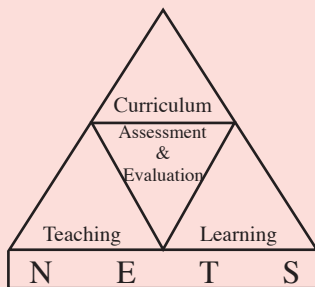




G.C.E.(O.L.) Examination - 2013

Evaluation Report

31 - English Language

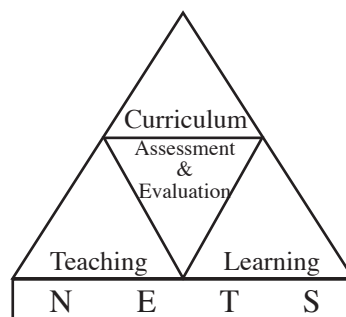


**Research & Development Branch
National Evaluation & Testing Service
Department of Examinations**

G.C.E.(O.L.) Examination - 2013

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 - 2013

Financial Aid

TRANSFORMING THE SCHOOL EDUCATION SYSTEM AS THE
FOUNDATION OF A KNOWLEDGE HUB PROJECT (TSEP - WB)

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.

W.M.N.J. Pushpakumara
Commissioner General of Examinations

24th February 2015
Research & Development Branch
National Evaluation & Testing Service
Department of Examinations.
Pelawatta, Battaramulla.

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Contents

	Page
Part I	
1.0 Objectives and information regarding achievement in the subject	1
1.1 Subject Objectives	1
1.2 Information regarding achievement of candidates in the subject	
1.2.1 Number of candidates who sat for English Language	2
1.2.2 Grades obtained by candidates	2
1.2.3 Grades obtained by school candidates who sat the examination for the first time - District wise	3
1.2.4 Grades obtained by school candidates who sat the examination for the first time - Zonal wise	4
1.2.5 Marks obtained according to class intervals	7
1.3 Analysis of subject achievement	
1.3.1 Achievement in question paper I	8
1.3.2 Achievement in question paper II	9
1.3.3 Facility of each area tested in the question paper	11
Part II	
2.0 Information regarding questions and answers	
2.1 Question paper I	
2.1.1 Structure of the question paper I	12
2.1.2 Tests and expected answers, marking scheme, observations and comments	13
2.2 Question paper II	
2.2.1 Structure of the question paper II	26
2.2.2 Tests and expected answers, marking scheme, observations and comments	27
Part III	
3.0 The factors to be considered when answering questions and suggestions for improvement	50
3.1 Factors to be considered by the candidates when answering questions	50
3.2 Comments and suggestions regarding the learning - teaching process	51

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 for English Language

School	Private	Total
328962	85593	414555

Table 1

1.2.2. Grades obtained by the candidates

Grade	School Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	21638	6.58	3491	4.08	25129	6.06
B	15170	4.61	3152	3.68	18322	4.42
C	39973	12.15	13764	16.08	53737	12.96
S	75343	22.90	30546	35.69	105889	25.54
W	176838	53.76	34640	40.47	211478	51.01
Total	328962	100.00	85593	100.00	414555	100.00

Table 2

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

District	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	30855	6798	22.03	3121	10.12	5749	18.63	6816	22.09	22484	72.87	8371	27.13
2. Gampaha	25679	2455	9.56	1797	7.00	4045	15.75	5939	23.13	14236	55.44	11443	44.56
3. Kalutara	14696	1147	7.80	910	6.19	2256	15.35	3485	23.71	7798	53.06	6898	46.94
4. Kandy	18982	1966	10.36	1192	6.28	2652	13.97	4313	22.72	10123	53.33	8859	46.67
5. Matale	6266	387	6.18	332	5.30	728	11.62	1278	20.40	2725	43.49	3541	56.51
6. Nuwara Eliya	9132	214	2.34	255	2.79	797	8.73	1739	19.04	3005	32.91	6127	67.09
7. Galle	14926	1306	8.75	741	4.96	1873	12.55	3156	21.14	7076	47.41	7850	52.59
8. Matara	10720	844	7.87	546	5.09	1294	12.07	2350	21.92	5034	46.96	5686	53.04
9. Hambantota	7953	300	3.77	276	3.47	897	11.28	1865	23.45	3338	41.97	4615	58.03
10. Jaffna	8379	310	3.70	317	3.78	827	9.87	1636	19.53	3090	36.88	5289	63.12
11. Kilinochchi	1568	7	0.45	23	1.47	57	3.64	199	12.69	286	18.24	1282	81.76
12. Mannar	1516	26	1.72	19	1.25	107	7.06	300	19.79	452	29.82	1064	70.18
13. Vavuniya	2477	89	3.59	79	3.19	202	8.16	508	20.51	878	35.45	1599	64.55
14. Mullaitivu	1312	14	1.07	13	0.99	53	4.04	154	11.74	234	17.84	1078	82.16
15. Batticaloa	6560	225	3.43	237	3.61	633	9.65	1537	23.43	2632	40.12	3928	59.88
16. Ampara	8848	266	3.01	276	3.12	996	11.26	2311	26.12	3849	43.50	4999	56.50
17. Trincomalee	5074	127	2.50	163	3.21	483	9.52	1242	24.48	2015	39.71	3059	60.29
18. Kurunegala	21162	1424	6.73	1011	4.78	2906	13.73	4903	23.17	10244	48.41	10918	51.59
19. Puttalam	9578	525	5.48	432	4.51	1169	12.21	2077	21.69	4203	43.88	5375	56.12
20. Anuradhapura	11612	478	4.12	402	3.46	1177	10.14	2395	20.63	4452	38.34	7160	61.66
21. Polonnaruwa	5062	141	2.79	145	2.86	484	9.56	999	19.74	1769	34.95	3293	65.05
22. Badulla	11876	592	4.98	481	4.05	1335	11.24	2302	19.38	4710	39.66	7166	60.34
23. Monaragala	6047	158	2.61	138	2.28	452	7.47	1077	17.81	1825	30.18	4222	69.82
24. Ratnapura	13309	712	5.35	577	4.34	1476	11.09	2585	19.42	5350	40.20	7959	59.80
25. Kegalle	10568	628	5.94	469	4.44	1269	12.01	2259	21.38	4625	43.76	5943	56.24
All Island	264157	21139	8.00	13952	5.28	33917	12.84	57425	21.74	126433	47.86	137724	52.14

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	14440	4898	33.92	1869	12.94	2735	18.94	2646	18.32		84.13	2292	15.87
2. Homagama	3691	131	3.55	140	3.79	478	12.95	856	23.19	1605	43.48	2086	56.52
3. Jayawardanapura	7108	1016	14.29	630	8.86	1437	20.22	1836	25.83	4919	69.20	2189	30.80
4. Piliyandala	5616	753	13.41	482	8.58	1099	19.57	1478	26.32	3812	67.88	1804	32.12
5. Gampaha	7307	1073	14.68	644	8.81	1199	16.41	1522	20.83	4438	60.74	2869	39.26
6. Minuwangoda	4661	190	4.08	199	4.27	610	13.09	1011	21.69	2010	43.12	2651	56.88
7. Negombo	6866	760	11.07	497	7.24	1096	15.96	1672	24.35	4025	58.62	2841	41.38
8. Kelaniya	6845	432	6.31	457	6.68	1140	16.65	1734	25.33	3763	54.97	3082	45.03
9. Kalutara	7323	630	8.6	516	7.05	1262	17.23	1912	26.11	4320	58.99	3003	41.01
10. Matugama	3061	171	5.59	163	5.33	396	12.94	597	19.5	1327	43.35	1734	56.65
11. Horana	4312	346	8.02	231	5.36	598	13.87	976	22.63	2151	49.88	2161	50.12
12. Kandy	6992	1624	23.23	774	11.07	1362	19.48	1492	21.34	5252	75.11	1740	24.89
13. Denuwara	1906	48	2.52	67	3.52	197	10.34	426	22.35	738	38.72	1168	61.28
14. Gampola	3094	115	3.72	141	4.56	371	11.99	712	23.01	1339	43.28	1755	56.72
15. Teldeniya	1643	5	0.3	30	1.83	111	6.76	263	16.01	409	24.89	1234	75.11
16. Wattagama	2437	86	3.53	87	3.57	260	10.67	682	27.99	1115	45.75	1322	54.25
17. Katugastota	2910	88	3.02	93	3.2	351	12.06	738	25.36	1270	43.64	1640	56.36
18. Matale	3353	361	10.77	267	7.96	487	14.52	745	22.22	1860	55.47	1493	44.53
19. Galewela	1961	25	1.27	52	2.65	174	8.87	372	18.97	623	31.77	1338	68.23
20. Naula	442	1	0.23	9	2.04	37	8.37	101	22.85	148	33.48	294	66.52
21. Wilgamuwa	510	0	0	4	0.78	30	5.88	60	11.76	94	18.43	416	81.57
22. Nuwara Eliya	2525	38	1.5	62	2.46	206	8.16	609	24.12	915	36.24	1610	63.76
23. Kotmale	1257	39	3.1	43	3.42	138	10.98	238	18.93	458	36.44	799	63.56
24. Hatton	2540	81	3.19	87	3.43	202	7.95	482	18.98	852	33.54	1688	66.46
25. Walapane	1193	10	0.84	13	1.09	82	6.87	173	14.5	278	23.30	915	76.70
26. Hanguranketha	1617	46	2.84	50	3.09	169	10.45	237	14.66	502	31.05	1115	68.95
27. Galle	6942	1042	15.01	519	7.48	1101	15.86	1549	22.31	4211	60.66	2731	39.34
28. Elpitiya	2936	40	1.36	59	2.01	218	7.43	544	18.53	861	29.33	2075	70.67
29. Ambalangoda	3341	208	6.23	144	4.31	449	13.44	741	22.18	1542	46.15	1799	53.85
30. Udugama	1707	16	0.94	19	1.11	105	6.15	322	18.86	462	27.07	1245	72.93
31. Matara	4874	683	14.02	393	8.07	748	15.35	1155	23.71	2979	61.12	1895	38.88
32. Akuressa	1820	71	3.9	70	3.85	219	12.03	382	20.99	742	40.77	1078	59.23
33. Mulatiyana	1872	45	2.4	43	2.3	172	9.19	438	23.4	698	37.29	1174	62.71
34. Morawaka	2154	45	2.09	40	1.86	155	7.2	375	17.41	615	28.55	1539	71.45

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	%
35. Tangalle	2195	89	4.05	72	3.28	250	11.39	544	24.78	955	43.51	1240	56.49
36. Hambantota	3424	95	2.77	86	2.51	307	8.97	768	22.43	1256	36.68	2168	63.32
37. Walasmulla	2334	116	4.97	118	5.06	340	14.57	553	23.69	1127	48.29	1207	51.71
38. Jaffna	3212	221	6.88	198	6.16	425	13.23	710	22.1	1554	48.38	1658	51.62
39. Islands	493	0	0	2	0.41	11	2.23	37	7.51	50	10.14	443	89.86
40. Thenmarachchi	882	11	1.25	13	1.47	63	7.14	154	17.46	241	27.32	641	72.68
41. Valikamam	2347	26	1.11	37	1.58	170	7.24	407	17.34	640	27.27	1707	72.73
42. Vadamarachchi	1445	52	3.6	67	4.64	158	10.93	328	22.7	605	41.87	840	58.13
43. Kilinochchi	1568	7	0.45	23	1.47	57	3.64	199	12.69	286	18.24	1282	81.76
44. Mannar	1245	26	2.09	19	1.53	100	8.03	275	22.09	420	33.73	825	66.27
45. Madu	271	0	0	0	0	7	2.58	25	9.23	32	11.81	239	88.19
46. Vavuniya	2009	89	4.43	76	3.78	194	9.66	459	22.85	818	40.72	1191	59.28
47. Vavuniya North	468	0	0	3	0.64	8	1.71	49	10.47	60	12.82	408	87.18
48. Mullaitivu	906	13	1.43	11	1.21	42	4.64	121	13.36	187	20.64	719	79.36
49. Thunukkai	406	1	0.25	2	0.49	11	2.71	33	8.13	47	11.58	359	88.42
50. Batticaloa	2184	139	6.36	99	4.53	267	12.23	556	25.46	1061	48.58	1123	51.42
51. Kalkudah	1080	2	0.19	16	1.48	31	2.87	154	14.26	203	18.80	877	81.20
52. Paddirippu	1264	12	0.95	15	1.19	60	4.75	240	18.99	327	25.87	937	74.13
53. Batticaloa Central	1285	72	5.6	107	8.33	269	20.93	492	38.29	940	73.15	345	26.85
54. Batticaloa West	747	0	0	0	0	6	0.8	95	12.72	101	13.52	646	86.48
55. Ampara	2245	13	0.58	41	1.83	243	10.82	476	21.2	773	34.43	1472	65.57
56. Kalmunai	2133	103	4.83	117	5.49	335	15.71	703	32.96	1258	58.98	875	41.02
57. Sammanthurai	1174	39	3.32	30	2.56	92	7.84	252	21.47	413	35.18	761	64.82
58. Mahaoya	507	1	0.2	4	0.79	25	4.93	97	19.13	127	25.05	380	74.95
59. Dehiattakandiya	1006	8	0.8	14	1.39	56	5.57	165	16.4	243	24.16	763	75.84
60. Akkaraipattu	993	73	7.35	57	5.74	155	15.61	388	39.07	673	67.77	320	32.23
61. Trincomalee	790	29	3.67	13	1.65	90	11.39	230	29.11	362	45.82	428	54.18
62. Thirukkivil	1753	109	6.22	93	5.31	218	12.44	420	23.96	840	47.92	913	52.08
63. Mutur	1012	5	0.49	21	2.08	60	5.93	194	19.17	280	27.67	732	72.33
64. Kantale	821	4	0.49	17	2.07	65	7.92	176	21.44	262	31.91	559	68.09
65. Kinnya	939	7	0.75	26	2.77	104	11.08	354	37.7	491	52.29	448	47.71
66. Trincomalee North	549	2	0.36	6	1.09	36	6.56	98	17.85	142	25.87	407	74.13
67. Kurunegala	5364	698		370	6.9	877	16.35	1316	24.53	3261	60.79	2103	39.21
68. Kuliyaipitiya	3640	271	7.45	189	5.19	558	15.33	781	21.46	1799	49.42	1841	50.58
69. Nikaweratiya	2590	110	4.25	111	4.29	331	12.78	655	25.29	1207	46.60	1383	53.40
70. Maho	3336	86	2.58	84	2.52	319	9.56	632	18.94	1121	33.60	2215	66.40
71. Giriulla	3617	161	4.45	145	4.01	490	13.55	925	25.57	1721	47.58	1896	52.42
72. Ibbagamuwa	2615	98	3.75	112	4.28	331	12.66	594	22.72	1135	43.40	1480	56.60
73. Puttalam	4531	89	1.96	116	2.56	378	8.34	921	20.33	1504	33.19	3027	66.81
74. Chilaw	5047	436	8.64	316	6.26	791	15.67	1156	22.9	2699	53.48	2348	46.52

Education Zone	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Weak Pass (W)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
75. Anuradhapura	4177	354	8.47	250	5.99	591	14.15	848	20.3	2043	48.91	2134	51.09
76. Tambuttegama	2056	29	1.41	38	1.85	164	7.98	391	19.02	622	30.25	1434	69.75
77. Kekirawa	2279	76	3.33	80	3.51	227	9.96	477	20.93	860	37.74	1419	62.26
78. Galenbidunuwewa	1487	2	0.13	12	0.81	93	6.25	363	24.41	470	31.61	1017	68.39
79. Kebithigollewa	1613	17	1.05	22	1.36	102	6.32	316	19.59	457	28.33	1156	71.67
80. Polonnaruwa	1606	72	4.48	71	4.42	243	15.13	373	23.23	759	47.26	847	52.74
81. Hingurakgoda	2065	66	3.2	58	2.81	185	8.96	362	17.53	671	32.49	1394	67.51
82. Dimbulagala	1391	3	0.22	16	1.15	56	4.03	264	18.98	339	24.37	1052	75.63
83. Badulla	3360	160	4.76	176	5.24	497	14.79	690	20.54	1523	45.33	1837	54.67
84. Bandarawela	3093	353	11.41	183	5.92	393	12.71	605	19.56	1534	49.60	1559	50.40
85. Mahiyanganaya	1875	33	1.76	34	1.81	148	7.89	281	14.99	496	26.45	1379	73.55
86. Welimada	2533	40	1.58	79	3.12	247	9.75	552	21.79	918	36.24	1615	63.76
87. Passara	1015	6	0.59	9	0.89	50	4.93	174	17.14	239	23.55	776	76.45
88. Monaragala	1982	59	2.98	48	2.42	135	6.81	320	16.15	562	28.36	1420	71.64
89. Wellawaya	2652	59	2.22	60	2.26	192	7.24	525	19.8	836	31.52	1816	68.48
90. Bibile	1413	40	2.83	30	2.12	125	8.85	232	16.42	427	30.22	986	69.78
91. Ratnapura	5524	435	7.87	330	5.97	778	14.08	1116	20.2	2659	48.14	2865	51.86
92. Balangoda	2500	146	5.84	92	3.68	269	10.76	475	19	982	39.28	1518	60.72
93. Nivitigala	2105	35	1.66	44	2.09	154	7.32	388	18.43	621	29.50	1484	70.50
94. Embilipitiya	3180	96	3.02	111	3.49	275	8.65	606	19.06	1088	34.21	2092	65.79
95. Kegalle	4073	369	9.06	228	5.6	602	14.78	847	20.8	2046	50.23	2027	49.77
96. Mawanella	3445	213	6.18	164	4.76	420	12.19	797	23.13	1594	46.27	1851	53.73
97. Dehiowita	3050	46	1.51	77	2.52	247	8.1	615	20.16	985	32.30	2065	67.70
All Island	264157	21139	8.00	13952	5.28	33917	12.84	57425	21.74	126433	47.86	137724	52.14

Table 4

1.2.5. Marks obtained according to class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91 - 100	1597	0.39	414196	100.00
81 - 90	9608	2.32	742599	99.61
71 - 80	15382	3.71	402991	97.29
61 - 70	20423	4.93	387609	93.58
51 - 60	28822	6.96	637186	88.65
41 - 50	38833	9.38	338364	81.72
31 - 40	63581	15.35	299531	72.32
21 - 30	92942	22.44	235950	56.97
11 - 20	107203	25.88	143008	34.53
01 - 10	35727	8.63	35805	8.64
00 - 00	78	0.02	78	0.02

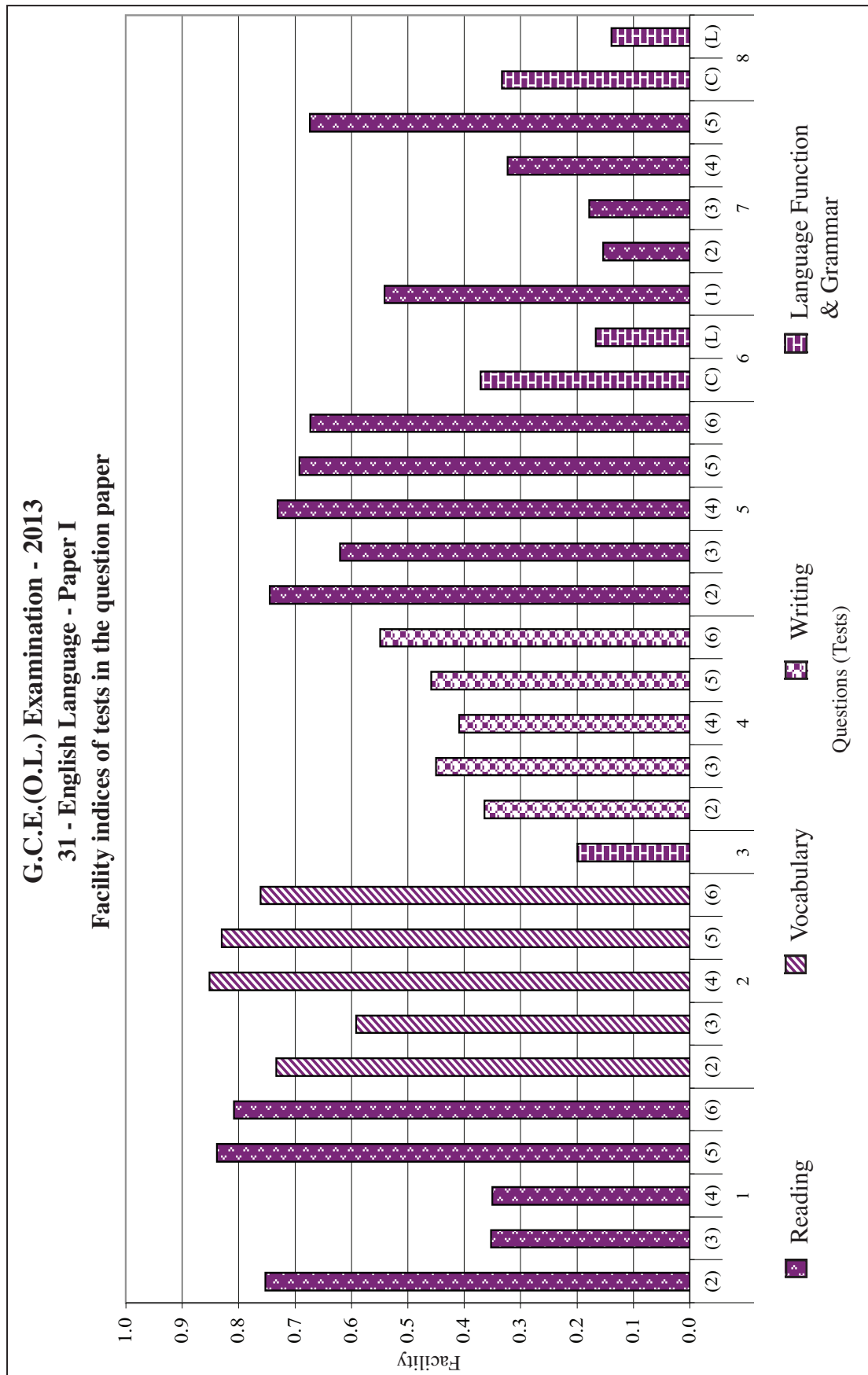
Table 5

The following example describes how the information is indicated in the above table.

eg : If the class interval 31 - 40 is considered, the number of candidates who obtained marks within the interval of 31 - 40 is 63581 and its percentage is 15.35%. The number of candidates who have obtained marks below 40 is 299531 and its percentage is 72.32%.

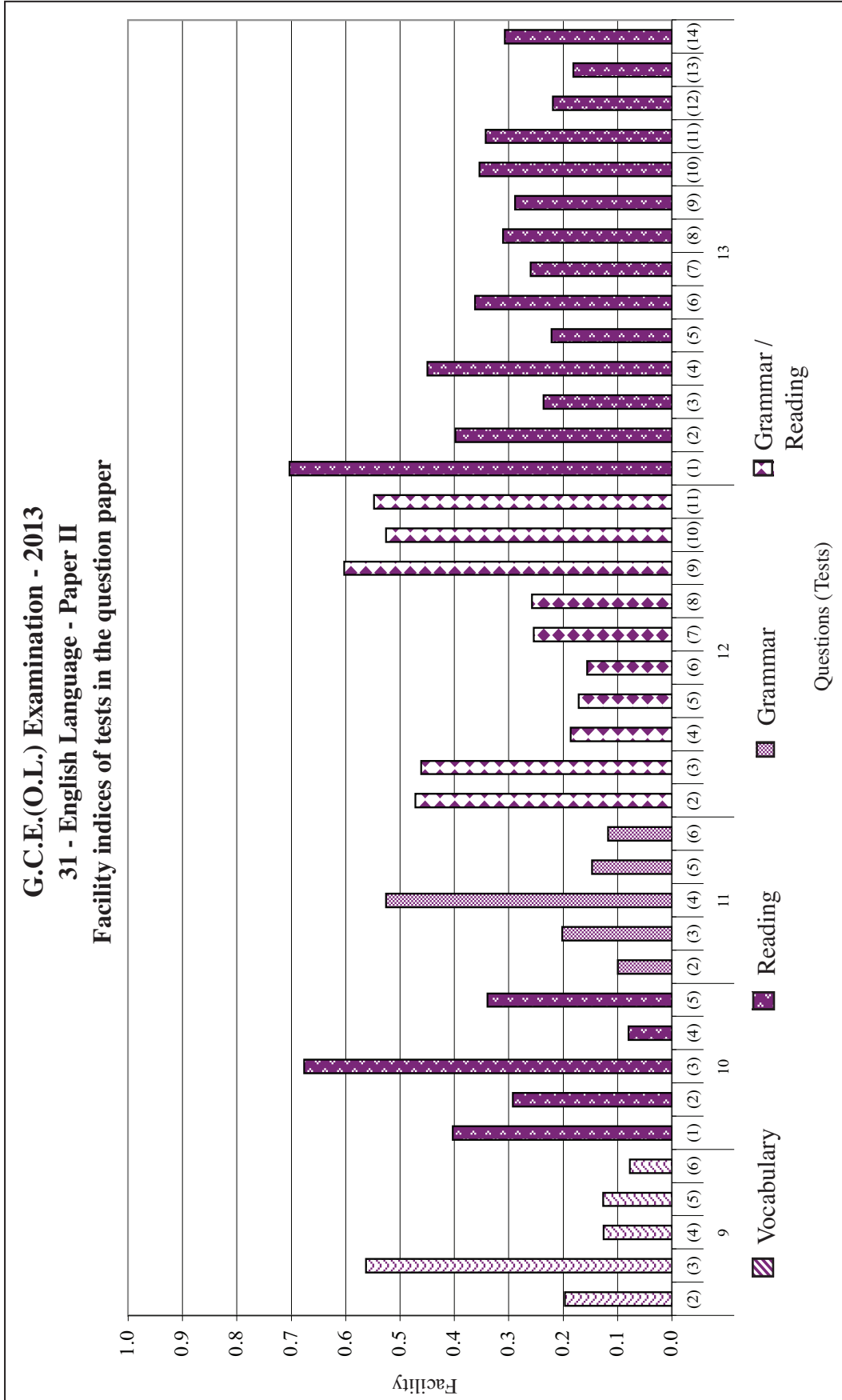
1.3. Analysis of Subject Achievement

1.3.1. Achievement in Paper I



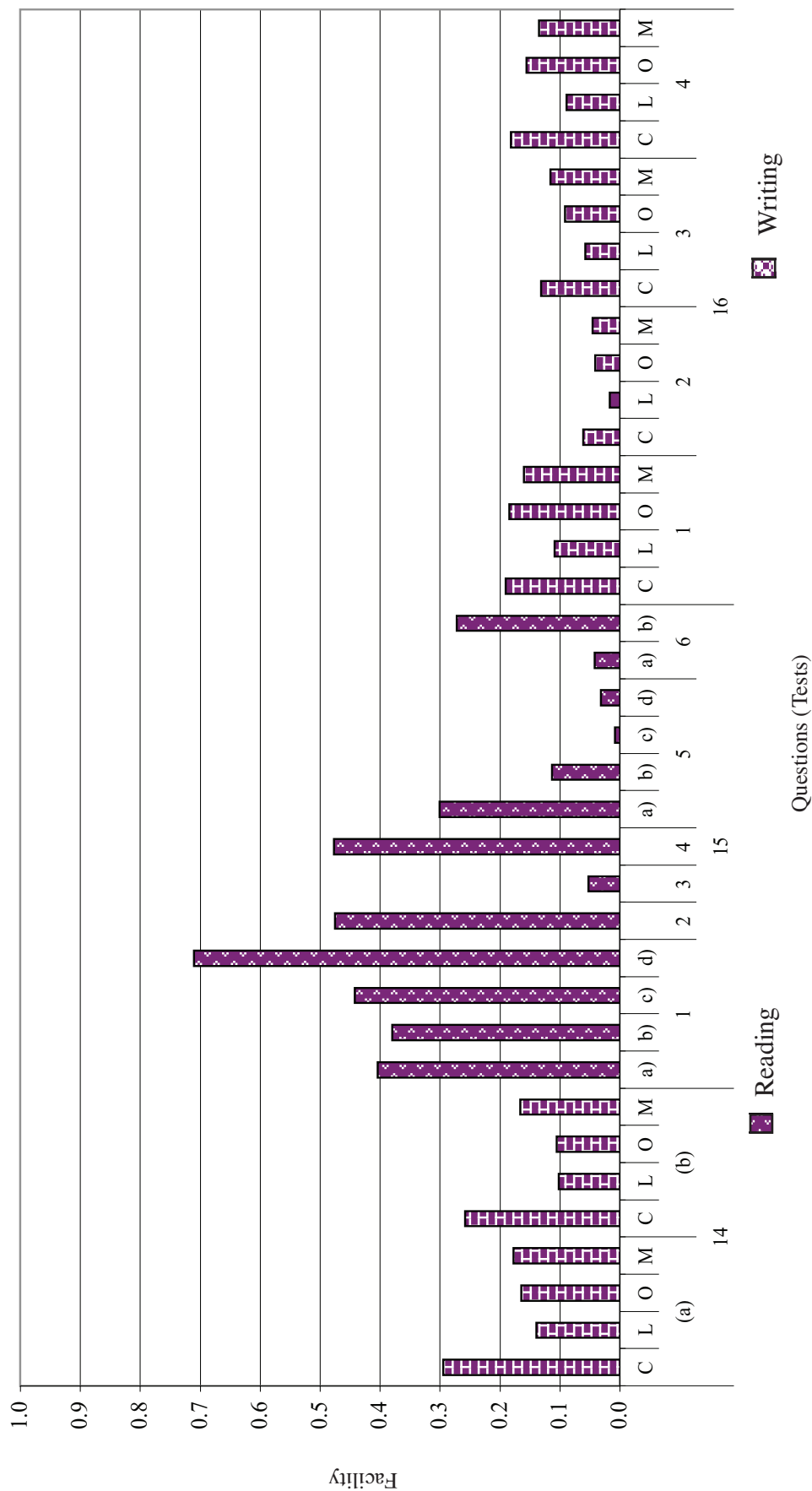
Graph 1 - Based on the information gathered from RD/16/04/OL form. e.g. According to the above graph, facility of test 1(4) is 92%. The facility of test 6 (b) is only 15%.

1.3.2. Achievement in Paper II



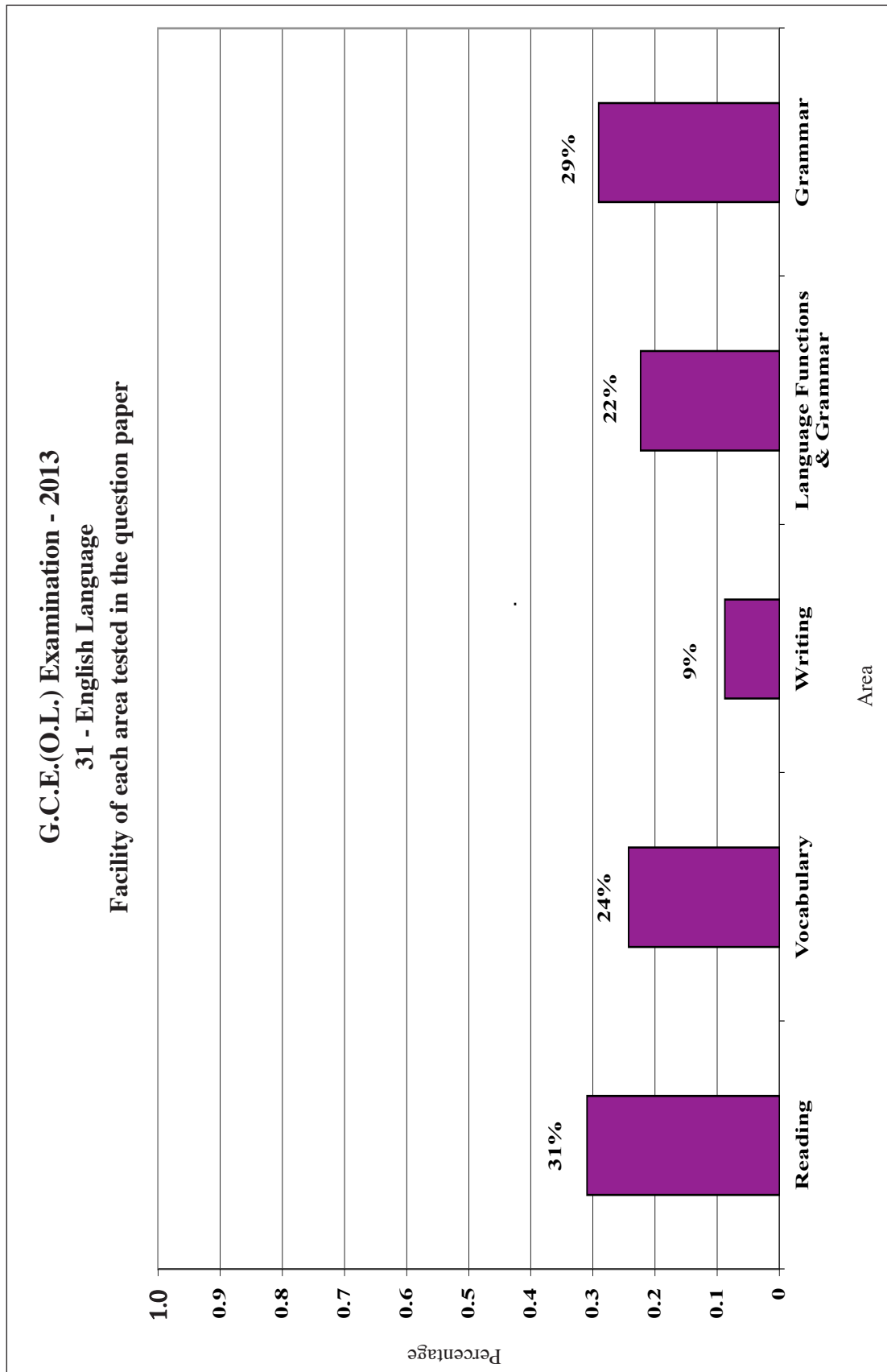
Graph 2(a) - Based on the information gathered from RD/16/04/OL form.
 e.g. According to the above graph, facility of test 9 (11) is 83%. The facility of test 11 (3) is only 1%.

G.C.E.(O.L.) Examination - 2013
31 - English Language - Paper II
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 15 (2) (a) is 58%. The facility of test 15 (3) (b) is only 7%.

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	Reading	1 × 5	05
2	Vocabulary	1 × 5	05
3	Writing	1 × 5	05
4	Language Functions & Grammar	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 read and understand a notice*

Technique : *Matching*

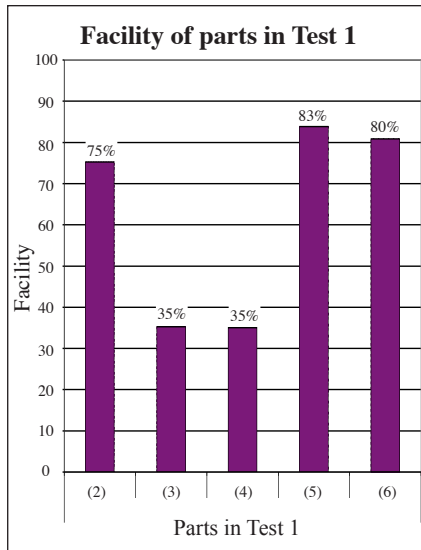
○ Test 1

Match the following notices with the places. *The first one is done for you.*

A Be Quiet ! Patients need their sleep.	B No Parking. Monday - Friday 8.00 - 6.00.	C Christmas Sale on. Everything 50% off.
D Keep off the grass.	E Wait for the Green light.	F Regal Theatre 2.30 show cancelled.

- (1) At a pedestrian crossing**E**..... . (2) In a hospital ward**A**..... .
(3) In a street**B**..... . (4) At a park**D**..... .
(5) At a textile shop**C**..... . (6) In front of a cinema**F**..... .

Observations and Comments on Test 1 :



OBSERVATIONS :

Test 1 is based on Reading. Facility of parts in Test is as follows.

Part (2) - 75%

Part (3) - 35%

Part (4) - 35%

Part (5) - 83%

Part (6) - 80%

The highest facility of 83% is for part 5, whereas the lowest facility of 35% is recorded for part 3 and 4.

COMMENTS :

The majority of the candidates have been able to identify the relationship of words present in notices and question in parts 2, 5 and 6.

Eg :- (2) patients → hospital ward
(5) textile → sale
(6) cinema → theatre

But in test 3 & 4 they have not been able to find such direct relationship. They have not seen the difference that is present in the two words 'parking' and 'park'. So they have gone for the wrong answer which has finally resulted in equal lower percentages in parts 3 & 4.

Performing well in these types of tests depends mostly on the ability of reading with understanding. Candidates should be given more activities for comprehension. Authentic materials should be given to the students to read and understand. Eg :- Varieties of notices, bill boards, sign boards etc. Candidates should be made aware of the fact that haphazard guessing does not always work and there's provision for wrong guessing. Further, constant practice should be given to widen the vocabulary related to different themes that the students may come across in day to day life.

- Test 2 – Reading

Objective – *Assess the ability to read and understand a set of instructions*

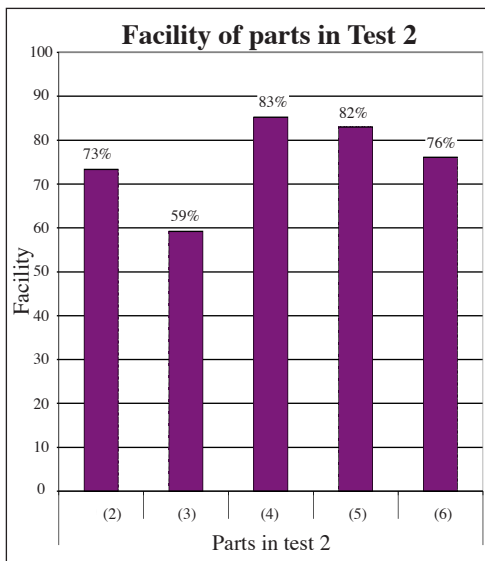
Technique – *Binary choice*

○ **Test 2 with expected answers :**

Complete the set of instructions about learning English using the correct word given within brackets
The first one is done for you.

Be Fluent in English
(1) Read an English storybook everyday. (Read , Copy)
(2) Learn ten or more new English words from the book you read. (Learn, Talk)
(3) Refer to a dictionary and find their meanings. (Take, Refer)
(4) Write the words in an exercise book with their meanings. (Right, Write)
(5) Speak in English with your teacher and friends. (Use, Speak)
(6) Listen to people speaking in English and try to understand them. (Listen, Make)

Observations and Comments on Test 2 :



OBSERVATIONS :

Test 2 is based on Vocabulary. Facility of parts in test 2 is as follows.

Part (2) - 73%

Part (3) - 59%

Part (4) - 83%

Part (5) - 82%

Part (6) - 76%

Facility of part 4 and 5 is over 80%. The lowest facility is in part 3 which is 59%.

COMMENTS :

The test 2 has been well attempted. The reason for the low performance of the candidates in part 3 is due to the lack of knowledge in collocation of words and the fixed prepositions that follow certain words.

The skill of selecting and using the appropriate words meaningfully in context should be practised using authentic texts such as instructions, notices etc. Activities such as identifying prepositions and indefinite articles in contexts will also be helpful for the students to improve the skill. Extra reading material such as childrens' essays, and short paragraphs on various themes will help the learner to improve this ability.

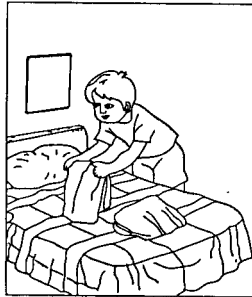
• Test 3 – Writing

Objective – Assess the ability to describe a picture

Technique – Guided Writing

○ Test 3 :

The following pictures show what Ruwan did last Saturday. Write a sentence about each picture. Use the words given below the picture. Each sentence must have at least **five** words. The first one is done for you.



arrange, morning



plant, garden



clean, sister



play, evening



water, afternoon

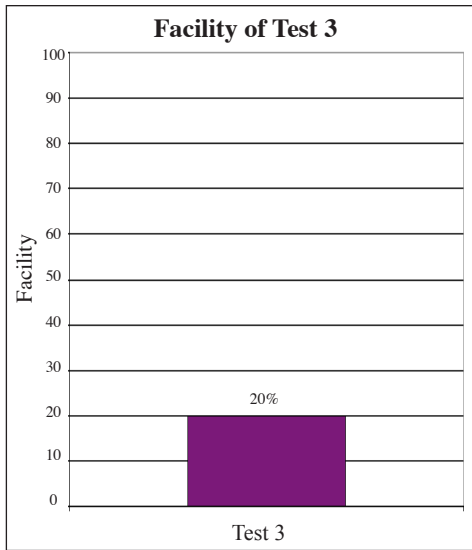


bathe, well

Expected Answer :

- (1) He arranged his bed in the morning.
- (2) He planted a tree in the garden.
- (3) He cleaned the garden with his sister.
- (4) Ruwan played with his friends in the evening.
- (5) He watered the plants in the afternoon.
- (6) He bathed at the well.

Observations and Comments on Test 3 :



OBSERVATIONS :

Test 3 is based on writing.
Facility of Test 3 is 20%

COMMENTS :

Test 3 is the first writing task in the question paper and it is at basic level. The pictures given provide enough guidance for the candidates to write a sentence about each picture in the past tense using the words given. In assessing the task one mark had been awarded to each grammatically correct sentence. The students should be made aware that one mark is reduced from the overall mark if there are more than three spelling mistakes. Therefore it should be emphasised that students should pay special attention to spellings.

The statistics also reveal that the students are weak in writing a simple sentences accurately. Even with the maximum guidance given, the performance of the students look very low. Their low performance in writing is reflected in all the writing tasks. Teachers should identify the weaknesses of the students and give activities to rectify their weakness. Without close scrutiny in the classroom, the basic problems in writing cannot be corrected.

Therefore, more picture based writing activities should be introduced in the classroom paying special attention to the tense, vocabulary and mechanics of writing. Individual attention should be paid during writing lessons and incorrect sentences should be corrected in the classroom itself. In classroom teaching such activities should be assessed using the marking criteria given in the marking scheme, so that the students could understand how they could score marks and also lose marks.

- Test 4 – Reading

Objective – Assess the ability to use prepositions correctly

Technique – Fill in the blanks / completion

○ **Test 4 with expected answers :**

Fill in the blanks with the correct preposition. *The first one is done for you.*

after, among, ~~for~~, inside, over, of

Mrs. Gamage : Come, I've been waiting (1)**for**..... you.

Sumudu : Sorry if I'm late madam. Your house is hidden (2)**among**..... these huge trees. It must be very cool (3)**inside**..... your house.

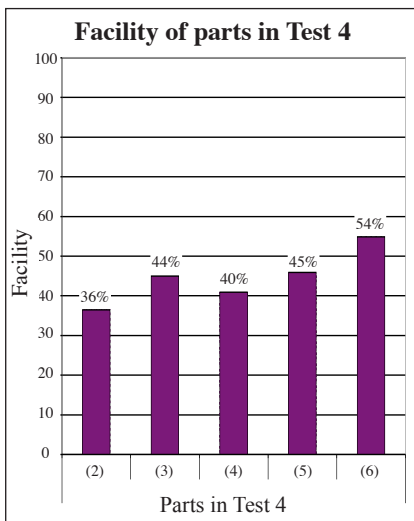
Mrs. Gamage : Yes indeed. It's very comfortable here. Look at that bird (4)**over**..... there.

Sumudu : It's beautiful. Do you have many birds coming here?

Mrs. Gamage : Yes, there are about twenty varieties (5)**of**..... birds in my garden. Now let's go in. By the way, would you like a cup of tea?

Sumudu : Thank you madam. I'm just (6)**after**..... a cup of tea.

Observations and Comments on Test 4 :



OBSERVATIONS :

Test 04 is based on language functions and grammar. Facility of parts in Test 04 is as follows.

- Part (2) - 36%
- Part (3) - 44%
- Part (4) - 40%
- Part (5) - 45%
- Part (6) - 54%

The highest facility recorded here is 54% for part (6), and the lowest is 36% for part (2). In Test 04, facility for all the parts is between 35% and 55%.

COMMENTS :

In this test the candidates have not shown a good performance in using prepositions in context. It should be noted that preposition is one of the grey but very important areas in grammar for the students. Teachers should make efforts to show the students the correct use of prepositions with a clear explanation. Identification tasks of prepositions, prepositional phrases, fixed prepositions in context and tasks for differentiating meaning would be helpful for the students to attempt this task.

- Test 5 – Language Functions & Grammar

Objective – *Assess the ability to understand indirectly stated information*

Technique – *Completion*

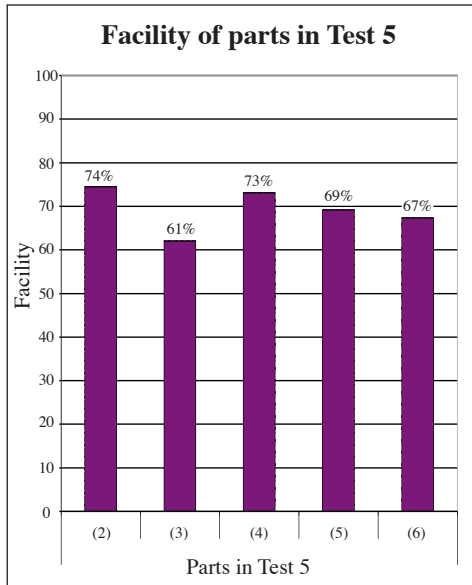
○ **Test 5 with expected answers :**

Complete what the children say by selecting the appropriate sentence from the box.
The first one is done for you.

- (1) Arunadhee : I will be a teacher one day.^c..... .
(2) Kamalini : I would take up journalism.^d..... .
(3) Naveen : I will enter the law college.^a..... .
(4) Saman : I'm going to be a computer engineer.^e..... .
(5) Tharun : I've always wanted to be a doctor.^b..... .
(6) Sanjitha : My parents want me to be an accountant.^f..... .

- | |
|--|
| <p>a. I'm interested in legal matters.</p> <p>b. Making people feel better is my aim.</p> <p>c. Being with children makes me happy.</p> <p>d. I'd like to join a newspaper.</p> <p>e. Developing software is one of my dreams.</p> <p>f. I also prefer to study commerce.</p> |
|--|

Observations and Comments on Test 5 :



OBSERVATIONS :

Test 05 is based on Reading. Facility of parts in Test 05 is as follows.

Part (2) - 74%

Part (3) - 61%

Part (4) - 73%

Part (5) - 69%

Part (6) - 67%

The facility of all parts in Test 05 is between 60% to 75%. The highest facility of 74% is for part 2. The lowest facility of 61% is for part 3.

COMMENTS :

The test 05 shows the facility of over sixty for each part. The candidates have performed much better in test 5, in selecting the correct responses compared to their performance in other tests. The conversational nature of test has introduced mere authenticity to the test. The candidates may have been able to perform better due to the familiarity of the expressions too.

Their performance can be improved with more opportunities given for reading and related activities. The conversations, dialogues and similar activities given in the Pupil Text could be used in classroom tests to familiarise the students with the necessary language functions.

• Test 6 – Writing

Objective – Assess the ability to write a note

Technique – Guided writing

○ Test 6 :

You received the following note from your friend. Write a reply. Use about **40-50** words.

Include the following.

- Thank your friend
- Give a day, time and place to meet.
- Explain your willingness to meet two friends.
- Say what all of you can do together.

30.12.2013
Dear Lasith,
Congratulations! I heard that you have done well at the O/L Exam. I would love to come and see you. When and where can we meet? Shall I bring our two friends Ruwan and Amal also?
Kasun

Expected Answer :

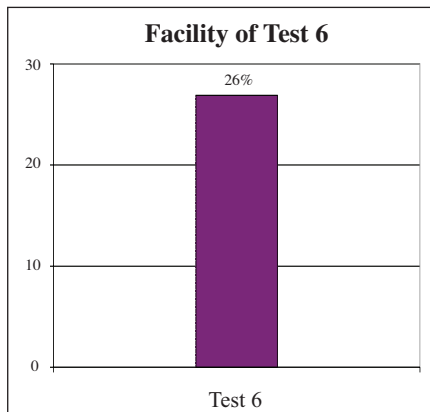
19.12.2013

Dear Kasun,

Thank you very much for your note. I would love to meet you at Devushan's place on Sunday the 22nd of December at 5.00 p.m. I like to meet our two friends Ruwan and Amal. We can talk about our future plans and what we hope to do for A/L's

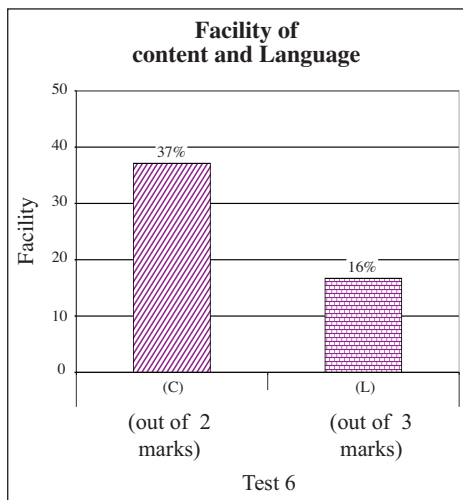
Lasith

Observations and Comments on Test 6 :



OBSERVATIONS :

Test 06 is a guided writing activity. The facility of Test 6 is 26%. According to the 2 nd graph the candidates have scored more marks for content than language, although more marks are allocated for language.



COMMENTS :

Most of the candidates have written a relevant answer but the answer has been written in poor language. The candidates have understood the instructions of the test and they have written a relevant answer. That is a good trend, but the low performance of marks for language is attributed to their inability in replying to a note correctly.

The teachers can use error recognition tasks to improve the quality of classroom teaching and they can assess student performance using the standard marking criteria to improve the writing skills of the students. At the same time, the teachers can encourage students to attempt independent writing tasks from lower grades followed by individual feedback on each performance. The marks for correct format is included in the language mark in this test. So, the teachers should introduce the correct formats of different writing tasks as an additional area.

- Test 7 – Reading

Objective – *Assess the ability to read and understand directly stated information*

Technique – *Answering Questions / Multiple choice*

- Test 7 with expected answers :

Observations and Comments on Test 7 :

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

“We’re waiting for you in school to start our sports practice. Are you coming?”, asked the voice on the phone.

“I can’t. I promised my mother I would weed the garden today”, replied Kumar. He put the phone down and went into the garden sadly. As he started weeding, all he could think of was his friends having a glorious time at school.

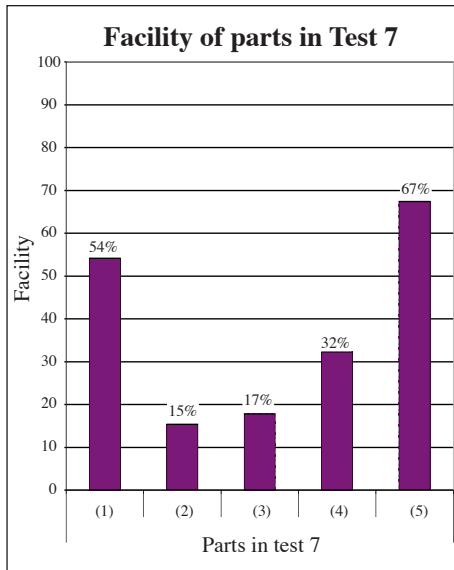
“Kumar”, called his mother from the house suddenly. “I overheard your conversation with your friends. Why don’t you join them and do this later?”

“Really? Thank you mother”, said Kumar gratefully. He was out of the house in a few minutes and headed for his school. However, in school he could not find his friends. “They would have told me a lie.”, he thought. When Kumar returned home after a few hours his mother was waiting for him at the front door. To his surprise the garden was spick and span.

“After you left the house your friends came here to look for you” his mother explained. “They came to help you weed the garden.”

1. Where were Kumar’s friends waiting? in / at (the) school / school
2. How did Kumar feel after the call?
sad
3. Write the sentence which says that Kumar didn’t meet his friends at school?
However in school he could not find his friends
4. Who had weeded the garden in the end? his / Kumar's friends / friends
5. Underline the correct answer.
When Kumar came home the garden looked
(1) untidy (2) clean (3) messy

Observations and Comments on Test 7 :



OBSERVATIONS :

Test 07 is based on Reading. Facility of parts in Test 07 is as follows.

Part (1) - 54%

Part (2) - 15%

Part (3) - 17%

Part (4) - 32%

Part (5) - 67%

Facility for parts 2, 3 and 4 in test 7 is below 35%. Only the facility of part 1 and 5 are respectively 54% and 67%.

COMMENTS :

In Test 7, according to the graph, the facility of part 2 is 15% which is the lowest. The reason for this failure is the incorrect use of word clues. Most of the candidates had written the word directly from the text “sadly”, but the correct answer is “sad”. In part (3) the facility is 17%. It shows that the candidates have been unable to identify the correct sentence due to lack of comprehension skills in the context. In part 4, the facility is 32%. The reason for poor performance is due to lack of identification of indirectly stated information. As the answer for part 1 is directly stated in the text, 54% of candidates may have found it easy. 67% candidates had scored in part 5 in MCQ as the word “clean” had been a better clue for the correct answer

Suggestions

- Teachers should encourage independent reading habits in the students though it is a slow process.
- Identification of contextual clues and deriving meaning of words from the sentences should be practised in classroom teaching.
- When students are expected to copy a full sentence from the text as the answer some students write only a part of the required answer that results in losing marks. This fact should be made known to the students in the classroom.
- When students are expected to write short answers they should be guided enough to select only the specific required part as the answer.

• Test 8 – Writing

Objective – Assess the ability to write a notice on given information

Technique – Guided writing

○ Test 8 :

You lost your school bag in school on the School English Day. You are not sure where you put it. Write a notice to display in the school canteen. Use about **40-50** words.

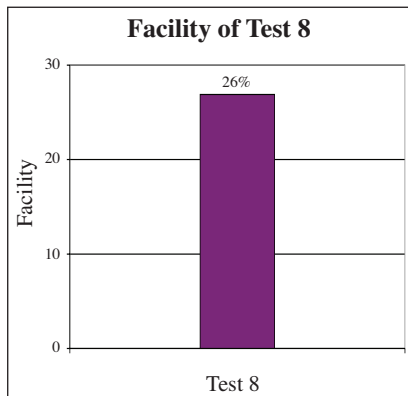
Include the following.

- a brief description about the bag
- contents of the bag
- a request to return it if found

Expected Answer :

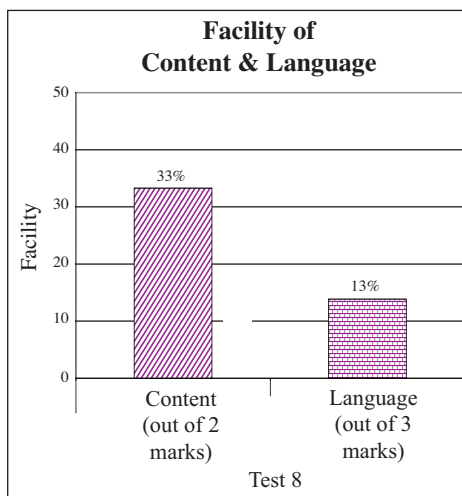
Lost
I lost my school bag on the School English Day. I am not sure where I put it. It was a brown leather bag with two text books and a pencil case. If you find it please hand it over to the office.
Chandula

Observations and Comments on Test 8 :



OBSERVATIONS :

Test 08 is based on writing. The facility of Test 08 is 26%. According to the 2nd graph the facility of content is 33% and facility of language is 13%. Comparatively the performance of Test 8 is weaker than Test 6.



COMMENTS :

Test 08 is a guided writing task which seems fairly difficult for the candidates. The students have displayed their common weakness in providing accurate language in all the writing tasks. Although they try to write a relevant answer they have not been able to express themselves well in the target language. That seems to be the main reason for higher facility for 'Content' over 'Language'.

To minimize this problem, continuous guidance and more activities based on notices, notes, and advertisements should be introduced to the students. The students should be exposed to the relevant language structures and vocabulary in class room activities. The teachers have to pay attention to improve writing skills paying special attention to the accurate use of language. If some time can be allocated from the normal teaching hours for error correction in grade 10 & 11 it might yield good results.

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	Reading	1 × 5	05
11	Grammar	1 × 5	05
12	Grammar / Reading	$\frac{1}{2} \times 10$	05
13	Reading	$\frac{1}{2} \times 14$	07
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - $\frac{1}{2} \times 4$ 2 - 1 × 1 3 - 1 × 1 4 - 1 × 1 5 - $\frac{1}{2} \times 4$ 6 - $\frac{1}{2} \times 2$	02 01 01 01 02 01 <hr/> 08
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 the correct form of the verb*

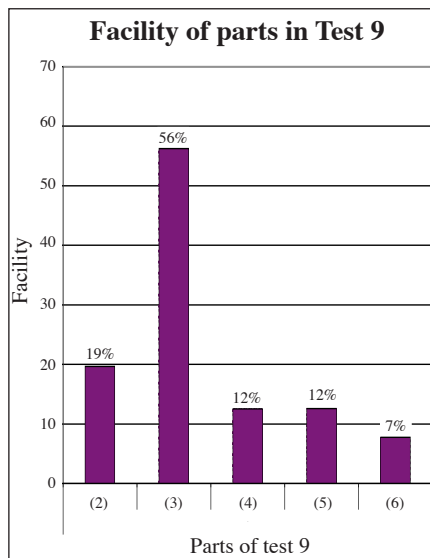
Technique – *Transformation*

○ Test 9 with expected answers :

Fill in the blanks in each sentence by using the correct form of the word given within brackets.
The first one is done for you.

- (1) The **announcement**..... (announce) of closing the school early surprised everyone.
- (2) Artists must be**creative**..... (create) and not just repeat what they see or hear.
- (3) Music and dancing are two forms of ..**entertainment**.... (entertain).
- (4)**Scientists**..... (Science) have not proved yet that there is life on other planets.
- (5) Thusitha wants to be an**electrician**..... (electric) when he leaves school.
- (6) We need to know your**decision**..... (decide) as soon as possible.

Observations and Comments on Test 9 :



OBSERVATIONS :

The Test 09 is based on vocabulary. The facility of parts in Test 09 is as follows.

- Part (2) - 19%
- Part (3) - 56%
- Part (4) - 12%
- Part (5) - 12%
- Part (6) - 7%

The maximum facility of 56% was recorded for part 3 while the facility of other parts 2, 4, 5 and 6 is below 20%. The facility of part 4 and 5 are the same and the lowest facility 7% is for part 6.

COMMENTS :

This test seems to be difficult for the candidates as they have to identify the correct form of the word given in the bracket. However, the percentages reveal that most of the candidates have been unable to write the correct word form of the word given.

This intermediate level vocabulary test, assesses the students' ability to use the correct form of the word. Although it seems to be an easy activity, the facility level is not satisfactory. Sometimes spelling errors may have been the reason for the lower facility level. Some word formation activities would help students to improve their knowledge on word classes.

- Test 10 – Reading

Objective – Assess the ability to read and understand a poem

Technique – Answering questions

- Test 10 with expected answers :

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

For ten long years I walked
along the shady school lane
up to the school and
back home again.

The Tamarind trees
on school lane
gave me shade
all the way.

Bending down to
pick the fruits
sometimes sour
sometimes sweet.

It was summer
when we went away.
Many good byes
we had to say.

I stepped down on school lane
after ten years yesterday.
My heart missed a beat
when I stopped to gaze.

Alas! no more trees
on this beloved lane.
The pillars for telephone wires
have taken their place.

- (1) Where did the poet go along school lane?

To school (and back home)

- (2) Which **two** words tell us that the poet had eaten Tamarind?

Sour and sweet

- (3) How many years did the poet take to come back?

Ten / 10 / ten years / 10 yrs

(4) Write the line which says the poet is still very fond of the school lane.

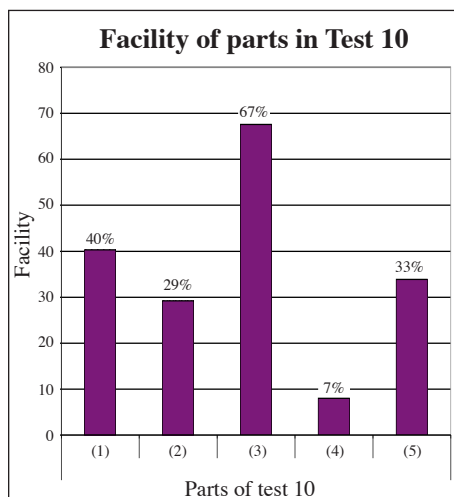
On this beloved lane.....

(5) Underline the correct answer.

What did the poet feel when he saw the pillars?

- (a) sad (b) angry (c) indifferent (d) surprised

Observations and Comments on Test 10 :



OBSERVATIONS :

Test 10 is based on Reading. Facility of parts in Test 10 is as follows.

Part (1) - 40%

Part (2) - 29%

Part (3) - 67%

Part (4) - 7%

Part (5) - 33%

The highest facility recorded here is for part 3, that is 67% whereas the lowest being 7% for part 4. Except part 3, the facility of all the other parts, 1, 2, 4 and 5 is below 40%.

COMMENTS :

The performance shown in Test 10 can be considered fairly weak except in part 3. The lowest performance in part 4 reveals the inability of the candidates to identify the indirectly stated information in the poem. They have not been able to identify the link between the words “beloved” and “fond of”. The reason for low facility of 29% in part 2, may be the candidates' inability to link the word “Tamarind” with the words “sour” and “sweet”. This reveals the students lack of knowledge in everyday vocabulary. The facility for part 5 is 33% which is a multiple choice question and the candidates have to infer the indirectly stated information in the poem in order to get the correct answer but they haven't shown the ability to infer .

• Test 11 – Grammar

Objective – Assess the ability to complete a text using the correct form of the verb

Technique – Completion

○ **Test 11 with expected answers :**

Join each of these pairs of sentences to form a complete sentence (Use the words given). You can use one word only once. *The first one is done for you.*

but, where, who, which, while, when

(1) It started raining hard.

Lal was waiting for a bus.

It started raining hard while Lal was waiting for a bus......

(2) On Sunday Lasitha went to the market.

It sells fresh fruit and vegetables.

On Sunday Lasitha went to the market which sells fruit and vegetables

(3) This is my friend Sharika.

She won the best actress award.

This is my friend Sharika who won the best actress award.....

(4) I missed the bus yesterday.

I came to school on time.

I missed the bus yesterday but I came to school on time.....

(5) Nimali used to swim in the river.

She was very young then.

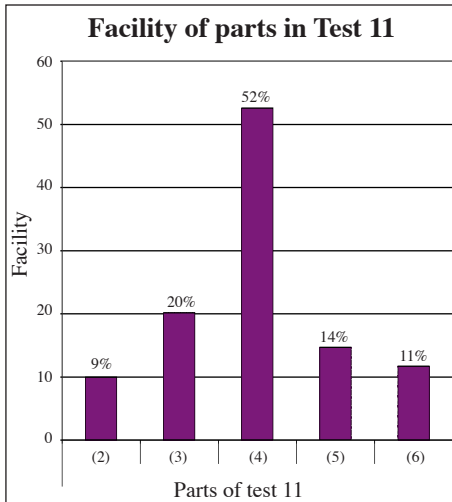
Nimali used swim in the river when she was very young.....

(6) Look at that school on the hill.

My father studied there.

Look at the school on the hill where my father studied.....

Observations and Comments on Test 11 :



OBSERVATIONS :

The Test 11 is based on Grammar. The facility of parts in Test 11 is as follows.

Part (2) - 9%

Part (3) - 20%

Part (4) - 52%

Part (5) - 14%

Part (6) - 11%

The highest facility recorded in test 11 is for part 4. That is 52% whereas the lowest facility is 9% for part 2. According to the graph shown in Test 11 except in part 4 the facility of all the other parts, 2, 3, 4 and 5 is below 20%.

COMMENTS :

The students do not seem to have a good understanding on the use of conjunctions. This direct grammar test had not been on their favour although lot of similar activities are available in their pupil texts. It is obvious that students find it hard to use linking words to make meaningful and grammatically correct sentences. So they should be encouraged to practise long sentences using linking words.

• Test 12 – Grammar / Reading

Objective – Assess the ability to understand the relationship between sentences in a text

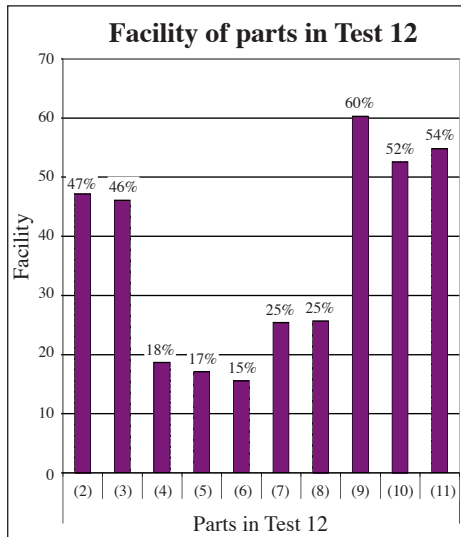
Technique – Editing

○ Test 12 with expected answers :

Read the following passage. In each line one word is incorrect and it is underlined. Write the correct word in the space provided. *The first one is done for you.*

It happened two months ago in Nuwara Eliya where	
I was vacationing with friends. I had <u>being</u> accustomed	(1) <u>been</u>
to jogging regularly, but that weekend I <u>am</u> just lazy.	(2) <u>was</u>
I <u>stay</u> in the house and ate a lot of ice cream. By	(3) <u>stayed</u>
the fourth day of <u>these</u> vacation I had to face the	(4) <u>this / the</u>
truth. I was slowly <u>gained</u> weight. I started	(5) <u>gaining</u>
jogging again. I ran up the hill <u>panted</u> . At the	(6) <u>panting</u>
top <u>on</u> the hill there was a solitary house.	(7) <u>of</u>
Gasping for breath I <u>says</u> to the man at the	(8) <u>said</u>
door, “You <u>lives</u> on a big hill!” The man said	(9) <u>live</u>
promptly, “Yes. I’ve <u>get</u> the good sense not to	(10) <u>got</u>
<u>ran</u> up the hill.”	(11) <u>run</u>

Observations and Comments on Test 12 :



OBSERVATIONS :

The Test 12 is based on Grammar and Reading. Facility of parts in Test 12 is as follows.

Part (2) - 47%	Part (7) - 25%
Part (3) - 46%	Part (8) - 25%
Part (4) - 18%	Part (9) - 60%
Part (5) - 17%	Part (10) - 52%
Part (6) - 15%	Part (11) - 54%

According to the graph shown in Test 12 the highest facility 60% is for part 9, where as the lowest facility 15% is for part 6. Facility for parts, 4, 5, 6, 7 and 8 is below 25% and facility for parts 2, 3, 9, 10 and 11 is between 45% and 60%.

COMMENTS :

In this test the students are expected to correct the language errors in a given text. It is noted that the facility shown in each part varies within the range from 15% to 60%. The highest facility lies on the word “live” which they have to use in a simple present sentence with the position of second person which is familiar to the candidates. The lowest facility shown in part 6 may be due to unfamiliarity of the word “panting” in grammatically correct context. In part 4 and 5, the candidates have not being able to identify the use of the verb in the past in parts given context. It is very difficult to interpret why the candidates have not been able to perform well in part 7 & 8 as they concentrate on a very common preposition and the past tense verb. Practising similar activities in class room teaching and assessing would improve the performance. If the students can be given opportunities for peer correction of writing tasks with the consultation of the teacher, following by a discussion sessions the students will learn to spot errors in texts quickly and correct them.

- Test 13 – Reading

Objective – Assess the ability to the overall proficiency of language

Technique – Cloze

○ Test 13 with expected answers :

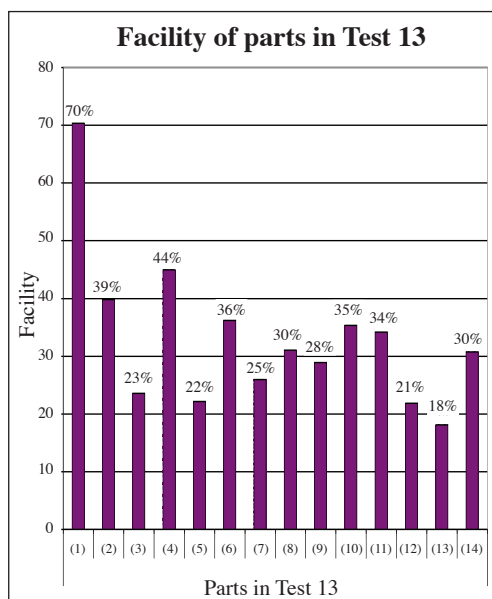
Fill in the blanks in the following text using the words given in the box.

hours	early	others	it	the	marathon	can
what	may	skinny	a	build	make	line

What makes anyone want to run a marathon?

Running a marathon means getting up (1) **early** in the morning when
 (2) **others** are snoring in bed. (3) **it** means practising for long
 (4) **hours** Some attempt to run a (5) **marathon** to prove that it
 (6) **can** be done, no matter (7) **what** others say about their
 (8) **skinny** legs. For others, it (9) **may** be the culmination
 of (10) **a** period of training. Trying to (11) **build** up
 enough strength to (12) **make** it to the finish (13) **line**
 is not easy. Whatever (14) **the** reasons are it is a battle of an individual
 against himself: it is a battle between the tired body and the strong mind.

Observations and Comments on Test 13 :



OBSERVATIONS :

Test 13 is based on Reading. Facility of parts in Test 13 is as follows.

Part (1) - 70%
Part (2) - 39%
Part (3) - 23%
Part (4) - 44%
Part (5) - 22%
Part (6) - 36%
Part (7) - 25%

Part (8) - 30%
Part (9) - 28%
Part (10) - 35%
Part (11) - 34%
Part (12) - 21%
Part (13) - 18%
Part (14) - 30%

The graph has shown the highest facility 70% for part 1 whereas the lowest facility 18% for the part 13. There are only 2 parts above 40% and all the other parts in Test 13 are below 40%.

COMMENTS :

The performance of Test 13 was poor. The facility varies from 18% to 70%. The poor performance of the candidates reflects the inadequate proficiency of the language.

It should be developed by paying special attention to subject – verb agreement, word order, and appropriate use of word classes. These types of tests can be developed by the teachers and even by the students themselves to practise in the classroom.

Special instructions should be given to students on how to deal with cloze passages. They should be encouraged

- to read the passage several times.
- to predict what word will come next.
- to read the cloze passage again after completion to find out errors.
- to use the contextual clues.
- to identify the language clues.

- Test 14 – Writing

Objectives – (a) Assess the ability to write an informal letter using the guidelines
(b) Assess the ability to interpret a pie chart and write a description

Technique – Guided writing

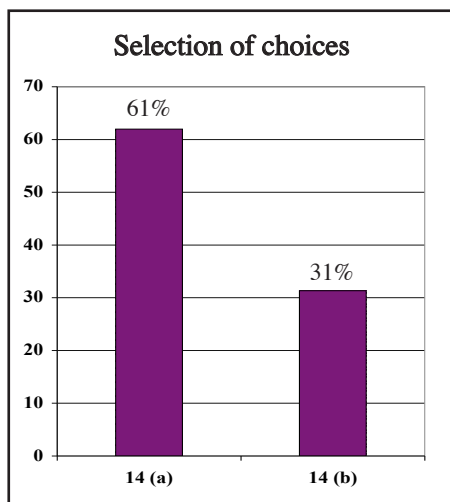
○ **Test 14 :**

As a part of the Elders Day Celebrations the Grade 11 students of your school visited an elders home in your area. Write a letter to your friend telling him what you did there. Use about **100** words.

Include the following:

- who went with you
- a description of the elders
- how you helped them / what you took for them
- how you made them happy

Test 14 : Selection of choices



This test offers a choice to the candidates. According to the statistics the majority of the candidates have written the informal letter describing a past event. The candidates might have found it easier to write an informal letter than writing a description based on statistical data.

Only 31% of the candidates have written the description based on the pie chart. The statistical data presented in the chart may sometimes have discouraged the candidates in making this choice. Although similar writing tests have been repeated in the examination over the last few years the performance seems to be very low.

The format of a letter is very familiar to students and they might have felt it more convenient to write a letter to a friend than writing a scientific description.

Expected Answer :

No 20, Wijaya Mawatha
Kiribathkumbura,
Kandy.
19 th Dec. 2013

Dear Shammi,

The grade 11 students of our school visited an Elders Home in our area. The class teachers accompanied us.

There were many elders, some of them looked happy but some were sad, some were feeble. They were very happy to welcome us. We did a small drama and sang a few songs to celebrate the Elders Day.

We cleaned their rooms and painted the place and made it look nice. We gave all the elders gifts and provided lunch and tea to all of them.

They were very happy to watch our drama and some of them joined us in the singing.

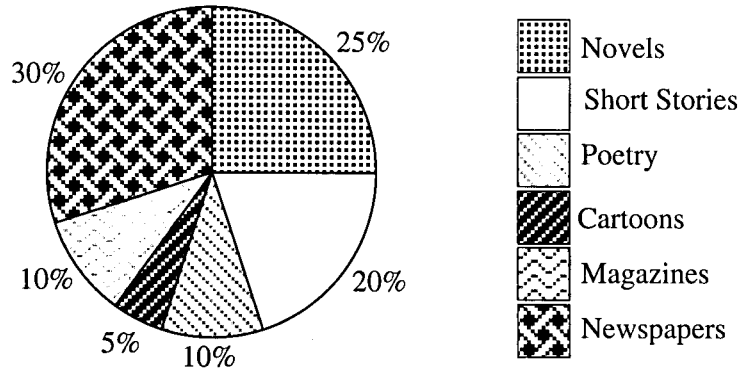
I would have been really happy if you too had joined us. I know you like to be with elders because you respect them very much. I will tell you more about our visit when I meet you soon.

Your friend,
Thevin

or

The following pie chart shows what the students of your school like to read. The information is given in percentages. Study the chart and write a description about it. The following words will help you. Use about **100** words.

majority, minority, lowest percentage, highest percentage, equal amount



Expected Answers :

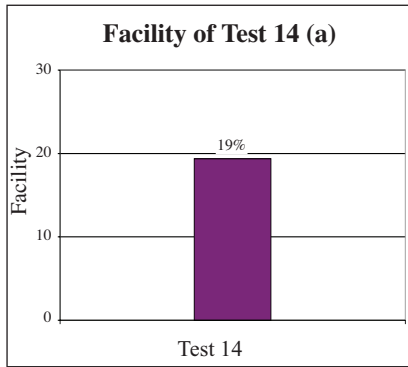
The chart shows what the students of my school like to read. Among the books they read are novels, short stories, poetry, cartoons, magazines and newspapers.

The majority of the students love to read newspapers which is 30%, the highest percentage 25% of the students prefer to read novels. Short stories are read by 20% of the students.

An equal amount of students like to read poetry and magazines which is 10% each. A minority of students have a fancy to read cartoons which is the lowest percentage of 5%.

The pie chart shows that modern day students do not read many books that are connected to their studies.

Observations and Comments on Test 14 (a) :

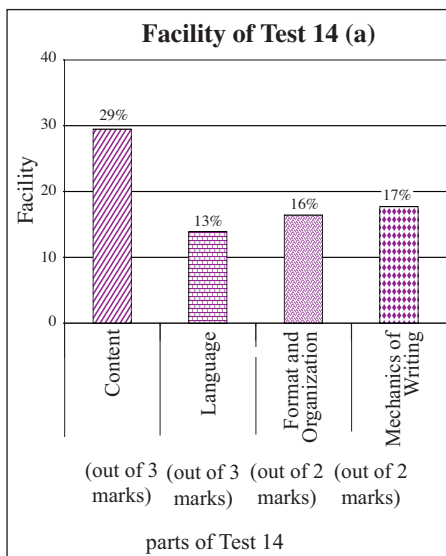


OBSERVATIONS :

Test 14(a) is based on guided writing. Facility of Test 14(a) in this question is 19%.

According to the 2 nd graph, facility for,

Content	–	29%
Language	–	13%
Format and Organization	–	16%
Mechaincs of Writing	–	17%



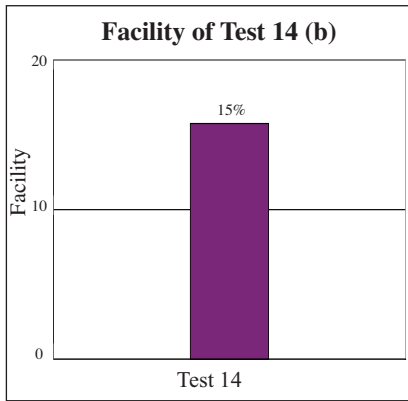
COMMENTS :

The low facility indicated in Test 14(a), shows that the test had been difficult for the candidates. This shows the difficulty the candidates face to include given facts in a guided writing task. Low marks may have been scored due to the following reasons.

- Failure to include all the facts given in the writing task.
- The inability to construct well connected sentences with a good range of vocabulary
- The use of meaningful and grammatically correct sentences
- The inability to organize facts in logical order and put them in a meaningful paragraph.
- Use of punctuation and correct spelling

The teachers should encourage the students to organize their writing in the classroom paying attention to informal letter writing with the given guidelines. It is very important to teach the students to express their ideas in meaningful and grammatically correct sentences. When writing letters the students should be made aware of using the proper format of an informal letter and to use proper mechanics of writing which will help them to produce a good piece of writing.

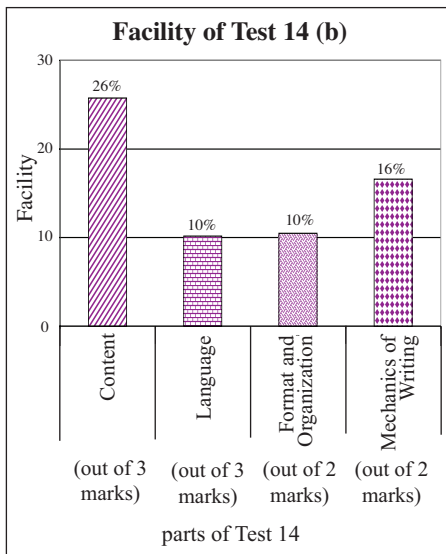
Observations and Comments on Test 14 (b) :



OBSERVATIONS :

Test 14(b) is based on guided writing. Facility of Test 14(b) is 15%. According to the 2 nd graph, facility for,

- Content – 26%
- Language – 10%
- Format and Organization – 10%
- Machains of Writing – 16%



COMMENTS :

The low percentage of 15% shows that test 14 (b) was difficult for the candidates. The poor performance in writing is the major factor which keeps the candidates from scoring well in the examination.

In test 14 (b) the candidates should write a report, based on the information given in a pie chart. The low performance level shows that the candidates did poorly in the following areas.

- Content
- Language
- Format and organization
- Mechanics of writing

This is due to the inability to interpret statistical information and order them logically into grammatically correct and meaningful sentences. Another area of concern is spelling and punctuation.

Students have to be trained in report writing, interpreting information and assimilating them in their writing.

based on :-

- Graphs
- Pie charts
- Tables

• Test 15 – Reading

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

Technique – Answering questions and finding references

○ Test 15 with expected answers :

Read the following passage and answer the questions.

Sumudu sat in the small room he shared with his two brothers. His eyes rested on the walls. The paint was beginning to peel. Is there a way of re-doing **them**?", he wondered. In the living room his brothers were giggling and shouting. Sumudu shook his head to bring himself out of his daydream. He stared at the blank paper in front of him pondering how he would start the essay about his family relationship.

His mother wouldn't be home for another half an hour, he knew his brothers were anxiously waiting for dinner. So Sumudu went into the kitchen to prepare dinner. With his mother's meagre salary there wasn't much to choose from. The only food in the house was a can of fish, some vegetables, a packet of noodles and half a bag of rice. "I'm hungry", said eight year old Amal. "What do you have for cooking?", he asked grabbing Sumudu around the waist and tickling him. Sumudu responded, "I'm going to cook my famous vegetable fried rice with a potato curry. Want to help me with it?" "I want to help too", cried Nalin from the doorway. "Come on then", said Sumudu.

Shortly after 7.00 p.m. mother gently slid the key into the lock. Dropping her bag on the tattered chair, she sniffed the air and followed the delicious smell into the kitchen. She saw her three sons laughing as they worked together. The features of her face softened and her heart warmed as the love for them washed over her.

"Sit down mother. Everything is ready. Let's eat," said Sumudu pulling out a chair for mother. After the dishes were washed, mother stood behind Sumudu as he sat at the kitchen table adding the last sentence to his essay.

"What is **it** about?" mother asked.

"It's about our life. Our family relationship."

Mother looked around the cheap furniture and the discoloured walls. Closing her eyes she thought about all the things she wished she could provide for her family, while a single tear slowly made its way down her cheeks.

"Mother why are you crying?"

"I'm sorry you don't have a lot in your life." Mother said.

"I have you and my brothers. I live in a home full of love. I wouldn't trade what we have for all the money in the world."

Pulling her son close she whispered, "Neither would I son. Neither would I."

1. Say whether the following statements are true or false by writing **T** or **F** against each of them.

(a) Sumudu was daydreaming about his brothers.

F

(b) Mother came into the house without being noticed by the children.

T

(c) Mother did not earn a lot but they had plenty of good things to eat at home.

F

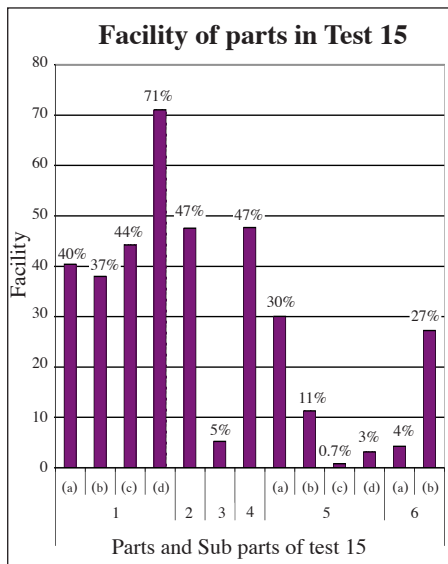
(d) The three children prepared the dinner together.

T

(02 marks)

2. What is the title of the essay that Sumudu was going to write?
Family relationship..... (01 mark)
3. Which sentence says that Sumudu is content with what he has?
I wouldn't trade what we have for all the money in the world..... (01 mark)
4. Underline the correct answer.
 Mother was unhappy because,
 (1) the children were alone in the house till she came.
 (2) the paint on the wall was beginning to peel.
 (3) she could not give everything she wanted to her children.
 (4) they had to eat fried rice with only one curry. (01 mark)
5. Write a word from the passage which is very much similar in meaning to the following words/phrases.
 (a) little - **meagre**.....
 (b) thinking - **pondering**.....
 (c) gazed - **stared**.....
 (d) make available - **provide**..... (02 marks)
6. What do the following words in the passage refer to?
 them (line 2) **walls**.....
 it (line 20) **essay**..... (01 mark)

Observations and Comments on Test 15 :



OBSERVATIONS :

Test 15 is based on Reading. Facility of parts in Test 15 is as follows.

Part 1 - (a) - 40%	Part 4 - 47%
(b) - 37%	Part 5 - (a) - 30%
(c) - 44%	(b) - 11%
(d) - 71%	(c) - 0.7%
Part 2 - 47%	(d) - 3%
Part 3 - 5%	Part 6 - (a) - 4%
	(b) - 27%

The facility of part 1 sub part (d) shows the highest facility in Test 15. The lowest facility of this test (0.7%) is for part 5 sub part c. Part 1 sub part a, c, Part 2 and Part 4 are between 40% - 50%. The facility level for all the parts and sub parts except 1 (d), stay below 50%.

COMMENTS :

In test 15, it is expected to assess candidates' ability to read, understand and interpret directly and indirectly stated information from a long descriptive text. The graph indicates that the test has been difficult for the candidates.

The lowest percentage of 0.7% in item 5, sub part C, and item 3 shows the candidates' inability to derive the meaning from contextual clues, to identify and write proper synonyms, to find correct answers for the questions, and use of pronouns. These can be attributed to poor habits in reading and comprehension.

Students should be allowed to read longer complex texts that are similar to Test 15. Students should be encouraged to pay attention to the following areas while writing.

- (a) synonyms
- (b) pronouns – reference to the relevant noun
- (c) directly stated information
- (d) indirectly stated information
- (e) inferring implied information
- (f) extracting specific information
- (g) extracting general idea

These types of practices will help the students to be successful in answering Test 15. In addition, the passages in the pupil text can be used by the teachers as exam practice activities.

- Test 16 – Writing

Objective – Assess the ability to write a speech / an article / a story / a dialogue on a given topic

Technique – Guided / Free writing

○ **Test 16 :**

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

1. An article to the school magazine about **Importance of Keeping Our Environment Clean.**

Include the following:

- Ways of polluting the environment.
 - accumulation of garbage
 - stray animals
 - noise / air pollution etc.
- Why it is necessary to keep the environment clean.
 - health problems
 - pleasant surrounding etc.
- What we can do to keep the environment clean.

2. A news report about an event organized by the ‘Welfare Society’ in your area. (e.g. Shramadana Campaign, a religious event)

Include the following:

- What the event is, its purpose and importance
- Who took part in it
- An account of the work that was done
- The outcome of the event

3. A composition on **Increasing Rate of Road Accidents in Our Country.**

Include the following:

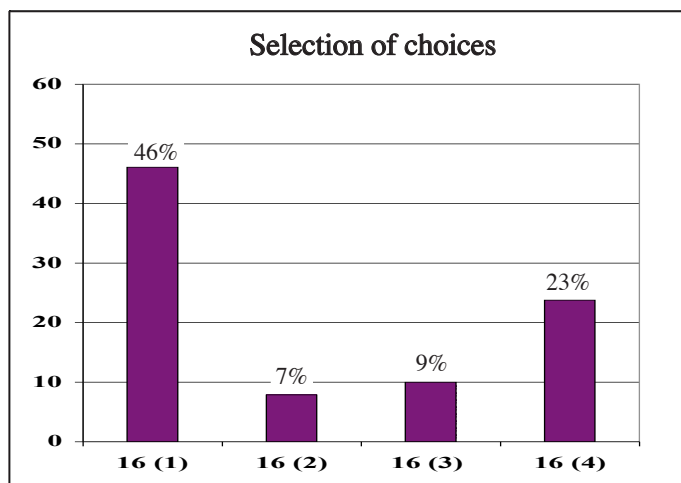
- types of accidents that take place on roads.
- reasons for accidents.
 - not using pedestrian crossings
 - using mobile phones
 - driving under influence of liquor, etc.
- how we can prevent them.

4. Complete the following story.

She came home after work at about 5.00 p.m. She opened the gate.

The dog was not there at the gate to welcome her.

Test 16 : Selection of choices



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

1. Writing an article
2. Writing a report
3. Writing a composition
4. Completing a story

The highest percentage of candidates (45%) had written an article on an environmental issue. Even their pupil text has allocated much time to discuss environmental issues. And also the students are interested in environmental issues. Therefore the candidates may have had enough vocabulary and content matter regarding the issue. This may be the reason for the higher percentage.

The second highest percentage is for part (4) where candidates had to complete a story. The starting sentences given as a clue are quite interesting and look relevant to anybody's everyday experience. Some students like to write stories and even some classroom practices may have encouraged the students to select part 4.

Parts 2 & 3 possess almost equal percentage of 7% & 9% respectively. Sometimes the students may have found these two parts difficult compared to parts 1 & 4.

Expected Answer :

2. A Shramadana Campaign

The welfare society of Kotahena organized a Shramadana Campaign to clean the base hospital of the area. The idea was to give the hospital a new look.

A week earlier a meeting was called and the members were instructed and made aware of the proceedings of the day.

It was held on the 15th of November 2013. As it was a Sunday both young and old people of the area participated willingly.

Mrs. Janaki Nanayakkara who was the principal of a nearby school got the help of the school prefects and senior students to make the event a success.

Madushan, the head prefect of the school painted the buildings together with his team. The Principal and members of the staff also helped by providing the participants with lunch packets.

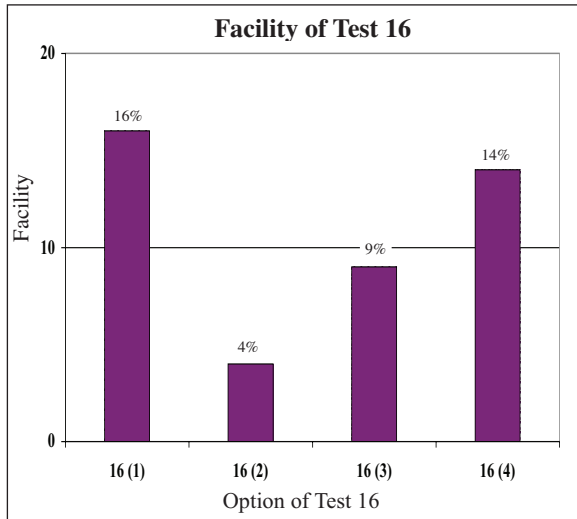
The fence around the hospital was mended and they were able to design a new name board that gave the hospital much prominence.

The mayor of the area Mr. Kuma de Silva and his secretary Mrs. Maheshi de Alwis were among the participants who rendered their services planting trees in the hospital premises and refreshing the people with shorteats and tea in the evening. The shop owners and farmers in the area were seen working hard to make the hospital a suitable place for the patients, and to make the environment a healthier place for the people who work in it.

The doctors and the nurses' quarters were also made attractive by painting the buildings and planting flower plants around them.

On the following day everybody's eyes were focussed on the hospital which showed a great change in Kotahena town. Every one must help and spend their time in such events to make public property a thing of their own.

Observations and Comments on Test 16 :

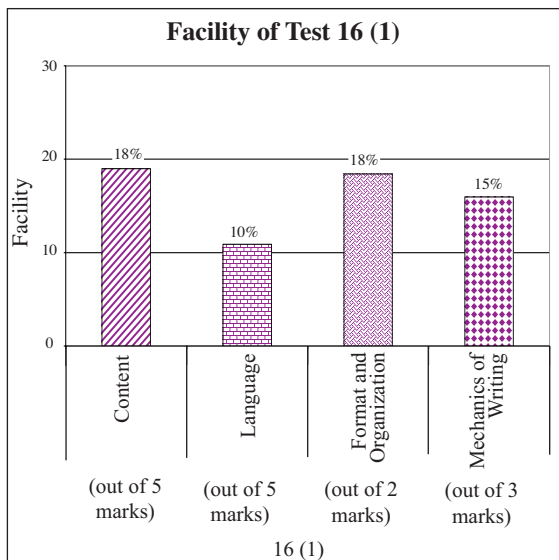
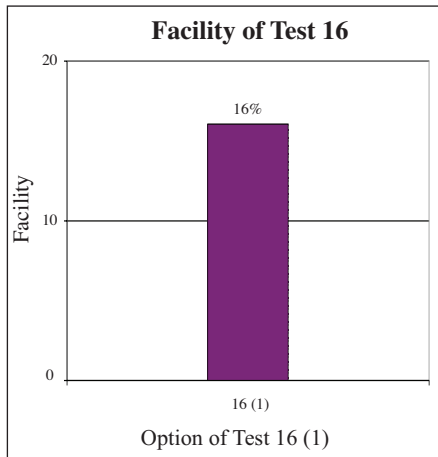


OBSERVATIONS :

Test 16 is based on guided writing and free writing. It has 4 options the overall facility of each option is as follows.

- Option (1) – 16%
- Option (2) – 4%
- Option (3) – 9%
- Option (4) – 14%

16 (1)

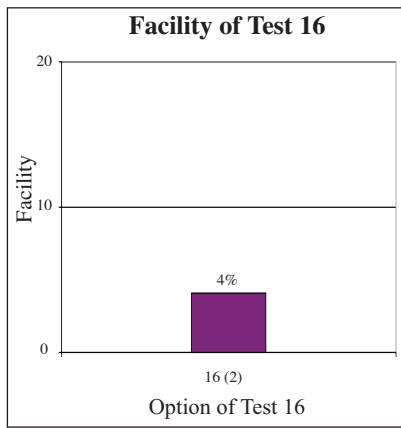


COMMENTS:

In option 1, the candidates have to write an article to the school magazine about “Importance of keeping our Environment clean” with the guidelines given. Out of the four options in test 16, Option 1 shows the highest facility which is 16%. It reveals that writing an article is difficult for the candidates. The facility within the test shows the equal distribution among the 4 criteria of assessment. Content, and Format and Organization show the equal highest facility of 18% over the others, the mechanics of writing shows 15% and Language shows 10%. Although the candidates have facts to write, they don’t have the ability to write the facts in a meaningful language in logical order.

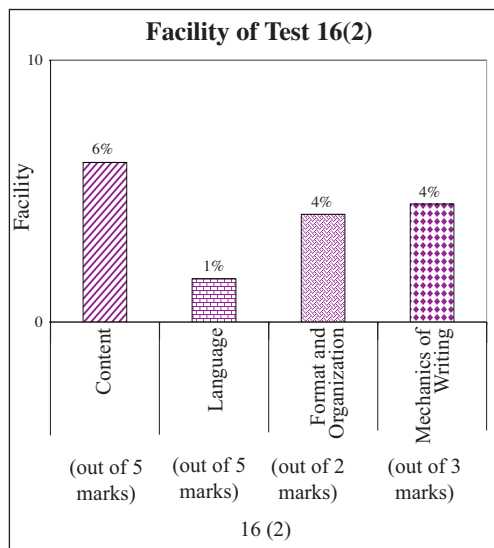
The following guidelines will help the candidates to write a good article.

- A good introduction, content and conclusion
- Well connected sentences with good range of vocabulary
- Style of language used should be suitable for an article.
- Sequential order of facts and well organized ideas.
- Well connected meaningful paragraphs (cohesion) paying special attention to the given guidelines.
- Grammatically correct and meaningful sentences
- Correct punctuation, spelling and clear handwriting
- Required length



OBSERVATIONS :

The facility for this guided writing is 4%.

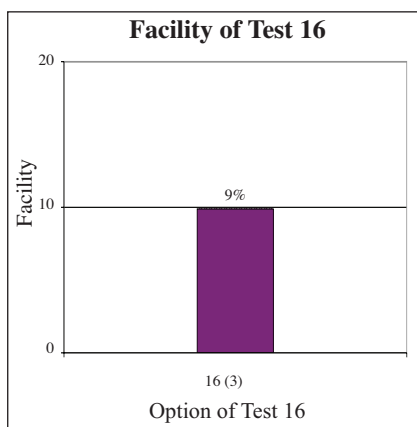


COMMENTS:

In option 2, of test 16, the candidates have to write a news report about an event organized by the “welfare society” in their area, using the guidelines. Out of the 4 options in Test 16, Option 2 shows the lowest facility of 4%. It reveals that most of the candidates have not attempted this test item. It is noted that the highest facility in this option is shown on content, which is 6% whereas the lowest facility on Language is 1%. All the candidates who have attempted the Question haven’t had the knowledge of required language to do the task. The candidates are weak in all the areas mentioned. The facility for Format and Organization and Mechanics of writing show 4% and 5% respectively. That indicates that the candidates are weak in these two areas too.

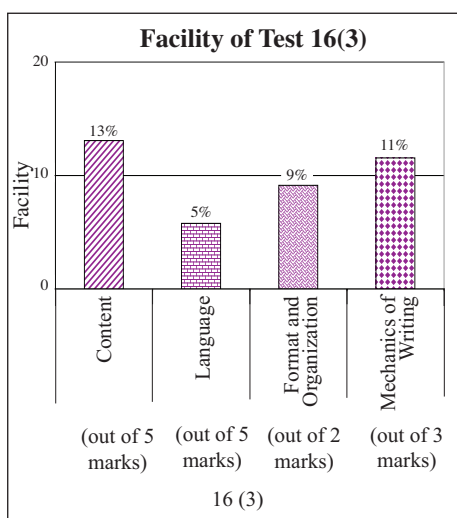
The following guidelines would be helpful for the candidates to produce a good news report.

- A good introduction, body and conclusion
- Well organized ideas and meaningful paragraphs
- A good range of vocabulary, relevant to subject content
- Well connected, grammatically correct and meaningful sentences
- Correct punctuation, spellings and clear handwriting
- Required length
- Adhering to the given guidelines



OBSERVATIONS :

The facility for this item is 9%.

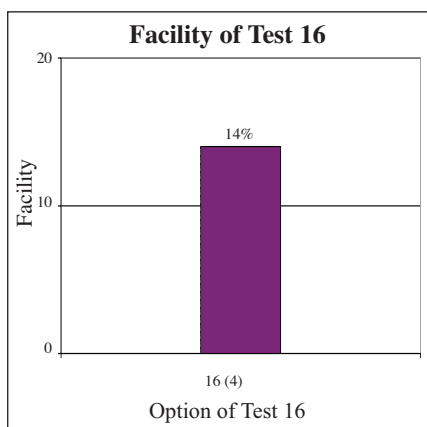


COMMENTS:

The option 3 in Test 16 is a composition on “Increasing Rate of Road Accidents in our Country” which was a guided writing test. According to the graph option 3 of Test 16, shows a facility of 9% which indicates that the test had been difficult for the candidates. According to the graph the highest facility for Content is 13% and the lowest is 5% for Language as in the earlier options 1 and 2. This indicates the inability of the candidates to express their ideas and facts in meaningful, grammatically correct sentences in well connected paragraphs with proper mechanics of writing.

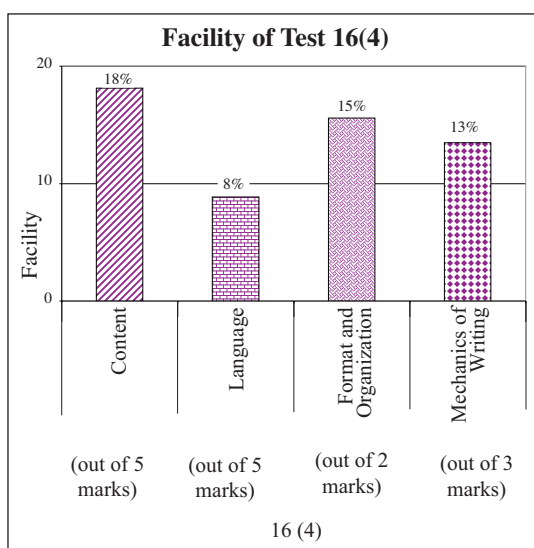
The following guidelines would be helpful for the candidates to produce a good composition including the given facts.

- An appropriate beginning and an end
- Well organized ideas in meaningful paragraphs
- Well connected, grammatically correct, meaningful sentences
- A good range of vocabulary
- Correct punctuation, spellings and clear handwriting



OBSERVATIONS :

The facility for this option is 14%.



COMMENTS:

Option 4 in Test 16 is completing a story. The facility for option 4 in Test 16 is 14%. The facility within the test shows an equal distribution among the 4 criteria of assessment. Content shows the highest facility (18%) over the others while the language shows the lowest facility (8%). It is clear that although the candidates have points to write on, they are unable to express themselves with well organized meaningful, grammatically correct sentences in English.

The following guidelines would be helpful for the candidates to produce a good story

- An appropriate beginning and an end
- Narrative style of writing
- Sequential order of events in meaningful paragraphs
- Well connected, grammatically correct, meaningful sentences
- A good range of vocabulary
- Correct punctuation, spellings and clear handwriting
- Required length
- Creative writing skills

According to the statistics the candidates have found it difficult to cope with the topics given in 4 different options in the writing tasks. In all the four writing tasks the lowest facility recorded is for Language. Therefore it is recommended that the candidates should be encouraged, to write simple, meaningful, and grammatically correct sentences right from the beginning.

To develop the writing skills of the candidates different methodologies, variety of writing styles should be employed by the teachers. Students should be continuously guided through a variety of activities. Activities should be carefully selected from simple to complex with the ultimate objective in mind, persistency and controlled guiding are necessary for the students to improve themselves. It should be noted that concentrating their efforts from early stages (eg :- Gr 6 - 9) will bring better results. Teachers should provide variety of activities with creativity when teaching writing, Activities can be taken from Text books ranging from Gr 6 – 9, work books Gr 6 – 11, Teachers Instructional Manual and from other supplementary materials.

Teachers should train the students to :-

- write compositions using argumentative and expository writing.
- develop an accurate and independent style of writing.
- write simple paragraphs effectively.
- use a variety of vocabulary items in writing.
- produce imaginative and interesting creative writing.
- write paragraphs adhering to mechanics of writing

As writing is an individual skill, it is better to pay individual attention to each student. It is also advisable to make the students aware of the marking criteria for the writing tasks in order to build up candidates' confidence to earn good marks. All the candidates should be encouraged to attempt Test 16, as 15 marks are allocated for the whole test.

(1) Expected Answer

Test 16 - (1)

1. An article to the school magazine about **Importance of Keeping Our Environment Clean.**

Include the following:

- Ways of polluting the environment.
 - accumulation of garbage
 - stray animals
 - noise / air pollution etc.
- Why it is necessary to keep the environment clean.
 - health problems
 - pleasant surrounding etc.
- What we can do to keep the environment clean.

The environment is the surrounding that we live in. The land, water and the air around us are the major components of the environment.

It is polluted by many ways. Accumulation of garbage is a crucial problem. People dump garbage into the waterways and along the sides of the road. Even the authorities concerned do not have a proper system of garbage disposal. Air gets polluted by vehicles, factories, industries, burning rubbish and garbage. Sound pollution is another major concern to a society, human beings contribute to it when they play loud music during functions.

Environmental pollution is a threat to human beings, animals and trees. When people of a society become sick, it affects the development of the country and people. They have to undergo many difficulties such as droughts, floods, landslides etc. When the environment is clean and clear the people and the other living beings become happy and prosperous.

By raising the awareness of the importance of keeping environment clean, we can reduce the pollution. According to the Red Indian chief Seattle, the environment is our ancestors. So we should protect it with love and care. If we live close to the environment without any harm to it, we will get lots of benefits from it. Let's protect our environment.

(2) Expected Answer

Test 16 - (2)

2. A news report about an event organized by the 'Welfare Society' in your area.
(e.g. Shramadana Campaign, a religious event)

Include the following:

- What the event is, its purpose and importance
- Who took part in it
- An account of the work that was done
- The outcome of the event

Welfare Society Building Renovated

A shramadana campaign was organized to renovate the building of the welfare society of Giragama in Yatinuwara divisional secretariat. It was organized by the village welfare society on the 20 th of January 2015.

The purpose of the campaign was to repair the roof of the building of Giragama welfare society, which was badly damaged after the heavy rain during the last monsoon. Some other minor repairs of the walls and floor of the building were also done. The repair of the building was very important as this was the only common building that the village possessed, where the villagers could get together for their society meeting and other common affairs of the village.

The entire roof of the building was repaired replaced with roofing sheets. At least one member from each family took part in shramadana campaign. Everybody took part in the work with much interest and the unity of the villagers was highlighted during the campaign.

It was estimated that nearly Rs. 50,000/= was saved by this shramadana campaign. The highlight of the event was the co-operation given by the villagers to make their community a better one.

At the end of the work the villagers were praised by the Divisional Secretary who said that the development of the Society would depend on the co-operation and good work of the people.

(3) Expected Answer

Test 16 - (3)

3. A composition on **Increasing Rate of Road Accidents in Our Country.**

Include the following:

- types of accidents that take place on roads.
- reasons for accidents.
 - not using pedestrian crossings - using mobile phones
 - driving under influence of liquor, etc.
- how we can prevent them.

Increasing Rate of Road Accidents in our country

Day by day the number of road accidents is increasing in our country.

There are different types of accidents that take place on the roads. Sometimes pedestrians meet with accidents when they walk along the road or while crossing it. Even motorcyclists and trishaws are responsible for accidents on the road. Every day many road accidents happen due to many reasons. Electronic media and news papers highlight the increasing rate of road accidents in our country.

When we consider the main reasons for these increasing road accidents, it seems that many of the road users do not use the pedestrian crossings to cross the road. Many motorists do not care the other road users. As a result they meet with many accidents. when drivers drive after liquor, their ability to concentrate, and to be alert is lessened, and they become reckless which is the main cause of many road accidents.

Anyhow, we have to prevent these increasing road accidents in our country. All the road users should obey the road rules. If not they should be severely punished. There should be rules to punish the motorists who use mobile phones while driving and those who drive drunk. There should be awareness raising programmes to emphasise the bad effects of the carelessness of road users.

So, if we consider the above facts and behave accordingly we would be able to minimize the increasing rate of road accidents in our country.

(4) Expected Answer

Test 16 - (4)

4. Complete the following story.

She came home after work at about 5.00 p.m. She opened the gate.

The dog was not there at the gate to welcome her.

Nishi thought it was strange not to see her pet 'Stazy'. She called 'Stazy', but she could not see it. The front door was open. She peeped in to the living room. She called her mother, but her mother was sleeping in her room. Nishi rushed to her mother and checked her temperature. It was very high when she looked around she saw some medicine on the bed side cupboard. Nishi rang her older sister Uthpala who lived next door. She said that mother was really sick and had to be taken to the doctor.

Nishi suddenly remembered Stazy and ran to the garden but could not find it, she got reckless and asked Uthpala whether she saw her, they both walked down the garden and when they came to the abandoned well, and looked into it and saw a white ball of snow at the bottom. At once Stazy recognized Nishi and started to wag its tail. They called Piyadasa who climbed down to the well and got the dog out.

Stazy was shivering with cold and excitement. Nishi took it into her arms and patted. She ran into the house and dried its fur and gave a hot bowl of milk to drink.

Uthpala said, it was her fault, for not closing the front door after her arrival and apologized and said " Its ok sister, I'm glad that I found my Stazy" and hugged her sister.

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.