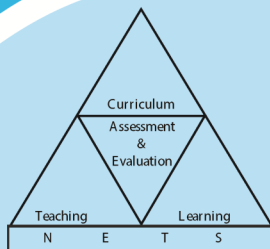




G.C.E. (O/L) Examinations Evaluation Reports 2022

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English

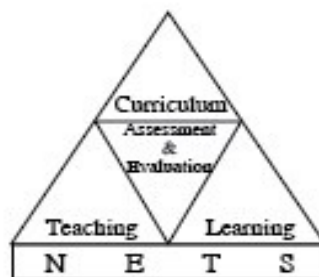


Research & Development Branch
National Evaluation & Testing Service
Department of Examinations

G.C.E. (O.L.) Examination - 2022

Evaluation Report

31 - English Language



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G.C.E. (O.L.) Examination - 2022

Evaluation Report - English Language

Evaluation Report—English Language

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MESSAGE FROM THE COMMISSIONER GENERAL OF EXAMINATIONS

This evaluation report, related to the subject English of G.C.E. (O/L) - 2022 has been compiled with the aim of providing a data driven and analytical understanding of candidate performance, identifying their strengths and weaknesses and based on these findings, proposing measures to enhance the quality of both learning - teaching process and school education.

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

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

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

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

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

A.K.S. Indika Kumari Liyanage

Commissioner General of Examinations

Overview

G.C.E. (OL) English Language Evaluation Report 2022, compiled by the Department of Examinations, is a publication which presents a detailed analysis of the candidates' performance. This report can serve as a useful document for teachers, subject officers, curriculum developers, education administrators, policy makers, education researchers, students and parents.

This report consists of three parts.

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

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

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

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

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

W.S.D. Weerasinghe

Commissioner of Examinations

Research & Development

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Part I

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

1.1 Objectives of the Subject

Figure 1.1 : Learning Objectives

- To create the need to learn English as a Second Language in a Multilingual Society.
- To create opportunities for the Sri Lankan child to achieve the competencies in a link language.
- To create facilities to learn a language which can be used to build ethnic harmony.
- To enable the students to learn an International Language which could be made use of in their later life for employment purposes.
- To empower the learner to communicate confidently, fluently and effectively in the English

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

Medium	School candidates					Private Candidates					All Candidates				
	Total	Male		Female		Total	Male		Female		Total	Male		Female	
		No.	%	No.	%		No.	%	No.	%		No.	%	No.	%
English	348,241	169,960	48.81	178,281	51.19	40,200	18,682	46.47	21,518	53.53	388,441	188,642	48.56	199,799	51.44

Source: Research and Development Data 2022, DoE

The total number of school candidates is 348,241 with 169,960 males (48.81%) and 178,281 females (51.19%). This indicates a slight female majority among school candidates, with a gender difference of approximately 2.38% in favour of females.

Among private candidates, the total is 40,200 with 18,682 males (46.47%) and 21,518 females (53.53%). Here too, females outnumbered males with a margin of 7.06%.

When both categories are considered the total number of candidates amounts to 388,441. Of these 188,642 are males (48.5%) and 199,799 are females (51.5%).

1.2.2 Grades Obtained by Candidates

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

Grade	School candidates					Private Candidates					All Candidates				
	Male		Female		Total	Male		Female		Total	Male		Female		Total
	No.	%	No.	%		No.	%	No.	%		No.	%	No.	%	
A	18,550	10.91	26,694	14.97	45,244	18,550	10.91	26,694	14.97	6,460	21,403	11.35	30,301	15.17	51,704
B	14,492	8.53	19,504	10.94	33,996	14,492	8.53	19,504	10.94	3,756	16,348	8.67	21,404	10.71	37,752
C	33,331	19.61	41,079	23.04	74,410	33,331	19.61	41,079	23.04	9,491	37,467	19.86	46,434	23.24	83,901
S	49,078	28.88	50,020	28.06	99,098	49,078	28.88	50,020	28.06	11,924	54,290	28.78	56,732	28.39	111,022
W	54,509	32.07	40,984	22.99	95,493	54,509	32.07	40,984	22.99	8,569	59,134	31.35	44,928	22.49	104,062
Total	169,960	100.00	178,281	100.00	348,241	169,960	100.00	178,281	100.00	40,200	188,642	100.00	199,799	100.00	388,441

Out of the total 388,441 candidates sat for the exam 284,379 have passed whereas 104,062 have failed recording the percentage of failures 26.78% which is slightly above the quarter of the total candidates. Out of all candidates who have passed the exam, 18.18% candidates have got 'A' passes.

1.2.3 Grades Obtained by School Candidates - District Level Statistics

Table 1.3: Distribution of Candidates by Grade and District

District	No. sat	English Language											
		A		B		C		S		A+B+C+S		F	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
COLOMBO	33,074	10,738	32.47	4,517	13.66	6,750	20.41	6,129	18.53	28,134	85.06	4,940	14.94
GAMPAHA	29,577	5,470	18.49	3,514	11.88	6,702	22.66	7,228	24.44	22,914	77.47	6,663	22.53
KALUTARA	18,349	2,626	14.31	1,959	10.68	4,007	21.84	4,856	26.46	13,448	73.29	4,901	26.71
KANDY	21,656	3,718	17.17	2,539	11.72	5,123	23.66	5,729	26.45	17,109	79.00	4,547	21.00
MATALE	7,630	756	9.91	764	10.01	1,709	22.40	2,313	30.31	5,542	72.63	2,088	27.37
NUWARA ELIYA	11,533	711	6.16	929	8.06	2,287	19.83	3,661	31.74	7,588	65.79	3,945	34.21
GALLE	17,501	2,713	15.50	2,010	11.49	3,996	22.83	4,469	25.54	13,188	75.36	4,313	24.64
MATARA	13,358	1,809	13.54	1,506	11.27	3,105	23.24	3,748	28.06	10,168	76.12	3,190	23.88
HAMBANTOTA	10,538	970	9.20	1,066	10.12	2,518	23.89	3,281	31.13	7,835	74.35	2,703	25.65
JAFFNA	8,496	1,036	12.19	774	9.11	1,571	18.49	2,077	24.45	5,458	64.24	3,038	35.76
MANNAR	1,616	95	5.88	89	5.51	287	17.76	514	31.81	985	60.95	631	39.05
VAVUNIYA	2,557	213	8.33	227	8.88	480	18.77	698	27.30	1,618	63.28	939	36.72
MULLAITIVU	1,925	78	4.05	127	6.60	371	19.27	544	28.26	1,120	58.18	805	41.82
KILINOCHCHI	2,201	122	5.54	126	5.72	370	16.81	669	30.40	1,287	58.47	914	41.53
BATTICALOA	8,514	744	8.74	706	8.29	1,712	20.11	2,572	30.21	5,734	67.35	2,780	32.65
AMPARA	11,753	1,182	10.06	1,222	10.40	2,718	23.13	3,624	30.83	8,746	74.42	3,007	25.58
TRINCOMALEE	6,595	359	5.44	439	6.66	1,185	17.97	2,066	31.33	4,049	61.39	2,546	38.61
KURUNEGALA	25,953	3,091	11.91	2,603	10.03	6,009	23.15	7,675	29.57	19,378	74.67	6,575	25.33
PUTTALAM	11,295	1,098	9.72	1,034	9.15	2,345	20.76	3,224	28.54	7,701	68.18	3,594	31.82
ANURADHAPURA	15,280	1,308	8.56	1,318	8.63	3,062	20.04	4,515	29.55	10,203	66.77	5,077	33.23
POLONNARUWA	6,691	445	6.65	508	7.59	1,295	19.35	2,064	30.85	4,312	64.44	2,379	35.56
BADULLA	13,393	1,454	10.86	1,087	8.12	2,843	21.23	4,036	30.14	9,420	70.34	3,973	29.66
MONARAGALA	7,961	627	7.88	758	9.52	1,822	22.89	2,393	30.06	5,600	70.34	2,361	29.66
RATNAPURA	16,881	1,916	11.35	1,788	10.59	3,694	21.88	4,765	28.23	12,163	72.05	4,718	27.95
KEGALLE	12,733	1,616	12.69	1,388	10.90	2,886	22.67	3,464	27.20	9,354	73.46	3,379	26.54
Total	317,060	44,895	14.16	32,998	10.41	68,847	21.71	86,314	27.22	233,054	73.50	84,006	26.50

Source: Research and Development Data 2022, DoE

Candidates with higher performance, compared to other districts have been reported in Colombo, Gampaha, Kandy and Matara districts with percentages, respectively 85%, 77%, 79% and 76% in English Language in the first attempt at G.C.E.(O.L.) examination 2022. The above districts have achieved over 75% all grade pass rates.

Among the districts that have recorded comparatively lower pass percentages to other districts; Muleitivu, Kilinochchi and Mannar have achieved 58.18%, 58.47% and 60.95% of all grade pass rates. There, the number of candidates is also lower than the other 22 districts with respective figures of 1120, 1287 and 985.

Among the 25 districts, candidates of 14 districts have shown a pass rate over 70%. The pass percentages of Badulla and Monaragala are equal to each other (70.34%), but the number of candidates sat for the exam in Badulla district is nearly a twice as the number in Monaragala district.

Among all candidates 73.50% has been able to secure at least one 'S' pass. Colombo, Gampaha, Kandy, Galle, Matara, Hambanthota, Ampara and Kurunegala districts have recorded pass rates above the national level average pass rate, 73.50%.

1.2.4 Grades Obtained by School Candidates - Zonal Level Statistics

Table 1.4 Distribution of candidates by Grade & Education Zone

Zone	No. sat	Biology											
		A		B		C		S		A+B+C+S		F	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
COLOMBO	14,502	7,073	48.77	1,983	13.67	2,332	16.08	1,836	12.66	13,224	91.19	1,278	8.81
HOMAGAMA	5,101	749	14.68	569	11.15	1,087	21.31	1,344	26.35	3,749	73.50	1,352	26.50
SRI JAYAWARDA-NAPURA	7,815	1,766	22.60	1,186	15.18	1,928	24.67	1,683	21.54	6,563	83.98	1,252	16.02
PILIYANDALA	5,656	1,150	20.33	779	13.77	1,403	24.81	1,266	22.38	4,598	81.29	1,058	18.71
GAMPAHA	8,626	2,278	26.41	1,065	12.35	1,827	21.18	1,887	21.88	7,057	81.81	1,569	18.19
MINUWANGODA	5,771	626	10.85	637	11.04	1,368	23.70	1,523	26.39	4,154	71.98	1,617	28.02
NEGOMBO	7,566	1,401	18.52	849	11.22	1,581	20.90	1,810	23.92	5,641	74.56	1,925	25.44
KELANIYA	7,614	1,165	15.30	963	12.65	1,926	25.30	2,008	26.37	6,062	79.62	1,552	20.38
KALUTARA	9,236	1,392	15.07	1,085	11.75	2,109	22.83	2,428	26.29	7,014	75.94	2,222	24.06
MATUGAMA	3,524	434	12.32	321	9.11	718	20.37	944	26.79	2,417	68.59	1,107	31.41
HORANA	5,589	800	14.31	553	9.89	1,180	21.11	1,484	26.55	4,017	71.87	1,572	28.13
KANDY	7,491	2,567	34.27	1,146	15.30	1,564	20.88	1,281	17.10	6,558	87.55	933	12.45
DENUWARA	2,225	153	6.88	262	11.78	690	31.01	711	31.96	1,816	81.62	409	18.38
GAMPOLA	3,864	438	11.34	469	12.14	942	24.38	1,064	27.54	2,913	75.39	951	24.61
TELDENIYA	1,946	85	4.37	112	5.76	392	20.14	646	33.20	1,235	63.46	711	36.54
WATTEGAMA	2,914	224	7.69	289	9.92	759	26.05	922	31.64	2,194	75.29	720	24.71
KATUGASTOTA	3,216	251	7.80	261	8.12	776	24.13	1,105	34.36	2,393	74.41	823	25.59
MATALE	4,022	644	16.01	506	12.58	930	23.12	1,094	27.20	3,174	78.92	848	21.08
GALEWELA	2,431	68	2.80	170	6.99	536	22.05	818	33.65	1,592	65.49	839	34.51
NAULA	564	23	4.08	45	7.98	147	26.06	192	34.04	407	72.16	157	27.84
WILGAMUWA	613	21	3.43	43	7.01	96	15.66	209	34.09	369	60.20	244	39.80
NUWARA ELIYA	3,155	169	5.36	223	7.07	558	17.69	1,060	33.60	2,010	63.71	1,145	36.29
KOTMALE	1,536	72	4.69	142	9.24	306	19.92	465	30.27	985	64.13	551	35.87
HATTON	3,456	246	7.12	270	7.81	742	21.47	1,102	31.89	2,360	68.29	1,096	31.71
WALAPANE	1,535	82	5.34	101	6.58	296	19.28	476	31.01	955	62.21	580	37.79
HANGURANKETHA	1,851	142	7.67	193	10.43	385	20.80	558	30.15	1,278	69.04	573	30.96
GALLE	8,365	1,891	22.61	1,104	13.20	1,890	22.59	1,797	21.48	6,682	79.88	1,683	20.12
ELPITIYA	3,569	213	5.97	313	8.77	823	23.06	1,106	30.99	2,455	68.79	1,114	31.21
AMBALANGODA	3,620	511	14.12	416	11.49	828	22.87	983	27.15	2,738	75.64	882	24.36
UDUGAMA	1,947	98	5.03	177	9.09	455	23.37	583	29.94	1,313	67.44	634	32.56

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MATARA	6,014	1,304	21.68	802	13.34	1,376	22.88	1,405	23.36	4,887	81.26	1,127	18.74
AKURESSA	2,442	177	7.25	238	9.75	537	21.99	803	32.88	1,755	71.87	687	28.13
MULATIYANA (HAKMANA)	2,458	218	8.87	269	10.94	688	27.99	764	31.08	1,939	78.89	519	21.11
DENIYAYA (MORAWAKA)	2,444	110	4.50	197	8.06	504	20.62	776	31.75	1,587	64.93	857	35.07
TANGALLE	2,931	231	7.88	300	10.24	809	27.60	886	30.23	2,226	75.95	705	24.05
HAMBANTOTA	4,581	310	6.77	401	8.75	975	21.28	1,453	31.72	3,139	68.52	1,442	31.48
WALASMULLA	3,026	429	14.18	365	12.06	734	24.26	942	31.13	2,470	81.63	556	18.37
JAFFNA	3,057	660	21.59	375	12.27	606	19.82	647	21.16	2,288	74.84	769	25.16
ISLANDS	568	6	1.06	12	2.11	60	10.56	155	27.29	233	41.02	335	58.98
THENMARACHCHI	854	69	8.08	76	8.90	172	20.14	233	27.28	550	64.40	304	35.60
VALIKAMAM	2,446	136	5.56	144	5.89	390	15.94	644	26.33	1,314	53.72	1,132	46.28
VADAMARACHCHI	1,571	165	10.50	167	10.63	343	21.83	398	25.33	1,073	68.30	498	31.70
KILINOCHCHI SOUTH	1,701	108	6.35	107	6.29	290	17.05	491	28.87	996	58.55	705	41.45
KILINOCHCHI NORTH	500	14	6.70	19	9.09	80	38.28	178	85.17	291	58.20	209	41.80
MANNAR	1,274	86	6.75	84	6.59	235	18.45	406	31.87	811	63.66	463	36.34
MADHU	342	9	2.63	5	1.46	52	15.20	108	31.58	174	50.88	168	49.12
VAVUNIYA SOUTH	2,029	198	9.76	212	10.45	411	20.26	532	26.22	1,353	66.68	676	33.32
VAVUNIYA NORTH	528	15	2.84	15	2.84	69	13.07	166	31.44	265	50.19	263	49.81
MULLAITIVU	1,373	60	4.37	99	7.21	290	21.12	391	28.48	840	61.18	533	38.82
THUNUKKAI	552	18	3.26	28	5.07	81	14.67	153	27.72	280	50.72	272	49.28
BATTICALOA	2,029	338	16.66	250	12.32	516	25.43	526	25.92	1,630	80.34	399	19.66
KALKUDAH	1,608	49	3.05	79	4.91	262	16.29	497	30.91	887	55.16	721	44.84
PADDIRIPPU	1,515	52	3.43	82	5.41	257	16.96	484	31.95	875	57.76	640	42.24
BATTICALOA CEN- TRAL	2,422	297	12.26	271	11.19	568	23.45	781	32.25	1,917	79.15	505	20.85
BATTICALOA WEST	940	8	0.85	24	2.55	109	11.60	284	30.21	425	45.21	515	54.79
AMPARA	2,842	240	8.44	272	9.57	601	21.15	860	30.26	1,973	69.42	869	30.58
KALMUNAI	2,879	479	16.64	394	13.69	755	26.22	800	27.79	2,428	84.33	451	15.67
SAMMANTHURAI	1,472	66	4.48	134	9.10	300	20.38	511	34.71	1,011	68.68	461	31.32
MAHAOYA	737	26	3.53	43	5.83	189	25.64	248	33.65	506	68.66	231	31.34
DEHIATTAKANDIYA	999	36	3.60	46	4.60	133	13.31	309	30.93	524	52.45	475	47.55
AKKARAIATTU	1,873	218	11.64	274	14.63	562	30.01	539	28.78	1,593	85.05	280	14.95
THIRUKKOVIL	951	117	12.30	59	6.20	178	18.72	357	37.54	711	74.76	240	25.24
TRINCOMALEE	2,242	216	9.63	200	8.92	448	19.98	649	28.95	1,513	67.48	729	32.52
MUTTUR	1,216	44	3.62	73	6.00	228	18.75	426	35.03	771	63.40	445	36.60
KANTHALE	1,161	40	3.45	68	5.86	213	18.35	375	32.30	696	59.95	465	40.05

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KINNIYA	1,570	50	3.18	79	5.03	239	15.22	487	31.02	855	54.46	715	45.54
TRINCOMALEE NORTH	406	9	2.22	19	4.68	57	14.04	129	31.77	214	52.71	192	47.29
KURUNEGALA	6,703	1,524	22.74	900	13.43	1,582	23.60	1,561	23.29	5,567	83.05	1,136	16.95
KULIYAPITIYA	4,469	495	11.08	455	10.18	1,063	23.79	1,221	27.32	3,234	72.37	1,235	27.63
NIKAWERATIYA	3,242	215	6.63	273	8.42	804	24.80	1,121	34.58	2,413	74.43	829	25.57
MAHO	4,081	141	3.46	230	5.64	792	19.41	1,504	36.85	2,667	65.35	1,414	34.65
GIRIULLA	4,077	429	10.52	434	10.65	1,069	26.22	1,164	28.55	3,096	75.94	981	24.06
IBBAGAMUWA	3,381	287	8.49	311	9.20	699	20.67	1,104	32.65	2,401	71.01	980	28.99
PUTTALAM	5,534	331	5.98	418	7.55	1,075	19.43	1,726	31.19	3,550	64.15	1,984	35.85
CHILAW	5,761	767	13.31	616	10.69	1,270	22.04	1,498	26.00	4,151	72.05	1,610	27.95
ANURADHAPURA	5,139	771	15.00	552	10.74	973	18.93	1,336	26.00	3,632	70.68	1,507	29.32
TAMBUTTEGAMA	2,715	107	3.94	179	6.59	527	19.41	796	29.32	1,609	59.26	1,106	40.74
KEKIRAWA	3,185	275	8.63	271	8.51	659	20.69	1,013	31.81	2,218	69.64	967	30.36
GALEN- BINDUNUWEWA	1,987	52	2.62	131	6.59	454	22.85	682	34.32	1,319	66.38	668	33.62
KEBITHIGOLLEWA	2,254	103	4.57	185	8.21	449	19.92	688	30.52	1,425	63.22	829	36.78
POLONNARUWA	2,174	271	12.47	206	9.48	436	20.06	635	29.21	1,548	71.21	626	28.79
HINGURAKGODA	2,848	135	4.74	202	7.09	582	20.44	885	31.07	1,804	63.34	1,044	36.66
DIMBULAGALA	1,669	39	2.34	100	5.99	277	16.60	544	32.59	960	57.52	709	42.48
BADULLA	2,907	542	18.64	319	10.97	599	20.61	776	26.69	2,236	76.92	671	23.08
BANDARAWELA	3,523	631	17.91	377	10.70	754	21.40	957	27.16	2,719	77.18	804	22.82
MAHIYANGANAYA	2,078	75	3.61	83	3.99	364	17.52	630	30.32	1,152	55.44	926	44.56
WELIMADA	2,680	163	6.08	214	7.99	695	25.93	908	33.88	1,980	73.88	700	26.12
PASSARA	1,234	36	2.92	58	4.70	245	19.85	420	34.04	759	61.51	475	38.49
VIYALUWA	971	7	0.72	36	3.71	186	19.16	345	35.53	574	59.11	397	40.89
MONARAGALA	2,643	229	8.66	200	7.57	499	18.88	792	29.97	1,720	65.08	923	34.92
WELLAWAYA	1,968	133	6.76	193	9.81	434	22.05	572	29.07	1,332	67.68	636	32.32
BIBILE	1,998	175	8.76	201	10.06	428	21.42	598	29.93	1,402	70.17	596	29.83
THANAMALWILA	1,352	90	6.66	164	12.13	461	34.10	431	31.88	1,146	84.76	206	15.24
RATNAPURA	6,988	1,116	15.97	869	12.44	1,443	20.65	1,761	25.20	5,189	74.26	1,799	25.74
BALANGODA	2,992	304	10.16	302	10.09	681	22.76	896	29.95	2,183	72.96	809	27.04
NIVITIGALA	2,589	137	5.29	193	7.45	530	20.47	800	30.90	1,660	64.12	929	35.88
EMBILIPITIYA	4,312	359	8.33	424	9.83	1,040	24.12	1,308	30.33	3,131	72.61	1,181	27.39
KEGALLE	4,645	796	17.14	578	12.44	1,046	22.52	1,164	25.06	3,584	77.16	1,061	22.84
MAWANELLA	3,970	541	13.63	460	11.59	986	24.84	1,110	27.96	3,097	78.01	873	21.99
DEHIOWITA	4,118	279	6.78	350	8.50	854	20.74	1,190	28.90	2,673	64.91	1,445	35.09
Total	317,060	44,895	14.16	32,998	10.41	68,847	21.71	86,314	27.22	233,054	73.50	84,006	26.50

Source: RD Data 2022, DoE

The results of the English language of GCE (O.L.) Examination 2022 revealed that a considerable number of candidates island wide had been able to obtain admirable achievements. The average pass rate ranged between 41% and 91%. Except four zones in the country, all the other zones had been able to cross the border of 51% achievement in English Language. Among the total number of candidates sat the exam, 73.5% have been able to obtain a grade boundary (A,B,C or S). There are a total of 35 zones in the country that had been able to cross the average 73.5%. At the same time there are 71% of educational zones where more than 25% of candidates have failed the subject remained failures.

1.2.5 Marks Obtained according to Class Intervals

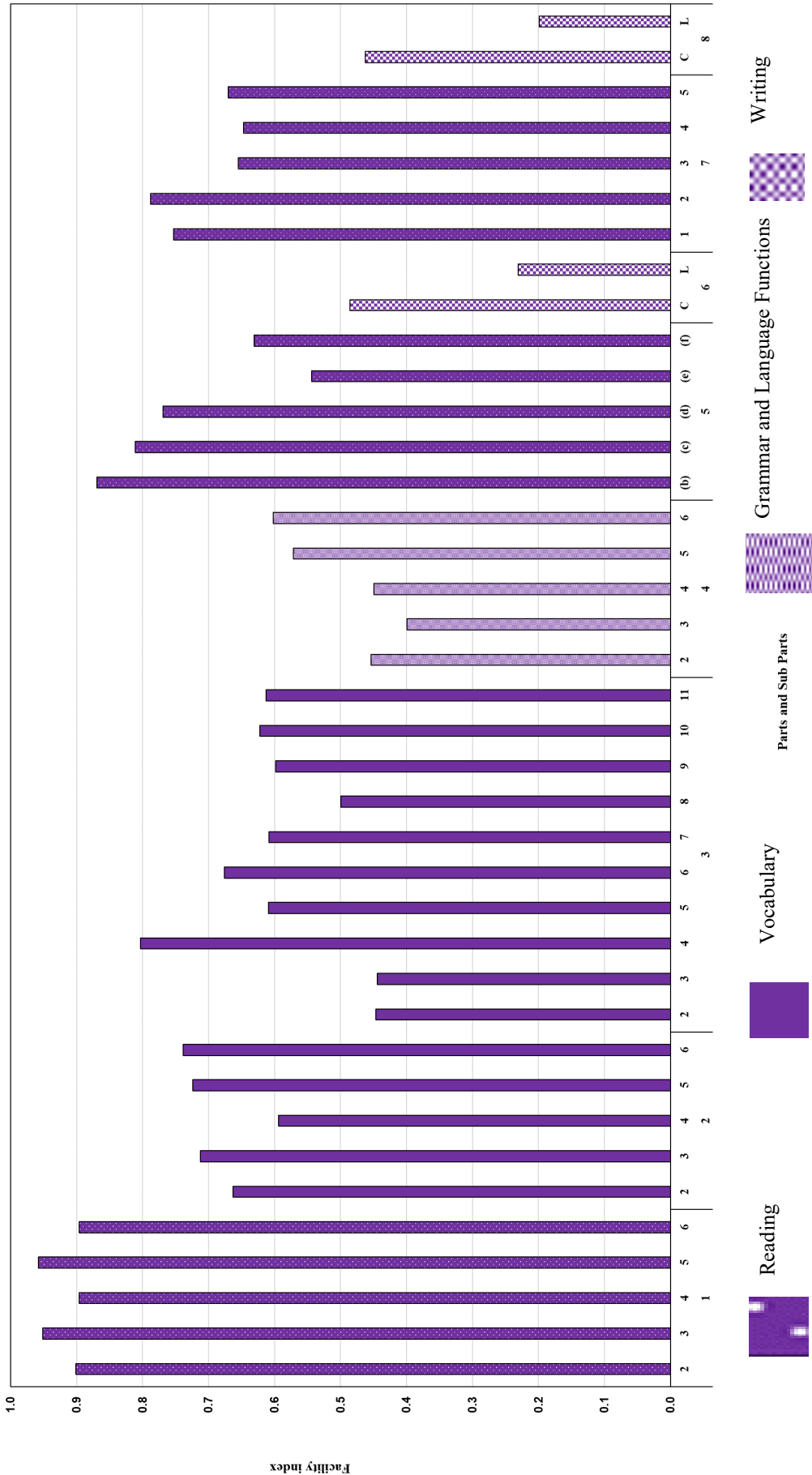
Table 1.5: Marks of Candidates according to Class Intervals.

Class interval	Frequency	Frequency Percent	Cumulative Fre.	Cumulative Percent
91-100	4,739	1.22	388,441	100.00
81-90	20,991	5.40	383,702	98.78
71-80	29,250	7.53	362,711	93.38
61-70	38,877	10.01	333,461	85.85
51-60	53,246	13.71	294,584	75.84
41-50	69,987	18.02	241,338	62.13
31-40	74,429	19.16	171,351	44.11
21-30	60,489	15.57	96,922	24.95
11-20	32,520	8.37	36,433	9.38
01-10	3,852	.99	3,913	1.01
00-00	61	.02	61	0.02

When the candidates' performance was considered in relation to class intervals, the majority fell within the range 21-60. The percentage of candidates who scored 30 marks or below was 24.95%. The class interval 31-40 recorded the highest frequency, with 74,429 candidates (19.16%), meaning over 50% of candidates scored within the specific interval. Only 1.22% of candidates scored between 91-100, while 13% scored above 70. Furthermore, more than 35% scored above 40 marks. The number of candidates in the lowest class interval (00-00) was recorded as 61.

1.2.6 Achievement in Tests of Paper I

Figure 1.2 : Facility Indices of Parts and Sub Parts of Tests in Paper I



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

1.2.7 Achievement in Tests of Paper II

Figure 1.3 : Facility Indices of Parts and Sub Parts of Tests in Paper II (9-13)



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Figure 1.4 : Facility Indices of Parts and Sub Parts of Tests in Paper II(14-16)



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Part II**2. Details of Tests and Answers****2.1 Question Paper I****2.1.1 Structure of the Question Paper I**

- * Time allocated for paper I is one hour.
- * Paper I includes eight tests and all tests are compulsory.
- * Each test carries a total of 05 marks.
- * Total marks allocated for paper I is 40.

Table 2.1: Structure of Paper I

Test No.	Component of testing	Marks Distribution	Total
1	Reading	1x5	05
2	Vocabulary	1x5	05
3	Vocabulary	1/2x10	05
4	Grammar 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 2022

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

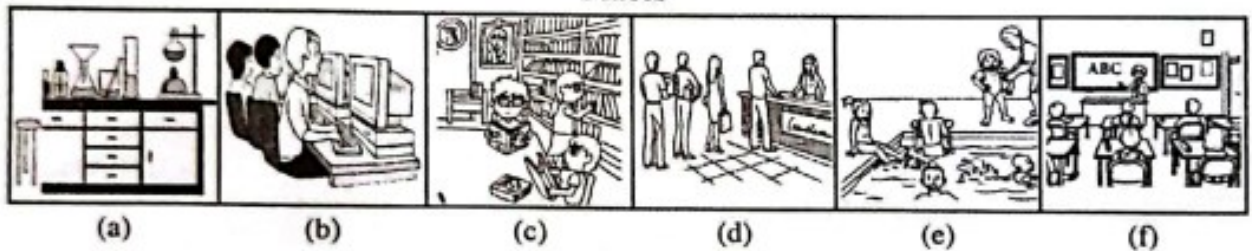
Objective: Assess the ability to find specific information from visual clues and match with instructions.

Technique: Matching pictures with the instructions.

○ Test 1

The instructions below are to be displayed at each place given. Write the correct letter of the place in the cage given against each instruction. *The first one is done for you.*

Places



Instructions

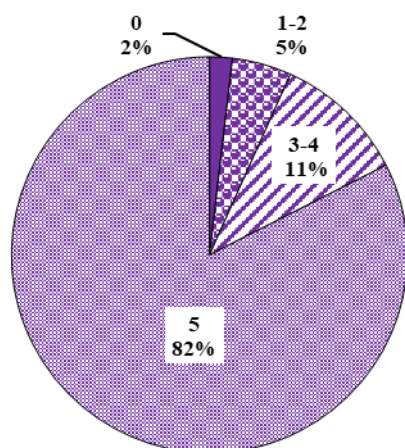
- (1) Borrow two books at a time.
 (3) Keep the classroom neat and tidy.
 (5) Do not bring pen drives into the computer room.

- | | | |
|---|--|---|
| <div style="border: 1px solid black; padding: 2px;">c</div> | (2) Wait in the queue for your turn. | <div style="border: 1px solid black; padding: 2px;">d</div> |
| <div style="border: 1px solid black; padding: 2px;">f</div> | (4) Do not smell or taste chemicals. | <div style="border: 1px solid black; padding: 2px;">a</div> |
| <div style="border: 1px solid black; padding: 2px;">b</div> | (6) Do not run - the area is slippery. | <div style="border: 1px solid black; padding: 2px;">e</div> |

Test 1- Reading

Observations and Comments on Test 1

Figure 2.1: Distribution of Marks Obtained in Test 1



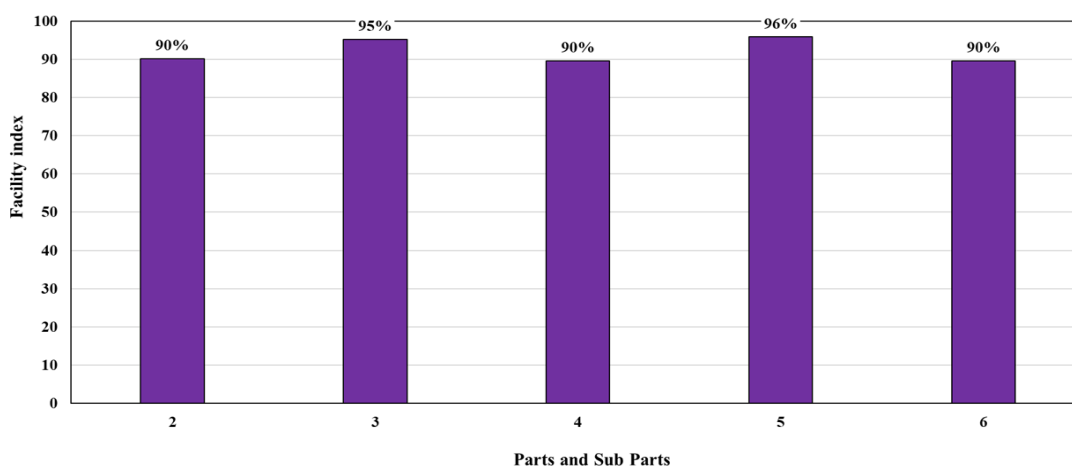
Test 1 was based on reading and allotted mark for the test was 05. The candidates have scored marks as follows,

5 marks	-	82 %
3- 4 marks	-	11%
1-2 marks	-	5%
0 marks	-	2%

82% of the candidates have obtained total of 5 marks, while 11% scored 3-4 marks, 5% have scored 1-2 marks. Only 2% have scored '0'. 93% of the candidates have scored over 3 marks while only 7% have scored 2 marks or below.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form

Figure 2.2: Facility for Parts of Test 1



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

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

Part (2) - 90%

Part (3) - 95%

Part (4) - 90%

Part (5) - 96%

Part (6)- 90%

According to Figure 2.2, the facility recorded for parts of Test 1 is, the highest facility of 96% was recorded for part 5, equal facility of 90% was recorded for parts 2, 4 and 6. Facility for all parts was over 90%.

Comments.

This test has evaluated the candidates' ability to find specific information from visual clues. The picture clues given would have been helpful to find the answers. Teachers can make use of this technique to improve reading skills of the students. The students should be given similar types of several activities to motivate reading and guessing the meanings from the context. Identifying the key words and making them familiarize should be practiced in classroom teaching on various contexts.

Test 2 - Vocabulary

Objective : Assess the ability to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real life situation.

Technique : Gap filling

○ Test 2

Fill in the blanks in the following dialogue 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.*

Siva : Is this your album? I'm sure this is you in the first
(1)^c.....

Fathima : Yeah. That's in front of my grandparents' house on the
(2)^e..... . We used to spend a few days
there during school (3)^a..... .

Siva : Wow! I'm sure you would have enjoyed a (4)^f..... .

Fathima : Yeah. We always had a great time. Every day we used to
get up (5)^b..... and walk along the beach
collecting seashells.

Siva : Hey! I (6)^d..... collected seashells when
I was small.

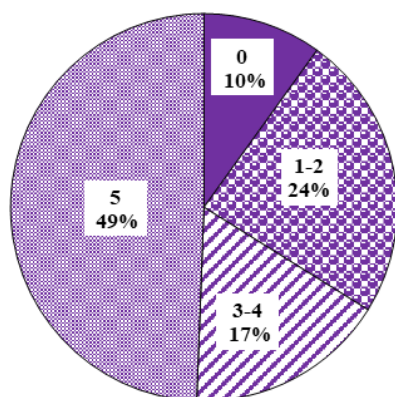
Fathima : Really! We all have had same hobbies, haven't we?

Siva : Yes, of course. Isn't it great?

- | |
|---|
| (a) holidays
(b) early
(c) photo
(d) also
(e) beach
(f) lot |
|---|

Observations and Comments on Test 2

Figure 2.3: Distribution of Marks Obtained in Test 2



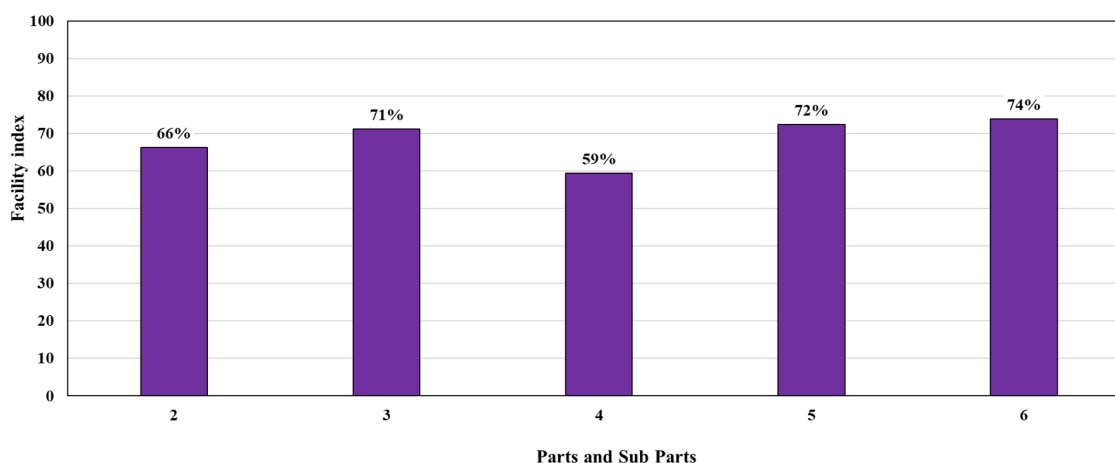
This test expected to evaluated the ability of candidates to use vocabulary in contexts. The text type is dialogue. The candidates have scored marks as follows.

5 marks	-	49 %
3- 4 marks	-	17 %
1-2 marks	-	24 %
0 marks	-	10 %

49% of the candidates have been able to secure full marks for the test while more than one third of the candidates has been able to score between 1-4 marks. 60% of the candidates have attempted the test successfully.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.4: Facility for Parts of Test 2



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

This item evaluated the ability of the candidates use vocabulary in contexts. The allotted marks for test 2 was 5. The candidates have scored marks as follows.

- Part (2) - 66%
- Part (3) - 71%
- Part (4) - 59%
- Part (5) - 72%
- Part (6) - 74%

The facility of Test 2 was 68%. The facility of each part of the facility, 74% was recorded for part 6. The least facility, 59% was recorded for part 4. The facilities for all 5 parts were ranged from 59% to 74%.

Comments

The text type of the test item was a dialogue; on a familiar experience. The candidates have scored full marks as the vocabulary tested was quite simple and easy to understand. The lowest facility has been indicated for Part 4, where the word ‘lot’ was the answer. Teachers should encourage students to use such words in different contexts in varied text types in class. Reading short texts with understanding, while paying attention to keywords, would enhance their ability to cope with similar activities.

Test 3 - Vocabulary

Objective : Assess the ability to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real life situation.

Technique : Gap filling.

Test 3

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

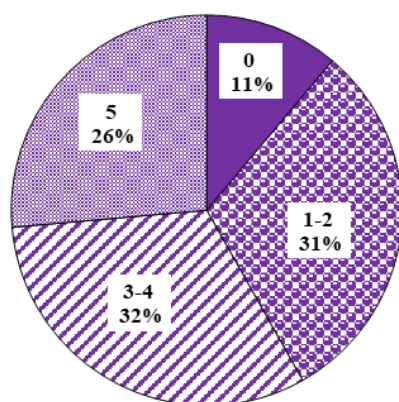


- (a) memorable
- (b) busy
- (c) meals
- (d) woman
- (e) head
- (f) there
- (g) bullock
- (h) season
- (i) too
- (j) carrying
- (k) road

I recently visited a village and this is the picture that I drew for an art competition recollecting a scene of my visit. This is a paddy field during the harvesting (1)**h**..... . Two men and a woman are working (2)**f**..... . Two men are (3)**b**..... with winnowing paddy. The (4)**d**..... is helping them by collecting paddy into gunny bags. Another woman is bringing their (5)**c**..... in a reed box kept on her (6)**e**..... . A little girl is walking ahead of her. She is also (7)**j**..... a basket which seems to be (8)**i**..... heavy for her. A man in a (9)**g**..... cart is passing the paddy field along the (10)**k**..... nearby. It is really a (11)**a**..... scene. Many who came for the exhibition appreciated my drawing.

Observations and Comments on Test 3

Figure 2.5: Distribution of Marks Obtained in Test 3



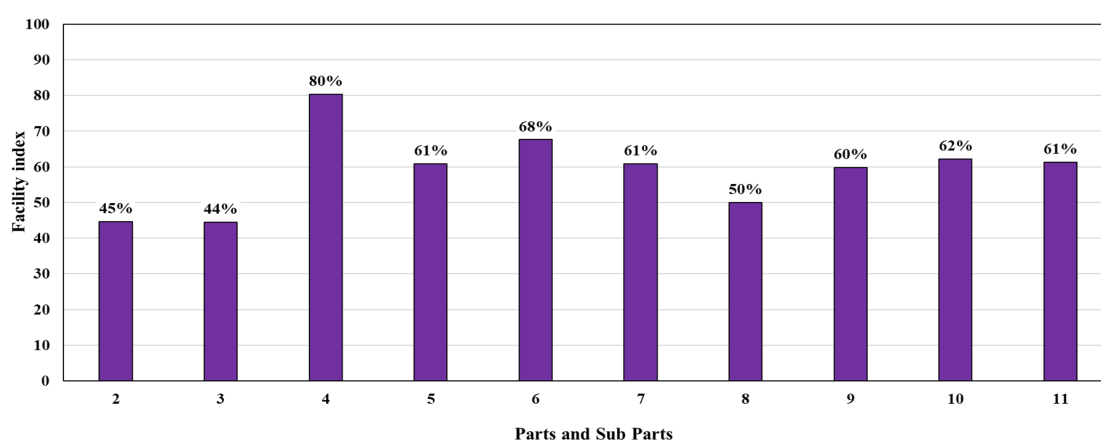
This test evaluated the ability to use vocabulary in contexts. The technique used is picture description. The candidates have scored marks as follows.

5 marks	-	26 %
3- 4 marks	-	32 %
1-2 marks	-	31%
0 marks	-	11%

Allotted marks for Test 3 was 05. More than one fourth of the candidates has been able to score full marks for the test where gap filling was the technique. 42% of the candidates have scored marks between 0-2 which may provide an idea about the difficulty level of this test.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.6: Facility for Parts of Test 3



Source: RD Data of 2022, DoE collected from RD/16/03/AL Form.

Test 3 is based on a picture description. Students were expected to find specific vocabulary related to the picture given to fill in the gaps. Facility recorded for Parts of test 3 is as follows.

Part (2)- 45%	Part (7) - 61%
Part (3)- 44%	Part (8) - 50%
Part (4)- 80%	Part (9) - 60%
Part (5)-61%	Part (10) - 62%
Part (6)- 68%	Part (11) - 61%

This test item is on picture based

vocabulary. According to Figure 2.6, the highest facility of 80% has been recorded for part 4, while the lowest facility of 44% denoted for part 3. When considering each part of this item, the facility has been above 50 for parts except 2, 3 and 8.

Comments

Test 3 was focused on assessing the candidates' ability of using vocabulary appropriately and accurately to convey precise meaning. The technique used was filling in blanks of a text with the help of a picture. Only 26% of the candidates obtained full marks allotted to the question. There were 11% of the candidates failed to score any mark. Percentage of candidates that scored within the range of 3-4 and 1-2 were almost equal. Facility indices of sub-parts ranged between 44% and 80%. Only sub-part 3 had reached 80% of facility index. Eight of the ten sub parts had facility index value below 63%. Students should be given opportunities in the class to study pictures and identify key words and also to use them in appropriate contexts. Constant attention should be paid for practicing correct spelling and pronunciation of words. The students should be guided to use the meanings of the words as well as the knowledge of word classes when dealing with such activities.

Test 4 - Grammar and Language Functions

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

Technique : Gap filling.

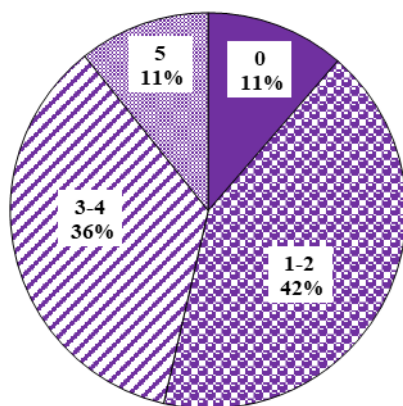
○ Test 4

Underline the most suitable word given within brackets to fill in each blank. *The first one is done for you.*

In a city, there lived a girl of about five and she had only her mother. They (1) (spend, spent, spends) their life happily though they (2) (have, having, had) many hardships. The mother who (3) (worked, work, works) in a hospital earned only a small amount of money. Every rupee she (4) (earn, earning, earned) was carefully spent to (5) (fed, feed, feeds) her child and for all other needs. One day, while they (6) (were travelling, was travelling, travelling) in a bus, the little girl bought a lottery ticket and wished that she would win the first prize.

Observations and Comments on Test 4

Figure 2.7: Distribution of Marks Obtained in Test 4



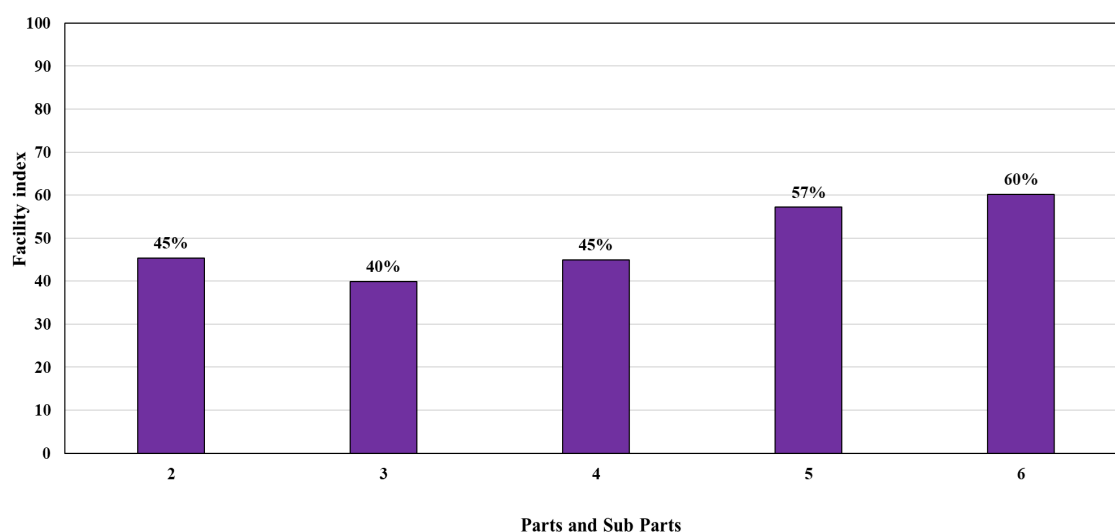
05 marks were allotted to test 4. The candidates have scored marks as follows.

5 marks	-	11%
3- 4 marks	-	36 %
1-2 marks	-	42%
0 marks	-	11%

The highest percentage of 42% of the candidates has scored between 1-2 marks. The percentages scored for total of 5 marks and the candidates gained '0' was equal in percentages.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.8: Facility for Parts of Test 4



Source: RD Data of 2022, DoE collected from RD/16/04/AL Form.

Test 4 was based on grammar. Facility recorded for Parts of test 4 is as follows.

Part (2) - 45%

Part (3) - 40%

Part (4) - 45%

Part (5) - 57%

Part (6) - 60%

Figure 2.8 has indicated the facility of test 4. The highest facility was seen in Part 6 (60%). Parts 2 and 4 were both equally at 45% and Part 3 with the lowest at 40%.

Comments

This test assessed the competency to use English grammar for the purpose of accurate and effective communication under competency 6. This test mainly focused on verb forms. It was expected to understand and apply conceptual knowledge. It is suggested to take more time to make the students identify grammar points and to discuss the tense, structure and the function of the use, by providing activities on verb transformation in context with various text types. It is advisable to avoid providing direct answers and allocate time for peer correction with understanding.

Test 5- Reading

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

Technique : Transferring information.

Test 5

Read the introduction given by a zoo keeper to a group of children. Complete the table given below with the information of the bird. *The first one is done for you.*

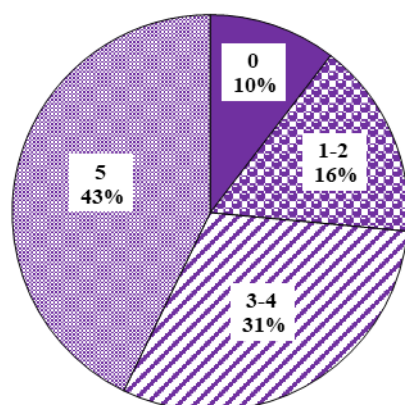
"Hello, Good Morning children! Welcome to the 'Bird Paradise'. I'm going to give you an introduction about Hyacinth Macaw.

It is the largest flying species in the world. It is a parrot native to Central and Eastern-South America. The bird is one metre long from the top of its head to the tip of its long-pointed tail. Its feathers are entirely blue. Its diet consists of nuts from specific palm species. Hyacinth Macaw has a very strong beak for eating nuts and seeds. It can live for 30-50 years. Macaws nest in hollows in trees high up from the ground from July to December. Hyacinth Macaw is one of the most colourful and attractive birds in the world. If you are interested in finding more information about the bird, visit our information centre near the exit gate."

1. Native place	(a) Central and Eastern-South America
2. Colour of the feathers	(b) <u>blue</u>
3. Food	(c) <u>nuts/ seeds/ nuts and seeds</u>
4. Life span	(d) <u>30 – 50 (Years)</u>
5. Nesting place	(e) <u>(in) hollows (in trees)</u>
6. Nesting period	(f) <u>(from) July to December</u>

Observations and Comments on Test 5

Figure 2.9: Distribution of Marks Obtained in Test 5



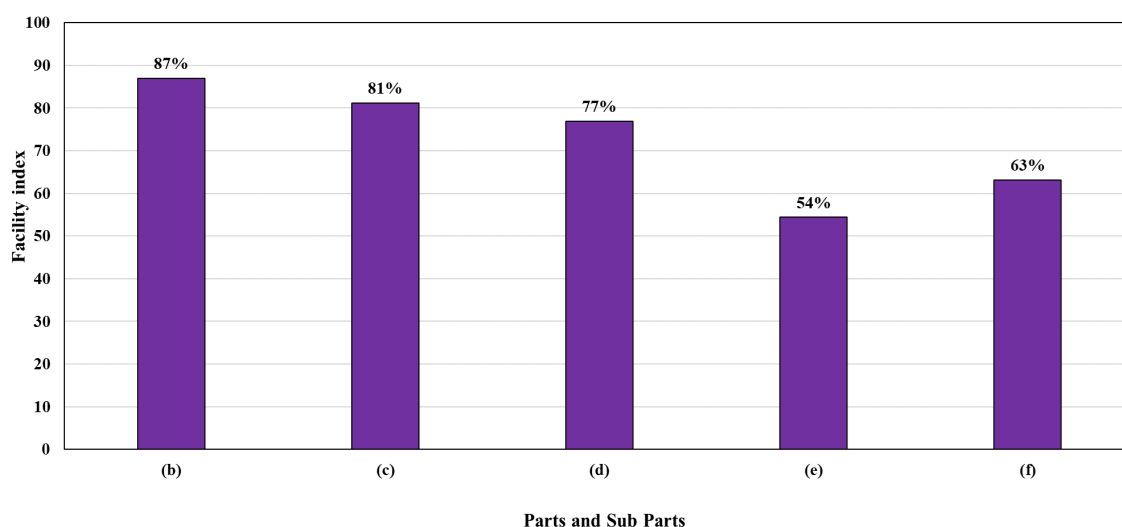
Almost all the candidates have attempted Test 5. Allotted marks to test 5 was 05. The candidates have scored marks as follows,

5 marks	-	43 %
3- 4 marks	-	31%
1-2 marks	-	16%
0 marks	-	10%

According to Figure 2.9, the highest percentage of 43% of the candidates have scored the total marks of 5. Majority of candidates (74%) have scored 3 marks and above.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.10: Facility for Parts of Test 5



Source: RD Data of 2022, DoE collected from RD/16/04/AL Form.

Test 5 was based on reading and extracting specific information. Facility recorded for Parts of test 5 is as follows,

- Part (2) - 87%
- Part (3) - 81%
- Part (4) - 77%
- Part (5) - 54%
- Part (6) - 63%

Figure 2.10 indicated that the facility for test 5 was 72%. The highest facility was recorded as 87% for part (b) and the least facility was recorded as 54% for part (c).

Comments

The students were assessed on the ability to read and extract relevant information to complete the given grid. The students were expected to locate necessary information and use such information accurately and appropriately to fill the grid. In this question the text type was a descriptive passage and testing technique was transferring information. The facility index for part (e) 54% and part (f) 63% were lower than others. Though the meaning of some words of a text may be unfamiliar for the students. Students should be made aware of getting to get the contextual meaning. It is suggested to practice intensive reading, in depth reading to improve reading subskills and to develop critical thinking skills.

Test 6- Writing

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

Technique : Guided writing.

○ Test 6

The Welfare Association of your school visits a children's home in the area every year to make some donations. Write a notice to be put up on the school notice board informing all the students about it. Use about 40-50 words.

- Include - the date of visiting
- items that can be donated
- to whom the items should be handed over

NOTICE

The Welfare Association of our school has organized its annual visit to "Sarana" children's home on 2nd July, 2023.

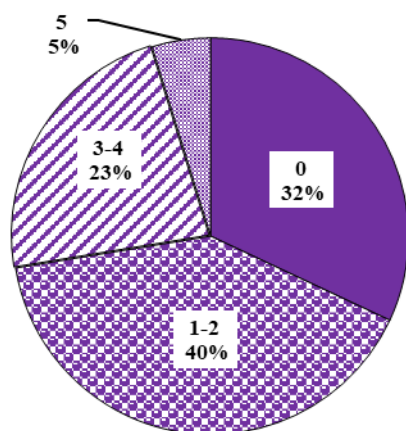
All donations including stationery items, clothes and dry rations should be handed over to the organizing committee before 10th of July, 2023.

Kalana

The secretary.

Observations and Comments on the Test 6

Figure 2.11: Distribution of Marks Obtained in Test 6



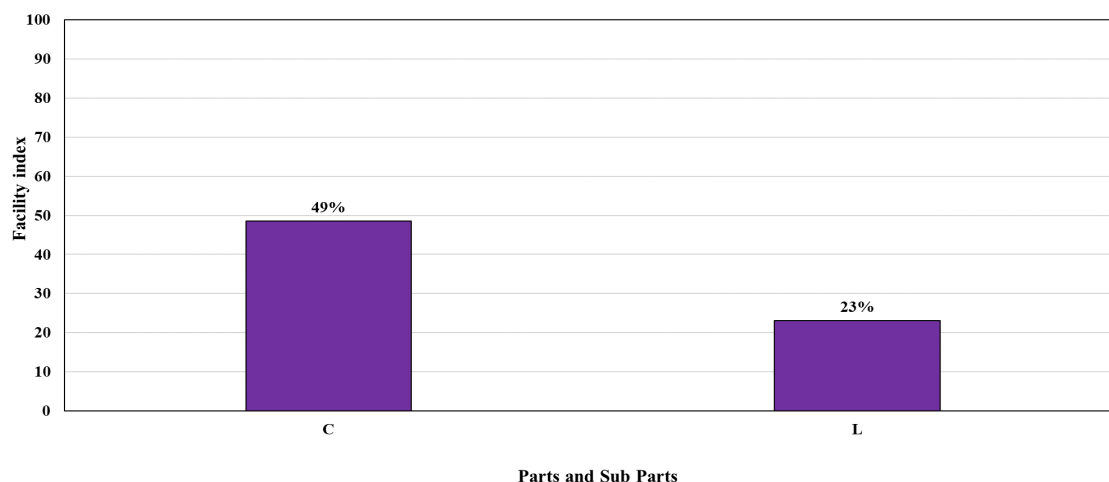
Almost all the candidates have attempted Test 6. Allotted marks to test 6 was 05. The candidates have scored marks as follows,

5 marks	-	5 %
3- 4 marks	-	23 %
1-2 marks	-	40%
0 marks	-	32%

According to Figure 2.11, out of the total 2 marks were allocated for Content and 3 marks for Language. Only 5% of the candidates have scored the total 05 marks. Majority (72%) have scored below 2 marks.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.12: Facility for Parts of Test 6



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 6 was based on the ability to involve in guided writing. Facility recorded for Parts of test 6 is as follows,

Part (C) - 49%

Part (L) - 23%

Facility Index given in the Figure 2.12 indicated that candidates have scored more for content compared to language. Although more marks were allocated for language(03), the facility for language was 23% whereas the facility for content was 49%.

Comments

Test 6 assessed the ability of candidates to involve in guided writing by writing a notice using the given information. The allowed word range of the response was 40-50. The test focused to evaluate the ability of candidates to construct simple sentences and produce an organized form of writing following the structure of a notice taught in the syllabus. Insufficient grammar knowledge and writing conventions could be the main reasons for the low performances (72% scoring below 2) of the candidates. To improve scoring in similar questions, teachers can provide more opportunities for the students to practice writing notices.

Test 7- Reading

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

Technique : Underlining the correct answer.

○ Test 7

Read the story given below and answer the questions.

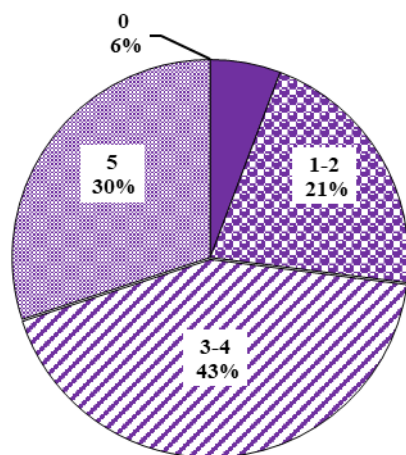
- ① A young woman was travelling in Italy. She was in a street in Florence, admiring some leather handbags in a shop window. Suddenly, an old woman touched her arm and said in Italian, 'Excuse me, Miss.' 'Yes?' asked the young woman, wondering what this old woman wanted. 'Is there someone in your family, maybe your mother, called Jennifer?' 'Yes', said the young woman. 'My mother's name is Jennifer. Why? How did you know that?' 'Because you look exactly like the lady who taught me English when I was living in Boston in 1950.' replied the old woman. 'That's strange' said the young woman. 'I come from Boston. But no one in my family is a teacher.' 'Are you sure?' asked the stranger. 'Pretty sure,' she said, but feeling doubtful.
- ⑩ That night back at the hotel, the young woman phoned her parents' home in Boston and she told her mother what had happened that day. Her mother told her that for about five years in the 1950s she had volunteered to help foreign students to learn English. Many of **them** had come to America from Italy.

Underline the correct answer.

- (1) What was the young woman doing in the street?
 - (a) talking to people
 - (b) helping older people
 - (c) watching handbags in shops
- (2) Who was Jennifer?
 - (a) the old woman
 - (b) the young woman's mother
 - (c) the young woman
- (3) The old woman was talking about her
 - (a) mother.
 - (b) teacher.
 - (c) sister.
- (4) The word 'them' in line 12 refers to
 - (a) the young woman and her mother.
 - (b) foreign students.
 - (c) Jennifer and her students.
- (5) Which sentence is correct according to the story?
 - (a) A young woman meets an old woman who had taught her English.
 - (b) The young woman's mother had taught English to the old woman in Boston.
 - (c) The young woman in the story looks exactly like the old woman.

Observations and Comments on Test 7

Figure 2.13: Distribution of Marks Obtained in Test 7



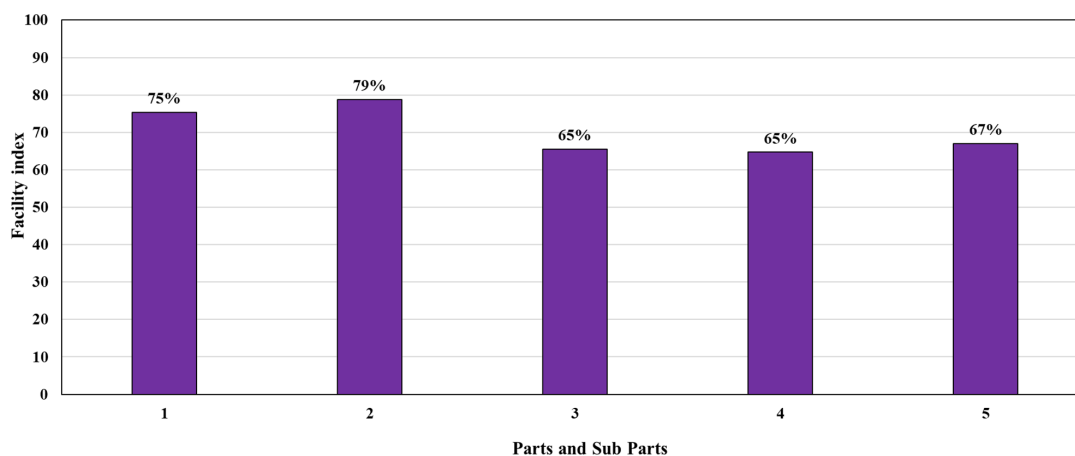
Almost all the candidates have attempted Test 7. Allotted marks to test 7 was 05. The candidates have scored marks as follows,

5 marks	-	30 %
3- 4 marks	-	43%
1-2 marks	-	21%
0 marks	-	6%

According to **Figure 2.13**, a high performance is indicated by 73% of the candidates. It recorded a 6% of candidates for scoring '0'.

Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Figure 2.14: Facility for Parts of Test 7



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 7 was based on reading and extracting specific information. Facility recorded for Parts of test 7 is as follows,

Part (2) - 75%

Part (3) - 79%

Part (4) - 65%

Part (5) - 65%

Part (6) - 67%

Figure 2.14 indicated that the facility for test 7 was 70%. The highest facility was recorded as 79% for part (2) and the least facility 65% was recorded for both parts (3) and (4).

Comments

Test 7 assessed the ability to extract necessary information from various types of texts under competency 5. The competency level is 5.2, which was focused on assessing the ability to extract necessary information from various types of simple texts. Here, the text type was a story and underlining the correct answer was given as the technique. Facility of this test was 70%. Teachers could assign, reading comprehension texts, sentence completion activities, multiple choice questions based on different texts to improve the ability of understanding and applying factual knowledge of the students in the classroom.

Test 8- Writing

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

Technique : Free writing.

○ Test 8

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

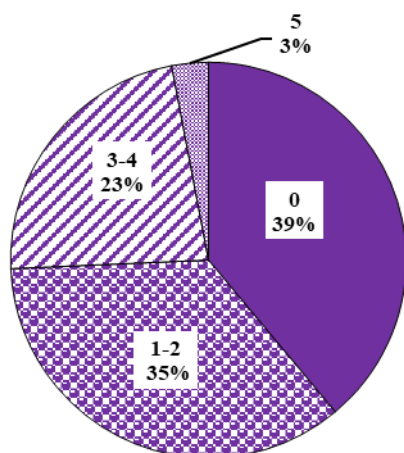
- (a) How we should look after the elderly people
- (b) A television programme I watched

How we should look after the elderly people.

The elderly people are the treasure of a country. Therefore we should look after them with much care. When they grow old they become weak. It's then we should treat them by giving food and medicine. Also we can be good listeners and companions to keep them happy and content. They should not be isolated in their old age.

Observations and Comments on Test 8

Figure 2.15: Distribution of Marks Obtained in Test 8



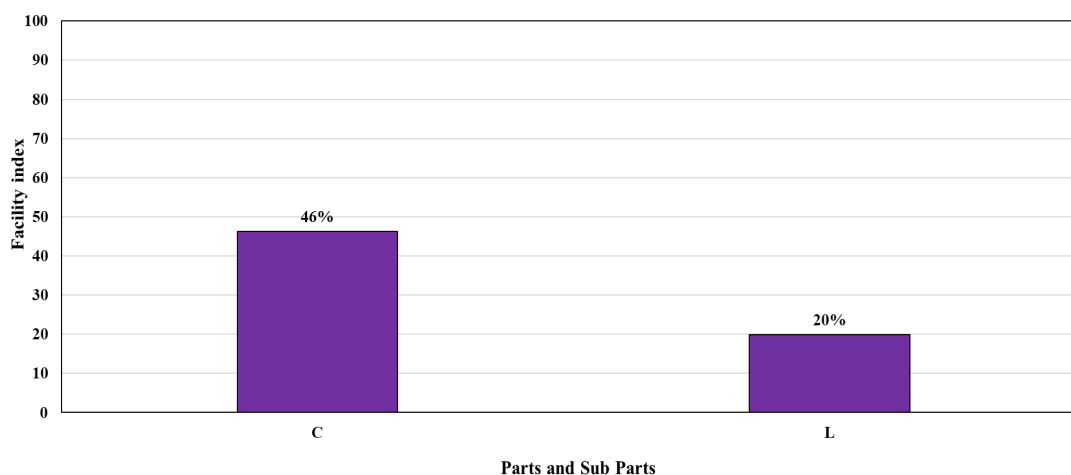
Almost all the candidates have attempted Test 8. Allotted marks to test 8 was 05. The candidates have scored marks as follows,

5 marks	-	3 %
3- 4 marks	-	23 %
1-2 marks	-	35%
0 marks	-	39%

According to Figure 2.15, the performance distribution of candidates in test 8 revealed that 3% of the candidates obtained the highest score of 05 marks. A relatively small proportion, 23% achieved scores within 3-4 marks range. In contrast, as substantial 35% of candidates scored within 1-2 marks range. Most noticeably, 39% of candidates scored no marks for the test.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.16: Facility for Parts of Test 8



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 8 was based on reading and extracting specific information. Facility recorded for Parts of test 8 is as follows,

Part (C) - 46%

Part (L) - 20%

The facility of test 8 is 33%. The candidates performed in the content component with a facility of 46%. In contrast, the language competency recorded the facility of 20%.

Comments

This test assessed the ability to use English creatively and innovatively in written communication under the competency level 7.1. The facility of this test was 33% which showed a low performance of candidates. The candidates scored low marks for Language. It is better to use activities like sensory boxes (objects in covered boxes), picture prompts (Eg: a busy market, at a hospital, at the fair and etc.) and group chain writing in classrooms to develop skills of understanding and creating factual knowledge among students.

2.2 Question paper II

2.2.1 Structure of Paper II

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

Table 2.2: Structure of Paper II

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

Source: G.C.E (O.L.) Marking Scheme 2022

2.2.2 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 expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real life situation.*

Technique : *Gap filling.*

○ Test 9

Read the text and underline the most suitable word given within brackets

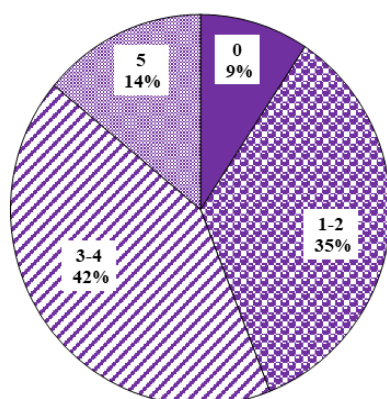
You are a doctor of medicine from Sri Lanka. You are at an international meeting in Switzerland. You want to (1) ((a) communication, (b) communicate, (c) communicative) with a doctor from Africa. In which language would you (2) ((a) speak, (b) speaker, (c) speaking) with him? The answer is most (3) ((a) probable, (b) probably, (c) probability) English.

Today, nearly 1.5 billion people around the world use English for many (4) ((a) different, (b) differentiate, (c) differently) purposes.

Why is English (5) ((a) use, (b) useful, (c) uses) for international communication? For one thing, many books and papers are in English. Therefore most of the people from different countries learn English for international communication.

Observations and Comments on Test 9

Figure 2.17: Distribution of Marks Obtained in Test 9



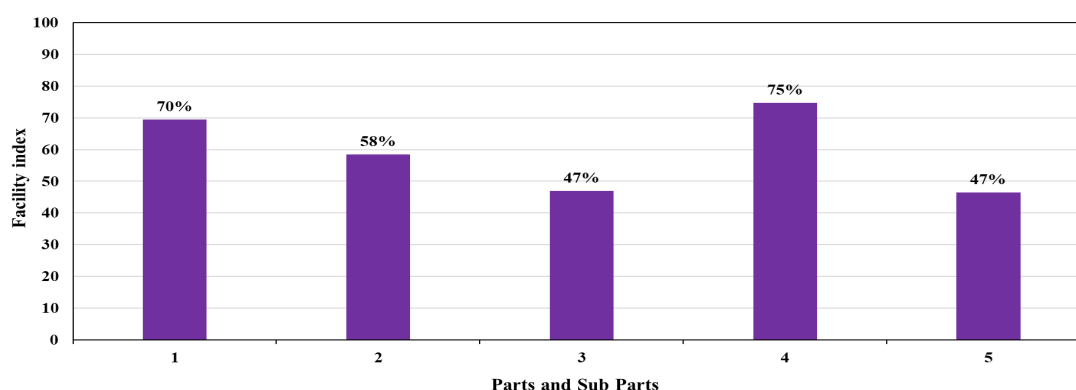
Test 9 was based on the ability to expand receptive and productive vocabulary of the candidates. Allotted marks to test 9 was 05. The candidates have scored marks as follows,

5 marks	-	14 %
3- 4 marks	-	42 %
1-2 marks	-	35%
0 marks	-	9%

According to Figure 2.17, 14% of candidates achieved full marks while, 42% scored between 3-4 marks, indicating an average level of performance. However a considerable percentage of candidates has scored below are with 35% obtaining marks in the range 1-2 and 9% of candidates failing to score any marks.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.18: Facility for Parts of Test 9



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 9 was based on reading and extracting specific information. Facility recorded for Parts of test 9 is as follows,

- Part (2) - 70%
- Part (3) - 58%
- Part (4) - 47%
- Part (5) - 75%
- Part (6) - 47%

Figure 2.18 has indicated that the facility test 9 has been 59.4%. The facility of test 9 have ranged from 47% to 75% indicating a moderate level achievement. The highest facility of 75% has been recorded for Part 4 while the lowest facility of 47% has been recorded for Part 3 and 5.

Comments

The objective of this test was to assess the ability to expand productive and receptive vocabulary of candidates to use English Language appropriately and accurately in any real life situation. Students should be given more activities related to word classes. More vocabulary gap filling tests can be done to improve the performance level of the students in the classroom. Encouraging students to read more simple paragraphs will also expand their vocabulary.

Test 10 - Grammar & Language Functions.

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

Technique : Gap filling.

○ Test 10

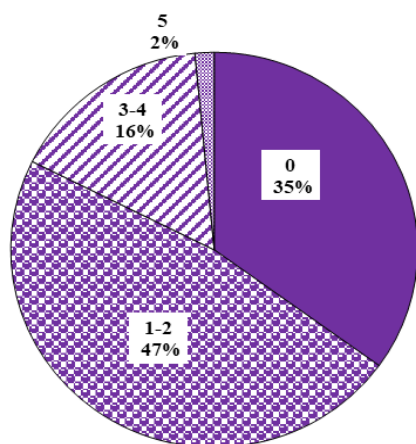
Complete the following passage using the correct form of the verb given within each bracket.

Ms. Jane Rita works in a language school in Sri Lanka as a senior teacher. First I asked her whether she (1)**enjoyed**..... (enjoy) teaching English. "Yes, I do" she replied. "How long have you been teaching here?", I asked. "Since I (2)**returned**..... (return) from Maldives, three years ago", she continued. Then talking about her future plans she said, "Well, I'm interested in teaching young children and I (3)**am going to start/will be starting/will start/ am starting**..... (start) a special English Language Course next month." Then I asked her, "Are you going to stay in Sri Lanka for a few more years?" "I (4)**think**..... (think) I should. Of course, if someone (5)**offers**..... (offer) me a well-paid job in another country I will accept it, but that is not very likely", she replied.

Observations and Comments on Test 10**Figure 2.19: Distribution of Marks Obtained in Test 10**

Test 10 intended to assess the ability to use word classes appropriately in a context. Allotted marks

to test 10 was 05. The candidates have scored marks as follows,



5 marks - 05 %

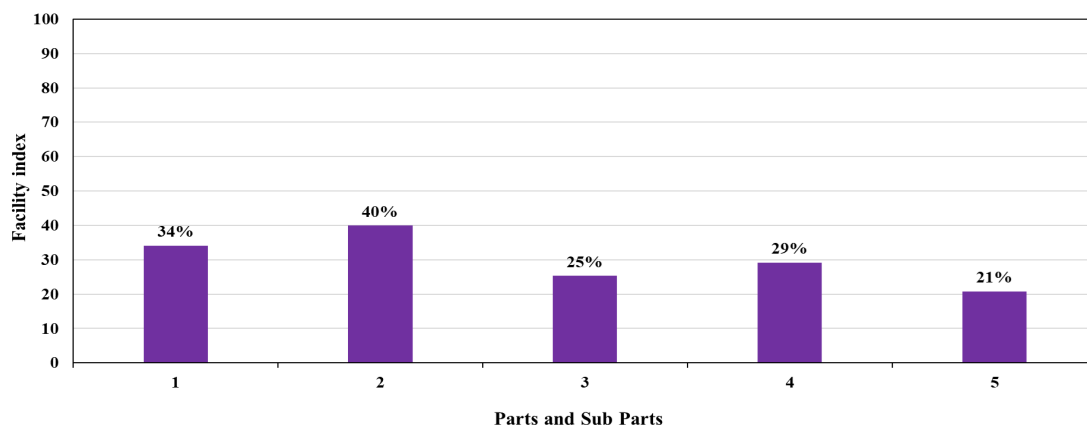
3- 4 marks - 16 %

1-2 marks - 47%

0 marks - 35%

Figure 2.19 has indicated a generally low performance level of the candidates. Only 5% of the candidates have achieved full marks and just 16% have scored in the 3-4 mark range indicating that a very small percentage has performed at an average or higher level. In contrast, a majority of candidates(47%) have obtained only 1-2 marks and a further 35% have failed to score any marks at all.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.20: Facility for Parts of Test 10

Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 10 was based on usage of word classes. Facility recorded for Parts of test 10 is as follows,

Part (2) - 34%

Part (3) - 40%

Part (4) - 25%

Part (5) - 29%

Part (6) - 21%

Figure 2.20 indicates that the facility for the test 10 is 27.8%, when the parts of the test 10 are considered, Part 2 has obtained the highest facility, 40%. This indicates that less than a half of the candidates answered correctly. Part 3 (25%) and Part 4 (29%) also indicates low performance levels while Part 5 (21%) is the lowest.

Comments

Test 10 was focused on the ability to use word classes appropriately in context and under the competency 6 which is related to using English Grammar for the purpose of accurate and effective communication.

The data revealed that the majority of the candidates lack the skill of using word classes appropriately in context. To increase the performance level of the students for Test 10, teachers can provide more guided practice activities to identify and use nouns, verbs, adjectives, etc. in sentences. To improve the performance, students should be given more context based practice with word classes, supported by interactive activities such as sentence building, sentence expansion, etc. Regular writing tasks and remedial support can also help them use language accurately and confidently in context.

Test 11- Language Proficiency.

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

Technique : Gap filling/banked cloze.

○ Test 11

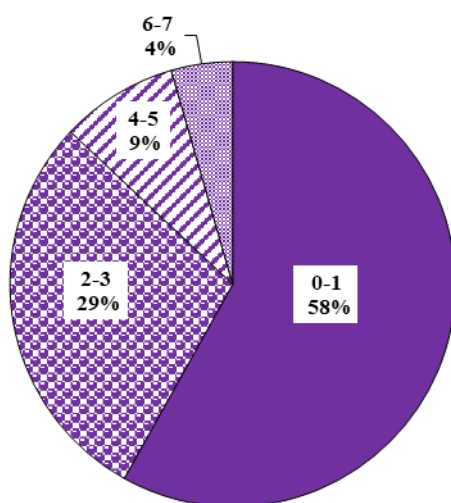
Fill in the blanks with the words given in the box. There is **one** extra word.

about	be	business	cage	captivity	exactly	estimated
expensive	harm	have	how	in	known	tigers
						to

Animal lovers go to wildlife sanctuaries because they want to see animals up close. They believe sanctuaries are in the (1) **business** of taking care of animals that (2) **have** nowhere else to go. Nobody knows (3) **exactly** how many of exotic animals now live-in (4) **captivity** in the Unites States, though it's (5) **estimated** that there are at least 5,000 (6) **tigers** roaming in the wild. What is (7) **known** is that many of these animals end up (8) **in** wildlife sanctuaries when they become too (9) **expensive** and too dangerous for their owners (10) **to** keep. But there is serious disagreement (11) **about** what exactly a sanctuary is and (12) **how** the animals in its care should (13) **be** treated. Some irresponsible visitors cause more (14) **harm** than good by visiting the animals at irregular times. Such issues can be minimized with a proper management system.

Observations and Comments on Test 11

Figure 2.21: Distribution of Marks Obtained in Test 11



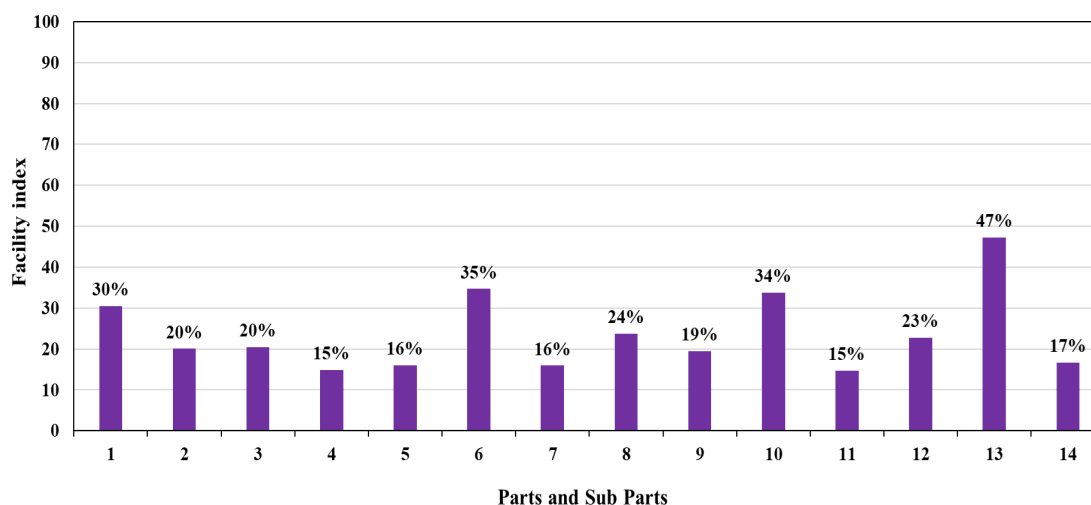
Almost all the candidates have attempted Test 11. Allotted marks to test 11 was 07. The candidates have scored marks as follows,

6-7 marks	-	4%
4- 5 marks	-	9 %
2-3 marks	-	29%
0 -1 mark	-	58%

Out of the candidates 58% have scored between 0-1. Only 13% of the candidates have been able to score 4 and above. Among them the least percentage of 4% have reached 6 and above.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.22: Facility for Parts of Test 11



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 11 was based on reading and extracting specific information. Facility recorded for Parts of test 11 is as follows,

Part (1) - 30% , Part (2) - 20%, Part (3) - 20% , Part (4) - 15%, Part (5) - 16%
Part (6) - 35%, Part (7) - 16%, Part (8) - 24%, Part (9) - 19%, Part (10) - 34%
Part (11) - 15%, Part (12) - 23%, Part (13) - 47%, Part (14) - 17%

The test number 11 is a descriptive passage for gap filling. According to figure 2.22, the facility of the test is 24%. The highest facility was recorded as 47% for part (13), while two parts (4 and 11) recorded facility of 15%. So the facility indices of parts of the question range from 15% to 47%.

Comments

This test assesses the overall proficiency of reading and extracting necessary information of candidates. The facility of the parts of the test 11 is quite low ranging from 11% to 47%. The facility level of question 11 is 23.6%. for improving these teachers could make the students understand and consider the given passage as a whole and give more opportunities to students to fill the gaps logically, by using the knowledge of word classes. The students should be encouraged to read the passage once or twice before completing it. It is better to encourage students to read different types of reading materials that will help them understand and apply factual knowledge.

Test 12- Grammar & Language Functions.

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

Technique : Gap filling.

○ Test 12

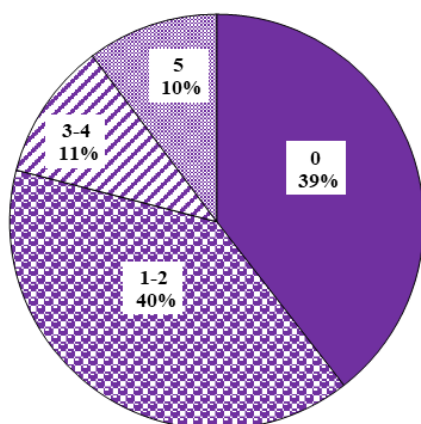
The following is a part of Amanda's speech that she made at the end of the year, thanking the teacher-in-charge of her class. Fill in each blank in the speech selecting the most suitable word from the box.

although, because, however, whenever, while,
--

Dear teacher, I take this opportunity on behalf of my friends to thank you for your guidance as the teacher-in-charge of our class. We all know that (1) **whenever** we had difficulties and problems, you were always there to help us. (2) **although** you spoke to us in a strict manner at times, we knew it was (3) **because** you loved us so much. I remember once we all cried together (4) **while** you were lying in a hospital bed for several days. (5) **however** this will not be our final day of meeting you. We love you so much and you will be in our hearts forever! Thank you!

Observations and Comments on Test 12

Figure 2.23: Distribution of Marks Obtained in Test 12



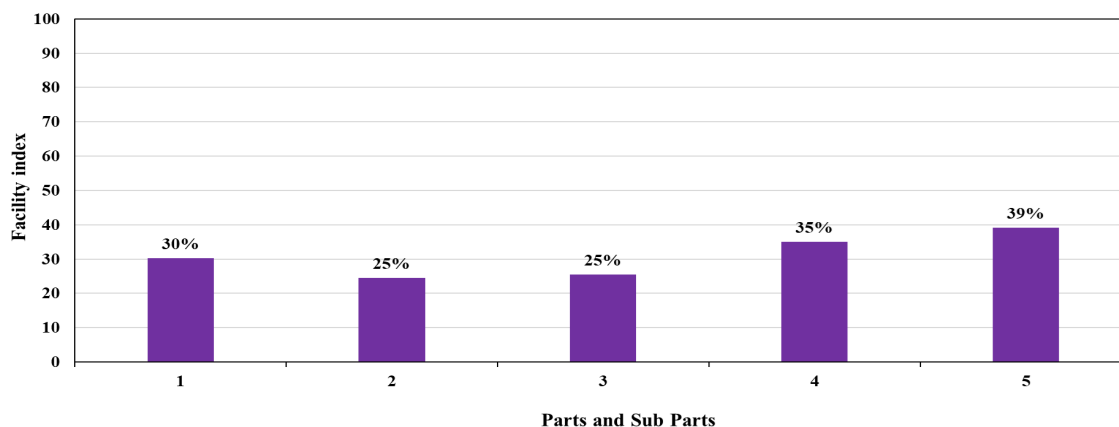
Almost all the candidates have attempted Test 12. Allotted marks to test 12 was 05. The candidates have scored marks as follows,

5 marks	-	10%
3- 4 marks	-	11 %
1-2 marks	-	40%
0 marks	-	39%

Figure 2.23 indicated the percentage of candidates in different ranges of marks. The highest percentage(40%) of candidates have scored the total 05 marks. Majority of the candidates have scored low, resulting with 79% of them scoring below 2 marks out of 5.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.24: Facility for Parts of Test 12



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 12 was based on usage of conjunctions. Facility recorded for Parts of test 12 is as follows,

Part (2)- 30%

Part (3)- 25%

Part (4)- 25%

Part (5)-35%

Part (6)- 39%

Test 12 was based on grammar and specifically assessing the ability of using conjunctions meaningfully. According to figure 2.24, facility of the parts of this test lies between 25%-39%. The highest facility of 39% is recorded for part 5 and lowest facility of 25% for parts 2 and 3. The facility for parts 1 and 4 are 30% and 35% respectively.

Comments

The test assessed the ability to use conjunctions to write complex sentences to express precise meaning. The overall performance of the candidates for test 12 was considerably low. The candidates who scored '0' recorded the highest percentage while the percentage of candidates scored the full mark recorded the lowest 10%. By motivating in reading diverse English texts and understanding the context and function would help learners become more familiar with the usage of conjunctions in both writing and speaking .involving students in hands-on activities may help learners score high in similar tests. Using word cards, sentence strips to recall the type of conjunctions they've learned since grade 6.(coordinating and subordinating conjunctions). Providing the opportunities to learn through videos and online games (kahoot) also could contribute in motivating learners use conjunctions meaningfully.

Test 13- Reading

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

Technique : Matching.

Test 13

Read the following advertisements. Match them with the descriptions given below them. Write the correct letter of the advertisement in the box given against each description.

Advertisements

A

Adventurer's Binoculars from MILAN'S SHOP

- Magnifying up to 8 times to let you see the smallest details.
- Can be carried everywhere.
- Perfect gift for a nature lover.
- Free delivery for orders of three or more.

B

WANTED-Your old shoes Rs. 250.00 Reward

Take any usable old pair of shoes into HILO's Flagship Store in Bristle Street between now and 30 September. You will receive Rs. 250.00 off any new pair of HILO shoes. Your old shoes will go to a charity organization.

C

Lakeside Cabins

Just half an hour's drive from the glorious scenery of Kandy District.

WANT TO GO SIGHTSEEING?
YOU COULD NOT BE IN A BETTER PLACE.

Resort with a private health and leisure complex and a gymnasium.

D

View Bolgoda Lake

Enjoy the day in the largest natural lake in Sri Lanka!

Visit Bolgoda Lake View Resort in Bolgoda. Lot of activities including water sports facilities and sightseeing. Boat rides in the lake can be arranged. Ideal for bird watching for nature lovers.

E

FOLK MUSEUM

Get a glimpse into traditional Sri Lankan way of life.

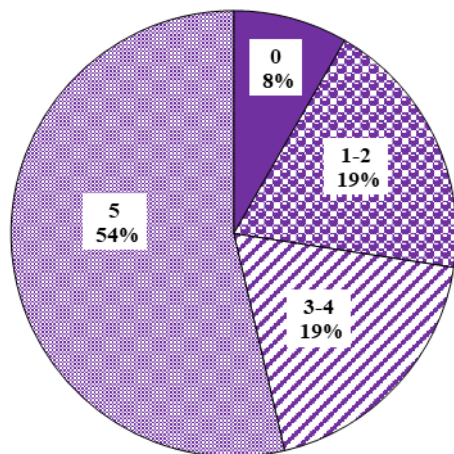
Visit Martin Wickramasinghe Museum in Koggala. Learn about Martin Wickramasinghe's life. Buy traditional items like masks, clothing and historical utensils. Open every day from 9.00 a.m. to 5.00 p.m.

Descriptions

1	Shehani doesn't like to use her clothes or shoes for a long time. She gives her used clothes and shoes to poor people. Now, she wants to buy a new pair of shoes.	B
2	Yoga likes to watch wild animals in their natural habitat. He frequently visits national parks to watch wild animals. But he is unable to observe them closely as he does not have necessary equipment.	A
3	Gihan is always busy with his work. But he finds time to go to gymnasium to keep his fitness. His family plans to go on a trip to see the natural beauty in the hill country. But he is worried about skipping his fitness exercise.	C
4	Prathiba is a student of Literature. She is interested in reading about lives of well-known writers and visiting their places. She loves collecting information and objects related to their lives.	E
5	Fathima is a lover of natural water ways, and she likes to observe behaviour of birds and fish in wetlands. She regularly visits natural wetlands in the country.	D

Observations and Comments on Test 13

Figure 2.25: Distribution of Marks Obtained in Test 13



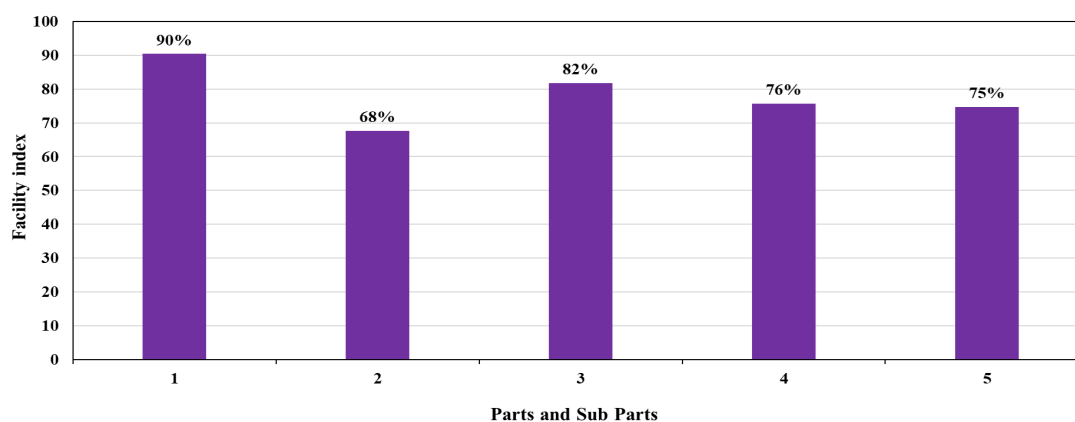
Almost all the candidates have attempted Test 13. Allotted marks to test 13 was 05. The candidates have scored marks as follows,

5 marks	-	54%
3- 4 marks	-	19 %
1-2 marks	-	19%
0 marks	-	8%

According to the figure 2.25, more than half of the candidates (54%) have achieved full marks reflecting a high level of understanding and mastery of the content. A smaller proportion, 19% scored in the 3-4 mark range while another 19% obtained only 1-2 marks. Only 8% of the candidates failed to score any mark.

Source: RD Data of 2022, DoE collected from RD/16/03/AL Form

Figure 2.26: Facility for Parts of Test 13



Source: RD Data of 2022, DoE collected from RD/16/04/AL Form.

Test 13 was based on ability to locate necessary information and process such information accurately to comprehend a reading text. Facility recorded for Parts of test 13 is as follows,

- Part (2) - 90%
- Part (3) - 68%
- Part (4) - 82%
- Part (5) - 76%
- Part (6) - 75%

Figure 2.26 showed the facility values for Test 13. Part 1 recorded the highest facility of 90% and part 3 also showed high performance level with 82%. Part 4 (76%) and 5 (75%) reflected a good performance of the candidates, through a slightly lower, and Part 2 had the lowest facility of 68%.

Comments

Test 13 assessed the ability to locate necessary information and process such information accurately to comprehend a reading text under the competency 5 ‘extracts necessary information from various types of texts.’ The facility of this test was 78%. To uplift the performance level of the students for Test 13, their reading skills can be strengthened through guided practice in scanning, skimming, note taking and summarizing supported by collaborative discussions and gradual exposure to more complex texts to enhance comprehension and information processing.

Test 14- Writing

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

Technique : Guided writing.

Expected Answers

○ Test 14

- (a) You are the secretary of the Weldeniya Sports Club. Write a letter to the principal of Weldeniya Maha Vidyalaya informing that you wish to donate some sports equipment to the school. Use about 100 words.

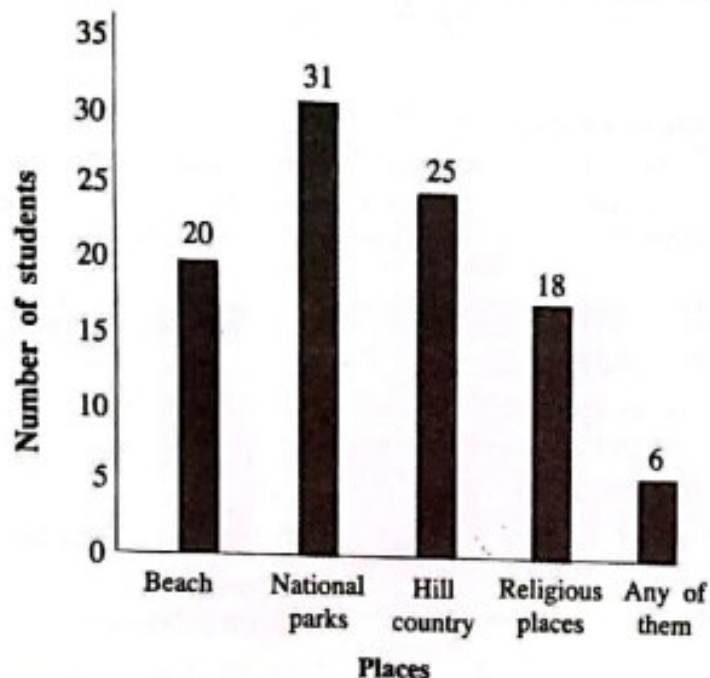
Include the following:

- reasons for selecting that school
- the sports equipment you donate
- request for a convenient day to visit the school

OR

- (b) The following bar chart shows the different places that grade 11 students of Nilwala Central College like to visit. Write a description about it. Use about 100 words. The following words and phrases given in the box may help you.

most popular, least popular, most, many, some, a few



The above bar chart depicts the different places that grade 11 students of Nilwala Central College like to visit. The horizontal axis represents the students' choice of places and the vertical axis represents the number of students.

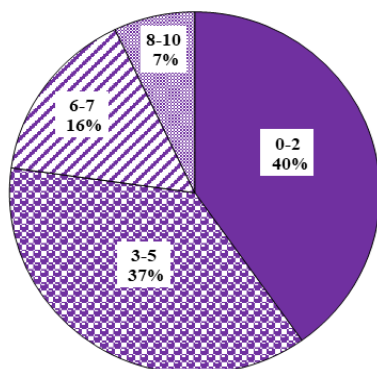
The most popular choice is the national parks as thirty one students like it. Twenty five students like hill country while some students like to visit the beaches. Eighteen students like religious places. A few students have mentioned any of the places

and it is the least popular choice,

The information shows that most students prefer to visit animals, birds and wild life and some others have different choices.

Observations and Comments on Test 14

Figure 2.27: Distribution of Marks Obtained in Test 14



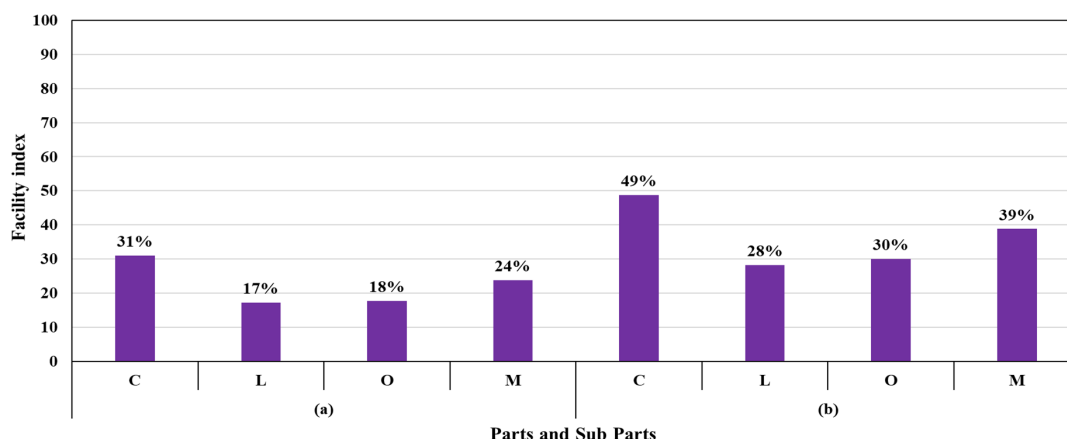
Test 14 has focused on testing the ability to write descriptions when guidelines are given. The candidates have scored marks as follows.

8-10 marks	-	7 %
6- 7 marks	-	16%
3 - 5 marks	-	37%
0-2 marks	-	40%

Total marks allotted to test 14 has been 10. Among the population of candidates that attempted the test, only 7% has been able to score between 8-10 marks. 16% of candidates scored between 6 - 7 marks, while 37% scored between 3-5 marks. 40% scored below 2 marks bringing the percentage of candidates that failed to score above 5 marks to 77%.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.28: Facility for Parts of Test 14



Source: RD Data of 2022, DoE collected from RD/16/04/OL Form.

Test 14 was based on guided writing. Facility recorded for Parts of test 14 is as follows,

a; Part (C) - 31%, Part (L) - 17%, Part (O) - 18%, Part (M) - 24%,

b; Part (C) - 49%, Part (L) - 28%, Part (O) - 30%, Part (M) - 39%

Allocation of marks for the parts A and B of test 14 has been done under four criteria as content(3 marks), language(3 marks), organization (2 marks), and mechanics of writing (2 marks). Facility for all four criteria in Part I is below 31% with language possibly being the difficulty to score with a facility of 17%. Facility indices of Part B has been slightly higher than that of Part A, again Content being the easiest to score with 49% of facility. In Test Part B, facility (49%) for content has been comparatively higher than the Part A(31%). Similarly, to Part A, the criteria, Language shows the lowest facility with 28%. The facility of Part A of Test 14 is 22.5% proving to be more difficult than Part B which shows a facility of 36.5%. Both facility indices show that the candidates have found scoring to be difficult in this test.

Comments

Both content and language were allotted similar marks(3 each) in the test 14, but facility indices showed that candidates have been able to score more marks for content than language . A similar trend could be noticed with organization and Mechanics of writing. Though equal marks (2 each) were allotted to both, Mechanics of writing indicated a higher facility index than organization. This showed that the majority of candidates had problems in their vocabulary and grammar knowledge. Candidates seemed not to be much familiar with the format of formal letters because they have scored low marks for Organization indicates that the candidates might not be much familiar with the format of formal letters. Therefore it is advisable if the teachers can introduce several formal letter formats to students and give them practice in writing different types of formal letters such as letters of requests, invitation, apology and permission, etc. in authentic contexts. In order to give more practice in describing graphs, details related to different areas such as population, sale, environment, production, pass rate in exams can be used. Specific vocabulary related to describing graphs should be paid more attention. Such as vocabulary can be practiced through activities such as filling the blanks of graph descriptions with appropriate words specific to data and trends in graphs.

Test 15 - Reading

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

Technique : Selecting the correct answer / Answering questions.

○ Test 15

Read the following text and answer the questions given below.

'Tom!'

The old lady put on her glasses and looked about for him.

'Tom!' she called out again, but there was no response. She walked up to the open door and looked out in the garden for him. Just then she heard a noise behind her and she turned around to find Tom sneaking out of the large cupboard in the room. She grabbed him by the collar of his shirt.

'So that's where you were!' she said. 'How many times have I told you to keep your fingers out of my jam jars. I will teach you a lesson this time.'

With that she marched him over to the umbrella stand next to the door and pulled out a cane. Tom knew he was going to get it and he had to think up something very quickly.

'Look out Aunt Polly! There is a rat in the closet.' He shouted.

The old lady shrieked and let go of Tom's collar. Before she discovered the imaginary rat, Tom ran out of the door and disappeared over the fence.

'I guess, I will never learn, this boy seems to have a new trick up his sleeve each time I try to get him.'

That evening Tom got late coming home and he decided to climb through the window rather than use the front door. As he climbed through the window, he found aunt Polly waiting for him.

'Ah! So you found time to come back!' She said.

'Aunt Polly I

'No! don't answer me, I can see that you have been busy, I guess since it is past dinner time you would not be hungry, so wash yourself and go to sleep.'

With that she closed the door and walked out of the room with a firm resolve that she would teach him a lesson the next day.

(Adapted from *The Adventures of Tom Sawyer*)

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

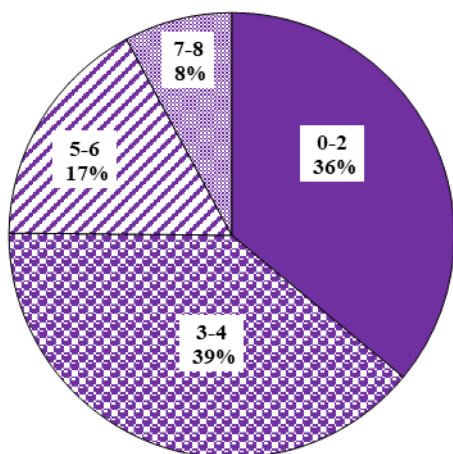
	True	False
(1) The old lady thought that Tom was in the garden.	✓	
(2) Tom came out of the cupboard as there was a rat in it.		✓
(3) Aunt Polly was looking for Tom to give him a jam jar.		✓
(4) Tom knew that Aunt Polly was frightened of rats.	✓	

Underline the correct answer for questions 2, 3 and 4 from the options given for each of them.

- (2) Aunt Polly wanted to punish Tom because he
(a) answered when she called his name,
(b) frightened her by telling about a rat,
(c) ate jam from the jar without permission.
(d) tried to escape aunt Polly by jumping over the fence. (01 mark)
- (3) Tom was ((a) eating jam, (b) hiding in the cupboard, (c) jumping over the fence) when aunt Polly was looking for him. (01 mark)
- (4) Aunt Polly understood that Tom ((a) hid the cane, (b) lied about a rat, (c) hid in the garden) to escape punishment when she couldn't find a rat in the room. (01 mark)
- (5) Find a word/phrase from the passage that is closest in meaning to each of the following. Write them below.
(a) walking out very quietly sneaking
(b) screamed or cried in a loud manner shrieked (02 marks)
- (6) Find the most suitable sentence from the passage that gives the idea that aunt Polly was going to beat-up Tom as punishment. Write it below.
..... "With that she marched him over to the umbrella stand next to the door... and pulled out a cane." (01 mark)

Observations and Comments on Test 15**Figure 2.29: Distribution of Marks Obtained in Test 15**

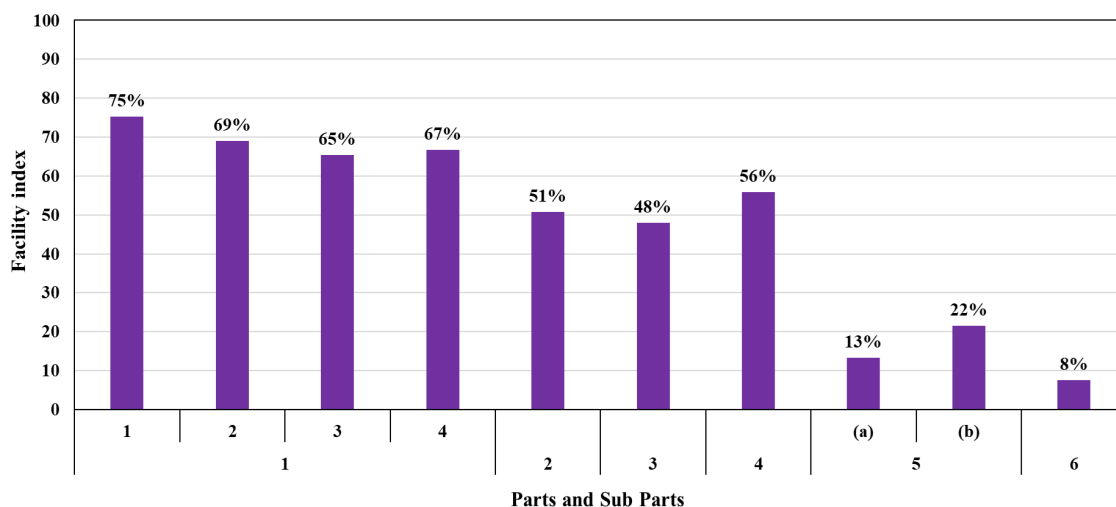
The aim of the Test 15 is assess the ability to extract necessary information from various types of texts. The candidates have scored marks as follows.



7-8 marks	-	8%
5- 6 marks	-	17 %
3-4 marks	-	39%
0 -2 marks	-	36%

Allotted marks to test 15 was 08. Figure 2.31 has indicated the percentage of marks obtained by the candidates. The least number of candidates have obtained 7-8 marks for the test. The percentage has been 8. Most of the candidates have scored 3-4 marks . The percentage has been 39 while the 17% of candidates have obtained 5-6 marks, 0-2 marks has been obtained by 36% of candidates.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.30: Facility for Parts of Test 15

Source: RD Data of 2022, DoE collected from RD/16/04/AL Form.

Test 15 was based on usage of reading and extracting information. Facility recorded for Parts of test 15 is as follows,

Part (1-i) - 75%, Part (4)- 56%, Part (1-ii)- 69%, Part (5-i) - 13%, Part (1-iii) - 65%
Part (5-ii) - 22%, Part (1-iv) - 67%, Part (2)- 51%, Part (6)- 08%, Part (3) - 48%

Figure 2.30 showed the facility of Test 15. The facility of parts varied from 8%-75%. The highest facility 75%, has been recorded for part 1 and the least facility has been recorded for part 6. In part 5 sub part (a) the facility has been 13% and sub part (b) of the same part the facility has been 22%.

Comments

This test has assessed the ability of the candidates to extract necessary information from various types of simple texts under competency level 5.2 of competency 5. The techniques used in the test was selecting answers and answering questions with the text type was a story.

The facility of this test has been 47% which showed low performance of candidates. This competency will be improved by using skimming and scanning practice, question-led reading, graphic organizers and providing different texts such as advertisements, instructing, emails, letters and stories.

Test 16- Writing

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

Technique : Guided writing.

○ Test 16

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

(a) Write an article to a school magazine on 'Importance of outdoor activities'.

Include the following:

- A few outdoor activities. (sports / games / clubs / associations)
- How these activities help students
 - to improve talents and skills
 - to face challenges
 - to build personality
- Outdoor activities you have participated in.
- benefits that you have gained from them.

(b) You have been selected to represent Sri Lanka in an International Student Conference. Write a speech you would make at the conference to introduce your country to the audience.

Include the following:

- introduction of yourself and your country
- description of customs, traditions and festivals
- description of attractive / historical places.
- An appropriate conclusion

(c) Write an essay on 'Advantages and disadvantages in studying in a foreign country'.

- advantages
 - better learning opportunities
 - sharing experiences with people from different cultures
 - learning to work independently etc.
- disadvantages
 - being away from family
 - experiencing climatic changes
 - reluctance to return to the native country etc.

(d) You were playing cricket in your home garden with your friends and accidentally broke a window of your neighbour's house. Your neighbour wanted to complain to your parents. Describe what happened and how you apologized your neighbour and solved the problem.

Test 1b

C. Advantages and disadvantages in studying in a foreign country.

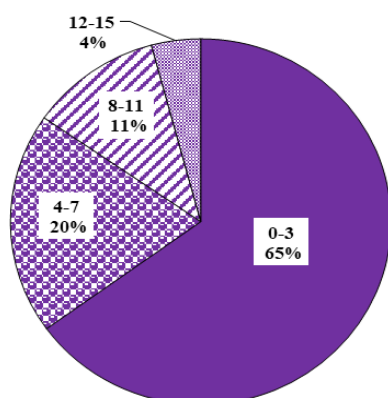
In the fast moving and busy society, it is a trend to move to a foreign country for different purposes. As a result of being commercialized and colonialized with the arrival of Europeans, like the British, most of the people in the Asian countries embraced the western culture. The interest to learn in a foreign country, especially in a European country is rooted in the mindset of the Asians. Thus, most of the Sri Lankans also have decided to give their children education in a foreign country.

There are not only advantages, but also disadvantages in studying in a foreign country. Let's discuss the disadvantages. The first thing is that, we have to be away from not only our family, but also from our beloved ones such as friends and relatives. We will feel the loneliness due to the isolation from our family members. We won't be able to taste our traditional food, visit the favourite places etc. The climatic changes will also affect us. Further, the natives won't welcome us as our own countrymen. So we must have a good knowledge also for a better life in a foreign country, and also have to learn their language for better communication. These are the disadvantages which affect us, studying in a foreign country.

But in spite of these effects, there are

Observations and Comments on Test 16

Figure 2.31: Distribution of Marks Obtained in Test 16



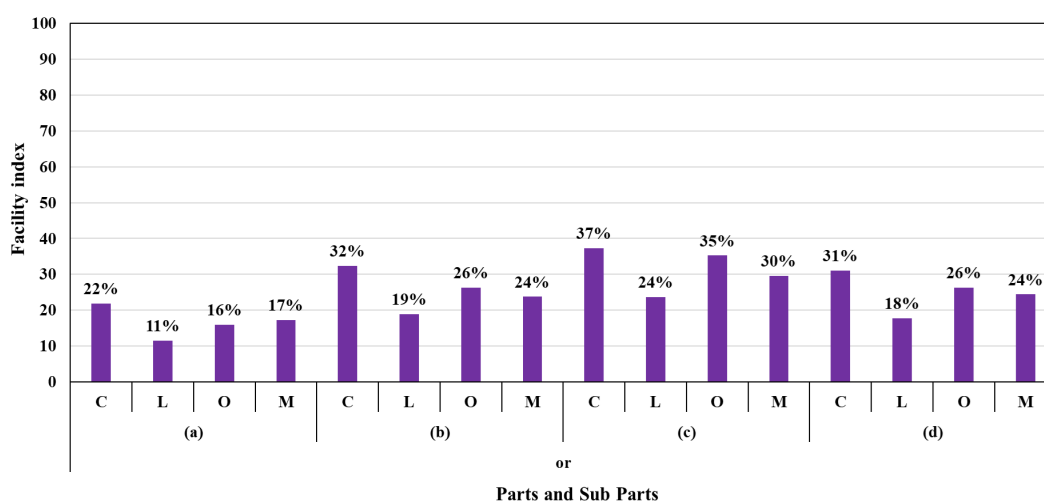
Almost all the candidates have attempted Test 16. Allotted marks to test 16 was 15. The candidates have scored marks as follows,

12 -15 marks	-	4 %
8- 11 marks	-	11 %
4 -7 marks	-	20%
0 -3 marks	-	65%

According to Figure 2.33, the test was focused on the ability of using English creatively and innovatively in written communication under the competency level 7.5. There were four text types; an article, a speech, an essay and a description. Guided writing was the technique used in this test. The candidates were expected to write simple compositions on different types of topics.

Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Figure 2.32: Facility for Parts of Test 16



Source: RD Data of 2022, DoE collected from RD/16/03/OL Form.

Test 16 was based on usage of reading and extracting information. Facility recorded for Parts of test 16 is shown in the graph.

Marks allocation for this test was 15. Marks were allocated under 4 criteria; Content, Language, Format and Organization and Mechanics of writing (C-05, L-05, O-2, M-3). The facility of Content, Language, Format and Organization and Mechanics of writing of Test 16 (a), 16 (b), 16 (c), 16(d) were 16.5%, 25.25%, 31.5% and 24.75% respectively. The facility of test 16 was 24.5% which was noticeably a low value.

Comments

Candidates have been able to score more under the criteria ‘content’ which recorded the highest facility in all four sections. On the other hand , Language is the criteria that the candidates scored the lowest in all four choices with the least facility. Facility of Format and Organization was slightly lower than that of Mechanics of writing in the article where as in all the other choices, the facility of Mechanics of writing recorded lower facility than of Format and organization.

It is important to give activities to students that improve their grammar knowledge , so that they can score better for the marking criteria “Language”. Activities such as; sentence expansion, error correction paragraphs, picture descriptions are some suggestions to improve students’ grammar knowledge. Helping students to expand their vocabulary would also improve their marks for language. Encouraging students to keep a word journal, do picture prompt descriptions, create vocabulary chains, write word map stories, do sentence stretching (with adjectives, adverbs, etc.) will help tem expand their vocabulary. Improving the students’ knowledge and skills of using proper cohesive devices would help them write speeches better. In order to that, activities such as; reordering jumbled paragraphs, filling in blanks with missing cohesive devices, sentence linking, substitution of cohesive devices, mini-essays and story completion can be used. In addition to them, the following activities tat are associated with digital technology may also be useful in developing the overall writing ability of students while generating more interest towards writing activities; digital sentence frames, interactive cloze writing (gamification- tools– kahoot, quizizz, wordwall), model text annotation on digital platforms, visual-text writing with AI tools, etc.

Part III

3. Suggestions for Improvement

3.1 Factors to be Considered when Answering Questions

General Instructions for the Candidates :

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

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.

Evaluation Report—English Language

- 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.

