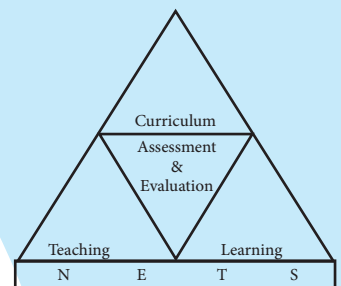




G.C.E (O/L) Examination Evaluation Report 2020

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English

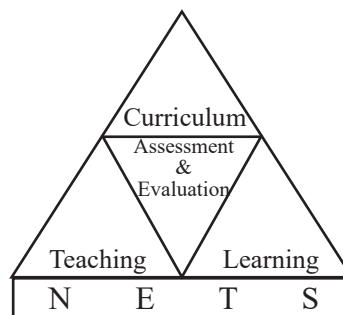


Research & Development (School exam) Branch
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations

G.C.E. (O/L) Examination - 2020

Evaluation Report

31 - English Language



**Research & Development Branch
National Evaluation & Testing Service
Department of Examination**

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**G.C.E. (O/L) Examination - 2020
Evaluation Report - English Language**

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MESSAGE FROM THE COMMISSIONER GENERAL OF EXAMINATIONS

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

This report serves as an invaluable resource for various stakeholders in the education system regarding student performance at the subject level in the G.C.E (O/L) Examination. For teachers, it offers a detailed breakdown of student performance in each skill and competency tested, guiding instructional strategies and enabling them to focus on areas where students require special assistance. Students and parents can gain a clear understanding of the structure and expectations of the test while the data and analysis in this report enable the curriculum developers and education policymakers to make informed decisions on curriculum design, resource allocation and teacher training initiatives.

To optimize the utility of this evaluation report, it is recommended that all users conduct a thorough examination of achievement data of candidates. Close attention should be paid to the analysis of each test item, with careful consideration of the accompanying observations and comments. These insights provide essential context for data interpretation. Users are encouraged to apply the suggested improvements within their respective roles - whether as educators, students, or policymakers - by integrating relevant recommendations into their learning, teaching, or policy-making processes. Furthermore, this report can serve as a baseline for measuring progress in subsequent years.

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

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

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

Overview

G.C.E. (O/L) English Language Evaluation Report 2020 consists of three parts as (i) objectives and data on student achievement, (ii) information on questions and answers and (iii) factors for consideration and suggestions for improvement.

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

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

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

Overall, the G.C.E. (O/L) English Language Evaluation Report 2020, not only evaluates the performance of candidates but also serves as a tool to enable the students to gain a high standard of English and obtain good results for English Language at the G.C.E. (O/L) Examination in the future.

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List of Abbreviations

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

Part I

1.0 Objectives and Information on Achievement of Candidates

1.1 Objectives of the Subject

Figure 1.1: Learning Objectives

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

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

1.2 Information on the Achievement of Candidates.

1.2.1 Number of Candidates Sat for English Language

Table 1.1: Distribution of School and Private Candidates by Gender

School candidates					Private candidates					All candidates				
Total	Male		Female		Total	Male		Female		Total	Male		Female	
	No	%	No	%		No	%	No	%		No	%	No	%
362,840	175,553	48.38	187,287	51.62	76,539	32244	42.13	44,295	57.87	439,379	207,797	47.29	231,582	52.71

Source : RD Data 2020, DoE

A total of 439,379 candidates have appeared for the English Language Paper at the G.C.E.(O/L) Examination, 2020 out of which 362,840 were school candidates, and 76,539 were private candidates.

1.2.2 Grades Obtained by Candidates

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

Grade	School candidates					Private candidates					All Candidates				
	Total	Male		Female		Total	Male		Female		Total	Male		Female	
		No	%	No	%		No	%	No	%		No	%	No	%
A	33,620	13,131	7.48	20,489	10.94	6,155	2,463	7.64	3,692	8.34	39,775	15,594	7.50	24,181	10.44
B	28,412	11,973	6.82	16,439	8.78	5,577	2,376	7.37	3,201	7.23	33,989	14,349	6.91	19,640	8.48
C	72,989	31,804	18.12	41,185	21.99	18,276	7,213	22.37	11,063	24.98	91,265	39,017	18.78	52,248	22.56
S	98,853	45,868	26.13	52,985	28.29	24,590	9,466	29.36	15,124	34.14	123,443	55,334	26.63	68,109	29.41
W	128,966	72,777	41.46	56,189	30.00	21,941	10,726	33.27	11,215	25.32	150,907	83,503	40.18	67,404	29.11
Total	362,840	175,553	100.00	187,287	100.00	76,539	32,244	100.00	44,295	100.00	439,379	207,797	100.00	231,582	100.00

Source : RD Data 2020, DoE

The overall pass percentage for the English Language was 65.65%, with 39,775 (9.05%) candidates securing grade A, 33,989 (7.74%) securing grade B, 91,265 (20.77%) securing grade C, and 123,443 (28.09%) securing grade S. It is noteworthy that the pass percentage among private candidates (71.33%) was higher than that of school candidates (64.46%).

Furthermore, a higher proportion of female candidates have secured passing grades compared to male candidates. Specifically, out of the total number of A, B, C and S passes obtained by the candidates, female candidates have secured 60.79% A grades, 57.78% B grades, 57.25% C grades and 55.17% S grades, while the corresponding percentages for male candidates were 39.21%, 42.22%, 42.75%, and 44.83%, respectively. Overall, while the pass rates were moderate, the data highlights potential disparities in performance between school and private candidates, as well as gender-based differences, suggesting the need for necessary interventions to ensure equitable access to quality English Language education.

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

Table 1.3: Distribution of Candidates by Grade and District

District	No Sat	Distinction Pass (A) Very Good Pass (B) Credit Pass (C) Ordinary Pass (S) Pass (A+B+C+S) Weak (W)											
		Number		%		Number		%		Number		%	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1.Colombo	33,610	8,851	26.33	4,348	12.94	7,306	21.74	6,311	18.78	26,816	79.79	6,794	20.21
2.Gampaha	29,758	3,793	12.75	3,048	10.24	6,281	21.11	7,121	23.93	20,243	68.03	9,515	31.97
3.Kalutara	17,457	1,877	10.75	1,658	9.50	3,656	20.94	4,147	23.76	11,338	64.95	6,119	35.05
4.Kandy	22,006	3,095	14.06	2,181	9.91	5,021	22.82	5,595	25.42	15,892	72.22	6,114	27.78
5.Mathale	7,823	659	8.42	675	8.63	1,671	21.36	2,115	27.04	5,120	65.45	2,703	34.55
6.Nuwara Eliya	11,399	555	4.87	616	5.40	1,951	17.12	3,326	29.18	6,448	56.57	4,951	43.43
7.Galle	16,595	1,893	11.41	1,592	9.59	3,619	21.81	4,250	25.61	11,354	68.42	5,241	31.58
8.Matara	12,221	1,209	9.89	1,087	8.89	2,644	21.63	3,319	27.16	8,259	67.58	3,962	32.42
9.Hambantota	9,852	598	6.07	816	8.28	2,298	23.33	3,060	31.06	6,772	68.74	3,080	31.26
10.Jaffna	8,560	829	9.68	606	7.08	1,381	16.13	1,909	22.30	4,725	55.20	3,835	44.80
11.Kilinochchi	1,648	64	3.88	96	5.83	265	16.08	429	26.03	854	51.82	794	48.18
12.Mannar	2,523	175	6.94	142	5.63	434	17.20	660	26.16	1,411	55.93	1,112	44.07
13.Vavuniya	1,654	34	2.06	62	3.75	229	13.85	343	20.74	668	40.39	986	59.61
14.Mullaitivu	2,241	52	2.32	66	2.95	239	10.66	474	21.15	831	37.08	1,410	62.92
15.Batticaloa	7,783	602	7.73	474	6.09	1,459	18.75	2,104	27.03	4,639	59.60	3,144	40.40
16.Ampara	10,184	633	6.22	777	7.63	2,189	21.49	2,998	29.44	6,597	64.78	3,587	35.22
17.Trincomalee	5,767	265	4.60	286	4.96	999	17.32	1,548	26.84	3,098	53.72	2,669	46.28
18.Kurunegala	25,144	2,271	9.03	2,276	9.05	5,663	22.52	6,818	27.12	17,028	67.72	8,116	32.28
19.Puttalam	11,055	848	7.67	810	7.33	2,187	19.78	2,806	25.38	6,651	60.16	4,404	39.84
20.Anuradhapura	14,482	800	5.52	1,003	6.93	2,901	20.03	4,086	28.21	8,790	60.70	5,692	39.30
21. Polonnaruwa	6,304	274	4.35	389	6.17	1,188	18.85	1,794	28.46	3,645	57.82	2,659	42.18
22. Badulla	13,527	964	7.13	957	7.07	2,682	19.83	3,750	27.72	8,353	61.75	5,174	38.25
23. Monaragala	7,534	368	4.88	494	6.56	1,594	21.16	2,174	28.86	4,630	61.45	2,904	38.55
24. Ratnapura	16,225	1,253	7.72	1,396	8.60	3,266	20.13	4,122	25.41	10,037	61.86	6,188	38.14
25. Kegalle	12,580	1,202	9.55	1,145	9.10	2,775	22.06	3,242	25.77	8,364	66.49	4,216	33.51
All Island	307,932	33,164	10.77	27,000	8.77	63,898	20.75	78,501	25.49	202,563	65.78	105,369	34.22

Source : RD Data 2020, DoE

A total of 307,932 school candidates sat for the English Language at the G.C.E.(O/L) Examination in year 2020 for the first time across all districts and had obtained an overall pass rate (Grades A, B, C, and S) of 65.78% and a failure rate (Grade W) of 34.22%. The overall performance of school candidates in the English Language across districts shows a significant variation. While districts like Colombo, Gampaha, and Kandy had obtained relatively higher pass percentages (79.79%, 68.03%, and 72.22% respectively), districts like Mullaitivu and Vavuniya had obtained lower pass percentages of 37.08% and 40.39% respectively. The data reveals that a considerable proportion of candidates have secured grades S (21.15%) and C (20.75%), indicating a satisfactory performance level. However, the percentage of candidates securing the highest grade A have remained low across districts, with the highest being 26.33% in Colombo and the lowest being 2.06% in Vavuniya. Districts like Mullaitivu, Vavuniya and Kilinochchi had a substantial percentage of candidates failing the subject (62.92%, 59.61%, and 48.18% respectively), highlighting the need for necessary interventions to improve English Language proficiency in these areas.

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

Table 1.4: Distribution of Candidates by Grade and Education Zone

Education Zone	No Sat	Distinction Pass Credit Pass Ordinary Pass Weak											
		Pass (A)		Pass (B)		Pass (C)		Pass (S)		Pass (A+B+C+S)		Pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1.Colombo	14,636	6,146	41.99	2,132	14.57	2,672	18.26	1,956	13.36	12,906	88.18	1,730	11.82
2.Homagama	5,071	408	8.05	492	9.70	1,096	21.61	1,154	22.76	3,150	62.12	1,921	37.88
3. Jayawardanapura	8,012	1,377	17.19	1,055	13.17	2,147	26.80	1,864	23.27	6,443	80.42	1,569	19.58
4.Piliyandala	5,891	920	15.62	669	11.36	1,391	23.61	1,337	22.70	4,317	73.28	1,574	26.72
5.Gampaha	8,624	1,623	18.82	1,001	11.61	1,734	20.11	1,885	21.86	6,243	72.39	2,381	27.61
6.Minuwangoda	5,641	440	7.80	464	8.23	1,114	19.75	1,461	25.90	3,479	61.67	2,162	38.33
7.Negambo	7,870	1,038	13.19	787	10.00	1,610	20.46	1,744	22.16	5,179	65.81	2,691	34.19
8.Kelaniya	7,623	692	9.08	796	10.44	1,823	23.91	2,031	26.64	5,342	70.08	2,281	29.92
9.Kaluthara	8,751	1,040	11.88	848	9.69	2,012	22.99	2,146	24.52	6,046	69.09	2,705	30.91
10.Mathugama	3,404	272	7.99	353	10.37	691	20.30	746	21.92	2,062	60.58	1,342	39.42
11.Horana	5,302	565	10.66	457	8.62	953	17.97	1,255	23.67	3,230	60.92	2,072	39.08
12.Kandy	7,659	2,268	29.61	1,081	14.11	1,707	22.29	1,353	17.67	6,409	83.68	1,250	16.32
13.Denuwara	2,264	140	6.18	177	7.82	574	25.35	726	32.07	1,617	71.42	647	28.58
14.Gampola	3,803	291	7.65	329	8.65	869	22.85	1,035	27.22	2,524	66.37	1,279	33.63
15.Teldeniya	1,966	63	3.20	82	4.17	404	20.55	603	30.67	1,152	58.60	814	41.40
16.Wattegama	3,023	168	5.56	265	8.77	731	24.18	833	27.56	1,997	66.06	1,026	33.94
17.Katugastota	3,291	165	5.01	247	7.51	736	22.36	1,045	31.75	2,193	66.64	1,098	33.36
18.Matale	4,188	559	13.35	466	11.13	902	21.54	1,026	24.50	2,953	70.51	1,235	29.49
19.Galewela	2,457	77	3.13	148	6.02	522	21.25	763	31.05	1,510	61.46	947	38.54
20.Naula	580	14	2.41	31	5.34	124	21.38	163	28.10	332	57.24	248	42.76
21.Wilgamuwa	598	9	1.51	30	5.02	123	20.57	163	27.26	325	54.35	273	45.65
22. Nuwara Eliya	3,295	130	3.95	151	4.58	555	16.84	989	30.02	1,825	55.39	1,470	44.61
23. Kotmale	1,408	57	4.05	97	6.89	298	21.16	443	31.46	895	63.57	513	36.43
24. Hatton	3,454	182	5.27	180	5.21	567	16.42	1,016	29.42	1,945	56.31	1,509	43.69
25. Walapane	1,501	45	3.00	60	4.00	252	16.79	482	32.11	839	55.90	662	44.10
26. Hanguranketha	1,741	141	8.10	128	7.35	279	16.03	396	22.75	944	54.22	797	45.78
27. Galle	7,840	1,377	17.56	974	12.42	1,779	22.69	1,714	21.86	5,844	74.54	1,996	25.46
28. Elpitiya	3,329	135	4.06	163	4.90	618	18.56	979	29.41	1,895	56.92	1,434	43.08
29. Ambalangoda	3,486	325	9.32	335	9.61	819	23.49	949	27.22	2,428	69.65	1,058	30.35
30. Udugama	1,940	56	2.89	120	6.19	403	20.77	608	31.34	1,187	61.19	753	38.81
31. Matara	5,548	925	16.67	652	11.75	1,289	23.23	1,298	23.40	4,164	75.05	1,384	24.95
32. Akuressa	2,210	110	4.98	174	7.87	438	19.82	625	28.28	1,347	60.95	863	39.05
33. Mulatiyana	2,208	116	5.25	145	6.57	511	23.14	757	34.28	1,529	69.25	679	30.75
34. Morawaka	2,255	58	2.57	116	5.14	406	18.00	639	28.34	1,219	54.06	1,036	45.94
35. Tangalla	2,788	122	4.38	189	6.78	667	23.92	921	33.03	1,899	68.11	889	31.89
36. Hambantota	4,192	186	4.44	304	7.25	865	20.63	1,292	30.82	2,647	63.14	1,545	36.86
37. Walasmulla	2,872	290	10.10	323	11.25	766	26.67	847	29.49	2,226	77.51	646	22.49

Education Zone	No Sat	Distinction Pass (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
38. Jaffna	3,135	489	15.60	281	8.96	612	19.52	676	21.56	2,058	65.65	1,077	34.35
39. Islands	604	3	0.50	8	1.32	29	4.80	137	22.68	177	29.30	427	70.70
40. Thenmarachchi	852	73	8.57	54	6.34	130	15.26	205	24.06	462	54.23	390	45.77
41. Valikamam	2,460	100	4.07	140	5.69	343	13.94	557	22.64	1,140	46.34	1,320	53.66
42. Vadamarachchi	1,509	164	10.87	123	8.15	267	17.69	334	22.13	888	58.85	621	41.15
43. Kilinochchi South	2,513	115	4.58	114	4.54	350	13.93	575	22.88	1,154	45.92	1,359	54.08
44. Kilinochchi North	1,495	101	6.76	72	4.82	233	15.59	359	24.01	765	51.17	730	48.83
45. Mannar	1,203	60	4.99	78	6.48	218	18.12	308	25.60	664	55.20	539	44.80
46. Madu	377	1	0.27	10	2.65	32	8.49	90	23.87	133	35.28	244	64.72
47. Vavuniya South	651	10	1.54	20	3.07	78	11.98	180	27.65	288	44.24	363	55.76
48. Vavuniya North	116	1	0.86	2	1.72	14	12.07	22	18.97	39	33.62	77	66.38
49. Mullaitivu	1,145	31	2.71	56	4.89	172	15.02	264	23.06	523	45.68	622	54.32
50. Thunukkai	513	3	0.58	6	1.17	57	11.11	79	15.40	145	28.27	368	71.73
51. Batticaloa	1,933	280	14.49	180	9.31	437	22.61	477	24.68	1,374	71.08	559	28.92
52. Kalkudah	1,383	45	3.25	57	4.12	184	13.30	406	29.36	692	50.04	691	49.96
53. Paddirippu	1,428	45	3.15	59	4.13	271	18.98	361	25.28	736	51.54	692	48.46
54. Batticaloa Central	2,174	228	10.49	168	7.73	497	22.86	643	29.58	1,536	70.65	638	29.35
55. Batticaloa West	865	4	0.46	10	1.16	70	8.09	217	25.09	301	34.80	564	65.20
56. Ampara	2,546	78	3.06	154	6.05	434	17.05	696	27.34	1,362	53.50	1,184	46.50
57. Kalmunai	2,331	227	9.74	239	10.25	638	27.37	680	29.17	1,784	76.53	547	23.47
58. Sammanthurai	1,367	61	4.46	62	4.54	220	16.09	378	27.65	721	52.74	646	47.26
59. Mahaoya	572	13	2.27	31	5.42	124	21.68	205	35.84	373	65.21	199	34.79
60. Dehiattakandiya	974	20	2.05	46	4.72	164	16.84	312	32.03	542	55.65	432	44.35
61. Akkaraipattu	1,621	185	11.41	190	11.72	455	28.07	477	29.43	1,307	80.63	314	19.37
62. Thirukkivil	773	49	6.34	55	7.12	154	19.92	250	32.34	508	65.72	265	34.28
63. Trincomalee	2,092	149	7.12	147	7.03	443	21.18	610	29.16	1,349	64.48	743	35.52
64. Mutur	995	29	2.91	48	4.82	156	15.68	276	27.74	509	51.16	486	48.84
65. Kantale	1,069	28	2.62	45	4.21	191	17.87	317	29.65	581	54.35	488	45.65
66. Kinniya	1,208	52	4.30	39	3.23	160	13.25	262	21.69	513	42.47	695	57.53
67. Trincomalee North	388	7	1.80	7	1.80	47	12.11	81	20.88	142	36.60	246	63.40
68. Kurunegala	6,352	1,076	16.94	811	12.77	1,523	23.98	1,442	22.70	4,852	76.39	1,500	23.61
69. Kuliyaipitiya	4,322	416	9.63	388	8.98	962	22.26	1,083	25.06	2,849	65.92	1,473	34.08
70. Nikaweratiya	3,150	196	6.22	244	7.75	728	23.11	927	29.43	2,095	66.51	1,055	33.49
71. Maho	3,869	95	2.46	227	5.87	830	21.45	1,221	31.56	2,373	61.33	1,496	38.67
72. Giriulla	4,072	263	6.46	340	8.35	917	22.52	1,162	28.54	2,682	65.86	1,390	34.14
73. Ibbagamuwa	3,379	225	6.66	266	7.87	703	20.80	983	29.09	2,177	64.43	1,202	35.57
74. Puttalam	5,324	218	4.09	267	5.02	852	16.00	1,397	26.24	2,734	51.35	2,590	48.65
75. Chilaw	5,799	633	10.92	551	9.50	1,350	23.28	1,440	24.83	3,974	68.53	1,825	31.47

Education Zone	No Sat	Distinction (A)		Very Good (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
76. Anuradhapura	4,983	488	9.79	431	8.65	1,053	21.13	1,161	23.30	3,133	62.87	1,850	37.13
77. Tambuttegama	2,591	91	3.51	168	6.48	530	20.46	768	29.64	1,557	60.09	1,034	39.91
78. Kekirawa	2,944	160	5.43	247	8.39	611	20.75	844	28.67	1,862	63.25	1,082	36.75
79. Galenbidunuwewa	1,847	27	1.46	68	3.68	321	17.38	639	34.60	1,055	57.12	792	42.88
80. Kebithigollewa	2,117	34	1.61	89	4.20	386	18.23	674	31.84	1,183	55.88	934	44.12
81. Polonnaruwa	2,035	156	7.67	174	8.55	432	21.23	554	27.22	1,316	64.67	719	35.33
82. Hingurakgoda	2,638	104	3.94	175	6.63	490	18.57	721	27.33	1,490	56.48	1,148	43.52
83. Dimbulagala	1,631	14	0.86	40	2.45	266	16.31	519	31.82	839	51.44	792	48.56
84. Badulla	2,849	271	9.51	251	8.81	620	21.76	734	25.76	1,876	65.85	973	34.15
85. Bandarawela	3,692	483	13.08	391	10.59	826	22.37	914	24.76	2,614	70.80	1,078	29.20
86. Mahiyanganaya	2,088	68	3.26	97	4.65	345	16.52	522	25.00	1,032	49.43	1,056	50.57
87. Welimada	2,785	118	4.24	171	6.14	614	22.05	883	31.71	1,786	64.13	999	35.87
88. Passara	1,168	17	1.46	28	2.40	130	11.13	346	29.62	521	44.61	647	55.39
89. Viyaluwa	945	7	0.74	19	2.01	147	15.56	351	37.14	524	55.45	421	44.55
90. Monaragala	2,495	138	5.53	160	6.41	506	20.28	695	27.86	1,499	60.08	996	39.92
91. Wellawaya	1,860	59	3.17	105	5.65	327	17.58	479	25.75	970	52.15	890	47.85
92. Bibile	1,837	124	6.75	141	7.68	430	23.41	534	29.07	1,229	66.90	608	33.10
93. Thanamalwila	1,342	47	3.50	88	6.56	331	24.66	466	34.72	932	69.45	410	30.55
94. Ratnapura	6,787	709	10.45	693	10.21	1,403	20.67	1,575	23.21	4,380	64.54	2,407	35.46
95. Balangoda	2,852	218	7.64	248	8.70	512	17.95	737	25.84	1,715	60.13	1,137	39.87
96. Nivitigala	2,627	91	3.46	144	5.48	495	18.84	732	27.86	1,462	55.65	1,165	44.35
97. Embilipitiya	3,959	235	5.94	311	7.86	856	21.62	1,078	27.23	2,480	62.64	1,479	37.36
98. Kegalle	4,536	599	13.21	530	11.68	1,084	23.90	1,051	23.17	3,264	71.96	1,272	28.04
99. Mawanella	4,044	447	11.05	347	8.58	863	21.34	1,052	26.01	2,709	66.99	1,335	33.01
100. Dehiowita	4,000	156	3.90	268	6.70	828	20.70	1,139	28.48	2,391	59.78	1,609	40.23
All Island	307,932	33,164	10.77	27,000	8.77	63,898	20.75	78,501	25.49	202,563	65.78	105,369	34.22

Source : RD Data 2020, DoE

The performance of school candidates in the English Language at the G.C.E. (O/L) Examination-2020 who sat for the first time exhibits significant variations across different educational zones. While zones like Colombo (88.18%), Kandy (83.68%), Akkaraipattu (80.63%) and Kalmunai (76.53%) have obtained relatively higher overall pass percentages (Grades A, B, C, and S), other zones such as Islands (29.30%), Batticaloa (28.27%) and Trincomalee North (36.60%) had considerably lower pass rates. It is noteworthy that zones like Colombo (41.99%), Kandy (29.61%) and Gampaha (18.82%) had a higher percentage of candidates securing the highest grade A, while zones like Vavuniya South (0.27%), Ampara (0.46%), Islands (0.50%), Viyaluwa (0.74) and Batticaloa (0.58%) had minimal representation in higher grade category. Overall, the zonal-level data reveals significant disparities in the performance of candidates across different educational zones, emphasizing the importance of addressing regional inequalities and providing equitable access to quality English Language education throughout the country.

1.2.5 Marks Obtained according to Class Intervals

Table 1.5: Marks of Candidates according to Class Intervals.

Class Interval	Frequency	Frequency Percentage	Cumulative Percentage	Cumulative Frequency Percentage
91 -100	5,364	1.22	439,379	100.00
81 - 90	18,726	4.26	434,015	98.78
71 - 80	27,977	6.37	415,289	94.52
61 - 70	38,654	8.80	387,312	88.15
51 - 60	54,015	12.29	348,658	79.35
41 - 50	73,783	16.79	294,643	67.06
31 - 40	88,099	20.05	220,860	50.27
21 - 30	83,150	18.92	132,761	30.22
11 - 20	45,091	10.26	49,611	11.29
01 - 10	4,475	1.02	4,520	1.03
00 - 00	45	.01	45	0.01

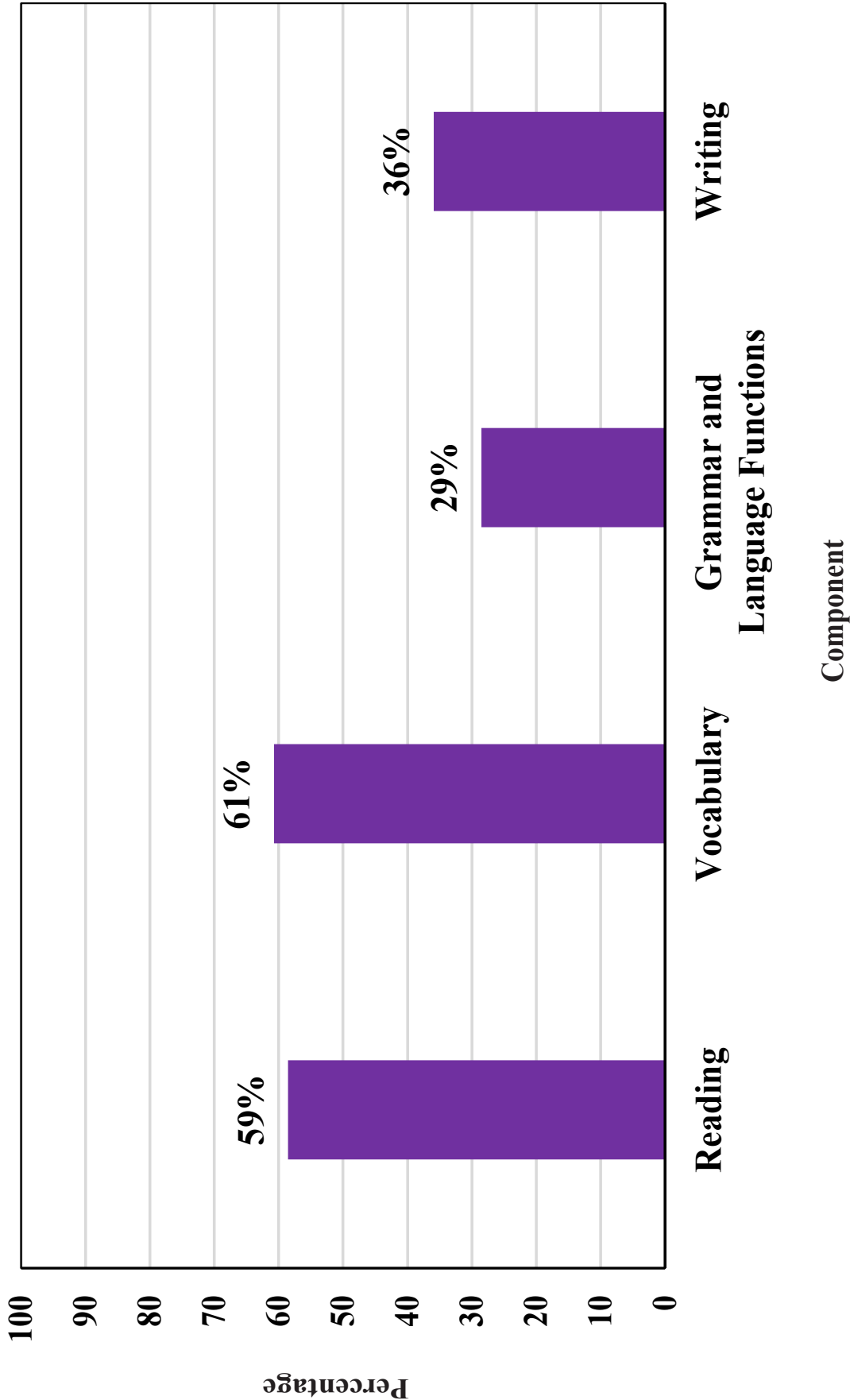
Source : RD Data 2020, DoE

The 2020 G.C.E.(O/L) English Language examination results had revealed a concerning performance trend, with the majority of candidates scoring in the lower to middle mark ranges. The class interval with the highest frequency was 31-40 marks, accounting for 20.05% of the candidates, while a mere 1.22% had scored in the highest mark range between 91 and 100. Furthermore, the cumulative frequency analysis had indicated that approximately 50.27% of candidates had scored 40 marks or less and around 79% of candidates had scored below 51 marks, highlighting the overall low performance.

1.3 Analysis of Subject Achievement

1.3.1 Facility of each Component Tested in the Paper

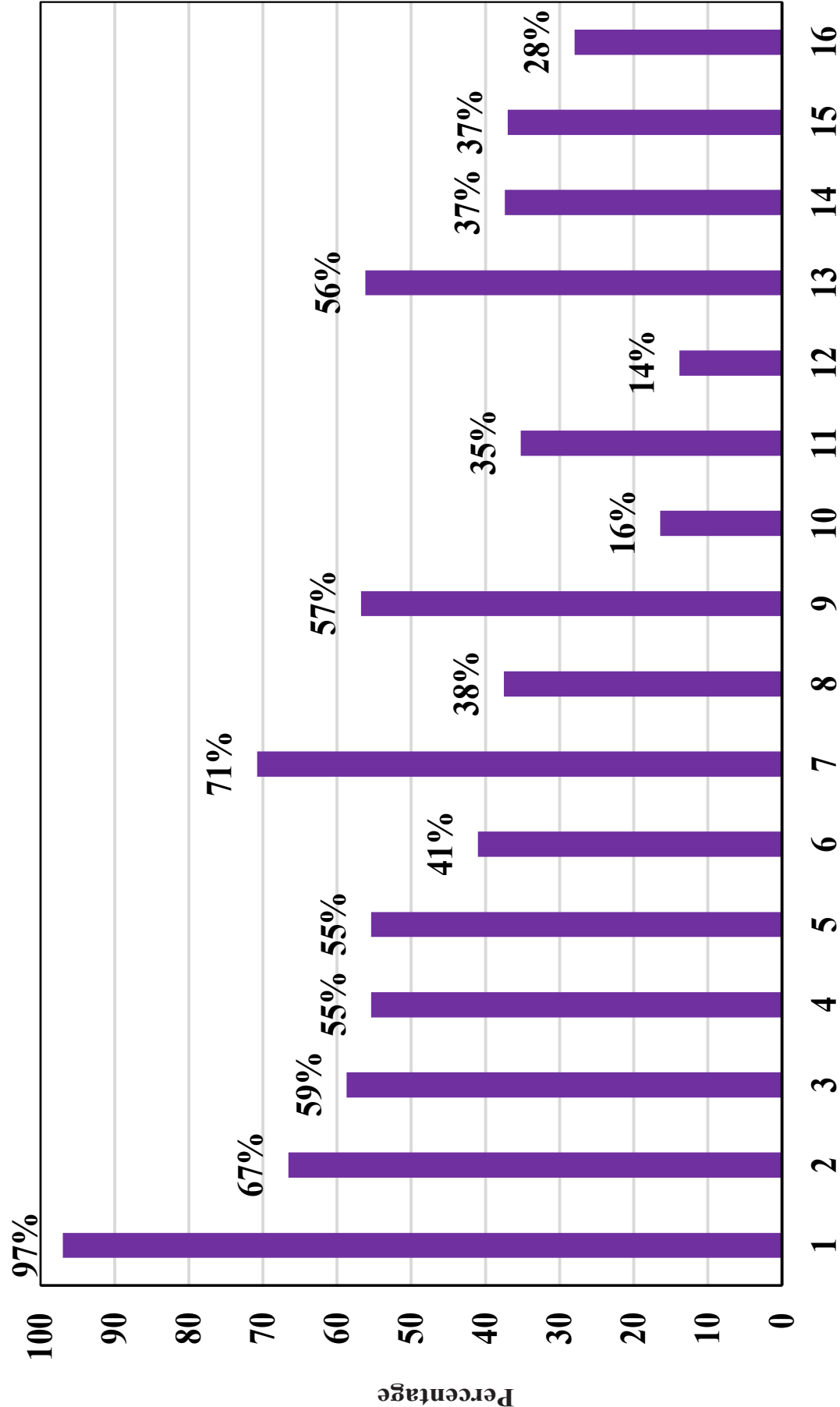
Figure 1.2 : Facility of Tested Components



Source: RD Data of DoE, 2020 Collected through RD/16/4/OL Form

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

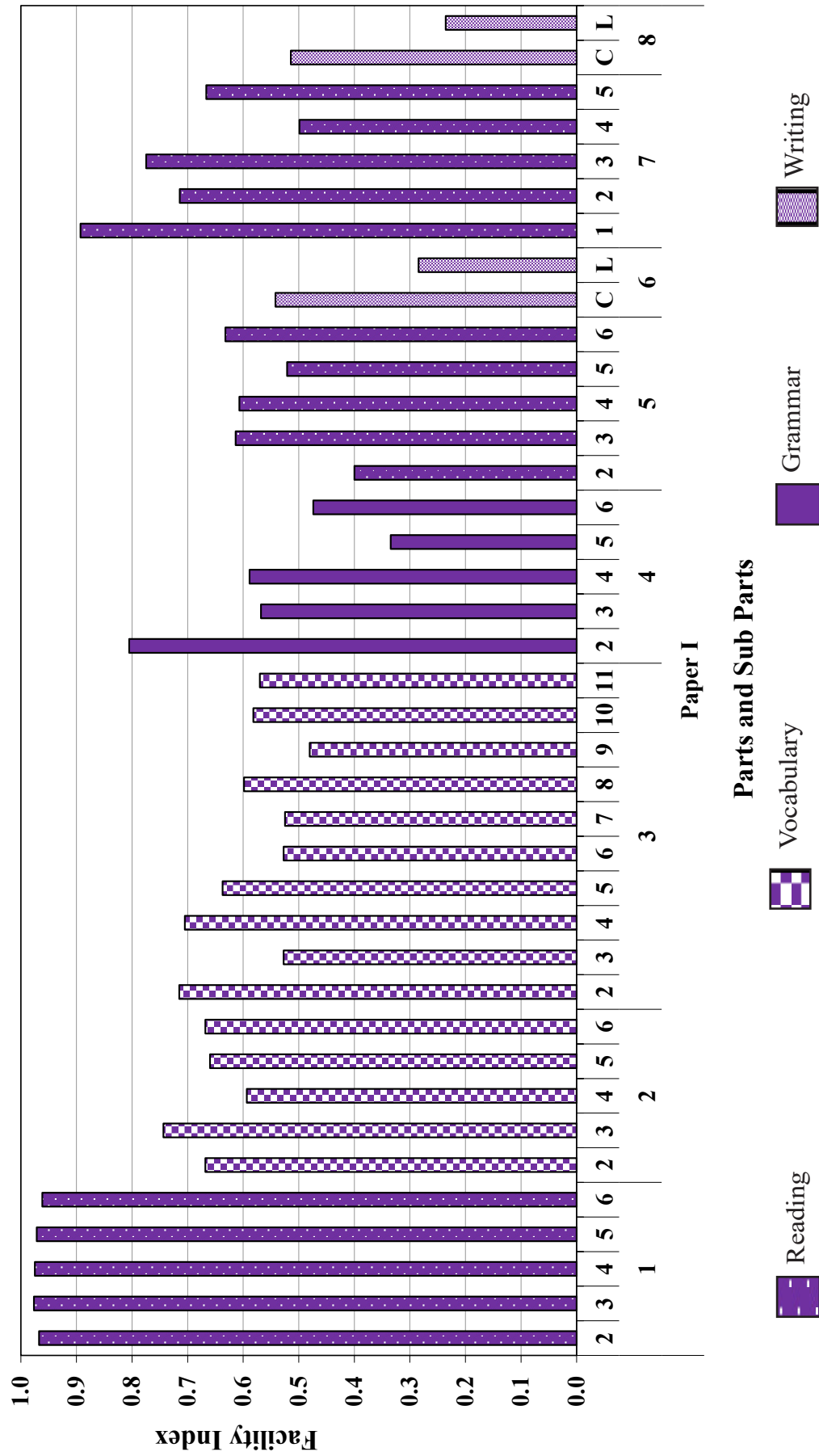
Figure 1. 3 : Overall Facility of the Tests



Source : RD Data of DoE, 2020 Collected from RD/16/04/OL Form

1.3.3 Achievement in Tests of Paper I

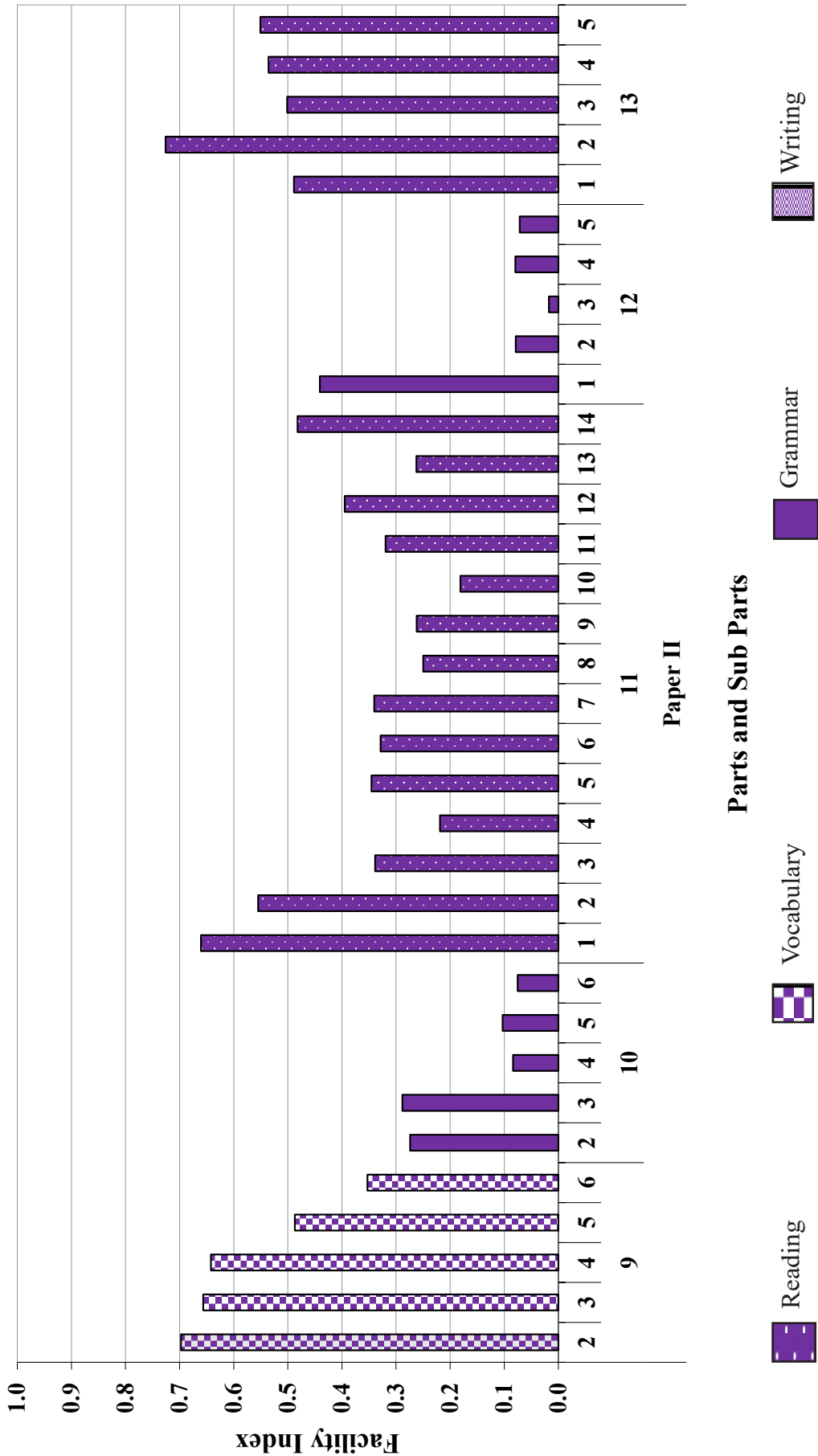
Figur 1.4 : Facility Indices of Parts and Sub Parts of Tests in Paper I



Source: RD Data of DoE, 2020 Collected through RD/16/4/OL Form
e.g: According to the Figure 1.4 Facility of test 1(6) is 96%, while the facility of test 2(6) is 67%.

1.3.4 Achievement in Tests of Paper II

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



Source: RD Data of DoE, 2020 Collected through RD/16/4/OL Form
e.g: According to the Figure 1.5 Facility of test 10(5) is 10%. The facility of test 12(3) is only 2%.

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



Source: RD Data of DoE, 2020 Collected through RD/16/4/OL Form
e.g: According to the Figure 1.5 Facility of test 16(a) is below 30%.

Part II

2.0 Details of Tests and Answers

2.1 Paper I

2.1.1 Structure of Paper I

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

Table 2.1: Structure of Paper I

Test No	Component of Testing	Marks Distribution	Total
1	Reading	1x5	05
2	Vocabulary	1x5	05
3	Vocabulary	1/2x10	05
4	Grammar 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, 2020

2.1.2 Evaluation of Paper I in a Nutshell

Paper I of the G.C.E.(O/L) English Language, 2020 consists of eight tests measuring the language skills of reading and writing including vocabulary, grammar and language functions.

The easiest test for the candidates was Test 1, which had assessed their reading comprehension skills. With an overall facility of 97%, a vast majority of candidates had demonstrated a strong grasp of reading and comprehending written passages, indicating their proficiency in this area. The most challenging test for the candidates was Test 8, which had evaluated their writing skills. With an overall facility of 38%, this test had proved to be the most difficult, highlighting the candidates' struggles in expressing themselves coherently and effectively in written form.

In terms of language skills, the data suggests that the candidates have exhibited high proficiency in reading comprehension and vocabulary, with overall facility indices of 59% and 61%, respectively. However, their performance in grammar and language functions and writing skills have been relatively low, with an overall facility of 29% for grammar and language functions, and 36% for writing skills.

These areas require necessary interventions to improve the candidates' competence. The candidates have attempted all questions, irrespective of their difficulty levels. The data on the distribution of scores across different mark categories provides insights into the candidates' performance in each test.

Overall, the data from Paper I of the 2020 G.C.E.(O/L) English Language examination highlights the candidates' strengths in reading comprehension and vocabulary, while demonstrating the need for necessary interventions to develop their competence in grammar and language functions and writing skills. By encouraging the candidates' strengths and addressing their weaknesses, the stakeholders responsible for English education in the country can better equip the learners with a well-rounded language proficiency, enhancing their prospects for higher education.

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

* Observations and comments for the given answers for all the questions in Paper I are based on the Figure 1.2, 1.3 and 1.4 given in page 9, 10 and 11 respectively.

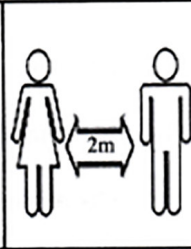
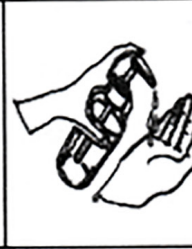
Objective : Assess the ability to extract specific information from various types of simple texts

Technique : Matching

● Test 1- Reading

○ Test 1

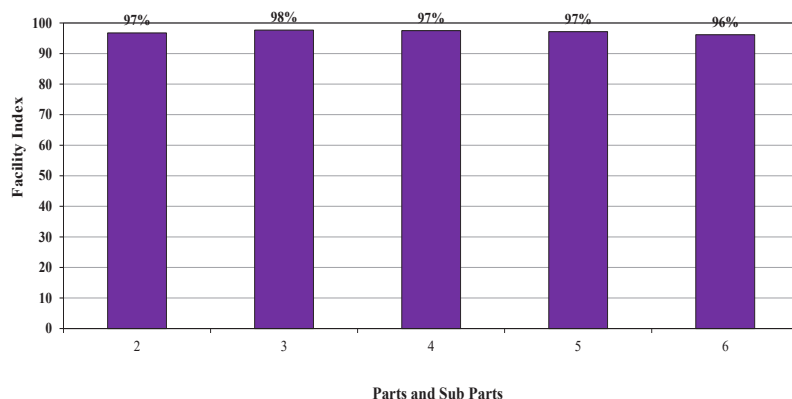
Match the following instructions with the pictures given. Write the letter of the most suitable picture in the box given against each instruction. *The first one is done for you.*

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

Instructions					
(1) Avoid fast food.	a	(2) Get your temperature checked.	c		
(3) Wear a face mask.	d	(4) Use a hand sanitizer.	f		
(5) Wash your hands.	b	(6) Maintain two metre distance.	e		

Observations and Comments on Test 1

Figure 2.1: Facility for Parts of Test 1



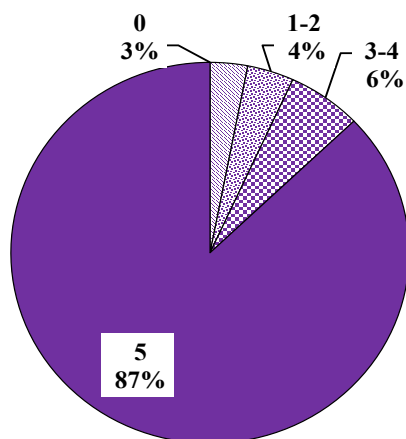
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

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

Figure 2.1 indicates that the facility of the all Parts of Test 1 is over 95%. The overall facility of the test is relatively high ranging from 96% to 98%. The highest facility of 98% is recorded for Part 3 while the lowest facility of 96 % is recorded for Part 6.

Figure 2.2: Distribution of Marks Obtained in Test 1



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	87%
3- 4 marks	-	6%
1-2 marks	-	4%
0 marks	-	3%

The pie chart in Figure 2.2 indicates that 87% of candidates have scored the total of 5 marks, while 6% of candidates have scored marks from 3-4. Out of the total number, 4% of candidates have scored from 1-2 marks while 3% of candidates have obtained zero marks.

COMMENTS:

Test 01 is focused on extracting necessary information from various types of texts under Competency 5, which is related to the reading skill. This specifically assesses the Competency Level 5.1, which tests the ability of candidates to use visual clues to derive the meaning from the texts.

The candidates have responded to the task successfully. The text type is instructions and the testing technique used is matching. The distribution of marks of the candidates shows that the majority of the students have been successful in matching the instructions with the corresponding pictures, demonstrating their proficiency in using visual clues to understand the given instructions. The facility value of this test is high, ranging from 96% to 98% for the sub parts, suggesting that most of the students had found it relatively easy to answer. To develop the skills related to this competency, the teachers could introduce activities using visual clues to understand instructions or texts, such as matching exercises, labelling diagrams or following pictorial instructions. The students can be exposed to a variety of text types such as manuals, recipes or procedural texts that contain instructions. In addition, teachers can incorporate technology using instructions and videos or interactive simulations that require visual clues for comprehension

● Test 2 - Vocabulary

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

Technique : Gap filling

○ Test 2

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

Shevon : Hello! Is that Naduni? Shevon here.

Naduni : Hello Shevon. How are you doing?

Shevon : Not bad. Did you (1)? the Science lesson this morning?

Naduni : No, I couldn't. I woke up a little (2) Did you watch it?

Shevon : Yeah, it was an (3) lesson on pollution.

Naduni : Who (4) the lesson?

Shevon : Mr. Sivagurunathan. He explained it (5) with many examples.

Naduni : I feel bad that I missed it.

Shevon : Don't worry. I took down some notes. I will (6) them with you.

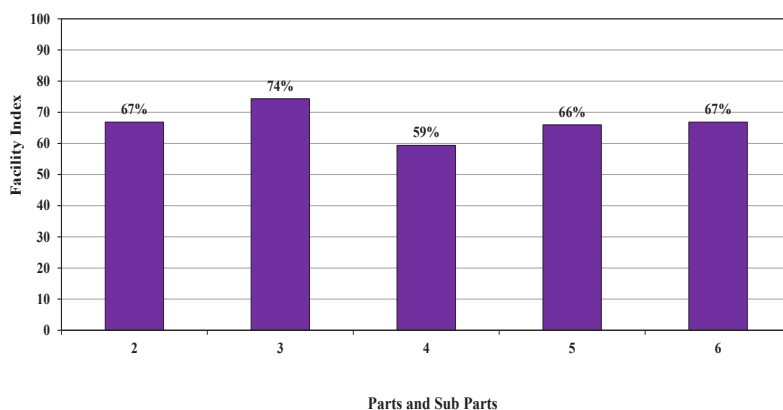
Naduni : Thanks Shevon.

Shevon : You are welcome!

- | |
|----------------------|
| (a) share |
| (b) interesting |
| (c) ~~watch~~ |
| (d) late |
| (e) taught |
| (f) clearly |

Observations and Comments on Test 2

Figure 2.3: Facility for Parts of Test 2



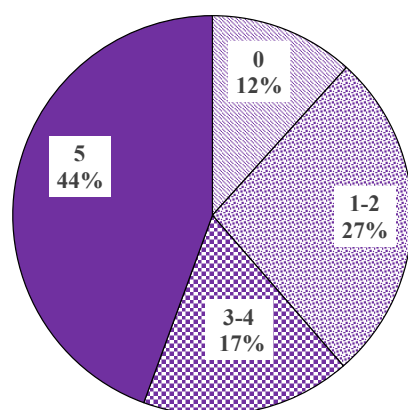
Test 2 is based on Vocabulary. Facility recorded for Parts of Test 2 is as follows.

- Part (2) - 67 %
- Part (3) - 74%
- Part (4) - 59%
- Part (5) - 66%
- Part (6) - 67%

Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

Figure 2.3 indicates that the overall facility of Test 2 ranged from 59% to 74%. The facility of all Parts is over 55%. The highest facility of 74% is recorded for Part 3 while the lowest facility of 59 % is recorded for Part 4.

Figure 2.4: Distribution of Marks Obtained in Test 2



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	44 %
3- 4 marks	-	17 %
1-2 marks	-	27 %
0 marks	-	12 %

Figure 2.4 shows that the percentage of candidates obtained full marks for Test 2 is 44% while 17% of candidates have scored marks from 3 - 4. Out of the total number, 27% of candidates have scored marks from 1-2 while 12% of candidates have obtained zero marks.

COMMENTS:

Test 2 assesses the ability to build up vocabulary using words appropriately and accurately to convey precise meaning under Competency 4 which is related to vocabulary. This test is specifically based on Competency Level 4.7 focusing on the ability to use nouns, verbs, adjectives and adverbs appropriately. The overall facility of test two ranges from 59% to 74%. This indicates that most of the students have completed the test successfully. The text type used is a dialogue and the testing technique is gap filling. The test requires students to fill in the blanks of a dialogue using appropriate words.

Acquisition of vocabulary can be reinforced incorporating activities using vocabulary in context, such as in dialogues, role plays or situational conversations, exposing students to a variety of text types to enhance their understanding of vocabulary with the appropriate use of words in speech. Furthermore, new vocabulary could be introduced using authentic dialogues from movies, TV shows or plays incorporating technology using language learning apps or online resources that provide interactive dialogues for vocabulary practice.

● Test 3 - Vocabulary

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

Technique : Gap filling.

○ Test 3

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

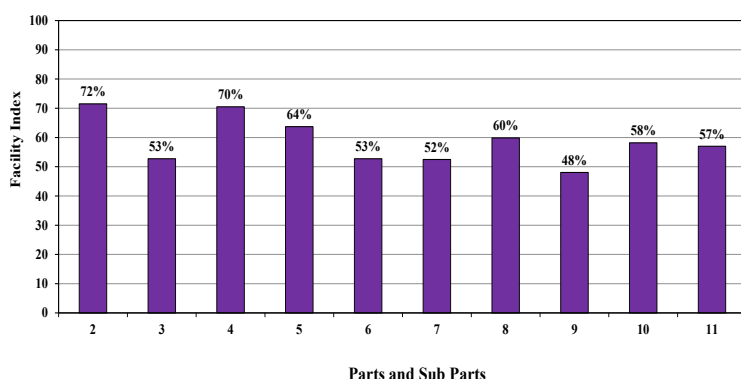


- (a) books
- (b) ~~teacher~~
- (c) standing
- (d) globe
- (e) front
- (f) ladder
- (g) table
- (h) neatly
- (i) notes
- (j) checking
- (k) racks

This picture shows a library. There are some students and a (1)**b**..... sitting at the (2)**g**..... in the middle. One student is taking down some (3)**i**..... while the others are reading (4)**a**..... . The books on the (5)**k**..... are arranged (6) ...**h**..... and the assistant librarian is (7)**c**..... on a small (8)**f**..... selecting some books. The librarian at the

Observations and Comments on Test 3

Figure 2.5: Facility for Parts of Test 3



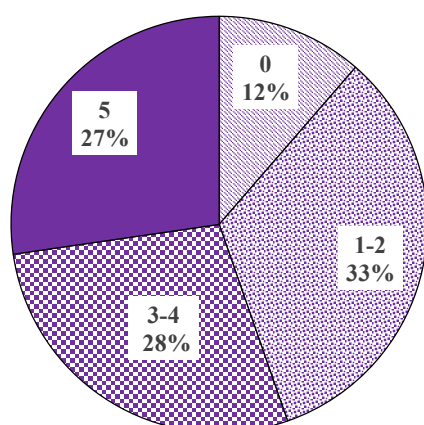
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part (2)	- 72 %
Part (3)	- 53%
Part (4)	- 70%
Part (5)	- 64%
Part (6)	- 53%
Part (7)	- 52 %
Part (8)	- 60%
Part (9)	- 48%
Part (10)	- 58%
Part (11)	- 57%

Figure 2.5 shows that the overall facility of Test 3 ranged from 48% to 72%, indicating a wide variation in difficulty levels among the items. The highest facility of 72% is recorded for Part 2, while the lowest facility of 48% is recorded for Part 9. Except Part 9 the facility of all the other Parts is above 50%.

Figure 2.6: Distribution of Marks Obtained in Test 3



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	27 %
3- 4 marks	-	28 %
1-2 marks	-	33%
0 marks	-	12%

Figure 2.6 indicates that the percentage of candidates obtained full marks for Test 3 is 27% while 28% have scored marks from 3-4. Out of the total number, 33% of candidates have scored marks from 1-2 while 12% of candidates have obtained zero marks.

COMMENTS:

Test 3 is focused on developing vocabulary using words appropriately and accurately to convey precise meaning under Competency 4. It also assesses the ability to use nouns, verbs, adjectives and adverbs appropriately under Competency Level 4.7. The technique used is to fill the gaps of the description of a picture from a list of words given. The marks show a relatively even distribution across the categories, suggesting that candidates had faced varying degree of difficulties with this test. The facility value for the sub parts range from 48% to 72% indicating a difficulty from moderate level to low level. This also suggests that many candidates had faced challenges in using appropriate vocabulary in the given context, emphasizing the importance of contextual vocabulary practice.

Acquiring vocabulary can be improved providing more opportunities for students to describe visual aids such as pictures, photographs and illustrations using appropriate words related to the context. In addition to that, teachers could also do activities to identify and use different word classes to reinforce acquisition of vocabulary. Apart from that, the teachers can incorporate technology by using online images repositories or multimedia resources that provide visuals for descriptive writing practice. Furthermore, teachers can conduct activities where students exchange and describe each other's pictures or visuals, providing feedback on vocabulary usage.

● Test 4 - Grammar and Language Functions

Objective : Assess the ability to construct sentences

Technique : Gap Filling.

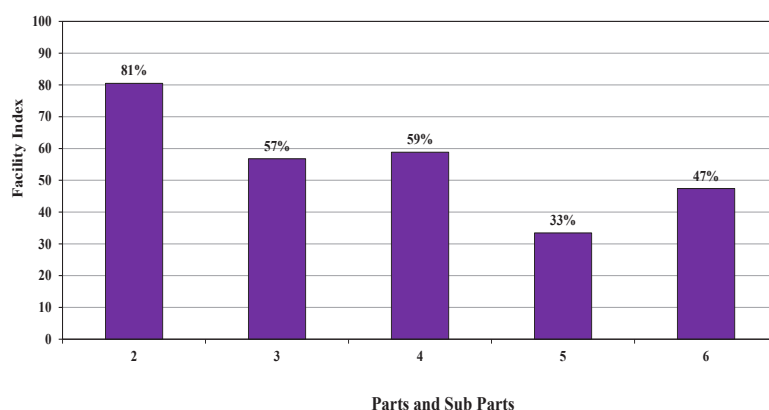
○ Test 4

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

Why do people keep cats as pets? (1)..... (You, Your, Yours) would agree that cats are excellent companions. (2)..... (Them, They, Their) are playful, intelligent and loving animals. Cats let (3)..... (them, they, their) owners know that they are happy by rewarding (4)..... (them, they, their) with a loud rumbling purr or a lick on the arm. The cat also has the ability to be alone for several days at a time. All of these make (5)..... (it, its, it's) a lovable animal. Ancient Egyptians appreciated the same things about cats that (6)(us, we, our) do today. They were the first to keep

Observations and Comments on Test 4

Figure 2.7: Facility for Parts of Test 4



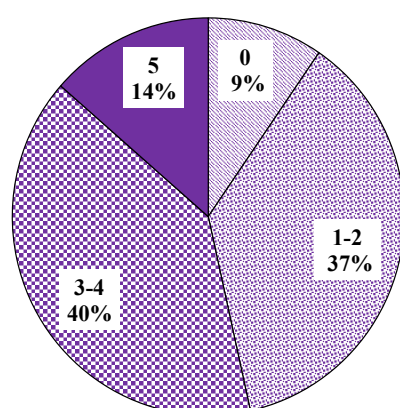
Test 4 is based on Grammar and Language Functions. Facility recorded for Parts of Test 4 is as follows.

- Part (2) - 81 %
- Part (3) - 57%
- Part (4) - 59%
- Part (5) - 33%
- Part (6) - 47%

Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

Figure 2.7 shows that the overall facility of Test 4 ranged from 33% to 81%, indicating a wide variation in facility levels among the items. The highest facility of 81 % is recorded for Part 2 while the lowest facility of 33 % is recorded for Part 5.

Figure 2.8: Distribution of Marks Obtained in Test 4



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

5 marks	-	14 %
3- 4 marks	-	40 %
1-2 marks	-	37%
0 marks	-	09%

Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

Figure 2.8 indicates that the percentage of candidates obtained full marks for Test 4 is 14% while 40% of candidates have scored marks from 3-4. Out of the total number, 37% of candidates have scored marks from 1-2

COMMENTS:

Test 4 assesses the ability to use English grammar for the purpose of accurate and effective communication under Competency 6 which is related to grammar and language functions. This test is specifically based on Competency Level 6.2 focusing on the ability to use pronouns appropriately. The marks distribution revealed that a significant portion (40%) of candidates had performed well, while a considerable number (37%) had faced some challenges. This test underscores the importance of emphasizing the appropriate use of pronouns. The overall facility of the test ranged from 33% to 81%, indicating a wide range of difficulty levels. Facility of parts indicates specific difficulties in using pronouns appropriately. The text type is a passage and the testing technique is gap filling.

In order to teach the correct use of pronouns, teachers could incorporate more activities that focus on the appropriate use of pronouns in contexts exposing students to a variety of texts that contain different types of pronouns. In addition, using authentic texts from various sources such as articles, stories, passages to identify and analyze the correct use of pronouns providing exercises where students replace nouns with appropriate pronouns or vice versa and incorporating technology using online grammar exercises, quizzes, or interactive resources that focus on pronoun practice could be useful to focus on the ability to use pronouns appropriately.

● Test 5- Reading

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

Technique : Transferring information

○ Test 5

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

Malta

Malta is a country with three islands. They are the island of Malta itself, and the smaller islands of Gozo and Comino. The area of the Malta island is 246 square kilometres, while Gozo is 67 square kilometres in area. Comino is only 3.5 square kilometres.

As at 2019, the population of Malta was 514,564. There are two ethnic groups in Malta. They are the Maltese and non-Maltese. The percentage of the Maltese is 79% and the percentage of non-Maltese is 21%. Valetta is the capital of Malta and it is also the smallest national capital in the European Union.

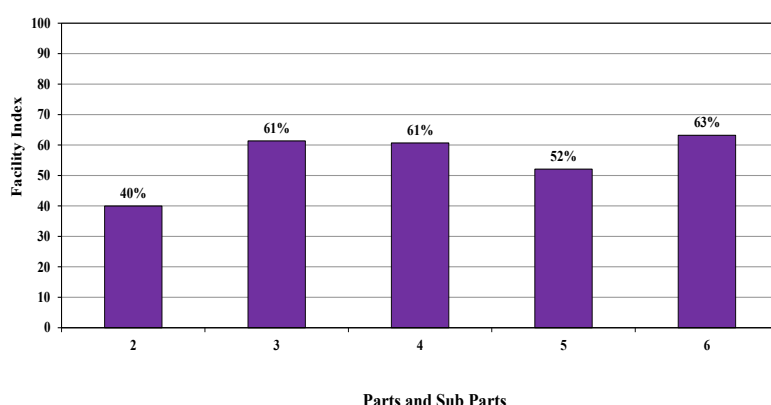
The official and national language in Malta is Maltese, which is of Arabic origin. Italian and Sicilian also previously served as official languages on the island for centuries. English is the second official language.

The chief products of Malta are potatoes, vegetables, grapes, wheat and barley. Malta is a very important shipping centre for the Mediterranean. It is also famous for its architectural sites and festivals. Malta is also a popular film location in its own right. The currency used in Malta is the Euro. Malta is also a popular tourist destination in Europe.

(1) The name of the country	 <i>Malta</i>
(2) The smallest island	 <i>Comino</i>
(3) The number of ethnic groups	 <i>two / 2</i>
(4) The capital city	 <i>Valetta</i>
(5) The official language	 <i>Maltese</i>
(6) Money used	 <i>Euro</i>

Observations and Comments on Test 5

Figure 2.9: Facility for Parts of Test 5



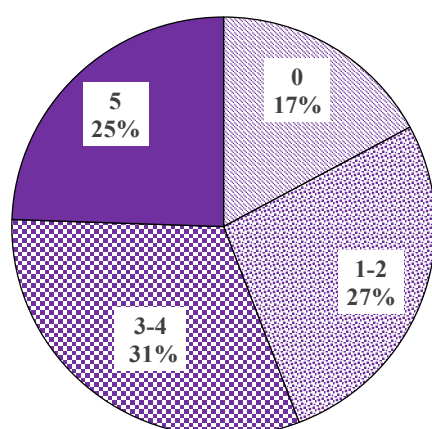
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part (2) - 40 %
Part (3) - 61%
Part (4) - 61%
Part (5) - 52%
Part (6) - 63%

Figure 2.9 shows that the overall facility of Test 5 ranged from 40% to 63%, indicating a level of difficulty from moderate to low. The highest facility of 63 % is recorded for Part 6 while the lowest facility of 40% is recorded for Part 2.

Figure 2.10: Distribution of Marks Obtained in Test 5



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	25 %
3- 4 marks	-	31 %
1-2 marks	-	27%
0 marks	-	17%

Figure 2.10 indicates that the percentage of candidates obtained full marks for Test 5 is 25% while 31% of candidates have scored marks from 3-4. Out of the total number, 27% of candidates have scored marks from 1-2 while 17% of candidates have obtained zero marks.

COMMENTS:

Test 5 assesses the Competency 5 which is focused on extracting necessary information from various types of texts. This specifically assesses the Competency Levels 5.2 and 5.3 which test the ability to extract information from various types of simple texts and transfer information into other forms respectively. The text type of this test is a descriptive text and the testing technique is transferring information. The facility for the items of the test ranged from 40% to 63% indicating a moderate level of difficulty.

To develop reading skills to extract information into other forms, teachers could provide more activities that involve transferring information from texts into different formats such as tables, diagrams and charts. Furthermore, teacher can expose students to a variety of descriptive texts to enhance their comprehension and information extracting skills using authentic descriptive texts from various sources including travel guides, articles and brochures for information transfer activities. Conducting exercises where students create visual representations (mind maps, charts, infographics) based on information from texts, encouraging students to summarize key information from texts in tabular or graphic formats and incorporating technology using online tools or applications that allow students to create visuals or organize information from texts would be helpful to reinforce the reading skills of the learners.

● Test 6- Writing

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

Technique : Guided writing.

○ Test 6

The Welfare Society of your school has planned a programme to clean the dengue breeding places in your school. You are the monitor of your class and your teacher has asked you to inform your classmates about this programme. Write a notice inviting your classmates to participate in it. Use about 40 - 50 words. Include the following

- date, time
- places to be cleaned (around the shrine room, near the class etc.)
- things to be brought (tools, equipment)

Notice

To all students of Grade 11B,

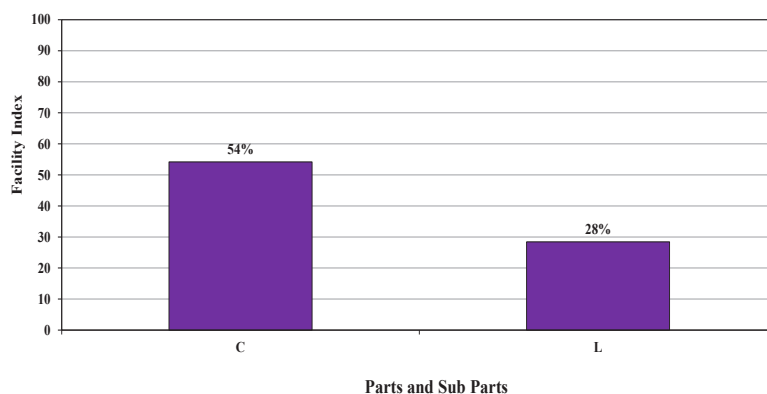
The Welfare Society of our school has planned a programme to clean the dengue breeding places at the school on the 20th March 2021 from 9.00 a.m onwards. The areas around the shrine room and our classroom will be cleaned.

Please bring necessary tools and equipment.

You are invited to join this programme.

Observation and Comments on the Test 6

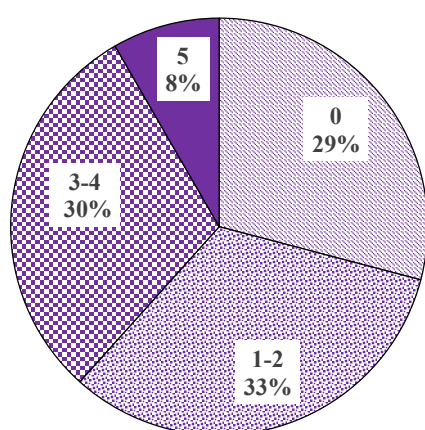
Figure 2.11: Facility for Parts of Test 6



Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

The Test 6 assesses the skill of using English creatively and innovatively in written communication through the testing technique of writing a notice. The Content and Language aspects of this test have facility of 54% and 28%, respectively. According to Figure 2.11 the candidates have scored more marks for the Content than Language, although more marks are allocated for the Language. The lower item facility for the Language part indicates that many candidates have faced challenges in using appropriate language expressions for writing a notice.

Figure 2.12: Distribution of Marks Obtained in Test 6



Almost all the candidates have attempted Test 6. A total of 05 marks have been allocated for this test. The candidates have scored as follows.

5 marks	-	8 %
3- 4 marks	-	30 %
1-2 marks	-	33%
0 marks	-	29%

Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

According to Figure 2.12 only 8% of candidates have obtained full marks for Test 6 while 30% of candidates have obtained marks from 3-4. Out of the total number, 33% of candidates have scored marks from 1-2 while 29% have obtained zero marks.

COMMENTS:

Test 6 is focused on assessing the ability to use English creatively and innovatively in written communication under Competency 7. This specifically assesses the Competency Level 7.7 which tests the ability to write for official purposes. The testing technique is guided writing. The low facility for the language aspect indicates that students have had difficulties in using appropriate language when writing for official purposes. The distribution of marks shows that a significant portion (29%) of candidates had struggled with this Test, while only a small percentage (8%) had performed exceptionally well. This highlights the need for further emphasis on developing writing skills for official purposes, such as notices, notes or announcements.

To develop this competency teachers could provide the students with adequate opportunities to practise different types of writing activities for official communication such as writing notices, announcements, notes etc. Modelling and providing exemplary samples of official writing of notes, notices, and announcements and peer reviewing and editing activities, or creating real life scenarios can also be used to develop the writing ability of candidates.

● Test 7- Reading

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

Technique : MCQs.

○ Test 7

Read the following text and **underline** the correct answer.

I still remember how anxiously I was waiting for our monthly visit to grandma's house. I was so excited that I couldn't sleep until the day I left for grandma's. As soon as we got to grandma's house, we always went to the kitchen. There, grandma would give us a burning hot bowl of soup and we enjoyed it very much. Grandpa also would give us each a bar of chocolate that melted in
⑤ our mouths soon.

Just off the kitchen, was grandma's living room. High on the wall was an antique clock. At the far end of the room were grandma's short octagonal cabinets with round tops.

Grandma also had a place for us to play. It was the old garage. There were some cars, not just regular cars but wonderful old cars. When the engines of those cars started, they sounded like

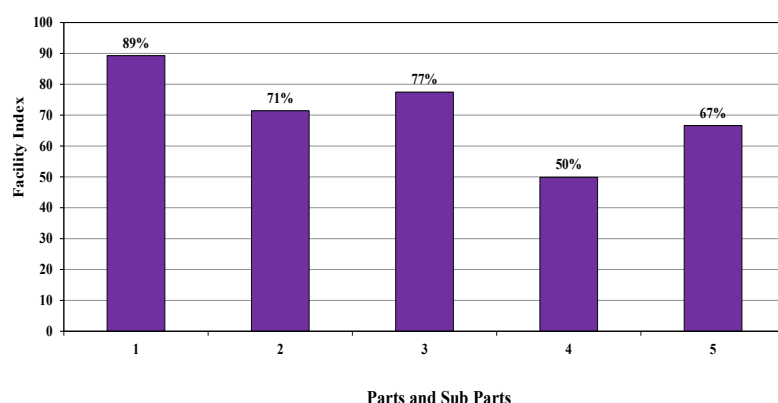
⑩ lions roaring.

When the time came to leave grandma's house, we were always sad. We would miss grandma's fresh glass of milk in the morning and grandpa's loud laughter. Sometimes we would hide under grandma's great big bed hoping our parents would leave without us. **Eventually**, they always found us.

- (1) How often did the writer and his family visit grandma?
(a) once a month (b) once a year (c) once a week
- (2) What did grandpa offer them?
(a) a bowl of soup (b) a glass of milk (c) a bar of Chocolate
- (3) Where was the antique clock?
(a) high on the wall (b) in the kitchen (c) on the cabinet
- (4) 'Eventually' in line 13 means;
(a) finally (b) gradually (c) soon
- (5) What is the correct order of events which happened at grandma's?
(a) playing in the garage, hiding under grandma's bed, eating a bar of chocolate
(b) eating a bar of chocolate, playing in the garage, hiding under grandma's bed
(c) eating a bar of chocolate, hiding under grandma's bed, playing in the garage

Observations and Comments on Test 7

Figure 2.13: Facility for Parts of Test 7



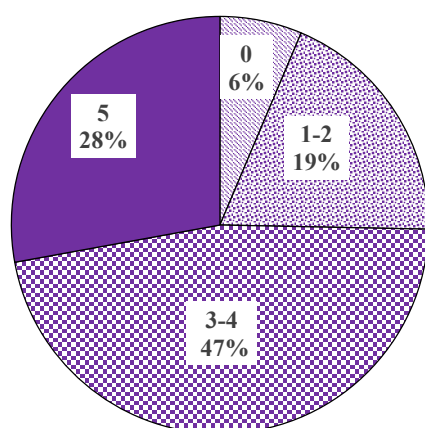
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part (1) - 89%
Part (2) - 71%
Part (3) - 77%
Part (4) - 50%
Part (5) - 67%

Figure 2.13 shows that the overall facility of Test 7 ranged from 50% to 89%, indicating a moderate level of difficulty. The facility of all Parts is over 50%. The highest facility of 89 % is recorded for Part 1 while the lowest facility of 50 % is recorded for Part 4.

Figure 2.14: Distribution of Marks Obtained in Test 7



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	28 %
3- 4 marks	-	47%
1-2 marks	-	19%
0 marks	-	6%

Figure 2.14 indicates that the percentage of candidates obtained full marks for Test 5 is 28% while 47% of candidates have scored marks from 3-4. Out of the total number, 19% of candidates have scored marks from 1-2 while 6% of candidates have obtained zero marks.

COMMENTS:

Test 7 is focused on assessing the ability to extract necessary information from various types of texts under Competency 5, which is related to the reading skill. This specifically assesses the Competency Level 5.2, which tests the ability to extract specific information from various types of simple texts. The text type is a narrative and the testing technique used is MCQs. The students are expected to read a narrative text and answer multiple – choice questions based on the information provided. The facility for the items of the test ranged from 50% to 89%, indicating a relatively high level of performance from a moderate level.

In order to develop reading skills, teachers can use more activities that involve reading and comprehending narrative texts, such as short stories or anecdotes, expose students to a variety of narrative genres and literary styles to enhance their ability to extract information from different forms of storytelling, conduct post-reading discussions or activities that require students to identify and analyze key information, characters, events, or themes from the narratives and encourage students to make predictions, inferences, or connections while reading narratives to enhance their comprehension skills. Furthermore, use of engaging and age-appropriate narrative texts from various sources such as books, magazines, online platforms for comprehension practice and incorporating technology using digital storytelling platforms or multimedia resources that provide interactive narratives for comprehension practice would be effective in developing the reading skills.

● Test 8- Writing

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

Technique : Free writing.

○ Test 8

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

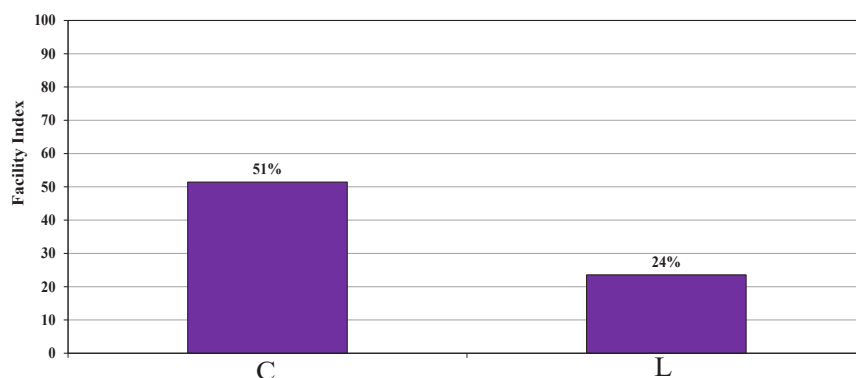
(a) A helpful person in my life.

(b) A place I like to visit

A helpful person in my life.
There are many helpful people in my life. Among them, my mother stands out. From the moment we are born to this world, mother is the one who comforts us. I can remember how she has been with me in all ups and downs in my life. She not only gives me wonderful advice but also directs me in the correct path. I am proud to say that my mother is the best mother in the world. I love my mother.

Observations and Comments on Test 8

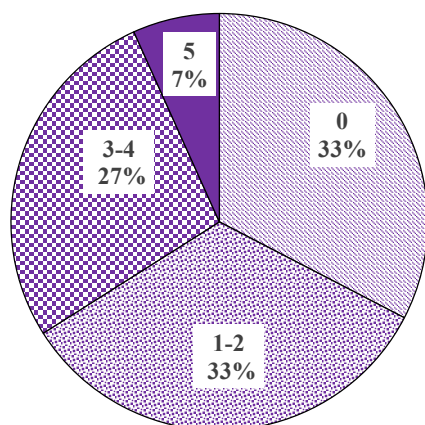
Figure 2.15: Facility for Parts of Test 8



Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

The Test 8 assesses the skill of using English creatively and innovatively in written communication through the testing technique of writing a paragraph. The Content and Language aspects of this test have facility of 51% and 24%, respectively. Accordingly, the candidates have scored more marks for the Content than Language, although more marks are allocated for Language. The lower item facility for the Language part indicates that, many candidates have faced challenges in using appropriate language and expression for writing a paragraph.

Figure 2.16: Distribution of Marks Obtained in Test 8



Almost all the candidates have attempted Test 8. A total of 05 marks have been allocated for this test. The candidates have scored as follows.

5 marks	-	7 %
3- 4 marks	-	27 %
1-2 marks	-	33%
0 marks	-	33%

Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

Figure 2.16 shows that only 7% of candidates have obtained full marks for Test 8 while 27% have obtained marks from 3-4. Out of the total number of candidates the percentage of candidates obtained marks from 1 - 2 and zero mark ranges are equal i.e. 33%.

COMMENTS:

Test 8 is focused on the ability to use English creatively and innovatively in written communication under Competency 7 which is related to writing skill. This test is specifically based on Competency Level 7.5 which tests the ability to write simple compositions on different types of topics. The text type is a descriptive text based on free writing. The low facility of 51% for content and 24% for language suggests that students have difficulties expressing their ideas effectively using appropriate language when writing simple paragraphs. The distribution of marks shows that a significant portion (33%) of candidates had struggled with this test, while only a small percentage (7%) had performed exceptionally well. This test underscores the need for continued practice in developing writing skills for various types of compositions and topics.

To develop basic writing skills, teachers could do different activities that involve free writing on various topics to encourage creative expression, expose students to a variety of well-written paragraphs or short compositions as models for structure, organization, and language use, conduct pre-writing activities such as brainstorming, mind-mapping, or discussions, to help students generate ideas and organize their thoughts and encourage peer review and feedback on writing tasks to improve content development, organization and language accuracy. Furthermore, providing more opportunities for students to practise descriptive writing using simple texts, with explicit instructions on developing content appropriately and language accurately while incorporating technology using online writing platforms, blogs or collaborative writing tools that promote creative writing would be helpful to reinforce writing paragraphs.

2.2 Paper II

2.2.1 Structure of Paper II

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

Table 2.2 Structure of Paper II

Test No.	Component of Testing	Marks Distribution	Total
9	Vocabulary	1x5	05
10	Grammar 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 x 4 = 2 Task 2 (1) 1/2x4 = 2 (2) 1x2 = 1 (3) 1x2 = 1 (4) 1/2x2 = 1 (5) 1x1 = 1	08
16	Writing	C-5,L-5,O-2,M-3	15

Source : G.C.E (O/L) Marking Scheme, 2020

2.2.2 Evaluation of Paper II in a Nutshell

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

The easiest test for the candidates was Test 13, which assessed their reading comprehension skills. With an overall facility of 57%, a significant proportion of candidates had demonstrated proficiency in comprehending and answering questions based on written passages.

The most challenging test for the candidates was Test 12, which evaluated their grammar and language functions. With an overall facility of only 14%, this test had proved to be the most difficult, indicating that a large number of candidates had struggled with grammatical concepts and their application in the context of the examination.

Consistent with the observations from Paper I, the data suggests that the candidates had exhibited high proficiency in reading comprehension and vocabulary skills, with overall facility indices of 59% and 61%, respectively. However, their performance in grammar and language functions and writing skills had remained relatively low, with an overall facility of 29% for grammar and language functions and 36% for writing skills.

Almost all the candidates have attempted to answer all the tests in the Paper II, irrespective of their difficulty levels. The data on the distribution of scores across different mark categories provides insights into the candidates' performance in each test of Paper II. For instance, in Test 10, which is focused on grammar and language functions, a staggering 67% of candidates had fallen into the lowest mark category (0 marks), while only 5% of candidates had scored in the highest category (5 marks). Conversely, in Test 9, assessing vocabulary skills, 41% of candidates had secured the highest marks (5 marks), indicating a relative satisfactory facility in this area.

Overall, the data from both Paper I and Paper II of the 2020 G.C.E.(O/L) English Language Examination reinforces the observations made earlier. While reading comprehension and vocabulary had emerged as areas of strength of the candidates, their performance in grammar and language functions and writing skills had remained a concern. This highlights the need for necessary interventions and instructional support to develop the candidates' proficiency in these areas.

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

* Observation and comments on answering all the question in Paper II are based on Figure 1.2, 1.3 and 1.5 given page 9, 10 and 13 respectively.

● Test 9- Vocabulary

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

Technique : Gap filling.

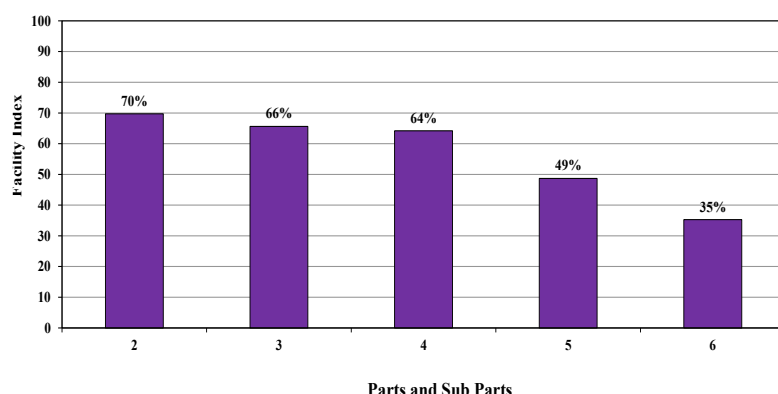
○ Test 9

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

"Here is a newcomer to your class. Why don't you welcome him with a loud applause?" said the teacher introducing a new (1)..... ((a) friend (b) friendly (c) friendship) to the class. That was how Sugath became our classmate. He was very supportive and co-operative in everything we did. So he became (2)..... ((a) popularity (b) popular (c) popularly) with us. At the term end examination, he (3)..... ((a) do (b) did (c) doing) better than most of us. 'He will bring credit to our school one day,' we thought. (4)..... ((a) Fortunate (b) Unfortunate (c) Unfortunately) he did not stay long in our school. He left our school to (5)..... ((a) joining (b) joined (c) join) his previous school again. We still remember him with (6)..... ((a) lovely (b) loving (c) love). How sad it is to be away from a good friend like Sugath!

Observation and Comments on Test 9

Figure 2.17: Facility for Parts of Test 9



Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part (2) - 70 %

Part (3) - 66%

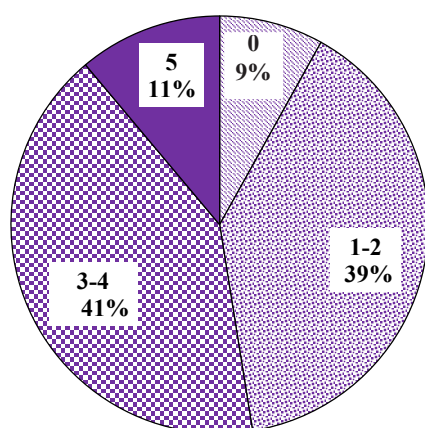
Part (4) - 64%

Part (5) - 49%

Part (6) - 35%

Figure 2.17 indicates that the overall facility of Test 9 ranged from 35% to 70%. The highest facility of 70% is recorded for Part 2 while the lowest facility of 35 % is recorded for Part 6. The varying item facility suggests that some vocabulary items were more challenging than others.

Figure 2.18: Distribution of Marks Obtained in Test 9



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	11 %
3- 4 marks	-	41 %
1-2 marks	-	39%
0 marks	-	9%

According to Figure 2.18, 11% of candidates have obtained full marks for Test 9 while 41% of candidate have obtained marks from 3-4. Out of the total number, 39% of candidates have scored marks from 1-2 while 9% of candidates have obtained zero marks.

COMMENTS:

Test 9 is focused on assessing the ability to use nouns, verbs, adjectives and adverbs appropriately under Competency 4 which is related to vocabulary. This specifically assesses the Competency Level 4.7 which tests the ability to use nouns, verbs, adjectives and adverbs appropriately. The text type is a descriptive text and the testing technique used is gap filling. The overall facility of the test ranged from 35% to 70% indicates a moderate level of difficulty. The varying item facility suggests that some vocabulary items have been more challenging than others, due to differences in word complexity or contextual appropriacy.

To develop the vocabulary of nouns, verbs, adjectives and adverbs, teachers could provide more activities that involve using vocabulary in context of descriptive writing exposing students to a variety of descriptive texts to develop their understanding of appropriate use of words in description and detail. Accordingly, the teachers could use descriptive texts from various sources (literature, travel writing, advertisements) for vocabulary practice, conduct exercises where students describe objects, people, or places using specific vocabulary words or categories, encourage students to create descriptive pieces (e.g. descriptions of their favourite places, people, or objects) and provide feedback on the appropriate use of vocabulary. Furthermore, incorporating technology using online vocabulary-building tools, language games, multimedia resources, or language learning apps that focus on descriptive vocabulary can be introduced to improve the use of varied vocabulary accurately.

● Test 10 - Grammar and Language Functions.

Objective : Assess the ability to construct simple sentences

Technique : Question formation.

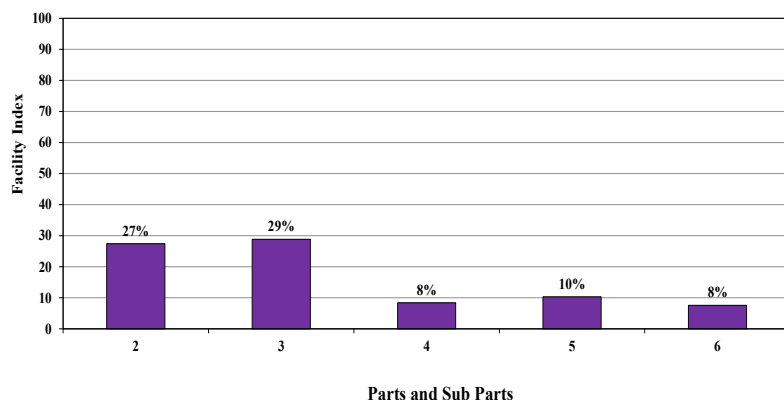
○ Test 10

Complete the question to get the underlined part as the answer. *The first one is done for you.*

- (1) Dr. Arthur C. Clarke is a famous science fiction writer.
Who is Dr. Arthur C. Clarke.....?
- (2) He was born in England.
Where was he / Dr. Arthur C. Clarke born.....?
- (3) His childhood dream was to become a space scientist.
What was his childhood dream ./ dream.....?
- (4) Dr. Clarke immigrated to Sri Lanka in 1956.
When did Dr. Clarke / he immigrate to Sri Lanka.....?
- (5) He loved Sri Lanka because it has many beautiful beaches.
Why did he / Dr. Clarke love Sri Lanka.....?
- (6) Dr. Clarke lived in Sri Lanka for 52 years.
For how long did Dr. Clarke / he live in Sri Lanka.....?

Observations and Comments on Test 10

Figure 2.19: Facility for Parts of Test 10



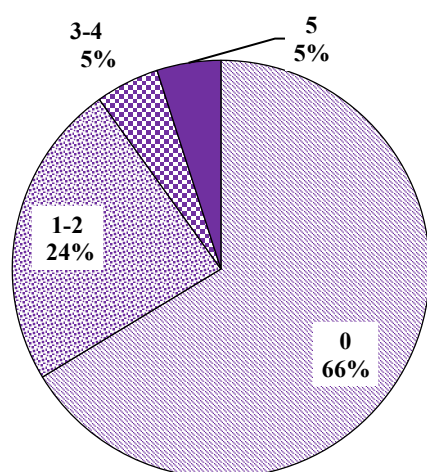
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part (2) - 27 %
Part (3) - 29%
Part (4) - 8%
Part (5) - 10%
Part (6) - 8%

Figure 2.19 shows that the overall item facility for Test 10 ranged from 8% to 29% indicating that many students found the items extremely challenging. The easiest was Part 3, with a facility of 29%, while the most difficult Parts were Parts 4, 5, and 6, all with a facility of 8%, 10% and 8% respectively.

Figure 2.20: Distribution of Marks Obtained in Test 10



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	5 %
3- 4 marks	-	5 %
1-2 marks	-	24%
0 marks	-	66%

Figure 2.20 indicates that out of the total number of candidates the percentage of candidates obtained the total marks and marks from 3-4 ranges are equal i.e. 5%. The percentage of candidates that have obtained marks from 1-2 is 24% while 66% of candidates have obtained zero marks.

COMMENTS:

Test 10 is focused on the ability to use English grammar for the purpose of accurate and effective communication under Competency 6 which is related to grammar and language functions. This specifically assesses the Competency Level 6.1 which tests the ability to construct simple sentences.

The text type is descriptive text and the technique used is question formation. The overall facility of the test ranged from 8% to 29% indicates that many students have found this particular test challenging. The data in the bar graph reflects the need for focused instructions and practice in sentence construction and question formation. This test highlights the need for further emphasis on developing grammar skills, specifically in constructing simple sentences.

To develop the competence in grammar and language functions, teacher could expose the students to a variety of question formats and structures ('Wh' questions, yes/ no questions) based on given information or sentences. Furthermore, authentic texts or situations can be used for question formation practice and encourage students to ask questions based on provided information. Teachers could encourage students to analyze and identify the different components of questions to improve their question formation skill.

● Test 11- Reading

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

Technique : Gap filling/banked cloze.

▷ Test 11

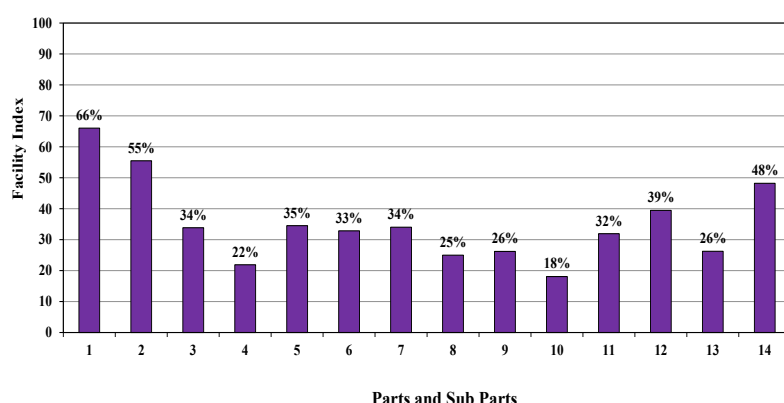
Fill in the blanks with the words given in the box. There is one extra word.

especially,	best,	kites,	brothers,	beginning,	interests,	in,	was,
twins,	together,	different,	quiet,	liked,	making,	bicycles	

The Wright brothers, Wilbur and Orville, are well-known for inventing the aeroplane. Wilbur Wright was born on a farm near Indiana, on April 16th, 1867. His younger brother, Orville, (1).....**was**..... born four years later (2).....**in**..... Dayton, Ohio on August 19th, 1871. The Wright brothers were like (3)..... **twins**..... . They had the same (4).....**interests**.....; they played, worked and planned everything (5).....**together**..... . But they were also (6).....**different**..... . Wilbur worked slowly, was (7).....**quiet**..... and very serious. Orville worked fast and (8).....**liked**..... to talk and joke. They were both good students, (9).....**especially**..... in Mathematics, but they were the (10).....**best**..... at fixing and making things. They made the finest (11).....**kites**..... in all of Dayton, and (12).....**making**..... kites was the (13).....**beginning**..... of their interest in flying. Next, they started repairing (14).....**bicycles**..... . Soon, they were making and selling their own bikes at the Wright Cycle Company.

Observations and Comments on Test 11

Figure 2.21: Facility for Parts of Test 11



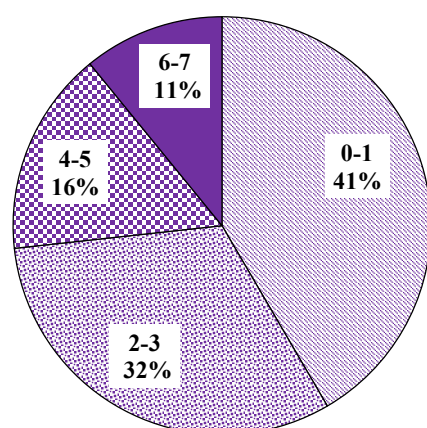
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part (1)	-	66%
Part (2)	-	55%
Part (3)	-	34%
Part (4)	-	22%
Part (5)	-	35%
Part (6)	-	33%
Part (7)	-	34%
Part (8)	-	25%
Part (9)	-	26%
Part (10)	-	18%
Part (11)	-	32%
Part (12)	-	39%
Part (13)	-	26%
Part (14)	-	48%

Figure 2.21 indicates that the overall facility of the Test 11 ranged from 18% to 66% indicating very low facility across most Parts. The highest facility of 66% is recorded for Part 1, while the lowest facility 18 % is recorded for Part 10.

Figure 2.22: Distribution of Marks Obtained in Test 11



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 11. A total of 07 marks have been allocated for this test. The candidates have scored as follows.

6-7 marks	-	11%
4- 5 marks	-	16 %
2-3 marks	-	32%
0 -1 mark	-	41%

Figure 2.22 indicates that the percentage of candidates obtained full marks (6-7) for Test 11 is 11% while 16% have scored marks from 4-5. Out of the total number, 32% of candidates have scored marks from 2-3 while 41% have scored zero marks.

COMMENTS:

Test 11 assesses the ability to use words appropriately in a context and the ability to use overall proficiency of language. The technique used in the test is banked cloze which tests the overall language proficiency of the candidates. The overall facility of the test is quite low ranging from 18% to 66% indicating a high level of difficulty. The marks distribution also shows that this test had been highly challenging for a significant percentage (41%) of candidates, while only a small percentage (11%) had performed exceptionally well.

To make the learner proficient in the language, teachers could provide students a variety of short, age appropriate descriptive texts (articles, stories, passages) to enhance their understanding of language use with contextual clues. In addition, teachers can provide exercises where students analyze the context and grammar to determine the appropriate choice of words. And also using banked cloze exercises would help to develop vocabulary, grammar, coherence and cohesion skills within the reach of the level of the students. Furthermore, teachers can do more activities that involve filling in blanks or gaps in texts, focusing on appropriate word choice and grammatical accuracy.

● Test 12- Grammar and Language Functions.

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

Technique : Gap Filling.

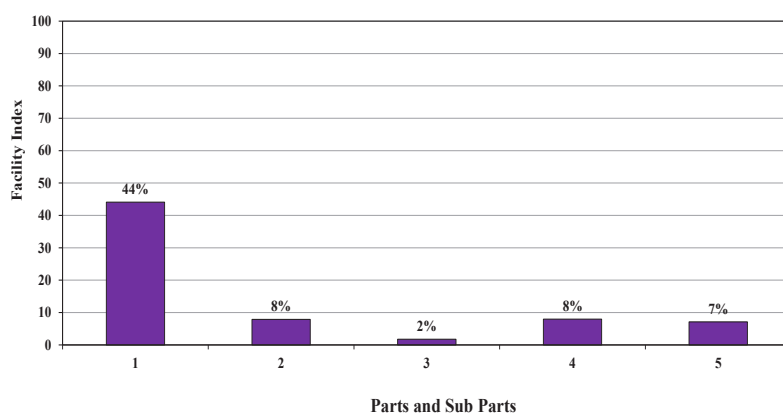
○ Test 12

Complete the following passage using the most appropriate form of the verb given within brackets.

Animated movies are very popular in the world today. Many people consider Winsor McCay to be the father of animation. In the early 1900s, he (1)**created**..... (create) animated movies with the photographs of hand-drawn pictures. Hundreds of photographs (2)**were needed**..... (need) to make even a one-minute movie. However, the production of animated movies (3)**has changed/has been changing**..... (change) a lot since its inception in the 1900s. Today, most animated movies (4)**are produced**..... (produce) with special computer software. Unlike hand-drawn animation, the work can (5)**be done**..... (do) much faster by a computer. Anyone with a home computer and special software can make a simple animation in a few minutes.

Observations and Comments on Test 12

Figure 2.23: Facility for Parts of Test 12



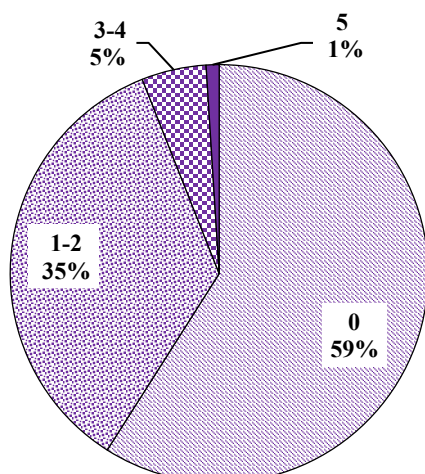
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

- Part (1) - 44%
- Part (2) - 8%
- Part (3) - 2%
- Part (4) - 8%
- Part (5) - 7%

Figure 2.23 shows that the overall facility ranging from 2% to 44% indicates that this Test is highly challenging across all Parts. The highest facility of 44% is recorded for Part 1 while the lowest facility of 2% is recorded for Part 3.

Figure 2.24: Distribution of Marks Obtained in Test 12



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

5 marks	-	1 %
3- 4 marks	-	5 %
1-2 marks	-	35%
0 marks	-	59%

Figure 2.24 indicates that only 1% of candidates have obtained full marks for Test 12 and 5% of candidates have obtained marks from 3 -4. Out of the total number, 35% of candidates have scored marks from 1 -2 while 59% of candidates have scored zero marks.

COMMENTS:

Test 12 focusses on the use of English grammar and language functions for the purpose of accurate and effective communication under Competency 6. It specifically assesses the Competency Level 6.1, which tests the ability to construct error free sentences using the correct form of verbs. The text type is a passage and the testing technique is gap filling.

The overall facility ranged from 2% to 44% indicates that this test has been highly challenging across all parts. To develop the ability of constructing error free sentences teachers could introduce more activities that focus on the proper use of different tenses and active and passive voice in sentence construction through controlled and free writing activities. Furthermore, teachers can do exercises where students identify and correct errors related to tenses and active/passive voice in given sentences or passages. Teachers should encourage students to analyze the context and time references to determine the appropriate tense or voice for sentence construction.

● Test 13- Reading

Objective : Assess the ability to infer implied information.

Technique : Matching.

○ Test 13

Read the following stories of films. Match them with the type of film the five students love to see. Write the correct letter of the film in the box.

Film A

12 Years a Slave

This is a true story of a free black man called Solomon from New York who is abducted and sold into slavery. In the twelfth year of his captivity, with a Canadian, Solomon manages to escape from the cruel slave owner.

Film B

Virunga

The film is named after the Virunga National Park in Congo. It not only captures the wildlife in the national park with particular focus on gorillas, but also the dedication of teams aiming to protect it.

Film C

The Bridge on the River Kwai

British war prisoners are forced to build a railway bridge across the river Kwai for their Japanese captors, not knowing that their own forces are planning to destroy it.

Film D

A Tale of Marie and Three Puppies

This story is about what Aya's dog Marie and her puppies have gone through after an earthquake that strikes Japan. Going through a lot of hardships, Aya manages to save her dog and puppies.

Film E

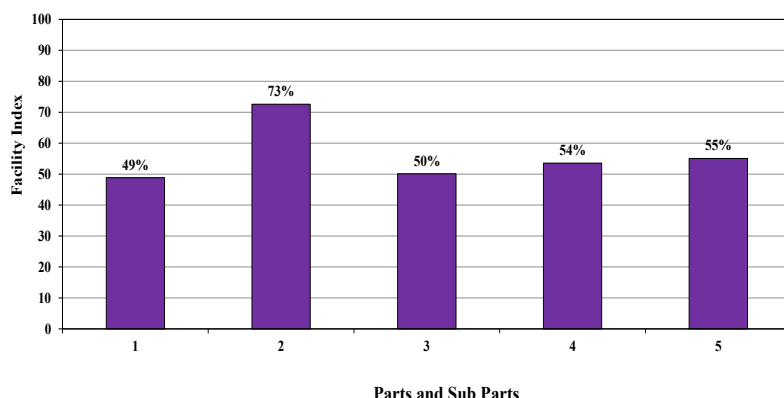
The Blue Elephant

This is a cartoon movie about a young elephant that lives in a forest. It thinks about its lost father whom it has never met. Leaving the forest in search of its father, it finds real friends and becomes a brave elephant that has a gentle heart.

	Name	Type of Film	Film
(1)	Kasuni	"I love to see films about animals. I like stories where animals act along with other people just like human beings."	D
(2)	Naveen	"I love to see cartoon films but I do not like cartoons about heroes or human characters."	E
(3)	Praboda	"I like to see films based on real characters. Such films allow us to learn how people succeed in overcoming hardships."	A
(4)	Chenumi	"To see the beauty of nature is what I like most. That's why I like films on nature."	B
(5)	Shenara	"We learn about world wars at school, but haven't seen one. Films on war give us that chance. That's why I like war movies."	C

Observations and Comments on Test 13

Figure 2.25: Facility for Parts of Test 13



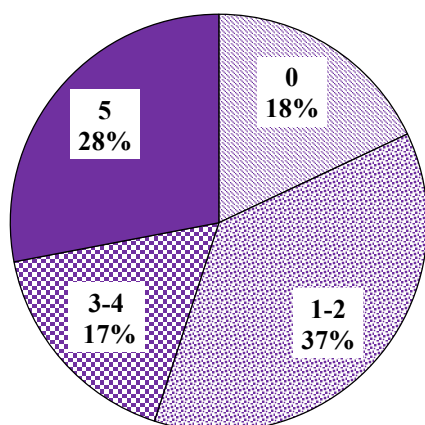
Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Part(1)	-	49%
Part(2)	-	73%
Part(3)	-	50%
Part(4)	-	54%
Part(5)	-	55%

Figure 2.25 shows that the overall facility of Test 13 ranged from 49% to 73%, indicating a wide variation in difficulty levels among the items. The highest facility of 73 % is recorded for Part 2 while the lowest facility of 49 % is recorded for Part 1. The moderate item facility suggests that some items were more challenging than others.

Figure 2.26: Distribution of Marks Obtained in Test 13



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

Almost all the candidates have attempted Test 13. A total of 05 marks have been allocated for this test. The candidates have scored as follows.

5 marks	-	28%
3- 4 marks	-	17 %
1-2 marks	-	37%
0 marks	-	18%

Figure 2.26 indicates that the percentage of candidates obtained full marks for Test 13 is 28% while 17% of candidates have scored marks from 3-4. Out of the total number, 37% of candidates have scored marks from 1-2 while 18% of candidates have obtained zero marks.

COMMENTS:

Test 13 is focused on extracting necessary information from various types of texts under Competency 5. This specifically assesses the Competency Levels 5.7 and 5.3 which test the ability to infer implied information and transfer information into other forms respectively. The test type is a descriptive text and the testing technique used is matching.

The overall facility of test 13 ranged from 49% to 73% indicating a wide variation in difficulty levels. To further enhance the skill of extracting necessary information, teachers could expose the students to a variety of genres and text types like descriptive passages, stories, films, advertisements etc. In addition, they also can incorporate technology by using digital story telling platforms or multimedia resources and provide descriptive texts which enable students to infer the meaning.

● Test 14- Writing

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

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

Technique : Guided writing.

Expected Answers

○ Test 14

a) Write a letter to one of your friends who is studying in a foreign country. Describe the plans for your future education. Use about 100 words.

Include the following:

- about the Advanced Level Examination
- subjects you would select
- reasons for your choices
- your ambitions
- any other plans

Test 14 (a)

No. 235,
Senanayake Road,
Alawwa.

12th December 2020.

Dear Suren,

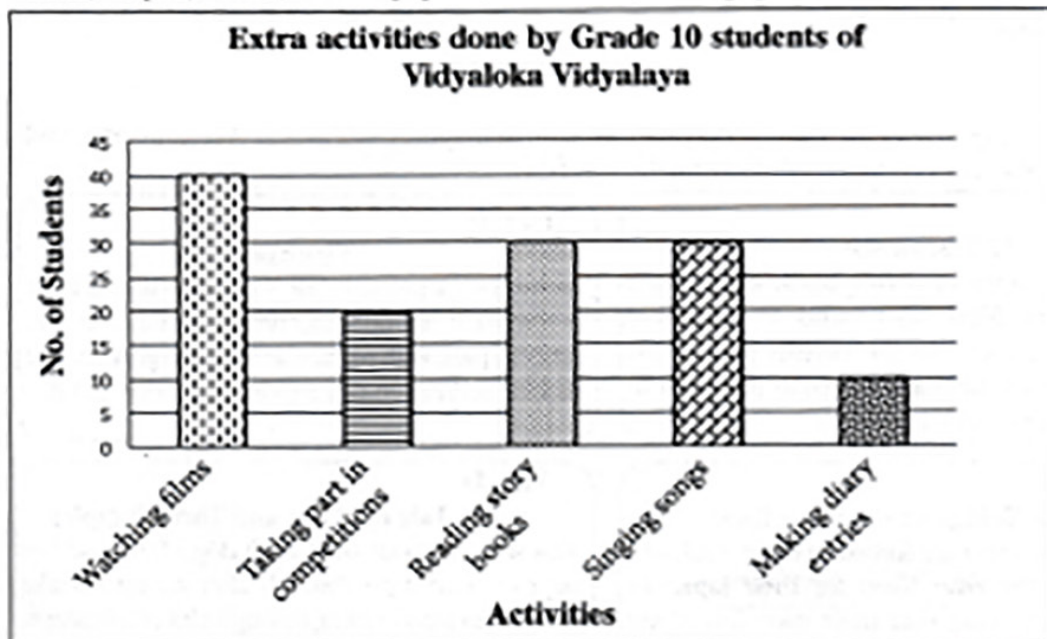
Hope you are keeping well. I'm happy to inform you about my plans for higher education in the future.

I have selected Maths stream for my A/L as I have consistently achieved top grades for Mathematics and I really enjoy studying it. I like to study Pure Maths, Combined Maths, Physics and Chemistry as subjects for my advanced level exam. Studying Maths subjects for A/L would provide a lot of opportunities to prepare for a career in the field of engineering. Further, studying abroad has always been my dream to achieve my academic goals.

Your loving friend,
Pubudu

- b) The following bar graph shows extra activities done by Grade 10 students of Vidyaloka Vidyalaya to improve their English language skills. Write a description about it. Use about 100 words. The following words will help you.

most, equal, least, more popular, less than, less popular



The above bar graph depicts the extra activities done by Grade 10 students of Vidyaloka Vidyalaya to improve their English Language skills. The vertical and horizontal axes represent the number of students and the activities respectively. The activities are watching films, taking part in competitions etc.

According to the bargraph, their most popular activity is watching films. A least number of students make diary entries while an equal number of students read books and sing songs. Reading story books is more popular than making diary entries.

So, it is clear that these students prefer entertaining activities for improving their English.

Observations and Comments on Test 14

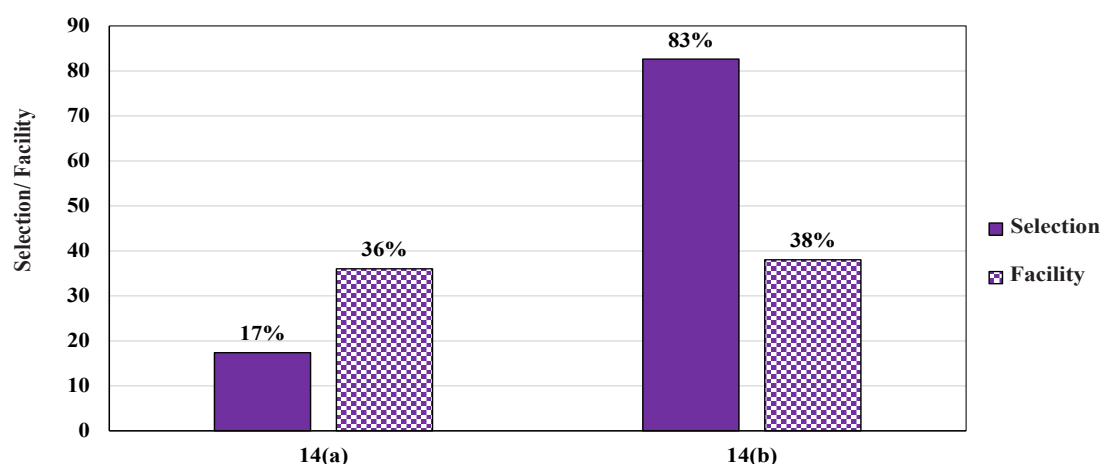
Test 14 is based on Guided Writing. It has two tasks as follows.

Task (a) – Writing an informal letter

Task (b) – Writing a description

Candidates are expected to select one of the two tasks.

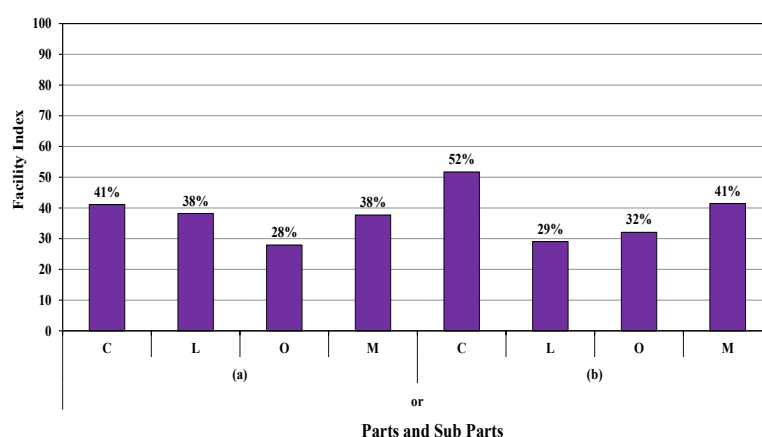
Figure 2.27: Selection and Facility of Tasks in Test 14



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL and RD/16/4/OL Forms

Figure 2.27 shows the selection of tasks against the overall facility recorded. Out of the total number of candidates 17% have selected 14(a) while 83% have selected 14(b). According to the details depicted in Figure 2.27 the difficulty level of both 14(a) and 14 (b) are equal.

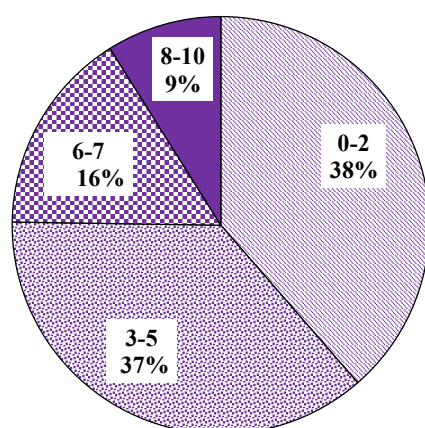
Figure 2.28: Facility for Parts of Test 14



Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

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

Figure 2.29: Distribution of Marks Obtained in Test 14



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

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

8-10 marks	-	9 %
6- 7 marks	-	16 %
3 - 5 marks	-	37%
0-2 marks	-	38%

Figure 2.29 indicates that the percentage of candidates obtained marks from 8-10 for Test 14 is 9% while 16% of candidates have obtained marks from 6-7. Out of the total number, 37% of candidates have scored marks from 3-5 while 38% of candidates have obtained marks between 0 and 2.

The facility of each criteria of Test 14 is as follows.

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

Criteria of Marking	Facility of Tasks	
	14 (a)	14(b)
Content	41%	52%
Language	38%	29%
Format and Organization	28%	32%
Mechanics of Writing	38%	41%

Source: RD Data of 2020 Collected from RD/16/4/OL Form

The highest facility is recorded for the Content and the lowest facility is recorded for the Format and Organization in 14(a). The highest facility is recorded for the Content and the lowest facility is recorded for Language in 14(b).

COMMENTS:

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

14(a) - Writing an informal letter.

The candidates were expected to write an informal letter on the given guidelines on the plans of a student for future education. Part 14(a) specifically assesses the Competency Level 7.3 that tests the ability to write for personal purposes. Out of the total number of candidates only 17% have selected 14(a). The highest facility is recorded for the Content and the lowest facility is recorded for the Format and Organization.

To develop the ability of the students in writing letters, the teachers could introduce a variety of activities in informal letter writing, correct them, provide them with immediate feedback and get the students to rewrite them with proper guidance. Teachers could also provide with model letters and vocabulary building exercises to guide them.

14(b) - Writing a report

The candidates were expected to write a report on statistics given in a bar graph about the extra activities done by grade 10 students of Vidyaloka Vidyalaya. Part 14(b) specifically assesses the Competency Level 7.5 which tests the ability to write simple composition on different types of topics. Out of the total number of candidates 83% have selected 14(b). The highest facility is recorded for the Content and the lowest facility is recorded for the Language in Test 14(b).

To develop the ability of students in writing reports the teachers could provide them with different questions based on report writing using data from bar graphs, pie charts, line graphs, Venn diagrams and tabulated information. Further, teachers could guide the students to write reports, correct them and provide them with immediate feedback and get the students to rewrite them with proper guidance.

● Test 15- Reading

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

Technique : MCQs / Answering questions.

○ Test 15

Read the following text and answer the questions given below.

Life of Sea Otters

- ① The relationship between a mother and her pup shows the most intimate association in a sea otter's life. The adult male provides no parental care, which is typical for most mammals. However a female sea otter spends a great deal of time and energy in caring for her offspring, which depend on her for nourishment and protection.
- ② A mother and her pup are never far apart during the entire time. A pup spends most of its time riding on its mother's belly. Even very large pups, six months or older, may still try to "climb on board". You can't help but feel sorry for a mother struggling to paddle with a pup nearly her own size riding on her stomach!
- ③ A mother's protective behaviour towards her offspring is obvious to anyone. Scientists have made interesting observations on mothers' and pups' behaviour. One mother was found fondling the dead body of a pup and attempting to groom the dead body. In Monterey Harbour, one female who had just lost her pup was seen mothering a plastic bottle - holding it under her chin and fondling it as if it were her pup. One brave mother actually climbed into a boat to rescue her large pup.
- ④ While being attentive to their own young, females rarely care for another mother's pup, probably in part because there's little chance that a mother who has lost her own pup will encounter an orphan.
- ⑤ A pup gets most of its nourishments by nursing from its mother for the first two months of its life. Although the mother continues to suckle her pup throughout the dependency period, the pup gradually adds more solid food to its diet.
- ⑥ A female's two nipples are often visible on her lower abdomen when she is producing milk. Like other marine mammals, sea otters produce milk that's extremely rich in protein and fat and low in lactose or milk sugar.

- (1) State whether the following statements are True or False by putting a tick (✓) in the relevant column.

	True	False
(1) Only female sea otters provide parental care.	✓	
(2) Pups leave their parents when they are six months old.		✓
(3) A female otter is very unlikely to care for another mother's pup.	✓	
(4) Sea otters' milk does not contain lactose.		✓

(1/2) x 4 = 02 marks

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

(a) 'offspring' in paragraph ①

(i) female otters

(ii) male otters

(iii) baby otters

(iv) adult otters

(b) 'encounter' in paragraph ④

(i) ignore

(ii) dislike

(iii) meet

(iv) look after

(1 × 2 = 02 marks)

(3) Write the word in paragraph ② that is similar in meaning to 'whole'.

..... entire

(01 mark)

(4) What do the following words in the text refer to? Write your answers in the space given.

(i) 'her' in paragraph ② line 4 mother / mother's / mother otter / mother otter's

(ii) 'it' in paragraph ③ line 5 a / plastic bottle

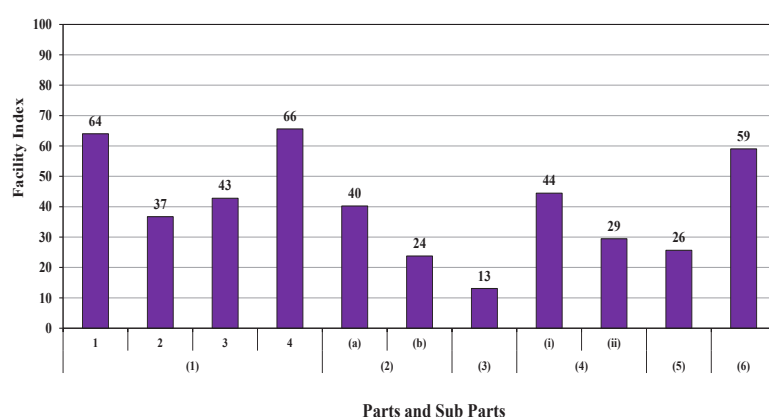
(½ × 2 = 01 mark)

(5) Which of the following provides an example to show a mother otter's caring nature? Underline the answer.

(1) One brave mother climbed into a boat to rescue her large pup.

Observations and Comments on Test 15

Figure 2.30 Facility for Parts of Test 15



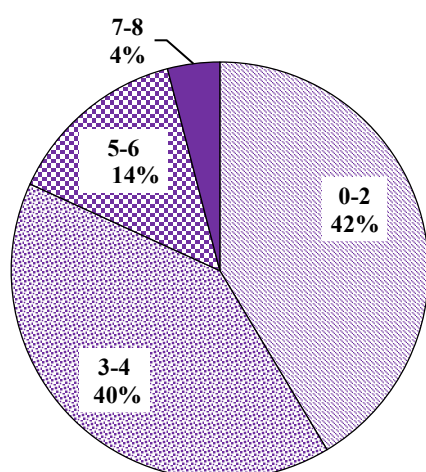
Test 15 is based on Reading. The objective of the question is to assess the ability to extract necessary information from various types of texts. The techniques of answering questions, MCQs, are used. The facility for parts in Test 15 is given below.

Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

Part 1	1 (1) -	64%
	(2) -	37%
	(3) -	43%
	(4) -	66%
Part 2	(a) -	40%
	(b) -	24%
Part 3	-	13%
Part 4	(i) -	44%
	(ii) -	29%
Part 5	-	26%
Part 6	-	59%

Figure 2.30 shows that the facility indices ranged from 13% to 66% for the test, indicating a wide range of difficulty levels among the items. The highest facility of 66 % is recorded for the Sub-Part 4 of the Part 1 while the lowest facility of 13 % is recorded for the Part 3. The moderate item facility suggests that some items were more challenging than others.

Figure 2.31: Distribution of Marks Obtained in Test 15



Almost all the candidates have attempted Test 15. A total of 08 marks have been allocated for this test. The candidates have scored as follows.

7-8 marks	-	4%
5- 6 marks	-	14 %
3-4 marks	-	40%
0 -2 marks	-	42%

Source: RD Data of DoE, 2020 Collected from RD/16/3/OL Form

Figure 2.31 indicates that only 4% of candidates have obtained full marks for Test 15 while 14%% have obtained marks from 5-6. Out of the total number of candidates 40% have scored marks from 3-4 while 42% have scored marks from 0-2.

COMMENTS:

Test 15 is focused on multi-faceted reading skills of the candidates. This mainly assesses the ability of students to extract necessary information from various types of texts under Competency 5. The questions from 1 to 6 are based on two Competency Levels. Parts 1 to 4 of question 1 assess the Competency Level 5.2 which tests the ability to extract specific information from various types of simple texts while questions 3 and 6 assess the Competency Level 5.7 which tests the ability of students on how to infer implied information from a given text. The testing techniques used are True/False, MCQs and answering questions. The text type used is a descriptive text. The distribution of marks shows that a significant portion of candidates (42%) have found this test difficult while only a small percentage (4%) of candidates have performed exceptionally well. The facility of the sub-parts ranged from 13% to 64% indicates a difficult to moderate level of performance by the candidates.

To develop this reading skill, teachers have to provide the students with different types of texts such as descriptive texts from various sources like articles, stories, passages to practise comprehension. Teachers also can conduct post reading discussions or activities that require students to identify and analyze key information, make inferences and explore the meanings of the vocabulary given in a context. In addition, the teachers could incorporate technology by using online reading comprehension resources, digital texts or interactive platforms that provide descriptive texts and comprehension questions.

● Test 16- Writing

Objective : Assess the ability to write compositions.

Technique : Guided writing.

○ Test 16

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

(a) Write an article to a school magazine on 'The natural beauty of Sri Lanka'

Include

- location - Indian Ocean
- golden beaches along the coast
- rivers, mountains, waterfalls, forests and wildlife
- how to protect the natural beauty

(b) A speech you would make in the morning assembly on "Good health habits prevent spreading of diseases."

Include

- good health habits (personal hygiene, home-made food, exercise)
- how they prevent diseases
- what students can do in schools

(c) Write an essay on 'Sources of Information'

Include

- common sources
(television, newspapers, books, journals, web pages)
- describe the sources you use
- advantages of using them
(quick access to information, reliable, useful, providing entertainment)

(d) Rizvi and Sheral are students. They are discussing what they did during the holiday. Complete the dialogue between them.

Rizvi : It was a long vacation, wasn't it?

Sheral : Yes. How did you like it?

16 c. Sources of Information:

Information can be considered as the processed data. They are reliable, complete and relevant. We need information for our day-to-day activities. Everyone in the world, irrespective of their age, gender etc., needs to know information. Being informative makes us more comfortable when we are dealing with other people in the society.

There are many sources of information. Television, newspapers, books, journals and web page are the most common sources from which people obtain information. Nowadays, social media, mobile phones, etc. play a major role as modern sources of information. Newspapers and ebooks also can be considered as the sources of information. These days, people mostly use ebooks, e-newspapers, social media, etc. as sources of information. There are less expensive sources of information as well as expensive ones.

Out of all these sources of information, I use the mobile phone, television, social media and newspapers to obtain information as they are the ones which are freely available. Using social media, we can get a lot of information about the world. Information from every nook and corner in the world

can be obtained using the internet. Newspapers are a very cheap way of obtaining information and they have become very popular among people. I always refer to newspapers and get information about the present situation of the world.

There are many advantages of using these sources of information. They give quick access to information and they provide entertainment too. They are very helpful and reliable. Books, televisions, and newspapers are some sources of knowledge. Films, cartoons, beautiful stories and poems also provide us with entertainment. There is a common saying, "Reading maketh a full man". So, this saying bears witness to the advantage of using the sources of information very effectively. To be an outstanding personality among other people, we should have knowledge, intelligence, manners, and good habits. Actually, these sources of information play a major role in building balanced personalities.

The above discussion shows the common sources of information and the advantages the people get because of them. We should use more and more sources to become resourceful and well-equipped personalities in the society.

Model Answer for 16(a)

The Natural Beauty of Sri Lanka

Sri Lanka is an island in the Indian Ocean. The golden beaches in the coastal line add beauty to Sri Lanka. The southern and eastern coastal beaches are the main locations of natural beauty in Sri Lanka. Among them Hikkaduwa, Mirissa, Unawatuna, Nilaweli are the glamorous places to encounter golden beaches.

Sri Lanka has an extensive network of rivers and Mahaweli is the longest river. Other significant rivers include Kelani, Kalu and Walawe which support agriculture through a series of large scale irrigation schemes. Among the mountains, Pidurutalagala is the highest mountain and there are lots of stunning waterfalls. This island is rich with forests areas and Sinharaja is an example for them. Sri Lanka has its own unique species of birds, animals and reptiles making it a paradise of wildlife lovers.

Protecting the natural beauty is a responsibility of all Sri Lankans, while measures to protect the natural beauty of Sri Lanka with its fauna and flora will have to be taken by the relevant authorities. Steps should be taken to stop deforestation and destruction of wildlife and a proper management system should be implemented to protect the natural beauty of Sri Lanka.

Model Answer for 16(b)

Good morning! Dear Principal, teachers and friends,

I'm going to speak about "Good health habits prevent spreading of diseases".

What do we mean by health habits? They are good practices that contribute to the well-being of a person. Good habits are related to nutrition, exercise, mental health and social relationships.

The most effective way to protect from diseases is to live a healthy life. Personal hygiene is important and it means keeping all parts of the body clean and healthy. Taking fresh, hygienic, organic and nutritional food is essential for a healthy life. Home-made food can be recommended for daily consumption. Be physically active and it will improve our health, managing our weight, and reducing the risk of diseases.

In schools students can do a lot of things to promote good health and prevent diseases. First of all, classrooms should be clean, neat, tidy and well-ventilated. They can learn good health habits and practise them in the classroom. There is a saying that, "Cleanliness is next to Godliness". Therefore, if we practise good health habits we can prevent spreading of diseases. Finally, remember that, "Health is wealth" and I wish you to live a healthy life.

Thank you.

Model Answer for 16 (d)

Rizvi : It was a long vacation. Wasn't it?

Shenal : Yes. How did you like it ?

Rizvi : It wasn't really bad. But actually, we couldn't enjoy it well. How about you?

Shenal : Well, we too couldn't enjoy ourselves. We all had to stay the whole vacation at home because of the pandemic.

Rizvi : Shenal, we went to our grandma's house to spend the day.

Shenal : How nice. What did you do there?

Rizvi : I met some of my friends there. We climbed up a mountain with my father and uncle Ravi

Shenal : So , what did you do there?

Rizvi : We sat on a large stone under a tree and sang songs. I played my flute.
We saw some peacocks and big squirrels also there.

Shenal : You would have really enjoyed your visit.

Rizvi : What about you?

Shenal : I didn't go out. I played with my sisters.

Rizvi : Did you play the whole day?

Shenal : No dear. We had online classes, we played games and watched our popular cartoons and dramas on TV.

Rizvi : Shenal, isn't that the bell?

Shenal : Yes. The interval is over.

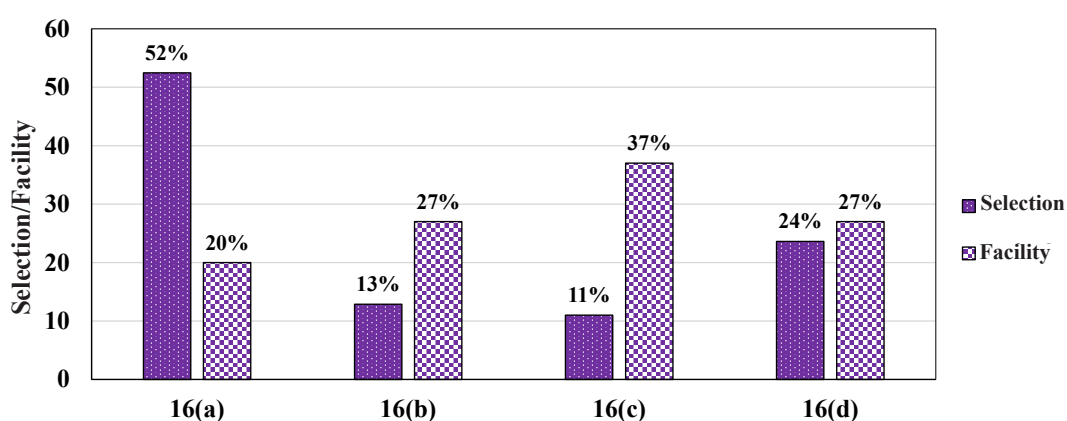
Rizvi : Let's go to the classroom.

Observations and Comments on Test 16

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

1. Writing an article - 52%
2. Writing a speech - 13%
3. Writing an essay - 11%
4. Writing a dialogue - 24%

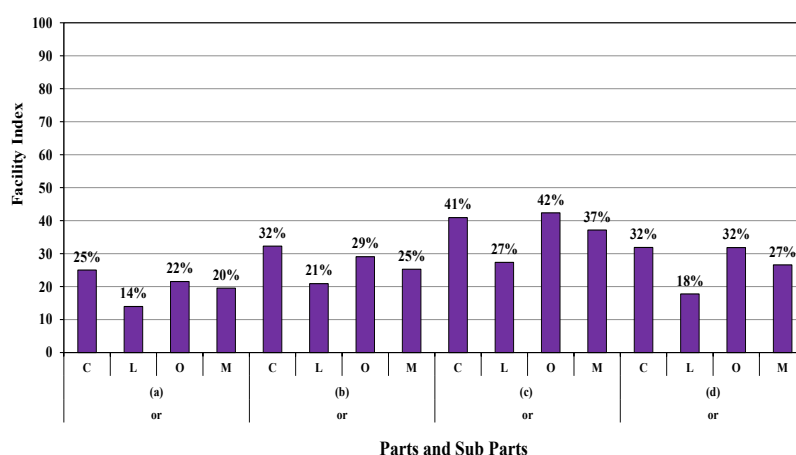
Figure 2.32: Selection and Facility of Tasks in Test 16



Source: RD Data of DoE, 2020 Collected from RD/16/3/OL and RD/16/4/OL Forms

Figure 2.32 shows details on selection of tasks in question 16 against the facility recorded for them. The most popular task has been 16(a), writing an article which was selected by 52% of the candidates. The lowest preference has been 16(c), writing an essay. The task 16 (b) and 16 (d) have been selected by 13% and 24% candidates respectively. The facility of the tasks of the test 16 ranged from 20% to 37% and that indicates a high level of difficulty in every item.

Figure 2.33: Facility for Parts of Test 16



Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

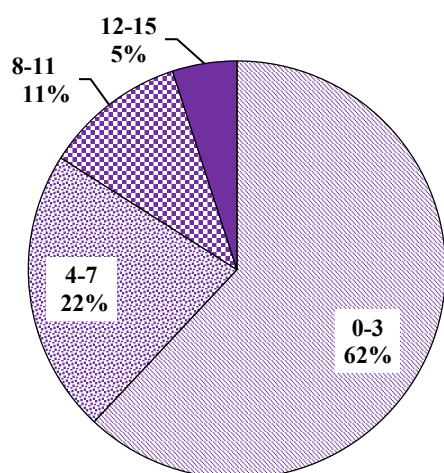
Figure 2.33 shows the facility of each test item of Test 16 under the criteria of marking.

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

Criteria of Marking	Facility of Tasks			
	16(a)	16(b)	16(c)	16(d)
Content	25%	32%	41%	32%
Language	14%	21%	27%	18%
Format and Organization	22%	29%	42%	32%
Mechanics of Writing	20%	25%	37%	27%

Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

Figure 2.34: Distribution of Marks Obtained in Test 16



Source: RD Data of DoE, 2020 Collected from RD/16/4/OL Form

Almost all the candidates have attempted Test 16. A total of 15 marks have been allocated for this test. The candidates have scored as follows.

12 -15 marks	-	5 %
8- 11 marks	-	11 %
4 -7 marks	-	22%
0 -3 marks	-	62%

Figure 2.34 indicates that only 5% of candidates have obtained marks from 12 -15 for Test 16 while 11% have obtained marks from 8-11. Out of the total number, 22% of candidates have scored marks from 4 -7 while 62% have scored marks from 0 - 3.

COMMENTS:

Test 16 is focused on the ability of using English creatively and innovatively in written communication under Competency 7 which is related to writing skill. This specifically assesses the Competency Level 7.8 which tests the ability to write compositions. The test has 4 tasks where the candidates can select one and answer. The test carries 15 marks. Marks are awarded according to the criteria under Content, Language, Format and Organization and Mechanics of Writing (C-5, L-5, O-2, M-2). The facility of the option of the Test 16 ranged from 20% to 37% which indicates a high level of difficulty in answering the tasks of Test 16.

To develop writing skills teachers could conduct pre writing activities such as brainstorming, mind mapping or discussions which help students to generate ideas and organize their thoughts. Furthermore, peer review and feedback on writing tasks can be done to help students to improve content development, organization, language accuracy and overall coherence. To improve the skill of writing dialogues, teachers could provide students with audio visual aids, authentic situations and they can be motivated to speak a few words. In addition, giving exposure to listen to various dialogues and train the students to write them would reinforce their skill of writing.

Part III

3.0 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.
- 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.

