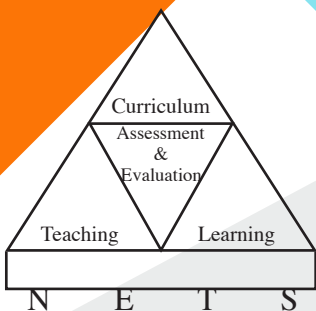




Mulika Piriven Final Examination Evaluation Report 05-English Language

2019



Research & Development (Institutional Exams) Branch
Research & Development Division
National Evaluation & Testing Service
Department of Examinations,

INTRODUCTION

According to Pirivena Education Act No 64/1970, the Mulika Piriven curriculum consists of six core subjects and six optional subjects. Sinhala , Pali, Sanskrit, Thripitaka Dhamma, English Language and Mathematics are the core subjects. The optional subjects are History, Geography, General Science , Sociology , Health Science and Tamil.

Mulika Piriven Final Examination is considered as an equivalent qualification to the G.C.E.(O/L) Examination. The student who pass the Mulika Piriven Final Examination are eligible to follow the G.C. E. (A/L) subjects in a pirivena or in any education institute.

The candidates and the Heads of pirivenas are very keen on getting a very high achievement level at this examination and they have special educational programmes in the institutions to maintain a very high level of achievement at the examination. Therefore , I believe that this Evaluation Report which is first of its kind in the long history of this Examination will be a very valuable asset for them to maintain higher achievement levels at the examination .

The information contained in this report will be greatly helpful for the candidates, the teachers, the Institutional Heads, Subject Directors, and any researcher who are interested in the field. Hence , I feel that every step should be taken to make the report more accessible and available for the general public.

This evaluation report consists of three parts: Part I , Part II and Part III.

Part I consists of the subject objectives and the achievement levels of the subject, English Language. It gives information on the number of candidates, the grades achieved , the district achievement levels, selection of questions by the candidates for paper I and paper II , the distribution of marks for each question in both parts and a detailed analysis of the student achievement. Part II , includes the questions of paper I and paper II , and the details of the performance of the candidates. Also , it includes the expected answers and the marking scheme.

The report is based on the information , observations and the suggestions provided by the assistant examiners and the chief examiners. It provides statistical information on the student responses that have been analyzed using the Classical Test Theory and the Item Response Theory.

Part III gives information on how the candidates should answer the questions and the suggestions on the Teaching / Learning process. I kindly request you to send your ideas and suggestions regarding the report to improve its quality in the future publications. I thank the chief examiners, the assistant examiners, the committee members and the officers in the Department of Examinations for making this a success.

L.M.D. Dharmasena
Commissioner General of Examinations

18.11.2022
Research & Development (Institutional Exams) Branch
National Evaluation & Testing Service
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Part I

1.0 Objectives and information regarding the achievement in the subject

1.1 Subject Learning Objectives

01. Will read and comprehend the contents of various types of literary and non- literary texts using appropriate strategies as and when necessary.
- 02 Will compose various types of texts focusing on the different organizational patterns, rhetorical styles, and mechanics of writing as well as aspects of culture, register and authorial purpose.
03. Will produce mutually intelligible, coherent, grammatically accurate content in diverse contexts and cultural situations.
04. Will listen and decipher the purpose and content of different types of utterances focusing on issues of register, point of view, culture and content.
05. Will use and comprehend the conventions of standard grammar and vocabulary in order to communicate accurately and effectively.
06. Will use to read and comprehend various texts in Buddhist literature written in English.
07. Will demonstrate the confidence to engage in diplomatic relations with different countries in the world.
08. Will engage in the propagation of Buddhism worldwide and inspire world Communities to seek solace in sublime Dhamma.

1.2 Information regarding the achievement of candidates in the subjects

1.2.1 Number of candidates who sat for English Language

	Piriven	Private	Total
Sinhala	2423	34	2457
English	15	0	15
Total	2438	34	2472

Table 1

1.2.2 Grades obtained by the candidates

Grade	Piriven Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	55	2.26	1	2.94	56	2.27
B	93	3.81	3	8.82	96	3.88
C	226	9.27	11	32.35	237	9.59
S	1174	48.15	12	35.29	1186	47.98
W	890	36.51	7	20.59	897	36.28
Total	2438	100.00	34	100.00	2472	100.00

Table 2

1.2.3 Grades obtained by piriven candidates who sat the examination for the first time - District-wise

District	No.sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary Pass (S)		Pass (A+B+C+S)		Weak pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Colombo	159	5	3.14	7	4.4	15	9.43	76	47.8	103	64.78	56	35.22
Gampaha	213	5	2.35	12	5.63	42	19.72	104	48.83	163	76.53	50	23.47
Kalutara	137	0	0	2	1.46	10	7.3	62	45.26	74	54.01	63	45.99
Kandy	280	18	6.43	20	7.14	47	16.79	142	50.71	227	81.07	53	18.93
Matale	78	0	0	0	0	3	3.85	35	44.87	38	48.72	40	51.28
NuwaraEliya	43	4	9.3	2	4.65	4	9.3	23	53.49	33	76.74	10	23.26
Galle	198	5	2.53	0	0	8	4.04	86	43.43	99	50	99	50
Matara	177	0	0	0	0	6	3.39	100	56.5	106	59.89	71	40.11
Hambanthota	104	0	0	1	0.96	2	1.92	62	59.62	65	62.5	39	37.5
Vauniya	1	0	0	0	0	0	0	0	0	0	0	1	100
Batticaloa	2	0	0	1	50	1	50	0	0	2	100	0	0
Ampara	59	8	13.56	25	42.37	19	32.2	3	5.08	55	93.22	4	6.78
Trincomalee	18	0	0	0	0	0	0	4	22.22	4	22.22	14	77.78
Kurunegala	240	2	0.83	6	2.5	18	7.5	99	41.25	125	52.08	115	47.92
Puttlam	46	0	0	2	4.35	3	6.52	21	45.65	26	56.52	20	43.48
Anuradhapura	171	4	2.34	1	0.58	10	5.85	68	39.77	83	48.54	88	51.46
Polonnaruwa	44	2	4.55	5	11.36	10	22.73	15	34.09	32	72.73	12	27.27
Badulla	135	1	0.74	5	3.7	11	8.15	81	60	98	72.59	37	27.41
Monaragala	75	1	1.33	3	4	5	6.67	38	50.67	47	62.67	28	37.33
Ratnapura	143	0	0	3	2.1	10	6.99	83	58.04	96	67.13	47	32.87
Kegalle	149	1	0.67	1	0.67	13	8.72	84	56.38	99	66.44	50	33.56
All Island	2472	56	2.27	96	3.88	237	9.59	1186	47.98	1575	63.71	897	36.29

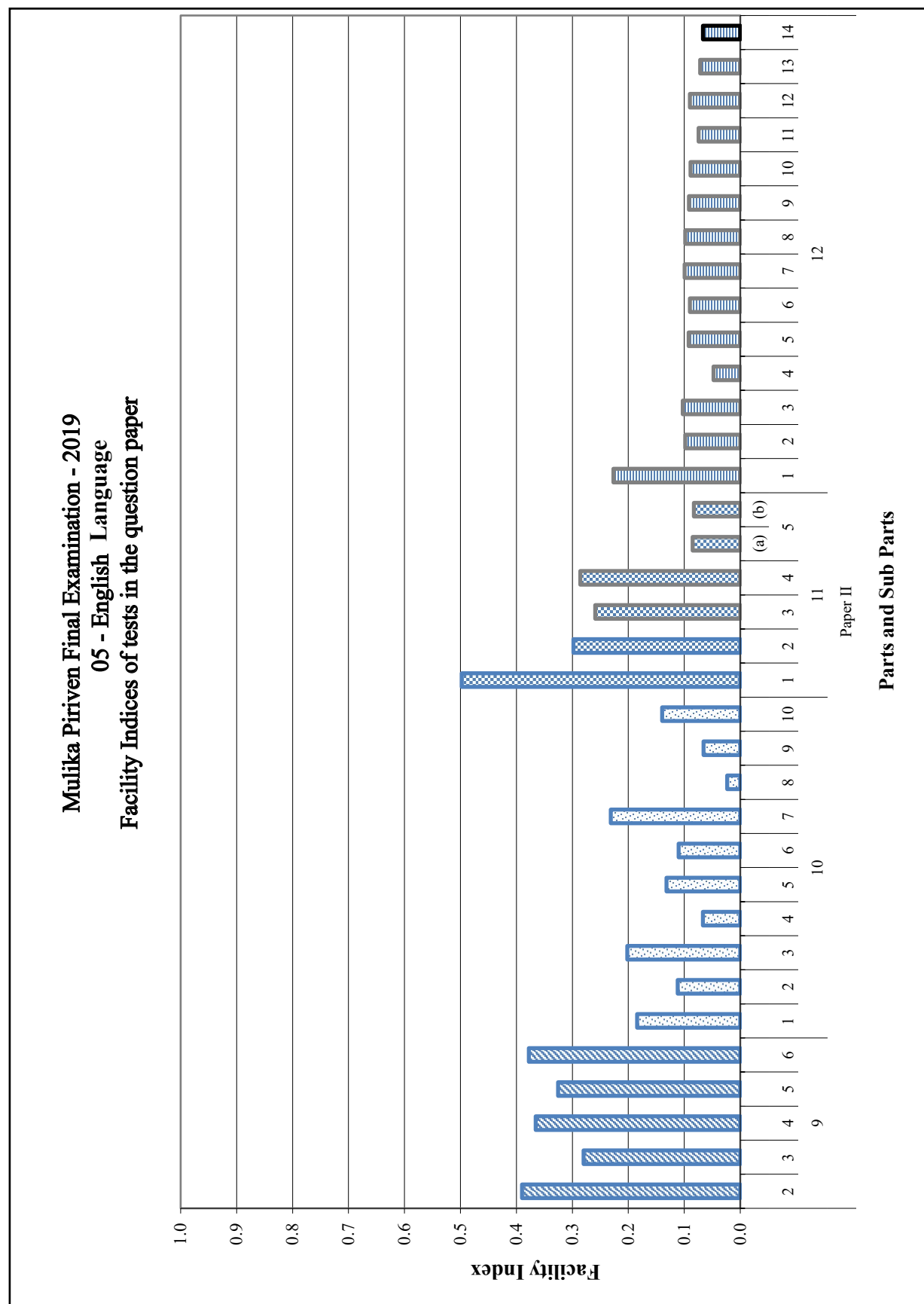
Table 3

1.2.4 Marks obtained according to class intervals

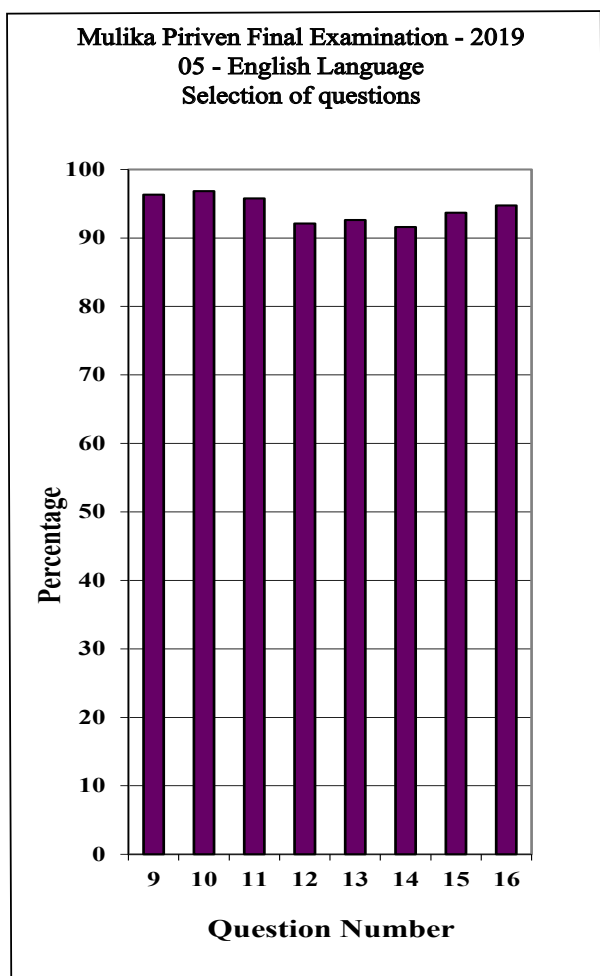
Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	3	0.12	2472	100.00
81 - 90	17	0.69	2469	99.88
71 - 80	75	3.03	2452	99.19
61 - 70	117	4.73	2377	96.16
51 - 60	157	6.35	2260	91.42
41 - 50	249	10.07	2103	85.07
31 - 40	480	19.42	1854	75.00
21 - 30	823	33.29	1374	55.58
11 - 20	518	20.95	551	22.28
01 - 10	33	1.33	33	1.33
00 - 00	0	0.00	0	0.00

Table 4

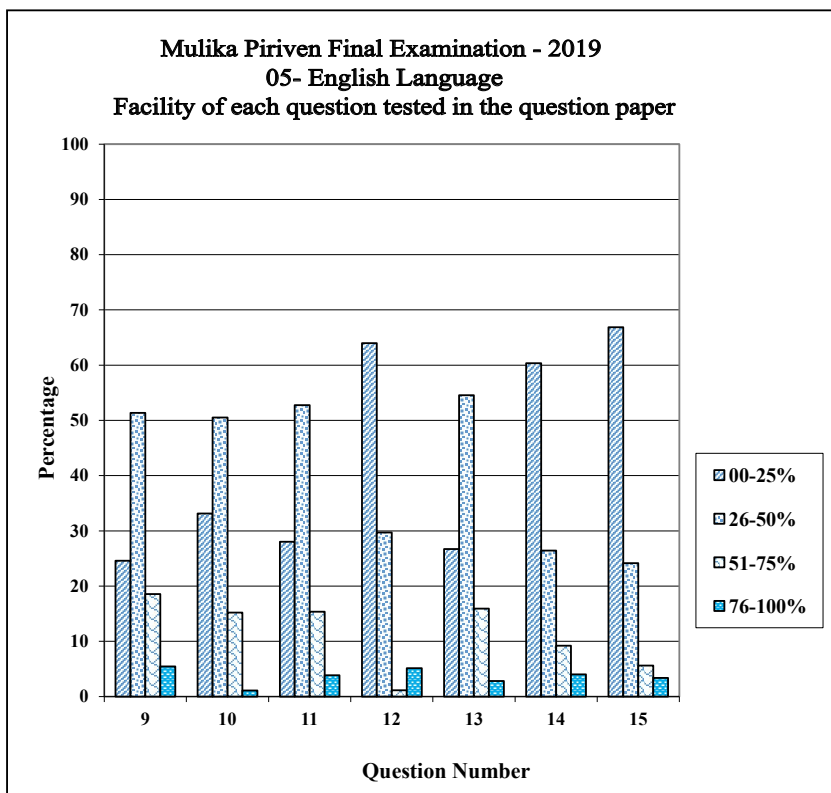
1.3 Analysis of Subject Achievement



1.3.1 Selection of questions



1.3.2 Facility of each question tested in the question paper



Part II

2.0 Information regarding questions and answers

Area of Testing	Paper I		Paper II		% of total marks
	No. of Tests	Marks	No. of Tests	Marks	
A. Reading	2	10	3	20	30%
B. Vocabulary	2	10	1	5	15%
C. Grammar and lang :functions	2	10	2	10	20%
D. Writing	2	10	2	25	35%
Total	8	40	8	60	100%

The tests in the English paper of the piriven final Examination from 2018 will measure competencies related to Reading, Vocabulary, Grammar and Language functions and Writing. The tests will be based on a variety of text types (stimuli) and will be organized from easy to demanding. Testing techniques for each area may vary from year to year.

Calculation of Final Marks	Paper I =	40	Marks
	Papers II =	<u>60</u>	Marks
	Total =	<u>100</u>	Marks

- Writing tests in paper I should be based on parallel writing , guided writing or free writing techniques.
- The text types for paper I and paper II are as follows.

Announcements	Dialogues	Posters
Descriptions	Letter	Itinerary
Diary pages	Stories	E- mails
Invitations	Messages	Pictures
Extracts	Biographies	Poems
Academic texts	Dictionary pages	Graphs
Charts/ Notices	Speeches	Notes

2.1 Question paper I

Paper I - Duration 1 hour

Total Marks : 40

- paper I includes 8 test items and all are compulsory.
- Each question carried 5 marks marking a total of 40 marks.
- Time allocated for paper I is 1 hour.

Question No.	Skill	Marks Distribution	Total
01	Vocabulary	1x5	05
02	Grammar	1x5	05
03	Vocabulary	1/2x10	05
04	Reading	1x5	05
05	Reading	1x5	05
06	Writing	C-2, L-3	05
07	Reading	1x5	05
08	Writing	C-2, L-3	05
	Total		40

2.1.1 Tests and expected answers, marking Scheme, observations and comments

TEST 01

Objective - Assess the ability to use words appropriately to convey precise meaning

Technique - Binary Choice

Complete the dialogue. **Underline** the correct word given within brackets. *The first one is done for you.* (01×5=05 marks)

Venerable Rahula : Soratha, I met you after a long time. How are you?

Venerable Soratha : I'm fine but I (1) (heard, herd) you've been ill.

Venerable Rahula : Well, I had the (2) (flew, flu) for two weeks, but I'm fine now.

Venerable Soratha : Yes, you look alright now. (3) (Buy, By) the way, did you (4) (hear, here) about our exam?

Venerable Rahula : No, what is it?

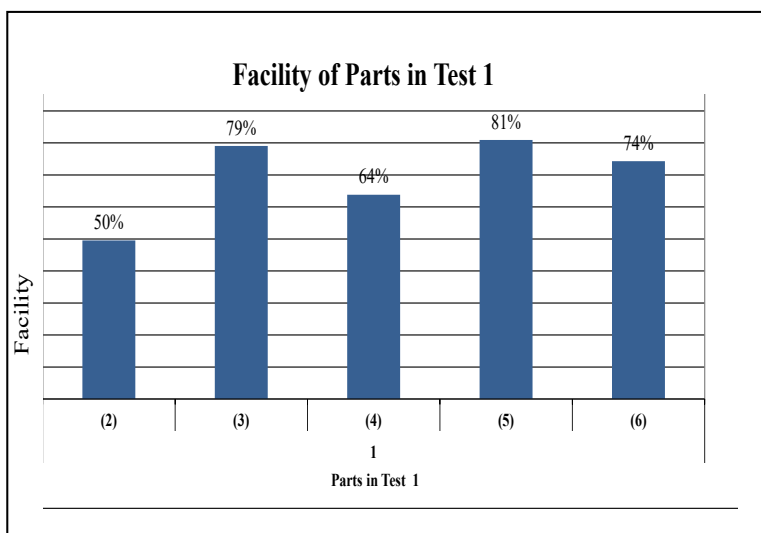
Venerable Soratha : It has been postponed until next (5) (week, weak).

Venerable Rahula : Oh, is that (6) (saw, so)? Anyway, we have more time to study now.

Venerable Soratha : Yes, that's good.

(01×5 = 05 Marks)

Observations and Comments on Test 1.



Test 1 is an easy test item. It has been designed to give a motivational start for the candidate.

This test item is based on vocabulary and the facility of each part of test 1 is as follows:

The highest facility of 81% is recorded for part 05 while the lowest facility of 50% is recorded for part 02. Facility for each part is above 50%. Almost all the candidates have been able to perform test 01 successfully.

The familiarity of the technique and the constant practice of the classroom activities related to vocabulary would have been the reason for the higher facility for the test. However, part 02 of this item has been more difficult for the candidates than the other parts. The reason for this may be the unfamiliarity of the words “flew” and “flu” and the inability to differentiate the meanings of these two words used in different contexts.

This test item has been easy for the students and it would have given the intended motivational start for the candidates to proceed with the rest of the question paper.

The highest facility which is recorded for part 05 is due to the familiarity of the word “week”. It’s better if the teachers can teach “Homonyms” in meaningful contexts rather than teaching them as isolated words.

TEST 02

Objective - Assess the ability to use definite and indefinite articles in context

Technique - Completion

The following is a notice displayed at Vijayaba Pirivena. Read it and **underline** the most suitable word in brackets. *The first one is done for you.*

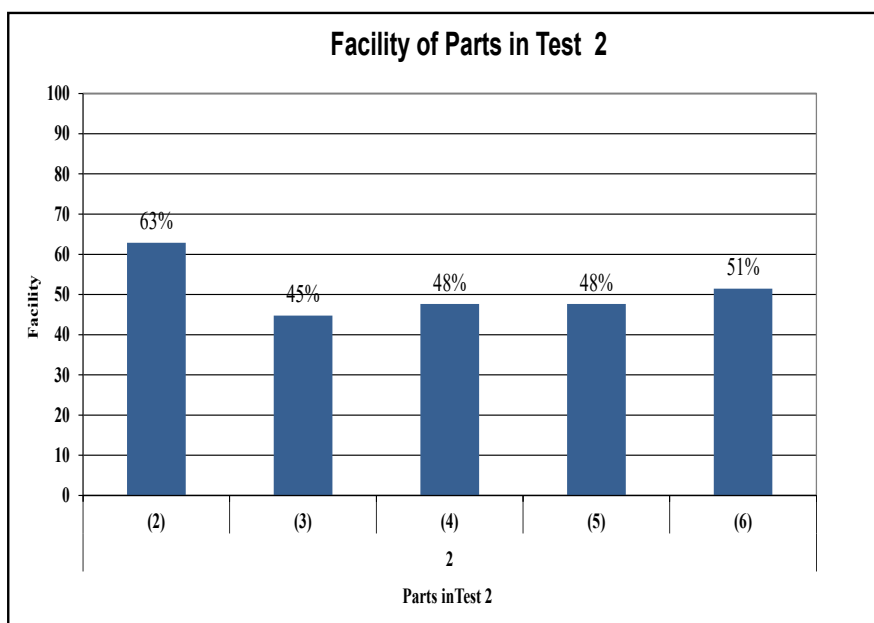
Notice

The English Literary Association of Vijayaba Pirivena has organized (1)
(a, an, the) competition on 'Essay Writing' for grade 5 students. It will be held on
(2) (a, an, the) 3rd of December at the pirivena main hall. You
can select (3) (a, an, the) topic from the topics given and write
(4) (a, an, the) essay of about 150 words. If you are interested, collect
a copy of (5) (a, an, the) application displayed on the notice board
from your class teacher. For further details contact (6) (a, an, the)
Secretary of the English Literary Association.

Organizing Committee

(01×5 = 05 Marks)

Observations and Comments on Test 2.



This test item is aimed at assessing the ability to use definite and indefinite articles in context. The facility of parts recorded for test 02 is as follows:

The highest facility of 63% is recorded for part 02 while the lowest facility of 45% is recorded for part 3.

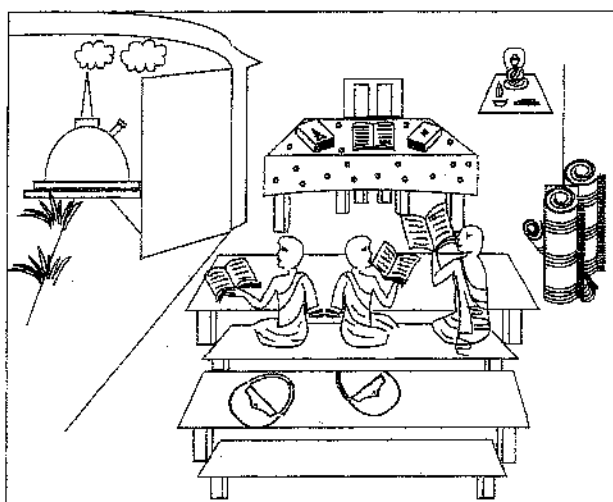
The low facility levels for parts 03,04 and 05 may be due to the inability to use definite and indefinite articles in context though the text type is a very familiar one. Identifying articles in context in familiar text types such as notes, notices etc. and giving constant practice in using them would motivate the candidates to attempt similar test items. Hence, the teachers are advised to use many such text types in classroom teaching, paying attention to the structure and the use of grammar.

TEST 03

Objective - Assess the ability to use picture based vocabulary in context.

Technique - Completion / selection

Study the picture and fill in the blanks with the words given. Write the correct letter of the word in the blank.



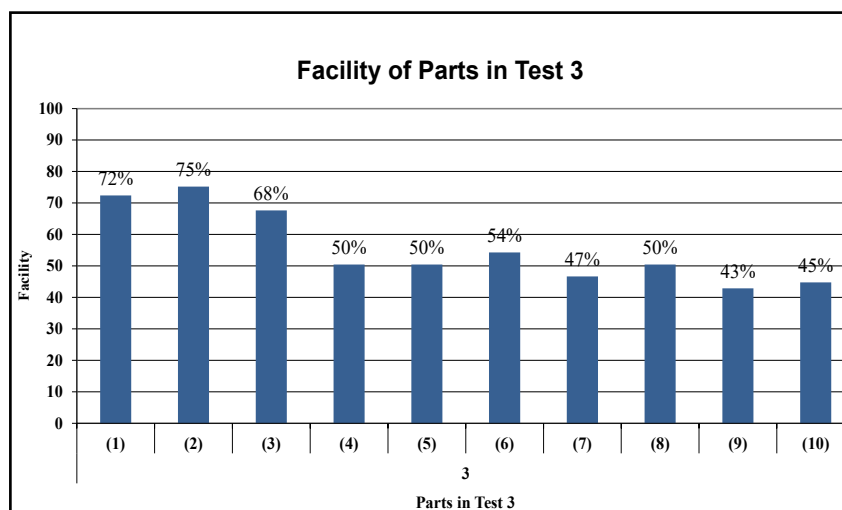
(½×10=05 marks)

a	reading
b	mats
c	three
d	bags
e	table
f	armchair
g	stand
h	statue
i	book
j	cloth

This is a picture of a classroom. There are (1) **c** monks sitting and (2) **a** books. There are some (3) **d** on the desk behind them. The teacher's (4) **e** is in the front and it is covered with a (5) **j**. There is a (6) **i** kept open on it. There is one (7) **f** behind the table. Some (8) **b** are left against the wall. On a wooden (9) **h** there is a (10) **g** of Lord Buddha. A *dagaba* is also seen through the open door.

(1/2×10 = 05 Marks)

Observations and Comments on Test 3.



This test item is based on vocabulary and is meant to assess the ability to use vocabulary in context using the picture clues given. The facility of parts recorded for test 03 is as follows:

The highest facility of 75% is recorded for part 02 while the lowest facility of 42% is recorded for part 09.

The simple sentence structure in the paragraph and the familiar words make the test item easy for the candidate and part 02 has been the easiest of all due to the familiarity of the word 'reading' and the use of the words such as 'armchair' and 'statue' seem to be new for the candidates, thus facility levels of those have been low. Constant practice of vocabulary items that are used in day-to day life and describing more pictures using simple structures will help the candidates to overcome the difficulties in attempting a test item of this nature.

TEST 04

Objective - Assess the ability to respond accurately for different language functions.

Technique - Matching

What would you say on the following situations. Match the situations with what you would say. Write the correct letter in the box. *The first one is done for you.* (01×5=05 marks)

Situation

- (1) Your friend has got through an exam with flying colours.
- (2) Your friend is suffering from fever.
- (3) It's your best friend's birthday.
- (4) Your friend is sad about the loss of his grandfather.
- (5) Your friend is leaving for his hometown tomorrow.
- (6) It's your friend's final exam today.

c

b

e

f

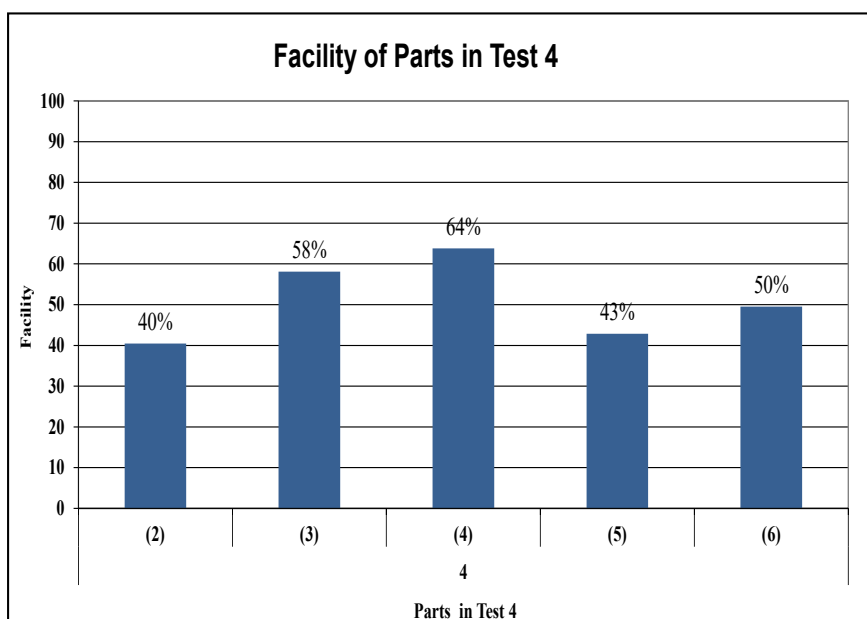
a

d

- a) Safe journey!
b) Get well soon!
c) Congratulations!
d) Best of luck!
e) Many happy returns of the day!
f) Accept my deepest sympathies!

(01×5 = 05 Marks)

Observations and Comments on Test 04.



This test item is based on reading and this is to assess the ability to respond for different language functions which they come across in their day to day life. The facility of parts recorded for test 04 is as follows:

The highest facility of 64% is recorded for part 04 while the lowest facility of 40% is recorded for part 02.

In this test item, the candidates had to match situations with responses. In part 02, the word 'suffering' would have caused difficulty in finding the answer because of the unfamiliarity of the word. Though the candidates were expected to guess the meaning from the context, they had not been able to do so due to lack of practice. The majority of the candidates are Buddhist clergy. So the lack of experience might have caused unfamiliarity as the greetings given are not religious.

TEST 05

Objective - Assess the ability to extract information from an advertisement to complete a note / message

Technique - Transferring information

Read the following advertisement and complete the letter given below. Select suitable words from the advertisement. Write **one word** in each blank. The first one is done for you.

(01×5=05 marks)

Book Sale!

Sumudu Publications and Ranvila Public Library are teaming up to host a book sale!

Books ! Books ! Books !

Fiction, non-fiction and textbooks on a range of topics will be available for sale along with DVDs and CDs

Most items priced below Rs. 200/=

Wednesday, December 27th from 9.00 a.m. to 4.00 p.m. at Ranvila Community Centre

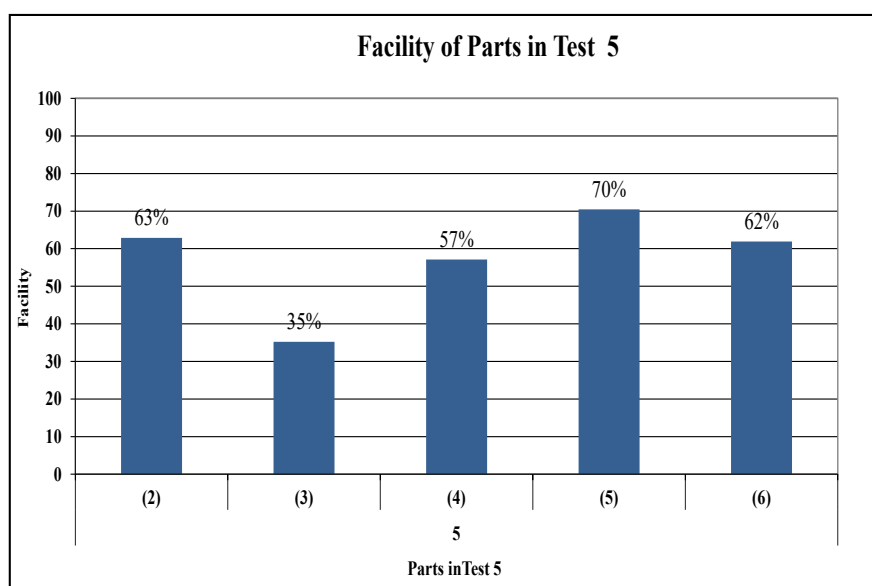
Dec. 10

Dear Sobhitha,

I saw an advertisement about a book sale in a local magazine. I think it's a good chance for us as we both like to read (1)**books**..... There are (2)**fiction**..... non-fiction and textbooks for (3)**sale**..... Most of the items are priced (4)**below**..... Rs. 200/=. It is on (5)**Wednesday**..... the 27th December at the Community (6)**Centre**..... Shall we go? I look forward to hearing from you.

Mangala

Observations and Comments on Test 5.



This test item assesses the ability to read and transfer specific information from the given text to a different form of a text. The facility of parts recorded for test 05 is as follows, The highest facility of 70% is recorded for part 05 while the lowest facility of 35% is recorded for part 03.

The lowest facility has been recorded for part-03 and the answer expected is “sale”, but the candidates had not been able to get the meaning of the complete sentence. As a result they have used answers such as ‘DVDs’ and CDs’ directly from the advertisement.

However, to attempt this type of test item, the candidates should be trained to identify key words and phrases which denote the specific information. This involves two processes: identifying the key words and phrases and using them in the context.

The candidates need the ability to read and understand a given text in order to extract necessary information. So the students should be provided with various types of texts to read and they should be guided to extract specific information and also to transfer information from one text type to another. Eg. from an advertisement to a note, from a dialogue to a message, from a description or content of a paragraph to a grid etc.

TEST 06

Objective - Testing the ability to write a reply to a note

Technique - Guided writing / giving information

You received the following note from one of your friends.

Dear Samitha,

I'm going on a trip to Anuradhapura. Would you like to join? Reply soon.

Dec. 20

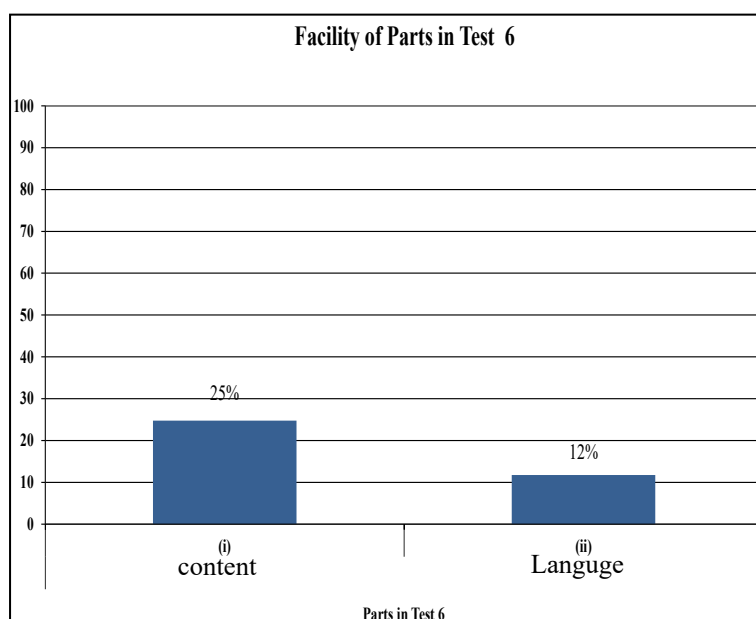
Medhananda

Write a note replying to your friend. Use **40-50 words**.

- Say you like to join
- Ask when and how he hopes to go
- The number of days for the trip
- The places to visit

(05 marks)

Observations and Comments on Test 6.



Test 06 is a guided writing test item where the students have to write a reply for a given note.

Although more marks are allocated for language the students have scored more marks for content. The facility of content is 25% whereas that of language is 12%.

Comprehending the question seems to be a common problem for students and it is necessary to guide the students to comprehend the context of the test.

Students are unable to identify the structures and the tense to write the answer. These observations should be taken into consideration in classroom teaching and constant practice should be given on the process not on the end product of writing. On the otherhand it can be argued the students have the content matter to write but they can not practically write as they have to write using correct language structures. If teachers pay attention to teach simple language structures and find time for individual error correction and giving feedback, these weaknesses can easily be avoided.

TEST 07

Objective - To assess the ability to read and understand directly stated information in a text

Technique - Multiple Choice Questions

Read the following text.

(01×5=05 marks)

I was sitting on the bank of a small canal looking at a couple of cranes fishing in the muddy water, when I felt my elbow nudged. Looking around, I found at my side a little goat, as soft as velvet, with pretty grey eyes. Neither her owner, nor her mother was around. As she continued to nudge me, I looked in my pocket for some titbit, and finding a biscuit, held it out to her. She ate it with pleasure and then sat down beside me and began nibbling at the grass.

A little later, I got up to leave. The goat rose too. 'Go home', I said, but she didn't show any reaction other than looking at me. Anyway her home it seemed was on the other side of the canal. It was clear that her thin legs were too weak to cross the canal.

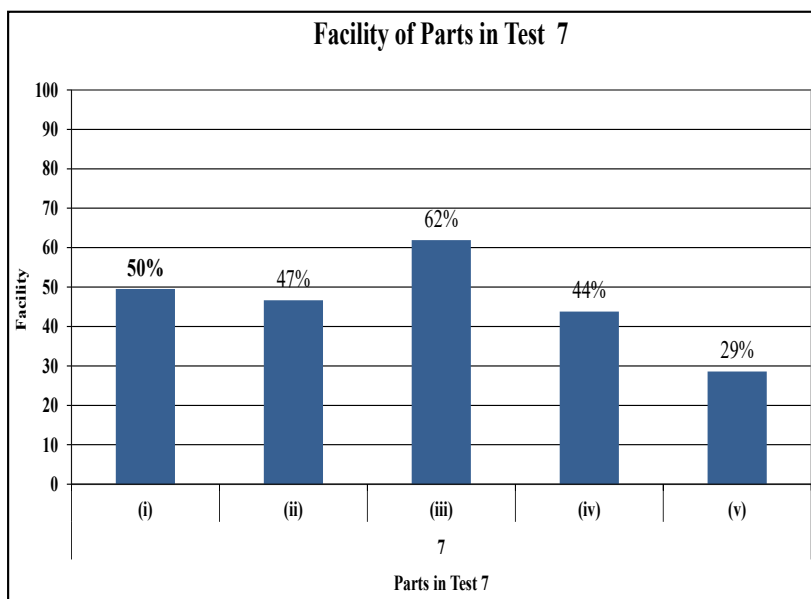
So, I took her in my arms and carried her across the canal. When I sat her down, hoping she would now find her way home, she remained beside me, rubbing her warm body against my legs.

Underline the most suitable answer.

- (i) How many cranes was the writer looking at?
(a) one (b) two (c) many
- (ii) Who nudged his elbow?
(a) a crane (b) a goat (c) goat's mother
- (iii) In the writer's pocket there was
(a) a biscuit. (b) a coin. (c) nothing.
- (iv) The writer carried the little goat across the canal because
(a) he loved her so much.
(b) she was too weak to cross the canal.
(c) he wanted to take it home.
- (v) What did the little goat do when it was set down?
(a) She ran finding her way home
(b) She danced around him
(c) She stayed close to him

(01×5 = 05 Marks)

Observations and Comments on Test 7.



Test 07 is based on reading which assesses the ability to read and understand directly stated information in a text. The facility recorded for parts of test 07 is as follows, The highest facility of 62% is recorded for part (iii) while the lowest facility of 29 % is recorded for part (v).

Reading sub skills such as extracting directly stated information and inferring should be practised in day-to-day in classroom teaching. Teachers can use very simple familiar texts to practice these techniques. This can specially be done in small classes. Also, the familiar and interesting texts might help the teachers to motivate the students and create an interest in the subject.

TEST 08

Objective - Assess the ability to write a paragraph on a given topic

Technique - free writing

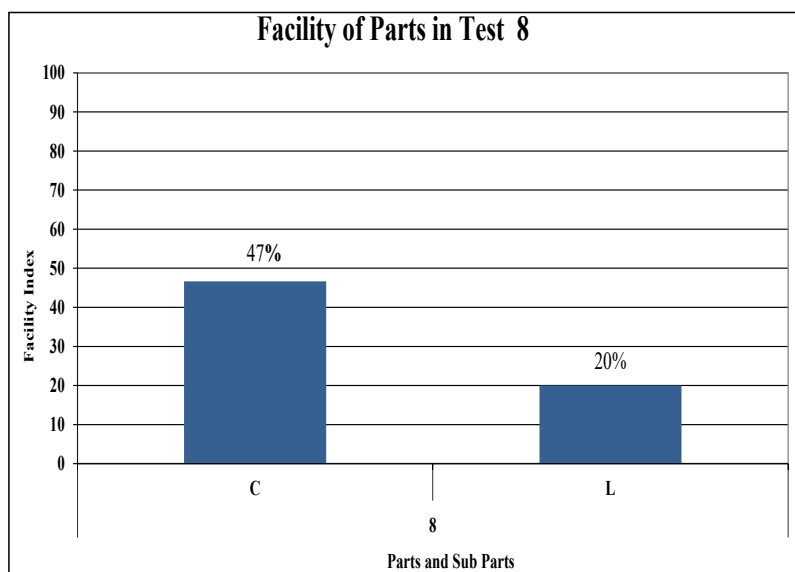
Write a paragraph on **one** of the following topics. Use about **50-60 words**.

(i) Our Temple

(ii) My Best Friend

(01×5 = 05 Marks)

Observations and Comments on Test 8.



Test 8 is based on writing which assesses the ability to write a paragraph on a given topic.

The facility recorded for parts of test 08 is as follows,

The facility of content is 47% where as that of language is 20%.

It is clear that the candidates have scored more marks for content than language although more marks are allocated for language.

The candidates have not been able to score marks for language due to their inability to produce grammatically correct sentences and due to lack of vocabulary.

Therefore, the students should be exposed to more writing tasks to improve their writing skills and a proper feedback should be given to them on their mistakes/ errors. Special attention should be paid in developing writing skills of the students. The teachers can encourage students to write simple sentences, paragraphs, diary entries etc.

Paper II

2.2 Structure of the question paper II

Paper II - Duration : 2 hours

Total Marks : 60

Number of tests: 08.

All tests should be answered. This paper consists of three tests on reading carrying 20 marks, one test on vocabulary carrying 5 marks, two tests on grammar and language functions carrying 10 marks and two tests on writing carrying 25 marks making a total of 60 marks.

Question Paper 11

Question No.	Skill	Marks Distribution	Total
09	Vocabulary	1x5	05
10	Grammar	1x5	05
11	Reading	1x5	05
12	Language Proficiency	1/2x14	07
13	Grammar	1x5	05
14	Writing	C-3, L-3, O-2, M-2	10
15	Reading	1-1/2x4 = 2 2- 1x1= 1 3- 1x1= 1 4- 1x1= 1 5- 1x1= 1 6- 1x1= 1 7- 1x1= 1	08
16	Writing	C-5, L-5, O-2, M-3	15
	Total		60

2.2.1 Tests and expected answers, marking Scheme, observations and comments.

TEST 09

Objective - Assess the ability to use words appropriately to complete a factual text.

Technique - filling blanks / selection

Read the passage and fill in the blanks. Use the most suitable word given in the box that is closest in meaning to the phrase given within brackets. *The first one is done for you.*

(01×5=05 marks)

actions difficult honest impact respected reverse

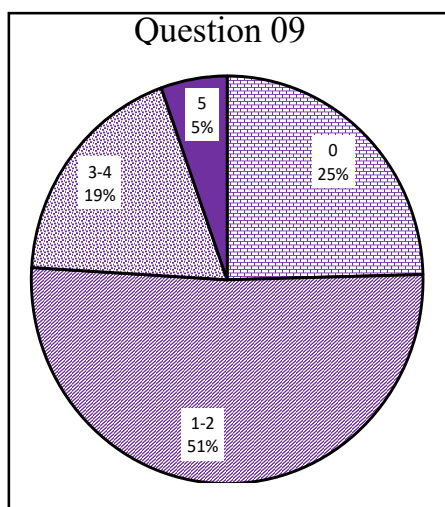
Truthfulness is a virtue. It refers to the state of being true and (1) honest (free of deceit). Truth is what you told others which had really happened. One should be truthful in his words, thoughts and (2) actions (things done). In other words, a truthful person not only tells the truth but also carries truthfulness in his actions, words and nature.

If a person speaks the truth and does the (3) reverse (opposite of what it is), then he is not truthful. Therefore, to be truthful can be a (4) difficult (not easy) thing sometimes. Truthfulness has a deep (5) impact (influence) upon our moral character. A truthful person is trusted in every work. He is (6) respected (admired deeply) everywhere. The character of a truthful person shines like gold.

To speak the truth is a duty, and we must never deviate from it.

(01×5 = 05 Marks)

Observations and Comments on Test 09.

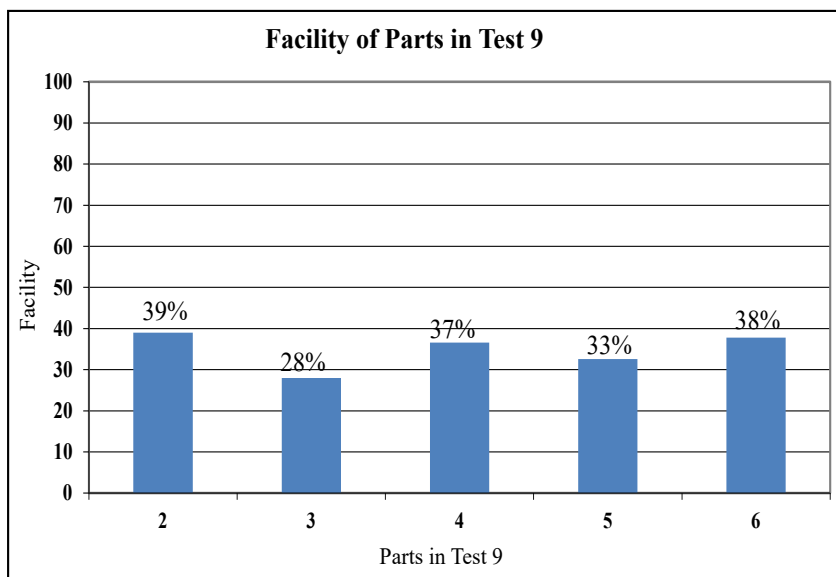


Test 09 is based on vocabulary and assesses the ability to use words appropriately to complete a factual text. 5 marks have been allocated for this test.

The candidates have scored as follows,

0 mark	- 25%
1-2 marks	- 51%
3-4 marks	- 19%
5 marks	- 5%

The highest percentage of candidates (51%) has scored 1-2 marks. The lowest percentage of candidates (5%) has scored 5 marks. 19% of the candidates have scored 3-4 marks while 25% of the candidates has not scored any marks.



The facility recorded for parts in test 09 is as follows, The highest facility (39%) is recorded for part 01. The lowest facility (28%) is recorded for part 2. It is clear that all the parts of this test show a low facility.

As this is the part II of the paper, some advanced vocabulary items have been given. The performance of the candidates is low as the candidates are expected to understand the contextual meaning of the texts as well as the words given.

The technique of the test item is new. Therefore the candidates should be trained to identify the meanings of the target language in context and to find similar words for the given phrase. A successful candidate should have a very good knowledge of the word classes of the target language.

The teachers can prepare similar items from the longer reading passages of the textbook during class room teaching and practise and also during formative assessment this technique could be used.

TEST 10

Objective - Assess the ability to use the correct form of the verbs

Technique - Filling in the blanks

The following is a part of a letter received by Venerable Soratha from his best friend Venerable Sobitha. Read it and fill in the blanks using the correct form of the verb.

($\frac{1}{2} \times 10 = 05$ marks)

Dear Soratha,

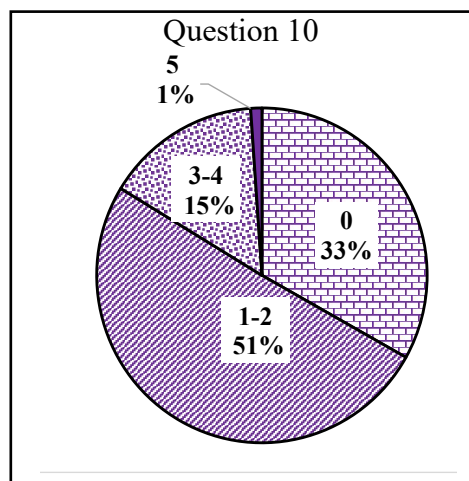
Hope you are fine and busy with studies as the final examination is coming soon.

Last week we (1) **went** (go) on our annual trip to Anuradhapura. Though it (2) **was** (be) a day's trip we (3) **enjoyed** (enjoy) ourselves a lot. As we (4) **left** (leave) early in the morning we (5) **had** (have) ample time for our visits. We were able to (6) **visit** (visit) most of the places in Anuradhapura and Polonnaruwa by lunch time.

Soon after lunch we (7) **Started** (start) the journey back home as we (8) **had planned** (plan) to visit 'Aukana Statue' on our way. After (9) **visiting** (visit) the holy place we (10) **had** (have) afternoon tea near 'Kalawewa'. We reached the Pirivena very late. I will never forget that experience.

(01×5 = 05 Marks)

Observations and Comments on Test 10.

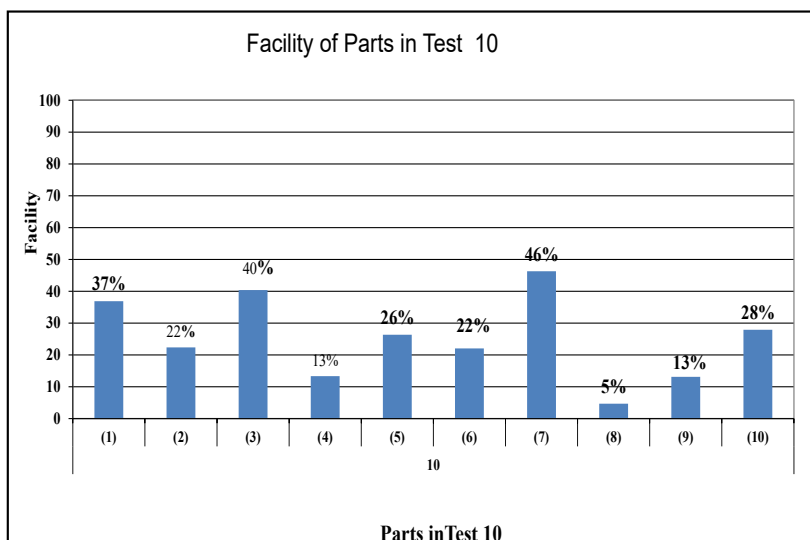


Test 10 is based on grammar and assesses the ability to use the correct form of verbs to complete a text. 5 marks have been allocated for this test.

The candidates have scored as follows:

0 mark	- 33%
1-2 marks	- 51%
3-4 mark	- 15%
5 marks	- 1%

The highest percentage of candidates (51%) has scored 1-2 marks. The lowest percentage of candidates (1%) has scored 5 marks, the full mark.



The facility recorded for each individual part of test 10 is as follows,

The highest facility recorded is 46% for part 7 and the lowest facility recorded is 05% for part 8. It is clear that all the parts of this test show a low facility.

According to the graph it is clear that the test item has been difficult for the candidates.

Though the text type is a very familiar one, most of the candidates have not been able to find the correct form of the verbs which is a very common technique, used in testing grammar. In addition to that it was observed that the candidates were unable to use the accurate spelling of the expected verb. Hence, in classroom teaching, the students should be exposed to a variety of texts to get them to identify the different verb forms as well as the spelling. Different forms of the verbs according to the tense should also be focussed. Noticing grammar is a technique that can be used in classroom teaching to make them familiar with the use of different verb forms.

TEST 11

Objective - To assess the ability to read and understand a poem

Technique - Answering questions (MCQ, Short answer)

Read the poem and answer the questions.

A poem on life

Life is a risky journey,
It can be as short as seed,
or as tall as a tree,
Its beauty admirable.

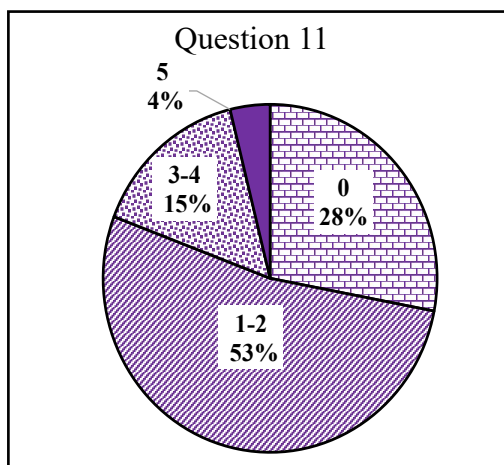
But pain is unbearable
You can feel it, bear it
But never can hold it,
Have an end is death,

Death, when you stop taking breath.
Then, you'd lose everything you have
Your body is just to show
Sooner or later decompose
Your soul is left all alone

Arbish

Underline the correct answer.

- (i) According to the poet, life can be as short as
(a) a tree (b) a seed (c) a journey
- (ii) What is intolerable in life, according to the poet?
(a) beauty (b) pain (c) death
- (iii) What is left alone in the end?
your soul/ soul
.....
- (iv) A rhyming word for 'death' is:
breath
.....
- (v) Write similar words for the following from the poem.
(a) dangerous - risky
.....
(b) decay - decompose
.....



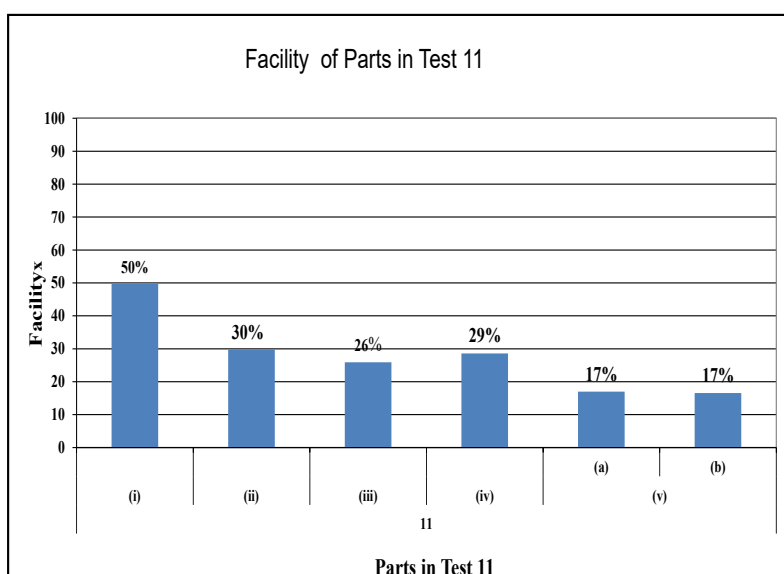
Test 11 is based on reading and assesses the ability to find both directly and indirectly stated information and also to guess the meaning from the context. 5 marks have been allocated for this test.

The candidates have scored as follows,

0 mark	- 28%
1-2 marks	- 53%
3-4 marks	- 15%
5 marks	- 4%

The highest percentage of candidates (53%) has scored 1-2 marks and the lowest percentage of candidates (4%) has scored 5 marks, which is the full mark.

Observations and Comments on Test 11.



According to the graph, the highest facility recorded is 50% for part 1 and the lowest facility recorded is 17% and it is recorded for both part v(a) and part v(b).

Except for part 1, where the candidates had to directly copy the answer, all the other parts show a very low facility i.e between 30% - 17%.

The performance shown in test 11 seems to be fairly weak except in part 1. The lowest performance in part V reveals that the candidates inability to use contextual clues to find a similar meaning for the words given.

Reading a poem and comprehending it needs a lot of practice in classroom and also it needs careful guidance from the teacher until they become an independant reader. Hence the teachers should guide the students specially to guess the meaning of the words from the context and to find similar words for some vocabulary in a poem.

Very short poems that appear in children's section of the newspapers could be used to create an interest in the candidates. Teachers can make use of simple poems in the children's news papers to teach some reading skills and it is a very easy way to introduce authenticity to the classroom.

TEST 12

Objective - Assess the overall proficiency of the language

Technique - cloze

Fill in the blanks with the most suitable words given in the box. You can use a word only once.

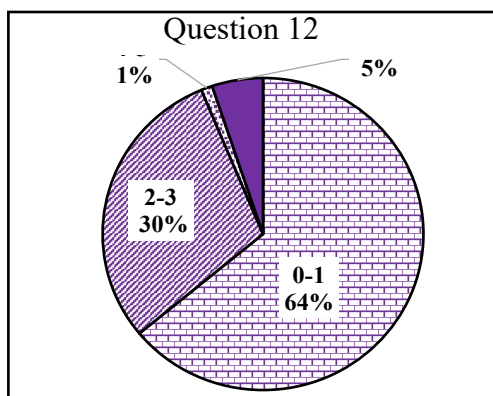
affection	but	how	members	success	are	depend
later	people	to	attention	growing	living	protected

($\frac{1}{2} \times 14 = 07$ marks)

Family bonds or ties play a major role in our lives. It is the deep attachment between and among family members. Family bonds last forever. The affectionate relationships between family (1) **member** bring happiness, good fortune and (2) **success**

Family bonds arise out of (3) **living** together in harmony with love, (4) **affection** caring and sharing. No matter (5) **how** rich or poor, family bonds (6) **are** the same. They do not (7) **depend** on wealth. Children grow up (8) **to** be adults. In the process of (9) **growing** up family ties should be (10) **protected** They serve as an anchor in (11) **later** life, in times of difficulty.

(12) **but** the modern society pays much (13) **attention** to money. As a result (14) **people** have become competitive. They have no time to think of others. When we learn to care for the family, we learn to care for others.



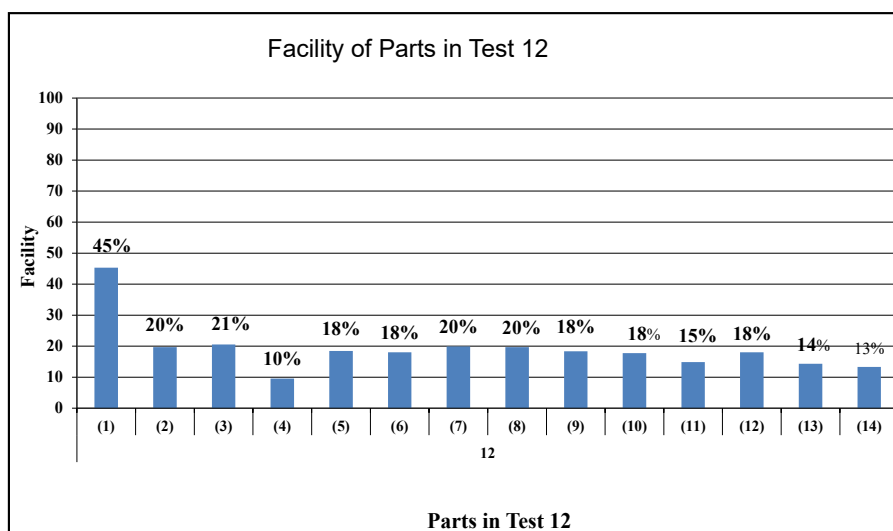
Test 12 is based on the overall proficiency of the language. 7 marks have been allocated for this test.

The candidates have scored as follows,

0 -1 marks	-	64%
2-3 marks	-	30%
4-5 marks	-	1%
6-7 marks	-	5%

The highest percentage of candidates (64%) has scored 0-1 marks. The lowest percentage of candidates (1%) has scored 4-5 marks.

Observations and Comments on Test 12.



The highest facility recorded is 45% for part 1 while the lowest facility recorded is 10% for part 4. All remain below 25%.

As shown in the facility rates of each part, it is obvious that the test item has been extremely difficult for the candidates.

Marks distribution of the question also clearly illustrates the difficulty level.

The candidates need to have a good knowledge of word classes and their use as well as the knowledge of the word order of a sentence to attempt this test item. Hence the teachers should focus the attention of the students on the above skills.

The students should be encouraged to notice the use of all the word classes in reading texts when handling a reading lessons in the classroom so that they can easily attempt this type of a question. In addition, the students should be exposed to a variety of easy reading texts in and outside classroom.

TEST 13

Objective - Assess the ability to use the conjunctions correctly

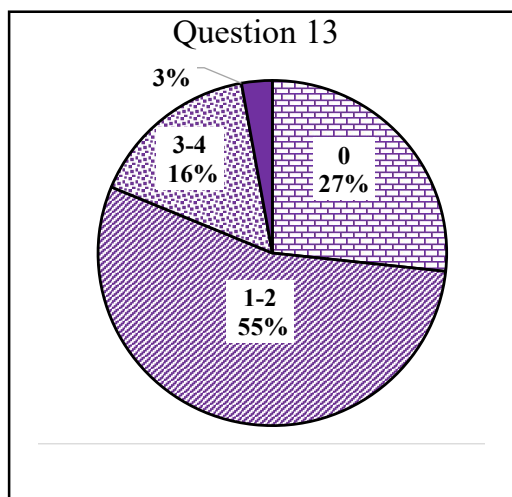
Technique - selecting (underlying)

Underline the most suitable word from those given within brackets.

(01×5=05 marks)

- (i) Nalaka needs to see a doctor soon (as / when / although) his knee was injured while playing.
- (ii) I usually prepare the school bag (before / after / while) I go to sleep.
- (iii) (When / While / Although) Naveen didn't pass the examination, he worked very hard.
- (iv) The shrine room (when / who / which) was newly built in our temple was declared open by the Chief Prelate.
- (v) It's prohibited to use cellular phones (while / although / until) driving.

Observations and Comments on Test 13.

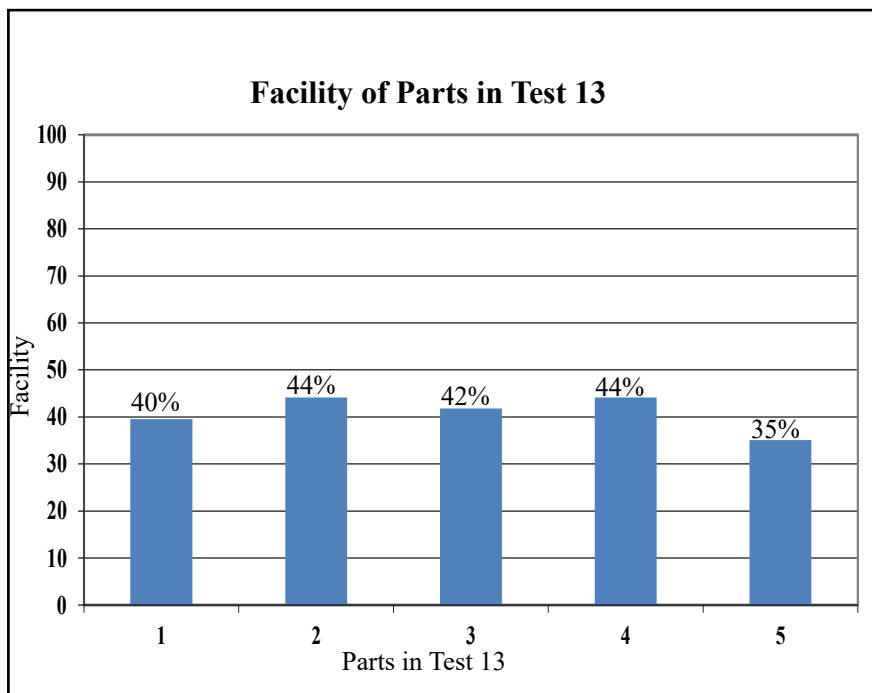


Test 13 is based on Grammar: to assess the ability to use conjunctions appropriately to complete a sentence. 5 marks have been allocated for this test.

The candidates have scored as follows,

0 mark	-	27%
1-2 marks	-	55%
3-4 marks	-	16%
5 marks	-	3%

The highest percentage of candidates (55%) has scored 1-2 marks. The lowest percentage of candidates (3%) has scored 5 marks, which is the full mark.



The highest facility recorded is 44% for both part 2 and 4. The lowest facility recorded is 35% for part 5.

The performance of the candidates has been in an average level and more than 1/4 of the candidates have failed to score a single mark for this test item.

This may be due to the inadequate proficiency of the candidates in using appropriate conjunctions in a sentence / text.

Teachers should give the students ample practice in using conjunctions in meaningful contexts.

Functions of conjunctions should be made clear to students in classroom teaching and the meaningful use of them should be exemplified.

TEST 14

Objective - Assess the ability to write a letter or a report using given guideline

Technique - Guided writing

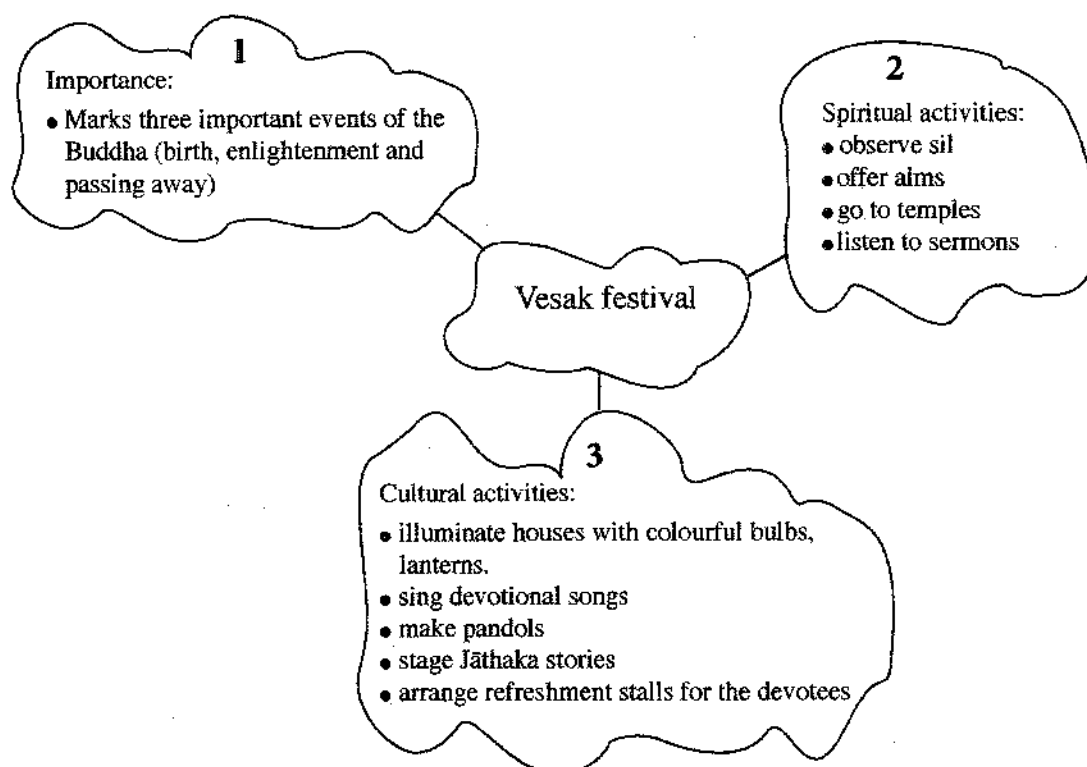
Write on **one** of the following. Select either (A) or (B). Use about **100 words**. (10 marks)

(A) Write a letter to a pen friend describing the 'Language Day' you held in your Pirivena recently.

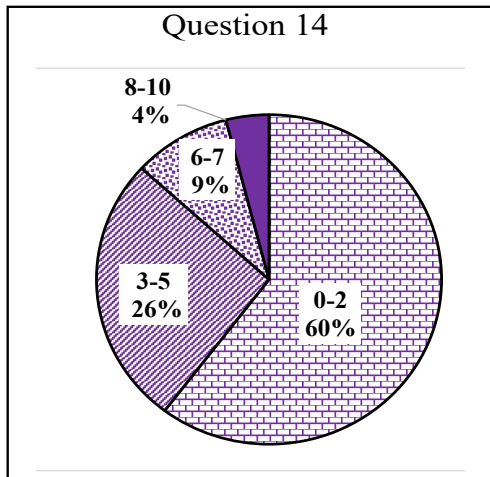
- Include
- date and time of the event
 - activities you organized
 - the guests and participants
 - what you did

Or

(B) Read the following information and write an information report on the Vesak festival.



Observations and Comments on Test 14.



Test 14 is based on guided writing and it assesses the ability to

a) write an informal letter, and

b) write an information report.

10 marks have been allocated for this question.

(C-3, L-3, O-2, M-2).

The candidates have scored as follows.

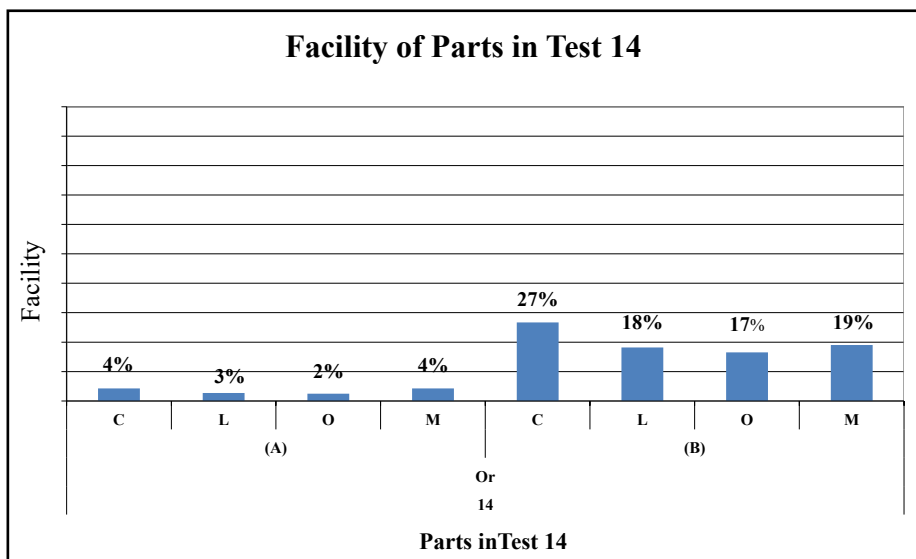
0-2 marks – 60%

3-5 marks – 26%

6-7 marks – 9%

8-10 marks – 4%

The highest percentage of candidates (60%) has scored 0-2 marks. The lowest percentage of candidates (4%) has scored 8-10 marks.



Out of the two options, the first option writing an informal letter, has been extremely difficult for the candidates when compared with the second option that is writing an information report. The low facility recorded for Test 14(a) reveals poor performance in writing letters. It also indicates that the candidates lack the ability to collect ideas relevant to the guidelines given and also they lack the ability of constructing grammatically correct sentences. It seemed that they were not aware of the format & organization of a letter.

In classroom teaching, it is necessary to pay more attention to writing different text-types and assess them using the marking criteria so that the students become aware of the bandings given. Paying individual attention is of vital importance when developing writing skills and feedback should also be given individually.

Marking writing should be a day to day activity in the classroom and common errors should be discussed with the students in order to develop writing skills of the students.

The facility indicated in Test 14(b) shows that the students have performed option (b) better than option (a).

Writing an information report would have been easy as all the information is given in the question. But the students' inability to form grammatically correct sentences is highlighted through the score of less marks for language. Marks allocated for organization and mechanics of writing have not been scored and it may be due to the negligence of the candidates.

It is advisable to pay attention to grammatical accuracy, spelling, and mechanics of writing when producing a piece of writing.

Teachers are advised to give students ample practice in writing tasks. Writing different text types should be practised constantly to overcome the poor writing ability of students. Similar activities that are available in pupil texts should be made familiar in classroom teaching.

TEST 15

Objective - Assess the ability to read, understand and interpret, directly / indirectly stated information in a long descriptive text

Technique - answering question / finding references

Read the text and answer the questions.

(15 marks)

A Man with a lamp

Once upon a time, there was a small town. A man lived there by himself. He couldn't see. He was blind. Yet, he carried a lighted lamp with him whenever he went out at night.

One night as he was coming home after having dinner outside, he came across a group of young travellers. These travellers saw that he was blind, yet carrying a lighted lamp. They found this very unusual as the man was blind. They started passing comments on him and made fun of him.

One of them asked him. "Hey man! You are blind and can't see anything! Why do you carry a lighted lamp with you ? The blind man replied,

"Yes, unfortunately, I am blind and I can't see anything but the lighted lamp which I am carrying is for the people like you who can see. If this lighted lamp is not there, you may not see the blind man coming and end up pushing me. That's why I carry a lighted lamp".

The group of travellers felt ashamed. All of them apologized the blind man for their behaviour.

This is a good lesson for all of us. We should think before judging others. Always be polite and learn to see things from the others' point of view too.

- (1) Are these statements True or False?

($\frac{1}{2} \times 4 = 2$ marks)

Write T or F against each statement.

- (i) The man lived alone.
- (ii) The man carried a candle whenever he went out at night.
- (iii) One night he met a group of old travellers.
- (iv) One traveller made fun of the man.

T
F
F
F

- (2) Where did the man live?

(1 mark)

in a small town

- (3) What was wrong with him?

(1 mark)

He is blind/ He couldn't see

- (4) Who started passing comments on the man?

(1 mark)

Young travellers

- (5) According to the old man, for whom is the lamp?

(1 mark)

for other people

- (6) Find a word from the passage which has the same meaning as the following.

($\frac{1}{2} \times 2 = 1$ mark)

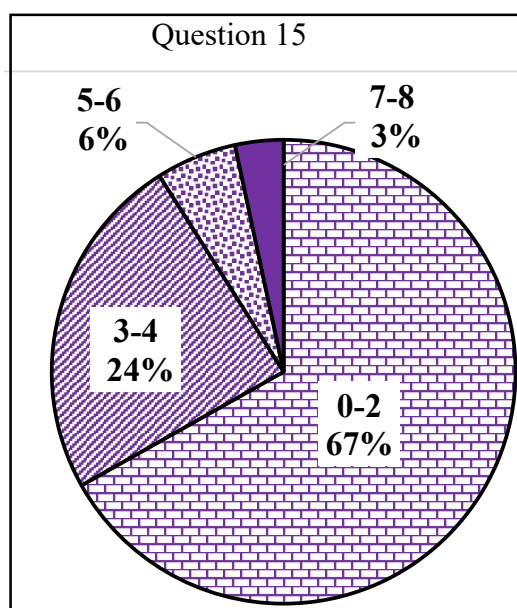
- (i) remarks - comments
- (ii) answered - replied

- (7) Write the sentence which says that the group of travellers got embarrassed.

(1 mark)

The group of travellers felt ashamed

Observations and Comments on Test 15.



Test 15 is based on Reading and it assesses the ability to read understand and interpret directly and indirectly stated information in a descriptive text. 8 marks have been allocated for the test and the candidates have scored as follows.

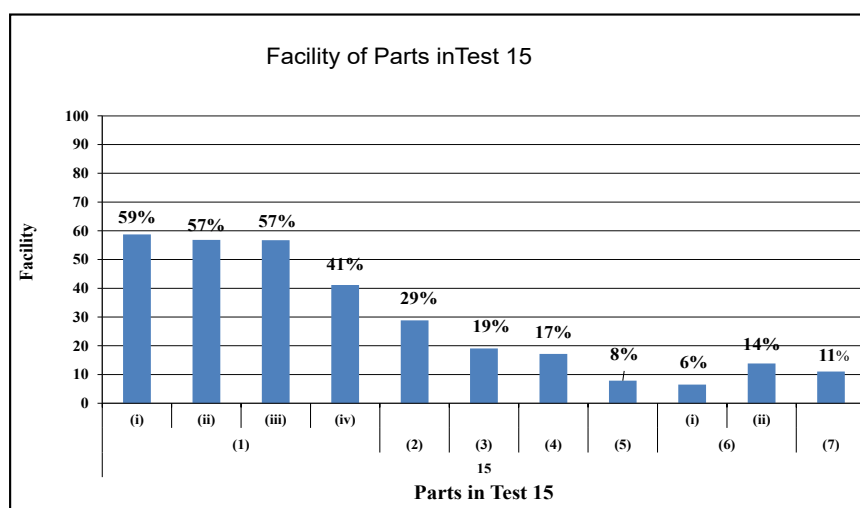
0-2 marks – 67%

3-4 marks – 24%

5-6 marks – 6%

7-8 marks – 3%

The highest percentage of candidates (67%) has scored 1-2 marks. The lowest percentage of candidates (3%) has scored 7-8 marks.



The highest facility recorded is 59% for part 1(i) while the lowest facility recorded is 6% for part 6(i). Every part records a facility less than 30%.

Though reading practice and activities related to reading are done daily in the classroom, Candidates show very poor performance in this test item. This test reveals candidates lack of knowledge in basic reading skills such as skimming, scanning and guessing by context and inferring. Reading should be an enjoyable activity and teachers should encourage students to read different types of interesting texts and reading sub skills should be developed through suitable tasks. Guidance should be given on how to find information rather than finding information for them.

TEST 16

Objective - Assess the ability to write an article , a speech, a story or an essay

Technique - Guided writing / free writing

Write on **one** of the following. Use about **150** words.

(15 marks)

- (a) An article to a Buddhist Magazine on a religious place in Sri Lanka.

Include the following:

- name of the place
- a brief description of the place
- its importance

- (b) Write a speech you would make at the morning assembly on 'A Famous Thero in Sri Lanka'.

Include the following

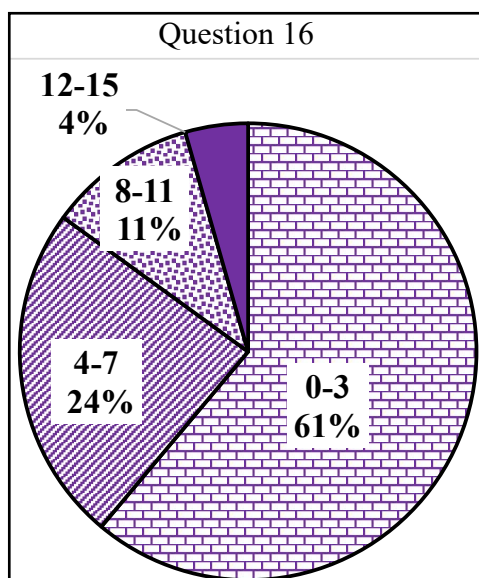
- name of the thero
- his life in brief
- services done to the religion / country

- (c) Write a Jathaka story you have heard.

- (d) Write an essay on "Water for life".

Include - sources of water

- uses of water
- how water gets polluted and how to overcome it
- importance of saving water



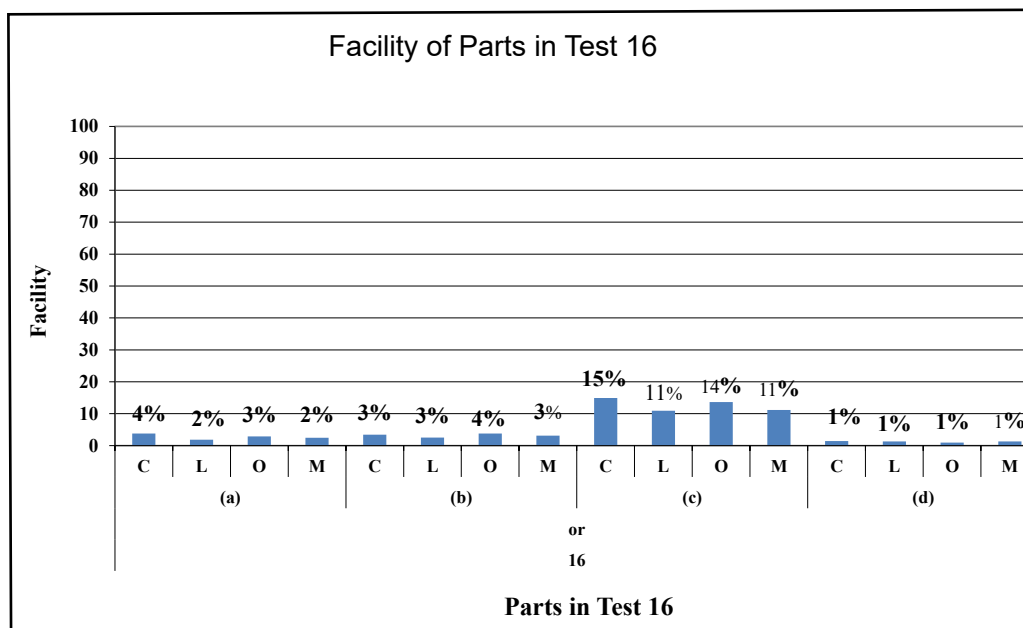
Test 16 offers a wide range of choices for candidates to produce a sample of their writing. The test carries equal marks (15) for each choice. The selection of choice is as follows.

- 1) Writing an article
- 2) Writing a speech
- 3) Writing a Jathaka story
- 4) Writing an essay

Marks distribution for the question 16 is as follows.

0-3	-	61%
4-7	-	24%
8-11	-	11%
12-15	-	4%

Observations and Comments on Test 16 :



Each test carries equal marks and the candidates have a very wide choice for this test. They should write an article to a magazine, a speech, a jathaka story and a short essay. The marks are awarded for the content, language, organization and the mechanics of writing.

According to the graph, it is clear that the majority of the candidates have written a jathaka story (choice c). Only a very few candidates have attempted the other choices. The choice (c), is a familiar context for them and also in the past examinations, the test has been repeated several times in different forms. Therefore they must have expected a similar test.

Out of all the answers they have scored a higher percentage for the content. That shows that they understand the question and they have attempted to write a relevant answer. Their language ability seems poor and they are not able to express their ideas in the target language.

Marks for the organization and mechanics are very low for their answers. In test (b), where they have to write a speech, the candidates have got a higher percentage for the organization of the answer. It may be because they have used the correct speech format in the answer.

This test helps the better language performers to get a higher mark and gives enough opportunities for their creativity. Also the test discriminates the poor performers from the better ones. The poor performance for the writing tests in the examination has revealed that some serious attention is required in developing the writing skills of the candidates. Until it is done, the percentage for distinction and credit passes for the subject will be very low.

In option 16(a) the candidates are expected to write an article. The performance of the candidates who have selected this is very poor. They have not been able to develop the guidelines given and the facility recorded for all four criteria is very low. Out of the four criteria given for answering the article, content holds the highest position showing 18% of facility while facility of organization remains 5%.

Long writing texts seem to be a very difficult task for their candidates. The teaches should start from very basic activities and proceed towards longer writing activities.

Referring to the performance of the candidates for paper I and paper II, the teaching approaches seems to need constant attention. Some monitoring and teacher support programmes seems necessary. The overall result should be considered as a good reflection on classroom teaching.

Part III

3.0 Factors to be considered when answering questions and suggestions for improvement

3.1 Factors to be considered by the candidates when answering questions

- * 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 pencil.
- * 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 answers provides guidance to the candidates about the required length of the answer.

Specific Instructions :

- * The candidates must pay their attention to the examples given when answering questions.
- * Attention should be paid to spelling when extracting information from a text and copying 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.
- * 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 Comments and suggestions regarding the teaching - learning Process

- * The teachers should be familiar with the syllabus and the textbooks.
- * The teachers should plan their lessons well to make teaching more interesting and productive.
- * The teachers should use resources available to them to facilitate the teaching learning process.
- * The candidates should be given more opportunities to gain new experience in the classroom.
- * The teachers should encourage maximum pupil interaction in English in the classroom through group work and pair work.
- * The teacher's questioning techniques in classroom teaching help the student's performance in the examination.
- * In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and pronunciation making students aware of word classes and their use.
- * The teachers should adopt new strategies to make learning more interesting.
- * In teaching reading, the teachers should expose pupils to a variety of text types and to new techniques of reading.
- * In answering reading tests, pupils should be informed that short and grammatically correct answers can earn full marks.
- * In answering 'Wh' questions (especially in test 15), the students should be advised not to copy the full sentences unnecessarily from the reading passage.
- * Teachers should encourage students to attempt all the writing activities of the question paper. Most of the students do not even attempt the basic writing tests in paper I.
- * The teachers should adopt the same criteria used in the marking scheme, in their classroom tests and term tests too.
- * The teachers should pay individual attention to the students, especially in teaching writing and they should make sure that all writing activities of every child are marked and comments given.
- * Grammar should be taught and tested not in isolation but in context.
- * The students should be made aware that marks are awarded for spelling, grammatical accuracy, mechanics of writing, format and organization, and that a simple mistake would result in losing marks.

- * Every teacher who prepares the students for Mulika Piriven Final examination should be thorough with the question paper and the marking criteria every year so that he would be able to improve the performance level of the students.
- * The teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.