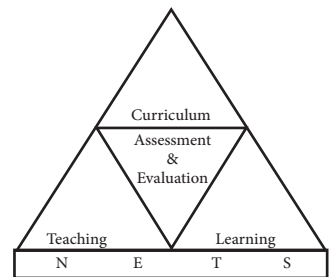




G.C.E (O/L) Examination Evaluation Report 2019

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English

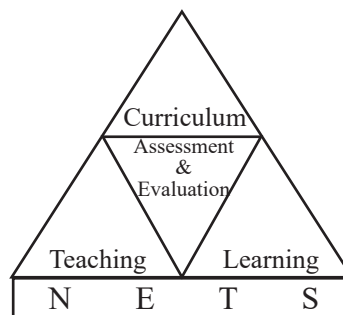


Research & Development (School exam) Branch
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations

G.C.E. (O/L) Examination - 2019

Evaluation Report

31 - English Language



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National Evaluation & Testing Service
Department of Examination**

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**G.C.E. (O/L) Examination - 2019
Evaluation Report - English Language.**

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MESSAGE FROM THE COMMISSIONER GENERAL OF EXAMINATIONS

I am pleased to pen a few words for this comprehensive evaluation report on the G.C.E (O/L) Examination for which the largest number of candidates in Sri Lanka sit annually out of all public examinations. The main objective of compiling this report is to provide a detailed analysis of the performance of the candidates, identify areas of strengths and weaknesses and offer insights to improve education across the country.

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 and parents can gain a clear understanding of the structure and expectations of the test while the data and analysis in this report enable the curriculum developers and education policymakers to make informed decisions 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 of achievement data of candidates. Close attention should be paid to the analysis of each test item, with careful consideration of the accompanying observations and comments. These insights provide essential context for data interpretation. Users are encouraged to apply the suggested improvements within their respective roles - whether as educators, students, or policymakers - by integrating relevant recommendations into their learning, teaching, or policy-making processes. Furthermore, this report can serve as a baseline for measuring progress in subsequent years.

I firmly believe that the true value of this report lies in how we use this information to drive positive change in our education system. Therefore, I invite and encourage all stakeholders of the G.C.E.(O/L) Examination to engage in meaningful discussions about the findings and to collaborate on implementing improvements.

In conclusion, I wish to extend my sincere thanks to the entire team involved in compiling this evaluation report. The initiative taken by the officers of the Research and Development Branch of the Department of Examinations to compile this report in a user-friendly manner utilizing modern AI and technology and their dedication to make this task successful is highly commendable.

H. J. M. C. Amith Jayasundara
Commissioner General of Examinations

Overview

G.C.E. (O/L) English Language Evaluation Report 2019 consists of three parts as (i) objectives and data on student achievement, (ii) information on questions and answers and (iii) factors for consideration and suggestions for improvement.

Part I gives the objectives of administering the English Language paper including information related to the performance of candidates providing quantitative data on the number of candidates who sat for the examination and the grades obtained by them. Furthermore, it gives a breakdown of grades obtained by the school candidates who sat for the exam for the first time, according to district and zonal levels. It also provides an analysis of marks obtained by the candidates within different class intervals. This section further gives an analysis of the performance of candidates in Paper I and Paper II separately, examining their achievement levels in different components tested and the facility (difficulty level) of each component.

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.

Overall, the G.C.E. (O/L) English Language Evaluation Report 2019, not only evaluates the performance of candidates but also serves as a tool to enable the students to gain a high standard of English and obtain good results for English Language at the G.C.E. (O/L) Examination in the future.

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List of Abbreviations

DoE	- Department of Examinations
G.C.E. (O/L)	- General Certificate of Education (Ordinary Level)
NIE	- National Institute of Education
RD	- Research and Development

Part I

1.0 Objectives of the Subject and Information on Achievement 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 purpose.
- * To empower the learner to communicate confidently, fluently and effectively in the English Language.

Source :Grade 11 Teachers' Guide - English Language, 2016

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 Gender

School Candidates					Private Candidates					All Candidates				
Total	Male		Female		Total	Male		Female		Total	Male		Female	
	No	%	No	%		No	%	No	%		No	%	No	%
361,405	175,680	48.61	185,725	51.39	91,710	37,027	40.37	54,683	59.63	453,115	212,707	46.94	240,408	53.06

Source : RD Data 2019, DoE

A total number of 453,115 candidates sat for the English Language Paper at the G.C.E.(O/L) 2019 Examination. The majority (80%) of the candidates were school candidates.

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				
	Total	Male		Female		Total	Male		Female		Total	Male		Female	
		No	%	No	%		No	%	No	%		No	%	No	%
A	32,635	13,018	7.41	19,617	10.56	6,216	2,427	6.55	3,789	6.93	38,851	15,445	7.26	23,406	9.74
B	27,356	11,116	6.33	16,240	8.74	6,829	2,635	7.12	4,194	7.67	34,185	13,751	6.46	20,434	8.50
C	63,703	26,409	15.03	37,294	20.08	21,665	7,774	21.00	13,891	25.40	85,368	34,183	16.07	51,185	21.29
S	97,013	46,095	26.24	50,918	27.42	31,067	11,915	32.18	19,152	35.02	128,080	58,010	27.27	70,070	29.15
W	140,698	79,042	44.99	61,656	33.20	25,933	12,276	33.15	13,657	24.97	166,631	91,318	42.93	75,313	31.33
Total	361,405	175,680	100.00	185,725	100.00	91,710	37,027	100.00	54,683	100.00	453,115	212,707	100.00	240,408	100.00

Source : RD Data 2019, DoE

The overall pass rate (Grades A, B, C and S) was 63.23%. The private candidates had a higher pass rate of 71.72% compared to 61.07% pass rate recorded by school candidates. When considering individual grade performance, school candidates had a slight edge in obtaining Grade A (9.03%) over private candidates (6.78%). However, private candidates had performed better in securing Grade C (23.62%) over school candidates' performance (17.63%). The overall performance in Grade B was fairly similar between school and private candidates. Out of the total number of candidates 26.84% of the school candidates and 33.87% of private candidates had obtained Grade S reflecting the level of proficiency in English Language of the majority of both groups.

In terms of gender, the statistics highlight the consistent pattern of female candidates performing better than their male counterparts, irrespective of whether they were school or private candidates. Among school candidates, 51.39% were female, while 48.61% were male. An impressive 66.8% of female school candidates had secured passing grades (A, B, C, or S), compared to only 55.01% of their male peers. A similar trend emerges in the private candidate cohort as well. Among private candidates 59.63% were female, while 40.37% were male. Only 26.99% of male private candidates had achieved passing grades, while the figure stood at a higher 44.73% for female private candidates.

1.2.3 Grades Obtained by School Candidates Sat for the Examination for the First Time - District Level Statistics

Table 1.3: Distribution of Candidates by Grade and District

District	No Sat	Distinction Pass (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1.Colombo	32,756	8,256	25.20	4,200	12.82	6,810	20.79	6,736	20.56	26,002	79.38	6,754	20.62
2.Gampaha	29,516	3,853	13.05	3,019	10.23	5,930	20.09	7,194	24.37	19,996	67.75	9,520	32.25
3.Kalutara	17,499	1,821	10.41	1,606	9.18	3,248	18.56	4,329	24.74	11,004	62.88	6,495	37.12
4.Kandy	21,604	2,864	13.26	2,037	9.43	4,021	18.61	5,547	25.68	14,469	66.97	7,135	33.03
5.Matale	7,637	568	7.44	550	7.20	1,275	16.70	1,999	26.18	4,392	57.51	3,245	42.49
6.Nuwara Eliya	11,443	458	4.00	573	5.01	1,552	13.56	2,996	26.18	5,579	48.75	5,864	51.25
7.Galle	16,192	1,955	12.07	1,525	9.42	3,103	19.16	3,915	24.18	10,498	64.83	5,694	35.17
8.Matara	12,309	1,259	10.23	1,129	9.17	2,439	19.81	3,337	27.11	8,164	66.33	4,145	33.67
9.Hambantota	9,653	757	7.84	821	8.51	1,939	20.09	2,866	29.69	6,383	66.12	3,270	33.88
10.Jaffna	8,511	694	8.15	576	6.77	1,185	13.92	1,835	21.56	4,290	50.41	4,221	49.59
11.Mannar	1,612	72	4.47	70	4.34	183	11.35	419	25.99	744	46.15	868	53.85
12.Vauniya	2,523	120	4.76	135	5.35	367	14.55	612	24.26	1,234	48.91	1,289	51.09
13.Mullaitive	1,695	37	2.18	60	3.54	163	9.62	340	20.06	600	35.40	1,095	64.60
14.Kilinochchi	2,253	54	2.40	56	2.49	188	8.34	454	20.15	752	33.38	1,501	66.62
15.Batticaloa	8,039	515	6.41	418	5.20	1,138	14.16	2,110	26.25	4,181	52.01	3,858	47.99
16.Ampara	10,306	682	6.62	761	7.38	1,802	17.48	2,957	28.69	6,202	60.18	4,104	39.82
17.Trincomalee	5,859	228	3.89	263	4.49	805	13.74	1,577	26.92	2,873	49.04	2,986	50.96
18.Kurunegala	24,837	2,413	9.72	2,270	9.14	4,994	20.11	6,683	26.91	16,360	65.87	8,477	34.13
19.Puttalam	10,812	691	6.39	722	6.68	1,799	16.64	2,778	25.69	5,990	55.40	4,822	44.60
20.Anuradhapura	14,270	913	6.40	971	6.80	2,388	16.73	3,804	26.66	8,076	56.59	6,194	43.41
21. Polonnaruwa	6,166	271	4.40	378	6.13	1,014	16.45	1,591	25.80	3,254	52.77	2,912	47.23
22. Badulla	13,680	1,027	7.51	932	6.81	2,287	16.72	3,535	25.84	7,781	56.88	5,899	43.12
23. Monaragala	7,336	347	4.73	410	5.59	1,165	15.88	1,926	26.25	3,848	52.45	3,488	47.55
24. Ratnapura	16,293	1,380	8.47	1,375	8.44	2,928	17.97	4,154	25.50	9,837	60.38	6,456	39.62
25. Kegalle	12,361	1,058	8.56	1,016	8.22	2,393	19.36	3,335	26.98	7,802	63.12	4,559	36.88
All Island	305,162	32,293	10.58	25,873	8.48	55,116	18.06	77,029	25.24	190,311	62.36	114,851	37.64

Source : RD Data 2019, DoE

A total of 305,162 school candidates had sat for the English Language at the G.C.E.(O/L) Examination in year 2019 for the first time across all districts and had obtained an overall pass rate (Grades A, B, C, and S) of 62.36% and a failure rate (Grade W) of 37.64%. District - wise performance had varied considerably, with Colombo district leading the way with a remarkable 79.38% pass rate and securing 25.20% in the highest Grade A. In contrast, Mullaitivu district had the lowest pass rate of 33.38% and only 2.40% candidates had got obtained Grade A.

The Western, Central and Southern Provinces had been better than the other regions, with districts like Colombo, Gampaha, Kandy and Galle securing a high percentage of candidates achieving higher grades. Conversely, districts in the Northern and Eastern Provinces, particularly Mullaitivu, Kilinochchi, Mannar, and Vavuniya had displayed lower pass rates and fewer candidates had achieved higher grades. This regional disparity focuses on the need to take constructive measures to improve English Language education of students in the low performing districts.

1.2.4 Grades Obtained by School Candidates Sat for the Examination for the First Time - Zonal Level Statistics

Table 1.4: Distribution of Candidates by Grade and Education Zone

Education Zone	No Sat	Distinction Pass (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1.Colombo	14,191	5611	39.54	2036	14.35	2564	18.07	2177	15.34	12,388	87.29	1,803	12.71
2.Homagama	4,986	509	10.21	509	10.21	1046	20.98	1173	23.53	3,237	64.92	1,749	35.08
3. Jayawardanapura	7,858	1205	15.33	972	12.37	1972	25.10	2049	26.08	6,198	78.88	1,660	21.12
4.Piliyandala	5,721	931	16.27	683	11.94	1228	21.46	1337	23.37	4,179	73.05	1,542	26.95
5.Gampaha	8,720	1776	20.37	926	10.62	1561	17.90	1862	21.35	6,125	70.24	2,595	29.76
6.Minuwangoda	5,493	389	7.08	452	8.23	1073	19.53	1417	25.80	3,331	60.64	2,162	39.36
7.Negambo	7,579	842	11.11	738	9.74	1502	19.82	1865	24.61	4,947	65.27	2,632	34.73
8.Kelaniya	7,724	846	10.95	903	11.69	1794	23.23	2050	26.54	5,593	72.41	2,131	27.59
9.Kaluthara	8,591	951	11.07	827	9.63	1703	19.82	2236	26.03	5,717	66.55	2,874	33.45
10.Mathugama	3,538	272	7.69	304	8.59	629	17.78	832	23.52	2,037	57.57	1,501	42.43
11.Horana	5,370	598	11.14	475	8.85	916	17.06	1261	23.48	3,250	60.52	2,120	39.48
12.Kandy	7,646	2189	28.63	1083	14.16	1486	19.43	1419	18.56	6,177	80.79	1,469	19.21
13.Denuwara	2,182	102	4.67	162	7.42	446	20.44	685	31.39	1,395	63.93	787	36.07
14.Gampola	3,683	254	6.90	273	7.41	654	17.76	1010	27.42	2,191	59.49	1,492	40.51
15.Teldeniya	1,971	39	1.98	85	4.31	324	16.44	537	27.25	985	49.97	986	50.03
16.Wattegama	2,815	113	4.01	198	7.03	501	17.80	851	30.23	1,663	59.08	1,152	40.92
17.Katugastota	3,307	167	5.05	236	7.14	610	18.45	1045	31.60	2,058	62.23	1,249	37.77
18.Matale	4,000	497	12.43	395	9.88	731	18.28	956	23.90	2,579	64.48	1,421	35.53
19.Galewela	2,459	51	2.07	115	4.68	411	16.71	729	29.65	1,306	53.11	1,153	46.89
20.Naula	568	16	2.82	31	5.46	78	13.73	173	30.46	298	52.46	270	47.54
21.Wilgamuwa	610	4	0.66	9	1.48	55	9.02	141	23.11	209	34.26	401	65.74
22. Nuwara Eliya	3,388	91	2.69	156	4.60	414	12.22	923	27.24	1,584	46.75	1,804	53.25
23. Kotmale	1,466	70	4.77	90	6.14	224	15.28	407	27.76	791	53.96	675	46.04
24. Hatton	3,311	159	4.80	180	5.44	456	13.77	874	26.40	1,669	50.41	1,642	49.59
25. Walapane	1,473	49	3.33	71	4.82	231	15.68	376	25.53	727	49.36	746	50.64
26. Hanguranketha	1,805	89	4.93	76	4.21	227	12.58	416	23.05	808	44.76	997	55.24
27. Galle	7,640	1489	19.49	904	11.83	1534	20.08	1689	22.11	5,616	73.51	2,024	26.49
28. Elpitiya	3,326	116	3.49	198	5.95	594	17.86	877	26.37	1,785	53.67	1,541	46.33
29. Ambalangoda	3,390	284	8.38	315	9.29	661	19.50	814	24.01	2,074	61.18	1,316	38.82
30. Udugama	1,836	66	3.59	108	5.88	314	17.10	535	29.14	1,023	55.72	813	44.28
31. Matara	5,643	987	17.49	695	12.32	1166	20.66	1295	22.95	4,143	73.42	1,500	26.58
32. Akuressa	2,187	99	4.53	177	8.09	437	19.98	644	29.45	1,357	62.05	830	37.95
33. Mulatiyana	2,151	79	3.67	131	6.09	466	21.66	738	34.31	1,414	65.74	737	34.26
34. Morawaka	2,328	94	4.04	126	5.41	370	15.89	660	28.35	1,250	53.69	1,078	46.31
35. Tangalla	2,654	164	6.18	233	8.78	628	23.66	858	32.33	1,883	70.95	771	29.05
36. Hambantota	4,259	256	6.01	271	6.36	736	17.28	1229	28.86	2,492	58.51	1,767	41.49
37. Walasmulla	2,740	337	12.30	317	11.57	575	20.99	779	28.43	2,008	73.28	732	26.72

Education Zone	No Sat	Distinction Pass (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
38. Jaffna	3,025	398	13.16	283	9.36	509	16.83	678	22.41	1,868	61.75	1,157	38.25
39. Islands	577	0	0.00	10	1.73	26	4.51	89	15.42	125	21.66	452	78.34
40. Thenmarachchi	866	39	4.50	36	4.16	122	14.09	210	24.25	407	47.00	459	53.00
41. Valikamam	2,585	119	4.60	139	5.38	301	11.64	534	20.66	1,093	42.28	1,492	57.72
42. Vadamarachchi	1,458	138	9.47	108	7.41	227	15.57	324	22.22	797	54.66	661	45.34
43. Kilinochchi	2,253	54	2.40	56	2.49	188	8.34	454	20.15	752	33.38	1,501	66.62
44. Mannar	1,205	69	5.73	65	5.39	171	14.19	357	29.63	662	54.94	543	45.06
45. Madu	400	3	0.75	5	1.25	12	3.00	69	17.25	89	22.25	311	77.75
46. Vavuniya South	2,045	117	5.72	124	6.06	323	15.79	512	25.04	1,076	52.62	969	47.38
47. Vavuniya North	496	3	0.60	11	2.22	44	8.87	100	20.16	158	31.85	338	68.15
48. Mullaitivu	1,205	33	2.74	44	3.65	131	10.87	269	22.32	477	39.59	728	60.41
49. Thunukkai	490	4	0.82	16	3.27	32	6.53	71	14.49	123	25.10	367	74.90
50. Batticaloa	2,311	255	11.03	171	7.40	402	17.40	616	26.66	1,444	62.48	867	37.52
51. Kalkudah	1,341	27	2.01	22	1.64	115	8.58	359	26.77	523	39.00	818	61.00
52. Paddirippu	1,393	38	2.73	60	4.31	174	12.49	335	24.05	607	43.58	786	56.42
53. Batticaloa Central	2,005	187	9.33	156	7.78	361	18.00	561	27.98	1,265	63.09	740	36.91
54. Batticaloa West	989	8	0.81	9	0.91	86	8.70	239	24.17	342	34.58	647	65.42
55. Ampara	2,682	93	3.47	164	6.11	462	17.23	695	25.91	1,414	52.72	1,268	47.28
56. Kalmunai	2,501	265	10.60	254	10.16	563	22.51	756	30.23	1,838	73.49	663	26.51
57. Sammanthurai	1,329	41	3.09	75	5.64	173	13.02	373	28.07	662	49.81	667	50.19
58. Mahaoya	612	7	1.14	16	2.61	52	8.50	202	33.01	277	45.26	335	54.74
59. Dehiattakandiya	1,010	30	2.97	69	6.83	135	13.37	331	32.77	565	55.94	445	44.06
60. Akkaraipattu	1,318	180	13.66	144	10.93	314	23.82	374	28.38	1,012	76.78	306	23.22
61. Thirukkivil	854	66	7.73	39	4.57	103	12.06	226	26.46	434	50.82	420	49.18
62. Trincomalee	1,815	142	7.82	124	6.83	340	18.73	560	30.85	1,166	64.24	649	35.76
63. Mutur	1,215	14	1.15	39	3.21	144	11.85	327	26.91	524	43.13	691	56.87
64. Kantale	1,008	27	2.68	43	4.27	137	13.59	297	29.46	504	50.00	504	50.00
65. Kinniya	1,188	32	2.69	42	3.54	126	10.61	234	19.70	434	36.53	754	63.47
66. Trincomalee North	633	13	2.05	15	2.37	58	9.16	159	25.12	245	38.70	388	61.30
67. Kurunegala	6,205	1143	18.42	741	11.94	1309	21.10	1412	22.76	4,605	74.21	1,600	25.79
68. Kuliyaipitiya	4,247	348	8.19	384	9.04	838	19.73	1141	26.87	2,711	63.83	1,536	36.17
69. Nikaweratiya	3,119	207	6.64	254	8.14	687	22.03	945	30.30	2,093	67.10	1,026	32.90
70. Maho	4,037	170	4.21	263	6.51	738	18.28	1231	30.49	2,402	59.50	1,635	40.50
71. Giriulla	3,970	321	8.09	384	9.67	837	21.08	1072	27.00	2,614	65.84	1,356	34.16
72. Ibbagamuwa	3,259	224	6.87	244	7.49	585	17.95	882	27.06	1,935	59.37	1,324	40.63
73. Puttalam	5,053	162	3.21	246	4.87	754	14.92	1294	25.61	2,456	48.60	2,597	51.40
74. Chilaw	5,748	529	9.20	476	8.28	1045	18.18	1477	25.70	3,527	61.36	2,221	38.64

Education Zone	No Sat	Distinction Pass (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
75. Anuradhapura	5,064	599	11.83	463	9.14	898	17.73	1175	23.20	3,135	61.91	1,929	38.09
76. Tambuttegama	2,668	87	3.26	139	5.21	408	15.29	704	26.39	1,338	50.15	1,330	49.85
77. Kekirawa	2,649	164	6.19	221	8.34	464	17.52	741	27.97	1,590	60.02	1,059	39.98
78. Galenbidunuwewa	1,777	27	1.52	62	3.49	276	15.53	522	29.38	887	49.92	890	50.08
79. Kebithigollewa	2,112	36	1.70	86	4.07	342	16.19	662	31.34	1,126	53.31	986	46.69
80. Polonnaruwa	1,976	126	6.38	157	7.95	365	18.47	503	25.46	1,151	58.25	825	41.75
81. Hingurakgoda	2,555	124	4.85	168	6.58	435	17.03	662	25.91	1,389	54.36	1,166	45.64
82. Dimbulagala	1,635	21	1.28	53	3.24	214	13.09	426	26.06	714	43.67	921	56.33
83. Badulla	2,987	305	10.21	280	9.37	568	19.02	741	24.81	1,894	63.41	1,093	36.59
84. Bandarawela	3,674	517	14.07	341	9.28	636	17.31	857	23.33	2,351	63.99	1,323	36.01
85. Mahiyanganaya	2,067	62	3.00	81	3.92	274	13.26	485	23.46	902	43.64	1,165	56.36
86. Welimada	2,760	124	4.49	165	5.98	525	19.02	799	28.95	1,613	58.44	1,147	41.56
87. Passara	1,241	14	1.13	36	2.90	183	14.75	376	30.30	609	49.07	632	50.93
88. Viyaluwa	951	5	0.53	29	3.05	101	10.62	277	29.13	412	43.32	539	56.68
89. Monaragala	2,363	141	5.97	136	5.76	366	15.49	614	25.98	1,257	53.20	1,106	46.80
90. Wellawaya	1,944	114	5.86	88	4.53	279	14.35	507	26.08	988	50.82	956	49.18
91. Bibile	1,734	62	3.58	117	6.75	331	19.09	487	28.09	997	57.50	737	42.50
92. Thanamalwila	1,295	30	2.32	69	5.33	189	14.59	318	24.56	606	46.80	689	53.20
93. Ratnapura	6,815	795	11.67	647	9.49	1267	18.59	1535	22.52	4,244	62.27	2,571	37.73
94. Balangoda	2,870	241	8.40	267	9.30	476	16.59	717	24.98	1,701	59.27	1,169	40.73
95. Nivitigala	2,555	121	4.74	158	6.18	406	15.89	688	26.93	1,373	53.74	1,182	46.26
96. Embilipitiya	4,053	223	5.50	303	7.48	779	19.22	1214	29.95	2,519	62.15	1,534	37.85
97. Kegalle	4,616	524	11.35	465	10.07	973	21.08	1181	25.58	3,143	68.09	1,473	31.91
98. Mawanella	3,876	391	10.09	315	8.13	760	19.61	1084	27.97	2,550	65.79	1,326	34.21
99. Dehiowita	3,869	143	3.70	236	6.10	660	17.06	1070	27.66	2,109	54.51	1,760	45.49
All Island	305,162	32293	10.58	25873	8.48	55116	18.06	77029	25.24	190,311	62.36	114,851	37.64

Source : RD Data 2019, DoE

The results of the English language of G.C.E.(O/L) Examination, 2019 has revealed significant disparities in the performance of candidates across different educational zones. While the Colombo Zone had emerged as the top performer with an impressive 87.29% pass rate and 39.54% securing the highest Grade A, zones like Islands, Thunukai had obtained low pass rates.

Zones in the Western, Central and Southern Provinces, such as Colombo, Kandy, and Galle had consistently secured higher percentages of candidates in top grades, reflecting a satisfactory standard of English Language proficiency. Conversely, several zones in the Northern, Eastern and Central Provinces, including Wilgamuwa, Mullaitivu, Teldeniya, Kilinochchi and Batticaloa West had faced a challenging situation with fewer candidates achieving higher grades and a large number of candidates with low performance. This zonal disparity highlights the need for focused interventions and resource allocation to enhance English Language education in the low performing areas, ensuring equitable access to quality language instruction across all the regions in the country.

1.2.5 Marks Obtained according to Class Intervals

Table 1.5: Marks of Candidates according to Class Intervals.

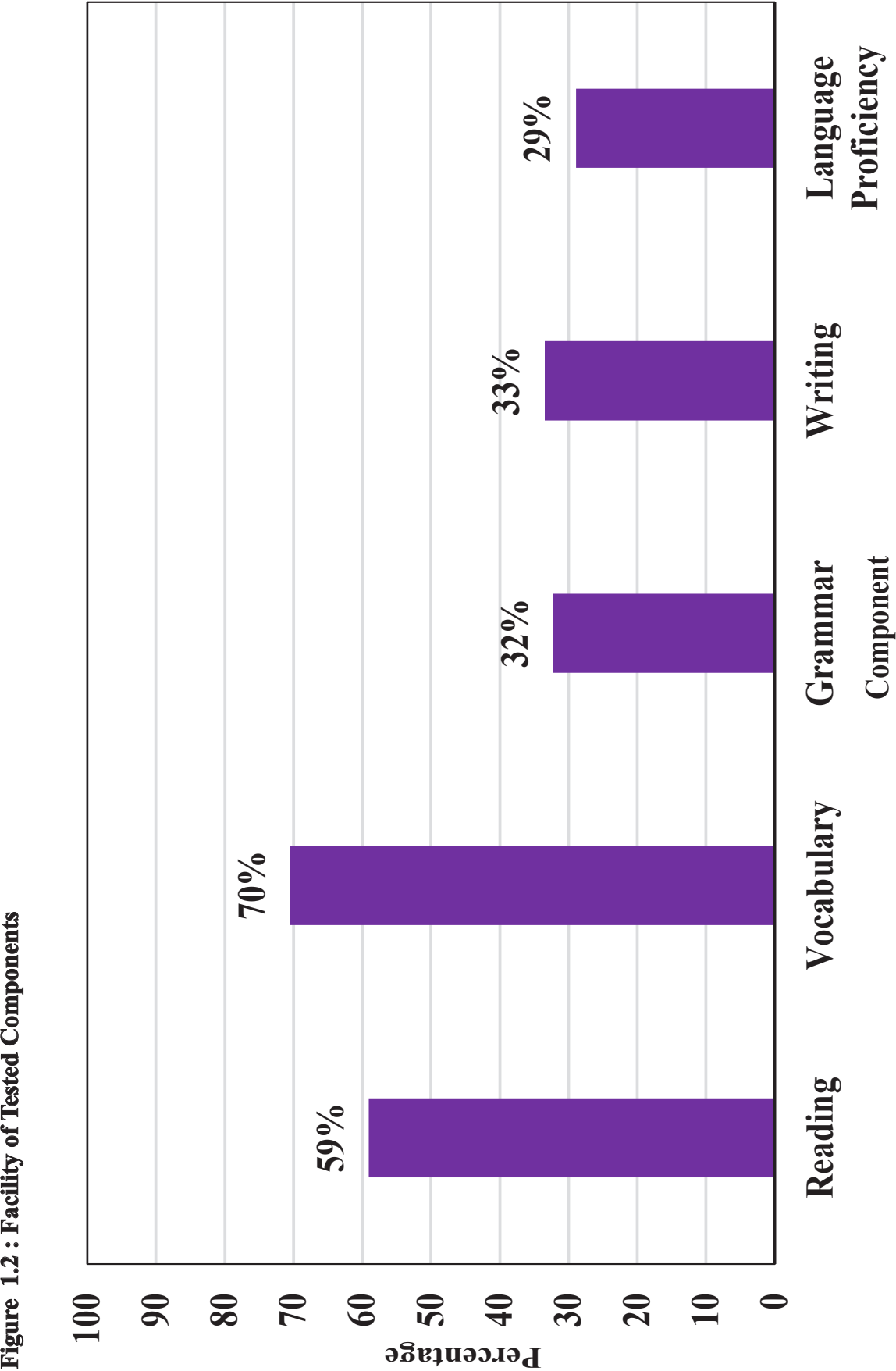
Class Interval	Frequency	Frequency Percentage	Cumulative Percentage	Cumulative Frequency Percentage
91 -100	3,024	0.67	453,115	100.0
81 - 90	15,850	3.50	450,091	99.3
71 - 80	25,944	5.73	434,241	95.8
61 - 70	36,977	8.16	408,297	90.1
51 - 60	55,330	12.21	371,320	81.9
41 - 50	78,056	17.23	315,990	69.7
31 - 40	88,640	19.56	237,934	52.5
21 - 30	76,360	16.85	149,294	32.9
11 - 20	57,168	12.62	72,934	16.1
01 - 10	15,708	3.47	15,766	3.5
00 - 00	58	.01	58	0.0

Source : RD Data 2019, DoE

The 2019 G.C.E.(O/L) English Language results had revealed a concerning performance trend, with the majority of candidates scoring in the lower to middle mark ranges. The class interval with the highest frequency was 31-40 marks, accounting for 19.56% of the candidates, while a mere 0.67% had scored the highest mark range between 91 and 100. Furthermore, the cumulative frequency analysis indicated that approximately 53% of candidates had scored 40 marks or less and around 70% have scored below 51 marks, highlighting the overall low performance. This data highlights the urgent need for comprehensive interventions to develop English language skill concentrating on improving the percentage of candidates achieving higher scores and gradually reducing the high failure rate across the country.

1.3 Analysis of Subject Achievement

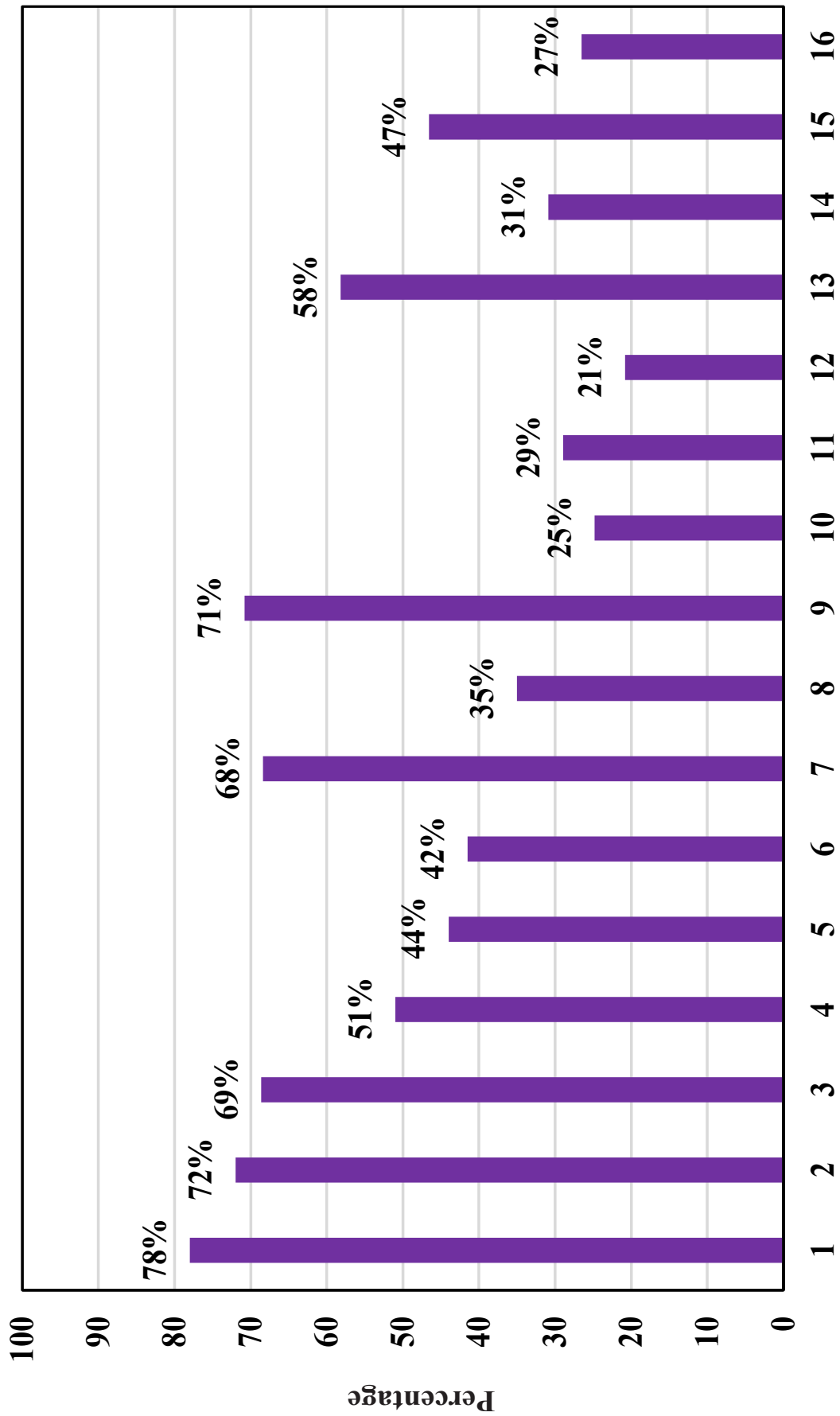
1.3.1 Facility of each Component Tested in the Paper



Source : RD Data of DoE 2019 Collected from RD/16/4/OL Form

1.3.2 Overall Facility of the Tests in Paper I and Paper II

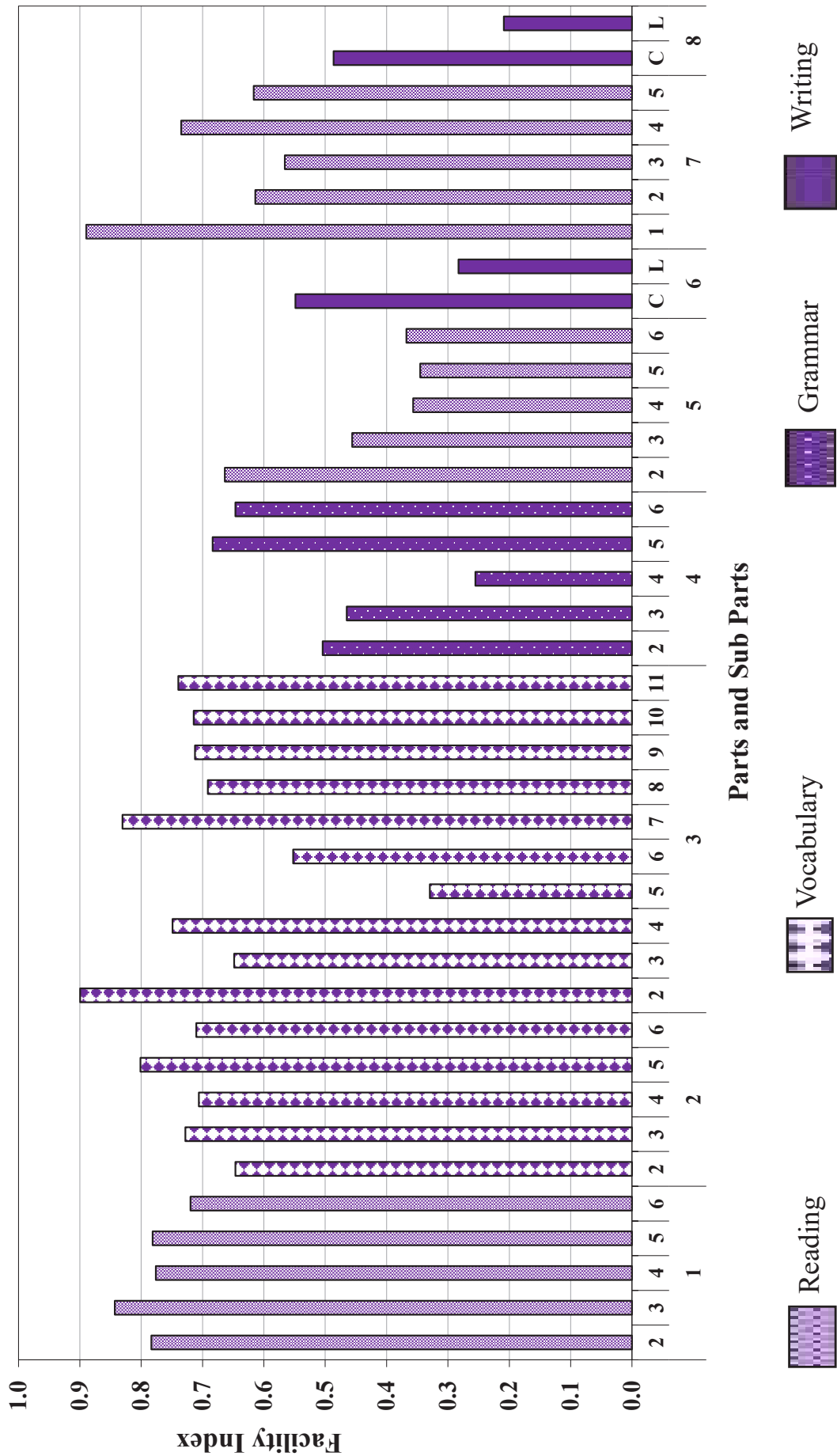
Figure 1.3 : Overall Facility of the Tests



Source : RD Data of DoE, 2019 collected from RD/16/04/OL Form

1.3.3 Achievement in Test of Paper I

Figure 1.4 : Facility Indices of Parts and Sub Parts of Tests in Paper I



Source : RD Data of DoE, 2019 Collected from RD/16/4/OL Form
e.g. According to the Figure 1.4 facility of test 1(6) is 74%, while the facility of test 2(5) is 80%.

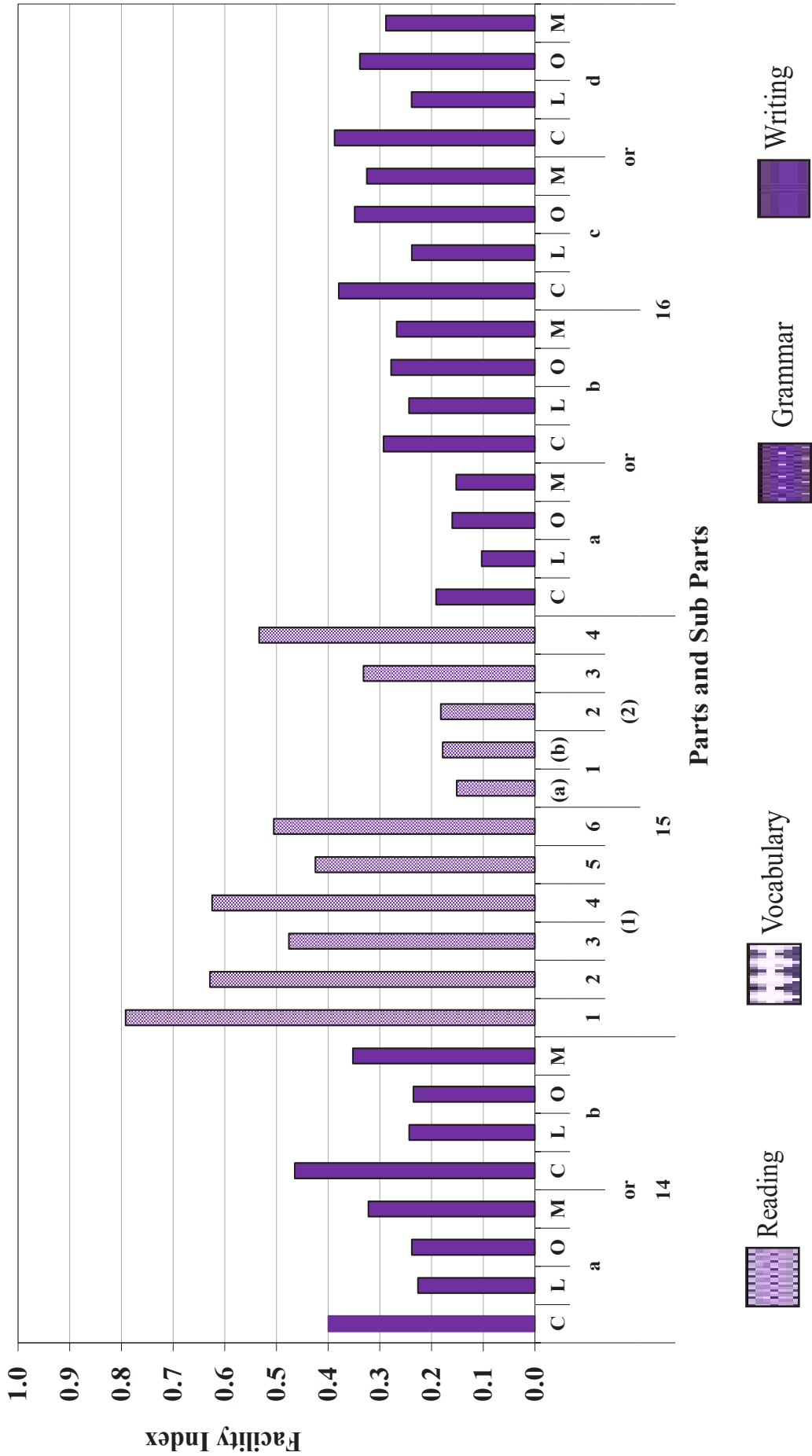
1.3.4 Achievement in Tests of Paper II

Figure 1.5 : Facility Indices of Parts and Sub Parts of Tests in Paper II



Source : RD Data of DoE, 2019 Collected from RD/16/04/OL Form.
e.g. According to the Figure 1.5 facility of test 10(5) is 24% . The facility of test 12(6) is only 4%.

Figure 1.5 : Facility Indices of Parts and Sub Parts of Tests in Paper II



Source : RD Data of 2019, DoE Collected from RD/16/04/OL Form.
e.g. According to the Figure 1.5 facility of test 16 (a) is below 20%.

Part II

2.0 Details of Tests and Answers

2.1 Paper I

2.1.1 Structure of Paper I

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

Table 2.1: Structure of Paper I

Test No.	Component of Testing	Marks Distribution	Total
1	Reading	1x5	05
2	Vocabulary	1x5	05
3	Vocabulary	1/2x10	05
4	Grammar	1x5	05
5	Reading	1x5	05
6	Writing	C-2, L-3	05
7	Reading	1x5	05
8	Writing	C-2, L-3	05

Source : G.C.E. (O/L) Marking Scheme 2019

2.1.2 Evaluation of Paper I in a Nutshell

Paper I of the G.C.E.(O/L) English Language, 2019 consists of eight tests measuring the language skills of reading and writing including vocabulary and grammar. The facility indices suggest that candidates had found the vocabulary and reading comprehension sections relatively easier compared to grammar and writing tasks.

Test 1, which focused on reading skills, emerged as the easiest task with an overall facility of 78%, indicating that a significant proportion of candidates could comprehend and answer questions based on written passages effectively. Similarly, Tests 2 and 3, assessing vocabulary skills, had displayed high facility indices of 72% and 69%, respectively, showcasing the candidates' strength in this area.

In contrast, the most challenging component for the candidates had been grammar, and it is evident from the overall facility of 32% in this particular component. Test 4, which had specifically assessed grammar knowledge, had a facility index of 51%, implying that nearly half of the candidates had struggled to respond to grammatical concepts and their application.

Writing skills also had proved to be a stumbling block for many candidates, with an overall facility of 33%. Test 8, which had assessed writing abilities, had a facility index of 35%, indicating that a substantial number of candidates had faced difficulties in expressing themselves coherently and effectively in written form.

The data indicates that candidates had made concerted efforts to attempt all questions, irrespective of their perceived difficulty levels.

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

* Observations and comments on the answers to questions in Paper I are based on Figures 1.2, 1.3 and 1.4 given on pages 9,10 and 11 respectively.

Objective : *Assess the ability to extract specific information from various types of simple texts*

Technique : *Matching*

● Test 1- Reading

○ Test 1

Match the following notices with the places given below. Write the letter of the most suitable notice in the given box. *The first one is done for you.*

Notices

HANDLE WITH CARE	REFERENCE ONLY	TAKE OFF YOUR SHOES	RESERVED FOR PREGNANT MOTHERS	CAUTION! MEN AT WORK	NO BATHING ROUGH SEA
(a)	(b)	(c)	(d)	(e)	(f)

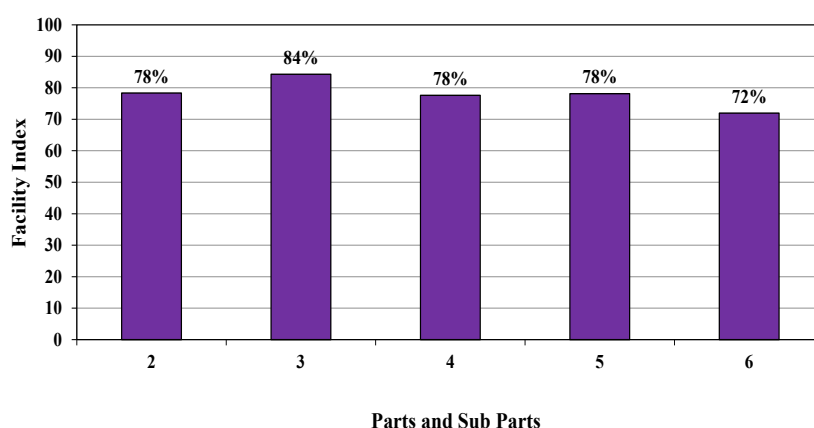
Places

- (1) On a box full of glassware
- (2) At a building site
- (3) On a beach
- (4) In a bus
- (5) At a temple
- (6) In a library

- | |
|---|
| a |
| e |
| f |
| d |
| c |
| b |

Observations and Comments on Test 1

Figure 2.1: Facility for Parts of Test 1



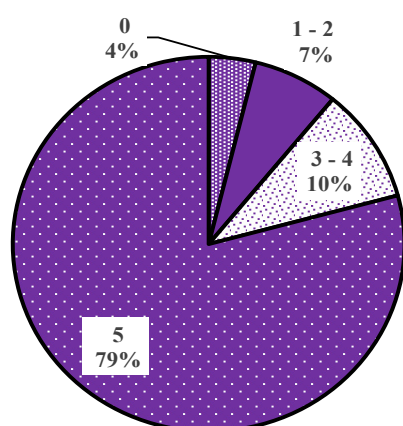
Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Test 1 is based on Reading. Facility recorded for Parts of Test 1 is as follows.

- Part (2) - 78%
- Part (3) - 84%
- Part (4) - 78%
- Part (5) - 78%
- Part (6) - 72%

Figure 2.1 shows that the facility of all Parts is over 70%. The overall facility of Test 1 is relatively high ranging from 72% to 84%. The highest facility of 84% is recorded for Part 3 while the lowest facility of 72 % is recorded for Part 6.

Figure 2.2: Distribution of Marks Obtained in Test 1



Source: RD Data of 2019 DoE, Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 1. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5	marks	-	79%
3 - 4	marks	-	10%
1 - 2	marks	-	7%
0	marks	-	4%

Figure 2.2 indicates that the percentage of candidates obtained full marks for Test 1 is 79% , while 10% of candidates have scored marks from 3 - 4. Out of the total number, 7% of candidates have scored marks from 1 -2 while 4% of candidates have obtained zero marks.

COMMENTS:

Test 1 is focused on extracting necessary information from various types of texts under Competency 5 which is related to the reading skill. This specifically assesses the Competency Level 5.2 which tests the ability of candidates to extract specific information from various types of texts.

The candidates have responded to the task successfully. The text type is notices and the testing technique is matching notices with places. The interpretation of the performance of candidates indicates 78% of the overall facility. To enhance this competency, the teachers could introduce activities to understand notices and use visual clues to extract specific information. In addition, teachers could introduce language games like scavenger hunts, information gap activities and activities responding to short instructions where students use the technique of matching to complete a task.

Test 2 - Vocabulary

Objective : Assess the ability to use Nouns, Verbs, Adjectives and Adverbs appropriately

Technique : Gap filling

Test 2

Fill in the blanks in the following dialogue. Use the words given in the box. Write the letter of the correct word in the space given. *The first one is done for you.*

Rashmi : Wow! What a lovely photograph! Is this your family?

Ajani : Yes, it was taken at my sister's (1)**c**..... . Who do you (2)**e**..... is sitting next to me?

Rashmi : Mmm... it must be your (3)**a**..... sister.

Ajani : Yes, you are right.

Rashmi : Two of you look the same. And you both are wearing (4) ..**b**....., aren't you? Is the boy wearing the red (5)**f**..... your elder brother?

Ajani : No, he is the youngest. But he is very (6)**d**.....

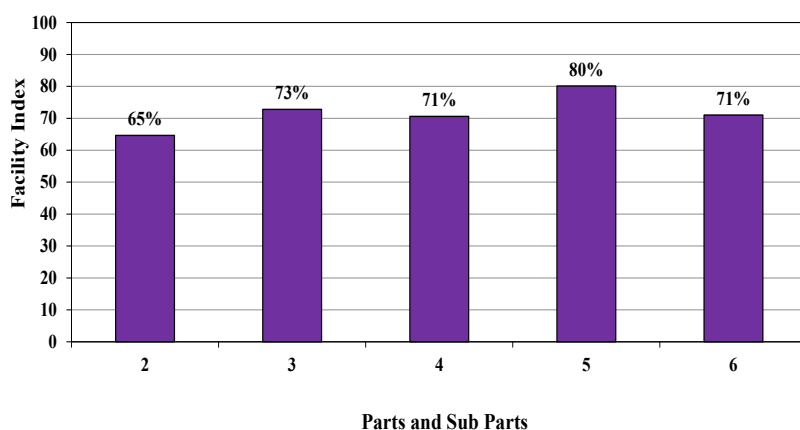
Rashmi : Your father and mother still look very young, don't they?

Ajani : Of course, thank you for the compliment.

- | |
|------------------------|
| (a) twin |
| (b) frocks |
| (c) wedding |
| (d) tall |
| (e) think |
| (f) shirt |

Observations and Comments on Test 2

Figure 2.3: Facility for Parts of Test 2



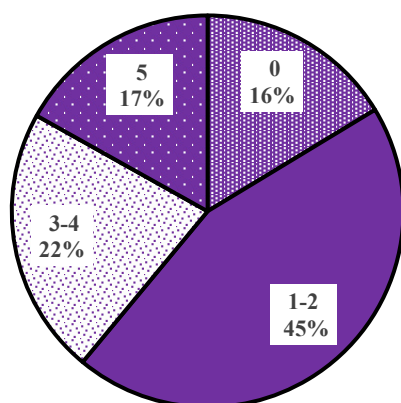
Test 2 is based on Vocabulary. Facility recorded for Parts of Test 2 is as follows.

- Part (2) - 65 %
- Part (3) - 73%
- Part (4) - 71%
- Part (5) - 80%
- Part (6) - 71%

Source: RD Data of 2019 DoE, Collected from RD/16/3/OL Form

Figure 2.3 indicates that the facility of all Parts is over 65%. The overall facility of Test 2 ranged from 65% to 80%, indicating a moderate level of difficulty. The highest facility of 80 % is recorded for Part 5 while the lowest facility of 65 % is recorded for Part 2.

Figure 2.4: Distribution of Marks Obtained in Test 2



Source: RD Data of 2019 DoE, Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 2. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	17 %
3- 4 marks	-	22 %
1-2 marks	-	45 %
0 marks	-	16 %

Figure 2.4 indicates that the percentage of candidates obtained full marks for Test 2 is 17% while 22% of candidates have scored marks from 3 - 4. Out of the total number, 45% of candidates have scored marks from 1 -2 while 16% of candidates have obtained zero marks.

COMMENTS:

Test 2 assesses the ability to enrich vocabulary using words appropriately and accurately to convey precise meaning in keeping with Competency 4 which is related to vocabulary. This test is specifically based on Competency Level 4.7 focusing on the ability to use nouns, verbs adjectives and adverbs appropriately. The overall facility of 72% indicates that most students have completed the test successfully.

The test type is a dialogue and the testing technique is gap – filling. The test requires students to use words appropriately in a given context. Acquisition of vocabulary can be reinforced using word maps, vocabulary self – correction strategies and multimedia resources which engage students in meaningful conversations. In addition, new vocabulary could be introduced using language games such as Word Snake, Bingo, Fastest Finger, etc.

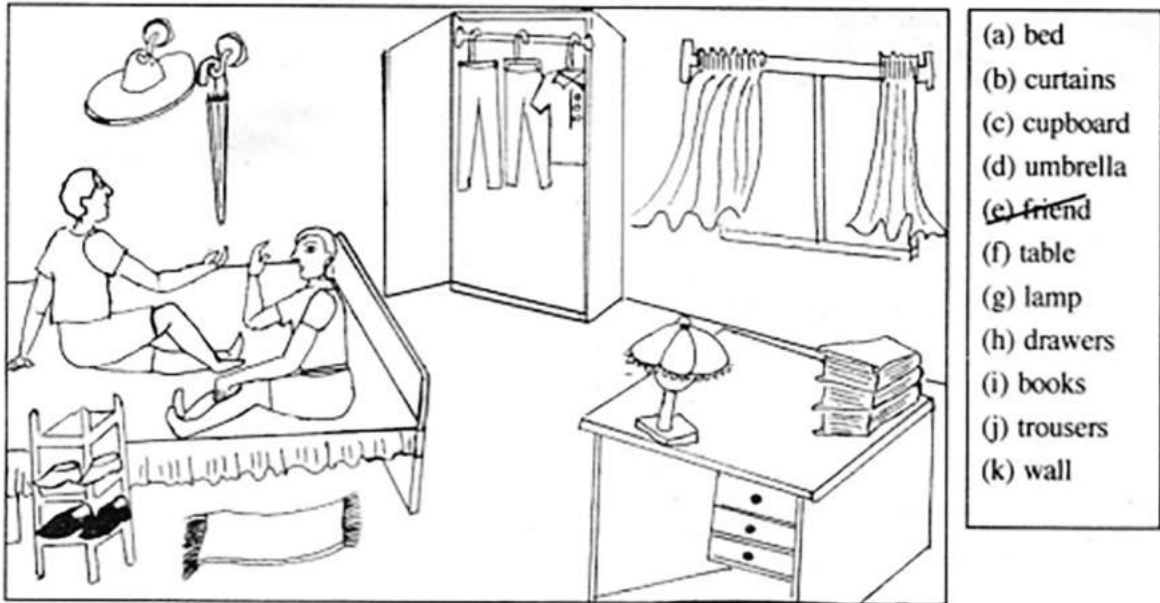
● Test 3 - Vocabulary

Objective : Assess the ability to build up vocabulary using words appropriately and accurately to convey precise meaning.

Technique : Gap filling.

▷ Test 3

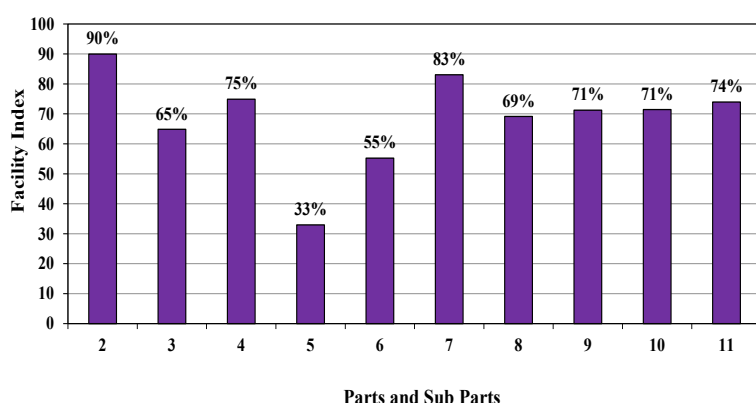
Study the picture given below. Fill in the blanks in the paragraph using the words given in the box. Write the letter of the correct word in the blank. *The first one is done for you.*



This picture shows Chatura's room. His (1)**e**....., Isuru is sitting near him on his (2)**a**.... . There is a (3)**f**.... with three (4)**h**.... in the room. A pile of (5)**i**.... and the (6)**g**.. he uses to study can also be seen here. The (7)**b**.... of the window are partly open. In the (8)**c**...., he has hung a shirt and two pairs of (9) ... **j**... . There is a cap and an (10)**d**... on the hangers fixed to the (11)**k**.. . There are two pairs of shoes on the shoe rack. One is white and the other is black. Chatura keeps his room neat and tidy.

Observations and Comments on Test 3

Figure 2.5: Facility for Parts of Test 3



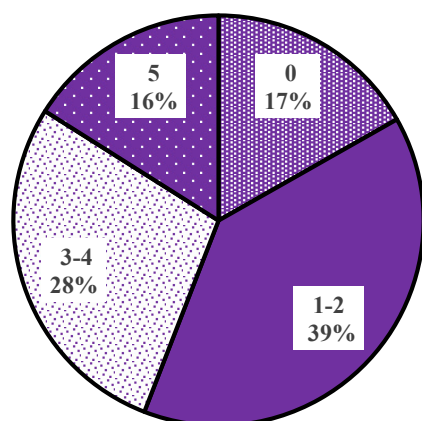
Source: RD Data of 2019 DoE, Collected from RD/16/4/OL Form

Test 3 is based on Vocabulary. Facility recorded for Parts of Test 3 is as follows.

Part (2)	- 90%
Part (3)	- 65%
Part (4)	- 75%
Part (5)	- 33%
Part (6)	- 55%
Part (7)	- 83%
Part (8)	- 69%
Part (9)	- 71%
Part (10)	- 71%
Part (11)	- 74%

Figure 2.5 indicates that the overall facility of Test 3 ranged from 33% to 90%, indicating a wide variation in difficulty levels among the items. The highest facility of 90% is recorded for Part 2, while the lowest facility of 33 % is recorded for Part 5. Except Part 5, the facility of all the other Parts is above 50%.

Figure 2.6: Distribution of Marks Obtained in Test 3



Source: RD Data of 2019 DoE, Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 3. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	- 16 %
3- 4 marks	- 28 %
1-2 marks	- 39%
0 marks	- 17%

Figure 2.6 indicates that the percentage of candidates obtained full marks for Test 3 is 16% while 28% of candidates have scored marks from 3-4. Out of the total number, 39% of candidates have scored marks from 1 and 2 while 17% of candidates have obtained zero marks.

COMMENTS:

Test 3 is focused on building up vocabulary using words appropriately and accurately to convey precise meaning under Competency 4. The technique used is to fill the gaps of the description of a picture from a list of words given.

Acquiring vocabulary can be improved providing more opportunities for students to describe visual aids such as pictures, diagrams and illustrations using appropriate words related to the context. In addition to that teachers could also do activities to identify and use different word classes to reinforce acquisition of vocabulary. Further, teachers can use approaches like think-pair-share activities, where students discuss and describe visuals with partners or creating word banks specific to different visual prompts to enhance vocabulary acquisition and visual literacy skills.

● Test 4 - Grammar and Language Functions

Objective : Assess the ability to construct sentences

Technique : Gap Filling.

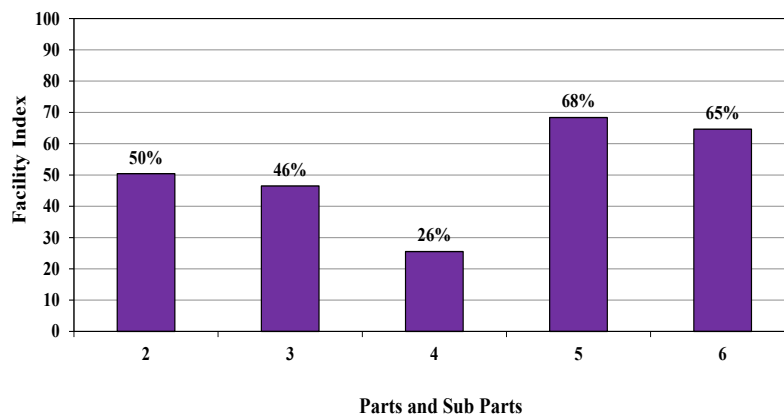
☞ Test 4

Each underlined word in the following text is **incorrect**. Write the correct word in the space provided. *The first one is done for you.*

The grade nine students of our school have planned (1) **had**
to play a cricket match yesterday. Everyone were (2) **was**
present in time. However, just before a match, it (3) **the / this/that**
started raining. They waited at least of two hours, (4) **for**
but the rain did not stopped. They were very (5) **stop**
sadly. At the end, they decided to play cricket on (6) **sad**
the following day.

Observations and Comments on Test 4

Figure 2.7: Facility for Parts of Test 4



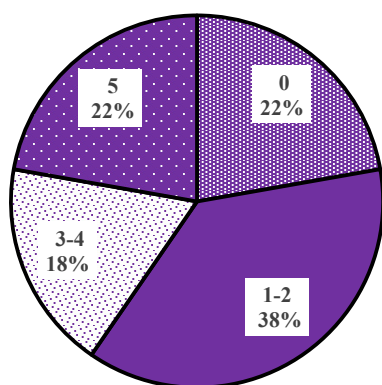
Test 4 is based on Grammar. Facility recorded for Parts of Test 4 is as follows.

Part (2) - 50 %
Part (3) - 46%
Part (4) - 26%
Part (5) - 68%
Part (6) - 65%

Source: RD Data of 2019 DoE, Collected from RD/16/4/OL Form

Figure 2.7 shows that the overall facility of Test 4 ranged from 26% to 68%, indicating a wide variation in difficulty levels among the Parts. The highest facility of 68% is recorded for Part 5, while the lowest facility of 26 % is recorded for Part 4.

Figure 2.8: Distribution of Marks Obtained in Test 4



Source: RD Data of 2019 DoE, Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 4. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	- 22 %
3- 4 marks	- 18 %
1-2 marks	- 38%
0 marks	- 22%

Figure 2.8 indicates that the percentage of candidates obtained full marks for Test 4 is 22% while 18% of candidates have scored marks from 3-4. Out of the total number, 38 % of candidates have scored marks from 1-2 while 22% of candidates have obtained zero marks.

COMMENTS:

Test 4 assesses the competency to use English grammar for the purpose of accurate and effective communication under Competency 6 which is related to grammar and language functions. This test is specifically based on Competency Level 6.1 focusing on the ability to construct simple sentences.

The overall facility of the Test 4 is 52% which indicates that many students have faced challenges in constructing grammatically correct simple sentences. Facility of part 4 indicates specific difficulties in identifying the correct use of prepositions in a context and replacing it with the appropriate one.

To enhance this competency teachers could provide explicit instructions on sentence structure, parts of speech and their appropriate usage. Additionally, more practice with error correction and editing activities could be beneficial.

● Test 5- Reading

Objective : Assess the ability to extract information from various types of simple texts and transfer information in to other forms.

Technique : Transferring information.

○ Test 5

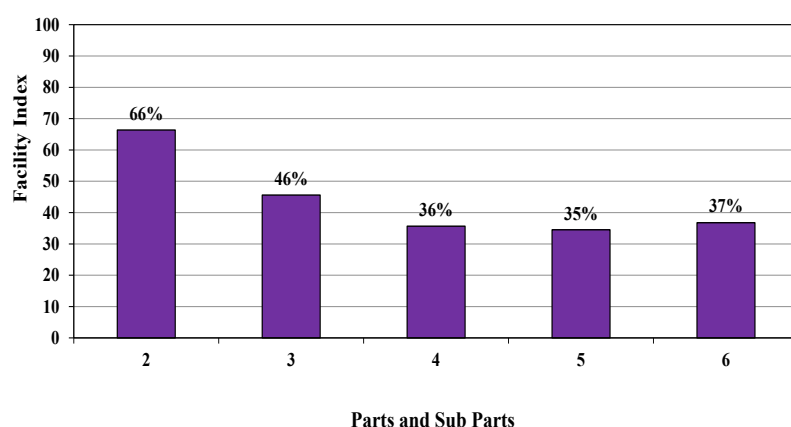
Read the dialogue between Geeth and his uncle. Write the necessary information in the space given below. *The first one is done for you.*

- Geeth** : How was the trip, uncle?
Uncle : It was great. Our office 'Environment Club' organized it.
Geeth : Where did you go this time?
Uncle : This year, we selected a small island in Puttalam. Have you ever been to an island?
Geeth : Never, but I would love to.
Uncle : Don't worry. I'll take you there during the next vacation.
Geeth : By the way, how did you go there?
Uncle : We hired a van, and it took 5 hours for us to reach a town close to the island. We spent the night in the circuit bungalow and went to see the island in the morning on a boat.
Geeth : Wow! A boat ride?
Uncle : Yes, one hour ride in the calm sea. The village we visited in the island was very small. Grama Niladhari said it had 105 people. Fishing is what they do for living. Also, I saw some women making beautiful ornaments with seashells. They make money by selling them to tourists.
Geeth : Isn't there a school for children there?
Uncle : Well, there is a very small school with a few teachers. That is all.

- (1) The trip was organized by : **Environment club**
(2) The place visited : **a small island(in Puttalam)/(an/the) island**
(3) Mode of travelling from the circuit bungalow to the island : **on a boat/(a/the) boat**
(4) Main livelihood of people : **fishing**
(5) Population of the village : **105 people/105**
(6) The ornaments were sold to : **tourist(s)**

Observations and Comments on Test 5

Figure 2.9: Facility for Parts of Test 5



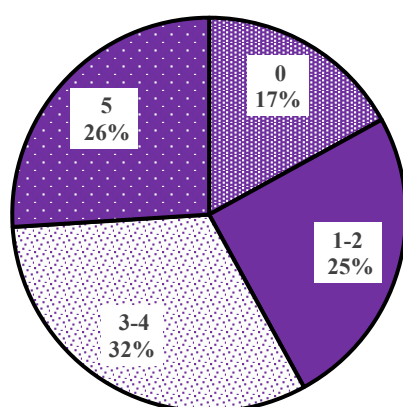
Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Test 5 is based on Reading. Facility recorded for Parts of Test 5 is as follows.

Part (2)	- 66 %
Part (3)	- 46%
Part (4)	- 36%
Part (5)	- 35%
Part (6)	- 37%

Figure 2.9 shows that the overall facility of Test 5 ranged from 35% to 66%, indicating a moderate to low level of difficulty. The highest facility of 66 % is recorded for Part 2, while the lowest facility of 35% is recorded for Part 5.

Figure 2.10: Distribution of Marks Obtained in Test 5



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

All the candidates have attempted Test 5. A total of 05 marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	- 26 %
3- 4 marks	- 32 %
1-2 marks	- 25%
0 marks	- 17%

Figure 2.10 indicates that the percentage of candidates obtained full marks for Test 5 is 26%, while 32% of candidates have scored marks from 3-4. Out of the total number, 25% of candidates have scored marks from 1-2 while 17% of candidates have obtained zero marks.

COMMENTS:

Test 5 assesses the Competency 5 which is focused on extracting necessary information from various types of texts. This specifically assesses the Competency Levels 5.2 and 5.3 which test the ability to extract information from various types of simple texts and transfer information into other forms respectively. The text type is a dialogue and the testing technique is transferring information.

To enhance these competency levels, teachers could provide more practice with various dialogue formats and give explicit instructions on identifying and transferring key information from dialogues to simple passages or to other forms such as charts or summaries, along with information gap activities to complete a task.

● Test 6- Writing

Objective : Assess the ability to use English appropriately and accurately for official purposes.

Technique : Writing a notice.

○ Test 6

You are the Secretary of the English Literary Association of your school. You have organized a singing competition in English. Write a notice inviting all the students of Grade 09 to watch the event. Use about 40 - 50 words.

Include: - date, time and place of the competition

.....

NOTICE

.....

The English Literary Association of Pubudu Maha Vidyalaya has organized a singing competition in English. It will be held on 2nd of January, 2020 at 2.00 p.m. in the school main hall.

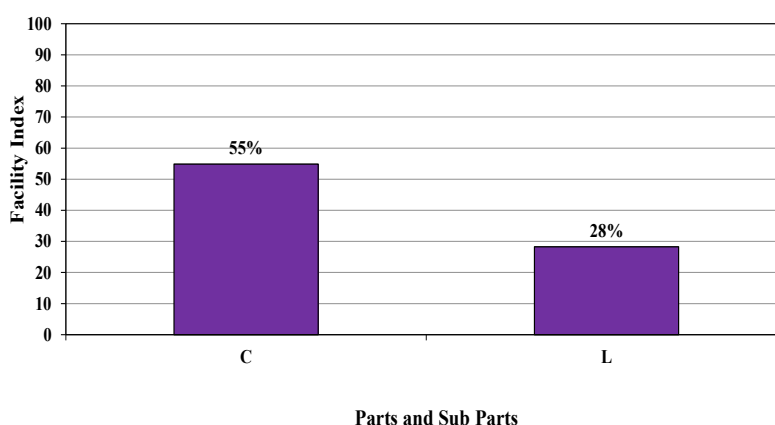
All the students of Grade 9 are invited to watch the event.

Secretary

English Literary Association

Observations and Comments on the Test 6

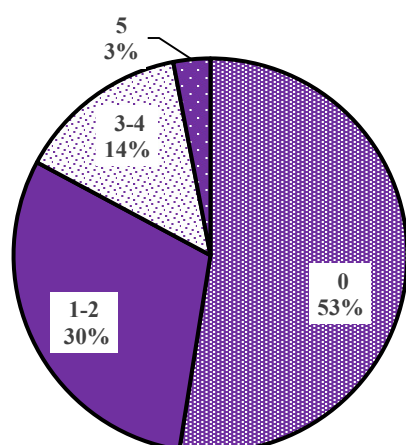
Figure 2.11: Facility for Parts of Test 6



Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Test 6 assesses the skill of "Using English creatively and innovatively in written communication" through the testing technique of writing a notice. The content and language aspects of this test have facilities of 55% and 28%, respectively. According to Figure 2.11 the candidates have scored more marks for the content than language although more marks are allocated for the language.

Figure 2.12: Distribution of Marks Obtained in Test 6



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 6. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	3 %
3- 4 marks	-	14 %
1-2 marks	-	30%
0 marks	-	53%

Figure 2.12 indicates that the percentage of candidates obtained full marks for Test 6 is 3%, while 17% of the candidates have scored above 3 marks for this test. Out of the total number 30% of candidates have scored marks from 1-2 while 53% of candidates have obtained zero.

COMMENTS:

Test 6 is focused on assessing the ability to use English creatively and innovatively in written communication under Competency 7. This specifically assesses the Competency Level 7.7 which tests the ability to write for official purposes.

The low facility for the language aspect 28% indicates that students have difficulties in using appropriate language when writing for official purposes. To improve this competency teachers could provide the students more opportunities to practise different types of writing activities for official communication such as notices, announcements, notes, etc. Modelling and providing exemplary samples of official writing of notes, notices and announcements and peer reviewing and editing activities or creating real life scenarios can also be used to reinforce these skills.

● Test 7- Reading

Objective : Assess the ability to extract information from various types of simple texts

Technique : MCQs.

○ Test 7

Read the passage and answer the questions.

It was a beautiful, warm Saturday in October, and Sanduni's family had decided to have a picnic. Sanduni was helping her mother to get the picnic table ready for their lunch when the two of her married sisters arrived.

"Happy Birthday, mother!" they said as they handed over their brightly coloured birthday presents.

- 5 Sanduni had totally forgotten that it was her mother's fifty-fourth birthday. She quickly decided to find a present that would show her mother how much she loved. She ran upstairs to her bedroom and pulled her piggy bank down from its shelf and opened it. No coins fell out, but as she put her fingers inside, she felt a single piece of paper. It was a hundred rupee note.

- 10 She picked it and ran to the gift store next to the shopping centre. As she looked at the pretty dishes and other household items, she **realized** that her hundred rupees wouldn't be enough to buy what she wanted. Suddenly she saw a pretty red flower. It was just the price; ninety nine rupees! She took the flower to the cashier and gave the hundred rupee note.

"Is that all the money you have?" asked the cashier.

- 15 "Yes", she said, "just enough to buy this present for my mother." "I'm sorry dear. This gift costs more than what you have. With sales tax, it costs 108 rupees."

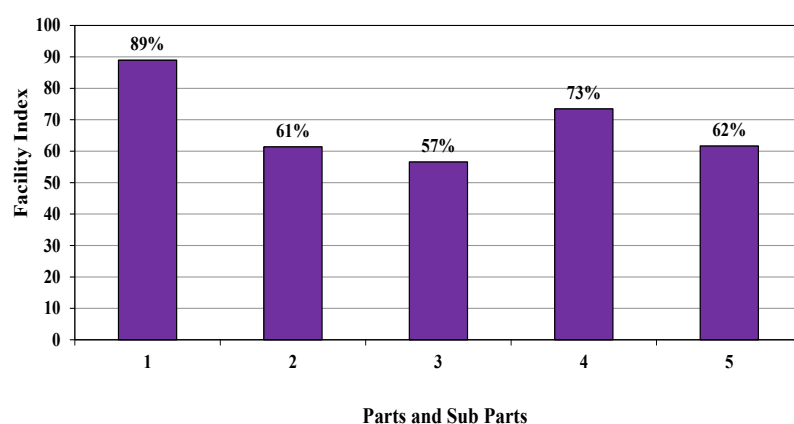
Sanduni felt tears gathering in her eyes. She didn't understand sales tax, but all she understood was that she wouldn't be able to give that beautiful present to her mother.

Underline the most suitable answer.

- (1) Whose birthday falls in October?
(a) Sanduni's (b) Sanduni's mother's (c) Sanduni's younger sister's
- (2) What was Sanduni doing when her sisters arrived?
(a) preparing the picnic table (b) having lunch (c) getting ready for the birthday
- (3) How much money did the piggy bank have?
(a) less than 100 rupees (b) more than 100 rupees (c) exactly 100 rupees
- (4) The gift that Sanduni selected was
(a) a red flower. (b) a pretty dish. (c) a household item.
- (5) The word 'realized' in line 10 means
(a) guessed. (b) understood. (c) doubted.

Observations and Comments on Test 7

Figure 2.13: Facility for Parts of Test 7



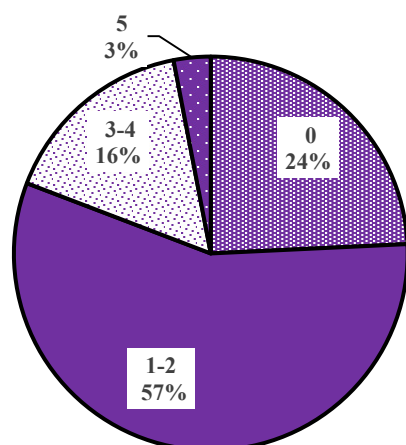
Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Test 7 is based on Reading. Facility recorded for Parts of Test 7 is as follows.

- Part (1) - 89%
- Part (2) - 61%
- Part (3) - 57%
- Part (4) - 73%
- Part (5) - 62%

Figure 2.13 indicates that the facility of all Parts is over 50%. The overall facility of Test 7 ranged from 57% to 89%, indicating a moderate level of difficulty. The highest facility of 89 % is recorded for Part 1 while the lowest facility of 57 % is recorded for Part 3.

Figure 2.14: Distribution of Marks Obtained in Test 7



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 7. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	3 %
3- 4 marks	-	16 %
1-2 marks	-	57%
0 marks	-	24%

Figure 2.14 indicates that the percentage of candidates obtained full marks for Test 7 is 3% and 19% of the candidates have scored above 3 marks for this test. Out of the total number, 57% of candidates have scored marks from 1-2 while 24% of candidates have scored zero.

COMMENTS:

Test 7 is focused on assessing the ability to extract necessary information from various types of texts under Competency 5 which is related to the reading skill. This specifically assesses the Competency Level 5.2 which tests the ability to extract specific information from various types of simple texts. The text type is a narrative and the technique used is MCQ.

Overall facility for this test is 68%. It indicates that the understanding the text is above moderate level. To enhance this competency, teachers could provide more practice with various simple and short narrative text types and explicit instructions on identifying and extracting specific details from texts of these types. Simple reading activities where students carefully identify narrative texts from familiar sources for key details further help develop this reading skill.

● Test 8- Writing

Objective : Assess the ability to write simple compositions on different types of topics.

Technique : Writing a text.

○ Test 8

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

(a) The place where I live

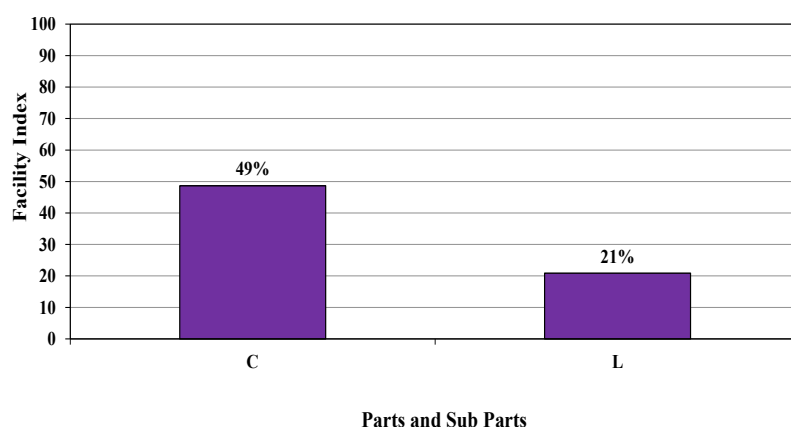
(b) How I spend my free time

How I spend my free time

I do many activities when I am free. Usually I help my mother with all the household work such as cleaning, washing, cooking etc. I enjoy reading story books, specially detective stories. Sometimes, I watch television programmes too. I like cartoons and children's programmes. Every evening I spend sometime playing with my little sister.

Observations and Comments on Test 8

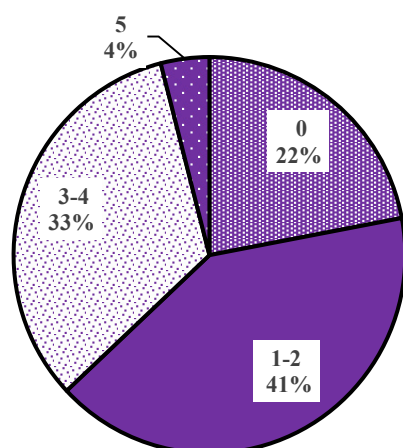
Figure 2.15: Facility for Parts of Test 8



Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

The Test 8 assesses the skill of using English creatively and innovatively in written communication. The testing technique used is writing a descriptive text. Figure 2.15 shows that the content and language aspects of this test have facilities of 49% and 21%, respectively. Accordingly, the candidates have scored more marks for the content than language, although more marks are allocated for the language. The marking scheme has specified criteria to award 2 marks for the content and 3 marks for language out of total score of 5 marks allocated for Test 8.

Figure 2.16: Distribution of Marks Obtained in Test 8



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 8. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	4 %
3- 4 marks	-	33 %
1-2 marks	-	41%
0 marks	-	22%

Figure 2.16 indicates that the percentage of candidates obtained full marks for Test 8 is 4% while 33% of candidates have obtained marks from 3-4. Out of the total number, 41% of candidates have scored marks from 1-2 while 22% of candidates have obtained zero marks.

COMMENTS:

Test 8 is focused on the ability to use English creatively and innovatively in written communication under Competency 7 which is related to writing skill. In this instance it specifically assesses the Competency Level 7.5 which tests the ability to write simple compositions on different types of topics. The text type is a descriptive text based on free writing.

The low facility of 49% for content and 21% for language suggest that students have difficulties expressing their ideas effectively using appropriate language when writing descriptive texts. To enhance this competency, teachers could provide more opportunities for students to practise descriptive writing using simple texts, with explicit instructions on developing content appropriately and language accurately.

2.2 Paper II

2.2.1 Structure of Paper II

- * Time allocated for Paper II is two hours.
- * Paper II includes eight tests and all tests are compulsory. Test 14 has two tasks whereas Test 16 has four.
- * The total marks allocated for Paper II is 60.

Table 2.2: Structure of Paper II

Test No	Component of Testing	Marks Distribution	Total
9	Vocabulary	1x5	05
10	Grammar	1x5	05
11	Language Proficiency	1/2x14	07
12	Grammar	1x5	05
13	Reading	1x5	05
14	Writing	C-3,L-3,O-2,M-2	10
15	Reading	Task 1 - 1/2 x 6 = 3 Task 2 (1) 1x2 = 2 (2) 1x1 = 1 (3) 1x1 = 1 (4) 1x1 = 1	08
16	Writing	C-5,L-5,O-2,M-3	15

Source: G.C.E (O/L) Marking Scheme 2019

2.2.2 Evaluation of Paper II in a Nutshell

Paper II of the G.C.E.(O/L) English language, 2019 consists of eight tests measuring the language skills of reading and writing including vocabulary, grammar and language proficiency.

The easiest test for the candidates was Test 9, which assessed their vocabulary skills. With an overall facility of 71%, a significant proportion of candidates had demonstrated proficiency in this area, indicating their strength in understanding and applying vocabulary concepts in a given context.

The most challenging test for the candidates was Test 12, which evaluated their grammar skills. With an overall facility of 21%, this test had proved to be the most difficult, highlighting the candidates' struggles with grammatical concepts and their application in the context of the examination.

The data in graph 3 suggests that the candidates exhibited high proficiency in vocabulary skills, as evident from the overall facility of 70% in this area. However, their performance in grammar skills was relatively low, with an overall facility of 32%, indicating a need for targeted interventions to improve their grammatical competence in achieving language proficiency.

The data on the distribution of scores across different mark categories provides insights into the candidates' performance in each test. Overall, the data from Paper II reinforces the observations made from Paper I, emphasizing the need for targeted interventions to enhance the candidates' grammar and writing skills. While vocabulary and reading comprehension had emerged as areas of strength, the relatively low performance in grammar and writing indicates the necessity for focused instructional support to improve the overall language proficiency of the candidates.

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

* Observations and comments on the answers to questions in Paper II are based on Figure 1.2, 1.3 and 1.5 given on pages 9, 10, 12 and 13 respectively.

● Test 9- Vocabulary

Objective : Assess the ability to use nouns, verbs adjectives and adverbs appropriately

Technique : Gap filling.

Test 9

Read the text and **underline** the most suitable word given within brackets. *The first one is done for you.*

Once a month, I go to the public library in my town. Last week, I visited the library and (1) ((a) bought (b) borrowed (c) provided) a book from the lending section.

"How long can I (2) ((a) keep (b) lend (c) save) the book?"

I (3) ((a) asked (b) told (c) spoke) the lady at the lending section.

The book I found was a novel written by a British author.

The (4) ((a) title (b) caption (c) heading) of the novel was *Invisible Man*.

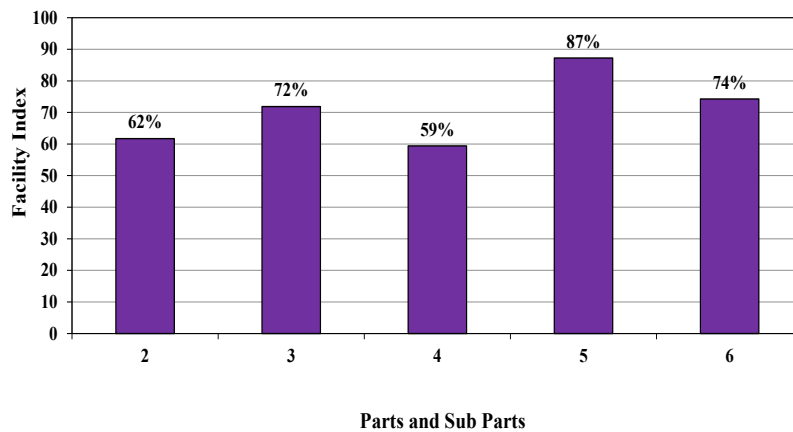
It was a small book with (5) ((a) pretty (b) handsome (c) beautiful)

pictures. It took one week for me to (6) ((a) finish (b) end (c) close)

reading the book as I was very busy. However, I enjoyed the book very much.

Observations and Comments on Test 9

Figure 2.17: Facility for Parts of Test 9



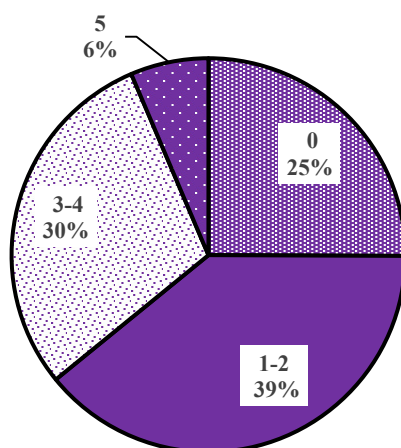
Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Test 9 is based on Vocabulary. Facility recorded for Parts of Test 9 is as follows.

Part (2) -	62 %
Part (3) -	72%
Part (4) -	59%
Part (5) -	87%
Part (6) -	74%

Figure 2.17 indicates that the facility of all Parts of Test 9 is over 50%. The overall facility of Test 9 ranged from 59% to 87%, indicating a moderate level of difficulty. The highest facility of 87% is recorded for Part 5 while the lowest facility of 59 % is recorded for Part 4.

Figure 2.18: Distribution of Marks Obtained in Test 9



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 9. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	6 %
3- 4 marks	-	30 %
1-2 marks	-	39%
0 marks	-	25%

Figure 2.18 shows that the percentage of candidates obtained full marks for Test 9 is 6% while 30% of candidates have scored marks from 3-4. Out of the total number, 39% of candidates have scored marks from 1-2 while 25% of candidates have obtained zero marks.

COMMENTS:

Test 9 is focused on assessing the ability to use nouns, verbs, adjectives and adverbs appropriately under Competency 4 which is related to enriching vocabulary. This specifically assesses the Competency Level 4.7 which tests the ability to use nouns, verbs, adjectives and adverbs appropriately.

The overall facility of the test ranged from 59% to 87% indicating that most students have found this test relatively easy to moderate in difficulty. The highest facility was 87% for Part 5. To enhance the vocabulary of nouns, adjectives, verbs and adverbs, teachers could provide more contextualized examples and practice using different parts of speech appropriately. They can explicitly teach common collocations and proper use of nouns, adjectives, verbs and adverbs accurately and appropriately and assign writing tasks that require use of varied vocabulary accurately.

● **Test 10 - Grammar & Language Functions.**

Objective : Assess the ability to use reported speech accurately in a context

Technique : Sentence completion.

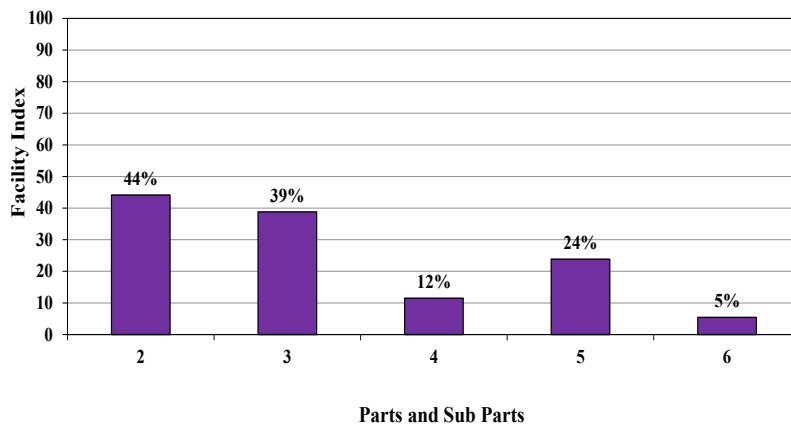
Test 10

Ravi, Pasan and Naveen went to see a movie yesterday. Given below are some statements/questions from the conversation that took place among them after the movie. Rewrite each of them using reported speech. *The first one is done for you.*

- (1) Ravi : "It is a fantastic movie."
Ravi said that **it was a fantastic movie.**
- (2) Pasan : "It is the best movie I have ever seen."
Pasan said that it was the best movie **(that)he had ever seen**
- (3) Naveen : "I am glad that I saw it."
Naveen said he was glad that **he had seen it/he saw it**
- (4) Pasan : "Ravi, did you like the ending?"
Pasan asked Ravi if **he liked the ending/he had liked the ending**
- (5) Ravi : "I will ask my brother to see it as well."
Ravi said that **we would ask his brother to see it as well**
- (6) Naveen : "What is the name of the main actress?"
Naveen wanted to know what **the name of the main actress was**

Observations and Comments on Test 10

Figure 2.19: Facility for Parts of Test 10



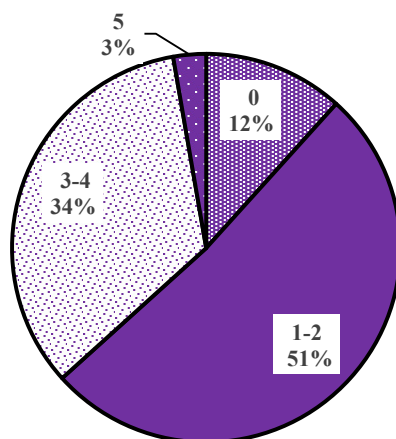
Test 10 is based on Grammar. Facility recorded for Parts of Test 10 is as follows.

Part (2)	-	44 %
Part (3)	-	39%
Part (4)	-	12%
Part (5)	-	24%
Part (6)	-	5%

Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

This test assesses grammar skills related to Reported Speech. Figure 2.19 indicates that the facility ranged from 5% to 44% indicating that many students have found the items extremely challenging. The highest facility of 44 % is recorded for Part 2, while the lowest facility of 5% is recorded for Part 6.

Figure 2.20: Distribution of Marks Obtained in Test 10



Almost all the candidates have attempted Test 10. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	3 %
3- 4 marks	-	34 %
1-2 marks	-	51%
0 marks	-	12%

Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Figure 2.20 indicates that the percentage of candidates obtained full marks for Test 10 is 3% while 34% of candidates have scored marks from 3 - 4. Out of the total number, 51% of candidates have scored marks from 1 - 2 while 12% of candidates have obtained zero marks.

COMMENTS:

Test 10 is focused on the ability to use English grammar for the purpose of accurate and effective communication under Competency 6 which is related to grammar and language functions. This specifically assesses the Competency Level 6.11 which tests the ability to use reported speech accurately. The technique used is sentence completion.

The overall facility of this test is 25%, which indicates that many students have found this test extremely challenging. To develop the competency in reported speech teachers could provide extensive practice converting direct speech to reported speech and vice versa. In addition, teachers can explain the rules pertaining to reported speech indicating the changes in tense, pronouns, time and place expressions systematically. Authentic examples from texts, movies, TV shows can be used to make this concept effective and contextually appropriate.

• Test 11- Language Proficiency.

Objective : Assess the ability to use overall proficiency of the language.

Technique : Gap filling/banked cloze.

› Test 11

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

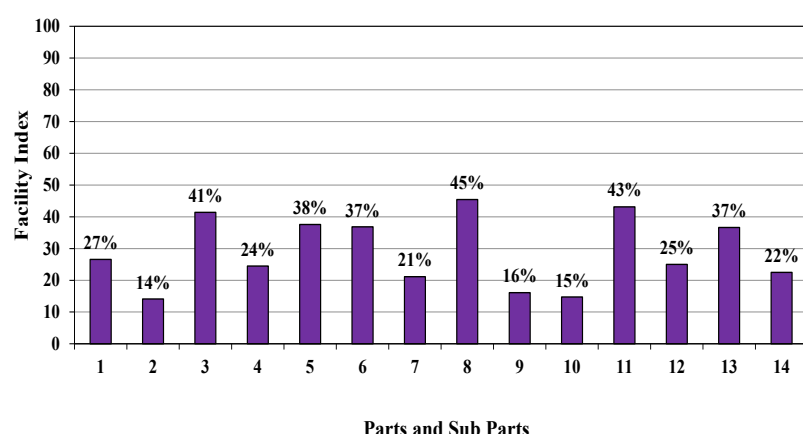
over, depth, because, fascinating, home, wide, live, to, farming, north, of, itineraries, most, visitors, often
--

Over the past few years, tourism in the East African country of Tanzania has been growing fast. Tanzania has a really (1) **fascinating** multi-cultural history and is (2) **home** to many different tribes. They (3) **live** peacefully together and have a (4) **wide** range of occupations such as (5) **farming** and making traditional jewellery. Visits (6) **to** tribal villages, notably to those (7) **of** the Masai in the (8) **north** of the country, are (9) **often** a highlight of travel (10) **itineraries**. Last year, Tanzania welcomed about 290,000 (11) **visitors**, which made tourism the third (12) **most** important source of foreign exchange; only coffee and cotton brought in more revenue.

Tourists are attracted to Tanzania (13) **because** of its golden beaches and its unusual geographic features. It has lakes of amazing (14) **depth**. Tanzania also has more land devoted to natural parks and game reserves than any other wildlife

Observations and Comments on Test 11

Figure 2.21: Facility for Parts of Test 11



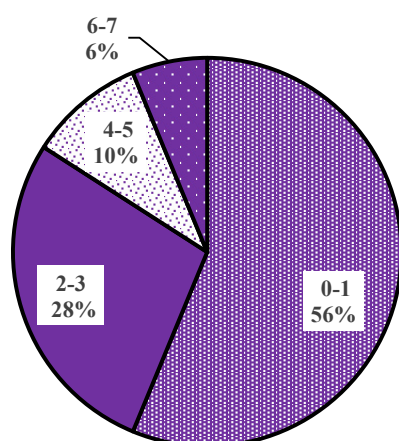
Test 11 is based on Language Proficiency. Facility recorded for Parts of Test 11 is as follows.

Part (1) - 27%
Part (2) - 14%
Part (3) - 41%
Part (4) - 24%
Part (5) - 38%
Part (6) - 37%
Part (7) - 21%
Part (8) - 45%
Part (9) - 16%
Part (10) - 15%
Part (11) - 43%
Part (12) - 25%
Part (13) - 37%
Part (14) - 22%

Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Figure 2.21 indicates that the overall facility of the Test 11 ranged from 14% to 45% indicating very low facility across most parts. The highest facility of 45% is recorded for part 8 while the lowest facility 14 % is recorded for part 2.

Figure 2.22: Distribution of Marks Obtained in Test 11



Almost all the candidates have attempted Test 11. Seven (07) marks have been allocated for this test. The candidates have scored marks as follows.

6-7 marks - 6 %
4- 5 marks - 10 %
2-3 marks - 28%
0 -1 mark - 56%

Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Figure 2.22 indicates that the percentage of candidates obtained full marks (6-7) for Test 11 is 6% and 16% of the candidates have scored above 4 marks. Out of the total number, 28% of candidates have scored marks from 2-3 while 56% of candidates have obtained marks from 0-1 for the test.

COMMENTS:

The test 11 assesses the ability to use words appropriately in a context and the ability to use overall proficiency of the language. The technique used in the test is banked cloze to test the overall language proficiency. The facility of the test 11 is quite low ranging from 14% to 45%, indicating a high level of difficulty. The overall facility for test 11 is 29%. For improving overall proficiency of students, teachers could expose them to diverse, descriptive, narrative and expository reading material focusing on developing vocabulary, grammar, coherence and cohesive skills within the reach of the level of the students using banked closed exercises.

● Test 12- Grammar & Language Functions.

Objective : Assess the ability to construct sentences using correct verb forms.

Technique : Gap filling.

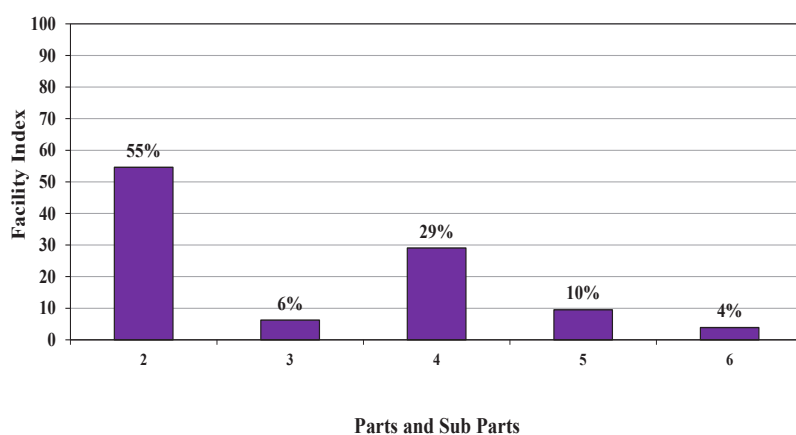
▷ Test 12

Complete the following passage using the most appropriate form of the verb given within brackets. *The first one is done for you.*

Ramesh is a businessman. He often (1) **travels** (travel) abroad on business trips. Last month, he (2) **went** (go) on a trip to Paris in France. During the tour, he stayed at Shangri-La Hotel in Paris. Previously, he (3) **had stayed** (stay) at the same hotel at least three times. On the last day of the trip, he went to see the Eiffel Tower. It is a special monument (4) **built** (build) in 1889 to celebrate the centennial of the French Revolution. When he arrived there, he (5) **was welcomed** (welcome) by one of his school friends, Nalin who lives in Paris. He (6) **has worked** (work) for a company **has been working**

Observations and Comments on Test 12

Figure 2.23: Facility for Parts of Test 12



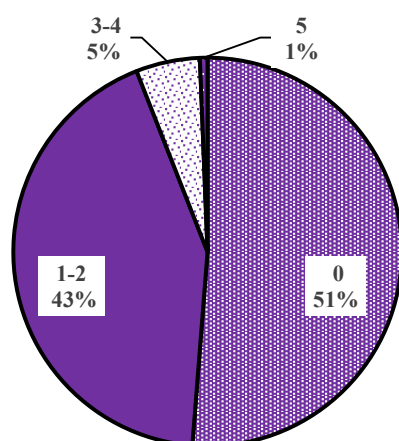
Test 12 is based on Grammar. Facility recorded for Parts of Test 12 is as follows.

Part (2) - 55%
Part (3) - 6%
Part (4) - 29%
Part (5) - 10%
Part (6) - 4%

Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

As per Figure 2.23 the overall facility ranging from 4% to 55% indicates that this test is highly challenging across all Parts. The highest facility of 55% is recorded for Part 2, while the lowest facility of 4% is recorded for Part 6.

Figure 2.24: Distribution of Marks Obtained in Test 12



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 12. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks	-	1 %
3- 4 marks	-	5 %
1-2 marks	-	43%
0 marks	-	51%

Figure 2.24 indicates that only 1% of the candidates have scored the total of 5 marks while 5% of candidates have scored marks from 3-4. Out of the total number, 43% of candidates have scored marks from 1-2 while 51% of candidates have obtained zero marks.

COMMENTS:

Test 12 is focused on the use of English grammar and language functions for the purpose of accurate and effective communication under Competency 6. It specifically assesses the Competency Level 6.1 which tests the ability to construct error free sentences using the correct form of verbs.

The overall facility of the test is 21% while the facility of part 3, 5 and 6 have been recorded 6%, 10% and 4% respectively. This shows that Test 12 is highly challenging for students. To enhance the ability of constructing error free sentences teachers could introduce activities, exercises based on different verb forms and their uses with controlled and free practice activities focusing on verb forms in both Active and Passive voice. Teachers can further do error analysis of the responses of the students and give feedback on their errors and rectify them.

● Test 13- Reading

Objective : Assess the ability to infer implied information.

Technique : Matching.

● Test 13

Some employment opportunities advertised in a local newspaper are given below. Match them with the descriptions of people given. Write the correct letter of the advertisement in the box.

ADVERTISEMENTS

A - HELP - Snack bar serving person
Friendly and energetic
Experience not essential
Saturday and Sunday only
Call or drop in at Kingsway Centre, Badulla
Tel.: 0748004580 and ask for the manager

B - Guests Favourite Hotel
Requires a part-time waiter/waitress
Only applicants with experience and good references need apply
Excellent wages, meals on duty
Tel.: 073 3527281 (office hours)

C - Wanted a baby-sitter from January to July.
Warm and kind-hearted
Hours: 0830 - 1700 Mon-Fri.
References required.
For further details phone 073-4000018

D - Cleaner required for 12-floor modern office block in the Station Road, Ja-ela.
2 hours per day. Monday to Friday to finish work before 8.00 am.
Wages Rs. 20,000/= per month
Tel.: 0737840868

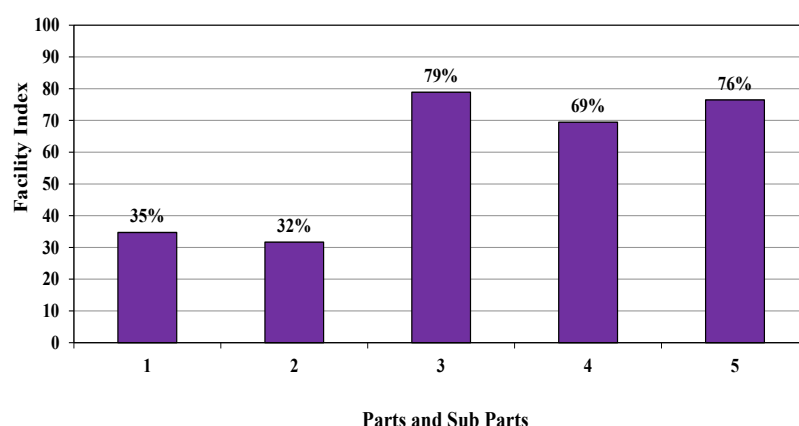
E - FULL TIME COOK for a new and exciting cafe venture. Good conditions.
Pay and working hours can be negotiated
Apply Green Cafe - (0788487051)

DESCRIPTIONS OF PEOPLE

(1) A person with two small children who wants a few hours of work: unskilled labour in the early mornings.	D
(2) A lady with no experience or qualifications is looking for a short term full time job: Monday to Friday.	C
(3) A student with no experience who cannot work on weekdays.	A
(4) A student who has followed a course in a hotel school is now looking for his first full time job.	E
(5) A person with many years of experience working in hotels is now looking for well-paid part-time employment in a hotel.	B

Observations and Comments on Test 13

Figure 2.25: Facility for Parts of Test 13



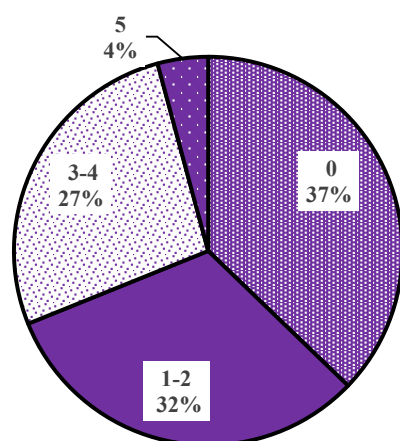
Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Test 13 is based on Reading. Facility recorded for Parts of Test 13 is as follows.

Part (1) - 35%
Part (2) - 32%
Part (3) - 79%
Part (4) - 69%
Part (5) - 76%

Figure 2.25 shows that overall facility of Test 13 ranged from 32% to 79%, indicating a wide variation in difficulty levels among the items. The highest facility of 79 % is recorded for Part 3, while the lowest facility of 32 % is recorded for Part 2.

Figure 2.26: Distribution of Marks Obtained in Test 13



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 13. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

5 marks - 4 %
3- 4 marks - 27 %
1-2 marks - 32%
0 marks - 37%

Figure 2.26 indicates that only 4% of the candidates have scored full marks while 27% of candidates have scored marks from 3 - 4. Out of the total number, 32% of candidates have scored marks from 1-2 while 37% of candidates have obtained zero.

COMMENTS:

Test 13 is focused on extracting necessary information from various types of texts under Competency 5. This specifically assesses the Competency Level 5.7 which tests the ability to infer implied information.

The overall facility of the test is 58% with parts 3 and 5 indicating a relatively high facility of 79% and 76% respectively. This indicates that this test shows a moderate level of facility. To further enhance the skill of extracting information, the teachers could provide the students with different types of texts like dictionary pages, advertisements, stories, films, simple descriptive accounts or paragraphs from books, magazines, newspapers, etc. In addition, to develop this reading skill teachers could use strategies to make inferences and in-class analysis of test clues that enables students to infer the meaning.

● Test 14- Writing

Objective : (a) Assess the ability to write for personal purpose.

(b) Assess the ability to write simple composition on different types of topics.

Technique : Guided writing.

Expected Answers

○ Test 14

(a) Write a letter to one of your friends describing how you celebrated the Teachers' Day in your school. Use about **100** words.

Include the following:

- Activities done on the Teachers' Day
- The role you played
- Speeches made
- How you felt about the celebrations

Model Answer for 14(a)

No 16,
Flower Road, Matale.
16th December 2019.

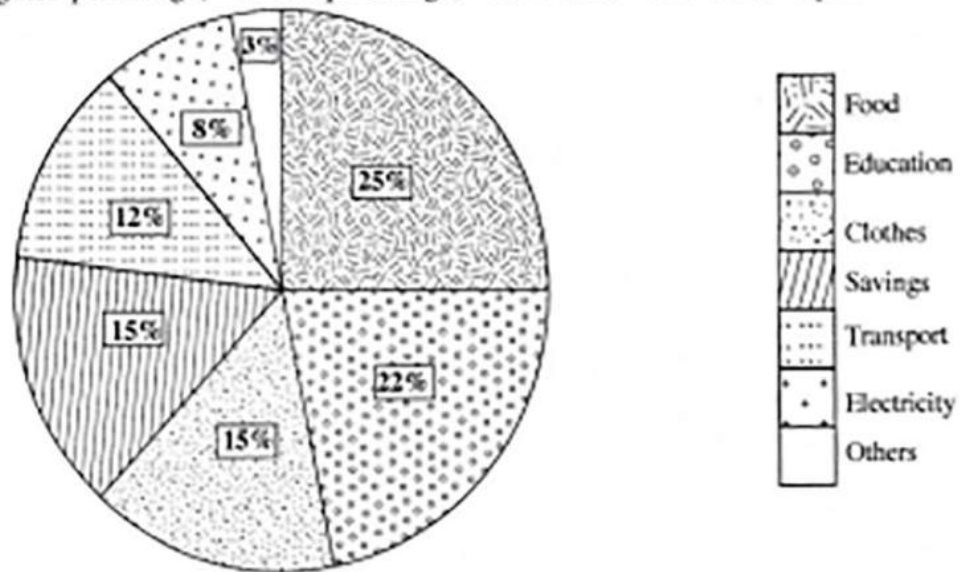
Dear Anuradha,

Hope you are keeping well. Anu, we celebrated the Teachers' Day of our school in October. I was the chief organizer of the event. We organized dramas, speeches, action songs, dancing items and dialogues. The Head Prefect and the Principal delivered speeches. The speech made by the Head Prefect was appreciated by all. Finally, we had a grand party for our teachers and wound up the celebration for the day giving them a souvenir each. As the chief organizer I was very happy about the Teachers' Day celebration.

Your,
Loving friend
Anupama.

- (b) The following pie chart shows how Mr. Perera spent his salary in the month of July, 2019 on various household needs. Study it and write a description about it. Use about 100 words. Use the following words in your description.

highest percentage, lowest percentage, more than, less than, equal



This pie chart shows how Mr. Perera spent his salary in the month of July, 2019 on various household needs. He spent his salary on food, education, clothes, savings, transport, electricity and other minor needs.

He spent 25% of his salary on food and 22% on education. An equal amount of his salary was spent on savings and clothes. While he spent 12% of his salary on transport, 8% was spent on electricity, but only 3% on other minor needs.

According to this pie chart, he spent the highest percentage of his salary on food and the lowest on other minor needs.

Observations and Comments on Test 14

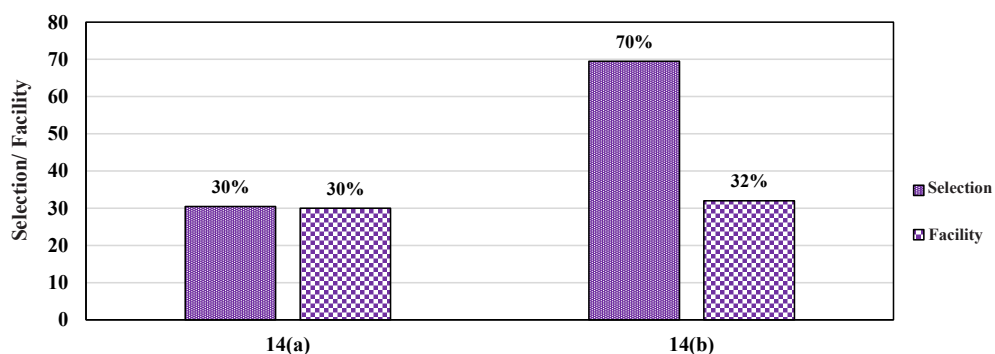
Test 14 is based on Guided Writing. It has two tasks as follows.

Task (a) - Writing a letter.

Task (b) - Writing a description about the information given on a pie chart.

Candidates are expected to select one of the two tasks.

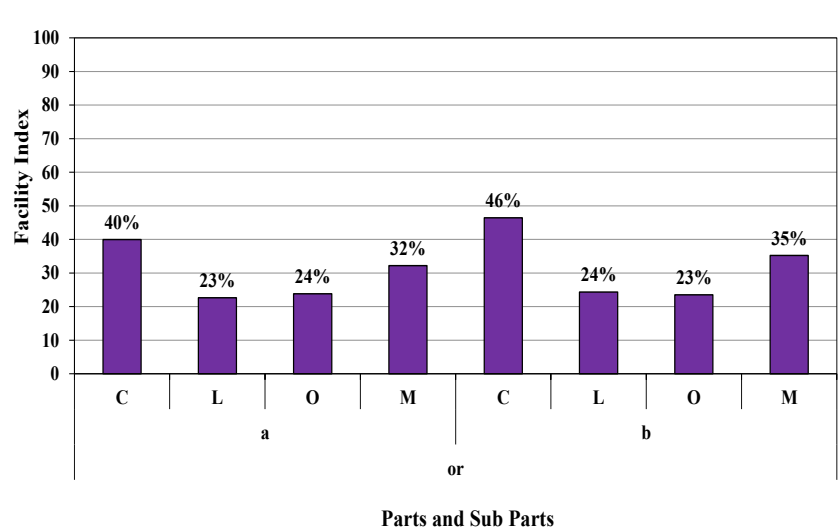
Figure 2.27: Selection and Facility of Tasks in Test 14



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL and RD/16/4/OL Forms

The figure 2.27 shows that the difficulty level of tasks 14(a) and 14 (b) are almost equal and 30% of the candidates have selected 14(a) while 70% of candidates selected 14(b).

Figure 2.28: Facility for Parts of Test 14



Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

The Figure 2.28 shows the facility of each test item of test 14 under the criteria of marking.

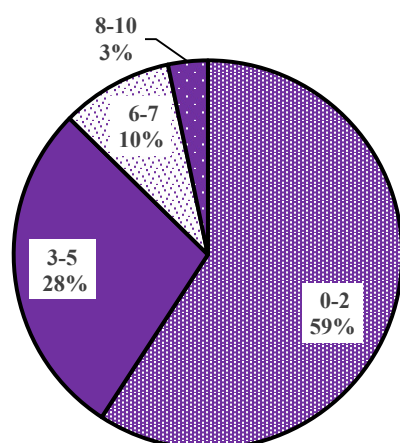
Table 2.3: Facility of Tasks of Test 14 according to the Marking Criteria

Criteria of Marking	Facility of Tasks	
	14(a)	14(b)
Content	40%	46%
Language	23%	24%
Format and Organization	24%	23%
Mechanics of Writing	32%	35%

Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Table 2.3 shows that the highest facility is recorded for the Content and the lowest facility is recorded for the Language in 14(a). The highest facility is recorded for the Content and the lowest facility is recorded for the Format and Organization in 14(b). The next lower level of facility of 24% is recorded for Language.

Figure 2.29: Distribution of Marks Obtained in Test 14



Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 14. Ten (10) marks have been allocated for this test. The candidates have scored as follows.

8-10 marks	-	3 %
6- 7 marks	-	10 %
3 - 5 marks	-	28%
0-2 marks	-	59%

Figure 2.29 indicates that only 3% of the candidates have obtained marks from 8 -10 for test 14 while 10% of candidates have obtained marks from 6-7. Out of the total number, 28% of candidates have obtained marks from 3-5 while 59% of candidates have obtained marks from 0 -2.

COMMENTS:

This test has two tasks as 14(a) and 14(b) - writing a letter and writing a report respectively. The test is focused on using English creatively and innovatively in written communication under Competency 7 which is related to writing skill. For both these tasks marks are awarded out of 10 under content, language, format and organization and mechanics of writing (C-3, L-3, O-2, M-2). The candidates are expected to answer only one of the given tasks.

14 (a) - Writing an informal letter

The candidates were expected to write an informal letter on the given guidelines on how the Teachers' Day was celebrated in a school. Part 14(a) specifically assesses the Competency Level 7.3 that tests the ability to write for personal purposes. The overall facility of 14(a) is 30%. To enhance the ability of students in writing letters the teachers could introduce a variety of activities in informal letter writing, correct them, provide them with immediate feedback and get the students to rewrite them with proper guidance. Teachers could also provide with model letters and vocabulary building exercises to guide them.

14 (b) - Writing a report

The candidates were expected to write a report on statistics given in a pie-chart about the monthly expenditure of a person on various household needs. Part 14 (b) specifically assesses the Competency Level 7.5 which tests the ability to write simple composition on different types of topics. The overall facility of 14(b) is 32%. To enhance the ability of students in writing reports the teachers could provide them with different questions based on report writing using data from pie-charts, Venn diagrams, line graphs, bar graphs and tabulated information. Further, teachers could guide the students to write reports, correct them and provide them with immediate feedback and get the students to rewrite them with proper guidance and provide them with model reports.

● Test 15- Reading

Objective : Assess the ability to extract specific information from various types of texts.

Technique : MCQs / Answering questions.

○ Test 15

Read the following text and complete the tasks given below.

- ① Peter was born in Southern England in 1812 when industrial revolution in England was well underway. As thousands of factories were open for business, people left their farms for the cities. But their dreams of making more money and improving their lives always did not come true. Men, women and even children often exchanged back-breaking work in the field for the boredom and danger of factory work.
- ② Peter's family moved to London when he was five. His father, John, worked as a clerk, so he was better off than many people in London. But with his large family and love of entertaining he and his wife constantly lived beyond their means. When Peter was twelve, John was arrested for failing to pay a debt. He was sent to debtors' prison where people were kept until they could pay back the money they owed.
- ③ Peter was taken out of school and forced to work in a shoe polish factory; wrapping and pasting labels on bottles. He worked from dawn to dark, six days a week in a darkroom, listening to rats squeak beneath the rotting floor boards. His father finally inherited some money, settled his debts and was released from jail. Peter later claimed that the factory experience nearly destroyed him.
- ④ The story of Peter's childhood reads like the story in one of his novels, forced to work at young age. Peter suffered long hours and unhealthy conditions common in factories in the nineteenth-century England. Memories of his experience haunted him for the rest of his life.

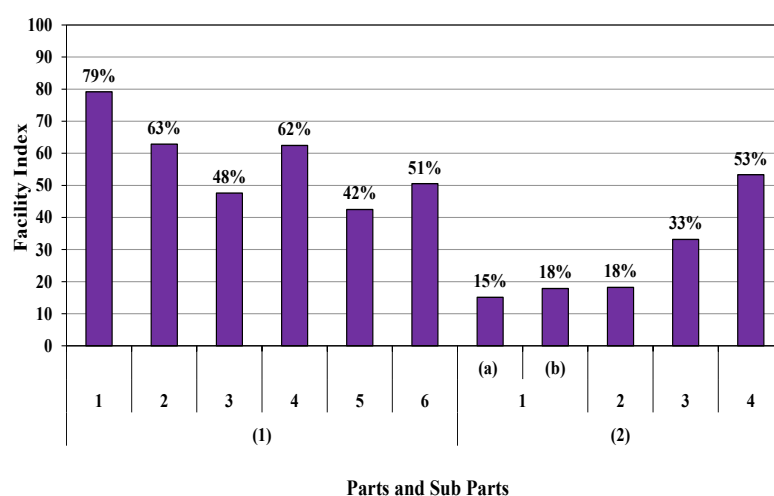
Task 1

State whether the following statements are **True**, **False** or **Not given** by putting a tick (✓) in the relevant column.

	True	False	Not given
(1) Peter was born in London.		✓	
(2) Some people in farms migrated to cities.	✓		
(3) Working in factories became a tiresome experience for people.	✓		
(4) Peter had two brothers and one sister in his family.			✓
(5) John and his wife had spent money with care.		✓	
(6) Peter became an author later in his life.	✓		

Observations and Comments on test 15

Figure 2.30 Facility for Parts of Test 15



Test 15 is based on Reading. The objective of the question is to assess the ability to infer implied information and extract information from various types of simple texts. The techniques of answering questions and MCQs, are used.

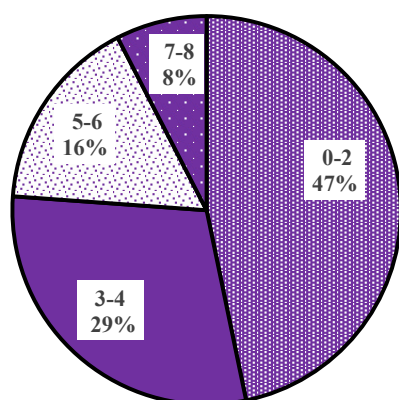
Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

The facility for parts in Test 15 is as follows.

Part 1	1 - 79%	Part 2	1 (a) - 15%
	2 - 63%		(b) - 18%
	3 - 48%		2 - 18%
	4 - 62%		3 - 33%
	5 - 42%		4 - 53%
	6 - 51%		

Figure 2.30 shows that the facility indices ranged from 42% to 79% for Task 1 and from 15% to 53% for Task 2, indicating a wide range of difficulty levels among the items. The highest facility of 79 % is recorded for the Sub-Part 1 while the lowest facility of 42% is recorded for the Sub-Part 5 in task 1. The highest facility of 53 % is recorded for the Sub-Part 4 while the lowest facility of 15 % is recorded for the Sub-Part 1(a) in task 2.

Figure 2.31: Distribution of Marks Obtained in Test 15



Almost all the candidates have attempted Test 15. Eight (08) marks have been allocated for this test. The candidates have scored marks as follows.

7-8 marks	-	8 %
5- 6 marks	-	16 %
3-4 marks	-	29%
0 -2 marks	-	47%

Source: RD Data of DoE, 2019 Collected from RD/16/3/OL Form

Figure 2.31 indicates that the percentage of candidates obtained 7-8 marks for Test 15 is 8% while 16% have scored marks from 5-6. Out of the total number, 29% of candidates have scored marks from 3-4 while 47% of candidates have obtained marks from 0 -2.

COMMENTS:

Test 15 is focused on multi-faceted reading skills of the candidates. This mainly assesses the ability of students to extract necessary information from various types of texts under Competency 5. There are two tasks based on two competency levels. Task 1 assesses the Competency Level 5.2 which tests the ability to extract specific information from various types of simple texts while task 2 assesses the Competency Level 5.7 which tests the ability of students on how to infer implied information from a given text. The testing techniques used are MCQs and answering questions.

To enhance this competency teachers have to provide the students with different types of texts such as descriptive texts and texts based on scientific findings from magazines dealing with animals, planets, plants, narratives from short stories, selected sections relevant to the competency levels mentioned above from prose texts based on personal experience etc. Further, they could use such texts relevant to given competency level to support the students to read and comprehend and extract specific and general information as expected.

● Test 16- Writing

Objective : Assess the ability to write compositions.

Technique : Guided writing.

▷ Test 16

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

- (a) An article to a school magazine on the topic "Eating healthy food leads to a healthy life".

Include:

- what healthy food means
- what unhealthy food means
- why one should eat healthy food
- how it leads to a healthy life

- (b) An essay on 'Why a society should respect its elders'

Include:

- senior citizens -
have experience in life, deserve respect, dignity and appreciation, have served the country, teach us good manners/traditions

- (c) You have been asked to deliver a speech on

"The importance of learning English in the modern World" at the English Activity Day in your school. Write your speech.

Include:

- English -
a global language / useful for higher studies / advantage for better job opportunities / enables working abroad

- (d) Write a folk story you have read or heard.

'Eating healthy food leads to a healthy life.'

Eating healthy food means taking nutritious food to keep the body healthy. Our body requires food to grow, reproduce, maintain body temperature and build and repair tissues.

There are different kinds of food available freely. Therefore, we should be sensible enough to choose the correct food which gives us energy. It is the best way to have a balanced diet that contains all the essential nutrients such as carbohydrates, proteins, vitamins, fat, minerals and water.

Apart from the nutrients in our meals, we should also look into avoiding nutrients that can cause health issues. 'Cholesterol' is a fatty substance that is found in animal cells. Apart from high fat substance, high calorie food is known as junk food that contains crisps, fizzy drinks, sweets that fall in the 'eat not much' category.

Fiber is also necessary as it helps in the digestion of food and prevent bowel diseases.

When all these factors are considered the food prepared at home is the safest. Home-made food can be assured as hygienic food. It allows us to vary the nutrients in it and also the quantity which will eventually make it a balanced diet. If we want to lead a healthy life, we must make sure that we eat healthy food.

Model Answer for 16 (b)

"Why a society should respect its elders"

Elders played a major role in our ancient history. They are senior citizens with a lot of experience. They guided the younger generation in the society to do better in their lives. Even today the elders lead exemplary lives and guide the fellow citizens.

Elders are people generally above 60 years. They are matured people in our society. For example, in our families we have grandparents, parents and the elders who are above 60 years. They guide us to be good citizens in the society.

The elders serve the country and fulfil their duties to the country. They have contributed a lot to the development of the country. As they have dedicated their lives for the well-being of the nation they deserve the respect of the junior citizens.

In addition, the elders have taught good manners, led exemplary lives, followed good traditions, and influenced the people of the country to live their lives on the right path. Therefore, we must show our respect, appreciate their contributions to the society and provide opportunities for them to live in dignity with self-respect. Finally, these are a few reasons why a society should respect its elders.

Model Answer for 16 (c)

Good morning,

Dear principal, teachers, sisters and brothers, today is our English Activity Day and I'm going to deliver a speech on "The Importance of Learning English in the Modern World".

There are over 6500 languages spoken in the world today and English is a widely spoken language, and it is also a global language.

English is vital for higher studies today. Actually, it is useful for all of us to communicate a message. We have to improve our knowledge of English because many books, magazines and course materials are freely available in English.

There are a lot of advantages for a person who knows English well. A proficient knowledge of English will enable a person to find a good job because a lot of opportunities are available for such a person. A good knowledge of English will enable a person to find employment abroad.

Dear friends, I would kindly request you to take part in all the activities organized and get the maximum benefit of this day to develop your English knowledge as a life skill. I'm very grateful to the organizing committee for arranging an activity day in our school. Thank you very much for listening to me patiently.

Model Answer for 16 (d)

How Andare ate Jambu

Andare was the court jester and was very famous for his wits. One day Andare visited the Royal Garden and saw a tree full of Jambu fruits. But the king had ordered the royal guards to protect it. The guard had put up a notice forbidding the people to touch the fruits.

Andare silently entered the royal garden when the royal guards were away. He ate all the Jambu fruits nearby and escaped secretly. On the following day the king visited the royal garden and saw that all the Jambu fruits were missing. He was very angry and ordered the palace guards to find the culprit.

The palace guards caught Andare while he was eating Jambu in the garden. They brought him to the king. The king wanted to punish Andare but Andare said to the king that he had never touched or seen Jambu fruits.

Then the king asked how Andare ate Jambu without seeing or touching them. Andare got a piece of cloth and covered his eyes. He went to the Jambu tree and ate some Jambu without touching them. The king and the palace guards laughed at the top of their voices.

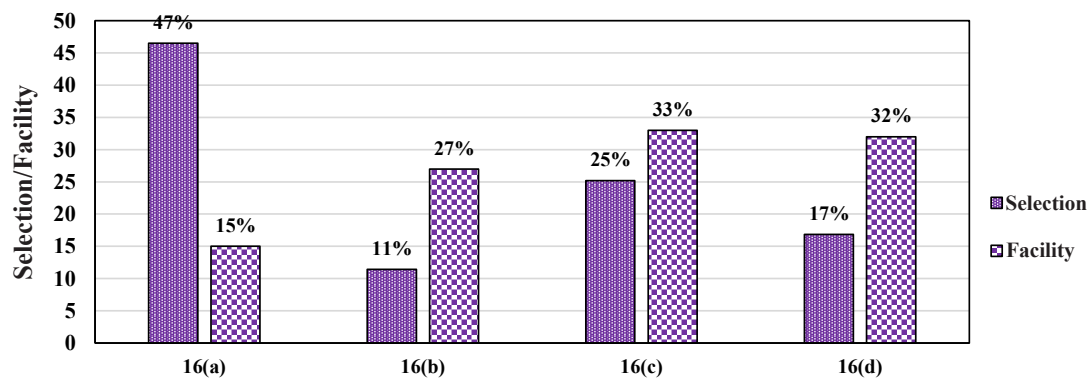
Finally, Andare was released and everyone present enjoyed the fun.

Observations and Comments on Test 16

Test 16 offers a wide range of tasks for the candidates. The test carries equal marks (15) for each task. The selection of tasks is as follows.

1. Writing an article - 47%
2. Writing an essay - 11%
3. Writing a speech - 25%
4. Writing a folk story - 17%

Figure 2.32: Selection and Facility of Task in Test 16

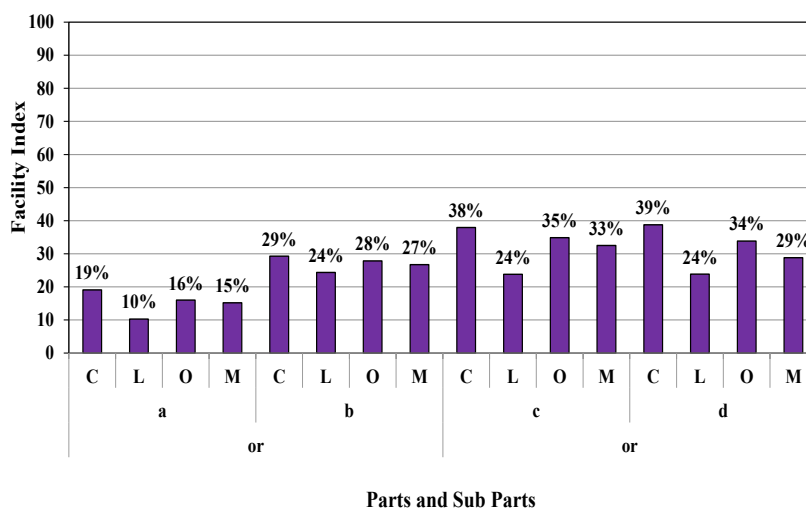


Source: RD Data of DoE, 2019 Collected from RD/16/3/OL and RD/16/4/OL Forms

figure

2.32 shows details on selection of tasks in question 16 against the facility recorded for them. The most popular task has been 16(a), writing an article which was selected by 47% of the candidates. The lowest preference has been 16(b), writing an essay. The task 16(c) and 16(d) have been selected by 25% and 17% candidates respectively. The facility of 16(a), (b), (c) and (d) are 15%, 27%, 33% and 32% respectively.

Figure 2.33: Facility for Parts of Test 16



Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

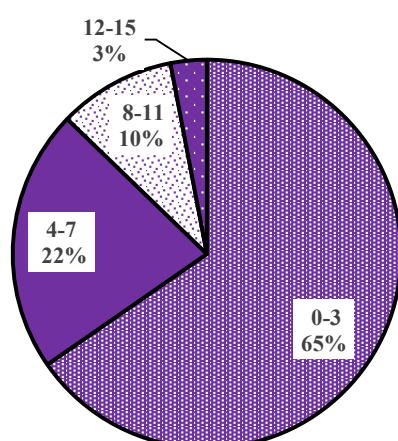
Figure 2.33 shows the facility of each test item of Test 16 under the criteria of marking.

Table 2.4: Facility of Tasks of Test 16 according to the Marking Criteria

Criterion	Facility of Tasks			
	16(a)	16(b)	16(c)	16(d)
Content	19%	29%	38%	39%
Language	10%	24%	24%	24%
Format and Organization	16%	28%	35%	34%
Mechanics of Writing	15%	27%	33%	29%

Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Figure 2.34: Distribution of Marks Obtained in Test 16



Source: RD Data of DoE, 2019 Collected from RD/16/4/OL Form

Almost all the candidates have attempted Test 16. Fifteen (15) marks have been allocated for this test. The candidates have scored as follows.

12 -15 marks	-	3 %
8- 11 marks	-	10 %
4 -7 marks	-	22%
0 -3 marks	-	65%

According to Figure 2.34 only 3% of the candidates have obtained marks from 12-15 while 10% of candidates have obtained marks from 8 -11. Out of the total number, 22% of candidates have scored marks from 4 -7 while 65% of candidates have obtained marks from 0-3.

COMMENTS:

Test 16 is focused on the ability of using English creatively and innovatively in written communication under Competency 7 which is related to writing skill. This specifically assesses the Competency Level 7.8 which tests the ability of writing compositions. The test has 4 options where the candidates can select one and answer. The test carries 15 marks. Marks are awarded according to the criteria under content, language, format & organization and mechanics of writing (C-5, L-5, O-2, M-3). The overall facility of content, language, format & organization and mechanics of writing of 16 (a), 16 (b), 16 (c), and 16 (d) is 15%, 27%, 33%, 32% respectively. This indicates that the students have difficulty in answering the tasks of Test 16.

To develop writing skills of the test under 16(a), 16 (b) and 16 (d), teachers could help their students giving guided writing tasks. Further, the teachers could practice correct sentence patterns with mechanics of writing with model answers. To improve the skill of writing speeches teacher could provide students with audio visual aids and they can be motivated to speak a few words. Extracurricular activities, impromptu speeches, giving exposure to listen to various speeches and getting them to deliver speeches and train them to write to reinforce the skill of writing.

Part III

3.0 Suggestions for Improvement

3.1 Factors to Consider when Answering Test

General Instructions for the Candidates :

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

Subject Specific Instructions :

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

3.2 Suggestions and Instructions to Improve the Learning Teaching Process

3.2.1 Suggestions for Teachers

- Be familiar with the curriculum, text books and the Teachers' Instructional Manuals.
- Understand the competencies, competency levels, and learning outcomes specified in the curriculum documents stipulated for the respective grades.
- Plan the lessons and activities in a way that aligns them with the prescribed competencies and learning outcomes.
- Ensure that students are provided with opportunities to achieve the desired learning outcomes.
- Use a variety of teaching learning methods such as discussions, role-plays, group activities, and multimedia resources, to cater to different learning styles and make the learning process engaging and interactive.
- Provide more opportunities for students to develop their communicative skills in listening, speaking, reading and writing in the classroom.
- Encourage maximum student interaction in English in the classroom through group work and pair work.
- Emphasize the practical application of language skills by creating opportunities for students to use English in real-life situations, such as writing notes, notices, announcements, letters and instructions, and getting the students engaged in debates, dialogues, discussions, etc.
- Use the question and answer technique in the classroom to enable the students to be familiar with the tests given at the G.C.E.(O/L) Examination.
- Read the Assessment Guidelines published by the Department of Examinations and follow instructions carefully.
- Facilitate the students with low performance to reach at least the basic level performance standards given in the Examination and Assessment Guidelines.
- In teaching vocabulary, go beyond the level of memorizing the spelling and practising pronunciation, making students aware of word classes and their use.
- Use new learning teaching strategies to make teaching more interesting.
- In teaching reading, expose students to a variety of authentic text types to make reading interesting.
- In answering reading tests, inform students that short and grammatically correct answers are adequate to get full marks.

- Encourage students to attempt all the writing tests of the question paper as most of the students do not even attempt the basic writing tests in Paper I.
- Regularly assess the progress of students through formative and summative assessments.
- Use the criteria given in the marking scheme in assessing classroom tests and term tests of the students.
- Offer constructive feedback to students based on their performance in assessments and provide additional support or remedial measures as and when required.
- Pay individual attention to the students specially in teaching writing tasks and make sure that all the writing tasks of each and every student are marked and instruct the students to rewrite the tasks rectifying the errors according to the comments given by the teacher.
- Teach grammar in a context and that will enable the students understand the word classes accurately.
- Inform the students that marks are awarded for spelling, grammatical accuracy, mechanics of writing, format and organization according to the G.C.E.(O/L) marking scheme and instruct the students that a simple mistake made by a student will result in losing marks.
- Be thorough with the G.C.E.(O/L) question paper and the marking criteria given every year to improve the achievement levels of the students.
- Update your knowledge with latest methodology in teaching English to facilitate the students to achieve a satisfactory grade.

3.2.2 Instructions for Students

- Actively participate in classroom activities, discussions, and exercises to improve language skills and achieve the desired learning outcomes.
- Practise regularly and devote time to practise communicative skills of listening, speaking reading and writing in English.
- Use authentic materials, such as books, newspapers, and other resources to enhance language proficiency.
- When you have any doubts or difficulties in understanding a concept or a skill get assistance and seek guidance from the teachers.
- Practise answering the past papers or sample questions to familiarize with the assessment techniques.
- Carefully review the feedback provided by the teacher after assessments and use it to identify areas for improvement and work on them.
- Look for opportunities to use English in real-life situations, such as writing letters, instructions, or engaging in conversations with others which will enable you to reinforce your language skills and boost your confidence.
- Read the instructions given in the test paper and answer all the questions accordingly.

Following the suggestions for teachers and instructions for students given above will enable the teachers to effectively guide students in achieving the desired language proficiency of the student, while students can actively engage in the learning process and work towards mastering the English Language skills as expected.

