful. I was waiting impatiently to tell the good news to my best friend .....

Spending time with animals

There are many kinds of animals in the world. They are pets, domestic animals, animals in zoos and wild animals. This world has become a beautiful place because of these wonderful creatures. People keep animals as pets and spend their time with them happily. People have tamed animals like lions and tigers and keep them in their gardens and take care of them.

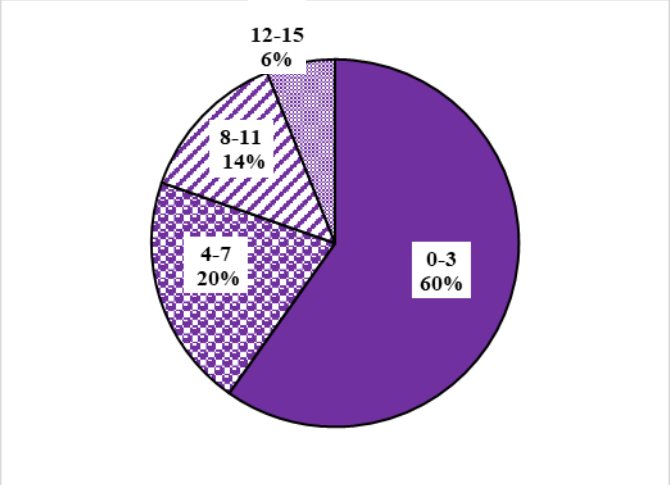
If we can spend time with animals, that could be one of the most valuable experiences that we can have. Domesticated animals like dogs are loyal to their masters. Cats are lovable pets that seek warmth from their guardians. Taking care of domestic animals gives us many advantages. We can practise humane qualities like kindness, love, empathy etc by rearing these pet We can also release our stress and be mentally fit and forget our worries. Feeding animals is another good quality that enhances our generosity.

Therefore, it is our responsibility to take care of animals. Steps should be taken to protect all the animals. Rules and regulations should be introduced to those who are cruel to animals. Children should be made aware of the importance of protecting animals. So, spending time with animals is a pleasure.

Observations and Comments on Test 16

Figure 3.15

Distribution of Marks Achieved in Test 16



Almost all the candidates have attempted this test. Allotted marks to this was 15. The candidates have scored marks as follows,

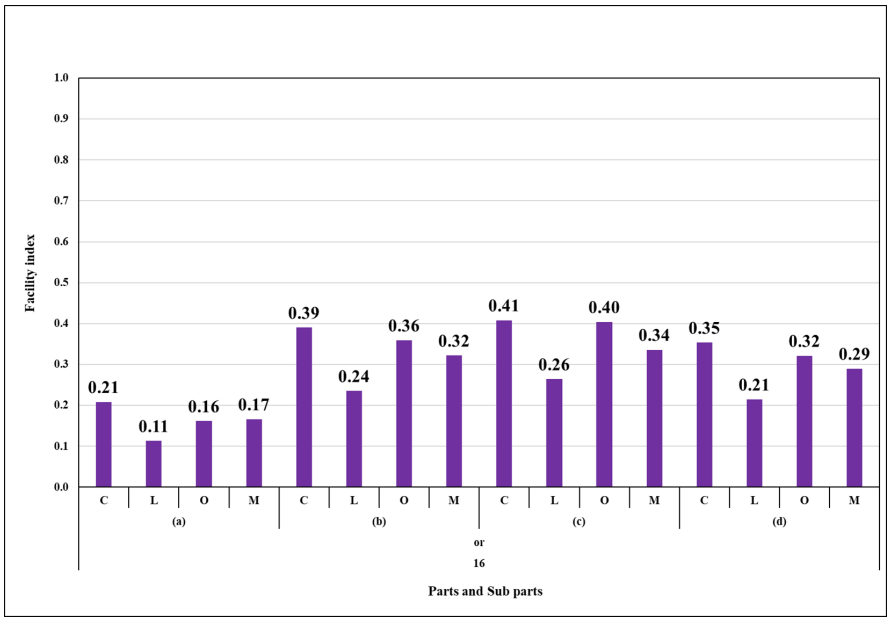
12 -15 marks	-	6%
8- 11 marks	-	14%
4 -7 marks	-	20%
0 -3 marks	-	60%

According to the figure 2.33, majority of candidates (60%) have scored between 0-3 marks. Only 34% of candidates have scored between 4 to 11 marks.

Source: DoE RD Data 2024-Collected from RD/16/03/OL Form.

Figure 3.16

Selection and Facility of Task in Test 16



Facility recoded for Parts of Test 16 is as follows.

	C	L	O	M
Part a	21%	11%	16%	17%
Part b	39%	24%	36%	32%
Part c	41%	26%	40%	34%
Part d	35%	21%	32%	29%

The facility of Content, Language, Format and Organization and Mechanics of Writing 16(a), 16(b), 16(c)and 16(d) were 16.3%, 32.8%, 35.3% and 24.3% respectively. In each Part, candidates have scored the highest facility for the Subpart Content and the lowest for the Subpart Language.

Source: DoE RD Data 2024-Collected from RD/16/04/OL Form.

Comments

Test 16 is based on the Competency Level of writing a simple composition on different types of topics. Testing technique was guided writing and free writing. This test requires candidates to select one out of four writing tasks; an article, an essay, a speech or a story. Candidates have obtained comparatively higher marks for Content as they would have understood the topic and attempted a relevant answer. In contrast, a large number of candidates have scored poorly for Language. Scoring for Organization and Mechanics of Writing have been inconsistent. The reasons for this poor performance may be due to the lack of sufficient practice with extended writing tasks, limited exposure to model texts, over dependance on memorized essays, weak grammar foundation and insufficient training in paragraphing, sequencing and organizing ideas. It is better to integrate regular writing practice into classroom teaching, build up essential grammar foundation, conduct guided writing activities, encourage students to use mind maps or graphic organizers before writing, introduce marking rubrics and promote reading of simple English materials to improve vocabulary and sentence structure.

A suggestion for Test 16 (b)

Spending time with animals.

Follow the mind map given below to enrich students' vocabulary.

