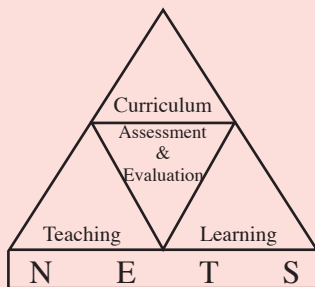




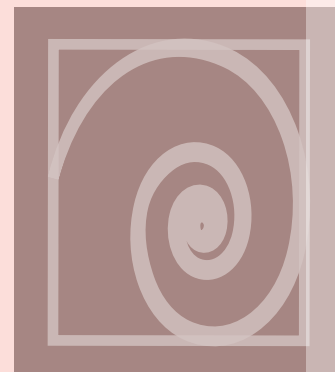
G.C.E.(O.L.) Examination - 2018

Evaluation Report

31 - English Language



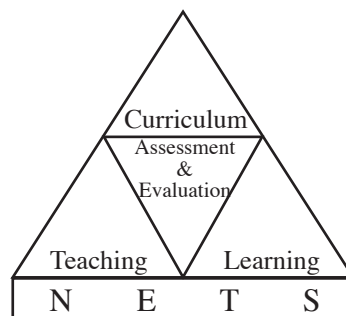
**Research & Development Branch
National Evaluation & Testing Service
Department of Examinations**



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Evaluation Report

31 - English Language



**Research and Development Branch
National Evaluation and Testing Service
Department of Examinations, Sri Lanka**

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English Language

Evaluation Report - G.C.E. (O.L.) Examination - 2018

INTRODUCTION

Out of all public examinations in Sri Lanka the largest number of candidates sit the G.C.E.(O.L.) Examination. The certificate received on the results of this examination which is conducted at national level, is used not only to select those who are eligible for higher education but also to secure medium level jobs and it is a basic requirement to follow certain courses of study in International Universities. It is thus accepted due to its validity and reliability as well as its high quality.

Students strive hard to acquire a high achievement level at this examination while their teachers as well as their parents work hard to fulfil the students' expectations. By preparing this Evaluation Report, the Department of Examinations intends to help students in achieving their goals. It is certain that the information included in this Evaluation Report will be equally useful to candidates, teachers, principals, subject directors, in-service advisors, parents and researchers on education.

This evaluation report prepared by the Research and Development Branch is based on the information, observations, ideas and suggestions provided by Chief Examiners, Additional Chief Examiners and Assistant Examiners involved in evaluation of answer scripts and the information drawn through the analyses of candidates' responses using the Classical Test Theory and the Item Response Theory.

This Evaluation Report consists of three parts, I, II and III. Part I contains the objectives of the subject and information on subject achievement. Part II contains expected answers for Paper I and Paper II, the marking scheme and the observations regarding answering questions and suggestions for further improvement. In Part III the factors to be considered by the candidate and suggestions for improvement regarding the learning - teaching process are highlighted. This part will be very useful to organize the learning - teaching process of the students for them to acquire various competencies and competency levels.

I would like to invite comments and suggestions to improve the quality of this report. I wish to extend my sincere thanks to the Controlling Examiners and other resource personnel for their dedication and contribution in the preparation of this report. And also the Chief Examiners, Additional Chief Examiners and Assistant Examiners for providing information through RD forms. I appreciate the commitment of the staff members of the Department of Examinations to make this whole process a success.

B. Sanath Pujitha
Commissioner General of Examinations

30 December 2019
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations
Pelawatta, Battaramulla.

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Part I

1.0 Objectives and information regarding achievement in the subject

1.1 Subject objectives

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

1.2. Information regarding achievement of candidates in the subject.

1.2.1. Number of candidates who sat English Language

School	Private	Total
356385	81589	437974

Table 1

1.2.2. Grades obtained by the candidates

Grade	School Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	32274	9.06	6290	7.71	38564	8.81
B	23079	6.48	5034	6.17	28113	6.42
C	52986	14.87	16777	20.56	69763	15.93
S	83010	23.29	26560	32.55	109570	25.02
W	165036	46.31	26928	33.00	191964	43.83
Total	356385	100.00	81589	100.00	437974	100.00

Table 2

**1.2.3. Grades obtained by school candidates who sat the examination for the first time
- District wise**

Districts	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	32670	8551	26.17	3625	11.10	5928	18.15	6283	19.23	24387	74.65	8283	25.35
2. Gampaha	28339	3409	12.03	2510	8.86	4846	17.10	6202	21.89	16967	59.87	11372	40.13
3. Kalutara	17000	1884	11.08	1417	8.34	2800	16.47	3806	22.39	9907	58.28	7093	41.72
4. Kandy	21397	2814	13.15	1739	8.13	3536	16.53	4807	22.47	12896	60.27	8501	39.73
5. Matale	7250	597	8.23	451	6.22	1080	14.90	1630	22.48	3758	51.83	3492	48.17
6. Nuwara Eliya	10953	461	4.21	525	4.79	1290	11.78	2274	20.76	4550	41.54	6403	58.46
7. Galle	15550	2014	12.95	1224	7.87	2484	15.97	3398	21.85	9120	58.65	6430	41.35
8. Matara	12024	1285	10.69	947	7.88	1960	16.30	2742	22.80	6934	57.67	5090	42.33
9. Hambantota	9114	620	6.80	569	6.24	1412	15.49	2376	26.07	4977	54.61	4137	45.39
10. Jaffna	8489	764	9.00	483	5.69	1000	11.78	1574	18.54	3821	45.01	4668	54.99
11. Kilinochchi	2156	61	2.83	45	2.09	136	6.31	297	13.78	539	25.00	1617	75.00
12. Mannar	1546	43	2.78	59	3.82	162	10.48	276	17.85	540	34.93	1006	65.07
13. Vavuniya	2541	141	5.55	104	4.09	278	10.94	518	20.39	1041	40.97	1500	59.03
14. Mullaitivu	1833	53	2.89	54	2.95	136	7.42	250	13.64	493	26.90	1340	73.10
15. Batticaloa	8126	461	5.67	394	4.85	983	12.10	1633	20.10	3471	42.71	4655	57.29
16. Ampara	9940	726	7.30	629	6.33	1419	14.28	2383	23.97	5157	51.88	4783	48.12
17. Trincomalee	5893	248	4.21	293	4.97	653	11.08	1198	20.33	2392	40.59	3501	59.41
18. Kurunegala	23859	2358	9.88	1810	7.59	4098	17.18	5565	23.32	13831	57.97	10028	42.03
19. Puttalam	10760	789	7.33	668	6.21	1578	14.67	2239	20.81	5274	49.01	5486	50.99
20. Anuradhapura	13515	826	6.11	757	5.60	1809	13.39	2855	21.12	6247	46.22	7268	53.78
21. Polonnaruwa	5877	208	3.54	351	5.97	768	13.07	1303	22.17	2630	44.75	3247	55.25
22. Badulla	12747	983	7.71	761	5.97	1708	13.40	2858	22.42	6310	49.50	6437	50.50
23. Monaragala	6898	302	4.38	338	4.90	831	12.05	1439	20.86	2910	42.19	3988	57.81
24. Ratnapura	15211	1134	7.46	987	6.49	2207	14.51	3273	21.52	7601	49.97	7610	50.03
25. Kegalle	12056	1102	9.14	923	7.66	1922	15.94	2707	22.45	6654	55.19	5402	44.81
All Island	295744	31834	10.76	21663	7.32	45024	15.22	63886	21.60	162407	54.91	133337	45.09

Table 3

**1.2.4. Grades obtained by candidates who sat the examination for the first time
- Zonal wise**

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	14509	6013	41.44	1809	12.47	2285	15.75	2061	14.20	12168	83.87	2341	16.13
2. Homagama	4709	438	9.30	446	9.47	861	18.28	1069	22.70	2814	59.76	1895	40.24
3. Jayawardanapura	7622	1262	16.56	770	10.10	1633	21.42	1853	24.31	5518	72.40	2104	27.60
4. Piliyandala	5830	838	14.37	600	10.29	1149	19.71	1300	22.30	3887	66.67	1943	33.33
5. Gampaha	8199	1477	18.01	814	9.93	1394	17.00	1607	19.60	5292	64.54	2907	35.46
6. Minuwangoda	5367	281	5.24	413	7.70	815	15.19	1209	22.53	2718	50.64	2649	49.36
7. Negombo	7342	964	13.13	589	8.02	1217	16.58	1548	21.08	4318	58.81	3024	41.19
8. Kelaniya	7431	687	9.25	694	9.34	1420	19.11	1838	24.73	4639	62.43	2792	37.57
9. Kalutara	8502	970	11.41	797	9.37	1580	18.58	1946	22.89	5293	62.26	3209	37.74
10. Matugama	3349	325	9.70	237	7.08	488	14.57	719	21.47	1769	52.82	1580	47.18
11. Horana	5149	589	11.44	383	7.44	732	14.22	1141	22.16	2845	55.25	2304	44.75
12. Kandy	7603	2079	27.34	891	11.72	1432	18.83	1377	18.11	5779	76.01	1824	23.99
13. Denuwara	2275	99	4.35	118	5.19	343	15.08	604	26.55	1164	51.16	1111	48.84
14. Gampola	3640	331	9.09	272	7.47	537	14.75	780	21.43	1920	52.75	1720	47.25
15. Teldeniya	1866	27	1.45	74	3.97	204	10.93	446	23.90	751	40.25	1115	59.75
16. Wattagama	2832	114	4.03	194	6.85	489	17.27	749	26.45	1546	54.59	1286	45.41
17. Katugastota	3181	164	5.16	190	5.97	531	16.69	851	26.75	1736	54.57	1445	45.43
18. Matale	3973	545	13.72	343	8.63	651	16.39	863	21.72	2402	60.46	1571	39.54
19. Galewela	2224	43	1.93	82	3.69	303	13.62	553	24.87	981	44.11	1243	55.89
20. Naula	521	7	1.34	15	2.88	74	14.20	124	23.80	220	42.23	301	57.77
21. Wilgamuwa	532	2	0.38	11	2.07	52	9.77	90	16.92	155	29.14	377	70.86
22. Nuwara Eliya	3050	106	3.48	122	4.00	348	11.41	665	21.80	1241	40.69	1809	59.31
23. Kotmale	1487	74	4.98	79	5.31	177	11.90	340	22.86	670	45.06	817	54.94
24. Hatton	3170	146	4.61	167	5.27	379	11.96	657	20.73	1349	42.56	1821	57.44
25. Walapane	1480	39	2.64	53	3.58	165	11.15	309	20.88	566	38.24	914	61.76
26. Hanguranketha	1766	96	5.44	104	5.89	221	12.51	303	17.16	724	41.00	1042	59.00
27. Galle	7239	1437	19.85	703	9.71	1281	17.70	1405	19.41	4826	66.67	2413	33.33
28. Elpitiya	3158	147	4.65	152	4.81	450	14.25	772	24.45	1521	48.16	1637	51.84
29. Ambalangoda	3347	378	11.29	283	8.46	505	15.09	765	22.86	1931	57.69	1416	42.31
30. Udugama	1806	52	2.88	86	4.76	248	13.73	456	25.25	842	46.62	964	53.38
31. Matara	5489	1000	18.22	544	9.91	996	18.15	1168	21.28	3708	67.55	1781	32.45
32. Akuressa	2074	103	4.97	144	6.94	321	15.48	429	20.68	997	48.07	1077	51.93
33. Mulatiyana	2196	79	3.60	146	6.65	340	15.48	616	28.05	1181	53.78	1015	46.22
34. Morawaka	2265	103	4.55	113	4.99	303	13.38	529	23.36	1048	46.27	1217	53.73
35. Tangalle	2549	146	5.73	147	5.77	399	15.65	711	27.89	1403	55.04	1146	44.96
36. Hambantota	3987	214	5.37	202	5.07	529	13.27	983	24.66	1928	48.36	2059	51.64
37. Walasmulla	2578	260	10.09	220	8.53	484	18.77	682	26.45	1646	63.85	932	36.15

Education Zone	No. Sat	Distinction (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	3061	449	14.67	259	8.46	443	14.47	590	19.27	1741	56.88	1320	43.12
39. Islands	614	4	0.65	3	0.49	27	4.40	93	15.15	127	20.68	487	79.32
40. Thenmarachchi	892	42	4.71	44	4.93	97	10.87	175	19.62	358	40.13	534	59.87
41. Valikamam	2505	132	5.27	101	4.03	242	9.66	444	17.72	919	36.69	1586	63.31
42. Vadamarachchi	1417	137	9.67	76	5.36	191	13.48	272	19.20	676	47.71	741	52.29
43. Kilinochchi	2156	61	2.83	45	2.09	136	6.31	297	13.78	539	25.00	1617	75.00
44. Mannar	1186	43	3.63	59	4.97	147	12.39	228	19.22	477	40.22	709	59.78
45. Madu	360		0.00		0.00	15	4.17	48	13.33	63	17.50	297	82.50
46. Vavuniya	1988	141	7.09	97	4.88	248	12.47	426	21.43	912	45.88	1076	54.12
47. Vavuniya North	553		0.00	7	1.27	30	5.42	92	16.64	129	23.33	424	76.67
48. Mullaitivu	1255	49	3.90	45	3.59	103	8.21	192	15.30	389	31.00	866	69.00
49. Thunukkai	578	4	0.69	9	1.56	33	5.71	58	10.03	104	17.99	474	82.01
50. Batticaloa	2222	235	10.58	143	6.44	342	15.39	442	19.89	1162	52.30	1060	47.70
51. Kalkudah	1371	26	1.90	44	3.21	123	8.97	259	18.89	452	32.97	919	67.03
52. Paddirippu	1518	50	3.29%	47	3.10	135	8.89	273	17.98	505	33.27	1013	66.73
53. Batticaloa Central	1955	144	7.37	154	7.88	346	17.70	510	26.09	1154	59.03	801	40.97
54. Batticaloa West	1060	6	0.57	6	0.57	37	3.49	149	14.06	198	18.68	862	81.32
55. Ampara	2499	80	3.20	131	5.24	324	12.97	567	22.69	1102	44.10	1397	55.90
56. Kalmunai	2286	217	9.49	198	8.66	393	17.19	600	26.25	1408	61.59	878	38.41
57. Sammanthurai	1385	95	6.86	66	4.77	172	12.42	277	20.00	610	44.04	775	55.96
58. Mahaoya	603	5	0.83	9	1.49	44	7.30	131	21.72	189	31.34	414	68.66
59. Dehiattakandiya	959	42	4.38	37	3.86	115	11.99	233	24.30	427	44.53	532	55.47
60. Akkaraipattu	1422	215	15.12	152	10.69	297	20.89	397	27.92	1061	74.61	361	25.39
61. Thirukkivil	786	72	9.16	36	4.58	74	9.41	178	22.65	360	45.80	426	54.20
62. Trincomalee	2033	146	7.18	146	7.18	293	14.41	435	21.40	1020	50.17	1013	49.83
63. Mutur	1077	22	2.04	49	4.55	93	8.64	237	22.01	401	37.23	676	62.77
64. Kantale	1003	25	2.49	43	4.29	106	10.57	209	20.84	383	38.19	620	61.81
65. Kinniya	1393	53	3.80	45	3.23	130	9.33	236	16.94	464	33.31	929	66.69
66. Trincomalee North	387	2	0.52	10	2.58	31	8.01	81	20.93	124	32.04	263	67.96
67. Kurunegala	5947	1143	19.22	585	9.84	1096	18.43	1276	21.46	4100	68.94	1847	31.06
68. Kuliyaipitiya	4113	390	9.48	315	7.66	729	17.72	957	23.27	2391	58.13	1722	41.87
69. Nikaweratiya	2959	154	5.20	198	6.69	506	17.10	772	26.09	1630	55.09	1329	44.91
70. Maho	3811	143	3.75	183	4.80	570	14.96	924	24.25	1820	47.76	1991	52.24
71. Giriulla	3920	327	8.34	302	7.70	710	18.11	938	23.93	2277	58.09	1643	41.91
72. Ibbagamuwa	3109	201	6.47	227	7.30	487	15.66	698	22.45	1613	51.88	1496	48.12
73. Puttalam	5160	184	3.57	208	4.03	625	12.11	1080	20.93	2097	40.64	3063	59.36
74. Chilaw	5600	605	10.80	460	8.21	953	17.02	1159	20.70	3177	56.73	2423	43.27

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
75. Anuradhapura	4739	562	11.86	380	8.02	732	15.45	904	19.08	2578	54.40	2161	45.60
76. Tambuttegama	2386	58	2.43	74	3.10	243	10.18	444	18.61	819	34.33	1567	65.67
77. Kekirawa	2724	151	5.54	161	5.91	373	13.69	552	20.26	1237	45.41	1487	54.59
78. Galenbidunuwewa	1681	23	1.37	66	3.93	212	12.61	478	28.44	779	46.34	902	53.66
79. Kebithigollewa	1985	32	1.61	76	3.83	249	12.54	477	24.03	834	42.02	1151	57.98
80. Polonnaruwa	1916	108	5.64	150	7.83	295	15.40	446	23.28	999	52.14	917	47.86
81. Hingurakgoda	2464	88	3.57	154	6.25	319	12.95	531	21.55	1092	44.32	1372	55.68
82. Dimbulagala	1497	12	0.80	47	3.14	154	10.29	326	21.78	539	36.01	958	63.99
83. Badulla	2766	342	12.36	230	8.32	430	15.55	651	23.54	1653	59.76	1113	40.24
84. Bandarawela	3335	448	13.43	241	7.23	519	15.56	737	22.10	1945	58.32	1390	41.68
85. Mahiyanganaya	1952	58	2.97	58	2.97	166	8.50	323	16.55	605	30.99	1347	69.01
86. Welimada	2724	99	3.63	160	5.87	379	13.91	707	25.95	1345	49.38	1379	50.62
87. Passara	1078	26	2.41	44	4.08	129	11.97	247	22.91	446	41.37	632	58.63
88. Viyaluwa	892	10	1.12	28	3.14	85	9.53	193	21.64	316	35.43	576	64.57
89. Monaragala	2195	109	4.97	111	5.06	262	11.94	451	20.55	933	42.51	1262	57.49
90. Wellawaya	1769	67	3.79	91	5.14	200	11.31	358	20.24	716	40.47	1053	59.53
91. Bibile	1635	85	5.20	87	5.32	216	13.21	365	22.32	753	46.06	882	53.94
92. Thanamalwila	1299	41	3.16	49	3.77	153	11.78	265	20.40	508	39.11	791	60.89
93. Ratnapura	6278	717	11.42	504	8.03	1034	16.47	1256	20.01	3511	55.93	2767	44.07
94. Balangoda	2729	147	5.39	173	6.34	360	13.19	626	22.94	1306	47.86	1423	52.14
95. Nivitigala	2369	72	3.04	99	4.18	304	12.83	495	20.89	970	40.95	1399	59.05
96. Embilipitiya	3835	198	5.16	211	5.50	509	13.27	896	23.36	1814	47.30	2021	52.70
97. Kegalle	4359	573	13.15	446	10.23	778	17.85	935	21.45	2732	62.67	1627	37.33
98. Mawanella	3956	414	10.47	307	7.76	638	16.13	934	23.61	2293	57.96	1663	42.04
99. Dehiowita	3741	115	3.07	170	4.54	506	13.53	838	22.40	1629	43.54	2112	56.46
All Island	295744	31834	10.76	21663	7.32	45024	15.22	63886	21.60	162407	54.91	133337	45.09

Table 4

1.2.5. Distribution of marks in terms of class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	2365	0.54	437974	100.00
81 - 90	13415	3.06	435609	99.46
71 - 80	20419	4.66	422194	96.40
61 - 70	27073	6.18	401775	91.73
51 - 60	40392	9.22	374702	85.55
41 - 50	58603	13.38	334310	76.33
31 - 40	75392	17.21	275707	62.95
21 - 30	87688	20.02	200315	45.74
11 - 20	89085	20.34	112627	25.72
01 - 10	23479	5.36	23542	5.38
00 - 00	63	0.02	63	0.02

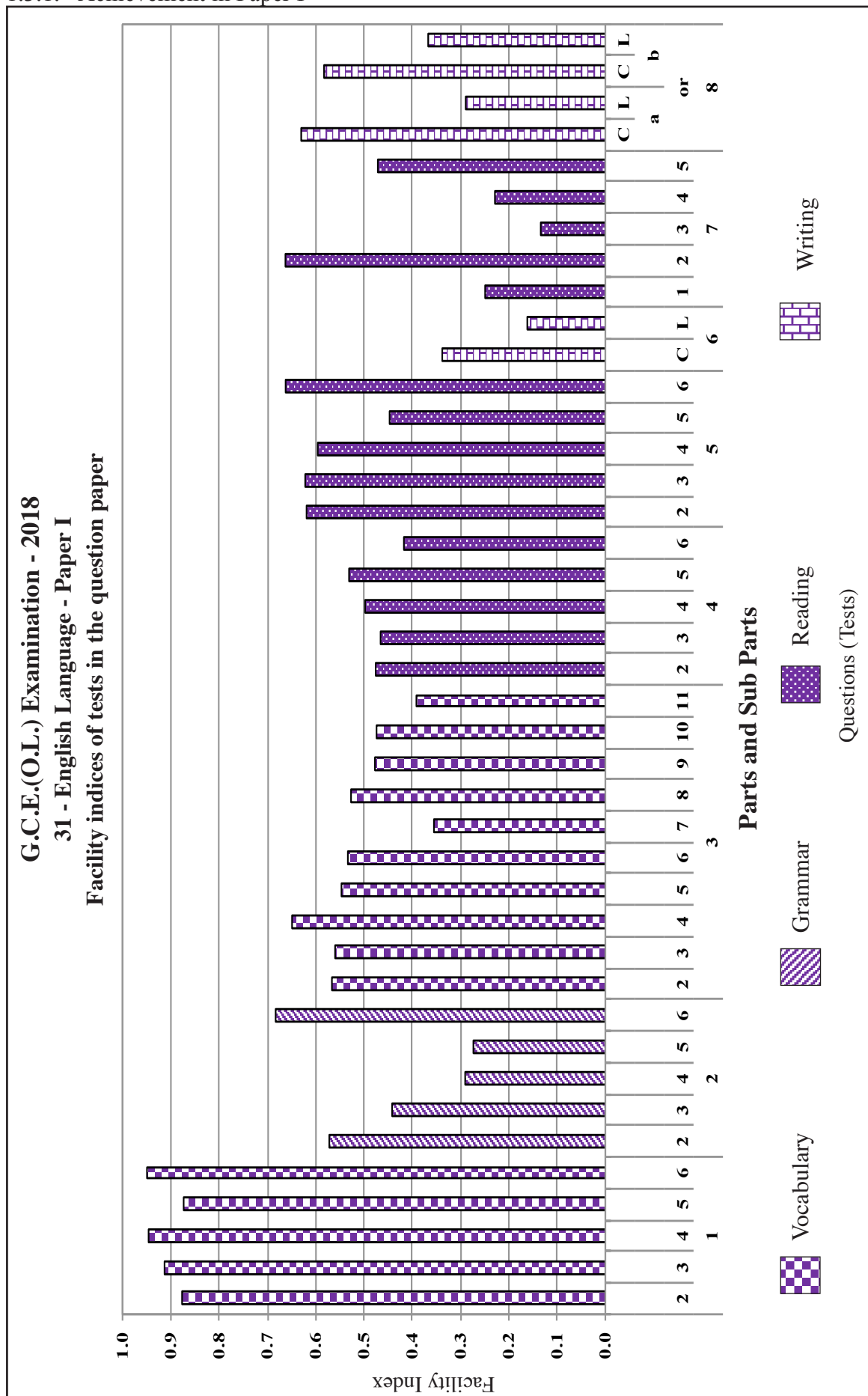
Table 5

The example given below provides guidance to interpret the table given above.

eg : If the class interval 31 - 40 is considered, the number of candidates who obtained marks within the interval of 31 - 40 is 75392 and its percentage is 17.21%. The number of candidates who have obtained marks below 40 is 275707 and its percentage is 62.95%.

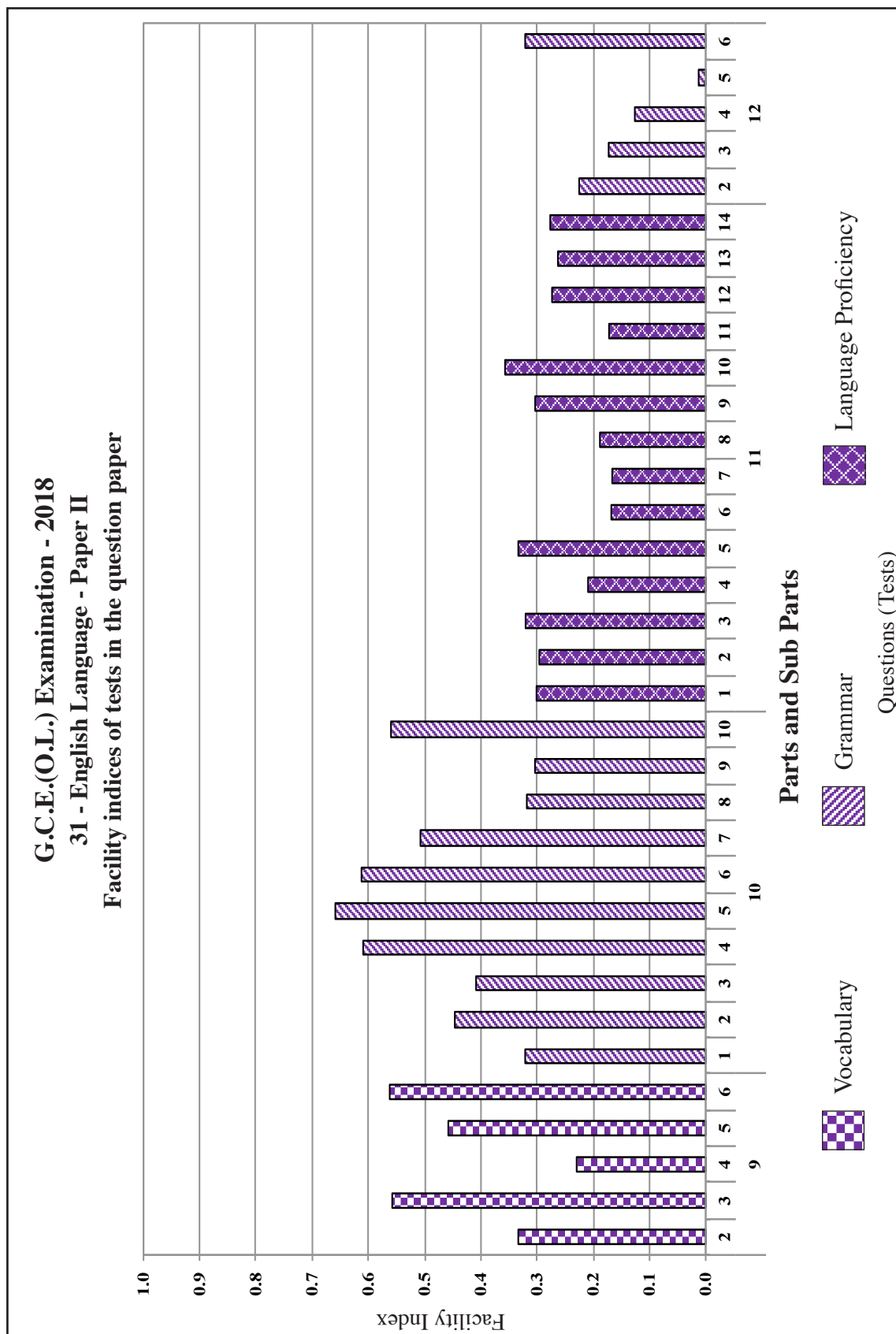
1.3 Analysis of Subject Achievement

1.3.1. Achievement in Paper I



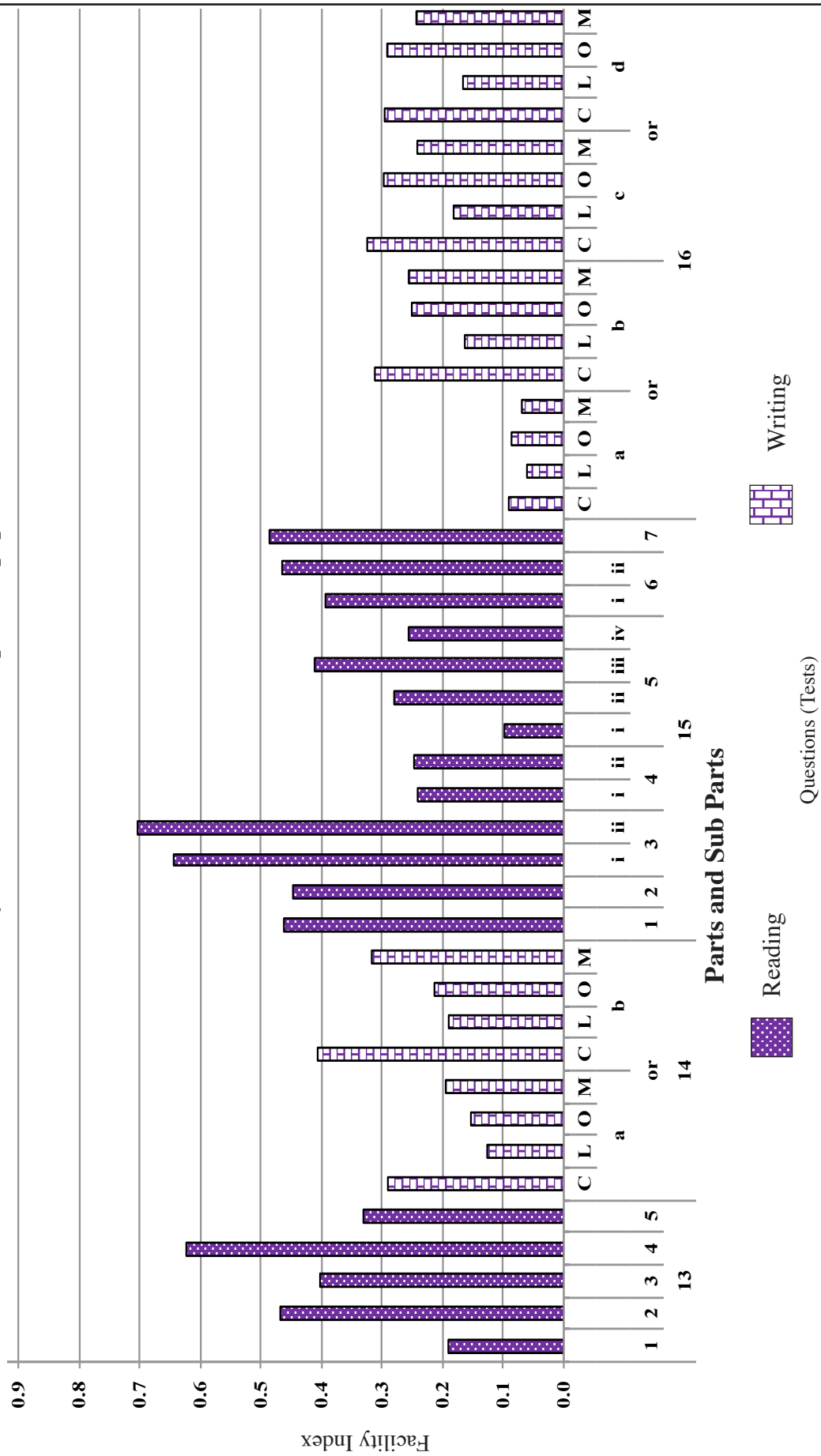
Graph 1 - Based on the information gathered from RD/16/04/OL form. e.g. According to the above graph, facility of test 1(6) is 95% while the facility of test 2 (5) is 27%. The facility of test 7 (3) is only 12%.

1.3.2. Achievement in Paper II



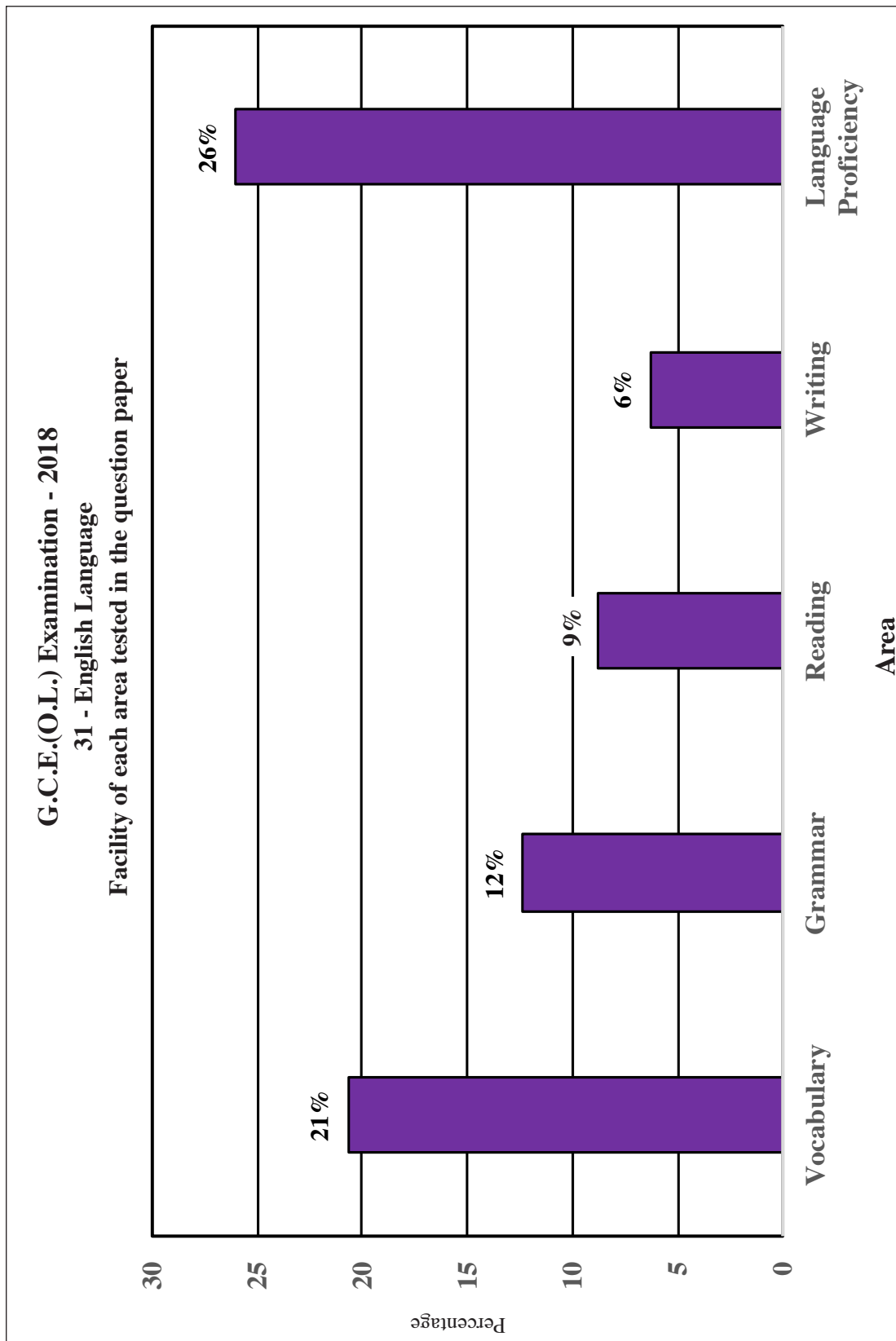
Graph 2(a) - Based on the information gathered from RD/16/04/OL form.
 e.g. According to the above graph, facility of test 10 (5) is 68%. The facility of test 12 (5) is only 1%.

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Facility indices of tests in the question paper



Graph 2(b) - Based on the information gathered from RD/16/04/OL form.
 e.g. According to the above graph, facility of test 16 (a) is below 10%.

1.3.3. Facility of each area tested in the question paper



Graph 3 - Based on the information gathered from RD/16/04/OL form.

Part II

2.0 Information regarding questions and answers

2.1 Question paper I

2.1.1 Structure of the question paper I

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

Question (Test) No.	Area of testing	Marks Distribution	Total
1	Vocabulary	1 × 5	05
2	Grammar	1 × 5	05
3	Vocabulary	½ × 10	05
4	Reading	1 × 5	05
5	Reading	1 × 5	05
6	Writing	C - 2, L - 3	05
7	Reading	1 × 5	05
8	Writing	C - 2, L - 3	05

2.1.2 Tests and expected answers, marking scheme, observations and comments

* Observations and comments for the given answers for all the questions in Paper I are based on Graphs 1 and 3 given in page 8 and 11 respectively.

- Test 1 – Vocabulary

Objective : Assess the ability to use words appropriately and accurately in a context.

Technique : Matching.

○ Test 1

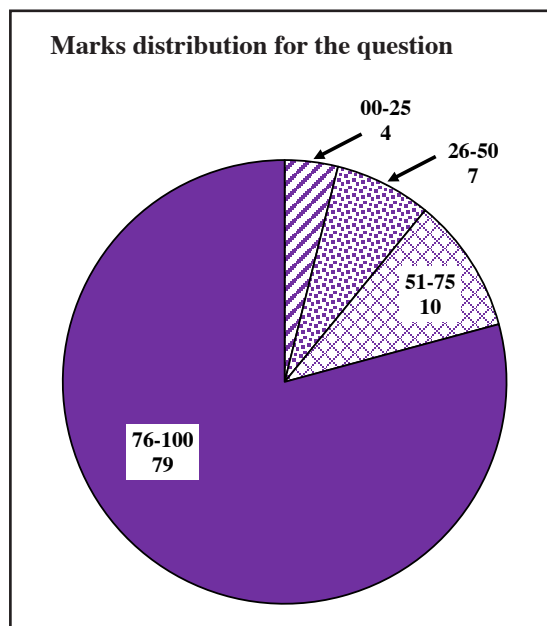
Match the following places with their descriptions. Write the correct letter in the blank.
The first one is done for you.

A	B	C	D	E	F
Hospital	University	Library	Temple	Zoo	Airport

- (1) A place where planes land and take off **F**.....
- (2) A place of religious worship **D**.....
- (3) A place where animals, birds and reptiles are kept for exhibition **E**.....
- (4) Sick people are given medical treatment here. **A**.....
- (5) An institution of higher education **B**.....
- (6) Books, magazines and newspapers are kept here. **C**.....

(1 × 5 = 5 marks)

Overall observations, conclusions and suggestions regarding the answers to Test 1 :



Almost all the candidates have attempted test 1. Allotted marks for test 1 is 05. The candidates have scored as follows.

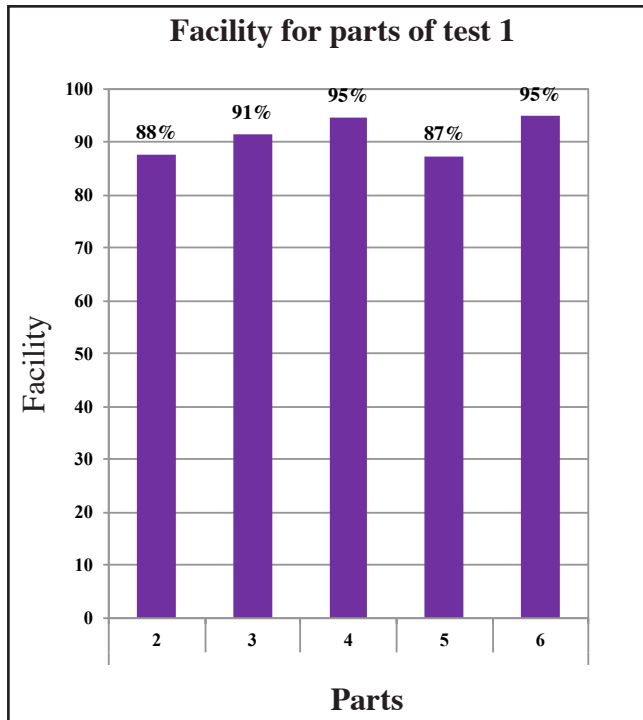
00 - 25 range - 4%

26 - 50 range - 7%

51 - 75 range - 10%

76 - 100 range - 79%

89% of candidates have obtained more than 51 marks and 4% of the candidates have obtained less than 25 marks. 10% of the candidates have obtained marks between 51 - 75. Only 11% of candidates have scored below 50 marks.

Observations and Comments on Test 1 :**OBSERVATIONS:**

Test 1 is based on vocabulary. Facility recorded for parts of Test 1 is as follows.

Part (2) - 88%
 Part (3) - 91%
 Part (4) - 95%
 Part (5) - 87%
 Part (6) - 95%

The highest facility of 95% is recorded for parts 4 and 6. Facility for all parts is over 87%

COMMENTS :

In this test, students are tested on their ability to use words appropriately and accurately in a context.

The overall performance of the candidates for Test 1 is high. Students have been able to match the given words with their descriptions easily. Test 1 seems to have given the candidates a motivational start to proceed with the rest of the items in the question paper.

The students have found it fairly difficult to find the correct answers for the descriptions given in parts 2 and 5 as they have not been able to recognize the contextual clues. Students should be taught to guess the words with the help of the key words given in the description.

Examples :-

* An institution of **higher education** - university

In the above example given, the key words are '**higher**' and '**education**'

Following are some more examples :-

- | | |
|---|----------------------|
| - An institution for the teaching of children | - school |
| - A place where letters and parcels are delivered | - post office |
| - A place where people can watch movies | - cinema |

* Teachers can practise similar descriptions by highlighting the key words as given in the aforementioned examples. It will help the students to develop their vocabulary related to different contexts.

- Test 2 – Grammar

Objective – Assess the ability to use prepositions appropriately in a given context.

Technique – Fill in the blanks.

○ Test 2 with expected answers :

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

~~inside~~, around, for, with, behind, from

Policeman: Where were you exactly when the accident happened?

Raveendra: I was (1) **inside** the school bus.

Policeman: Did you clearly see what happened?

Raveendra: Yes, a motorbike was coming (2) **behind** our bus. The driver stopped the bus because of heavy traffic.

Policeman: After that...?

Raveendra: The motorbike tried to overtake us and collided (3) **with** a van coming (4) **from** the opposite direction.

Policeman: When did this happen?

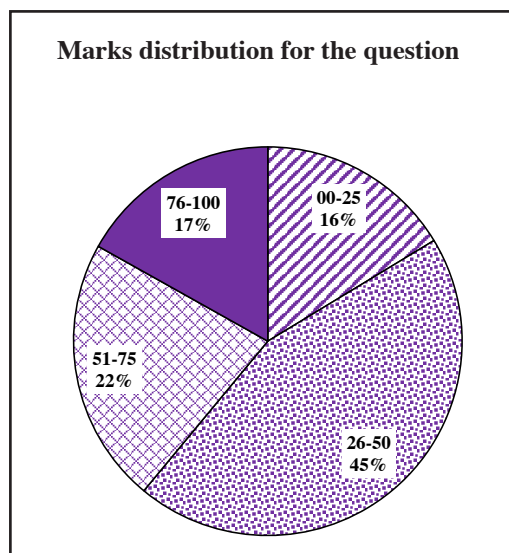
Raveendra: I think it was (5) **around** 7.00 a.m.

Policeman: Thank you (6) **for** the information.

Raveendra: You're welcome.

(1 × 5 = 5 marks)

Overall observations, conclusions and suggestions regarding the answers to Test 2 :

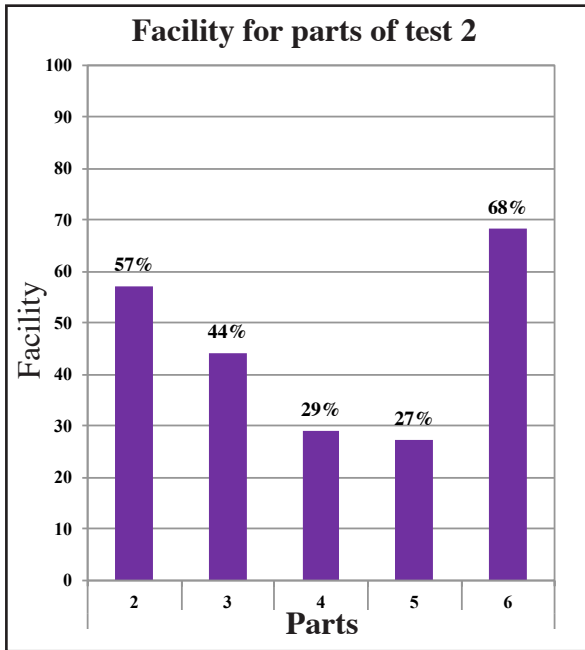


Almost all the candidates have attempted test 2. Allotted marks for test 2 is 05. The candidates have scored as follows.

- 00 - 25 range - 16%
- 26 - 50 range - 45%
- 51 - 75 range - 22%
- 76 - 100 range - 17%

17% of candidates have scored more than 76 marks and 16% of candidates have scored less than 25 marks. 22% of candidates have scored between 51 - 75 marks . 61% of candidates have scored below 50 marks.

Observations and Comments on Test 2 :



Observations :

Test 2 is based on grammar. Facility recorded for parts of test 2 is as follows.

Part (2) - 57%

Part (3) - 44%

Part (4) - 29%

Part (5) - 27%

Part (6) - 68%

The highest facility of 68% is recorded for part (6) and the lowest facility of 27% is recorded for part (5)

COMMENTS :

In this test the students are tested on their ability to use prepositions appropriately in a given context. Overall performance of the candidates for this question shows that they have not mastered using prepositions from their primary grades. Students may have found it difficult to use them correctly as the prepositions used in the mother tongue are not equivalent to the ones used in the English language.

The reasons for the difficulties shown by the candidates are,

- * The candidates have not read the passage to understand the context before choosing relevant preposition to fill in the blanks.
- * The student have misspelt the words given in the list when they transfer them into the blanks.

The candidates must be encouraged to use prepositions correctly. Teachers can promote the use of prepositions through communicative activities in the classroom and by using prepositions in day to day classroom language.

Example :-

Dialogues, Discussions. Telephone conversations.

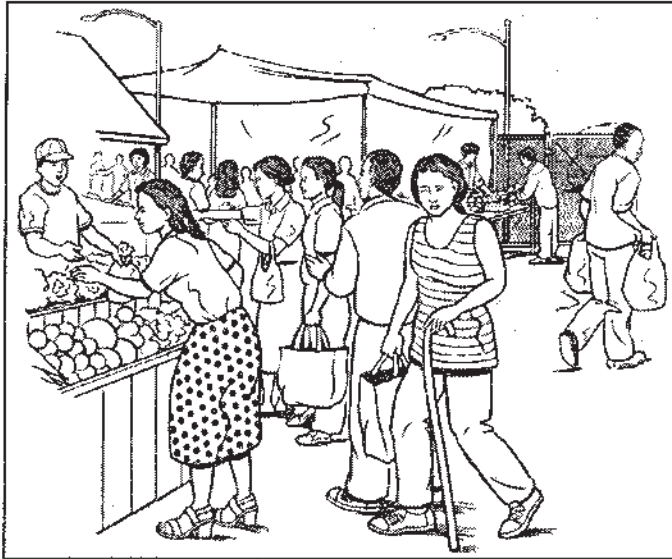
- Test 3 – Vocabulary

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

Technique – Fill in the blanks.

○ Test 3 with expected answers :

Study the picture. Fill in the blanks with the words given in the box. *The first one is done for you.*

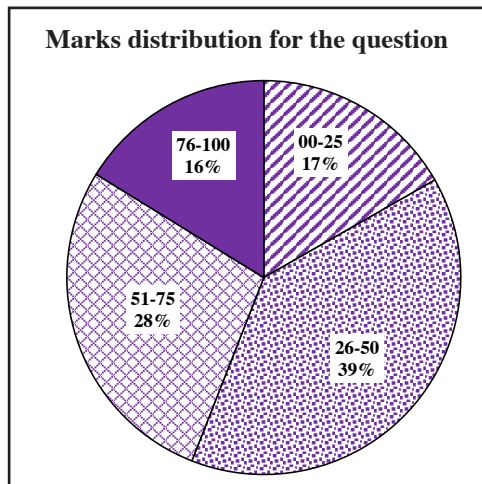


- ~~buying~~
- salesman
- leaving
- buyers
- tent
- man
- heavy
- busiest
- crowded
- lamp posts
- lady

This picture shows a market place. People seem to be busy (1) buying various things. Some (2) buyers are waiting in a queue before a stall where a (3) salesman with a cap is selling goods. There is a (4) lady with a walking stick in the middle of the picture. A man carrying two bags is (5) leaving the place. The bags look (6) heavy. The area around the counter is (7) crowded. Two (8) lamp posts can also be seen in the picture. There is a (9) tent between the lamp posts. A (10) man standing near one lamp post seems to be talking to someone. This is one of the (11) busiest days at the market place.

(1/2 × 10 = 5 marks)

Overall observations, conclusions and suggestions regarding the answers to Test 3 :



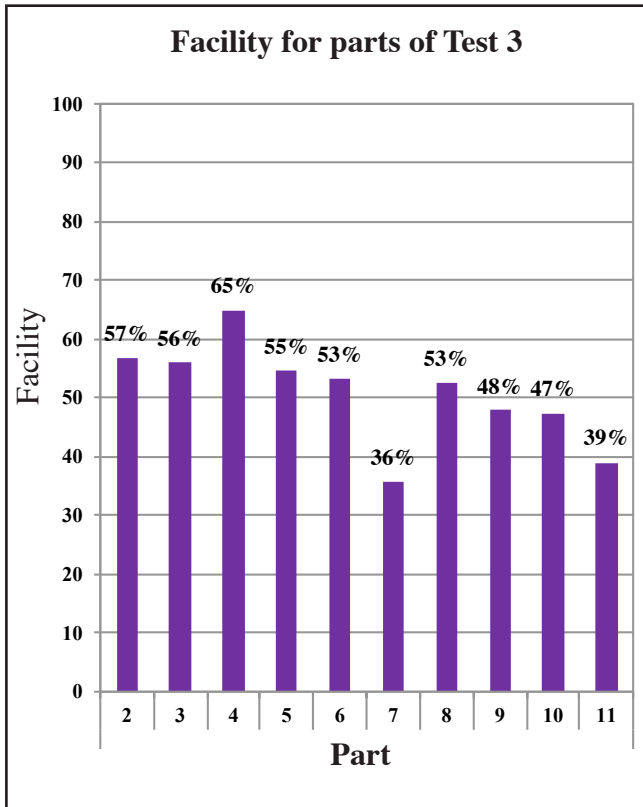
Almost all the candidates have attempted Test 3. Allotted marks for test 3 is 05.

The candidates have scored as follows.

- 00 - 25 range - 17%
- 26 - 50 range - 39%
- 51 - 75 range - 28%
- 76 - 100 range - 16%

16% of candidates have scored above 76 marks whereas 17% of candidates have scored below 25 marks. 28% of candidates have scored between 51 - 75 marks. 56% of candidates have scored less than 50 marks.

Observations and Comments on Test 3 :



Observations :

Test 3 is based on vocabulary. Facility recorded for each part of Test 3 is as follows.

Part (2) - 57%	Part (7) - 36%
Part (3) - 56%	Part (8) - 53%
Part (4) - 65%	Part (9) - 48%
Part (5) - 55%	Part (10) - 47%
Part (6) - 53%	Part (11) - 39%

The highest facility of 65% is shown for part (4), while the lowest facility of 36% is shown for part (7). The facility for part 1, 2, 3, 4 were above 55% while the facility of other parts were below 53%.

COMMENTS :

In this test item, students are assessed on how well they can complete a text appropriately with given words. On average just 50% of the students have completed the task correctly.

The lowest facility is for part 7 (36%) and it needs the past participle. The second lowest facility is for part 11 (39%) which needs a superlative for the answer.

Students must read the whole passage and relate the words with the picture and the passage. They must have the skills on what parts of speech is needed to fill in the blanks.

eg -: nouns, verbs, adjectives etc...

As the passage is picture related, the students must be taught to relate the picture, read the passage, analyze the words given and put them correctly in the required blanks and also look for the appropriate clues given in the passage and relate them to the picture.

It is obvious that the students fill the blanks without reading the passage completely. So, teachers should give students the practice with picture - reading tasks and make them read the whole passage before filling the blanks. Teachers should also instruct the students to use appropriate words (nouns, verbs, adjectives etc.) in the blanks.

- Test 4 – Reading

Objective – Assess the ability to read and extract specific information from a content page

Technique – Matching

○ Test 4 with expected answers :

Study the content page of a text book given in **Box A**. Write the relevant page numbers of the units against the titles given in **Box B**. *The first one is done for you.*

Box A

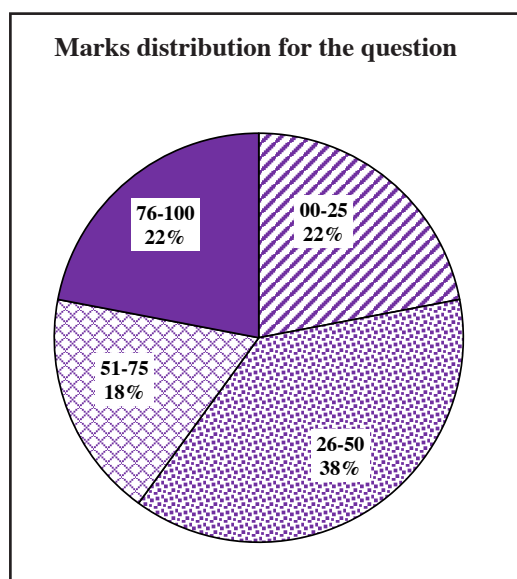
Units	Pages
A Brief History of the Earth	26 - 30
Agricultural Equipment	31 - 36
The Human Waste Stream	37 - 40
The Challenge of Homeless People	41 - 45
The War of Pests	56 - 55
International Waters	56 - 60

Box B

Titles	Pages
(1) Water pollution	37 - 40
(2) The tools that ancient people used in farming	31 - 36
(3) How the planet in which we live looked like in the past	26 - 30
(4) Oceans in different parts of the world	56 - 60
(5) Low cost housing schemes	41 - 45
(6) Insects that are harmful for crop growing	56 - 55

(1 × 5 = 5 marks)

Overall observations, conclusions and suggestions regarding the answers to Test 4 :



Most of the students have attempted the Test 4. Allotted marks for test 4 is 05.

The candidates have scored as follows.

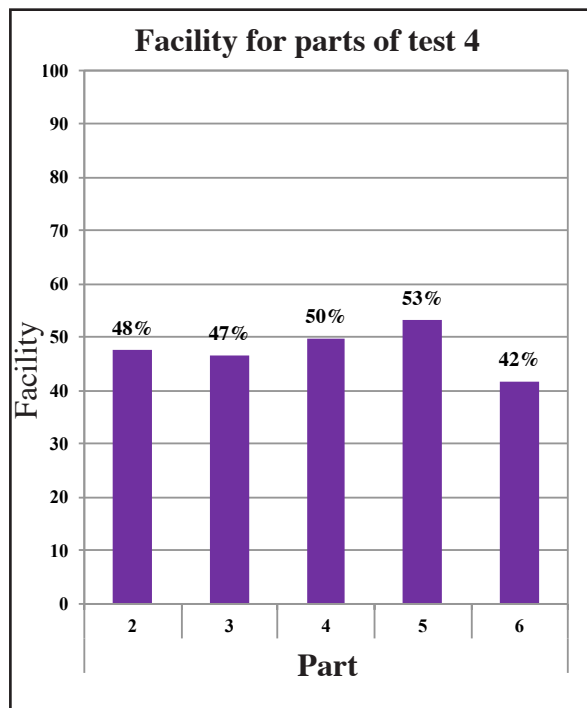
00 - 25 range - 22%

26 - 50 range - 38%

51 - 75 range - 18%

76 - 100 range - 22%

22% of candidates have scored above 76% marks while 22% of candidates have scored below 25 marks. 60% of candidates have scored below 50 marks.

Observations and Comments on Test 4 :**OBSERVATIONS :**

Test 4 is based on reading. The facility recorded for parts of test 4 is as follows.

Part (2) - 48%

Part (3) - 47%

Part (4) - 50%

Part (5) - 53%

Part (6) - 42%

Facility for all parts is between 42% - 53%

COMMENTS :

In this test students ability to read and extract specific information from a given text is tested. Students are given a content page of a text book in this regard.

The facility of this question is below 53%. This shows the candidates have difficulty in extracting specific information from a content page. The reasons for this problem are students' difficulty in understanding the instructions given in the test and lack of practice.

eg -: Understanding headlines, reading content pages of books, library catalogues, programme schedules etc....

Teachers should do some activities related to above mentioned areas to help the students. Teachers should prepare more tasks such as matching the headings with sub headings, matching the titles of content pages with page numbers, items in programme schedules with time, titles of the books with a short sentence about the content of the book.

- Test 5 – Reading

Objective – Assess the ability to read and extract relevant information to complete a text.

Technique – fill in the blanks.

○ Test 5 with expected answers :

Read the following dialogue. Fill in the blanks of the summary given below. Select a suitable word/phrase from the dialogue. *The first one is done for you.*

Teacher : Amal, is everything ready for the trip?

Amal : Yes, almost everything.

Teacher : Have you decided on the destination? Kandy or Nuwara Eliya?

Amal : Yes Madam, everyone's choice is Kandy.

Teacher : Why are you so interested in visiting Kandy?

Amal : I think it is the Botanical Gardens, Madam.

Teacher : Will your parents join too?

Amal : Only a few.

Teacher : Well, I want to meet all of you tomorrow at 10.00 a.m. to discuss more about the trip. We have not yet decided on the cost per head. I suppose it won't be more than five hundred rupees.

Amal : Madam, do we have to inform the principal about the trip?

Teacher : Yes, of course. We need his written permission.

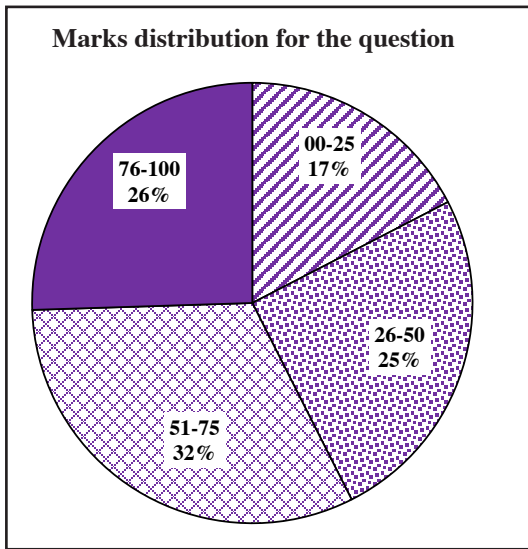
Amal : Madam, do you think he will give us permission?

Teacher : Why not! He is the one who suggested me to organize the trip.

● Summary

The discussion is about a trip to (1) **Kandy**..... . The students' one and only (2) **choice**..... is Kandy. The most attractive place for the students is (3) **(the) Botanical Gardens**..... . A few (4) **parents**..... also will join the trip. Students will not have to spend much as the (5) **cost**..... per person for the trip will not exceed Rs. 500. The written (6) **permission**..... of the principal is yet to be obtained.

Overall observations, conclusions and suggestions regarding the answers to Test 5 :

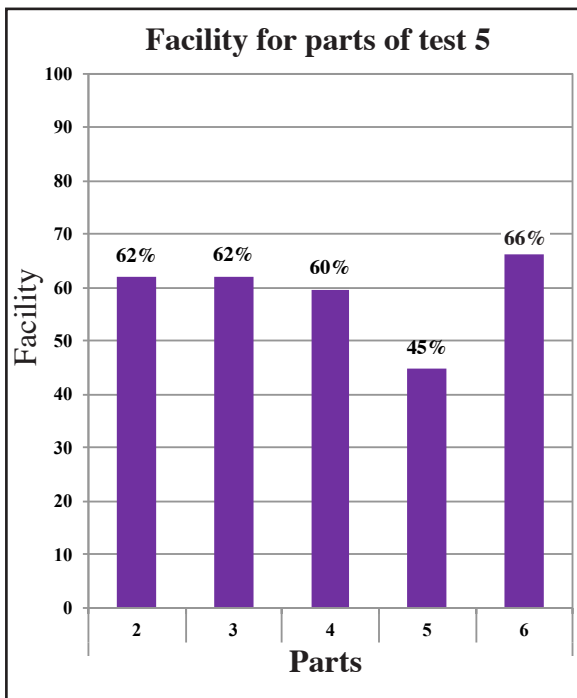


Almost all the candidates have attempted Test 5. Allotted marks for test 5 is 05. The candidates have scored as follows.

- 00 - 25 range - 17%
- 26 - 50 range - 25%
- 51 - 75 range - 32%
- 76 - 100 range - 26%

26% of candidates have scored above 76 marks and 17% of candidates have scored below 25 marks. 42% of candidates have scored less than 50 marks while 58% of candidates have scored above 50 marks.

Observations and Comments on Test 5 :



OBSERVATIONS :

Test 5 is based on reading. Here the students are asked to read and extract information from a dialogue to complete a summary. The candidates have scored as follows.

- Part (2) - 62%
- Part (3) - 62%
- Part (4) - 60%
- Part (5) - 45%
- Part (6) - 66%

The highest facility of 66% is recorded for part 6. The facility of part 4 and 5 are 60% and 45% respectively. The second highest facility of 62% is for part 2 and 3.

COMMENTS :

In this test students are assessed on the ability to read and extract relevant information to complete a summary with suitable words from the given dialogue. The students are expected to fill in the blanks in the summary of the dialogue given. The facility for part 2, 3, 4 and 6 are above 60% and part 5 is below 50%. The students have difficulty in finding the suitable answer for blank 5.

The reason for this difficulty may be the students' inability to find similar phrase, for instance per head - per person.

Teachers should get students to practise questions demanding information transfer by giving them tasks relevant to the above mentioned question type.

• Test 6 – Writing

Objective – Assess the ability to write a note with the given information.

Technique – Guided writing

○ Test 6 :

You are interested in joining an English Camp with your best friend after the examination. You went to his/her place to talk about it. But your friend was not at home. Write a note to be left in his/her letter box telling him/her about it. Use about **40 - 50** words.

Include: - when you came - why you came - ask him or her to call back

Expected Answer :

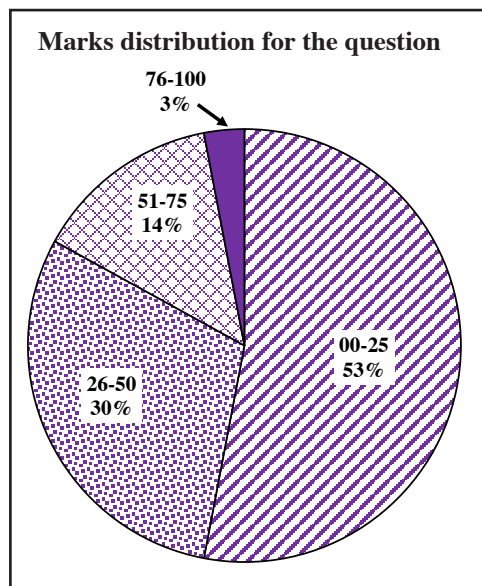
Dear Nadeesha,

I heard there is an English camp in our school after the examination. I'm interested in taking part in it with you, I came to your house last evening but you were not at home. Can you please call me and confirm it?

Sanudhi

(46 words)

Overall observations, conclusions and suggestions regarding the answers to Test 6 :

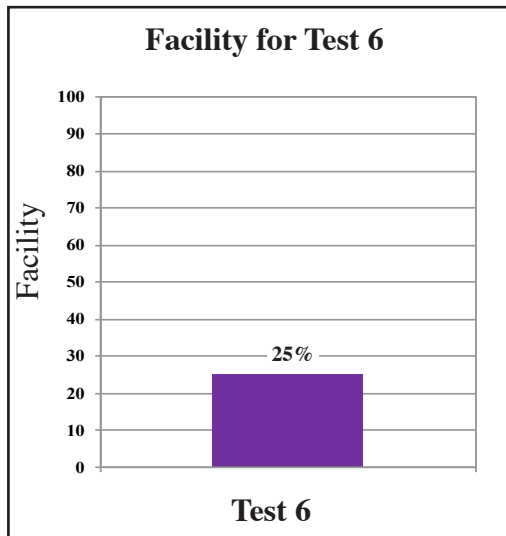


Almost all the candidates have attempted Test 6. Allotted marks for test 6 is 05. Out of the total of 05 marks, 02 marks are allotted for Content and 03 marks allotted for Language. The candidates have scored as follows.

- 00 - 25 range - 53%
- 26 - 50 range - 30%
- 51 - 75 range - 14%
- 76 - 100 range - 03%

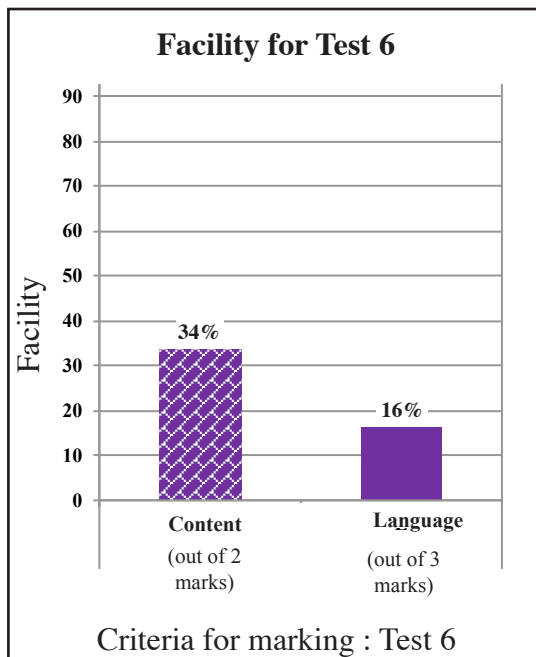
Only 3% of candidates have scored more than 76 marks. 83% of candidates have scored less than 50 marks. 53% of candidates have scored below 25 marks.

Observations and Comments on Test 6 :



OBSERVATIONS :

Test 6 is a guided writing activity. The facility of test 6 is as low as 25%.



OBSERVATIONS :

According to the second graph the candidates have scored more marks for Content than Language. Although more marks are allotted for language, the facility for content is 34% and the facility for language is only 16%.

COMMENTS :

In this test students are assessed on the ability to write a note including the given information and within the given word range.

Facility recorded for this guided writing test is 25%. The low scoring trend has continued for writing for many years. Lack of planning and continued negligence of writing in the schools might be the reason. Proper planning in preparing students for writing activities is an immediate need in schools.

Even though Evaluation Reports have emphasized the need of proper planning to increase the writing skills of students from the lower grades, an improvement cannot be seen. The low scores in all the writing tasks show the inability of students to construct simple sentences appropriate to the topic.

- This activity is based on reading the instructions carefully and include the given points in the writing.
- Students should know the basics of note writing and also to include the given points in simple correct sentences.
- Students have many difficulties in mastering writing. Writing should be started in lower grades and built steadily.
- Students can't learn to write overnight. So, overnight coaching in writing and memorizing certain topics won't help them to score marks in the examination.
- Teachers should have a long term plan to improve students' writing.
eg -: process writing
- Peer correction can be encouraged.
- Students must be encouraged to write again, incorporating all the corrections.
- Correction and immediate feed back is encouraged to improve students' performance.

- Test 7 – Reading

Objective – Assess the ability to read and understand directly states information in a given text.

Technique – Writing short answers and underlining.

○ Test 7 with expected answers :

Read the following text and answer the questions.

The pupils stopped talking as Miss Yapa entered the classroom. Then they stood up and greeted, “Good morning, teacher.” Miss Yapa smiled and greeted them back and asked the children to sit down. There were thirty pupils in the class. All the pupils were watching her **intently**, waiting to know her name.

“I suppose you want to know my name.” she said. But before she could tell them, someone called out, “You are Miss Yapa.” Everybody laughed including Miss Yapa.

“News travels quickly.” she said.

Miss Yapa opened the attendance register and called their names in turn. When she came to the last name on the list, Naveen, she noticed that he had been absent for over a month.

“What’s the matter with Naveen?” asked the teacher. “Naveen has been ill and is still in hospital.” said a girl in the front row.

“Did you all go to see him?” asked the teacher. No one replied.

It was the time to start the lesson.

“Please tell us a story.” The pupils shouted.

“No, first of all I want you to write letters to your friend Naveen. We will send the best ones to cheer him up in hospital. I’ll tell you a story, later.”

- (1) What were the pupils doing before Miss Yapa entered the classroom?

..... (They /The pupils were) talking

- (2) How many pupils were there in the class? thirty

- (3) Complete the sentence.

The pupils wanted the teacher to tell a story

- (4) Write the line which says that Naveen would receive letters from his classmates.

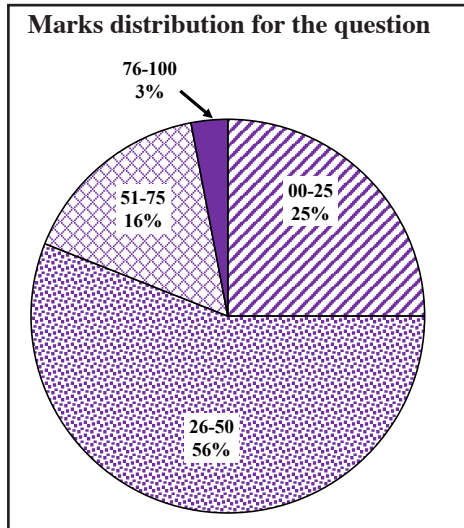
"No first of all I want to you to write letters to your friend Naveen. We will send the best ones to / We will send the best ones to cheer him up in hospital.

- Underline the correct answer.

- (5) The word ‘intently’ in line 3 means

(a) by chance. (b) attentively. (c) silently.

Overall observations, conclusions and suggestions regarding the answers to Test 7 :

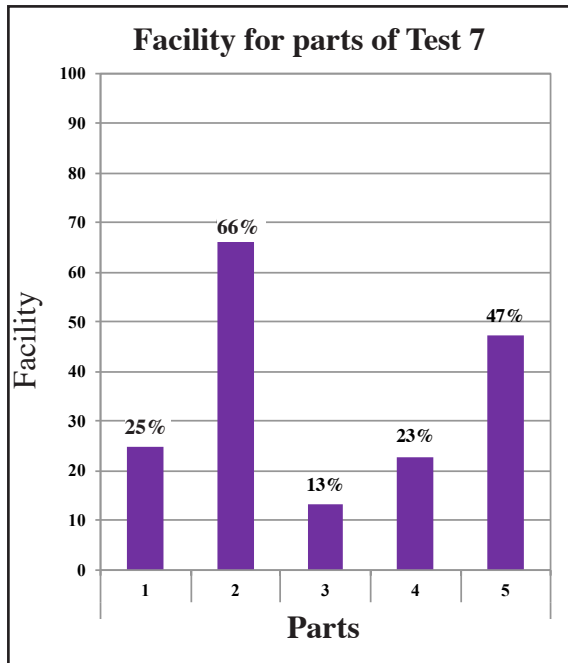


Most of the candidates have attempted Test 7. Allotted marks for test 7 is 05. The candidates have scored as follows.

- 00 - 25 range - 25%
- 26 - 50 range - 56%
- 51 - 75 range - 16%
- 76 - 100 range - 03%

3% of candidates have scored over 76 marks and 25% of candidates have scored below 25 marks. 19% of candidates have scored over 50 marks.

Observations and Comments on Test 7 :



OBSERVATIONS :

Test 07 is based on reading. Facility for parts of Test 7 is as follow.

- Part (1) - 25%
- Part (2) - 66%
- Part (3) - 13%
- Part (4) - 23%
- Part (5) - 47%

The highest facility of 66% is recorded for part (2), while the lowest facility of 13% is recorded for part (3).

COMMENTS :

This test assesses the students' ability to read and understand directly stated information. The facility of this question show, students have scored the highest marks for part 2, moderate marks for part 5 and low marks for part 1, 3, 4. To answer part 1 and 3 of the test, students should extract indirectly stated information and in part 4, students have to identify the exact line. Further, the students have difficulty in extracting necessary information. The question 4 expects only a line (a part of the sentence) as the answer but the students have written the whole sentence instead Part 2 of this test needs directly stated information.

According to statistics, the sub skill of reading and understanding directly stated information in a given text is above 56%. This shows candidates have difficulty in extracting directly stated information from a text. Furthermore, students should be taught how to extract directly stated information by giving them a practice on similar tasks.

Types of activities to practice :-

- * Read and answer questions
- * Sentence completion tasks
- * Extracting directly stated information quoting phrases or lines
- * Multiple choice questions

Example:-

Read the text and complete the sentence.

As soon as Miss Yapa entered the classroom, the students stood up and greeted her as usual saying “Good morning, teacher”

The students _____ Miss Yapa as usual.

- * The students greeted Miss Yapa as usual.

- Test 8 – Writing

Objective – Assess the ability to write a short paragraph on a given topic.

Technique – Free writing

○ Test 8 with Expected Answer :

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

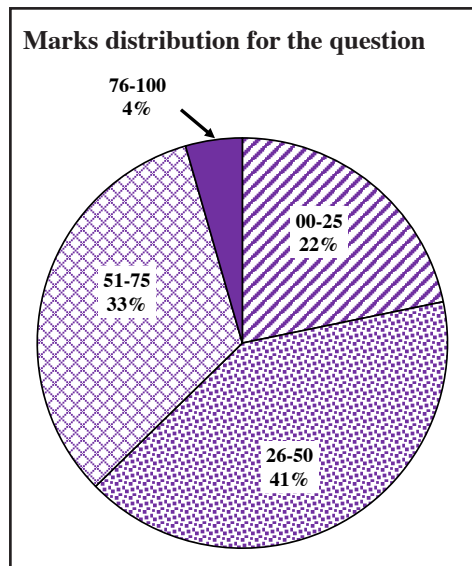
- (a) My best friend (b) The book that I like most

The book that I like most

The book that I like most is 'Madol Duwa'. It is a very interesting childrens novel written by the great writer Martin Wickramasinghe. Upali and Jinna are the main characters of the story. They are very brave and adventurous children. The story tells about their life in a small island called 'Madol Duwa'.

(53 words)

Overall observations, conclusions and suggestions regarding the answers to Test 8 :

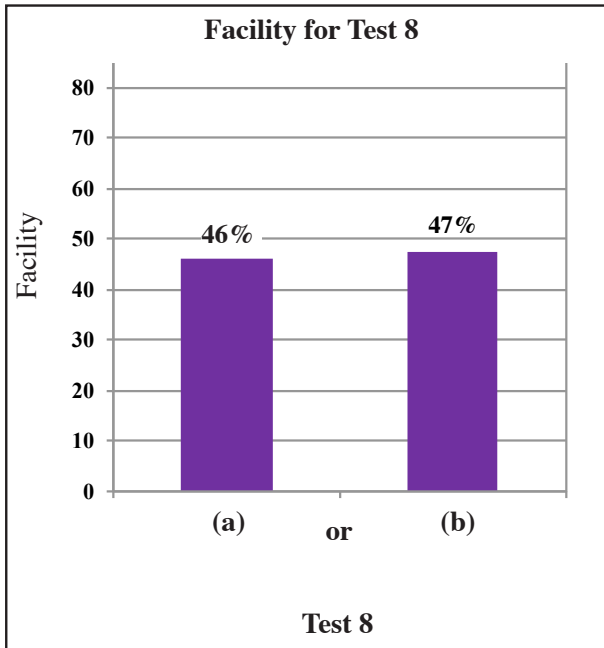


Almost all the candidates have attempted Test 8. Allotted marks for test 8 is 05. For Content 02 marks are given and for Language 03 marks are given. The candidates have scored as follows.

- 00 - 25 range - 22%
- 26 - 50 range - 41%
- 51 - 75 range - 33%
- 76 - 100 range - 4%

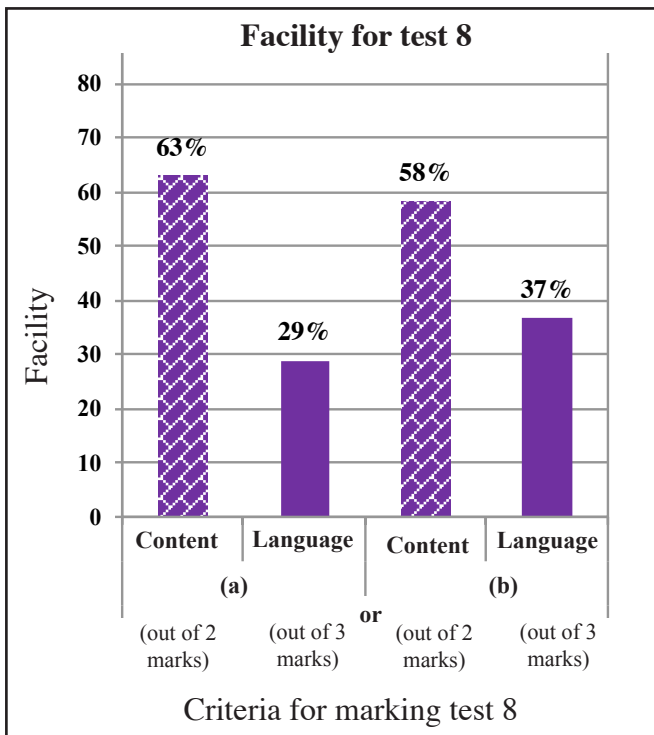
Only 04% of the candidates have scored more than 76 marks while 22% of candidates have scored less than 25 marks. 37% of candidates have scored over 50 marks while 63% of candidates have scored below 50 marks.

Observations and Comments on Test 8 :



OBSERVATIONS :

Test 8 is a free writing activity. The facility for test 8(a) is 41% and the facility for test 8(b) is 47%. More students have shown their preference for option (b) while 7% have not chosen any topic.



In test 8 option (a) candidates recorded a facility of 63% for content and 29% for language.

In option (b) candidates recorded 58% for content and 37% for language

It shows that in both the options students have got more marks for content than language even though more marks is allocated for language.

COMMENTS :

This test assesses the ability of the students to write a short paragraph on a given topic within the given word range. The facility level of test 8 part (a) and part (b), show students have scored more marks for content (63% and 58% respectively) than language (29% and 27% respectively).

The statistics given above clearly states that more students have scored in content. If they were able to score for language, they could have easily scored well in this writing activity.

Writing simple, grammatically correct, meaningful sentences according to the topic should be taught and student should be encouraged to write freely on any topic. Writing for a school magazine, or a class magazine, wall paper etc should be promoted.

Analytical focus at the statistics shows in every writing task, the students score in content and show poor performance in language. Writing according to the topic with simple sentences may rectify this poor performance.

Teachers should take into consideration, that there is a scope to score in writing tasks. A careful selection of questions, improved simple techniques and a well planned writing can make a lot of difference.

2.2 Question paper II

2.2.1 Structure of the question paper II

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

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Vocabulary	1 × 5	05
10	Grammar	½ × 10	05
11	Language Proficiency	½ × 14	07
12	Grammar	1 × 5	05
13	Reading	1 × 5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - 1 × 2 2 - 1 × 2 3 - ½ × 2 4 - ½ × 1 5 - ½ × 4 6 - ½ × 2 7 - 1 × 1	
16	Writing	C - 5, L - 5, O - 2, M - 3	15

2.2.2 Tests and expected answers, marking scheme, observations and comments

* Observations and comments on answering all the questions in Paper II are based on Graphs 2(a), 2(b) and 3.

- Test 9 – Vocabulary

Objective – *Assess the ability to use words appropriately in a context.*

Technique – *Fill in the blank*

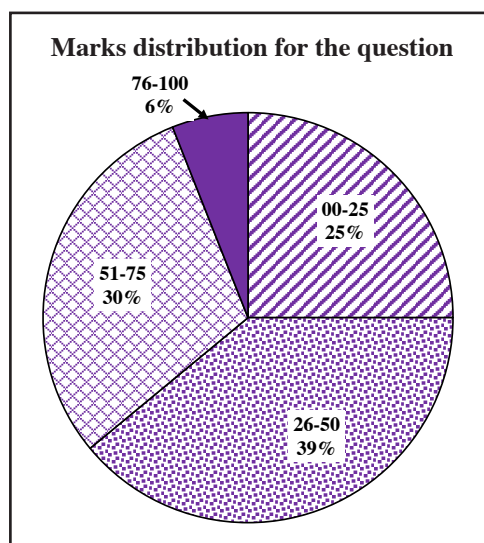
○ Test 9 with expected answers :

Select a word from the box which has a similar meaning to the word/phrase given within brackets and write it in the space provided. *The first one is done for you.* There are **three** extra words.

~~ancient~~, attractions, common, destinations,
located, prevails, stay, tourists, identical

Anuradhapura and Polonnaruwa are two (1) **ancient** (belong to distant past) cities in Sri Lanka. They have a lot in (2) **common** (similar in many ways). Both these cities are (3) **located** (situated) in the North Central Province. Usually, dry weather (4) **prevails** (exists) there in most of the months of the year. These two cities are famous tourist (5) **attractions** (places of interest). Many local and foreign (6) **tourists** (persons visiting places) visit these cities throughout the year. They have a fast growing economy with the development of infrastructure facilities.

Overall observations, conclusions and suggestions regarding the answers to Test 9 :



Almost all the candidates have attempted Test 9. Allotted marks for test 9 is 05. The candidates have scored as follows.

00 - 25 range - 25%

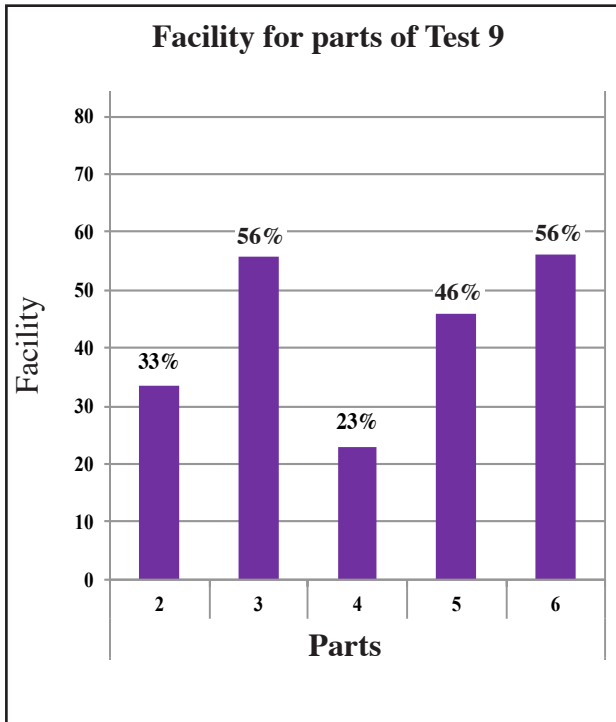
26 - 50 range - 39%

51 - 75 range - 30%

76 - 100 range - 06%

Only 06% of candidates have obtained more than 76 marks. 25% of candidates have scored below 25 marks. 64% of candidates have scored below 50 marks and 36% of candidates have scored above 50 marks.

Observations and Comments on Test 9 :



OBSERVATIONS :

The test 9 is based on vocabulary. Facility for parts in Test 9 is as follows.

- Part (2) - 33%
- Part (3) - 56%
- Part (4) - 23%
- Part (5) - 46%
- Part (6) - 56%

The highest facility of 56% is recorded for part (3) and the lowest facility of 23% is recorded for part (4).

COMMENTS :

In this test the candidates are assessed in their ability to use words appropriately in a context. The facility of the test shows that item 3 and item 6 has recorded 56% and item 2 and 5, recorded is 33% and 46% respectively.

This test is difficult for the candidates as a whole because they have to select the word that matches the meaning of the phrase given in brackets. Low performance of this test shows the candidates lack of exposure to the target language. They need to understand the contextual meaning of the words given in the passage.

So, the teachers need to provide a variety of texts to improve the students ability to read. Exercises on matching words with their meanings should be given to students. They should be guided to guess the meanings of words and phrases from the context. Most of the students look for the meaning of the words in mother tongue and do not get the correct meaning of the words related to the context The skill of using the dictionary (English - English) should be encouraged, so the students can develop their vocabulary with meanings and also similar words.

- Test 10 – Grammar

Objective – Assess the ability to use the correct form of a word in context.

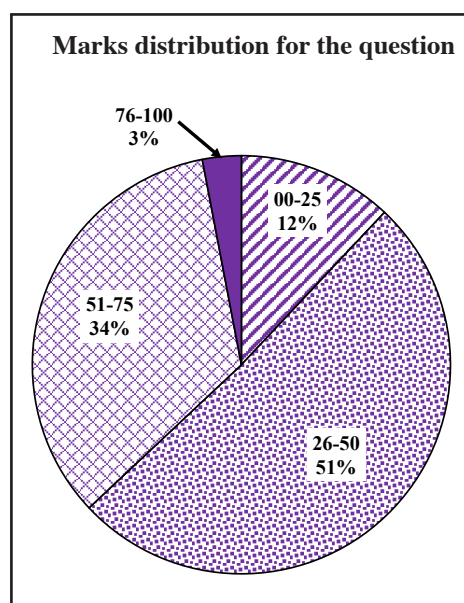
Technique – Underlining the correct word.

○ **Test 10 with expected answers :**

Underline the most suitable word within brackets.

Exercise is one of the best ways of keeping depression away. It improves your body and your mind and (1) (enable, enables, enabling) you to perform better in the work place and at home. Proper (2) (breathe, breath, breathing) is essential if you want to get the most from exercise, and you should take into (3) (consider, consideration, considering) your heart rate. It can be (4) (harmful, harmfully, harm) to do exercises too much. All good (5) (fit, fitness, fitting) instructors emphasize the importance of 'listening to your body'. When you first start, you should use good (6) (judgment, judge, judging), because it's easy to make the mistake of using the equipment (7) (incorrectly, correctly, incorrectness). Exercise should not be seen as a (8) (demand, demanded, demanding) task. To increase your fitness, exercise (9) (steady, steadily, steadying) for 20 minutes a week. And you will notice a (10) (different, differentiating, difference) in your body and mind in a few weeks.

Overall observations, conclusions and suggestions regarding the answers to Test 10 :

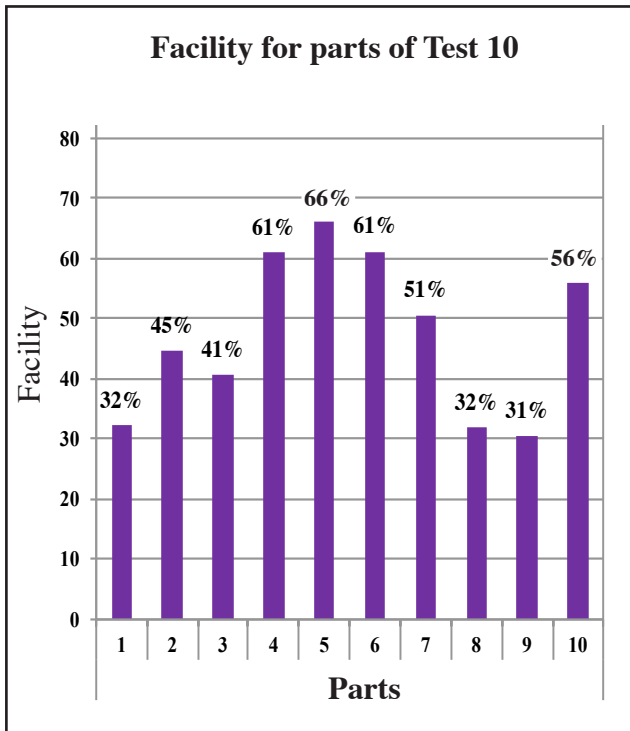


Almost all the students have attempted for Test 10. Allotted marks for test 10 is 05. The candidates have scored as follows.

- 00 - 25 range - 12%
- 26 - 50 range - 51%
- 51 - 75 range - 34%
- 76 - 100 range - 03%

Only 3% of the students have obtained more than 76 marks and 12% of the candidates have scored less than 25 marks. 63% of the candidates have scored below 50 marks.

Observations and Comments on Test 10 :



OBSERVATIONS :

Test 10 is based on grammar. The facility recorded for items in test 10 is as follows.

Part (1) - 32%	Part (6) - 61%
Part (2) - 45%	Part (7) - 51%
Part (3) - 41%	Part (8) - 32%
Part (4) - 61%	Part (9) - 31%
Part (5) - 66%	Part (10) - 56%

The maximum facility of 66% is recorded for part (5) and the second highest facility is recorded for part (4) and (6), which is 61%. The facility for all the other parts are below 56%. The lowest facility of 31% is for part (9).

COMMENTS :

This test assesses the ability of the candidates to use correct form of the word in context

The facility of this test shows above 50% for items 4, 5, 6, 7 and 10 and items 1, 2, 3, 8 and 9 scored below 50%.

This test seems a challenging task for the candidates as they have to identify the relevant word classes from the words given and most of the students have failed to answer it correctly.

It is proved that most of the students have no clear understanding about "word classes" of English although many lessons on vocabulary are given in the text books.

Although the words given in this test are familiar, the candidates have no clear understanding in choosing the correct word classes according to the situation.

Teachers have to pay more attention to the word classes when teaching vocabulary.

• Test 11 – Language Proficiency

Objective – Assess the overall proficiency of the language.

Technique – Modified cloze.

○ Test 11 with expected answers :

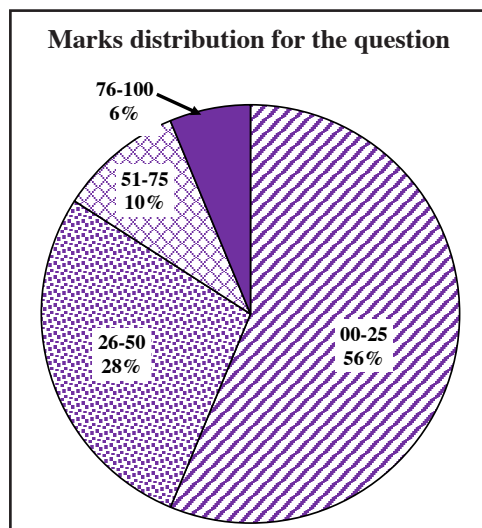
Fill in the blanks with the words given within the box. There are **three** extra words.

also, to, and, numerous, after, of, for, have, first,
money, fashion, do, clothes, come, century, who, not

Throughout history, people have worn clothing of one description or another. Apart from protection against the weather, (1) clothes were also often used (2) to show the wearer's status (3) and/of wealth. Over the years, (4) numerous fashions in clothing have (5) come and gone while some (6) of those have been popular (7) for relatively short periods. Meanwhile, others (8) have lasted longer.

Until the (9) first half of the 20th (10) century the ability to follow (11) fashion was limited to those (12) who had the money to (13) do so. Following fashions (14) not only demand money but also require large amounts of leisure time.

Overall observations, conclusions and suggestions regarding the answers to Test 11 :

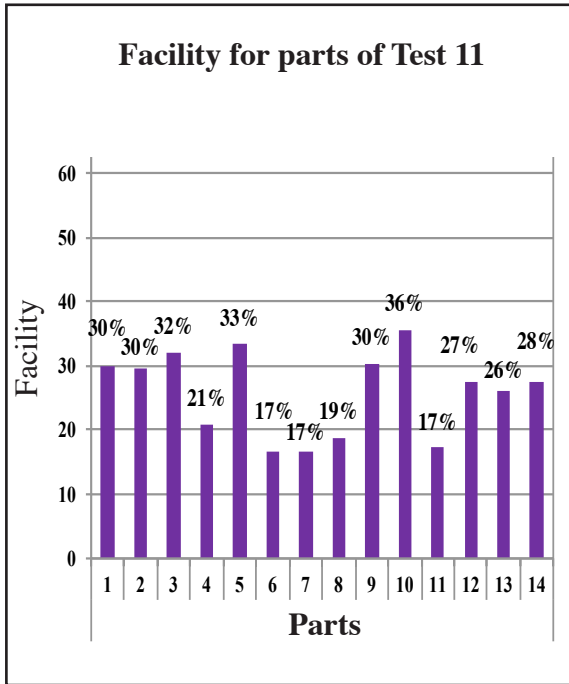


Almost all the candidates have attempted Test 11. Allotted marks for test 11 is 07. The candidates have scored as follows.

- 00 - 25 range - 56%
- 26 - 50 range - 28%
- 51 - 75 range - 10%
- 76 - 100 range - 6%

Only 6% of the candidates have scored more than 76 marks and 56% of the candidates have scored below 25 marks. 84% of candidates have scored below 50 and only 16% have scored more than 50

Observations and Comments on Test 11 :



OBSERVATIONS :

Test 11 is based on overall Language proficiency. Facility for parts of test 11 is as follows.

Part (1) - 30%	Part (8) - 19%
Part (2) - 30%	Part (9) - 30%
Part (3) - 32%	Part (10) - 36%
Part (4) - 21%	Part (11) - 17%
Part (5) - 33%	Part (12) - 27%
Part (6) - 17%	Part (13) - 26%
Part (7) - 17%	Part (14) - 28%

The highest facility of 36% is recorded for part (10) and the lowest facility of 17% is for the part (6), (7) and (11). The facility for part 1, 2, 3, 5, 9, 10 are 30% and above, part 4, 6, 7, 8, 11, 12, 13 and 14 are below 30%

COMMENTS :

This test assesses the overall proficiency of the language of the candidates.

Only 6% of the candidates have scored more than 76 marks and 56% of the candidates have scored below 25 marks 84% of candidates have scored below 50.

The highest facility of 36% is recorded for part 10 and the lowest facility of 17% is recorded for part 6,7 and 11. The facility for part 4 and 8 is below 25%.

The students should be provided opportunities acquire reading skill to and inter related overall proficiency of the language.

Students should learn to read the cloze passage slowly without filling the blanks. This enables them to develop an idea about the topic. They should be encouraged to read a passage at least twice or thrice until they figure out what the text is about. Here also the knowledge of word classes is essential. Like comprehension passages, cloze test also contains logically connected sentences. The students must not make the mistake of judging each sentence separately but treat the passage as one as it is logically connected. Teachers should give the knowledge of filling the gaps with a logical choice of the parts of speech. Let the students find out which parts of speech is a logical choice for a selected blank. (noun, pronouns, adjective, adverb etc.) Part 10 of this test has the highest facility of 36%, the logical choice which comes after 20th is **century** that's why many students have figured it out. It is the duty of the teachers to provided opportunities for students give activities to figure out the logical choice.

- Test 12 – Grammar

Objective – Assess the ability to use the correct form of the verb in a context.

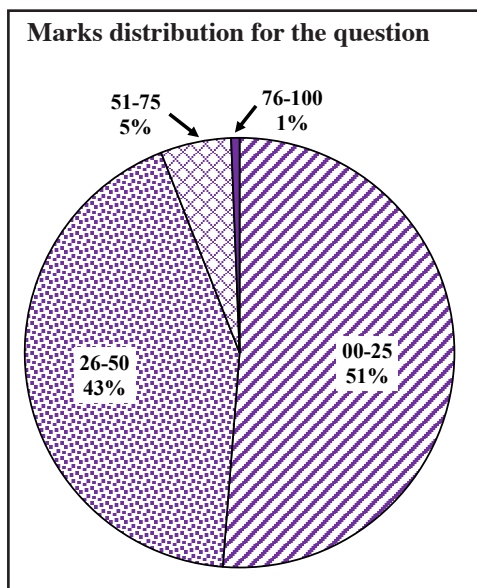
Technique – Fill in the blanks.

○ Test 12 with expected answers :

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

P Sara Oval is one of the oldest cricket grounds in Sri Lanka. It (1) ...**is considered**..... (consider) a historic cricket venue of the country for many reasons. First, this ground (2)**hosted**..... (host) Sri Lanka’s first test match, against England in 1982. Further, in 1985, it (3)**became**..... (become) the venue for Sri Lanka’s first-ever Test win, over India. Next, the ground (4)**was used**..... (use) as a neutral venue for a test match series between Australia and Pakistan in 2002. So far, 15 Test matches, 12 ODIs and one T20 (5) **have been played** (play) at P Sara Oval. This historic stadium (6) ...**is located**..... (located) in Colombo, the commercial capital of the country.

Overall observations, conclusions and suggestions regarding the answers to Test 12 :

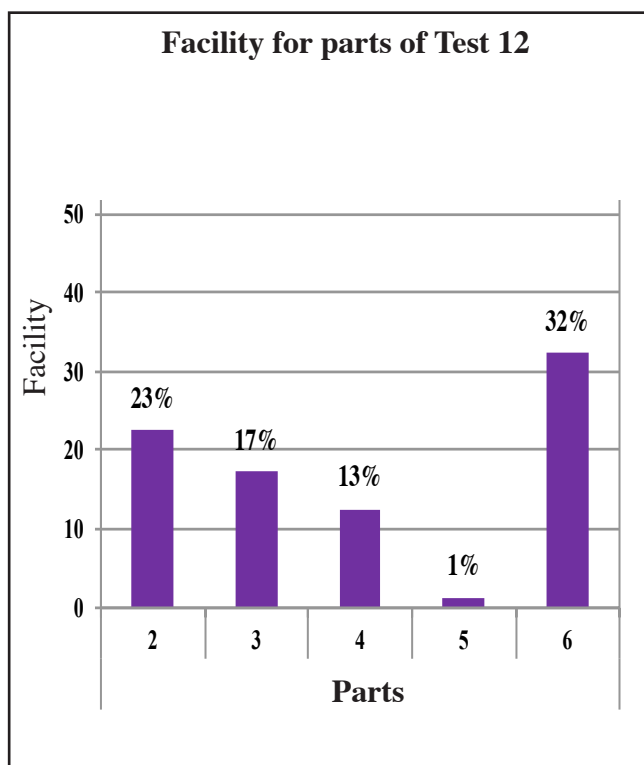


Almost all the candidates have attempted Test 12. Allotted marks for test 12 is 05. The candidates have scored as follows.

- 00 - 25 range - 51%
- 26 - 50 range - 43%
- 51 - 75 range - 05%
- 76 - 100 range - 01%

Only 01% of candidates have scored more than 76 marks. 51% of the candidates have scored between 00 and 25 marks. 43% of candidates have scored between 26 and 50 marks and 5% of the candidates have scored between 51 and 75 marks.

Observations and Comments on Test 12 :



OBSERVATIONS :

Test 12 is based on grammar. The facility for parts of Test 12 is as follows.

Part (2) - 23%

Part (3) - 17%

Part (4) - 13%

Part (5) - 1%

Part (6) - 32%

As a whole, the facility for this question is very low. It lies between 32% - 1%. The highest facility of 32% is for part (6) and the lowest facility of 1% is for part (5).

COMMENTS :

This Test assesses the ability of the students to use the correct form of the verb given in a context. By analyzing this question, it is understood that the knowledge of basic grammar rules specially the tenses and passive voice have not been grasped by the students. Grammatical structures in different contexts should be practised thoroughly with the students' so that they gain proficiency in grammar.

Example :-

Sentence completion task with given verbs in present, past, future (active/ passive)

1. She has been writing (write) books for seven years
2. He was awarded (answer) the man of the match in the last test match award played from 20th - 25th July 2018

- Test 13 – Reading

Objective – Assess the ability to find directly stated information from a dictionary page.

Technique – Writing short answer.

- Test 13 with expected answers :

Here is a page from a dictionary. Refer to it and answer the questions given below it.

<p>spic /spɪk/ <i>noun</i> (A slang, especially AmE) a very offensive word for a person from a country where Spanish is spoken, for example a Mexican or Puerto Rican [C] spic and 'span = SPICK AND SPAN at SPICK</p> <p>spice /spaɪs/ <i>noun, verb</i></p> <p>■ <i>noun</i> 1 [C, U] one of the various types of powder or seed that come from plants and are used in cooking. Spices have a strong taste and smell: <i>common spices such as ginger and cinnamon</i> ○ a <i>spice jar</i> / <i>rock</i> 2 (U) extra interest or excitement: <i>We need an exciting trip to add some spice to our lives.</i> [C] see VARIETY</p> <p>■ <i>verb</i> [VN] ~ sth (up) (with sth) 1 to add spice to food in order to give it more flavour: <i>highly spiced dishes</i> 2 to add interest or excitement to sth: <i>He exaggerated the details to spice up the story.</i> ○ <i>Her conversation is always spiced with humour.</i></p> <p>spick /spɪk/ <i>adj.</i> [C] spick and 'span (also 'spic and 'span) (not usually before <i>noun</i>) neat and clean: <i>Their house is always spick and span.</i></p> <p>spicy /ˈspɪsi/ <i>adj.</i> (spici-er, spici-est) 1 (of food) having a strong taste because spices have been used to flavour it: <i>spicy chicken wings</i> 2 (informal) (of a story, piece of news, etc.) exciting and slightly shocking ▶ spici-ness <i>noun</i> [U]</p> <p>spider /ˈspaɪdər/ <i>noun</i> a small creature with eight thin legs. Many spiders spin webs (= nets of thin threads) to catch insects for food: <i>She stared in horror at the hairy black spider.</i>—picture on page A7</p> <p>'spider monkey <i>noun</i> a S American monkey with very long limbs and a long prehensile tail—picture on page A6</p> <p>'spider's web (especially BrE) (also 'spider web especially in AmE) (also web) <i>noun</i> a fine net of threads made by a spider to catch insects: (figurative) <i>a spider's web of overhead wires and cables</i> ○ (figurative) <i>to be caught in a spider's web of confusion</i>—see also CONWEB</p>	<p>spit /spɪt; spɪt/ <i>noun</i> (informal, usually disapproving) a long speech that sb has used many times, that is intended to persuade you to believe sth or buy sth</p> <p>spiff /spɪf/ <i>verb</i> [C] spiff 'up spiff sb/sth ↔ 'up (AmE, informal) to make yourself/sb/sth look neat and attractive: <i>He got all spiffed up.</i> ○ <i>She spiffed up her old shoes.</i></p> <p>spiffy /ˈspɪfi/ <i>adj.</i> (AmE, informal) attractive and fashionable</p> <p>spigot /ˈspɪɡət/ <i>noun</i> 1 (technical) a device in a tap/faucet that controls the flow of liquid from a container 2 (AmE) any tap/faucet, especially one outdoors</p> <p>spike /spaɪk/ <i>noun, verb</i></p> <p>■ <i>noun</i> 1 [C] a thin object with a sharp point, especially a pointed piece of metal, wood, etc: <i>a row of iron spikes on a wall</i> ○ <i>Her hair stood up in spikes.</i>—see also SPIKE HEEL 2 [C, usually pl.] a metal point attached to the sole of a sports shoe to prevent you from slipping while running—compare CLEAT 3 (spikes) [pl.] shoes fitted with these metal spikes, used for running: <i>a pair of spikes</i> 4 [C] a long pointed group of flowers that grow together on a single stem</p> <p>■ <i>verb</i> [VN] 1 to push a sharp piece of metal, wood, etc. into sb/sth; to injure sth on a sharp point 2 ~ sth (with sth) to add alcohol, poison or a drug to sb's drink or food without them knowing: <i>He gave her a drink spiked with tranquillizers</i> ○ (figurative) <i>Her words were spiked with malice.</i> 3 to reject sth that a person has written or said; to prevent sth from happening or being made public: <i>The article was spiked for fear of legal action against the newspaper.</i> [C] spike sb's 'guns (BrE) to spoil the plans of an opponent</p> <p>spiked /ˈspaɪkt/ <i>adj.</i> with one or more spikes: <i>spiked running shoes</i> ○ <i>short spiked hair</i></p> <p>spike 'heel <i>noun</i> (especially AmE) a very thin high heel on a woman's shoe; a shoe with such a heel [SYN] STILETTO</p>
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- Find a word/phrase for each of the following descriptions.

(1) A phrase similar in meaning to 'neat and clean'.

..... spick and span

(2) A metal point set into the sole of a running shoe.

..... spike

(3) A creature that feeds on insects.

..... spider

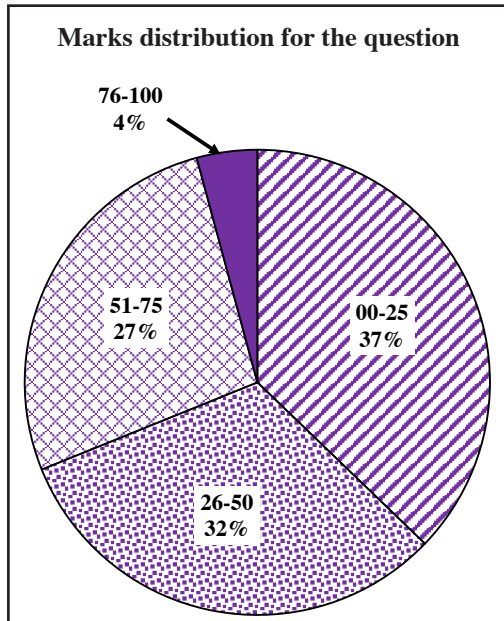
(4) An outdoor tap

..... spigot

- Complete the sentence selecting a word from the dictionary page.

(5) Sri Lankan food is very because the cooks add many things to flavour them.

Overall observations, conclusions and suggestions regarding the answers to Test 13 :



Almost all the candidates have attempted Test 13. Allotted marks for test 13 is 05.

The candidates have scored as follows.

00 - 25 range - 37%

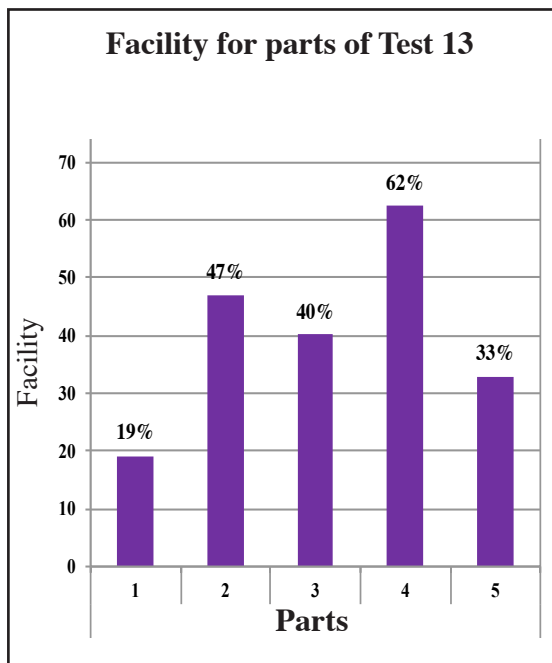
26 - 50 range - 32%

51 - 75 range - 27%

76 - 100 range - 4%

Only 4% of the candidates have obtained more than 76 marks and 37% of candidates have obtained below 25 marks. 59% of candidates have obtained between 26 - 75 marks.

Observations and Comments on Test 13 :



OBSERVATIONS :

Test 13 is based on reading. The objective of this test is to assess the ability to form directly stated information from a dictionary page. And the technique is to write short answers. The facility for parts in Test 13 is as follows.

Part (1) - 19%

Part (2) - 47%

Part (3) - 40%

Part (4) - 62%

Part (5) - 33%

The highest facility of 62% is for part (4) and the lowest facility of 19% is for part (1). The second highest facility of 47% is for part (2).

COMMENTS :

This test assesses the ability of the students to extract directly stated information from a dictionary and students are expected to write short answers.

By analyzing the marks distribution for test 13 it was found that most candidates have scored less than 50%. This shows that students have failed in referring to a dictionary and finding directly stated information. Teachers should give exposure to the students how to use English – English dictionaries. This is an essential skill that the students must develop in finding the most appropriate meaning for a context.

Further, the low performance in part 1 of this test shows that students have failed to understand the difference between phrases and words. Teachers must teach the students the difference between a word and a phrase using variety of techniques.

Example :-

Do games , competitions and contests related to the Dictionary (English – English).

Activities :

finding word classes, synonyms, antonyms, definitions etc. Word puzzles, Two entry forms (with words and definitions)

- Test 14 – Writing

Objectives – (a) Assess the ability to write a formal letter

Technique – Guided writing

Objectives – (b) Assess the ability to write a short paragraph using graphical information in a text

Technique – Guided writing

○ Test 14 :

Write on **one** of the following. Use about **100** words.

- (a) Your English teacher asked you to read some English story books after the exam. Write a letter to the manager of the Lake House Bookshop, Colombo asking for information about the books for children.

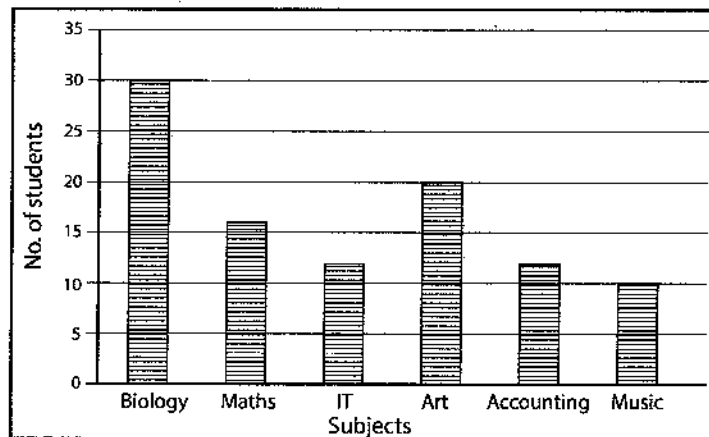
Ask for the following information:

- | | |
|---------------------------------------|--------------------------------------|
| (a) The titles of the books available | (b) The prices and discounts, if any |
| (c) Mode of payment | (d) Mode of delivery |

OR

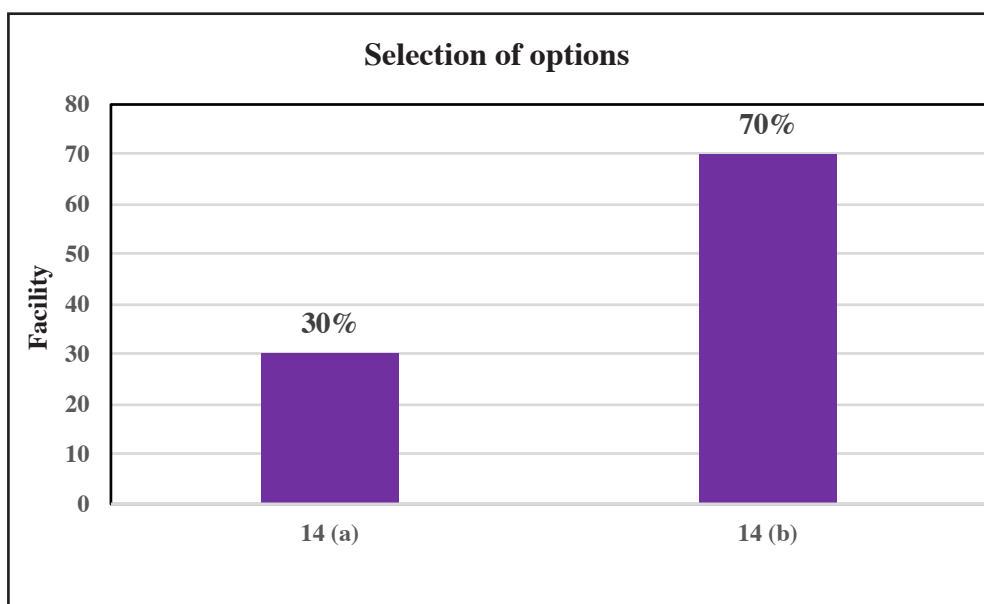
- (b) The following bar graph shows the results of a survey conducted among 100 grade 11 students in a school about the choice of the subjects for Advanced Level streams. Study the chart and write a description about their choices. The following words will help you.

more, most, less, least, equal, highest, lowest, higher, lower



Start like this: This bar graph shows the choice of the subjects of Grade 11 students in a school.

Test 14 : Selection of options



In choosing options for Question 14

14 (a) - writing a letter

14 (b) - writing a description about the given bar chart

The majority of candidates (70%) opted for 14 (b) and 30% of the candidates have chosen 14 (a). This shows that the candidates have found it easy to interpret the graph.

Sample answer 14 (a) :

32, Temple Road,
Nugegoda.
07th December 2018.

The Manager,
Lake House Bookshop,
Colombo.

Dear sir,

Requesting information about the books
for children.


As our English teacher asked us to read some
story books after the exam, I need to purchase
some English books from your bookshop.

I would be much obliged, if you could send me
the titles of the books available in your bookshop,
mode of payment, the prices of the books
and the mode of delivery. I am glad, if
you could give me a reasonable discount for the
books too.

Please be kind enough to send me a favourable
response.

Thank you.

Yours faithfully,



Hiranya Thennakoon.

Expected Answer 14 (a) :

Hiruni Nisansala,
52, Golden Avenue,
Kiribathkubura,
Kandy.
31st of July 2019

The Manager,
Lake House Bookshop,
D.R. Wijewardane Mawatha,
Colombo 02.

Dear sir,

Requesting information about books for children.

I intend to read English story books after the examination as our English teacher asked to continue reading for pleasure and understanding. I am badly in need of purchasing English story books from you.

Let me know the list of books and their prices immediately. If there are any discounts, please mention them in the list itself. I would like to know the mode of payment and mode of delivery at your earliest convenience.

Thanking you.

Yours truly,

Hiruni Nisansala

COMMENTS :

This test assesses the ability of the students to write a formal letter. Only 30% of the candidates have selected this question. It shows that students are not confident in writing a formal letter. Teachers should teach the students how to write a formal letter on different contexts and the format of the formal letter. (Sender's address, date, receiver's address, salutation, topic, body of the letter, complementary sentence, ending, signature, name and designation)

It is necessary to have a mind map and write in accordance with the given details. It is very important to teach and guide the to write formal letters appropriately. The students should understand and pay their attention to organization and the mechanics of writing too.

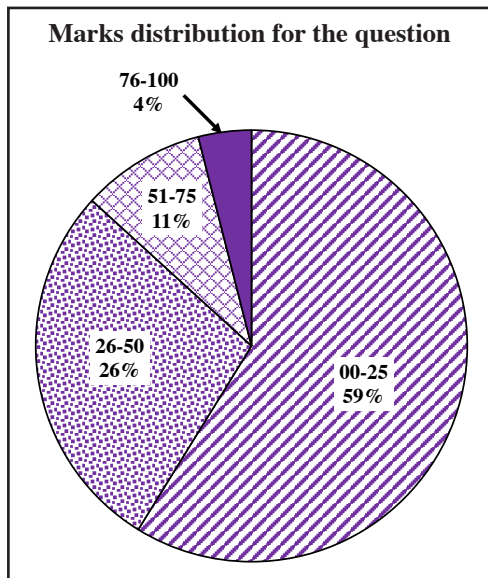
Specially , for example students should be made aware of the correct usage of punctuation, capitalization and paragraphing. It is up to the teachers to correct whenever the students make language errors. It should be practised regularly and consistently. The students should be given many opportunities to improve their writing skills.

The main skill tested in this item is writing a formal letter. Very few students have scored the maximum marks.

Expected Answer 14 (b):

This bar graph shows the choice of the subject of grade 11 student in a school. The most popular subject among students is Biology. Thirty students have selected Biology out of hundred. Twenty students have selected Art. The lowest number of students have opted for Music. Twelve students each have selected IT and Accounting. Sixteen students have selected Maths. The number of students who have selected Maths is higher Than IT, Accounting and Music. There are more than ten students for every subject stream.

Overall observations, conclusions and suggestions regarding the answers to Test 14 :

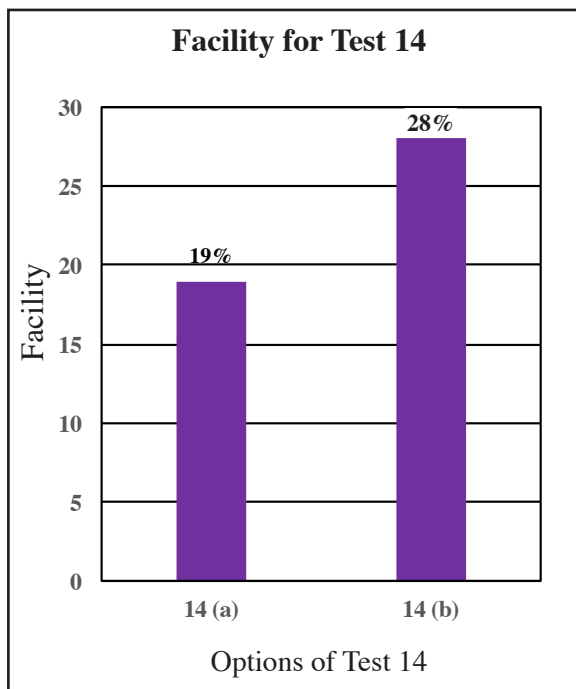


Almost all the candidates have attempted Test 14. Allotted marks to test 14 is 10. It consists of two options. 14 (a) writing a formal letter, 14 (b) writing a description about the given graph.

- 00 - 25 range - 59%
- 26 - 50 range - 26%
- 51 - 75 range - 11%
- 76 - 100 range - 4%

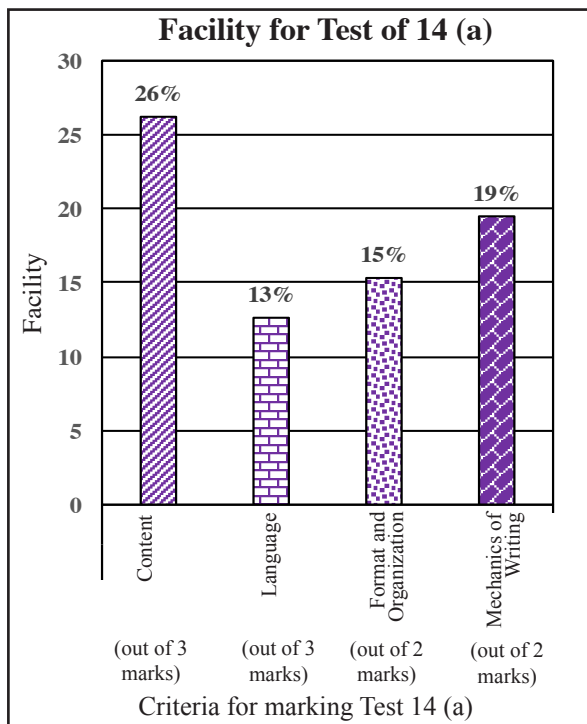
15% of candidates have obtained more than 50 marks. 59% of candidates have scored below 25 marks and 85% of candidates have scored below 50.

Observations and Comments on Test 14 :



OBSERVATIONS :

Test 14 (a) is based on guided writing. Facility for Test 14 (a) is 19% while the facility for Test 14 (b) is 28%.



OBSERVATIONS :

According to the graph, the facility shown under each criterion is as follows.

- Content - 26%
- Language - 13%
- Format and Organization - 15%
- Mechanics of Writing - 19%

The highest facility is for the content and the lowest facility is for the language.

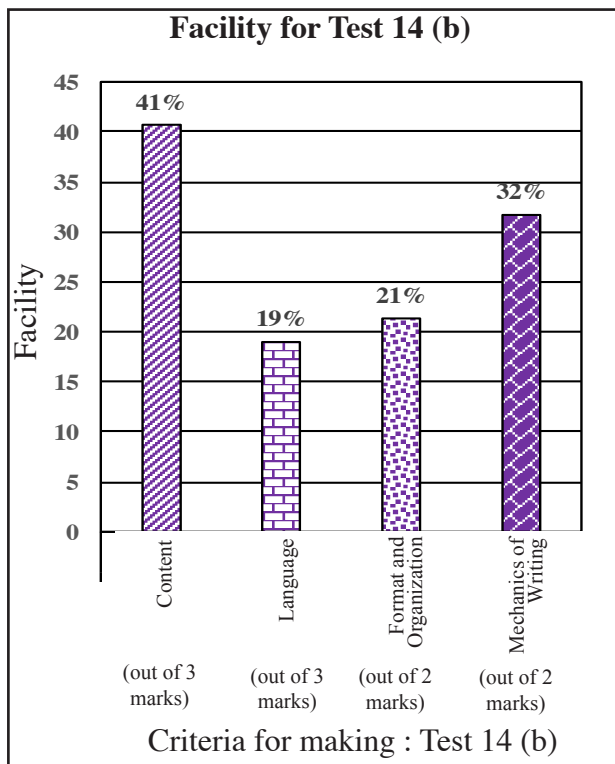
The difference of facility between language and content is exactly double from 13% to 26%. Format and organization is 15% and Mechanics of writing is 19%.

The marking criteria for this test item are as follows.

- Content - 3
 - Language - 3
 - Format and Organization - 2
 - Mechanics of Writing - 2
- 10

COMMENTS :

The difference between scoring for content and language is huge in all the writing tasks given in the paper. Students are deprived of getting useful marks in language. Teachers should assist the students giving guided writing practice. candidates have limited control over strategies of writing. Hence, teachers should find ways and means to target these shortcomings by teaching them to write on simple topics. Process writing can be used in The class to improve writing. Teachers can get students to write the first draft and receive comments from the peers. Then get The students to revise before showing it to the teacher. Teachers should make it a point to correct each and every writing task and give feed back for their errors and let them correct and rewrite. Mostly there is a tendency of not correcting students' activities by the teacher, which has a huge impact on the overall results.



OBSERVATIONS :

According to the graph, facility shown under each criterion is as follows.

Content	- 41%
Language	- 19%
Format and Organization	- 21%
Mechanics of Writing	- 32%

The highest facility is for the content with 41% and the next is for Mechanics of writing with 32%. The lowest is for language with 19%

The marking criteria for this item are as follows.

Content	- 3
Language	- 3
Format and Organization	- 2
Mechanics of Writing	- <u>2</u>
	<u>10</u>

COMMENTS :

70% of the students have selected 14(b), as they were confident in handling writing a report. Teachers have targeted the techniques of writing for this kind of tasks. It goes on to show how repetitive teaching of skills can be effective on how the students score in the exam. Effective correction combined with simple ways of writing can go a long way on how the students score on the examination.

Most students have not gone through the guidelines and words given. They haven't also understood the instructions properly. And they are also weak in grammar and because of that they couldn't construct the sentences correctly and therefore, they have scored less marks for language.

- Test 15 – Reading

Objective – Assess the ability to read, understand and interpret directly and indirectly stated information in a given text.

Technique – Answering questions.

- Test 15 with expected answers :

Read the following text and answer the questions given below it.

- ① Penguins are one of the world’s most interesting birds. They waddle when they walk. They have flippers instead of wings. The bones in a penguin’s flippers are heavier and more solid than **those** in the wings of a flying bird. This helps the penguin ‘fly’ through the water. The penguin’s black back and white front has an important function too—camouflage in the water. Penguins blend in with the sea from above and with the sky from below. This makes it harder for predatory birds, leopard seals, sea lions, orcas and sharks to see them. Many people think all penguins live in the cold and ice of Antarctica. However, only 6 of the 17 species or types of penguins live in Antarctica. The others live in parts of New Zealand, Australia, South Africa and South America and on the Falkland and Galapagos Islands.
- ② Let’s talk about the Emperor penguin of Antarctica. The Emperor penguin is the world’s largest penguin. Its oily outer feathers help keep it dry. Its dense inner down feathers and thick fat layer help keep it warm. Emperor penguins also often huddle in groups to conserve heat. A mother Emperor penguin lays only one egg at a time. After the mother Emperor penguin lays the egg, **she** travels to open sea to feed on fish, squid and krill (shrimp-like ocean crustaceans). The father stays behind with the egg. He keeps it warm and protected by balancing it on **his** feet and covering it with feathered skin called a brood pouch. The mother returns two months later, to feed the newly hatched chick, then stays with it while the father goes out to sea to feed.
- ③ The loss of sea ice harms Emperor penguin chicks and adults. Emperor penguins rear their chicks on land-locked sea ice. When sea ice breaks up before **their** chicks have matured and grown their waterproof feathers, chicks that are swept into the ocean are likely to die. For adults, the loss of sea ice can lead to lower food availability, which can result in increased mortality.

- (1) What is special about the way the penguins walk?

waddle/ They weddle/ They waddle when they walk

(01 mark)

- (2) Which sentence in **paragraph 1** says that people think all penguins live only in one place in the world? Copy the sentence.

Many people think all penguins live in the cold and ice of Antarctica.

(01 mark)

- (3) Say whether the following statements are **True (T)** or **False (F)** by writing ‘T’ or ‘F’ in the space given.

(i) All types of penguins are found in Antarctica.

(...F...)

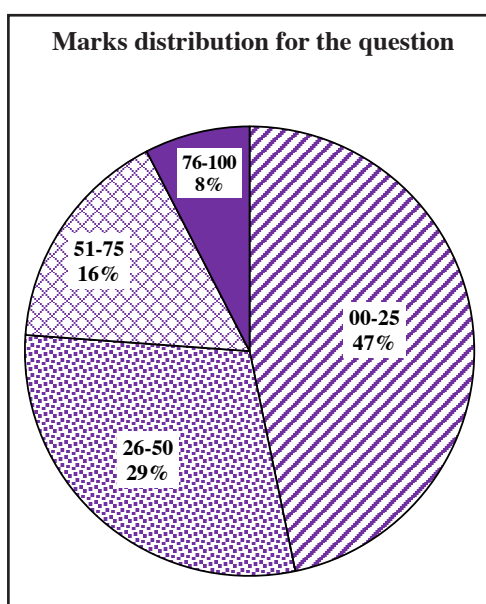
(ii) The major challenge for the Emperor penguin is the loss of sea ice.

(...T...)

(½ × 2 = 01 mark)

- (4) Find the words from the text which mean the following.
- (i) The colour or shape that protects an animal from attack (Paragraph 1) (comouflage)
- (ii) To come close together in a group (Paragraph 2) (huddle)
($\frac{1}{2} \times 2 = 01$ mark)
- (5) What do the following words in the text refer to? Write your answer in the space given.
- (i) 'those' in paragraph 1 line 3 (The) bonus
- (ii) 'she' in paragraph 2 line 5 (the) Mother eperor penguins
- (iii) 'his' in paragraph 2 line 7 father's/ father
- (iv) 'their' in paragraph 3 line 2 emperor penguins' / emperor penguins
($\frac{1}{2} \times 4 = 02$ mark)
- (6) Underline the word closest in meaning to each word/phrase given below.
- (i) 'Blend in' (paragraph 1 line 5)
- (a) mixed with (b) dive (c) join
- (ii) 'Conserve' (paragraph 2 line 3)
- (a) reduce (b) slow down (c) save ($\frac{1}{2} \times 2 = 01$ mark)
- (7) Study the three subheadings given below. Underline the most suitable subheading to the last paragraph of the text.
- (a) 'Safety measures for penguins'
- (b) 'World penguins are at a risk'
- (c) 'Food for penguins' (01 mark)

Overall observations, conclusions and suggestions regarding the answers to Test 15 :

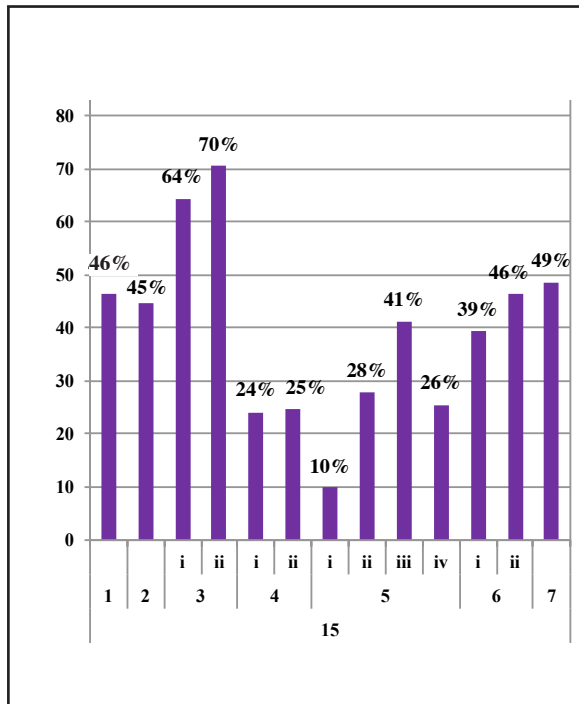


Almost all the candidates have attempted the test 15. Allotted marks for test 15 is 08. The candidates have scored as follows.

00 - 25	range - 47%
26 - 50	range - 29%
51 - 75	range - 16%
76 - 100	range - 8%

Only 8% of candidates have scored more than 75% marks. 47% of candidates have scored below 25 marks. 45% of candidates have scored between 26 - 75 marks.

Observations and Comments on Test 15 :



OBSERVATIONS :

The Test 15 is based on reading. The objective of the question is to assess the ability to read, understand and interpret directly and indirectly stated information in a descriptive text. The technique used in this test is answering questions. The facility for parts in Test 15 is as follows.

Part 1	- 46%	Part 5 (i)	- 10%
Part 2	- 45%	Part 5 (ii)	- 28%
Part 3 (i)	- 64%	Part 5 (iii)	- 41%
Part 3 (ii)	- 70%	Part 5 (iv)	- 26%
Part 4 (i)	- 24%	Part 6 (i)	- 39%
Part 4 (ii)	- 25%	Part 6 (ii)	- 46%
		Part 7	- 49%

The highest facility of 70% is for part 3 (ii). The second highest facility of 64% is for part 3 (i). facility of part 5 (i) is 10% which is the lowest. Very poor performance is seen in part 4(i), 4(ii), 5(i), 5(ii) and 5 (iv).

COMMENTS :

This test assesses the ability of the students to read, understand, interpret directly and indirectly stated information in a given text.

The facility of this question shows that the students have scored less marks for part 4 and 5. These parts need indirectly stated information from the text. In general, facility level is low for the questions that need indirectly stated information from the text. Teachers should teach the students how to read and interpret directly and indirectly stated information by guiding them to use reading strategies . Matching words with definitions, finding the phrases for the reference words, finding the words closest in meaning to the given words and phrases finding suitable sub headings to the paragraphs etc. should be concentrated.

In the texts, teachers should proceed from single paragraph passages to multi paragraph passages in order to familiarize them in different reading behaviours.

- Eg :- (1) Quick selective reading behaviour - sub skills : scanning (longer text can be used)
 (2) Careful reading behaviour - sub skill : Skimming/ Guessing a word by context (rather short complex reading text)

Example :-

- ① One day a poor man in the village knocked hard on the gate of a rich man's house. When the security guard opened the gate, **he** was given a magnificent bunch of grapes.
- ② "Friend, these are the finest grapes my vineyard has produced this year. I have come to give them to you as a gift" "Thank you . I will take **them** to my boss immediately, **he** will be **delighted** with this offering".

- 1) Say whether the following statements are True (T) or False (F) by writing 'T' or 'F' in the space given.
- a) A rich man knocked on the gate of a poor man's house (.....)
- b) The poor man gave some apples to the security guard (.....)
- (2) What do the following words in the text refer to- write your answers in the the space given.
- a) 'he' in paragraph 1, line 2
- b) 'them' in paragraph 2, line 2
- c) 'he' in paragraph 2, line 3
- 3) Underline the word closest in meaning to the word 'delighted' in paragraph 2 line 3.
- (a) Surprised
- (b) excited
- (c) pleased

• Test 16 – Writing

Objective – *Assess the ability to write* (a) *an article to a newspaper*
 (b) *an assey*
 (c) *an speech on a given topic*
 (d) *a dialogue*

Technique – *Guided writing.*

○ Test 16 :

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

- (a) An article to the Junior Observer on the following topic.

“Public property belongs to all of us.”

You may include the following.

- ▲ What public property means
– Some examples – (schools, buses, trains etc.)
- ▲ Use of public property
- ▲ How to protect them – (e.g. awareness programmes for school children)

- (b) An essay on 'Sports as an important part of a student's life'

You may include the following:

- ▲ The place for sports in the school calendar (sportsmeets, matches, tournaments)
- ▲ Facilities provided (playground, courts for netball, basketball etc.)
- ▲ Importance – (promotes – team spirit, good health, friendship, unity, leadership, accepting victory or defeat)

- (c) Write the speech you would make at the school assembly on 'The Effects of Using Polythene'.

You may include the following:

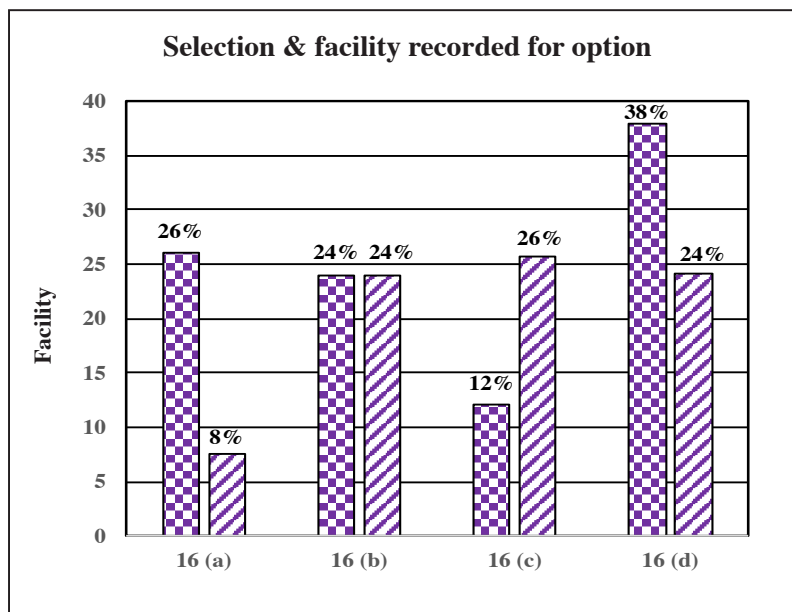
- ▲ Why people use polythene
- ▲ How the use of polythene affects the environment
- ▲ Steps that you could take to prevent the harmful effects of using polythene

- (d) Complete the dialogue between – Rizvi and Anupama. They have just met after the G.C.E.(O/L) exam.

Rizvi : Now the exam is over. What's next? Have you planned anything to do?

Anupama : Yes, I have a lot of plans.

Test 16 : Selection of options



The above graph shows details about selection of options in question 16 against the facility recorded for them. The most popular option has been 16 (d), completing a dialogue which was selected by 38% of the candidates. The lowest preference has been 16 (c), writing a speech on The Effect of Using Polythene. The option 16(a) and 16(b) has been selected by 26% and 24% of candidates respectively.

The candidates who have selected the option 16 (c) has been 12%. However, it records the highest facility of 26%. Even though the option 16 (a) has been selected by 26% of the candidates, it records the lowest facility of 8%. The option 16 (a) requires candidates to write an article on “Public property belong to all of us”. This topic is discussed in the text book but the candidates have not been confident to write about it even though some guidelines are also provided.

As a whole, the graph shows that the performance of the candidates are below the facility of 30% and have not been successful for the major writing task which carries the highest weightage of marks. Both teachers and students must pay attention to the weakness of the writing skill. A lot of writing practice is needed for students. Teachers must brainstorm the topic, write the new vocabulary and structures on the board and facilitate the students to write. Effective feedback should be provided to students for what they have written.

Sample Answer :

(b)

Sports as an important part of a student's life.

"All work and no play makes Jack a dull boy", is an old proverb which highlights the importance of doing sports. Sports is a great asset to a student's life.

There is an important place for sports in the school calendar. Almost all the schools organize sports meets, matches, tournaments etc. throughout the year to ensure the physical development of the students. They have provided facilities such as playgrounds, courts for netball, basketball etc. Sports helps the students to maintain good health.

Among many other things, sports has some additional benefits as students play in groups and in healthy competitive spirit. It helps to promote good health, quality of leadership and team spirit.

Sports makes students adventurous, social, disciplined and more conscious of their responsibilities.

Unlike the students who do not engage in any kind of sport, those who do, learn how to accept victory and defeat with grace. It is very important to deal with victory and defeat equally as some unpleasant situations in a field may create bad

impressions among the spectators.
Sports is a great way of building up one's personality. It is an essential source of encouragement to all students for the betterment of their future.

Expected Answer :

16 (a) :-

An article to the Junior Observer on the following topic.

“Public property belongs to all of us”

You may include the following

- What public property means
- Some examples (schools,buses,trains,etc)
- Use of public property
- How to protect them (e.g. awareness programme for school children)

Public property means the things places, buildings, vehicles etc, which are available to provide services to people. Schools, buses, trains, hospitals, post office, children parks, public toilets are some of them.

Therefore, public property should be maintained and looked after well by the people who use them. Then only they can enjoy the benefits. If not we may lose the services that we get from them and because of that we may have to suffer shortages.

Nowadays we see these properties damaged and spoiled by the wrong doers. It is very sad to see seats torn, glasses in the windows broken in the buses and trains. The furniture in the public places and buildings are damaged. So the people who come to get services in these places are deprived of facilities. Therefore, it is every one's responsibility to look after them and so programmes for school children and general public should be organized to make them aware of the effects when public properties are damaged. It should be done continuously. And also the wrong doers should be punished by law. Then only we can protect the public property as our own property and enjoy the benefits.

Comments :

An article to the Junior Observer

Though 25% of the candidates have selected this question the facility recorded for it is 8%. This shows that the students have difficulty in answering this type of questions.

Teachers should help their students by giving them guided writing tasks so that they are able to write at least a few sentences according to the given guidelines. This can be done by facilitating the students with a mind map. To improve the language of the students, teachers should practise more structure patterns, vocabulary, mechanics of writing and organization of texts.

Key points to the teacher

- ★ Brainstorm the topic
- ★ Introduce relevant new vocabulary and write them clearly on the board
- ★ Practise structure patterns
- ★ Teach how to organize facts into paragraphs

Important points for the candidates

- ★ Candidates should include facts according to the guidelines given in the question
- ★ Grammatically correct meaningful and simple sentences should be written
- ★ Organize the facts into paragraphs
- ★ Use punctuation marks and capitalization appropriately

16 (b) :-

An essay on “sports as an important part of student’s life”

You may include the following –

- The place for sports in the school calendar (sports meets, matches, tournaments)
- Facilities provided (playground, courts for netball, basketball, etc.)
- Importance (promotes-team spirit, good health, friendship, unity leadership, accepting victory or defeat)

Expected Answer :**Sports as an important part of a student's life.**

Sports build up an overall personality. There is a prominent place for sports in the school calendar due to this. Every year, specially in the first term, students eagerly wait to participate in the sports meet. This event is common for almost all the schools in the country.

In addition to this some schools have tournaments on indoor and outdoor games such as cricket, football, chess, table tennis, etc.

Participation in sports is very important for the children because sports improve physical, mental and spiritual well-being. Further, this helps the students to achieve their educational goals as well.

If a person is engaged in any kind of sport, it is proved that he/she receives opportunities to brush up his/her personality to train as a good citizen of the society with good qualities such as team spirit, friendship, unity and leadership. Sports teach a person how to accept victory or defeat in the same spirit. The leadership qualities of a person are also improved by participating in sports.

The ministry of Education has taken steps to provide facilities to all schools to make the students aware of the importance of engaging in any sport they like. For this schools are given sports equipment, playgrounds and trainers.

It is essential to produce a student with well balanced personality for the well being of the society. A person cannot achieve this if he or she is successful only in education. Participating in sports is also necessary for a child to have a healthy mind in a healthy body.

COMMENTS -

Facility for writing an essay on "Sports as an important part of a students life" is 25%. This shows that the students have difficulty in writing essays successfully.

The structures are not identified and understood by the students properly. A variety of activities on writing are given in the work books and they should be practised diligently.

In class the teacher should talk about the topic and write down the vocabulary and structures needed to write the essay. The students should be motivated to write a composition under the guidelines given and teachers should also get the students to practise to write essays in accordance with mind maps to suit the level of the students.

Students should be given more opportunities to write essays on various topics. The best selection of essays can be compiled into a small booklet so that the students can read them in the classroom.

16 (c) :-

Write the speech you would make at the school assembly on “The Effects of using polythene” you may include the following -

- * Why people use polythene
- * How the use of polythene affects the environment
- * Steps that you could take to prevent the harmful effects of using polythene.

Expected Answer :

Good morning Everybody !

Dear principal, vice principals, teachers and my dear colleagues

First of all, I must thank our dear principal for giving me this opportunity to speak to you on a very important and timely topic. “The Effects of using polythene” has become a major issue because it is a non decaying material. People dump polythene everywhere and this leads to a serious problem today specially in developing countries.

Why do people use polythene? There are so many reasons for this. They are not only very cheap, but also easily available and durable.

In spite of all the issues, people continue to use polythene. As it is a non - decaying material, heaps and heaps of polythene accumulates in the environment without having a proper waste management process.

Although government has taken many steps to overcome this problem, the problem still remains very seriously. Many steps like , waste management systems , dumping garbage in a systematic way, awareness programmes and shramadana campaigns must be organized to overcome this problem.

However, the problem remains the same. So, as school children we have a great responsibility to be role models in order to prevent the harmful effects of using polythene. We should educate our families on this threat of polythene getting collected in the environment. Therefore, let’s join hands to curb the use of polythene and use environment friendly materials to replace polythene.

Thank you very much.

COMMENTS :

Only 12% of the candidates have selected this question, and the facility shown by them is 26%. This shows that students have difficulties in answering this type of questions. Candidates should be given speaking tasks suitable to their levels.

This can be done with audio visual aids and students should be motivated to speak a few words in the class as well as outside the classroom. Extra curricular activities, impromptive speeches on various topics and giving exposure to listen to various speeches on various topics and getting them to deliver speeches.

* **Key points to the teachers**

- Teachers should encourage the students to deliver speeches regularly in the class by giving topics related to current affairs so that they can collect information by reading newspapers and magazines.
- Along with the topics students should be given appropriate vocabulary, and the structure patterns related to topics on which the students can build up speeches effectively.
- To encourage the students, teachers and other students can comment when they deliver speeches.

Important points to the candidates.

- Candidates should include sufficient facts on all points in the speech.
- Pay attention to finish the speech with required length, eg - 200 words.
- To score full marks for the speech, the candidate should use a good range of vocabulary, and the sentences in the speech should be well connected.

Expected Answer :

16 (d) :-

Complete the dialogue between – Rizvi and Anupama. They have just met after ahe G.C.E.(O/L) exam.

Rizvi : Now, the exam is over. What's next? Have you planned anything to do?

Anupama : Yes, I have a lot of plans.

I hope to go to my aunt's house in Anuradhapura. Also, I have an idea to follow an English course. So what about you?

Rizvi : I hope to do a spoken English course at the British Council.

Anupama : Why ? do you think it is useful following this course?

Rizvi : Yes , my uncle lives in England and hope to stay there next two three months.

Anupama : I miss you for a short time. However, we can meet together in our A/L classes in September.

Rizvi : By the way.... Anu , when do you go to your aunt's house ?

Anupama : Next Tuesday. I will stay there for about two weeks. My course will start on the 20th.

Rizvi : That means. You are coming back on the 19th, aren't you ? after that we can meet at Shehara's birthday party.

Anupama : Oh.... Really that is interesting.

Rizvi : What will you bring her as a present

Anupama : Shall we share and buy her something unforgettable.

Rizvi : Oh, yes. That's a good idea! How about you joining my Spoken English Course?

Anupama : It will be an added qualification to me. Sorry, to tell you I can't afford it.

Rizvi : Don't misunderstand me. You can get a loan from the bank. I will help you.

Anupama : O.K. I'll try my best. Thanks a lot. Shall we meet at the party? Bye!

Rizvi : I'm ever ready. Come early to the party. Bye!

Comments :

In test 16 (d) the candidates are asked to complete a dialogue. The overall facility shows that most of the students who have attempted this question have not been successful.

Teachers are advised to give proper guidance to write dialogues paying attention to contracted forms and cohesion. In addition to that, students should be taught to use affirmative forms, negative forms, interrogative forms relating to the dialogue. Different language functions like suggestions, agreeing, disagreeing, polite requests can be taught to write a natural dialogue.

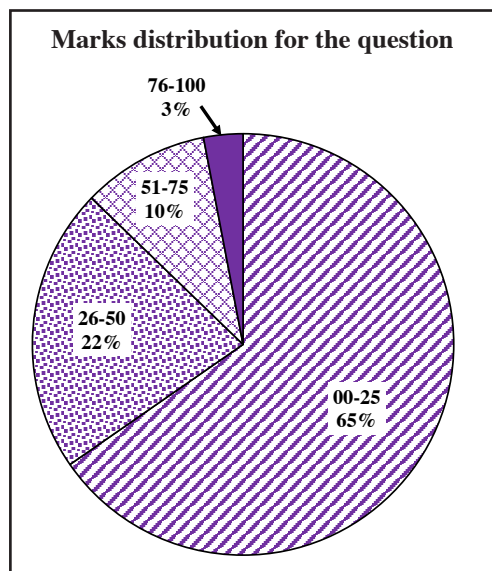
Vocabulary related to conversation should also be taught.

Students should be exposed to various simple and complex situations where dialogue form is used

For example :

- ★ Constructing sentences by giving them jumbled words to construct meaningful sentences, matching activities with situations to match the language functions.
- ★ Proper guidance and feedback should be provided to students while they are engaged in these tasks.

Overall observations, conclusions and suggestions regarding the answers to Test 16 :



Majority of the students have attempted Test 16. Allotted marks for test 16 is 15. The candidates have scored as follows.

- 00 - 25 range - 65%
- 26 - 50 range - 22%
- 51 - 75 range - 10%
- 76 - 100 range - 3%

Only 3% of students have scored between 76 - 100 Majority of students (65%) have scored between (00-25). 22% of students have scored between (26 - 50).

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

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.

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 Comments and suggestions regarding the teaching - learning process

- * The teachers should be familiar with the syllabus, the textbooks and the Teachers' Instructional Manual (TIM).
- * 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 read and write and listen and speak English 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 helps the performance of the candidates in the examination.
- * The teachers who prepare students for the G.C.E.(O/L) examination should read the 'Examination and Assessment Guidelines' issued by the Department of Examinations and follow the instructions.
- * If there are candidates with weak performance, the teachers should help them to reach at least the basic level performance standards mentioned in the 'Examination and Assessment Guidelines'.
- * In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and practising pronunciation making students aware of word classes and their use.
- * The teachers should use new strategies to make teaching more interesting.
- * In teaching reading, the teachers should expose pupils to a variety of authentic text types to develop their reading skills.
- * 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. Copying chunks from passages will be a waste of time.
- * 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 use 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. It is always better to ask students to rewrite the tasks after the teachers' comments.
- * Grammar should be taught and tested not in isolation but in context.
- * Attention should be paid to 'Language Focus' and 'Language Expressions' given at the beginning of each unit.
- * The candidates 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 G.C.E.(O/L) examination should be thorough with the question paper and the marking criteria every year so that he/she 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.