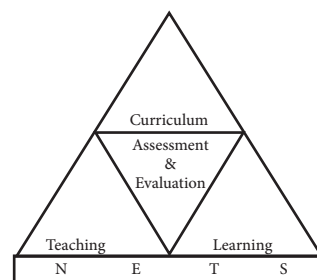




G.C.E (O/L) Examination Evaluation Report 2021

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English

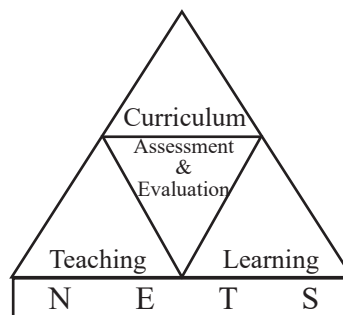


Research & Development (School exam) Branch
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations

G.C.E (O.L) Examination - 2021

Evaluation Report

31 - English Language



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Department of Examination**

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English Language

Evaluation Report - G.C.E. (O/L) Examination - 2021

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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 2021 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 2021, 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 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	%
351,734	170,941	48.60	180,793	51.40	49,148	21,796	44.35	27,352	55.65	400,882	192,737	48.08	208,145	51.92

Source : RD Data 2021, DoE

A total of 400,882 candidates appeared for the English Language Paper at the G.C.E.(O/L) Examination in 2021. Among them 351,734 were school candidates, and 49,148 were private candidates. The gender distribution of the candidates reflects a slight majority of female candidates (51.92%) over male candidates (48.08%).

1.2.2 Grades Obtained by Candidates

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

P	School Candidates					Private Candidates					All Candidates				
	Total	Male		Female		Total	Male		Female		Total	Male		Female	
		No	%	No	%		No	%	No	%		No	%	No	%
A	40,217	15,988	9.35	24,229	13.40	6,012	2,628	12.06	3,384	12.37	46,229	18,616	9.66	27,613	13.27
B	30,640	12,464	7.29	18,176	10.05	4,620	2,110	9.68	2,510	9.18	35,260	14,574	7.56	20,686	9.94
C	69,711	29,827	17.45	39,884	22.06	12,663	5,259	24.13	7,404	27.08	82,374	35,086	18.20	47,288	22.72
S	112,716	55,312	32.36	57,404	31.75	17,400	7,422	34.06	9,978	36.49	130,116	62,734	32.55	67,382	32.37
W	98,438	57,344	33.55	41,094	22.73	8,444	4,374	20.07	4,070	14.88	106,882	61,718	32.02	45,164	21.70
Total	351,722	170,935	100.00	180,787	100.00	49,139	21,793	100.00	27,346	100.00	400,861	192,728	100.00	208,133	100.00

Source : RD Data 2021, DoE (with held results has not been considered for analyses)

The overall performance in the English Language Paper was satisfactory with an overall pass rate of 73.34%, including 46,229 (11.53%) candidates securing A grades, 35,260 (8.80%) candidates securing B grades, 82,374 (20.55%) candidates securing C grades, and 130,116 (32.46%) candidates securing S grades. The highest percentage of the grade achieved by both school and private candidates was S. It is noteworthy that the private candidates have obtained a higher pass rate (82.82%) than that of school candidates (72.01%).

Furthermore, in gender-based performance analysis of results, female candidates have consistently performed better than male candidates in achieving top grades, such as 59.73% of A grades, 58.67% of B grades, and 57.41% of C grades. When comparing S grades females have obtained 51.79% passes compared to 48.21% passes of males. Overall, the data in Table 2 highlights disparities in overall performance of male and female candidates.

1.2.3 Grades Obtained by School Candidates Sat 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	%	Number	%	Number	%	Number	%
1.Colombo	33,605	10,238	30.47	4,290	12.77	6,839	20.35	7,157	21.30	28,524	84.88	5,081	15.12
2.Gampaha	29,693	4,884	16.45	3,335	11.23	6,516	21.94	8,226	27.70	22,961	77.33	6,732	22.67
3.Kalutara	17,937	2,139	11.93	1,877	10.46	3,802	21.20	5,301	29.55	13,119	73.14	4,818	26.86
4.Kandy	21,446	3,413	15.91	2,362	11.01	4,862	22.67	6,267	29.22	16,904	78.82	4,542	21.18
5.Mathale	7,489	672	8.97	644	8.60	1,599	21.35	2,420	32.31	5,335	71.24	2,154	28.76
6.Nuwara Eliya	11,212	664	5.92	791	7.05	2,154	19.21	3,842	34.27	7,451	66.46	3,761	33.54
7.Galle	16,555	2,137	12.91	1,664	10.05	3,598	21.73	4,809	29.05	12,208	73.74	4,347	26.26
8.Matara	12,853	1,589	12.36	1,175	9.14	2,711	21.09	4,084	31.77	9,559	74.37	3,294	25.63
9.Hambantota	10,039	801	7.98	800	7.97	2,237	22.28	3,503	34.89	7,341	73.12	2,698	26.88
10.Jaffna	8,465	1,031	12.18	742	8.77	1,419	16.76	2,130	25.16	5,322	62.87	3,143	37.13
11.Kilinochchi	1,612	76	4.71	89	5.52	227	14.08	515	31.95	907	56.27	705	43.73
12.Mannar	2,475	222	8.97	187	7.56	401	16.20	805	32.53	1,615	65.25	860	34.75
13.Vavuniya	1,848	77	4.17	98	5.30	239	12.93	468	25.32	882	47.73	966	52.27
14.Mullaitivu	2,160	97	4.49	113	5.23	329	15.23	703	32.55	1,242	57.50	918	42.50
15.Batticaloa	8,597	729	8.48	698	8.12	1,684	19.59	3,083	35.86	6,194	72.05	2,403	27.95
16.Ampara	11,222	809	7.21	882	7.86	2,437	21.72	4,223	37.63	8,351	74.42	2,871	25.58
17.Trincomalee	6,063	342	5.64	397	6.55	1,020	16.82	1,984	32.72	3,743	61.74	2,320	38.26
18.Kurunegala	25,761	2,619	10.17	2,441	9.48	5,493	21.32	8,224	31.92	18,777	72.89	6,984	27.11
19.Puttalam	11,082	898	8.10	856	7.72	2,074	18.72	3,473	31.34	7,301	65.88	3,781	34.12
20.Anuradhapura	14,623	1,060	7.25	1,141	7.80	2,684	18.35	4,581	31.33	9,466	64.73	5,157	35.27
21. Polonnaruwa	6,650	425	6.39	498	7.49	1,306	19.64	2,166	32.57	4,395	66.09	2,255	33.91
22. Badulla	13,422	1,356	10.10	1,157	8.62	2,530	18.85	4,332	32.28	9,375	69.85	4,047	30.15
23. Monaragala	7,465	375	5.02	514	6.89	1,360	18.22	2,746	36.78	4,995	66.91	2,470	33.09
24. Ratnapura	16,226	1,684	10.38	1,532	9.44	3,185	19.63	5,045	31.09	11,446	70.54	4,780	29.46
25. Kegalle	12,605	1,497	11.88	1,202	9.54	2,612	20.72	3,937	31.23	9,248	73.37	3,357	26.63
All Island	311,105	39,834	12.80	29,485	9.48	63,318	20.35	94,024	30.22	226,661	72.86	84,444	27.14

According to Table 1.3 a total of 311,105 school candidates sat for the English Language at the G.C.E.(O/L) Examination in year 2021 for the first time. The data reveals significant variations in performance across districts with an overall pass rate of 72.86%, with a failure rate of 27.14%. Colombo district stands out as the top performer, with 84.88% pass rate and the highest percentage of A grades at 30.47%. This performance significantly exceeds the national average. Following Colombo, the districts of Kandy (78.82% pass rate) and Gampaha (77.33% pass rate) had relatively higher results. In comparison, several districts in the Northern and Eastern provinces have showed concerning results. Vavuniya district had the lowest pass rate at 47.73%, with more than half of its candidates failing the exam. Other districts with notably low pass rates include Kilinochchi (56.27%), Mullativu (57.50%), and Trincomalee (61.74%). It is noteworthy that some districts with satisfactory overall pass rates have managed to produce a reasonable number of top performers. For example, Jaffna, despite having a pass rate of 62.87%, had 12.18% of its candidates obtaining A grades, which is close to the national average. Accordingly, the district-wise breakdown reveals significant disparities in English Language education across Sri Lanka suggesting the need for necessary interventions to improve English Language education in low performing districts.

1.2.4 Grades Obtained by School Candidates Sat 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	14,722	6,828	46.38	1,933	13.13	2,534	17.21	2,133	14.49	13,428	91.21	1,294	8.79
2.Homagama	5,123	685	13.37	547	10.68	1,040	20.30	1,399	27.31	3,671	71.66	1,452	28.34
3. Jayawardanapura	7,947	1,598	20.11	1,070	13.46	1,975	24.85	2,179	27.42	6,822	85.84	1,125	14.16
4.Piliyandala	5,813	1,127	19.39	740	12.73	1,290	22.19	1,446	24.88	4,603	79.18	1,210	20.82
5.Gampaha	8,629	2,128	24.66	1,013	11.74	1,757	20.36	2,059	23.86	6,957	80.62	1,672	19.38
6.Minuwangoda	5,618	486	8.65	552	9.83	1,261	22.45	1,732	30.83	4,031	71.75	1,587	28.25
7.Negambo	7,704	1,312	17.03	821	10.66	1,607	20.86	2,077	26.96	5,817	75.51	1,887	24.49
8.Kelaniya	7,742	958	12.37	949	12.26	1,891	24.43	2,358	30.46	6,156	79.51	1,586	20.49
9.Kaluthara	8,909	1,147	12.87	1,077	12.09	1,953	21.92	2,605	29.24	6,782	76.13	2,127	23.87
10.Mathugama	3,502	318	9.08	342	9.77	722	20.62	1,038	29.64	2,420	69.10	1,082	30.90
11.Horana	5,526	674	12.20	458	8.29	1,127	20.39	1,658	30.00	3,917	70.88	1,609	29.12
12.Kandy	7,653	2,447	31.97	1,119	14.62	1,694	22.14	1,477	19.30	6,737	88.03	916	11.97
13.Denuwara	2,262	170	7.52	201	8.89	533	23.56	847	37.44	1,751	77.41	511	22.59
14.Gampola	3,672	347	9.45	363	9.89	763	20.78	1,133	30.86	2,606	70.97	1,066	29.03
15.Teldeniya	1,886	63	3.34	128	6.79	359	19.03	686	36.37	1,236	65.54	650	34.46
16.Wattegama	2,816	198	7.03	270	9.59	717	25.46	939	33.35	2,124	75.43	692	24.57
17.Katugastota	3,157	188	5.96	281	8.90	796	25.21	1,185	37.54	2,450	77.61	707	22.39
18.Matale	3,960	576	14.55	449	11.34	896	22.63	1,102	27.83	3,023	76.34	937	23.66
19.Galewela	2,372	72	3.04	140	5.90	468	19.73	877	36.97	1,557	65.64	815	34.36
20.Naula	589	9	1.53	30	5.09	149	25.30	243	41.26	431	73.17	158	26.83
21.Wilgamuwa	568	15	2.64	25	4.40	86	15.14	198	34.86	324	57.04	244	42.96
22. Nuwara Eliya	3,184	182	5.72	211	6.63	685	21.51	1,192	37.44	2,270	71.29	914	28.71
23. Kotmale	1,518	80	5.27	127	8.37	327	21.54	559	36.82	1,093	72.00	425	28.00
24. Hatton	3,327	232	6.97	245	7.36	611	18.36	1,118	33.60	2,206	66.31	1,121	33.69
25. Walapane	1,498	51	3.40	65	4.34	257	17.16	505	33.71	878	58.61	620	41.39
26. Hanguranketha	1,685	119	7.06	143	8.49	274	16.26	468	27.77	1,004	59.58	681	40.42
27. Galle	7,711	1,489	19.31	908	11.78	1,705	22.11	1,977	25.64	6,079	78.84	1,632	21.16
28. Elpitiya	3,338	116	3.48	239	7.16	664	19.89	1,150	34.45	2,169	64.98	1,169	35.02
29. Ambalangoda	3,575	416	11.64	361	10.10	813	22.74	1,075	30.07	2,665	74.55	910	25.45
30. Udugama	1,931	116	6.01	156	8.08	416	21.54	607	31.43	1,295	67.06	636	32.94
31. Matara	5,800	1,249	21.53	679	11.71	1,239	21.36	1,564	26.97	4,731	81.57	1,069	18.43
32. Akuressa	2,273	136	5.98	178	7.83	476	20.94	828	36.43	1,618	71.18	655	28.82
33. Mulatiyana	2,363	113	4.78	196	8.29	577	24.42	886	37.49	1,772	74.99	591	25.01
34. Morawaka	2,417	91	3.76	122	5.05	419	17.34	806	33.35	1,438	59.50	979	40.50
35. Tangalla	2,786	162	5.81	195	7.00	687	24.66	1,072	38.48	2,116	75.95	670	24.05
36. Hambantota	4,374	326	7.45	337	7.70	845	19.32	1,472	33.65	2,980	68.13	1,394	31.87
37. Walssmulla	2,879	313	10.87	268	9.31	705	24.49	959	33.31	2,245	77.98	634	22.02

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	2,974	600	20.17	337	11.33	534	17.96	626	21.05	2,097	70.51	877	29.49
39. Islands	545	3	0.55	8	1.47	37	6.79	154	28.26	202	37.06	343	62.94
40. Thenmarachchi	875	74	8.46	80	9.14	160	18.29	243	27.77	557	63.66	318	36.34
41. Valikamam	2,493	161	6.46	162	6.50	387	15.52	702	28.16	1,412	56.64	1,081	43.36
42. Vadamarachchi	1,578	193	12.23	155	9.82	301	19.07	405	25.67	1,054	66.79	524	33.21
43. Kilinochchi South	1,674	83	4.96	92	5.50	235	14.04	545	32.56	955	57.05	719	42.95
44. Kilinochchi North	199	14	7.04	21	10.55	94	47.24	158	79.40		0.00	199	100.00
45. Mannar	1,270	75	5.91	76	5.98	191	15.04	419	32.99	761	59.92	509	40.08
46. Madu	342	1	0.29	13	3.80	36	10.53	96	28.07	146	42.69	196	57.31
47. Vavuniya	1,966	201	10.22	170	8.65	357	18.16	621	31.59	1,349	68.62	617	31.38
48. Vavuniya North	509	21	4.13	17	3.34	44	8.64	184	36.15	266	52.26	243	47.74
49. Mullaitivu	1,273	65	5.11	76	5.97	179	14.06	345	27.10	665	52.24	608	47.76
50. Thunukkai	575	12	2.09	22	3.83	60	10.43	123	21.39	217	37.74	358	62.26
51. Batticaloa	2,055	308	14.99	251	12.21	502	24.43	685	33.33	1,746	84.96	309	15.04
52. Kalkudah	1,636	36	2.20	71	4.34	209	12.78	674	41.20	990	60.51	646	39.49
53. Paddirippu	1,609	74	4.60	100	6.22	255	15.85	552	34.31	981	60.97	628	39.03
54. Batticaloa Central	2,338	293	12.53	255	10.91	621	26.56	780	33.36	1,949	83.36	389	16.64
55. Batticaloa West	959	18	1.88	21	2.19	97	10.11	392	40.88	528	55.06	431	44.94
56. Ampara	2,635	73	2.77	143	5.43	503	19.09	1,027	38.98	1,746	66.26	889	33.74
57. Kalmunai	2,876	307	10.67	334	11.61	745	25.90	1,033	35.92	2,419	84.11	457	15.89
58. Sammanthurai	1,358	72	5.30	71	5.23	277	20.40	544	40.06	964	70.99	394	29.01
59. Mahaoya	583	10	1.72	35	6.00	123	21.10	220	37.74	388	66.55	195	33.45
60. Dehiattakandiya	960	21	2.19	54	5.63	163	16.98	371	38.65	609	63.44	351	36.56
61. Akkaraipattu	1,846	233	12.62	191	10.35	481	26.06	670	36.29	1,575	85.32	271	14.68
62. Thirukkivil	964	93	9.65	54	5.60	145	15.04	358	37.14	650	67.43	314	32.57
63. Trincomalee	2,150	238	11.07	191	8.88	457	21.26	626	29.12	1,512	70.33	638	29.67
64. Mutur	1,104	39	3.53	57	5.16	144	13.04	424	38.41	664	60.14	440	39.86
65. Kantale	1,149	31	2.70	68	5.92	196	17.06	369	32.11	664	57.79	485	42.21
66. Kinniya	1,329	31	2.33	67	5.04	172	12.94	471	35.44	741	55.76	588	44.24
67. Trincomalee North	331	3	0.91	14	4.23	51	15.41	94	28.40	162	48.94	169	51.06
68. Kurunegala	6,492	1,293	19.92	752	11.58	1,474	22.70	1,710	26.34	5,229	80.55	1,263	19.45
69. Kuliyaipitiya	4,564	501	10.98	470	10.30	959	21.01	1,394	30.54	3,324	72.83	1,240	27.17
70. Nikaweratiya	3,306	174	5.26	271	8.20	755	22.84	1,288	38.96	2,488	75.26	818	24.74
71. Maho	3,983	180	4.52	298	7.48	722	18.13	1,391	34.92	2,591	65.05	1,392	34.95
72. Giriulla	4,086	259	6.34	367	8.98	954	23.35	1,377	33.70	2,957	72.37	1,129	27.63
73. Ibbagamuwa	3,330	212	6.37	283	8.50	629	18.89	1,064	31.95	2,188	65.71	1,142	34.29
74. Puttalam	5,362	263	4.90	312	5.82	909	16.95	1,829	34.11	3,313	61.79	2,049	38.21
75. Chilaw	5,720	635	11.10	544	9.51	1,165	20.37	1,644	28.74	3,988	69.72	1,732	30.28

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	%
76. Anuradhapura	5,014	686	13.68	483	9.63	899	17.93	1,310	26.13	3,378	67.37	1,636	32.63
77. Tambuttegama	2,676	107	4.00	184	6.88	469	17.53	891	33.30	1,651	61.70	1,025	38.30
78. Kekirawa	2,916	151	5.18	219	7.51	620	21.26	1,003	34.40	1,993	68.35	923	31.65
79. Galenbidunuwewa	1,769	41	2.32	110	6.22	294	16.62	601	33.97	1,046	59.13	723	40.87
80. Kebithigollewa	2,248	75	3.34	145	6.45	402	17.88	776	34.52	1,398	62.19	850	37.81
81. Polonnaruwa	2,071	205	9.90	242	11.69	471	22.74	623	30.08	1,541	74.41	530	25.59
82. Hingurakgoda	2,809	200	7.12	185	6.59	506	18.01	871	31.01	1,762	62.73	1,047	37.27
83. Dimbulagala	1,770	20	1.13	71	4.01	329	18.59	672	37.97	1,092	61.69	678	38.31
84. Badulla	2,906	452	15.55	278	9.57	618	21.27	848	29.18	2,196	75.57	710	24.43
85. Bandarawela	3,626	553	15.25	435	12.00	714	19.69	1,073	29.59	2,775	76.53	851	23.47
86. Mahiyanganaya	2,072	110	5.31	107	5.16	341	16.46	671	32.38	1,229	59.31	843	40.69
87. Welimada	2,753	189	6.87	241	8.75	570	20.70	971	35.27	1,971	71.59	782	28.41
88. Passara	1,141	42	3.68	67	5.87	170	14.90	399	34.97	678	59.42	463	40.58
89. Viyaluwa	924	10	1.08	29	3.14	117	12.66	370	40.04	526	56.93	398	43.07
90. Monaragala	2,397	169	7.05	145	6.05	364	15.19	849	35.42	1,527	63.70	870	36.30
91. Wellawaya	1,851	71	3.84	108	5.83	295	15.94	668	36.09	1,142	61.70	709	38.30
92. Bibile	1,915	101	5.27	182	9.50	398	20.78	678	35.40	1,359	70.97	556	29.03
93. Thanamalwila	1,302	34	2.61	79	6.07	303	23.27	551	42.32	967	74.27	335	25.73
94. Ratnapura	6,710	1,023	15.25	781	11.64	1,272	18.96	1,863	27.76	4,939	73.61	1,771	26.39
95. Balangoda	2,894	221	7.64	227	7.84	554	19.14	999	34.52	2,001	69.14	893	30.86
96. Nivitigala	2,476	111	4.48	187	7.55	509	20.56	803	32.43	1,610	65.02	866	34.98
97. Embilipitiya	4,146	329	7.94	337	8.13	850	20.50	1,380	33.29	2,896	69.85	1,250	30.15
98. Kegalle	4,769	763	16.00	500	10.48	991	20.78	1,370	28.73	3,624	75.99	1,145	24.01
99. Mawanella	3,997	496	12.41	403	10.08	908	22.72	1,261	31.55	3,068	76.76	929	23.24
100. Dehiowita	3,839	238	6.20	299	7.79	713	18.57	1,306	34.02	2,556	66.58	1,283	33.42
All Island	311,105	39,834	12.80	29,485	9.48	63,318	20.35	94,024	30.22	226,661	72.86	84,444	27.14

Table 1.4 indicates that significant variations exist across educational zones in the country in relation to the performance of the school candidates who sat for the English Language at the G.C.E.(O/L) Examination in year 2021. Colombo Education Zone stands out with the highest percentage of A grades at 46.38%, followed by Kandy (31.97%) and Gampaha (24.66%). Across all zones, the most common passing grade was S (30.22% of all candidates), followed by C (20.35%), B (9.48%), and A (12.80%). This distribution suggests that while many students can pass the exam, achieving higher grades is more challenging. Zones in the Northern and Eastern Provinces often had lower pass rates while some zones had a significant proportion of high achievers (A and B grades). The data reveals significant disparities in the performance of English Language across different zones in Sri Lanka suggesting equitable access for quality English Language education.

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	7,871	1.96	400,861	100.00
81 - 90	21,964	5.48	392,990	98.04
71 - 80	29,164	7.28	371,026	92.56
61 - 70	40,148	10.02	341,862	85.28
51 - 60	57,880	14.44	301,714	75.27
41 - 50	74,921	18.69	243,834	60.83
31 - 40	76,138	18.99	168,913	42.14
21 - 30	57,989	14.47	92,775	23.14
11 - 20	30,462	7.60	34,786	8.68
01 - 10	4,283	1.07	4,324	1.08
00 - 00	41	.01	41	0.01

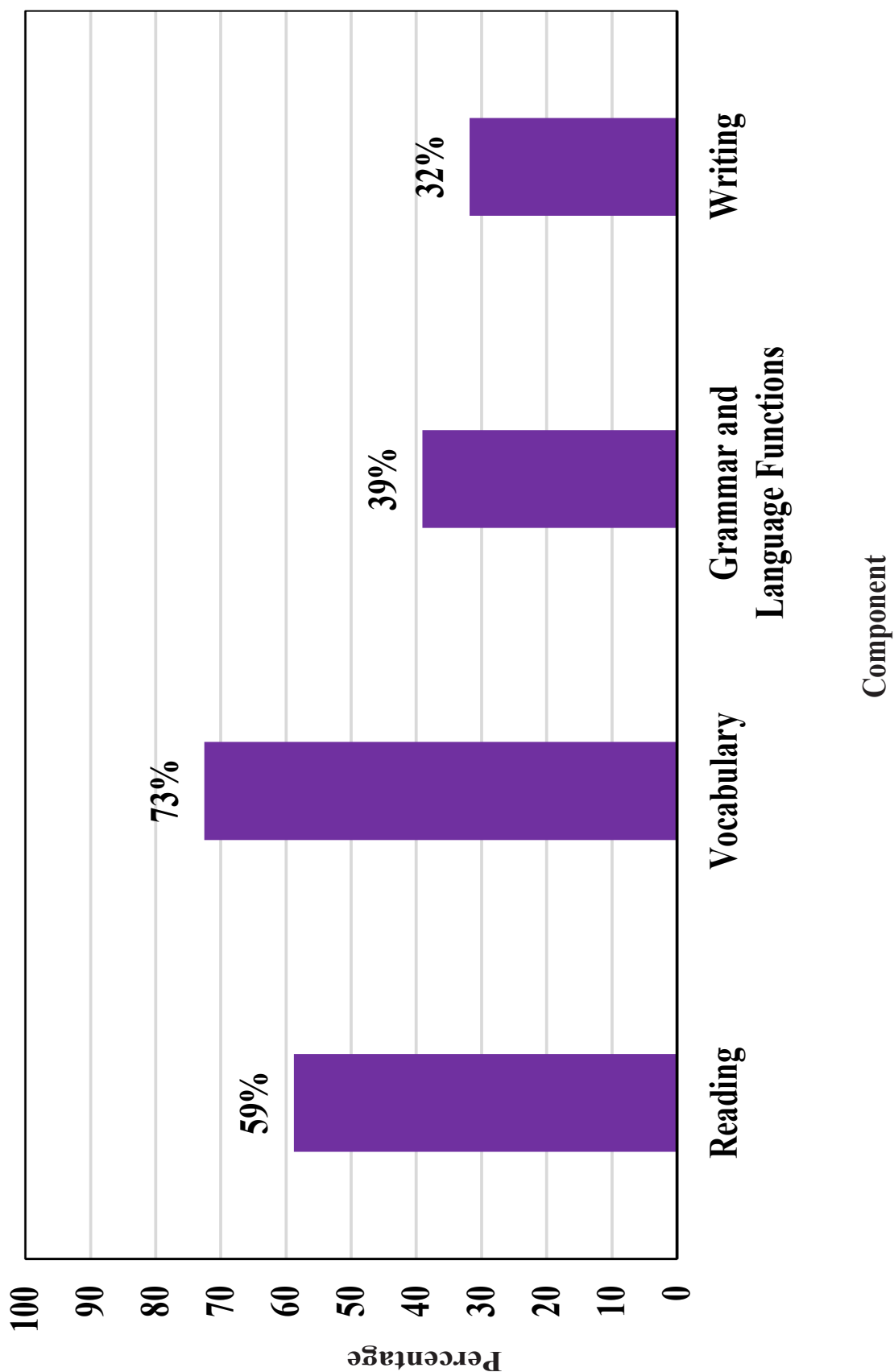
Source : RD Data 2021, DoE

Table 1.5 reveals that the majority of students have scored in the middle ranges, with fewer students at the extreme end of the scale. The highest frequency ranges are between 31 and 40 marks indicating 18.99% candidates and between 41 and 50 marks representing 18.69% candidates. These two intervals alone account for 37.68% of all candidates of the examination, indicating that a large portion of students have performed in the average range while mere 1.96% have scored in the highest mark range of 91–100. Furthermore, the cumulative frequency analysis has indicated that 42.14% of candidates have scored 40 marks or less while 61% of candidates have scored below 51 marks. The above analysis shows a significant potential for improvement, particularly promoting the students from average to good and from good to excellent performance levels.

1.3 Analysis of Subject Achievement

1.3.1 Facility of each Component Tested in the Paper

Figure 1.2 : Facility of Tested Components



Source : RD Data of 2021 Collected through RD/16/4/OL Form

1.3.2 Overall Facility of the Tests in Paper I and II

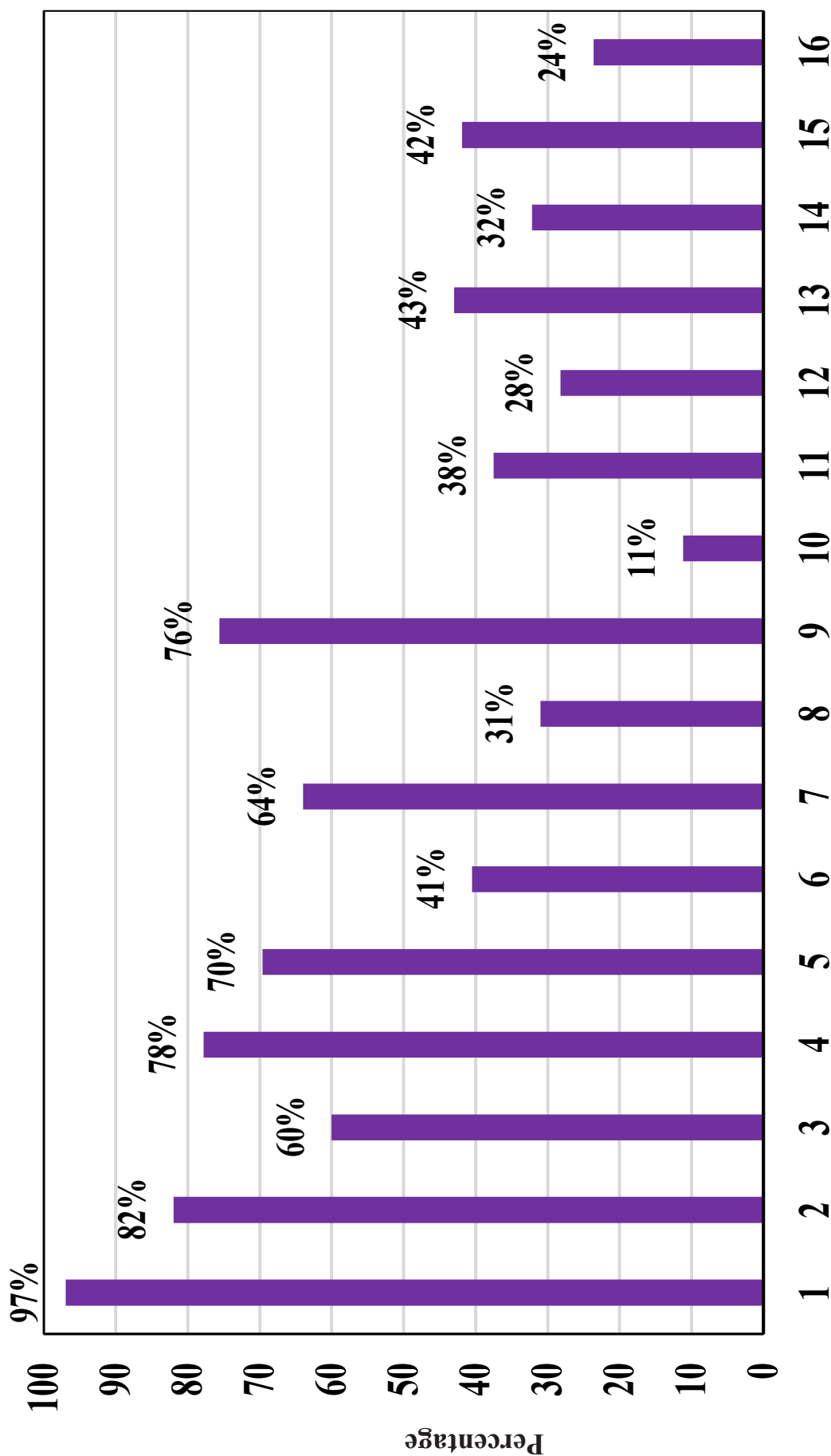
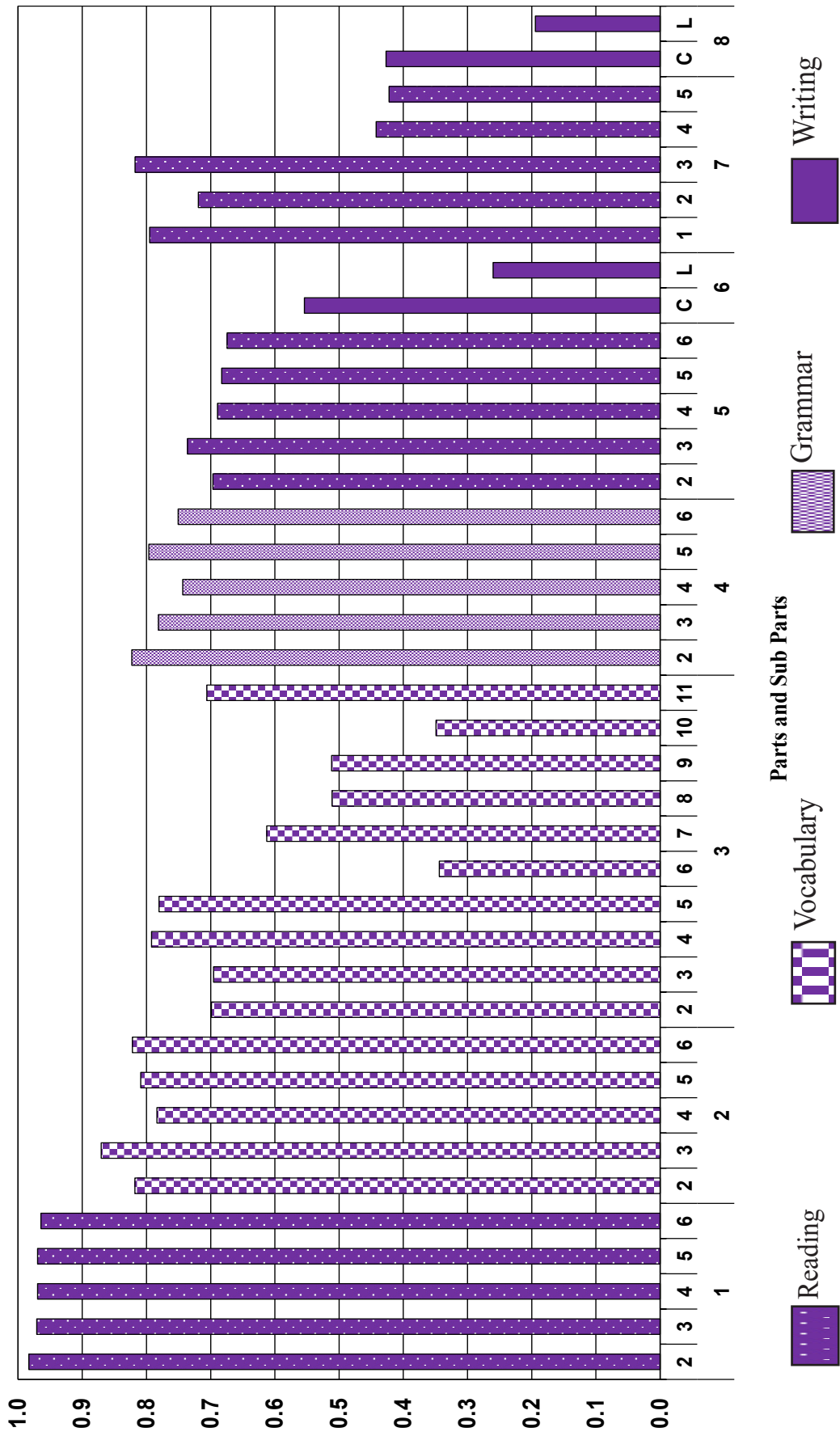


Figure 1.3 : Overall Facility of the Tests

Source : RD Data of 2021 Collected through RD/16/04/OL Form

1.3.3 Achievement in Tests of Paper I

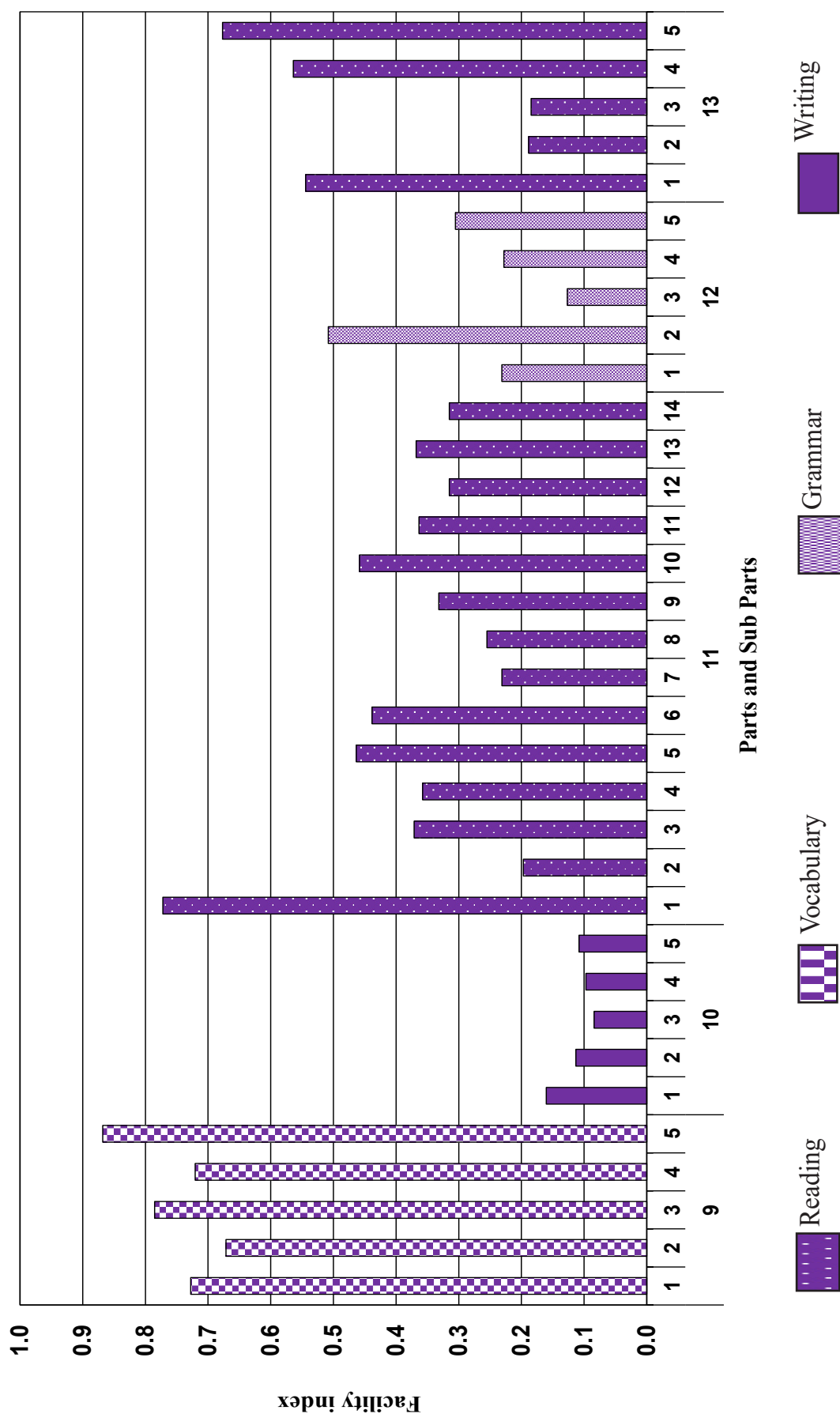
Figure 1.4 : Facility Indices of Parts and Sub Parts of Tests in Paper I



Source : RD Data of DoE, 2021 Collected through RD/16/4/OL Form
e.g. According to the Figure 1.4 facility of test 1(6) is 96%, while the facility of test 2(5) is 8%.

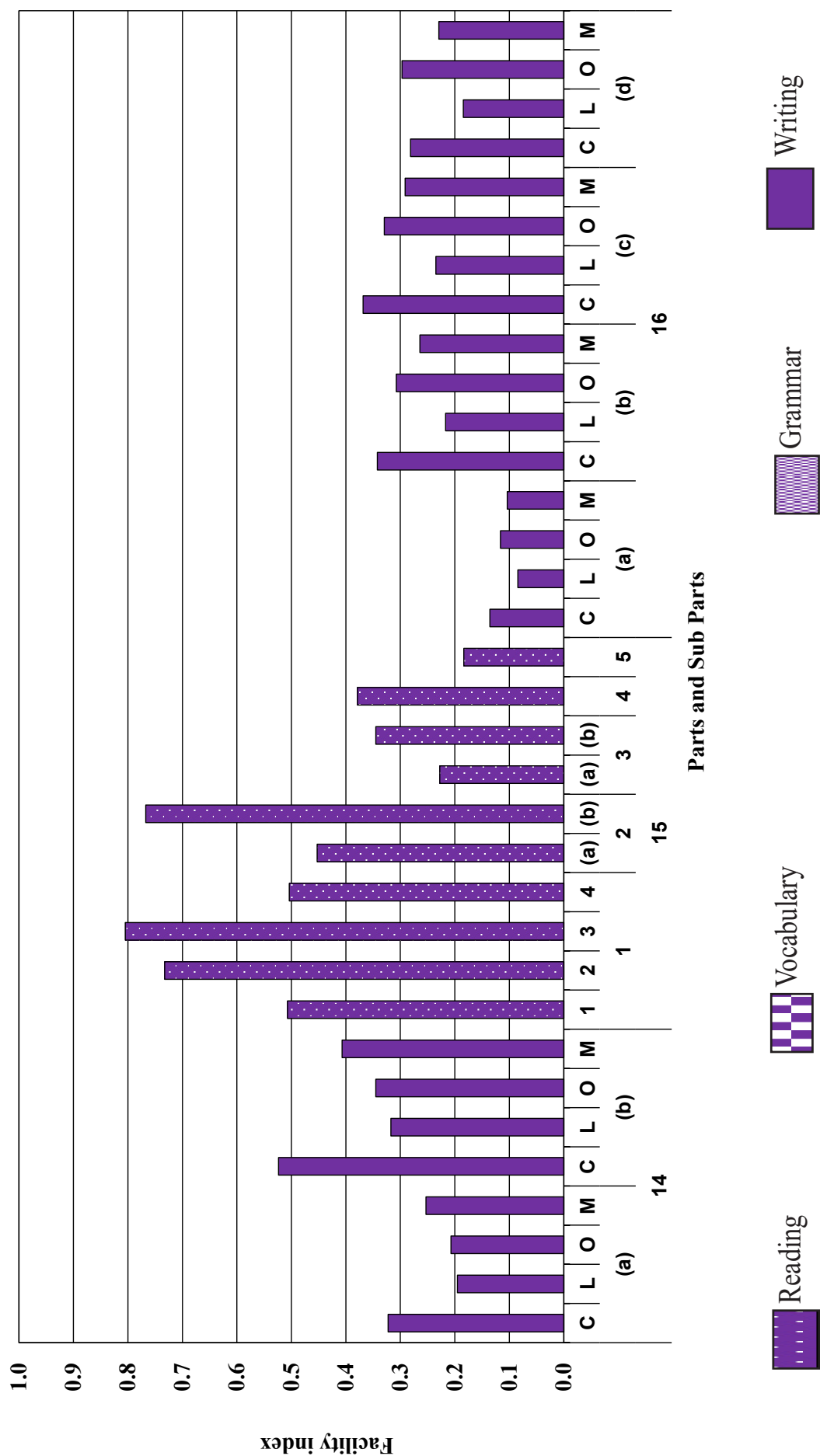
1.3.4 Achievement in Tests of Paper II

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



Source : RD Data of DoE, 2021 Collected through RD/16/04/OL Form.
e.g. According to the Figure 1.5 facility of test 10(5) is 11% . The facility of test 12(3) is only 13%.

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



Source : RD Data of DoE, 2021 Collected through RD/16/04/OL Form.
e.g. According to the Figure 1.5 facility of test 16 (a) is below 15%.

Part II

2.0 Details of Tests and Answers

2.1 Question 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

Question	Component of testing	Marks Distribution	Total
1	Reading	1x5	05
2	Vocabulary	1x5	05
3	Vocabulary	1/2x10	05
4	Grammar and Language Functions	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 2021

2.1.2 Evaluation of Paper I - 2021 in a Nutshell

Paper I of the G.C.E(O/L) English Language 2021 consists of eight tests measuring the language skills of reading and writing including vocabulary, grammar and language functions. The statistics on achievement of candidates in Paper I has demonstrated a wide range of performance of student across the language skills tested. The total marks allocated for Paper I is 40.

The easiest test for the candidates was Test 1, which assessed reading skills, with an exceptionally high facility of 97% for which 92% of students have scored full marks. Test 2 which assessed vocabulary also has a high facility of 82%, indicating strong lexical knowledge of students. Tests 6 and 8 which assessed writing skills have presented considerable challenges to the candidates, with facilities of 41% and 31%, suggesting a need for improvement in developing writing skills. The attempt to answer tests was consistently high across all the tests of Paper I. Distribution of marks obtained by the candidates varied widely, with easier tests showing a trend towards higher scores.

Overall, the data from Paper I of the G.C.E.(O/L) 2021 English Language provides valuable insights into students' competence in English Language highlighting their strengths in reading and vocabulary components. It further pinpoints critical areas for improvement in grammar and to develop writing skills.

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

* Observations and comments on the answers to questions in Paper I are based on Figure 1.1, 1.3 and 1.4 given in page 9,10 and 11 respectively.

● Test 1- Reading

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

Technique : Matching

○ Test 1

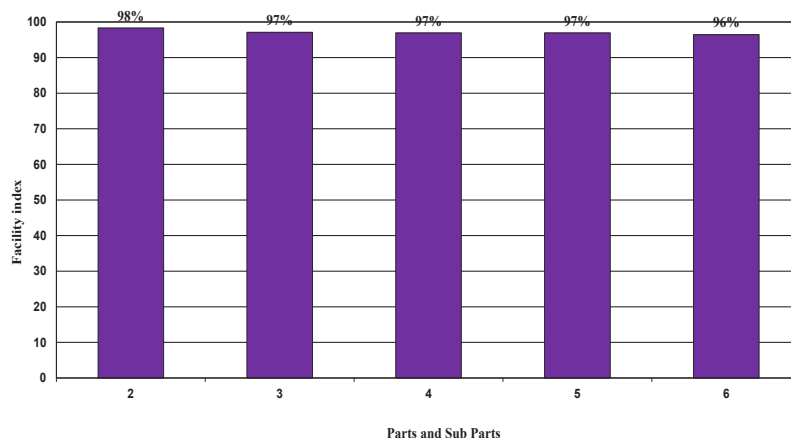
Match the following pictures with the names of the places given below. Write the letter of the most suitable picture in the box given against each place. *The first one is done for you.*

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

(1) Post Office	c	(2) School	b
(3) Hospital	d	(4) Restaurant	a
(5) Railway Station	f	(6) Harbour	e

Observations and Comments on Test 1

Figure 2.1: Facility for Parts of Test 1

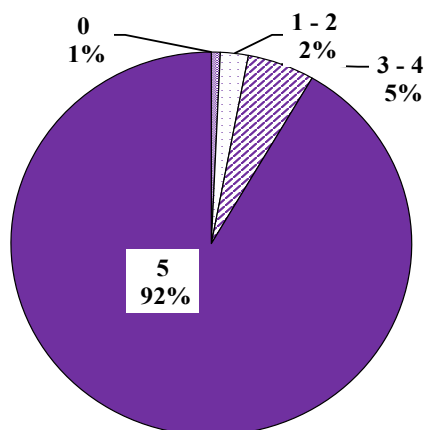


Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

Part	(2)	-	98%
Part	(3)	-	97%
Part	(4)	-	97%
Part	(5)	-	97%
Part	(6)	-	96%

Figure 2.1 shows that the facility of all the Parts of Test 1 is over 95%. The overall facility of the test is relatively high ranging from 96% to 98%. The highest facility of 98% is recorded for Part 2 while the lowest facility of 96 % is recorded for Part 6.

Figure 2.2: Distribution of Marks Obtained in Test 1

Source: RD Data of DoE, 2021 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	-	92 %
3- 4 marks	-	5%
1-2 marks	-	2%
0 marks	-	1%

Figure 2.2 indicates that 92% of candidates have scored the total of 5 marks, while 5% of candidates have scored marks from 3 - 4. Out of the total number, 2 % of candidates have scored marks from 1 - 2 while only 1% 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 5.1 which tests the ability of candidates to use visual clues to derive the meaning of texts. The candidates have responded to the task successfully. The text type is picture based words and the testing technique used is matching. The facility value of this test is high, ranging from 96% to 98% suggesting that most of the students have displayed strong skills in picture-word associations.

To enhance the skills related to this competency, the teachers could introduce visual clues to understand the relationships between multiple images such as labeling diagrams, categorizing, matching exercises etc. Further, teachers could incorporate more visual literacy activities in class, having students analyze and discuss meanings conveyed through images, charts and graphs. In addition, visual vocabulary, bingo games, memory games, picture labeling would reinforce their skills in extracting from visual clues.

●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 invitation using the words given in the box. Write the letter of the correct word in the space given. *The first one is done for you.*

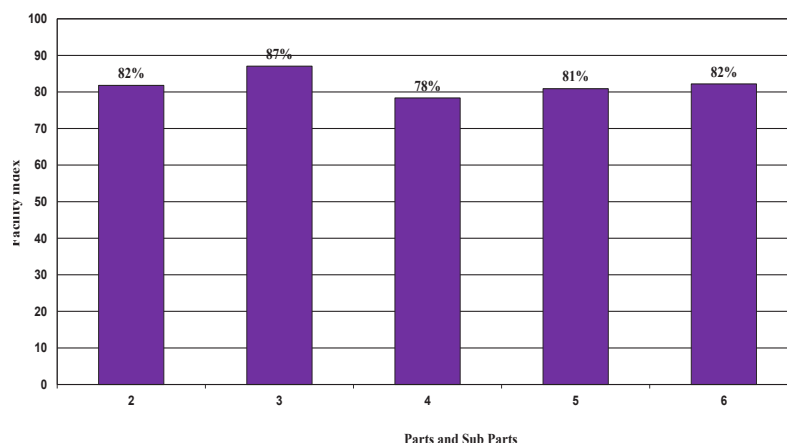
~~~~~ Invitation ~~~~~

The Photographic Society of  
Wijayaba Maha Vidyalaya  
(1) .....<sup>b</sup> invites  
Mr. Kithsiri Dahanayake,  
the (2) ...<sup>e</sup>... of Media Unit-Provincial Council  
as the (3) ...<sup>d</sup>... Guest  
to deliver a (4) ...<sup>f</sup>...  
on 'The Art of Photography'  
at the (5) ...<sup>a</sup>... Exhibition  
which will be (6) ...<sup>c</sup>... on 30th July 2022  
from 8.30 a.m. to 12.30 p.m.  
~~~~~ at the auditorium. ~~~~~

- (a) Photographic
(b) cordially
(c) held
(d) Chief
(e) Director
(f) speech

Observations and Comments on Test 2

Figure 2.3: Facility for Parts of Test 2



Source: RD Data of DoE, 2021 Collected from
RD/16/3/OL Form

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

Part (2) - 82 %

Part (3) - 87%

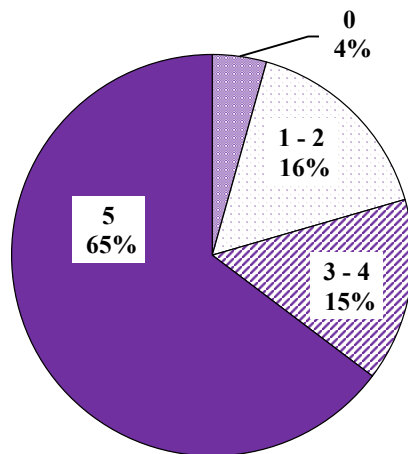
Part (4) - 78%

Part (5) - 81%

Part (6) - 82%

Figure 2.3 shows that the facility of all the Parts of the Test 2 is over 75% and it has ranged from 78% to 87%. The highest facility of 87% is recorded for Part 3 while the lowest facility of 78 % is recorded for Part 4.

Figure 2.4: Distribution of Marks Obtained in Test 2



Source: RD Data of DoE, 2021 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 | - | 65 % |
| 3- 4 marks | - | 15 % |
| 1-2 marks | - | 16 % |
| 0 marks | - | 4 % |

Figure 2.4 indicates that 65% of the candidates have obtained full marks for Test 2, while 15% of candidates have scored marks from 3 - 4. Out of the total number, 16% of candidates have scored marks from 1 - 2 while only 4% of candidates have obtained zero marks.

COMMENTS:

Test 2 assesses the ability to build up vocabulary using words appropriately and accurately to convey precise meaning under 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 test 2 ranges from 78% to 87%. This indicates that the majority of students have performed well, suggesting that the test was generally easy for most of the candidates. The text type used is an invitation and the testing technique is gap filling. The test requires students to fill in the blanks of an invitation using appropriate words.

To develop this competency teachers could focus on teaching vocabulary in context, using authentic materials like invitations, notices, etc. Exercises like cloze passages and word games would help students practise the use of different word classes appropriately. Furthermore, Word Category Sorting, Sentence Building, Word of the Day, Parts of Speech and Scavenger Hunt can be suggested as suitable activities to enrich the vocabulary of the students.

● 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 and fill in the blanks using the words given in the box. Write the letter of the correct word in the blank. *The first one is done for you.*

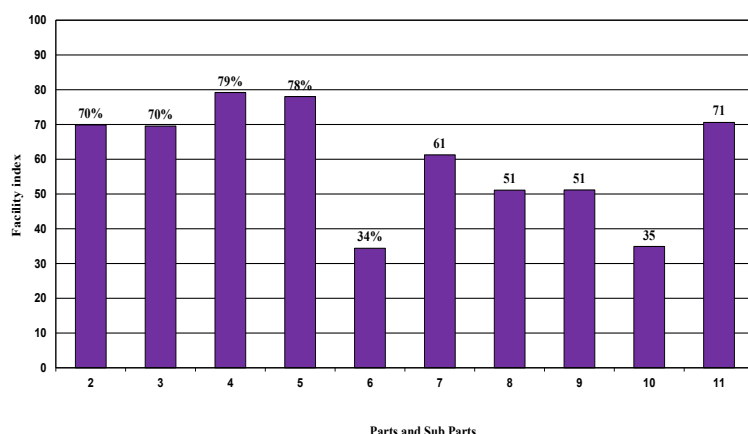


- (a) feeble
- (b) pond
- (c) work
- (d) small
- (e) bed
- (f) family
- (g) neat
- (h) mending
- (i) shade
- (j) soil
- (k) plants

My home garden is the best place to spend my leisure time. It is very (1)^d..... but we keep it (2)^g..... and tidy. We all (3)^c..... there every Sunday. Today while my mother is watering the (4)^k..... my father is cleaning the (5)^b..... . I have a (6)^e..... of roses in the corner, and I am digging the (7)^j..... for manuring. I can see my brother (8)^h..... the broken fence. Although my grandfather is very (9)^a..... he enjoys sitting in the (10)ⁱ..... of the mango tree and watching the (11)^f..... at work. Working together in the garden is indeed a pleasure.

Observations and Comments on Test 3

Figure 2.5: Facility for Parts of Test 3



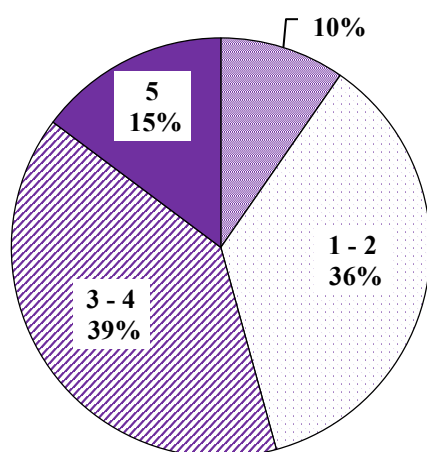
Test 3 is based on Vocabulary. Facility recorded for Parts of Test 3 is as follows

| | |
|-----------|--------|
| Part (2) | - 70 % |
| Part (3) | - 70% |
| Part (4) | - 79% |
| Part (5) | - 78% |
| Part (6) | - 34% |
| Part (7) | - 61 % |
| Part (8) | - 51% |
| Part (9) | - 51% |
| Part (10) | - 35% |
| Part (11) | - 71% |

Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

Figure 2.5 depicts that the facility of Test 3 has ranged from 34% to 79%, indicating a significant variation in levels of difficulty from Part 2 to Part 11. The highest facility of 79% is recorded for Part 4, while the lowest facility of 34% is recorded for Part 6. Except for Part 6 and 10, the facility recorded for all the other Parts is above 50%.

Figure 2.6: Distribution of Marks Obtained in Test 3



Source: RD Data of DoE, 2021 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 | - | 15 % |
| 3- 4 marks | - | 39 % |
| 1-2 marks | - | 36% |
| 0 marks | - | 10% |

Figure 2.6 indicates that only 15% of candidates have obtained full marks for Test 3 while 39% of candidates have scored marks from 3 - 4. Out of the total number, 36% of candidates have scored marks from 1 - 2 while 10% 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. It specifically assesses the ability to use nouns, verbs, adjectives and adverbs appropriately under Competency Level 4.7. This test evaluates the ability of students to use various parts of speech appropriately in a descriptive context through gap filling in a picture description from a list of words given.

The overall facility of the test is 60% which indicates a moderate level of difficulty. The low facility of sub parts (6,9,10) highlights that candidates had faced challenges in using appropriate vocabulary in a given context, emphasizing the importance of vocabulary instruction and practice, particularly in describing a picture.

To develop the skills related to this competency, teachers could provide more opportunities for students to describe visual aids such as pictures, photographs and illustrations using appropriate words related to the context. Further, teachers could use picture description activities regularly, focusing on expanding the vocabulary range of students and ability to use varied word classes accurately in context. In addition, use of online image repositories or multimedia resources that provide visuals for descriptive writing practice would reinforce students' acquisition of vocabulary.

● Test 4 - Grammar and Language Functions

Objective : Assess the ability to construct sentences

Technique : Gap filling.

○ Test 4

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

at, to, ~~in~~, for, of, with

Raini : Good Morning Teacher! Glad to see you this morning.

Teacher : Good Morning Raini. Nice to see you too.

Raini : Teacher, where are you going so early (1) **in** the morning?

Teacher : I'm going (2) **to** Kandy to see my parents.

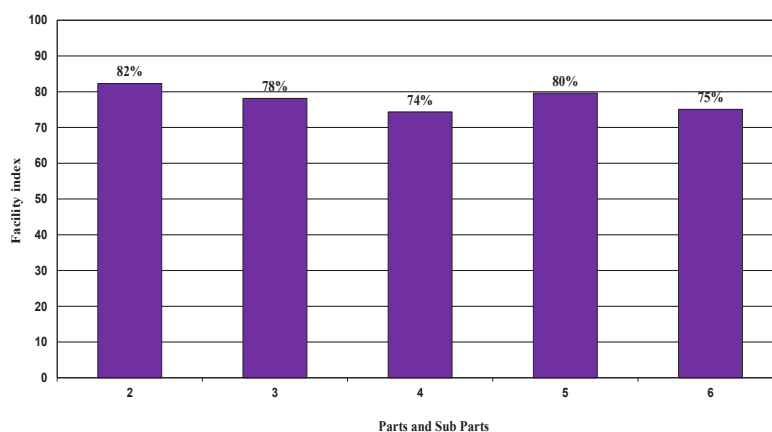
Raini : Really! Whereabout in Kandy?

Teacher : In Galaha. It's close to Kandy. I'm waiting (3) **for** my elder sister.
She'll come in her car (4) **with** her son.

Raini : OK, teacher. Our train leaves (5) **at** seven from the Fort. We are
going for a practice match with the under nineteen team (6) **of**
Rajasinghe Vidyalaya.

Observations and Comments on Test 4

Figure 2.7: Facility for Parts of Test 4



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

Part (2) - 82 %

Part (3) - 78%

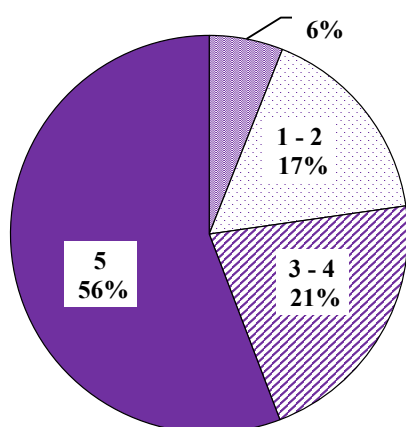
Part (4) - 74%

Part (5) - 80%

Part (6) - 75%

Source: RD Data of DoE, 2021 Collected from
RD/16/4/OL Form

Figure 2.7 indicates that the facility of the Parts of Test 4 has ranged from 74% to 82%, reflecting a level from moderate to high. The highest facility of 82 % is recorded for Part 2 while the lowest facility of 74 % is recorded for Part 4.

Figure 2.8: Distribution of Marks Obtained in Test 4

Source: RD Data of DoE, 2021 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 | - | 56% |
| 3- 4 marks | - | 21 % |
| 1-2 marks | - | 17% |
| 0 marks | - | 6% |

Figure 2.8 indicates that the percentage of candidates obtained full marks for Test 4 is 56% while 21% of candidates have scored marks from 3 - 4. Out of the total number, 17% of candidates have scored marks from 1 - 2 while only 6% of candidates have obtained zero marks.

COMMENTS:

Test 4 assesses 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 test is specifically based on Competency Level 6.7, focusing on the ability to use prepositions appropriately. The overall facility of this test ranges from 74% to 82%. The distribution of marks reveals that a significant portion of candidates (56%) have performed well, while less percentage of candidates have faced some challenges. The text type is a dialogue and the testing technique is gap filling.

To develop this competency more complex prepositional phrases or less common prepositions could be introduced. Teachers could use communicative activities like Role Play and Dialogues to practise prepositions in context. Error Analysis of common mistakes of prepositions could be helpful. Preposition Dictionary, Simon Says with Prepositions, Preposition Treasure Hunt, Preposition Story Chain and Preposition Board Game can be suggested as appropriate activities to practise prepositions.

● 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 text and complete the table given below. *The first one is done for you.*

Snakes In Sri Lanka

Sri Lankan reptiles count nearly 209 known species with great diversity. These reptiles consist of snakes, lizards, crocodiles, turtles and tortoises. Almost 125 species of them are endemic to Sri Lanka.

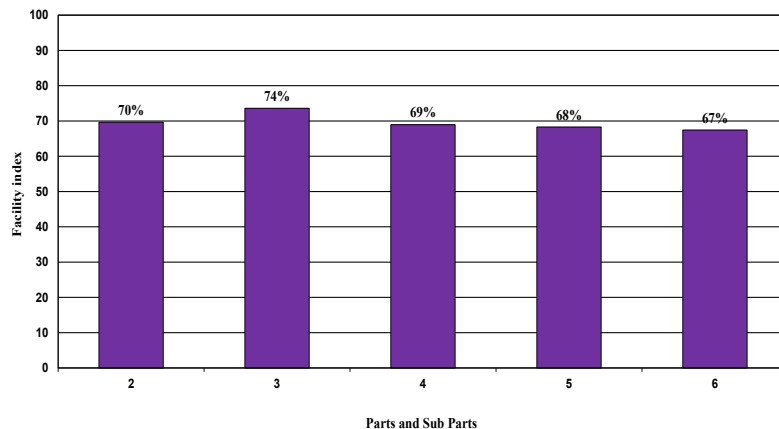
Around 83 species of snakes have already been found in Sri Lanka. Twelve species of earthly snakes and twelve species of sea snakes are venomous. The specimens of extremely venomous snakes in Sri Lanka are mostly found in the dry zone. In addition, sea snakes living in the sea around Sri Lanka are more venomous than earthly snakes.

It is reported that at present there are nearly 4060 species of amphibians in the world. The number of amphibian species found in Sri Lanka, however, is 50.

| | | |
|----|--|---|
| 1. | The approximate number of known reptile species in Sri Lanka | (i) 209 |
| 2. | A type of reptiles mentioned in the text | snakes, lizards, crocodiles,
(ii) turtles, tortoises |
| 3. | The approximate number of species of snakes found in Sri Lanka | (iii) 83 |
| 4. | The two species of venomous snakes | (iv) earthly snake
(v) sea snakes |
| 5. | The number of amphibian species found in Sri Lanka | (vi) 50 |

Observations and Comments on Test 5

Figure 2.9: Facility for Parts of Test 5



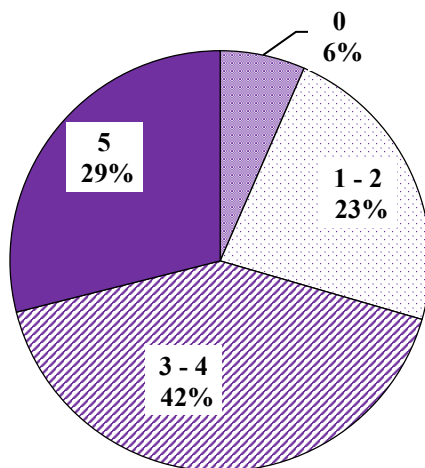
Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

- Part (2) - 70 %
- Part (3) - 74%
- Part (4) - 69%
- Part (5) - 68%
- Part (6) - 67%

Figure 2.9 shows that the facility of the Parts of Test 5 has ranged from 67% to 74%, indicating a moderate level of difficulty. The highest facility of 74 % is recorded for Part 3 while the lowest facility of 67% is recorded for Part 6.

Figure 2.10: Distribution of Marks Obtained in Test 5



Source: RD Data of DoE, 2021 Collected from RD/16/3/OL Form

All the candidates have attempted Test 5. Five (05) marks have been allocated for this test. The candidates have scored marks as follows.

| | | |
|------------|---|------|
| 5 marks | - | 29 % |
| 3- 4 marks | - | 42 % |
| 1-2 marks | - | 23% |
| 0 marks | - | 6% |

Figure 2.10 indicates that the percentage of candidates obtained full marks for Test 5 is 29% while 42% of candidates have scored marks from 3 - 4. Out of the total number, 23% of candidates have scored marks from 1 - 2 while 6% 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 skill assessed is reading through a descriptive text and the testing technique is transferring information. The facility for the Parts of the test has ranged from 67% to 74% indicating a moderate level of difficulty.

To develop the skills of reading to extract information to other forms, teachers could provide students with more activities that involve transferring information from texts into different formats such as tables, diagrams and charts. Furthermore, teachers can provide opportunities to the students to engage in activities like infographic creations, Information Scavenger Hunt, Summarization Grids and Jigsaw Puzzle activities to enhance the reading skills of the learners. In addition, teachers can expose students to a variety of descriptive texts to develop their reading comprehension and information extraction skills using authentic descriptive texts for information transfer activities.

● Test 6- Writing

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

Technique : Guided writing.

○ Test 6

You lost your pencil case in the school library. You want to find it. Write a notice to be displayed in the school notice board. Use about 40 - 50 words.

- Include - the date it was lost
- things in the pencil case
- if found, where to return it

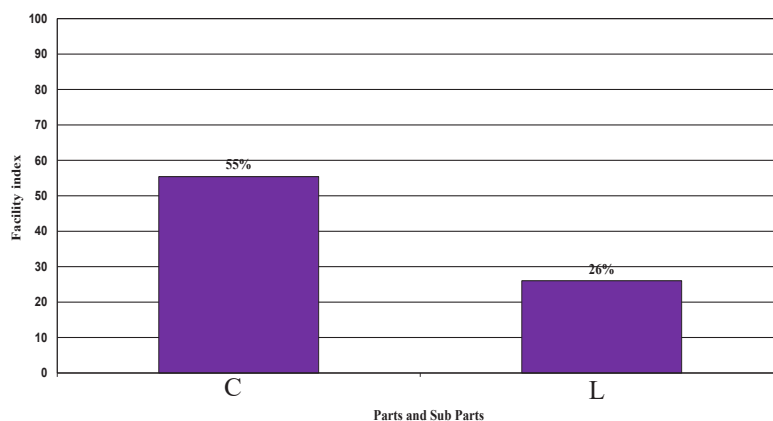
Lost

I lost my pencil case in the school library on Monday 27th. It's a brown leather pencil case with a sticker of a teddy bear, two marker pens, some pencils and some coins. If found, please hand it over to the school librarian.

Kalana
Grade - 11.C

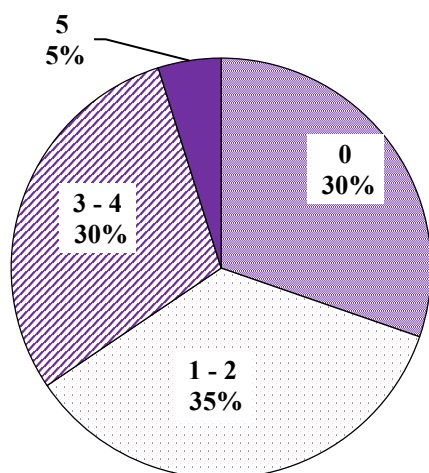
Observations and Comments on the Test 6

Figure 2.11: Facility for Parts of Test 6



Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

Test 6 assesses writing skills through guided writing. The content and language aspects of this test have facility of 55% and 26%, respectively. The significant difference between the facility of content and language highlights that many candidates have faced challenges in using appropriate language expressions in writing a notice for official purposes.

Figure 2.12: Distribution of Marks Obtained in Test 6

Source: RD Data of DoE, 2021 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 | - | 5 % |
| 3- 4 marks | - | 30 % |
| 1-2 marks | - | 35% |
| 0 marks | - | 30% |

Figure 2.12 indicates that only 5% of candidates have obtained full marks for Test 6 while 30% of the candidates have obtained marks from 3 - 4. Out of the total number, 35% of candidates have obtained marks from 1 - 2 while 30% of candidates have obtained zero marks.

COMMENTS:

Test 6 assesses 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 testing technique is guided writing using notices as the text type. The content has a facility of 55%, while language has a lower facility of 26%. The significant difference in facilities between content and language suggests that candidates had found a difficulty with the linguistic accuracy than with contextual appropriacy of a notice. The distribution of marks for the test indicates that a significant portion of candidates (30%) had found this test challenging by scoring 0 marks. Only a small percentage (5%) had performed exceptionally well in answering the test scoring 5 marks.

To develop this competency, teachers could provide more practise in writing formal notices, focusing on both appropriate content and language accuracy and analyzing model notices and introducing peer assessment activities could also be helpful. Apart from that, Notice Board Creation, Lost and Found Writing, Notice Analysis, Digital Notice Design, Notice Writing Chain, etc. can be suggested as activities to improve writing notices.

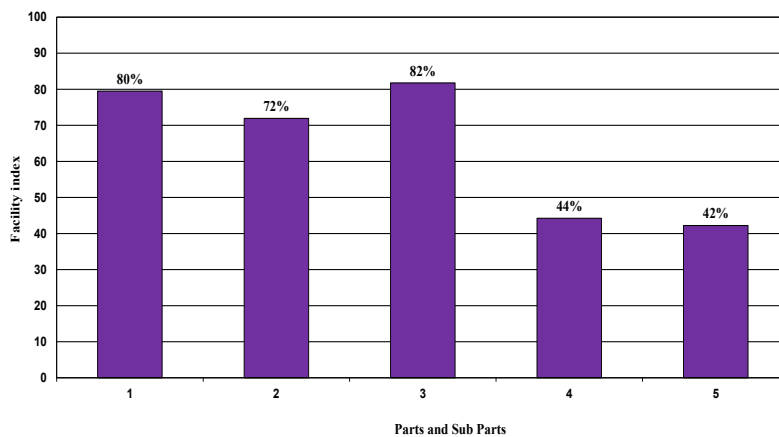
○ Test 7

Narmada held the baby squirrel, kissed its forehead and said, "A friend in need is a friend indeed".

(c) A troublesome pet.

Observations and Comments on Test 7

Figure 2.13: Facility for Parts of Test 7



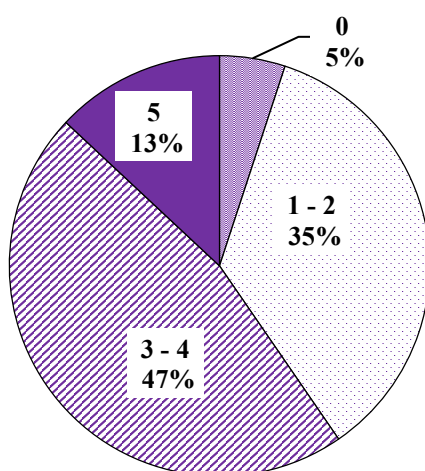
Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

| | | |
|----------|---|-----|
| Part (1) | - | 80% |
| Part (2) | - | 72% |
| Part (3) | - | 82% |
| Part (4) | - | 44% |
| Part (5) | - | 42% |

Figure 2.7 shows that the facility of the Parts of Test 7 has varied widely from 42% to 82%, indicating a moderate level of difficulty. The highest facility of 82 % is recorded for Part 3 while the lowest facility of 42 % is recorded for Part 5.

Figure 2.14: Distribution of Marks Obtained in Test 7



Source: RD Data of DoE, 2021 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 | - | 13 % |
| 3- 4 marks | - | 47% |
| 1-2 marks | - | 35% |
| 0 marks | - | 5% |

Figure 2.14 indicates that percentage of candidates obtained full marks for Test 5 is 13% while 47% of candidates have scored marks from 3 - 4. Out of the total number, 35% of candidates have scored marks from 1 - 2 while 5% of candidates have obtained zero marks.

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 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 testing technique used is MCQs. This test evaluates ability of students to extract information from a narrative, including both explicit and implicit details. The facility of the test varies widely from 42% to 82% suggesting that the test effectively discriminated between different levels of reading comprehension.

To develop this skill, teachers could use a variety of comprehending narrative texts where more focus could be placed on higher order reading skills like inference and evaluation, which students seem to find more challenging. To enhance their ability to extract information from different types of storytelling, teachers can expose students to a variety of narrative genres and literary styles, conduct post reading discussions, create story maps, highlight key information and reciprocal teaching. In addition, age-appropriate narrative texts from various sources such as books, magazines, online platforms and the use of digital story telling platforms or multimedia resources which provide comprehension practice would be effective to develop reading skills.

● Test 8 - Writing

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

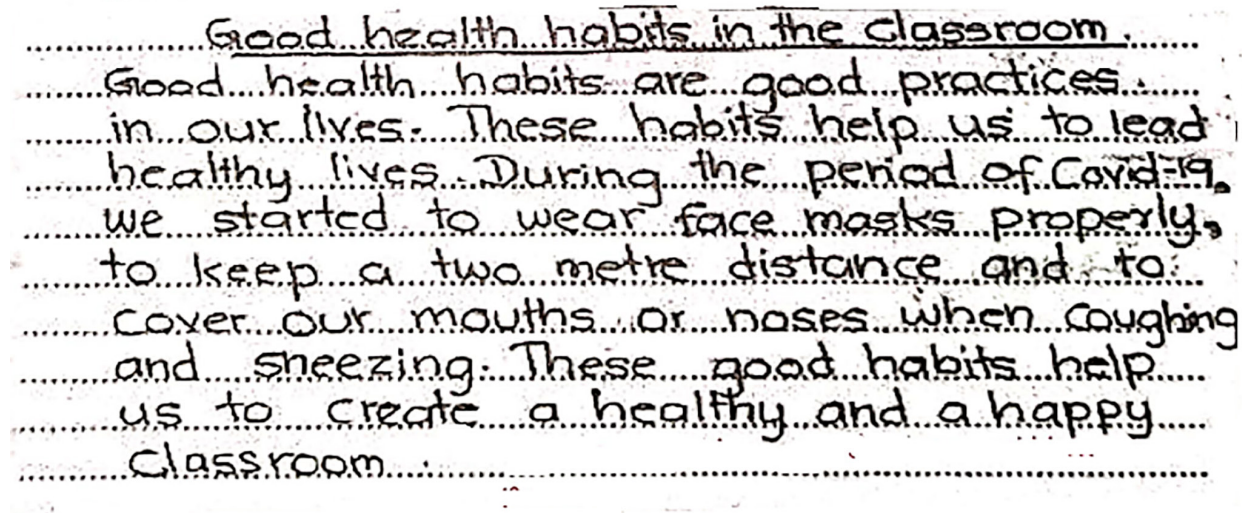
Technique : Free writing.

○ Test 8

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

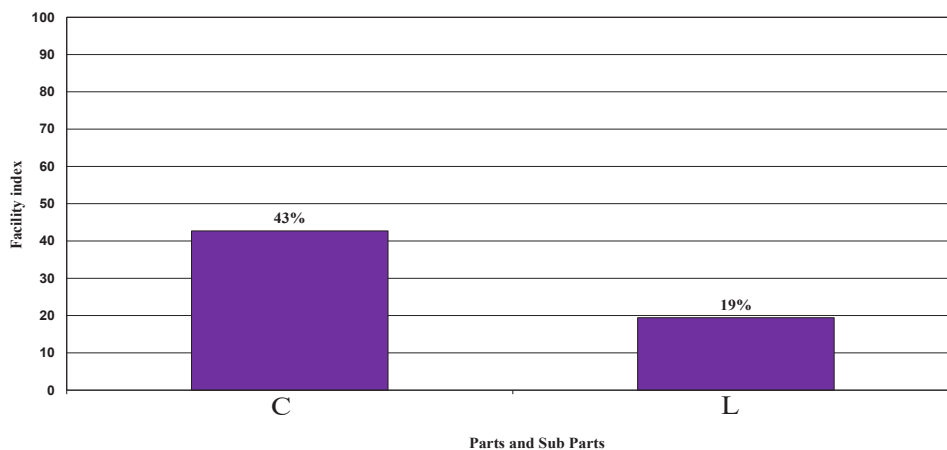
(a) Good health habits in the classroom

(b) An unforgettable incident in my life



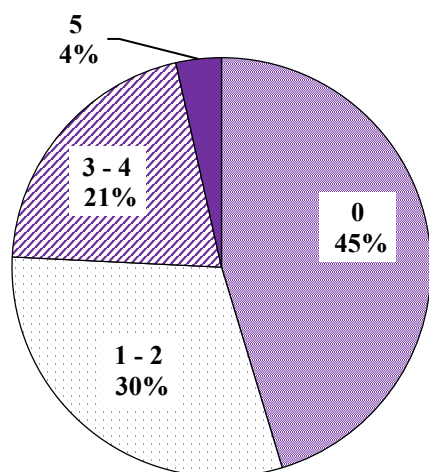
Observations and Comments on Test 8

Figure 2.15: Facility for Parts of Test 8



Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

Test 8 is a free writing task assessing ability of candidates to write a paragraph. The facility of the content of the paragraph was 43% while language aspect was 19%. Accordingly, the candidates have scored more marks for the content than language. The lower item facility for the language indicates that many candidates have faced challenges in expressing their ideas using grammatically

Figure 2.16: Distribution of Marks Obtained in Test 8

Source: RD Data of DoE, 2021 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 | - | 21 % |
| 1-2 marks | - | 30% |
| 0 marks | - | 45% |

Figure 2.16 indicates that only 4% of candidates have obtained full marks for Test 8 while 21% of candidates have obtained marks from 3 - 4. Out of the total number, 30% of the candidates have scored marks from 1- 2 while 45% of candidates have obtained zero marks.

COMMENTS:

Test 8 assesses the ability to use English creatively and innovatively in written communication under Competency 7 which is related to writing. This test is specifically based on Competency Level 7.5 which tests the ability to write simple compositions on different types of topics. The text type is a descriptive text while the testing technique is free writing. The low facility of 43% for Content and 19% for Language suggests that candidates have difficulties in expressing their ideas effectively using appropriate language when writing simple paragraphs. The distribution of marks shows that a significant portion of candidates, (45%) had found this test extremely challenging while only a negligible percentage (4%) had performed exceptionally well. This test underscores the need for continuous practice in developing writing skills for various types of compositions and topics.

To develop basic writing skills, teachers could focus on paragraph writing skills, including both organization of ideas and language accuracy. Providing writing frames, doing collaborative writing activities, giving targeted feedback on both Content and Language could help improve this competency. Further, Topic Sentence Practice, Paragraph Puzzles, Peer Editing Workshops, Timed Writing Practice, Picture Prompt Paragraphs can be suggested as appropriate activities to practise writing skills.

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 choices whereas Test 16 has four.
- * The total marks allocated for paper II is 60

Table 2.2: Structure of Paper II

| Test No. | Components of Testing | Marks Distribution | Total |
|----------|------------------------------|--|-------|
| 9 | Vocabulary | 1x5 | 05 |
| 10 | Grammar & language functions | 1x5 | 05 |
| 11 | Reading | 1/2x14 | 07 |
| 12 | Grammar & language functions | 1x5 | 05 |
| 13 | Reading | 1x5 | 05 |
| 14 | Writing | C-3,L-3,O-2,M-2 | 10 |
| 15 | Reading | Task 1 - 1/2 x 4 = 2
Task 2 - 1x2 = 2
Task 3 - 1x2 = 2
Task 4 - 1x1 = 1
Task 5 - 1x1 = 1 | 08 |
| 16 | Writing | C-5,L-5,O-2,M-3 | 15 |

Source: G.C.E (O/L) Marking Scheme 2021

2.2.2 Evaluation of Paper II - 2021 in a Nutshell

Paper II of the G.C.E(O/L) 2021 English Language has presented a diverse range of challenges for students, revealing both strengths and the envisaged measures to be taken for language improvement. It consists of eight tests measuring the language skills of reading and writing including vocabulary, grammar and language functions. The total marks allocated for paper II is 60.

The easiest test in this paper was Test 9, which measured vocabulary skills, with a high facility of 76%. Out of the total number, 77% of candidates have scored marks from 3 to 5. In contrast, Test 10, which assessed grammar and language functions, has emerged as the most difficult test with an extremely low facility of 11%. In this test 76% of students have scored zero marks. This disparity highlights that this cohort of candidates had significantly failed to use complex grammatical structures accurately.

In terms of language skills, the data suggests that the candidates have exhibited high proficiency in reading comprehension and using vocabulary, with overall facility indices of 59% and 73%, respectively. However, their performance in grammar and language functions, and writing skills was relatively low, with an overall facility of 39% for grammar and language functions, and 32% for writing skills. These components require necessary interventions to improve the language competence of the candidates.

The candidates have attempted all the tests in Paper II. The distribution of marks obtained by the candidates had varied widely. While vocabulary and some reading tasks show a positive trend in scoring high marks, grammar and writing tasks have revealed a significant trend towards lower marks. This overview of Paper II provides valuable insights into the English Language competence of the students highlighting vocabulary and basic reading comprehension as strong language components while pinpointing critical points for improvement in grammar and extended writing skills.

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 1.1, 1.2 and 1.4 given on page 9, 10, 12 and 13 respectively.

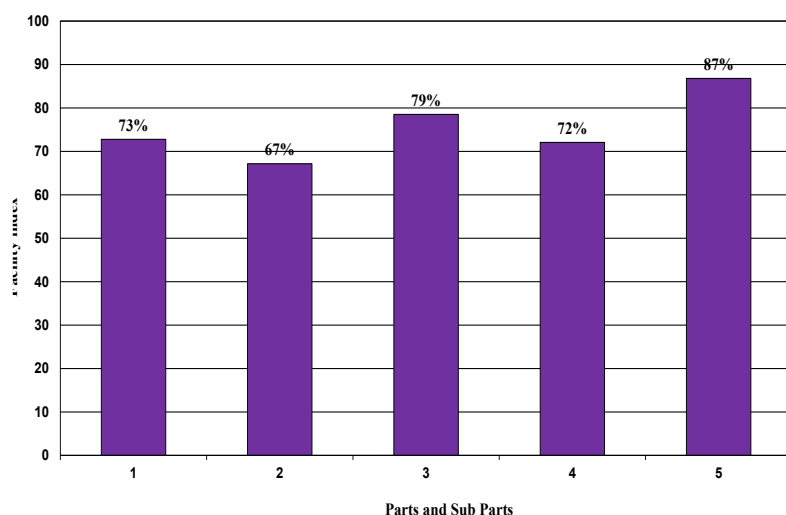
● Test 9- Vocabulary

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

Technique : Gap filling.

Observations and Comments on Test 9

Figure 2.17: Facility for Parts of Test 9



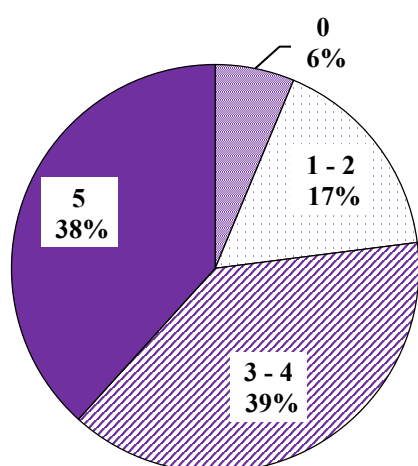
Test 9 is based on Vocabulary. Facility recorded for Parts of Test 9 is as follows.

Part (1) - 73 %
 Part (2) - 67%
 Part (3) - 79%
 Part (4) - 72%
 Part (5) - 87%

As depicted in Figure 2.17 the facility of Test 9 has ranged from 67% to 87%. The highest facility of 87% is recorded for Part 5 while the lowest facility of 67 % is recorded for Part 2. The facility of all the parts of Test 9 is over 70% which indicates that the achievement level is high.

Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

Figure 2.18: Distribution of Marks Obtained in Test 9



Source: RD Data of DoE, 2021 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 | - | 38 % |
| 3- 4 marks | - | 39 % |
| 1-2 marks | - | 17% |
| 0 marks | - | 6% |

Figure 2.18 indicates that 38% of candidates have obtained full marks for Test 9 while 39% of candidates have obtained marks from 3 - 4. Out of the total number, 17% of candidates have scored marks from 1 - 2 while 6% of candidates have obtained zero marks.

COMMENTS:

Test 9 is focused on assessing the ability to build up vocabulary using words appropriately and accurately to convey precise meaning under Competency 4. This specifically assesses the Competency Level 4.7 which tests the ability to use nouns, verbs, adjectives and adverbs appropriately related to multiple learning outcomes from grade 10 and 11. The text type is a descriptive text and the testing technique used is gap filling. The overall facility of the test is 76%.

To develop the ability to build up vocabulary using nouns, verbs, adverbs and adjectives teachers could provide more activities that involve the use of more challenging vocabulary items particularly focusing on less common words. Accordingly, teachers could use contextual vocabulary teaching methods such as authentic texts and encourage students to deduce meaning from the context. They could also use vocabulary quizzes and word games to reinforce learning. Moreover, activities like Spelling Bee, Homophone Hunt, Word Family Trees and Cross Word Puzzles can also be used to improve the vocabulary of students.

• Test 10 - Grammar & Language Functions.

Objective : Assess the ability to use passive voice accurately in a context

Technique : Gap filling.

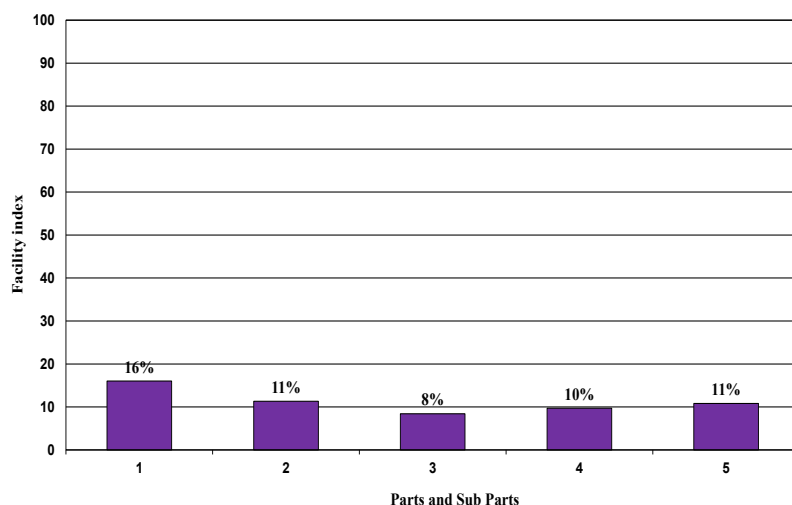
○ Test 10

Read the dialogue given below and fill in the blanks with the correct form of the verb given within brackets.

- Zaneer : Hi! Samith, did you hear the announcement?
Samith : No. What was it about? Something special?
Zaneer : Of course, it was about some short courses.
Samith : Sounds interesting. What are the courses mentioned?
Zaneer : Well, I have some information. A leaflet (1) was distributed (distribute) yesterday at the student leaders' meeting.
Samith : Wow! Have you got it? I want to see it.
Zaneer : Yes. Let's read it together.
Samith : Oh! Only two courses (2) can be followed (can / follow) by a student. Each course (3) has been designed / is designed (design) for three months.
Zaneer : Did you see this? Only 20 students (4) are recruited / will be recruited (recruit) for the next intake scheduled for August.
Samith : What about the course fee?
Zaneer : Look here. It says that all these courses (5) are funded / will be funded (fund) by the Old Boys' Association.
Samith : A great chance. Let's select one and apply soon.

Observations and Comments on Test 10

Figure 2.19: Facility of Test 10



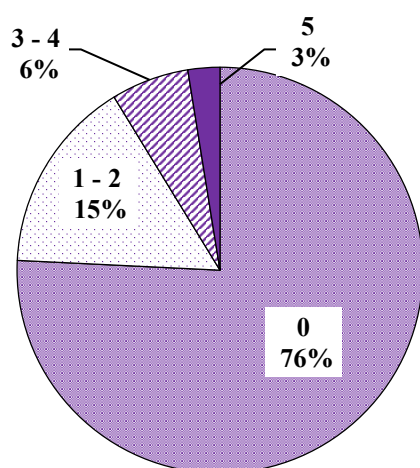
Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

Part (1) - 16 %
 Part (2) - 11%
 Part (3) - 8%
 Part (4) - 10%
 Part (5) - 11%

Figure 2.19 indicates that the facility of all the Parts of Test 10 was very low and it has ranged from 8% to 16%. This indicates that many students have found the test extremely challenging. The easiest was Part 1, with a facility of 16%, while the most difficult was Part 3 with a facility of 8%.

Figure 2.20: Distribution of Marks Obtained in Test 10



Source: RD Data of DoE, 2021 Collected from RD/16/3/OL Form

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

| | | |
|------------|---|-----|
| 5 marks | - | 3 % |
| 3- 4 marks | - | 6 % |
| 1-2 marks | - | 15% |
| 0 marks | - | 76% |

Figure 2.20 indicates that out of the total number of candidates, only 3% of candidates have obtained full marks while 6% of the candidates have obtained marks from 3-4. The percentage of candidates obtained marks from 1 - 2 is 15% while 76% of the 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 6.1 which tests the ability to construct simple sentences. The text type is a dialogue and the technique used is gap filling. The overall facility was extremely low at 11% indicating that students had found this task extremely challenging. Facility for all the items was very low ranging from 8% to 16%. This extremely low performance indicates a critical area for improvement in English Language instruction.

Figure 2.19 reflects the need for focused instructions and practice in sentence construction and question formation. It further emphasizes on developing grammar skills, specifically in constructing simple sentences. To address this, more focused instruction on verb forms and tenses, as well as increased practice in applying grammatical rules in context would be helpful. Providing more scaffolding and practice with verb forms and tenses in context, teachers could use a variety of activities such as gap-filling exercises, sentence transformation tasks and communicative activities to teach different tenses.

● 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.

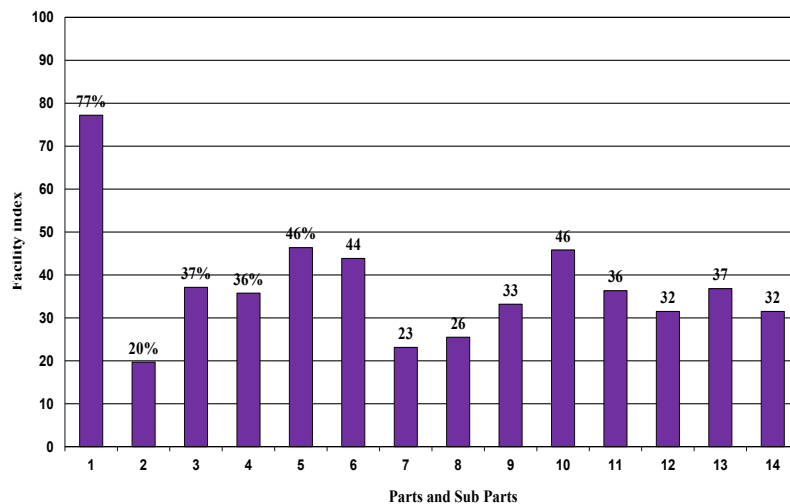
| | | | | | | | |
|----------|---------|-----------|-----------|------|--------------|----------|------|
| because, | to, | provides, | make, | out, | four, | shorter, | not, |
| above, | handle, | wide, | suitable, | the, | Furthermore, | However | |

Choosing a cage for parrots

African gray parrots need large cages. However, cages that are at least three or (1)four..... feet wide are more (2)suitable..... than tall ones. This (3) ...provides..... more space for them (4)to..... hangout and play on (5)the..... bottom of their cages. (6)However....., many parrot owners prefer (7)wide..... cages as they can (8)make..... ply-top areas on them. (9)Furthermore....., cage-top play area should (10)not..... be above eye level (11)because..... it is difficult to (12)handle..... a parrot that is (13)out..... of reach and playing (14)above..... one's head. When choosing a cage, there are many options to investigate. However, it is advisable to let animals enjoy their freedom.

Observations and Comments on Test 11

Figure 2.21: Facility for Parts of Test 11



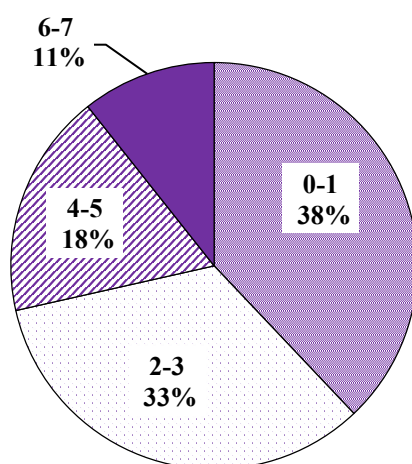
Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

| | | |
|-----------|---|-----|
| Part (1) | - | 77% |
| Part (2) | - | 20% |
| Part (3) | - | 37% |
| Part (4) | - | 36% |
| Part (5) | - | 46% |
| Part (6) | - | 44% |
| Part (7) | - | 23% |
| Part (8) | - | 26% |
| Part (9) | - | 33% |
| Part (10) | - | 46% |
| Part (11) | - | 36% |
| Part (12) | - | 32% |
| Part (13) | - | 37% |
| Part (14) | - | 32% |

Figure 2.21 depicts that the facility of the Parts of Test 11 has varied widely from 20% to 77% indicating a very low level of facility across most Parts. The highest facility of 77% is recorded for Part 1, while the lowest facility 20 % is recorded for Part 2.

Figure 2.22: Distribution of Marks Obtained in Test 11



Source: RD Data of DoE, 2021 Collected from RD/16/3/OL Form

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 | - | 11% |
| 4- 5 marks | - | 18 % |
| 2-3 marks | - | 33% |
| 0 -1 mark | - | 38% |

Figure 2.22 indicates that the percentage of candidates obtained marks from 6-7 for Test 11 is 11% while 18% of candidates have scored marks from 4 - 5. Out of the total number, 33% of candidates have scored marks from 2 - 3 while 38% of candidates have scored zero marks.

COMMENTS:

Test 11 assesses the ability to use words appropriately in a context. This test assesses reading skills through a banked cloze exercise based on a short descriptive text. This further evaluates overall language proficiency, requiring students to understand context and select appropriate words to complete the text. The wide range of item facilities suggests that the test has effectively discriminated between different ability levels. The low overall facility indicates that integrating multiple language skills (vocabulary, grammar, comprehension) in a cohesive text is challenging for many students.

To develop overall language proficiency, more practice with cloze exercises and focus on understanding textual cohesion could be beneficial. Teachers could use tasks with integrated skills such as reading passages followed by cloze exercises or summary writing tasks. Cloze passages with Word Bank, Part of Speech Gap Fill, Context Clues Practice, Collaborative Gap Filling, Gap Fill Story Creation, etc. can be suggested as suitable activities to practise students for this test item.

● Test 12- Grammar and Language Functions.

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

Technique : Gap filling.

○ Test 12

Yoga received the following e-mail from his friend Shenal who is on a holiday in Japan. Fill in the blanks using the most appropriate form of the verb given within brackets.

Dear Yoga,

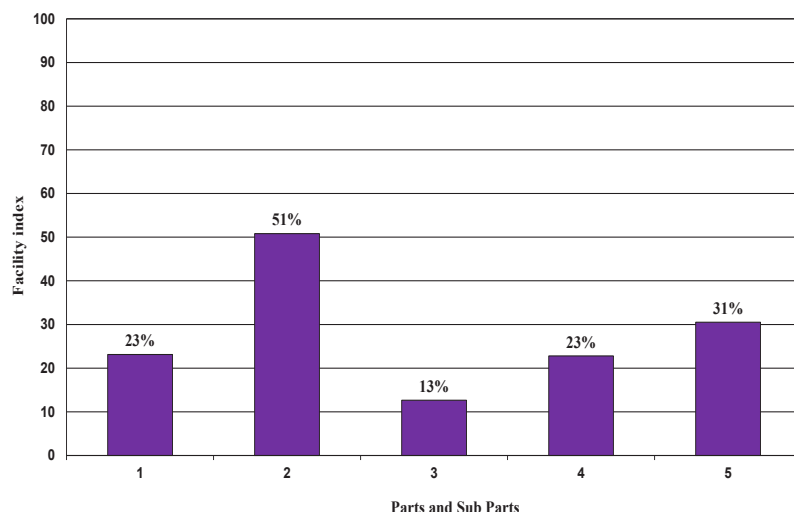
Thank you for your e-mail. I'm pleased to hear that you are having a good time in the university. How (1) ^{is} (be) the English course going on?

I (2) ^{had} (have) a wonderful time in Japan last week. I was invited to stay with a Japanese family for a week. You (3) ^{won't believe/ will not believe /} (not / believe) I had to learn Japanese customs very quickly. I have lot more to tell you. I (4) ^{will get / 'll get} (get) back to you once I come back. (5) ^{Give} (give) my regards to all in your family.

Shenal.

Observations and Comments on Test 12

Figure 2.23: Facility for Parts of Test 12



Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

Part (1) - 23%

Part (2) - 51%

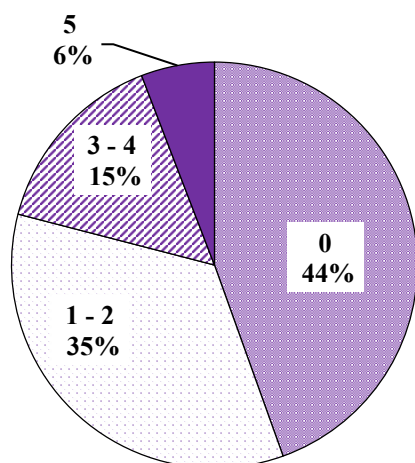
Part (3) - 13%

Part (4) - 23%

Part (5) - 31%

Figure 2.23 depicts that this Test is highly challenging across all Parts for students with the facility of the Parts of the test ranging from 13% to 51%. The highest facility of 51% is recorded for Part 2 while the lowest facility 13 % is for Part 3.

Figure 2.24: Distribution of Marks Obtained in Test 12



Source: RD Data of DoE, 2021 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 | - | 6% |
| 3- 4 marks | - | 15 % |
| 1-2 marks | - | 35% |
| 0 marks | - | 44% |

Figure 2.24 indicates that only 6% of candidates have obtained full marks for Test 12 and 15% of candidates have obtained marks from 3- 4. Out of the total number, 35% of candidates have scored marks from 1 - 2 marks while 44% of candidates have scored zero marks.

COMMENTS:

Test 12 assesses the ability to use 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 simple sentences using the correct form of verb. The text type is an email and the testing technique is gap filling. The overall facility ranged from 13% to 51% indicates that students had found this task difficult.

To develop this competency, teachers could use a variety of activities to practise verb forms, such as gap-filling exercises, sentence transformation tasks and writing activities that require use of specific tenses. Regular error analysis and correction activities could also be helpful. Email writing Practice, Verb Tense Story Chains, Tense Shift Identification, Daily Routine Descriptions and Future Plans Presentations can be suggested as appropriate activities to improve this competency.

• Test 13- Reading

Objective : Assess the ability to extract the general idea of a text.

Technique : Matching.

○ Test 13

Read the following paragraphs. Select the most suitable caption for each paragraph and write the letter of the caption in the box given against the paragraph. There is one *extra* caption.

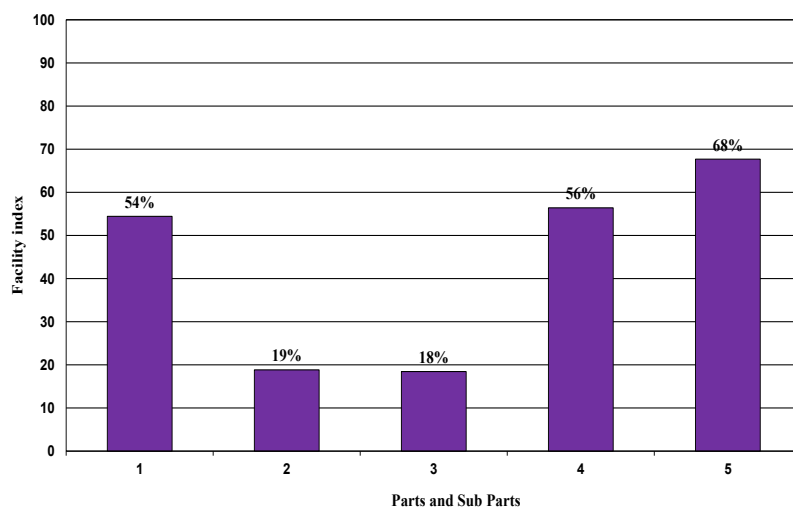
Captions

- A - Finally, a vacant table B - Disappointing news C - An ideal place for guests
D - Sudden invasion E - Long wait for the service F - A pleasant experience

| | | |
|-----|--|---|
| (1) | It was my birthday last week and I decided to celebrate it with a few friends of mine. I chose a homely place in a quiet part of the town. It is one of my favourite restaurants because the food there is cheap, and it provides an excellent service. It is hardly crowded, and many people did not know about the place. So, I did not book a table for the occasion. | C |
| (2) | When we came to the restaurant, I was surprised because it was completely full. There wasn't a single table free. One of the waiters recognized me and explained the situation. "A party of tourists have come unexpectedly, and the place is full." | D |
| (3) | The waiter pointed to a table far behind. "The people occupying that table are just about to leave" he said. "Just hold on and you will find a place there." He was right. Twenty minutes later, the people occupying a table in the middle paid their bill and left the hotel. I got my friends there and we all sat down. | A |
| (4) | Unfortunately, our table was almost out of sight. We tried to get the attention of the waiter who sent us there, but he, like all the other waiters, was busy with the party of tourists. Forty five minutes later, once the tourists finished their meal, the waiter, appeared at our table and he looked exhausted. | E |
| (5) | A few moments later the waiter came back to our table. We could tell from his face that he had bad news for us. Apologizing to us he informed that there was no fish or meat left. "All we can offer you is" he said, "one omelette each". | B |

Observations and Comments on Test 13

Figure 2.25: Facility for Parts of Test 13



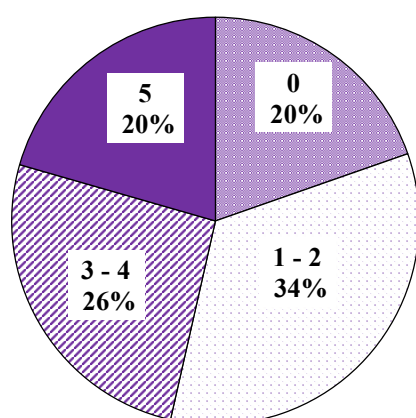
Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

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

| | | | |
|------|-----|---|-----|
| Part | (1) | - | 54% |
| Part | (2) | - | 19% |
| Part | (3) | - | 18% |
| Part | (4) | - | 56% |
| Part | (5) | - | 68% |

Figure 2.25 depicts that the facility of the Parts of Test 13 has ranged from 18% to 68%, indicating a wide variation in difficulty levels in reading. The highest facility of 68 % is recorded for Part 5 while the lowest facility of 18 % is recorded for Part 3. The wide range of item facility suggests that the test had effectively discriminated between different levels of reading comprehension.

Figure 2.26: Distribution of Marks Obtained in Test 13



Source: RD Data of DoE, 2021 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 | - | 20% |
| 3- 4 marks | - | 26 % |
| 1-2 marks | - | 34% |
| 0 marks | - | 20% |

Figure 2.26 indicates that the percentage of candidates obtained full marks for Test 13 is 20% while 26% of candidates have scored marks from 3 - 4. Out of the total number, 34% of candidates have scored marks from 1-2 while 20% of candidates have obtained zero marks.

COMMENTS:

Test 13 is focused on extracting necessary information from various types of texts under Competency 5. This specifically assesses the Competency Level 5.6 which tests the ability to extract the general idea of a text. The text type is a descriptive text and the testing technique used is matching. This test has evaluated students' ability to extract the general idea of a text and match it with appropriate headings. The wide range of item facilities suggests that the test has effectively discriminated between different levels of reading comprehension.

To enhance performance of candidates, more practice in identifying key information and summarizing texts could be beneficial. To further develop the skill of extracting necessary information, teachers could use activities such as Paragraph Puzzles, Main Idea Extraction, Text Organization Practice, Headline Creation, matching headings with paragraphs and exercises on finding main ideas of given texts.

● Test 14- Writing

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

(b) Assess the ability to interpret information given in a chart using different sentence patterns.

Technique : Guided writing.

Expected Answers

○ Test 14

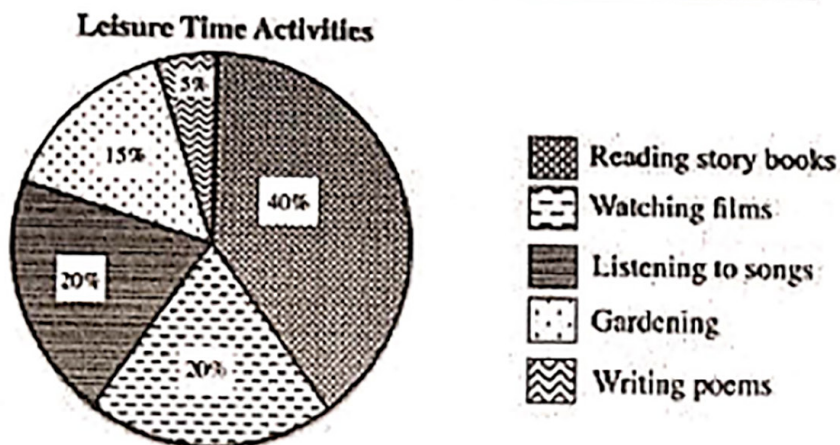
(a) One of your friends has lost his/her interest in studies. Write a letter to him/her encouraging him/her to pay attention to studies. Use about 100 words, Include the following:

- How you came to know about it
- Disadvantages of not paying attention to studies
- Advise your friend to start studies again

OR

b) The following pie chart shows the leisure time activities of a group of grade 11 students of Central College, Veyangoda. Write a description about it. Use about 100 words. The following words/phrases will help you.

most popular, more/less popular, more than, less than, equal



Model Answer for 14 (a)

No. 45,
Flower Road,
Kandy.
25th December 2021.

Dear Shanuka,

I hope you're well. I recently heard from Danula, that you had lost interest in your studies. I understand that it can be tough, but not focusing on studies now, can affect your future opportunities and career development.

Remember, education is the key to achieve your dreams. Try setting simple goals and reward yourself for achieving them. Studying with friends can also make it more enjoyable.

Let's work together and help each other succeed. You've always been a hard worker, and I know you can do this!

Take care.

Your loving friend,
Akila.

Observations and Comments on Test 14

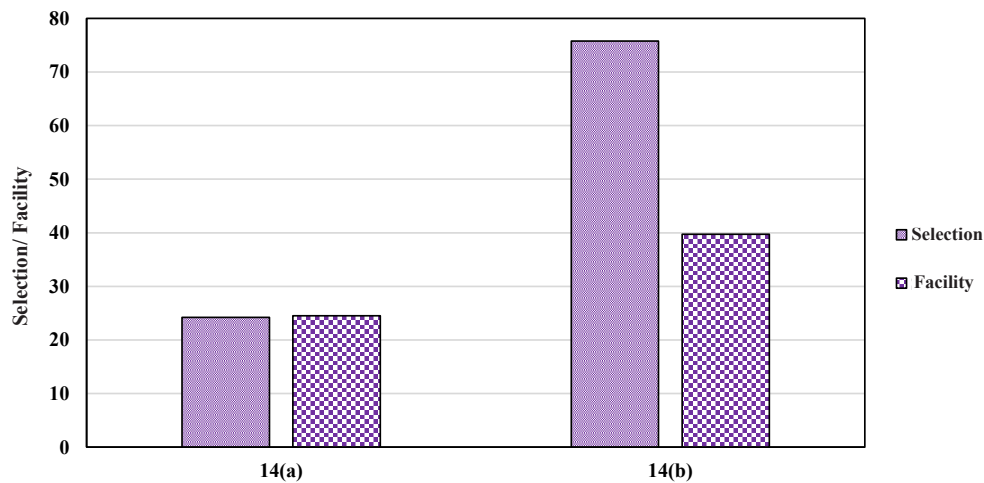
Test 14 is based on Guided Writing. It has two tasks as follows.

Task (a) - Writing an informal letter

Task (b) - Writing a description

Candidates are expected to select one of the two tasks.

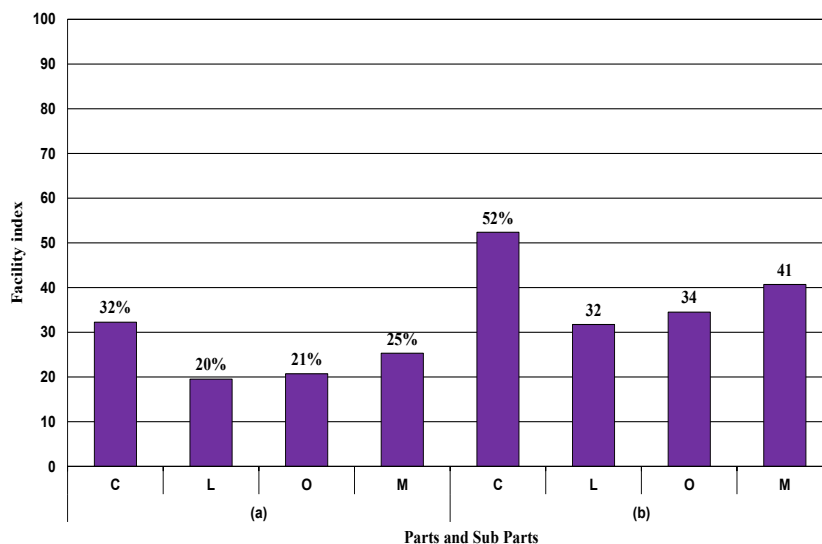
Figure 2.27: Selection and Facility of Tasks in Test 14



Source: RD Data of DoE, 2021 Collected from RD/16/3/OL and RD/16/4/OL Forms

The figure 2.27 shows that the difficulty level of question 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, 2021 Collected through RD/16/4/OL Form

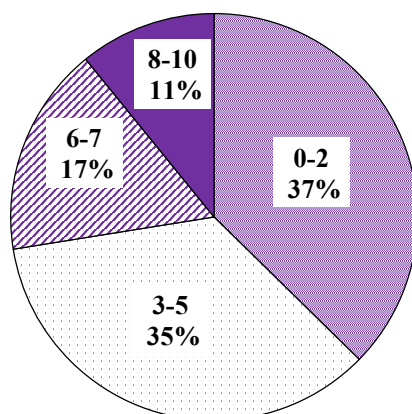
Figure 2.28 shows the facility of each test item of test 14 under the criteria of marking.

Table 2.3 : Facility of Tasks of Test 14 according to Making Criteria

| Criteria of Marking | Facility | |
|-------------------------|----------|-------|
| | 14(a) | 14(b) |
| Content | 32% | 52% |
| Language | 20% | 32% |
| Format and Organization | 21% | 34% |
| Mechanics of Writing | 25% | 41% |

Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

In both test items 14(a) and 14(b), the highest facility is recorded for the content while the lowest facility is recorded for language. The facility recorded for content of 14(b) (52%) is relatively higher than the facility of content in 14(a) (32%). The next lower level of facility is recorded for the Format and Organization as 21% for 14(a) and 14(b) for 34%. The facility recorded for Mechanics of Writing for 14(a) is 25% and that of 14(b) is 41%.

Figure 2.29: Distribution of Marks Obtained in Test 14

Source: RD Data of DoE, 2021 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 marks as follows.

| | | |
|-------------|---|------|
| 8-10 marks | - | 11 % |
| 6- 7 marks | - | 17 % |
| 3 - 5 marks | - | 35% |
| 0-2 marks | - | 37% |

Figure 2.29 indicates that the percentage of candidates obtained marks from 8-10 for Test 14 is 11% while 17% of candidates have obtained marks from 6 - 7. Out of the total number, 35% of candidates have scored marks from 3 - 5 while 37% of candidates have obtained marks from 0 -2.

COMMENTS:

Test 14 has evaluated writing skills through two guided writing tasks: an informal letter and interpretation of a pie chart. The test is focused on using English creatively and innovatively in written communication under Competency 7 which is related to writing skill. It specifically assesses the ability to write for personal purposes and interpret visual information. The testing technique is Guided Writing, using an informal letter and a pie-chart as text types respectively.

The overall facility of 25% for part (a) and 40% for part (b), indicates that the students have found the letter writing more challenging than interpretation of the pie-chart. The significant difference in performance between the two tasks suggests students are more comfortable with structured, data-based writing than open-ended personal communication.

To enhance performance of candidates, teachers could use a variety of guided writing tasks, including both personal and analytical report writing. Practice with interpreting and describing different types of charts and graphs would also be beneficial. Peer review and targeted feedback on specific aspects of writing could help improve student performance. Guided Letter Writing, Data Interpretation Exercises, Structured Story Writing, Guided Essay Planning, Writing from Multiple Perspectives can be suggested as appropriate activities to improve this competency.

• 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 answer the questions given below.

The World's Oldest First Grader

- ① On January 12, 2004, Kimani Maruge knocked on the door of the primary school in his village in Kenya. It was the first day of his school, and he was ready to start learning. The teacher let him in and gave him a desk. The new student sat down with the rest of the first graders-six and seven year old boys and girls. However, Kimani Maruge was not an ordinary first grader. He was 84 years old, the world's oldest first grader.
- ② In 2003, when the Kenyan government began offering free primary education to everyone and Maruge wanted an education, too. However, it wasn't always easy for Maruge to attend school like other children. But with the help of his school principal, Jane Obinchi, he was able to stay in school.
- ③ Maruge was a motivated and successful student. In fact, he was one of the top five students in his first grade class. In the second grade, Maruge became a prefect in his school. Over the years Maruge studied Swahili, English and Mathematics. He wanted to use his education to read religious books and to study veterinary medicine.
- ④ In 2005, Maruge flew in a plane for the first time in his life. He travelled to the New York City, where he gave a speech at the United Nations. He spoke about the importance of education and asked for help to educate the people of Kenya. Maruge also wanted to improve primary education for children in Africa.
- ⑤ Maruge died in 2009, at the age of 89. However, his story lives on. The 2010 movie 'The First Grader' showed Maruge's amazing fight to get an education. Many older Kenyans decided to start school after seeing 'The First Grader'. One of those was 19 year old Thoma Litei. Litei said, 'I knew that it was not too late. I wanted to read, and to know more language, so I came to learn'. That is why it is important for his story to be known.

- (1) Say whether the following statements are True or False. Put a tick (✓) in the relevant column.

| | True | False |
|---|------|-------|
| (1) Maruge started his education in a city in Kenya. | | X |
| (2) He was very much older than other students in the class. | ✓ | |
| (3) In Kenya, the primary education was made free from the year 2003. | ✓ | |
| (4) The school principal objected Maruge to continue his education. | | X |

(2) Complete the following statements.

(a) Maruge was a prefect in school when he was in grade two / second grade

(b) Subjects he studied in school were Swahili, English and Mathematics

(02 marks)

(3) Read paragraph ③ and find a word which has the same meaning as the following.

(a) achieving the results wanted or hoped for : Successful

(b) connected with taking care of the health of animals : Veterinary

(02 marks)

(4) Underline the best title for the passage.

(a) The oldest first grader in the school

(b) Education should be free for all

(c) You are never too old to learn

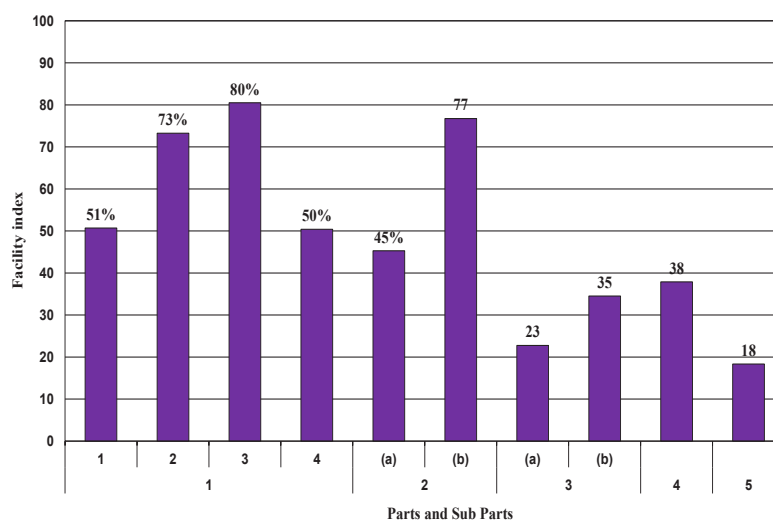
(01 mark)

(5) Write the statement that says the movie 'The First Grader' influenced older aged Kenyans' schooling.

Many older Kenyans decided to start school after seeing 'The First Grader'.

Observations and Comments on test 15

Figure 2.30 Facility for Parts of Test 15



Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

Test 15 is based on Reading. The facility for Parts in Test 15 is as follows.

Part 1 1 (1) – 51%

(2) – 73%

(3) – 80%

(4) – 50%

Part 2 (a) – 45%

(b) – 77%

Part 3 (a) – 23%

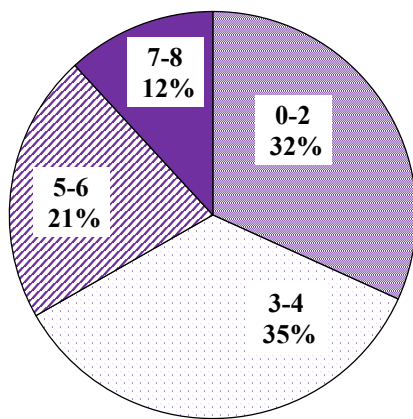
(b) – 35%

Part 4 – 38%

Part 5 – 18%

As depicted in Figure 2.30 the facility indices have ranged from 23% to 80% for the test, indicating a wide range of difficulty levels in reading comprehension. The highest facility of 80% is recorded for the Sub Part 3 of Part 1 while the lowest facility of 23 % is recorded for the Sub Part (a) of Part 3. The moderate facility of the Test suggests that some items were more challenging than others. At the same time, the range of question types and difficulty levels have provided a comprehensive assessment of reading skills.

Figure 2.31: Distribution of Marks Obtained in Test 15



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

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 | - | 12% |
| 5- 6 marks | - | 21 % |
| 3-4 marks | - | 35% |
| 0 -2 marks | - | 32% |

Figure 2.31 indicates that 12% of candidates have obtained marks from 7 -8 for Test 15 while 21% of candidates have obtained marks from 5 - 6. Out of the total number, 35% of candidates have scored marks from 3 - 4 while 32% of candidates have scored 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. The questions from 1-5 are based on two Competency Levels. Questions 1 and 2 assess the Competency Level 5.2 which test the ability to extract information from various types of simple texts while questions 3, 4 and 5 assess the Competency Level 5.7 which test the ability to infer implied information from a given text. The testing techniques used are True/False, MCQs, and answering questions. The text type used is a descriptive text. The overall facility of the test is 42% indicating a moderate level of difficulty. Facility value of items has varied widely from 23% to 80%.

To develop this reading skill, teachers have to provide the students with different types of texts such as descriptive texts from various sources like articles, stories, passages etc. to practise comprehension. Teachers also could use a variety of comprehension question types when working with texts, ensuring students to get practice with both literal and inferential questions. In addition, teachers could use teaching reading strategies such as making inferences, predicting and connecting ideas to develop the abilities related to the competency. They can also use activities such as Question Generation, Text Annotation for Inferences, 5W1H Chart, Character Motivation and Analysis and Fact vs. Opinion Sorting.

• Test 16- Writing

Objective : Assess the ability to write compositions.

Technique : Guided writing.

Test 16

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

- (a) Write an article to a local newspaper on the 'Importance of learning another language'. Use the guidelines given.

- Your first language and the other languages you can learn
- The language that you would like to learn and its advantages
- State how you would use it for your higher studies

- (b) A speech you would make at the English Literary Association on the topic 'Home Gardening'.

Include

- what home gardening is
- its importance and advantages
- your personal experiences

- (c) Write an essay on 'How I managed to study during the Covid-19 Pandemic'.

Include the following.

- Changes in the learning and teaching process of the school system (zoom meetings, online lessons)
- Advantages (national level study programmes, chances to learn from experts, flexible study hours)
- Problems faced (lack of facilities-internet, devices)

- (d) Nimali meets Kumari at the Annual Book Fair after a long time. They had been in the primary classes together in the school. Imagine how they would have shared their past experiences and complete the dialogue they had between them.

Nimali : Hello! Kumari, how are you? Hope you remember me.

Kumari : Of course. I'm fine, thanks. How are you?

Nimali :

a) Importance of learning another language.

We use languages to communicate with each other. In Sri Lanka our main languages are Sinhala and Tamil. We learn one as our mother language and the other one as our second language. Learning either of the languages helps to maintain ethnic harmony.

We also have opportunities to learn Japanese, French, German, Chinese, Russian, Hindi and Korean in our school system. I like to learn English as well as Japanese. English is the most widely used language in the world. We need to learn English to learn more about the latest trends in the areas we are interested in.

For example, the mostly used language to browse the internet is English. In order to use Google or any other search engine, we should have a good knowledge in English.

We need English for our higher education too. Many courses in ^{both} government and private universities are conducted in the English medium. The books we have to refer to for higher education are also written in English.

I would like to be a mechanical engineer one day. My dream is to go to Japan for my higher studies. Therefore I am learning both English and Japanese. One day I hope to go to Japan and find employment there after completing my higher studies.

Model Answer for 16 (b)

Good Afternoon! The principal, teachers and dear friends,

Today, I am delighted to speak about a topic close to my heart - Home Gardening. Home gardening involves growing plants, vegetables and herbs in our own gardens or even in small pots. It is a wonderful way to connect with nature and cultivate our own fresh produce.

The importance of home gardening cannot be overstated. Firstly, it promotes healthier eating habits as we have easy access to fresh and organic vegetables. Secondly, it contributes to environmental sustainability by reducing the carbon footprint associated with transporting food from farms to markets. Thirdly, gardening is a great form of physical exercise and can significantly reduce stress, enhancing mental well-being.

From my personal experience, home gardening has been incredibly rewarding. I started a small vegetable garden during the pandemic, and it has been a source of joy and learning. Watching the seeds I planted grow into lush plants and harvesting my own vegetables has given me immense satisfaction. Moreover, it has taught me patience and the value of hard work.

In conclusion, home gardening is a fulfilling and beneficial activity. I encourage everyone to start their own garden, no matter how small, and experience the joys and advantages it brings. Thank you.

Model Answer for 16 (c)

How I Managed to Study during the Covid-19 Pandemic

The Covid-19 pandemic brought significant changes to the learning and teaching process in the school system. With schools closed, education shifted to online platforms like Zoom, where meetings and online lessons became popular. This transition was challenging but also it had offered unique advantages.

One major benefit was the availability of national-level study programmes. These programmes had provided students with the opportunity to learn from experts in various fields, enhancing the overall quality of education. Additionally, online learning had offered flexible study hours, allowing me to create a personalized study schedule that suited my pace and learning style.

However, the shift to online learning had its problems. We had to face a lack of facilities and internet devices. Access to reliable internet was a constant struggle, and sharing a single device among family members made attending online classes difficult. Despite these challenges, the pandemic had taught me resilience and adaptability.

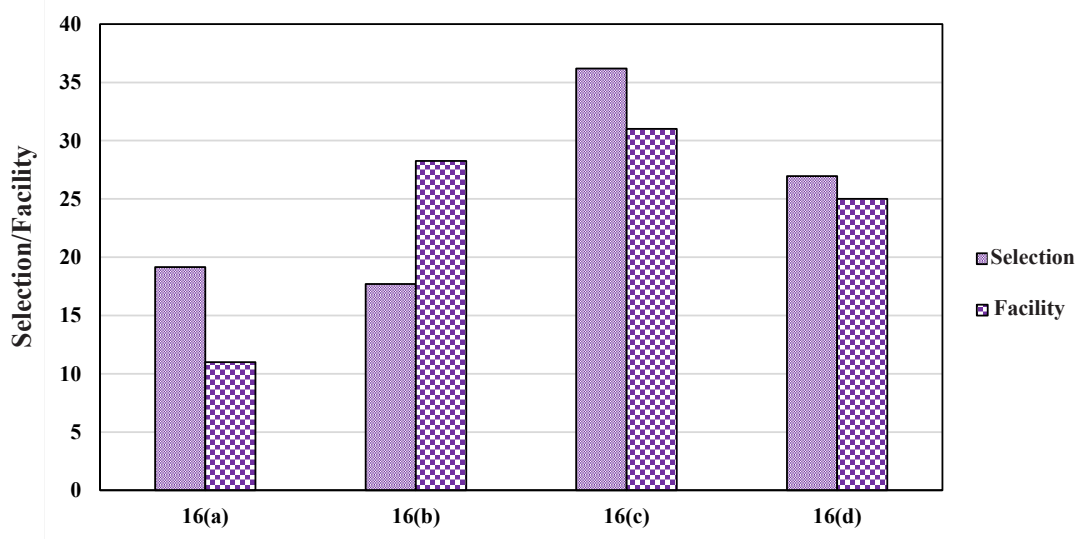
In conclusion, the Covid-19 pandemic significantly had altered the education landscape. While it had posed several challenges, it also had opened doors to new learning opportunities and experiences. My journey through this period had been a testament to the power of adaptability and perseverance.

Model Answer for 16 (d)

- Nimali : Hello! Kumari, how are you? Hope you can remember me.
- Kumari : Of course. I'm fine thanks. How are you?
- Nimali : I'm fine too. I'm so glad to meet you after a long time.
- Kumari : What brought you here today dear?
- Nimali : I want to buy some supplementary books for my students in the school. I'm a teacher of Science now.
- Kumari : I came to the Book Fair with my friends. I'm still an undergraduate of the University of Colombo.
- Nimali : Anyway both of us did our studies well and we are well educated now.
- Kumari : When we were in the primary grades I was the first and you were the second. Our class teacher always praised us.
- Nimali : Yes, of course. Can you remember how we acted on the stage at the annual concert?
- Kumari : Why not? You were King Kekille and I acted as poor goldsmith.
- Nimali : We were good singers then.
- Kumari : Yes, I still remember how we sang songs and danced on our way to Sigiriya. It was our first trip.
- Nimali : Yeah. We enjoyed a lot on that trip.
- Kumari : Why don't we go to that snack bar and have something?
- Nimali : Of course, let's have something.
- Kumari : I met one of our favourite teachers in Colombo one day.
- Nimali : Really. Is that our grade 3 teacher, Mrs.Perera?
- Kumari : Yes. She gave her kind regards to you.
- Nimali : Thanks for the message. Good bye.
- Kumari : Good bye.

Observations and Comments on Test 16

Figure 2.32: Selection and Facility of Options in Test 16



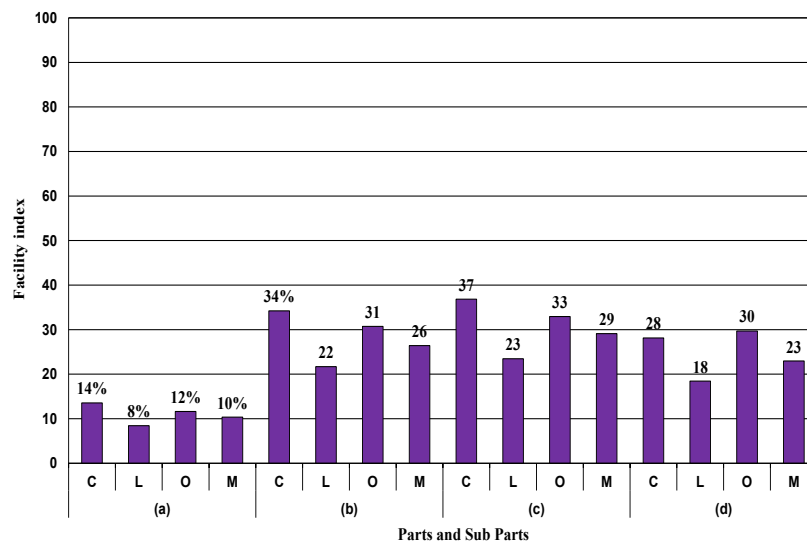
Source: RD Data of DoE, 2021 Collected through RD/16/3/OL and RD/16/4/OL Forms

Test 16 offers four tasks for the candidates to select one of their choices. The test carries equal marks (15) for each task. The selection of tasks is as follows.

1. Writing an article - 19%
2. Writing a speech - 18%
3. Writing an essay - 36%
4. Writing a dialogue - 27%

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(c), writing an essay which was selected by 36% of the candidates. The lowest preference has been 16(b) which is writing a speech. The tasks 16 (a) and 16 (d) have been selected by 19% and 27% of candidates respectively. The facility of the tasks of the test 16 has ranged from 11% to 31% and that indicates a high level of difficulty in each and every task.

Figure 2.33: Facility for Parts of Test 16



Source: RD Data of 2021 Collected through RD/16/4/OL Form

Figure 2.33 shows the facility of each task of Test 16 assessed under the following criteria of marking.

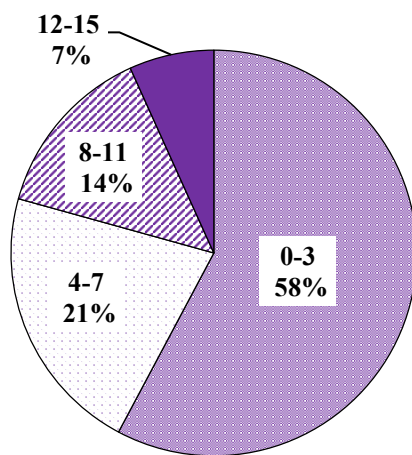
Table 2.4 Facility of Tasks of Test 16 according to the Marking criteria

| Criteria of Marking | Facility | | | |
|-------------------------|----------|-------|-------|-------|
| | 16(a) | 16(b) | 16(c) | 16(d) |
| Content | 14% | 34% | 37% | 28% |
| Language | 8% | 22% | 23% | 18% |
| Format and Organization | 12% | 31% | 33% | 30% |
| Mechanics of Writing | 10% | 26% | 29% | 23% |

Source: RD Data of DoE, 2021 Collected from RD/16/4/OL Form

In test tasks 16(a), 16(b), 16(c) and 16(d) the highest facility is recorded for Content as 14%, 34%, 37% and 28% respectively. The lowest facility is recorded for Language as 8%, 22%, 23% and 18% respectively. The facility recorded for Content of 16(c) is relatively higher than the facility of Content in other tasks. The next lower level of facility is recorded for Mechanics of Writing while the facility recorded for Format and Organization is 12%, 31%, 33% and 30% for 16 (a), (b),(c) and (d) respectively.

Figure 2.34: Distribution of Marks Obtained in Test 16



Source: RD Data of DoE, 2021 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 marks as follows.

| | | |
|--------------|---|------|
| 12 -15 marks | - | 7 % |
| 8- 11 marks | - | 14 % |
| 4 -7 marks | - | 21% |
| 0 -3 marks | - | 58% |

Figure 2.34 indicates that only 7% of candidates have obtained marks from 12-15 for Test 16 while 14% of candidates have obtained marks from 8 - 11. Out of the total number, 21% of candidates have scored from 4 - 7 marks while 58% of candidates have scored marks from 0 - 3.

COMMENTS:

Test 16 assesses the ability to use English creatively and innovatively in written communication under Competency 7 which is related to writing skill. This test specifically assesses the Competency Level 7.8 which tests the ability of writing compositions. Testing technique is guided writing for an article, a speech, an essay and a dialogue as the text types. Accordingly, the test has 4 tasks where the candidates can select one and answer. The overall facility of the test is 24%, which indicates a high level of difficulty in answering the tasks of test 16.

To develop this skill, more practice with extended writing tasks in different genres is needed. Teachers could use the process writing approach guiding students through planning, drafting, revising and editing stages. Regular practice with different types of writing tasks, peer review activities and targeted feedback on specific aspects on writing could help improve performance. Teaching text organization patterns and language features of different genres would also be beneficial. Essay Structure Analysis, Thesis Statement Practice, Paragraph Development Exercises, Timed Essay Writing, Peer Review Workshops, etc. can be suggested as activities to practise students to improve this competency.

Part III

3.0 Suggestions for Improvement

3.1 Factors to Consider when Answering Tests

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 re-write 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 develop 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 resource 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.

