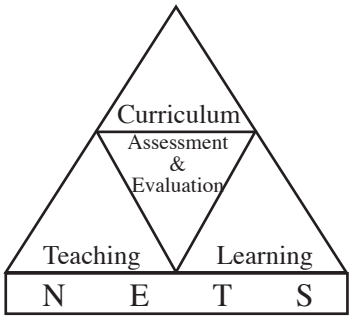
G.C.E.(O.L.) Examination - 2015

Marking Scheme

31 - English Language



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

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	Reading	1 × 5	05
3	Grammar	1 × 5	05
4	Writing	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 to convey precise meaning.***

Technique ***: Binary choice.***

❍ **Test 1**

Complete the dialogue between Sujee and Rasika. Underline the most suitable word given within brackets. *The first one is done for you.*

Sujee : Rasika, have you (1) ..... your essay on 'Computers'? (sent, written)

Rasika : No, not (2) ..... . (still, yet)

I have to write (3) ..... paragraph. (other, another)

I will do it (4) ..... . (tonight, night)

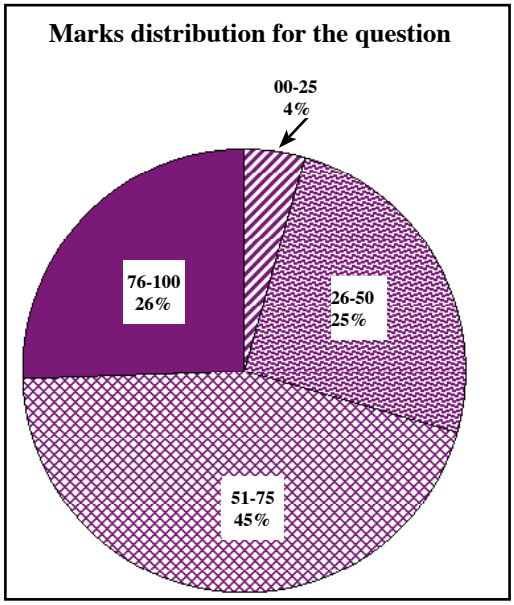
Have you finished writing yours?

Sujee : Yes, Rasika. Can you read my essay and (5) ..... the mistakes? (correct, make)

Rasika : (6) ..... , I can do it now. (Sure, Certain)

Sujee : Thank you very much.

Overall observations, conclusions and suggestions regarding the answer to Question 1 :

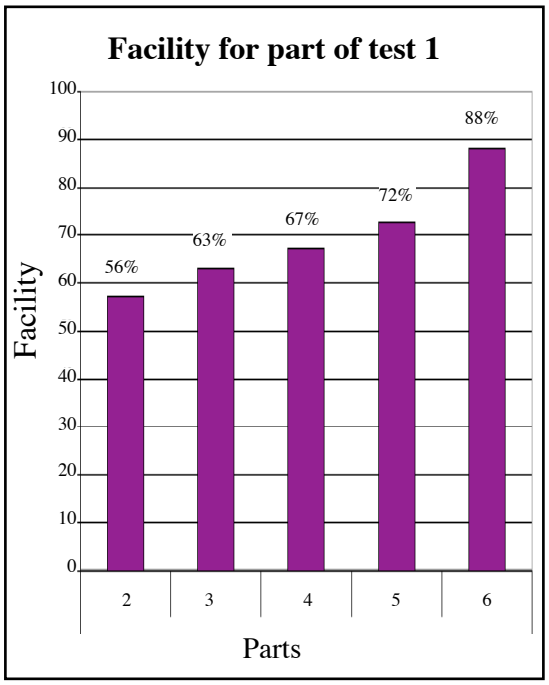


Almost all the candidates have attempted Test 1. 05 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 4%
26 - 50 range - 25%
51 - 75 range - 45%
76 - 100 range - 26%

26% of candidates have obtained more than 76 marks and 4% of candidates have obtained less than 25 marks. Only 29% 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) - 56%
Part (3) - 63%
Part (4) - 67%
Part (5) - 72%
Part (6) - 88%

The highest facility of 88% is recorded for part 6, while the lowest facility 56%, is for part 2.

COMMENTS :

More than 50% of the candidates have been able to perform all the parts fairly well. The lowest facility is in part 2, which is 56%. The reason for this is the inability to distinguish between the words in collocation.
Eg : still, yet

Candidates should be given more dialogue based activities which deal with words in collocation.

Eg : empty - blank
trust - believe
wipe - mop
speak - tell

- Test 2 – Reading

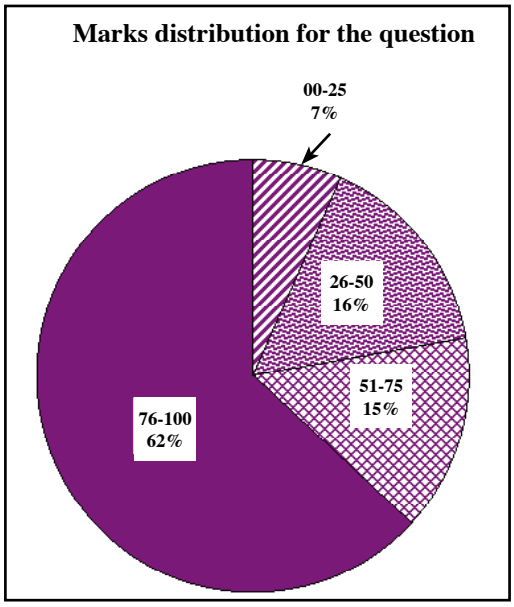
Objective – Assess the ability to understand / interpret indirectly stated information.
Technique – Selection.

❍ **Test 2 with expected answers :**

Read what the class teacher of Grade eleven said about her pupils. Complete the sentences. *The first one is done for you.*

Chanura is a clever boy. He (1) ..c.. .	(a) stories are very interesting
Manuri is a wonderful storyteller. Her (2) ..a.. .	(b) paintings are beautiful
Gayan is an excellent artist. His (3) ..b.. .	(c) is very good at mathematics
Rohini has a great talent for singing. It (4) ..f.. .	(d) speeches attract the audience
Lahiru is a fluent speaker. His (5) ..d.. .	(e) is always ready to help others
Pramoda is kind and understanding. She (6) ..e.. .	(f) is a pleasure to listen to her

Overall observations, conclusions and suggestions regarding the answer to Question 2 :

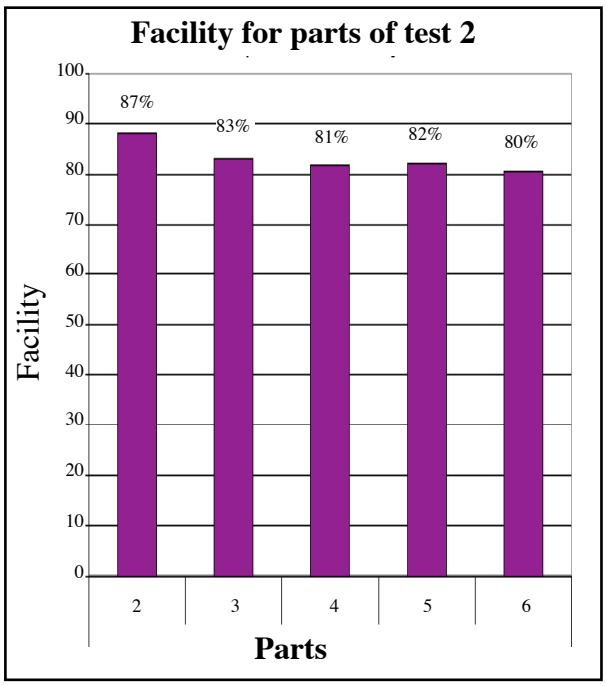


Almost all the candidates have attempted Test 2.
05 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 7%
26 - 50 range - 16%
51 - 75 range - 15%
76 - 100 range - 62%

62% of candidates have scored above 76 marks and 07% of candidates have scored below 25 marks. 77% of candidates have scored above 50 marks.

Observations and Comments on Test 2 :



Observations :

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

Part (2) - 87%
Part (3) - 83%
Part (4) - 81%
Part (5) - 82%
Part (6) - 80%

Facility of all parts is over 80%.

COMMENTS :

The test 2 has been well attempted. The performance of students in this question is based on the ability to read and understand indirectly stated information.
Eg : Promoda is kind and understanding. She …. is always ready to help others. (in part 6)

The students should be exposed to a variety of reading materials which provide activities for interpreting indirectly stated information. So that the students will be able to attempt similar activities successfully.

- Test 3 – Grammar

Objective – Assess the ability to identify the relationship between words in a sentences.
Technique – Re-ordering.

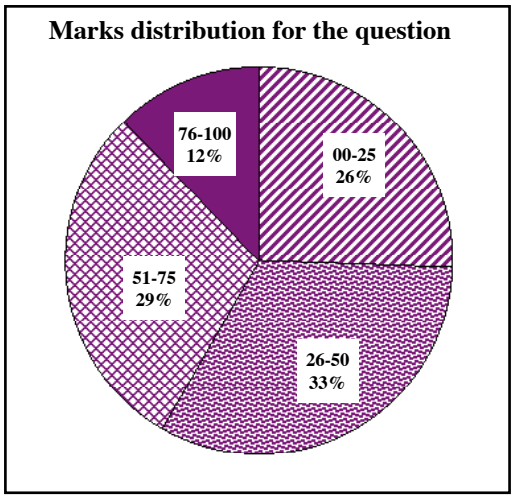
❍ **Test 3 with expected answers :**

Complete the sentences by putting the words within brackets in the right order. *The first one is done for you.*

My Ambition

(1) My ambition is to be a musician. (a / musician / be / to)
(2) I have already started following a course. (following / course / a / started)
(3) I started learning music when I was young. (when / young / was / I)
(4) I can play a violin and a guitar too. (and / too / a / guitar)
(5) I think music is a good way to relax. (way / good / relax / to)
(6) My music teacher tells me to continue with music. (with / music / my / continue)

Overall observations, conclusions and suggestions regarding the answer to Question 3 :

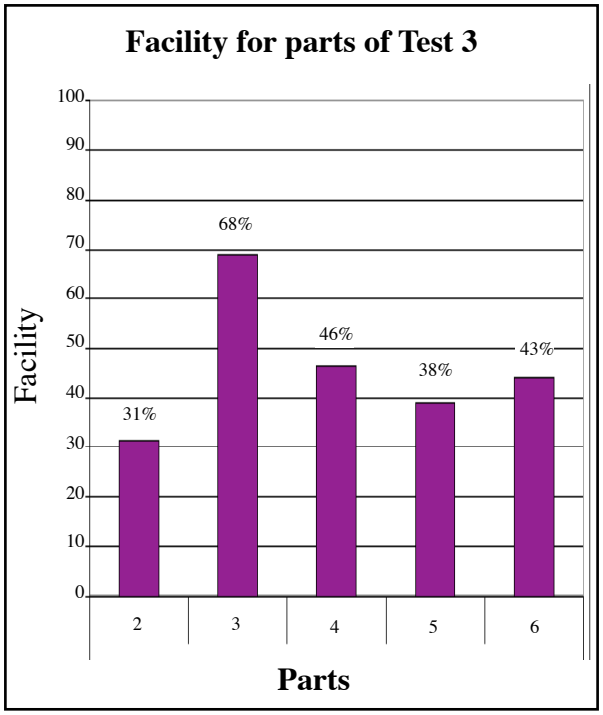


Almost all the candidates have attempted Test 3.
5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 26%
26 - 50 range - 33%
51 - 75 range - 29%
76 - 100 range - 12%

12% of candidates have scored above 76 marks and 26% of candidates have scored below 25 marks. 59% of candidates have scored below 50 marks and 41% of candidates have scored above 50 marks.

Observations and Comments on Test 3 :



Observations :

Test 3 is based on Reading. Facility recorded for parts of Test 3 is as follows.

Part (2) - 31%
Part (3) - 68%
Part (4) - 46%
Part (5) - 38%
Part (6) - 43%

The facility is above 50% only in part 3. The highest facility is for part 3 whereas the lowest facility is for part 2.

COMMENTS :

The candidates have not been able to perform well in reordering the words in a sentence accurately though the first part of the sentences is given. Candidates should have the ability to read and understand the meaning of words and phrases to identify the relationship between words in a sentences.

The candidates should be given more activities to get more practice in word order to improve the situation. The teachers should give more practice in reordering jumbled words to form meaningful sentences as it helps to improve their writing skill too.

To improve students ability of reordering furthermore, basic sentences patterns should be taught and similar exercises should be given, followed by proper feedback sessions to reinforce students' responses.

- Test 4 – Writing

Objective **–** ***Assess the ability to describe a picture using the past tense.***
Technique **–** ***Guided writing.***

❍ **Test 4 with expected answers :**

The following pictures show **what Saliya did last Sunday**. 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.



drink, milk, morning

(1) Saliya drank a glass of milk in the morning.



go, fair, mother

(2) Saliya / He went to the fair with his mother.

Saliya and his mother went to the fair.



walk, fish stall, mother

(3) Saliya and his mother walked to the fish stall.

Saliya / He walked to the fish stall with his mother.



take, ice cream, mother

(4) Saliya / He took an / the ice cream from his mother.

Saliya / He took an / the ice cream given by his mother.

Saliya / He took an / the ice cream for his mother.

Saliya / He took an / the ice cream that his mother gave.



carry, bags, bus stop

(5) Saliya / He helped his mother to carry the bags to the bus stop.

Saliya and his mother carried the bags to the bus stop.

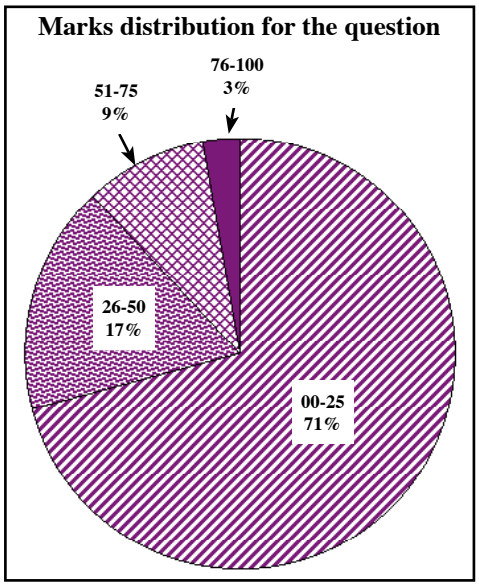
Saliya / He carried the bags to the bus stop.



help, man, cross

(6) Saliya / He helped a / the man to cross the road.

Overall observations, conclusions and suggestions regarding the answer to Question 4 :

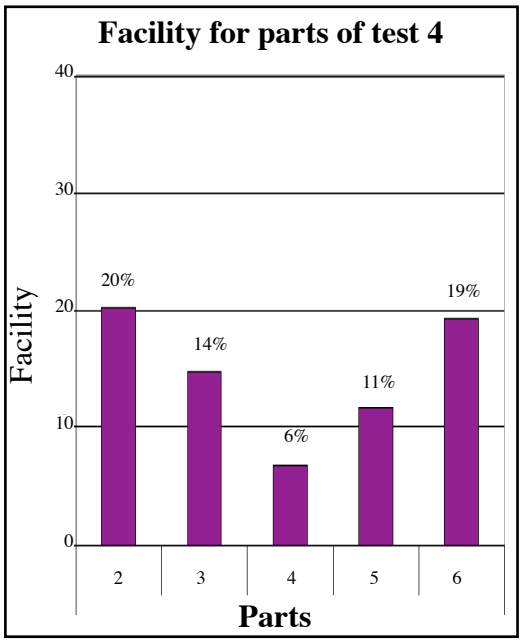


Almost all the candidates have attempted Test 4.
5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 71%
26 - 50 range - 17%
51 - 75 range - 09%
76 - 100 range - 03%

Only 03% of candidates have scored above 76 marks where as 71% of candidates have scored below 25 marks. 88% of candidates have scored below 50 marks and only 12% of candidates have scored above 50 marks.

Observations and Comments on Test 4 :



Observations :

Test 4 is based on writing. Facility recorded for parts of Test 4 is as follows.

Part (2) - 20%
Part (3) - 14%
Part (4) - 6%
Part (5) - 11%
Part (6) - 19%

The facility of all the parts of the question 4 is below 30%. The highest facility of 20% is for part 2, where as the lowest facility of 6% is recorded for part 4.

COMMENTS :

Performing well in this task is mostly based on the ability to write simple sentences accurately. The pictures given are clear and the 3 words given for each picture as clues are helpful for writing sentences. Yet, the performance of candidates is very low.

Therefore more opportunities should be given to students in order to practise constructing simple sentences. Picture based writing activities should also be done in the classroom with more emphasis on tenses.

The candidates should be able to read and understand the instructions given. The teachers should make the students aware of the clues given in the instructions in order to complete the task well. Eg. (i) Bold / Highlighted words
(ii) Words given

Individual attention should be given during the writing lessons and they should be corrected in the classroom itself. Students should be made aware of the mistakes that they make and remedial measures should be taken.

Proper feedback should be given in the areas of

(a) Understanding instructions.
(b) Paying attention to clues.
(c) Use of the proper tense.
(d) Use of simple words.
(e) Spellings.

- Test 5 – Reading

Objective – Assess the ability to read and understand simple messages.

Technique – Answering questions.

❍ **Test 5 with expected answers :**

You received the following messages **last Monday**. They are **not** given in the order they were received. Read them and answer the questions.

10.00 p.m.
Debate is at 3.30 p.m. on Friday. I'll be there. Please practise with the team.
Kamal

8.15 a.m.
Going to see a movie tomorrow–'My Fair Lady'. Join us.
Ravi and Karu

6.20 p.m.
Come to my office in Kandy on Friday. Bring your bio-data.
Mr. Perera (Chief Clerk)

7.10 a.m.
Can I borrow your bike for two days? Have to take part in a bicycle race.
Sujitha

9.16 a.m.
Got to know you are not well. Take care. See you soon.
Amila

(1) When was the first message received? at 7.10 a.m./ 7.10 a.m.

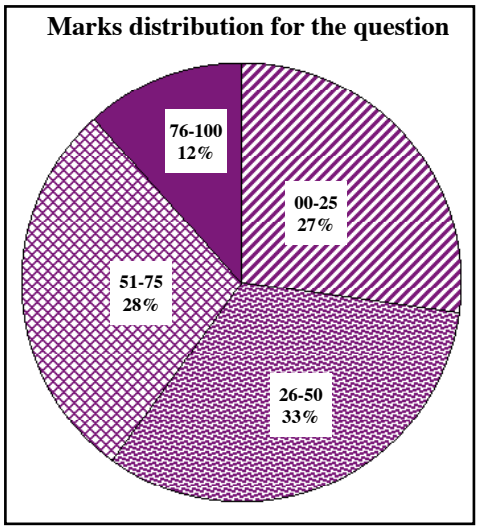
(2) Who is concerned about your health? Amila

(3) What is the film you are invited to watch? My Fair Lady

(4) According to the last message received what must you do? practise with the team

(5) Where should you go on Friday? (to) Mr.Perera's office in Kandy / (to) Kandy / (to) Chief clerk's office in Kandy

Overall observations, conclusions and suggestions regarding the answer to Question 5 :

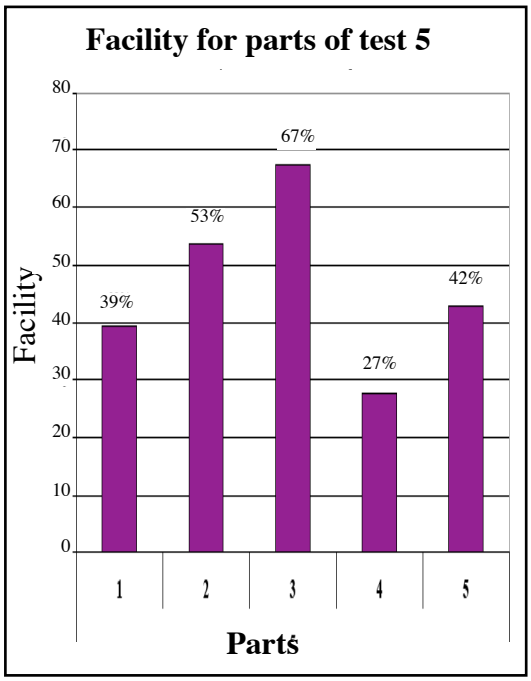


Almost all the candidates have attempted Test 5. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 27%
26 - 50 range - 33%
51 - 75 range - 28%
76 - 100 range - 12%

12% of candidates have scored above 76 marks while 27% of candidates have scored below 25 marks. 60% of candidates have scored below 50 marks while 40% of candidates have scored above 50 marks.

Observations and Comments on Test 5 :



Observations :

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

Part (1) - 39%
Part (2) - 53%
Part (3) - 67%
Part (4) - 27%
Part (5) - 42%

The highest facility of 67% is for part 3 whereas the lowest facility of 27% is for part 4.

COMMENTS :

Although the facility of part 2 and 3 is above 50%, the overall performance of the candidates is not satisfactory. This could be due to their inability to understand the given instructions as well as read and understand the messages. The reason for low performance on part 4 may be the difficulty to understand the given message relevant to part 4. It might have happened due to three factors ;

(i) inability to understand the specific time of the day with 'a.m.' and 'p.m.'
(ii) inability to identify the last message.
(iii) inability to identify the indirectly stated information in the message.

This clearly shows that the candidates find it difficult to understand simple messages.

It is suggested that more exposure should be given to different types of messages and a variety of questions types based on them.

• Test 6 – Writing

Objective – Assess the ability to write a reply to a note asking / giving information.

Technique – Guided writing

❍ **Test 6 :**

You received the following note from your friend, Mevan.

> Dear friend,
> We are moving to a new house. I need you. Please meet me.
> Mevan

Mevan's note doesn't tell you anything much. You need to ask some questions. Write your reply. Include the following.

- thank him for the note
- ask questions about < leaving the old house / the new house
- express willingness to meet, give a date.

Use about **40 - 50** words.

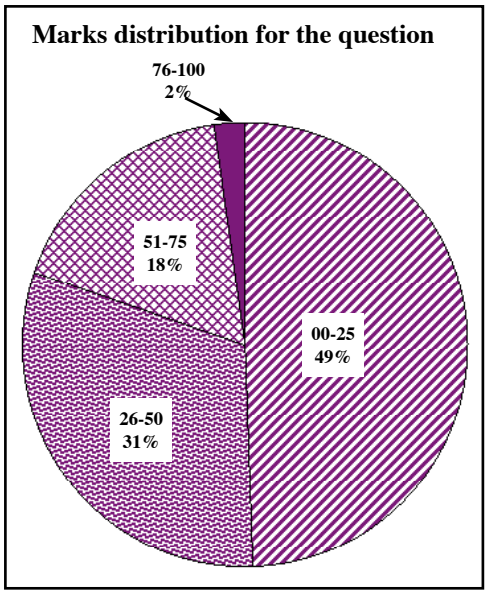
Expected Answer :

Dear Mevan,

Thank you for your note. It's a surprise to hear that you are moving to a new house. When are you leaving the old house? Why are you leaving such a nice place? Where is the new house situated? I'd love to come and help you. So let's meet at your old house tomorrow.

Sanuja

Overall observations, conclusions and suggestions regarding the answer to Question 6 :

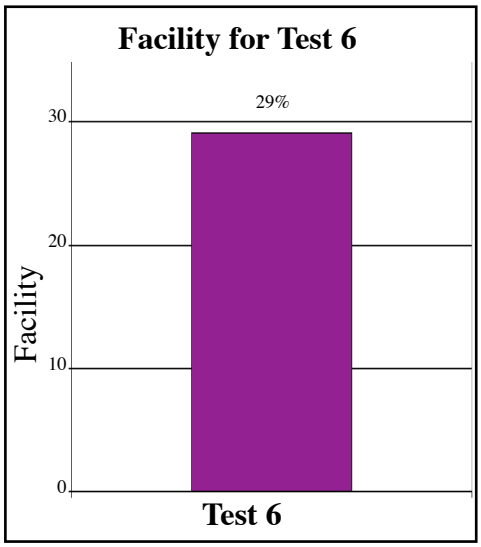


Almost all the candidates have attempted Test 6. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 49%
26 - 50 range - 31%
51 - 75 range - 18%
76 - 100 range - 2%

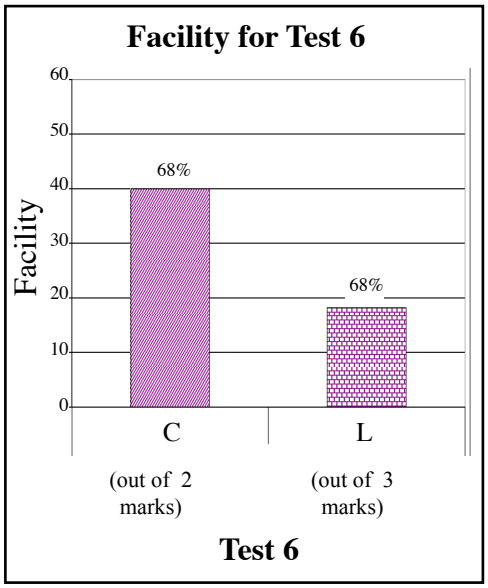
Only 02% of candidates have scored above 76 marks whereas 49% of candidates have scored below 25 marks. 80% of candidates have scored below 50 marks and only 12% of candidates have scored above 50 marks.

Observations and Comments on Test 6 :



Observations :

Test 6 is a guided writing activity. The facility of test 6 is 29%. According to the second graph the candidates have scored more marks for the content than language, although more marks are allocated for language. The facility of content is 40% whereas that of language is 18%.



COMMENTS :

Facility index shows that the candidates are more successful in content than the language component. Candidates with the facility rate of 40% have been able to understand the instructions.

As candidates show weakness in language, teachers should plan more writing activities in the areas of writing simple notes. The students should be taught on how to write simple sentences in attempting similar tasks. This should be done from grade 6 and reinforced in each grade. For this, teachers should develop standard marking criteria as well as individual feedback to improve their writing skill. In such marking criteria, format and organization should also be included. Proper feedback should be given in the areas of vocabulary, writing simple sentences, grammar, organization etc.

The students should be taught to use the given guidelines in writing the answer. More practice should be given using supplementary materials a part from the existing text books and work books.

- Test 7 – Reading

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

Technique – Answering Questions

❍ **Test 7 with expected answers :**

Observations and Comments on Test 7 :

Read the following text and answer the questions.

"We have visitors this morning," the teacher said. "A journalist and a photographer from a newspaper are coming. They are going to write an article about our school and take some photos. Some of you will be in them."

"Dasun shouldn't be in the photos. We would need a magnifying glass to see him." Chatu said when the teacher went out of the class for a second.

Dasun is small in size. His classmates always make jokes about his size.

Dasun grinned even though Chatu's comment was painful. He always grinned when people made jokes like that. He understood they didn't mean to hurt his feelings.

The people from the newspaper arrived. "Call me Salika". The journalist said. She had long hair and looked very pretty. "I'm Senaka." The photographer, said. He carried a camera with a huge lens.

While chatting with the students Salika said that a journalist has to write clearly and truthfully. She invited the students to ask questions.

Kavinda asked, "Who is the most amazing person you have interviewed?"

"Oh, the most amazing person? A 100 year old lady who was learning to use a computer." She answered.

Then Senaka told the children to get ready for a photograph. He told Dasun to come forward and focused the camera on him. The children were surprised. "Is it because he is short?" asked Nalina.

"No it's because he has got a smile which is a mile long and he is the happiest kid here." Senaka said.

(1) What do the visitors to Dasun's school hope to do? Write an article. (about their school)

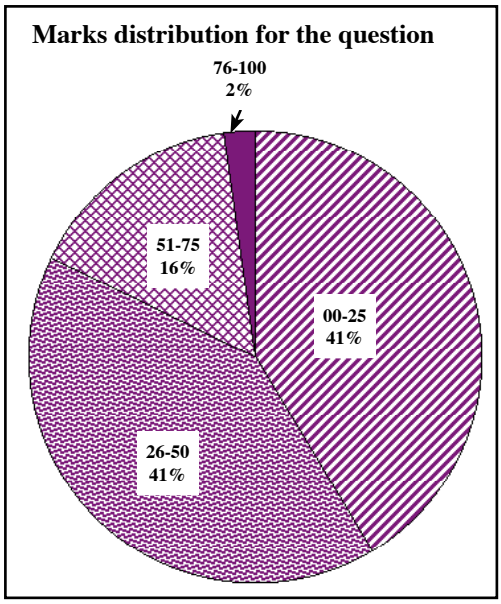
(2) Write the sentence which says that Chatu's rude comment was hurtful.
Dushan grinned even though Chatu's comments was painful.

(3) According to Salika what is the duty of a journalist? (to) write clearly and truthfully

(4) What four words describe the 100 year old lady? the most amazing person

(5) 'A smile which is a mile long' means to smile a .
(a) good naturedly (b) all the time (c) meaninglessly

Overall observations, conclusions and suggestions regarding the answer to Question 7 :

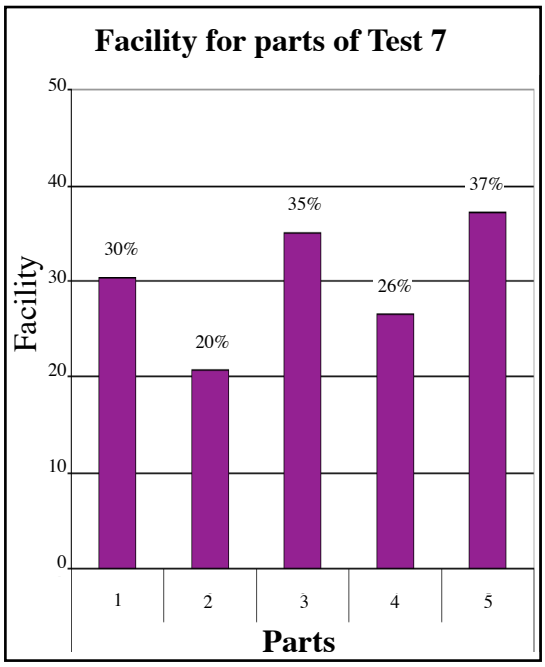


Almost all the candidates have attempted Test 7. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 41%
26 - 50 range - 41%
51 - 75 range - 16%
76 - 100 range - 2%

Only 02% of candidates have scored above 76 marks while 41% of candidates have scored below 25 marks. 82% of candidates have scored below 50 marks and only 18% of candidates have scored above 50 marks.

Observations and Comments on Test 7 :



Observations :

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

Part (1) - 30%
Part (2) - 20%
Part (3) - 35%
Part (4) - 26%
Part (5) - 37%

The highest facility of 37% is for part 5, and the lowest facility of 20% is for part 2.

COMMENTS :

In test 7 the overall performance of candidates is not satisfactory as the facility is below 37% for each part. The lowest facility rate, 20% is recorded for part 2. It could be due to the fact that the students had not understood how to identify the full sentence. Further, part 4 which records a facility of 26% seems to have been difficult for students. In part 4. Students are required to write four words. They had been unable to identify the four words due to their inability to comprehend Part 5 records the highest facility which is 37%. Although the facility rate is not satisfactory, it is an MCQ type allowing the students to guess the answer through inference.

- Teachers should provide opportunities for students to engage in reading habit.
- Students should be guided to identify the directly and indirectly stated information from the text without writing unnecessary details.
- Practice should be given to write short answers to the questions.
- Teachers should provide clear instructions to students as how to write the full sentence from the text.
- More support should be given to the students to read and understand the questions. Teachers are suggested to use variety of questions to make them familiar with the different types of questions as well as the texts.
- Teachers should teach students to identify idiomatic expressions of language.

  eg: 'A smile is a mile long'

  ✶ Teachers should guide students to extract information from the context.

  ✶ Teachers should instruct students to read the text several times by paying attention to questions asked.

- Test 8 – Writing

Objective – Assess the ability to write a paragraph on a given topic.
Technique – Free writing

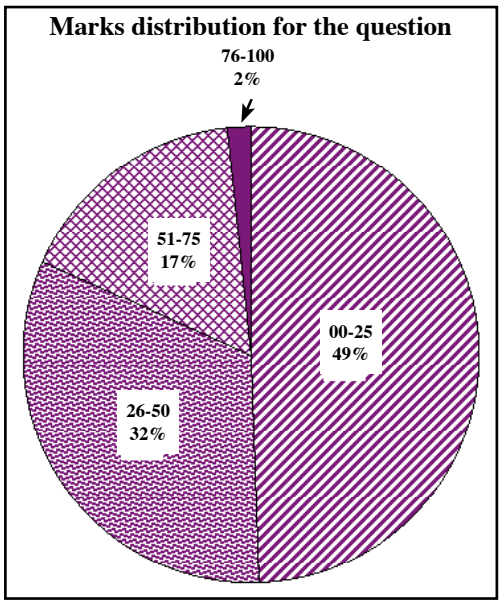
❍ **Test 8 :**

Write a short paragraph on **one** of the following. Use about **50** to **60** words.
1. The importance of water 2. Trees are our friends 3. What are good habits?

Expected Answer :

Good habits are practices that help us to lead a good life. For example getting up early and starting work with a fresh mind is a good habit. Saying "thank you" when we want to show our gratitude and to say "sorry" to express our regret for a wrong action done are also good habits. There are good health habits such as washing our hands before meals and brushing our teeth twice a day. We must inculcate good habits like these from our childhood.

Overall observations, conclusions and suggestions regarding the answer to Question 8 :

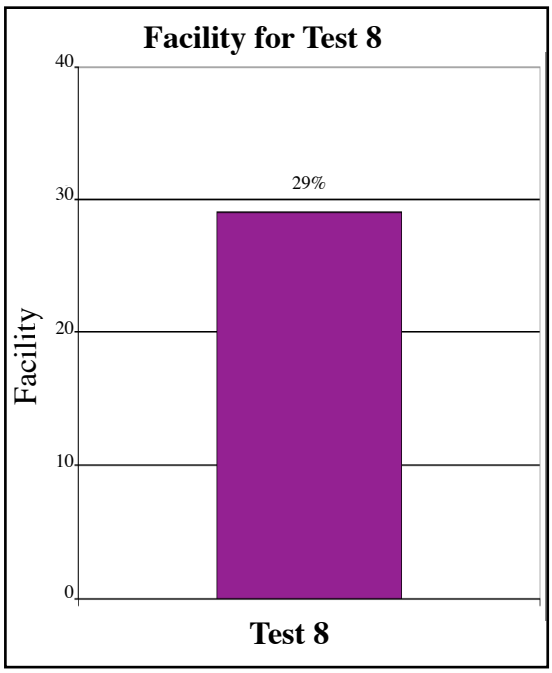


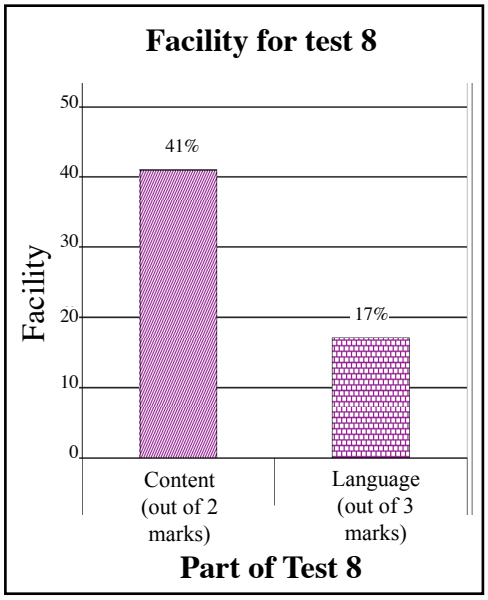
Almost all the candidates have attempted Test 8. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 49%
26 - 50 range - 32%
51 - 75 range - 17%
76 - 100 range - 2%

Only 02% of candidates have scored above 76 marks while 49% of candidates have scored below 25 marks. 81% of candidates have scored below 50 marks and only 19% of candidates have scored above 50 marks.

Observations and Comments on Test 8 :





Observations :

Test 8 is a based on Writing. Facility of test 8 is 29%. The second graph shows that facility of content is 41% and the language is just 17%. The candidates have scored more marks for the content than the language even though more marks are allocated for language.

COMMENTS :

Test 8 is a free writing task which seems fairly difficult for the students. The students have displayed their common weaknesses in providing accurate language in this writing task. Although they try to write a relevant answer they have not been able to express themselves accurately in the target language. That seems to be the main reason for higher facility for content over language.

This problem should be identified in early stages and more simple writing activities should be given. The students should be taught to use simple language and select correct vocabulary to increase their performance in the writing tasks. Students' skill in writing should be analyzed and their strengths and weaknesses should be identified beforehand. Teachers should spend more time to address the weakness of the students and correct it in the early stages, specially in junior secondary classes.

- We suggest the teachers to help students use mind mapping in writing paragraphs, so that the students will be able to write a simple organized piece of writing.

- Special attention should be given to help the students to write simple grammatically correct meaningful sentences.

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	Grammar	1 × 5	05
10	Vocabulary	1 × 5	05
11	Reading	1 × 5	05
12	Grammar	½ × 14	07
13	Grammar	1 × 5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	1 - ½ × 4 2 - 1 × 1 3 - 1 × 1 4 - 1 × 1 5 - 1 × 1 6 - 1 × 1 7 - ½ × 2	02 01 01 01 01 01 01 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 – Grammar

Objective – Assess the ability to edit a notice.

Technique – Error correction.

❍ **Test 9 with expected answers :**

The following notice has been written by Suleka for the class noticeboard. There is a mistake in each sentence. Rewrite the sentences correcting the mistake. *The first one is done for you.*

Notice for Grade Nine students

Drama practices begins tomorrow.

(1) Drama practices begin tomorrow.

Be prepare to stay after school.

(2) Be prepared to stay after school.

Parent's letter of permission are needed.

(3) Parent's letter of permission is needed.

Lunch is providing at the hostel.

(4) Lunch is provided at the hostel.

Meet on the main hall at 2.00 p.m.

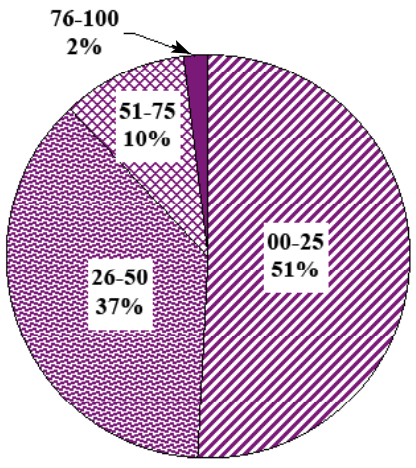
(5) Meet at / in the main hall at 2.00 p.m.

The principle will address the students.

(6) The principal will address the students.

Overall observations, conclusions and suggestions regarding the answer to Question 9 :

Marks distribution for the question

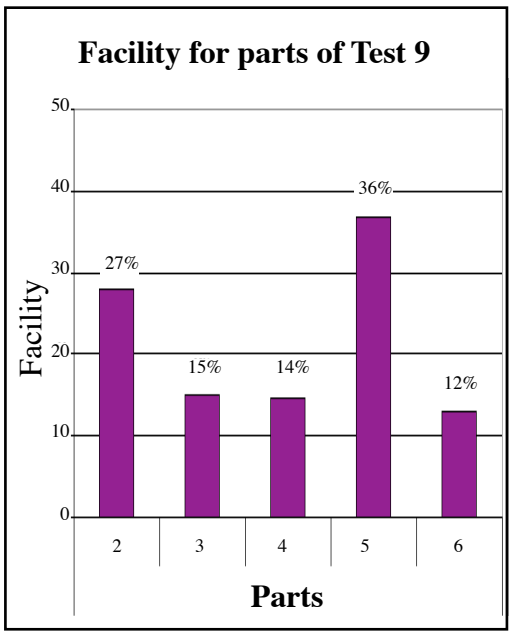


Almost all the candidates have attempted Test 9. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 51%
26 - 50 range - 37%
51 - 75 range - 10%
76 - 100 range - 2%

Only 02% of candidates have obtained more than 76 marks and 51% of candidates have scored below 25 marks. 88% of candidates have scored below 50 marks and only 12% of candidates have scored above 50 marks.

Observations and Comments on Test 9 :



Observations :

The test 9 is based on Grammar. The facility recorded for parts in Test 9 is as follows.

Part (2) - 27%
Part (3) - 15%
Part (4) - 14%
Part (5) - 36%
Part (6) - 12%

The maximum facility of 36% is recorded for part 5 and the second highest facility is recorded for part 2 which is 27%. The facility for all the other parts are below 20%. The lowest facility of 12% is for part 6.

COMMENTS :

The candidates seem to be very weak in their performance. This shows that the candidates are weak in error correction.

In order to do editing, they need to identify the mistakes of each sentence. They could identify the mistakes only if they had a fair knowledge of the language structure.

Part 6 records the lowest facility rate, which is 12%. It shows the inability of the candidates to identity the relevant word for the given context. It is suggested that the teachers should teach a collection of homophones (principal - principle pear - pair, male - mail) and should provide activities to be used in meaningful context. Students should be taught passive voice structures systematically.

- Test 10 – Vocabulary

Objective – Assess the ability use words appropriately to complete a factual text.
Technique – Fill in the blanks.

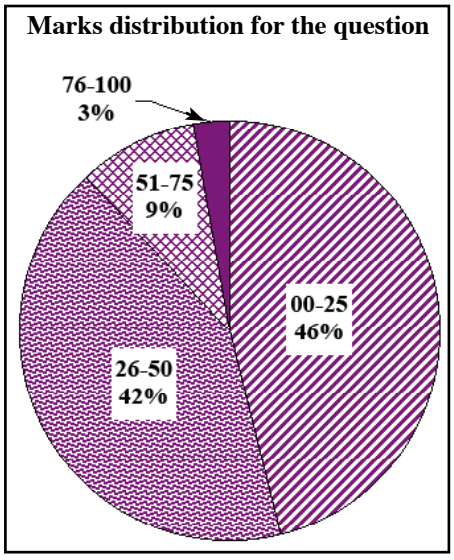
❍ **Test 10 with expected answers :**

Select a word from the box which has a similar meaning to the phrases given within brackets and write it in the space given. There are **three** extra words.

beliefs,	healing,	moral,	diagnose,
treatment,	examining,	unethical,	remedies

Hippocrates was a teacher of medicine. He learnt traditional methods of (1) healing (the process of making a sick person healthy) But his (2) beliefs (things that he thought to be right) were quite different from his father's. He believed that a patient should be thoroughly examined in order to (3) diagnose (identify the nature of) his illness. He taught his pupils to keep a record of a patient's progress and the (4) treatment (medical care) given. He also laid down rules to guide his pupils' (5) moral (right and correct) conduct.

Overall observations, conclusions and suggestions regarding the answer to Question 10 :

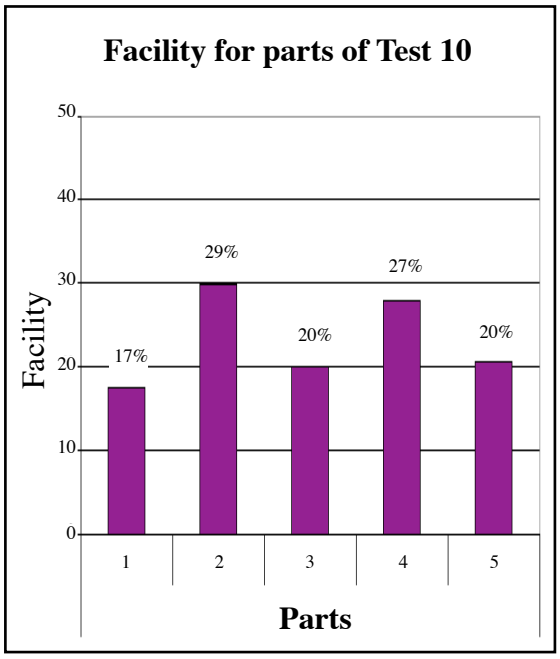


Almost all the of candidates have attempted Test 10. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 46%
26 - 50 range - 42%
51 - 75 range - 9%
76 - 100 range - 3%

Only 03% of candidates have obtained more than 76 marks and 46% of candidates have scored below 25 marks. 88% of candidates have scored below 50 marks and only 12% of candidates have scored above 50 marks.

Observations and Comments on Test 10 :



Observations :

The test 10 is based on Vocabulary. The facility of parts in Test 10 is as follows.

Part (1) - 17%
Part (2) - 29%
Part (3) - 21%
Part (4) - 27%
Part (5) - 20%

The highest facility of 29% is recorded for part 2 and the lowest facility of 17% is recorded for part 1. Facility of all the other parts in test 10 is between 17% to 29%

COMMENTS :

This test seems to be difficult for the candidates as they have to select the word that matches the meaning of the phrase given in brackets. Low performance of this test gives evidence to the candidates lack of exposure to the target language. They need to understand the context of the passage in order to understand the words.

So, the teachers need to provide a variety of texts to improve their ability to read. Exercises on matching words with their meanings should be given to students. Students should be guided to guess the meanings of words and phrases from the context. The skill of using the dictionary (English - English) should be encouraged among students by giving them several activities and assigning home work tasks.

- Test 11 – Reading

Objective – Assess the ability to identify the specific information.

Technique – Answering questions.

❍ **Test 11 with expected answers :**

Study the following extract from a dictionary page and answer the questions.

bankruptcy /ˈbæŋkrʌptsi/ noun ★
1 [C/U] a situation in which a person or business becomes bankrupt: *The recession led to a flood of bankruptcies.* ◆ **face bankruptcy** *Many small farmers are facing bankruptcy.* ◆ **declare bankruptcy** *The company declared bankruptcy in 1997.*
2 [U] *formal* a complete lack of good qualities: *moral bankruptcy*

banner[1] /ˈbænə/ noun [C] **1** a wide piece of cloth with a message on it, often stretched between two poles: *Thousands of people carried banners and flags.* **2** *computing* an advertisement on a website that goes across the width of your screen

bannock /ˈbænək/ noun [C] *Scottish* a flat BREAD ROLL made from OATS

banns /bænz/ noun [plural] an official announcement in church that two people intend to get married

banquet /ˈbæŋkwɪt/ noun [C] a formal meal prepared for a large number of people on an important occasion: *a state banquet*

banqueting hall /ˈbæŋkwɪtɪŋ ˌhɔːl/ noun [C] a very large room used for banquets

banshee /ˈbænʃiː/ noun **wail/howl/scream like a banshee** to make a lot of unpleasant noise by shouting or crying

In old Irish stories, a banshee is a female spirit who cries loudly to warn that someone is going to die.

banter /ˈbæntə/ noun [U] friendly conversation in which people tell jokes and laugh at each other

Bantu /ˈbæntuː/ adj Bantu languages are a group of related languages spoken in Central and Southern Africa

banyan /ˈbænjən/ noun [C/U] a tropical tree that produces new roots from its branches

baptism /ˈbæptɪz(ə)m/ noun [C/U] a ceremony in which someone is touched or covered with water to welcome them into the Christian religion

Baptist[1] /ˈbæptɪst/ noun [C] a member of a Protestant religious group that believes that only adults should be baptized

Baptist[2] /ˈbæptɪst/ adj relating to Baptists: *a Baptist minister* ◆ *the Baptist Church*

baptize /bæpˈtaɪz/ verb [T usually passive] **1** to welcome someone into the Christian religion by touching or covering them with water **2** to name a child when it is baptized: *He was baptized Samuel Andrew.*

(1) Find a word for the following phrase, 'A wide piece of cloth with a message on it' banner .....

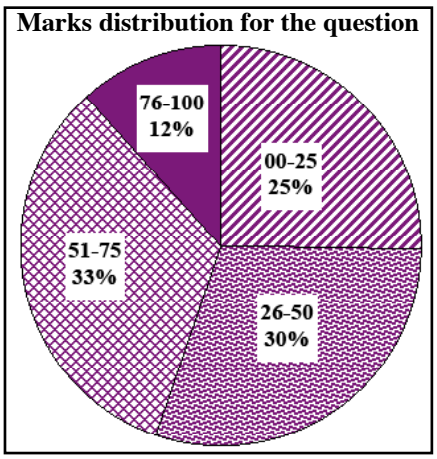
(2) Write the name of an English food item. bannock .....

(3) What is the meaning of the following phrase, 'howl like a banshee'?
to make a lot of unpleasant noise (by shouting or crying) .....

(4) Write a word which can be used both as a noun and an adjective Baptist .....

(5) Find the word for a group of languages spoken in certain parts of Africa. Bantu .....

Overall observations, conclusions and suggestions regarding the answer to Question 11 :

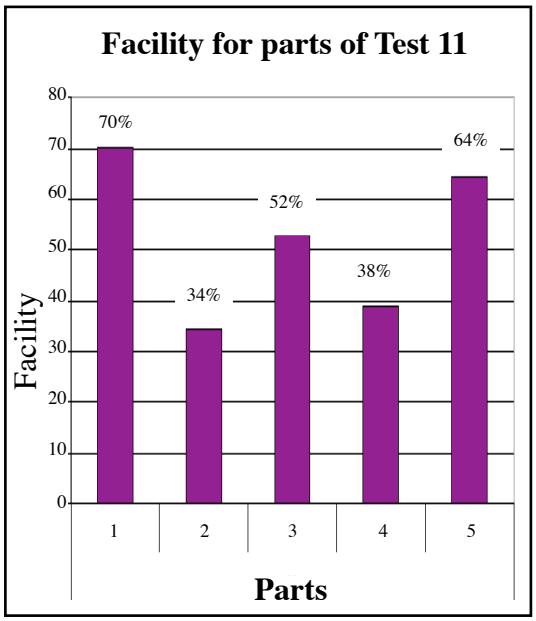


Almost all the candidates have attempted Test 11. 5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 25%
26 - 50 range - 30%
51 - 75 range - 33%
76 - 100 range - 12%

Only 12% of candidates have obtained more than 76 marks and 25% of candidates have scored below 25 marks. 55% of candidates have scored below 50 marks.

Observations and Comments on Test 11 :



Observations :

The test 11 is based on Reading. The facility for parts of Test 11 is as follows.

Part (1) - 70%
Part (2) - 34%
Part (3) - 52%
Part (4) - 38%
Part (5) - 64%

The facilities of all parts in test 11 is between 34% to 70%. The facility of the parts 1, 3 and 5 are above 50%. The maximum facility of 70% is recorded for part 1 while the minimum facility of 34% is recorded for part 2.

COMMENTS :

The candidates have shown an average performance for test 11. Performance for part 1, 3 and 5 are better than the other two. The answers to these 3 questions can be found directly and it may have increased their performance.

The students' performance can be improved by giving exposure to similar texts in the class. Often use of dictionary in the class by the students could improve this situation.

Students should be given tasks to develop the skills of skimming and scanning. On the other hand answers to part I, 3 and 5 are directly stated in the dictionary page. Students should also be taught to identify words stated in the dictionary in different word classes.
eg : Part 4 where students have to understand that the stated word is used as a noun and as an adjective.

- Teachers should expose the students to use the dictionary to find a specifie word and identify the word class.
- Regular use of dictionaries in the classroom will help the students to be familiar with the page in the dictionary which could help them in variety of ways to improve their English Language in the long run.

- Test 12 – Grammar

Objective – Assess the overall proficiency of the language.
Technique – Modified close.

❍ **Test 12 with expected answers :**

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

astonished,	world,	replied,	your,	honesty,	ordered,	is,
the,	but,	water,	that,	me,	stepped,	dishonesty

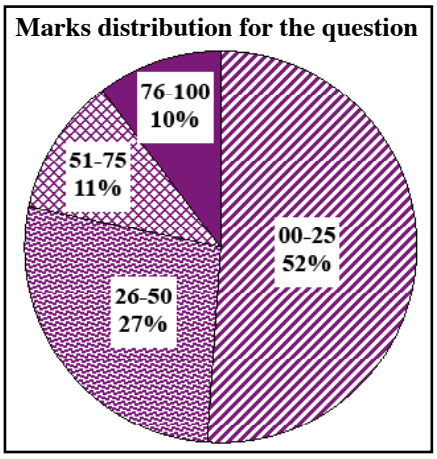
One evening, when Sudara went to fetch water he saw the wisest old man in his village, meditating near the river. Sudara sat close by and watched him. When he saw Sudara he asked, "Son, what do you want?"

"There is so much (1) dishonesty and evil in this (2) world . Where shall I find (3) the path to truth?" asked Sudara.

The man (4) stepped into the river and (5) ordered, "Bring some water for (6) me to bathe." Sudara was (7) astonished . "You're immersed in water (8) but you still want more (9) water to bathe. How strange (10) is that!

The wise man (11) replied , "You are right. (12) that gives the answer to (13) your question. Truth and (14) honestly are inside the heart of a man. Look within yourself and you will find them."

Overall observations, conclusions and suggestions regarding the answer to Question 12 :

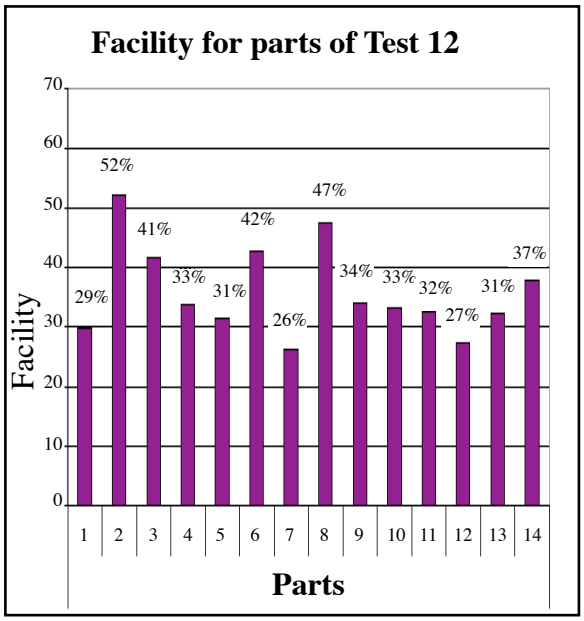


Almost all the candidates have attempted Test 12.
7 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 52%
26 - 50 range - 27%
51 - 75 range - 11%
76 - 100 range - 10%

Only 10% of candidates have obtained more than 76 marks and 52% of candidates have scored below 25 marks. 79% of candidates have scored below 50 and 21% of candidates have scored above 50 marks.

Observations and Comments on Test 12 :



OBSERVATIONS :

The test 12 is based on Grammar. Facility for parts of Test 12 is as follows.

Part (1) - 29%	Part (8) - 47%
Part (2) - 52%	Part (9) - 34%
Part (3) - 41%	Part (10) - 33%
Part (4) - 33%	Part (11) - 32%
Part (5) - 31%	Part (12) - 27%
Part (6) - 42%	Part (13) - 31%
Part (7) - 26%	Part (14) - 37%

The highest facility of 52% is recorded for part 2 and the lowest facility of 26% is for the part 7. Part 2, 3, 6 and 8 are above 40% and only part 1, 7, and 12 are below 30%.

COMMENTS :

The performance for Test 12 was poor. The facility varies from 26% - 52%. This reflects the inadequate proficiency of the language of the candidates.

It is necessary to give enough exposure to the students to read extensively. So, the teachers are advised to select suitable texts outside the prescribed books and use them in classroom activities. Similar cloze passages should be selected from newspaper articles and journals. Students should be taught to guess the meanings of difficult words from the context of words which are known to them. Constant practice in similar tasks will help students to increase their overall language proficiency.

We suggest teachers to use variety of cloze texts from Grade Six starting with the simple passages to the difficult.

- Teachers can make their own cloze texts using the passages in the text books.

eg : (1) Find a passage
(2) Leave the 1st and the last sentence as it is
(3) Take out every 4th or 5th word of the text
(4) Jumble the words taken out and put them in a box

- Test 13 – Grammar

Objective – Assess the ability to use the correct verb forms to complete a dialogue.
Technique – Completion.

❍ **Test 13 with expected answers :**

Use the correct form of the verb to complete the dialogue. *The first one is done for you.*

Dinith : Good morning. I'm Dinith Liyanage.

Sumudu : Good morning. I'm Sumudu.
So you run a fund raising campaign for poverty alleviation.
Your name (1) was mentioned (mention) several times at the meeting yesterday.

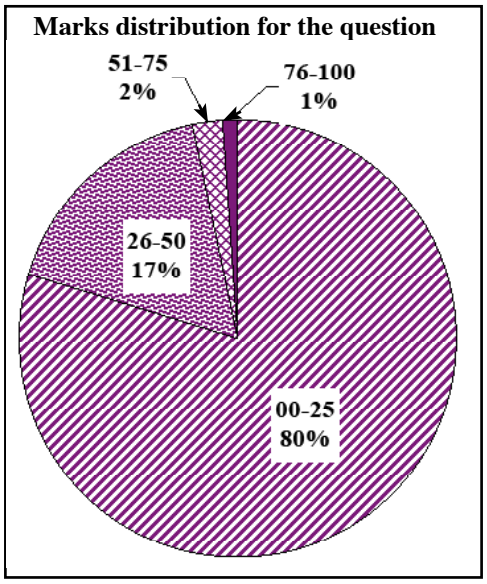
Dinith : Oh, really! I'm here to discuss a new project we (2) are launching / are going to launch / will be launching (launch) very soon.

Sumudu : I'm curious. Tell me about what you (3) have done (do) so far.

Dinith. : Well, the unemployed youth in our area (4) have been provided (provide) with opportunities to be self-employed.
I'm happy to say, most of them (5) are earning / earn (earn) a living now and are settled in life.
Women too (6) were given (give) a helping hand last year to begin a cottage industry of their liking.

Sumudu : Well done! Let's discuss this further after a cup of tea.

Overall observations, conclusions and suggestions regarding the answer to Question 13 :

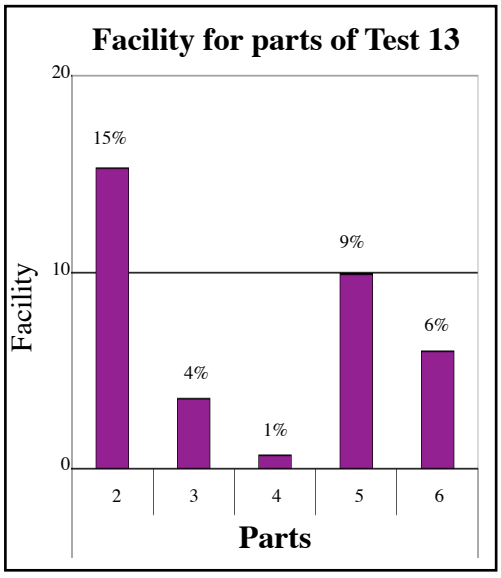


Almost all the candidates have attempted Test 13.
5 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 80%
26 - 50 range - 17%
51 - 75 range - 02%
76 - 100 range - 01%

Only 01% of candidates have obtained more than 76 marks and 80% of candidates have scored below 25 marks. 97% of candidates have scored below 50 and 03% of candidates have scored above 50 marks.

Observations and Comments on Test 13 :



Observations :

The test 13 is based on Grammar. The technique used is completion. The facility of parts in Test 13 is as follows.

Part (2) - 15%
Part (3) - 04%
Part (4) - 1%
Part (5) - 9%
Part (6) - 6%

The highest facility of 15% is for part 2 and the lowest facility of 1% is recorded for part 4. The second highest facility of 9% is for part 5 and the next to follow is 6% for part 6.

COMMENTS :

In this test, the students are asked to use correct forms of the verb to complete the dialogue. A staggering percentage of students has not understood the proper use of grammar in the sentence, which is a common underlying error in the performance of most the students.

Part 4 which is the lowest recorded answer with the percentage of 1% shows that the students have not understood the use of passive form. It is a complex passive voice form because it is in present perfect tense. Comparatively part 6 also deals with passive, on the whole, the students are mystified in the use of correct verb forms. Special attention should be given to these kinds of activities, where the students will be able to identify and use different kinds of verb forms. Most of all, they have to understand when and how to use them.

Similar exercises (dialogues as well as prose texts) should be introduced to students where all the tenses are used in both active and passive voice.

Test 13 assesses the ability of the candidates to use the correct verb forms to complete a dialogue. As the analysis depicts the performance of candidates in this test is extremely poor. The facility varies from 1% to 15% candidates have not understood the proper verb forms to suit the situation. Students should be given constant practice in this type of test items using a variety of texts.

- Test 14 – Writing

Objectives – (1) *Assess the ability to write an informal letter.*
(2) *Assess the ability to interpret a bar chart and write a description.*

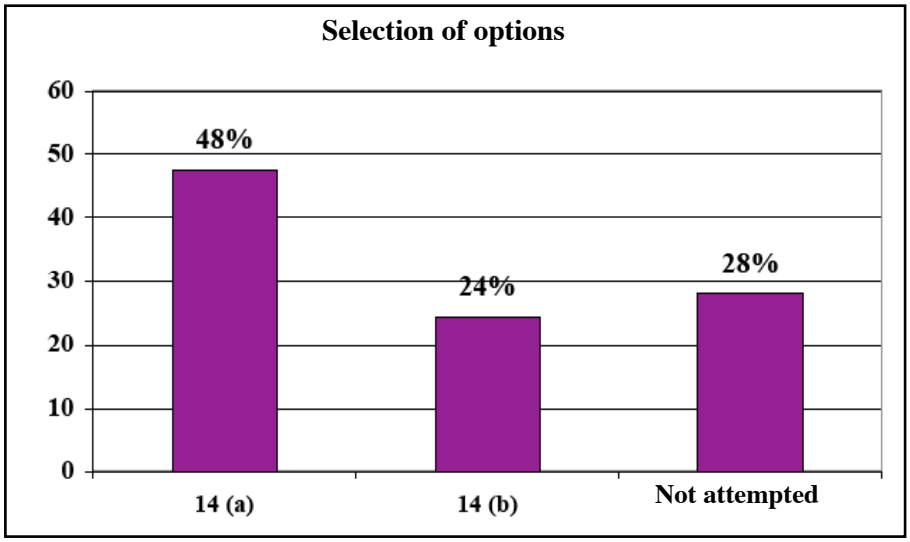
Technique – *Guided writing*

❍ **Test 14 :**

A programme to promote the saving habit among school children, organized by the Commerce Society of your school was held last month. Write a letter to your friend in Australia giving information about the programme. Use about **100** words.

- Organizers - Commerce society
- Date - 25.11.2015
- Guest speaker - Manager of 'Surakum' bank
- Participants - Grade 10 - 13 students
- Activities: 1. A speech on value of saving,
  2. A drama titled 'My little saving till'.

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 (48%) opted for 14 (a) and 24% of the candidates had chosen 14 (b), which naturally shows that the candidates find it easier to write formal / informal letters than interpreting statistical data.

There is a considerable percentage, 28% of the candidates who have not attempted this question. Pro mot remedial action should be taken to improve the writing skill of students to reduce this percentage.

The format of the letter has been practiced for a long time and so large number of candidates is familiar with it and hence the choice is for the same. The same should be done for writing about statistical data, the students should be made familiar with all kinds of writing.

Expected Answer :

NO. 49,
Asiri Uyana,
1st Lane,
Pelawatta.
Sri Lanka.
18th December 2015

Dear Ahasna,

How are you? I'm keeping fine. I think you are busy with your studies.

We too were busy in organising a special programme in our school to promote the saving habit among school children held on 25th November 2015. It was organised by the commerce society and students of grade 10-13 participated in it.

It included a speech on 'the value of saving' done by the Guest Speaker – the manager of "Surekum Bank", Battaramulla. The speech was very interesting and students were highly motivated. As a result many students opened accounts in the school bank on the same day.

The next activity was a drama titled "My little saving till" – a story of a little girl who saved money in a till and finally won a lottery after opening an account. It was really a good inspiration to all.

Being a member of the commerce society I'm happy that we have done a good deed.

Please reply me soon. Give my regards to all.

God Bless You.

Your friend
Yohan

Expected Answer :

No : 38,
Araliya Mawatha,
Battaramulla,
Sri Lanka.
18th December 2015

Dear Amal,

How are you? I'm keeping fine. Hope you are enjoying your life in Australia.

I couldn't write to you earlier as I was busy organizing a special programme in our school to promote the saving habit among school children. It was held on the 25 th November 2015 and was organized by the commerce society. Students of grade 10 - 13 participated in it.

One activity we had was a speech on "The value of saving" done by the Guest Speaker of the programme, The manager of the "Surakum" bank, Battaramulla. The speech was very interesting and students were highly motivated.

The next activity was a drama little "My little Saving till" a story of a little girl who saved money in a till and finally won a lottery after opening an account.

Being a member of the commerce society, I'm happy that we have done a good deed.

Please reply me soon. God bless you.

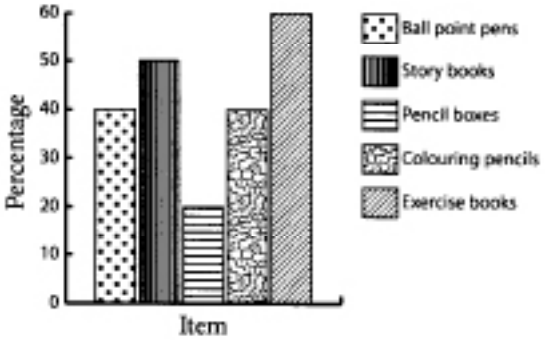
Your friend
Yohan

OR

The following bar chart shows the sale of five different items available at your school bookshop. Study the bar chart and write a description about it. Use about **100** words.

The following words will help you.

equal amounts,	minimum number,	
maximum number,	lowest sale,	highest sale



Expected Answers :

This bar chart shows the sale of five different items available in our school bookshop. The horizontal axis of the bar chart shows the percentage of the sale. The five items sold are ball point pens, story books, pencil boxes, colouring pencils and exercise books.

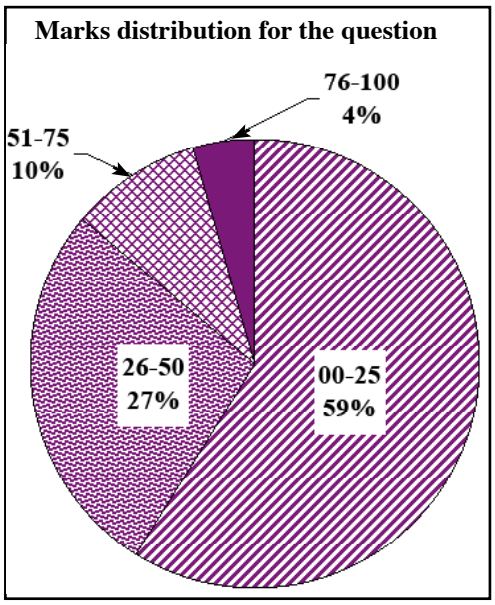
The percentage of the sale of exercise books is sixty, and it is the maximum number. The sale of pencil boxes shows the minimum number and it is 20%. In other words it is the lowest sale. Colouring pens and story books have been sold in equal amounts. The bar graph shows the propotion of items purchased by the students of the school.

Expected Answer :

This bar Chart shows the sale of five different items available in our school book shop. The horizontal axis of the chart shows the items sold. The vertical axis shows the percentage of the sale. The five items sold are ball point pens, story books, pencils boxes, colouring pencils and exercise books.

The percentage of the sale of exercise books is sixty, and it is the maximum number. The sale of pencil boxes shows the minimum number and it is 20%. Colouring pencil and story books have been sold in equal amounts. The bar graph shows the proportion of items purchased by the students of the school.

Overall observations, conclusions and suggestions regarding the answer to Question 14 :

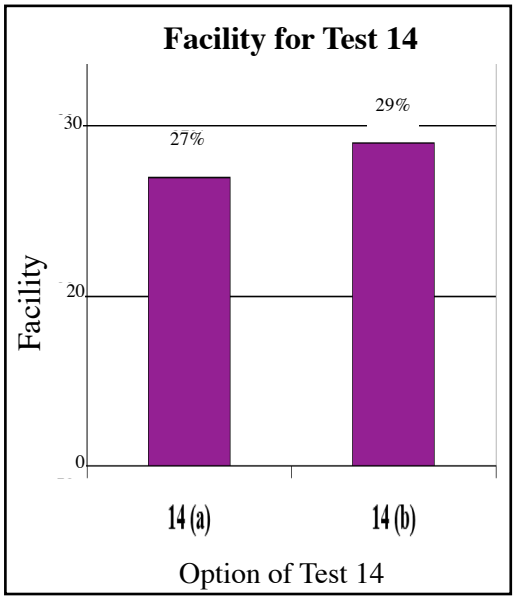


Almost all the candidates have attempted Test 14. 10 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 59%
26 - 50 range - 27%
51 - 75 range - 10%
76 - 100 range - 4%

Only 04% of candidates have obtained more than 76 marks and 59% of candidates have scored below 25 marks. 86% of candidates have scored below 50 and 14% of candidates have scored above 50 marks.

Observations and Comments on Test 14 :

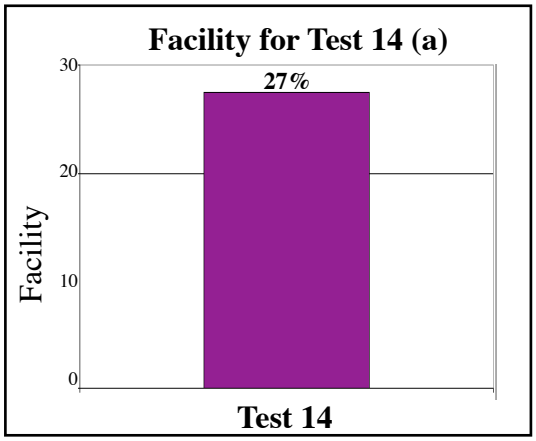


Observations :

Test 14 is based on guided writing. It has 2 options and overall facility of each items is,

Option (a) - 27%
Option (b) - 29%

This chart shows that the difficulty level of question 14 (a) and 14 (b) are almost the same.

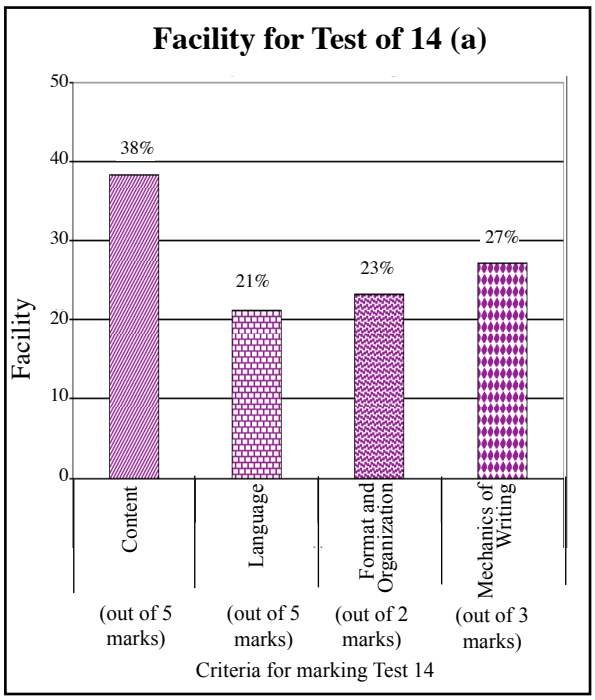


Observations :

Test 14 (a) is based on guided writing. Facility of Test 14 (a) in this question is 27%.

According to the 2 nd graph, facility shown under all criteria are as follows,

Content - 38%
Language - 21%
Format and Organization - 23%
Mechanics of Writing - 27%



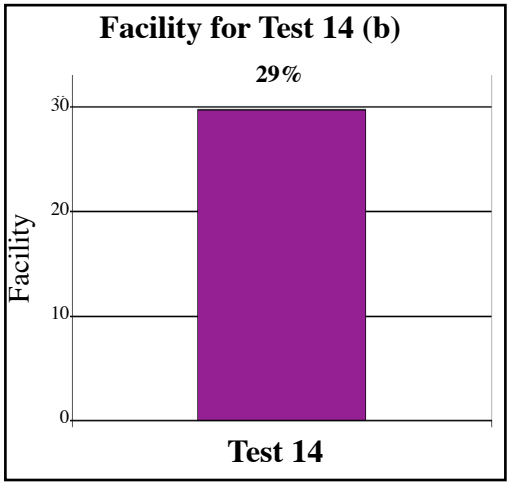
COMMENTS :

The low facility indicated in test 14 (a) shows that the test had been difficult for the candidates. According to the criteria for marking Test 14 (a) distribution of marks for content and language is the same. But as the graph shows, the candidates have scored more marks for the content than the language. Facility of 38% for content indicates that the majority of students have not included all the points necessary in the answer. Facility for language indicates that only 21% of candidates have performed well in language. This shows that most of the students were not able to construct grammatically correct meaningful sentences and they were not familiar with the format of a letter.

Simple informal letter writing should be introduced from grade 6 and the teachers should organize their teaching to start with parallel writing and then do guided writing in their classrooms.

Teachers need to pay special attention to the grammatical accuracy of the students' writing. It is advised that the teachers need to correct their writing in the class room giving individual attention to their writing and give immediate feed back to the students.

Observations and Comments on Test 14 (b) :

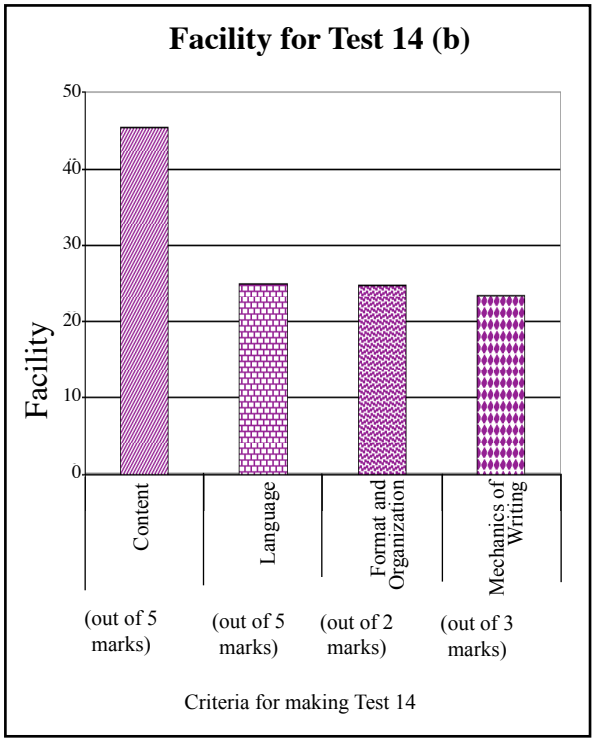


Observations :

Test 14 (b) is based on guided writing. Facility for Test 14 (b) is 29%.

According to the 2 nd graph, facility for,

Content	-	45%
Language	-	25%
Format and Organization	-	25%
Mechanics of Writing	-	33%



COMMENTS :

The low facility of 29% shows that the candidates were not successful in their attempts to answer the question 14 (b) The low facility for language, format and organization shows that their inability to construct grammatically correct sentences and also to organize the ideas properly.

The candidates should be given enough practice to interpret statistical information and put them in order logically into grammatically correct and meaningful sentences. They should be given special attention to their spelling and punctuation. Students should be exposed to different graphs, pie - charts, tables etc and get them to write short reports in their classroom. The teachers should make them familiar with the vocabulary and the phrases to be used in describing charts, graphs & tables.

- Test 15 – Reading

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

Technique – ***Answering questions.***

❍ **Test 15 with expected answers :**

Read the text and answer the questions.

This story tells us about a circle of joy. 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.

"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."

"No, I brought them for you. For, whenever I knock on the gate, it is you who opens it. When I needed help because my crop was destroyed by drought, **you** gave me a lot of support every day."

The guard held the bunch of grapes and spent the entire morning admiring it. Then he decided to give the gift to his boss, who was a good man.

The boss was very pleased with the grapes and thought of giving it to his sick brother who was in the same house. He said to himself, "Who knows they may bring some joy to his life." And that is what he did. But the grapes didn't stay in the sick man's room for long, for he reflected;

"The nurse has looked after me for so long. Feeding me the best meals and caring for me with gentleness and a lot of patience. She certainly will enjoy these."

The nurse was amazed at the beauty of the grapes; so perfect that no one would appreciate them more than the kind doctor who looked after the sick without expecting any financial benefits. Many in the village regarded him with love and respect. He would be the best qualified to value this marvel of nature.

The doctor in turn gave the grapes to his intern, a young man learning to take his place.

When the intern received them he thought of the guard at the rich mansion, who always opened the gate for him and carried his bag when he went to see the sick person lying there. So just before nightfall he took them to the guard.

"Eat and enjoy them, for you spend most of your time alone here and you deserve these grapes." The guard understood that the grapes were really destined for him and ate each of the grapes.

Thus the circle was closed: the circle of happiness and joy which always shines brightly around generous people.

1. Say whether the following statements are true or false by writing '**T**' or '**F**' against each of them.

   This story tells us :

   (a) how a sick person recovered as the grapes brought some joy to his life. F

   (b) how a bunch of grapes found its way back to the person who deserved it. T

   (c) about a gatekeeper who ate the grapes without any consideration for others. F

   (d) about a circle of joy and happiness which people who are generous can create. T

2. Complete the sentence using **three** words from the text.

The kind hearted doctor served people, but didn't expect any financial benefits . (01 *mark*)

● Answer the questions.

3. Why did the guard give the grapes to his boss?

(because) he was a good man / he was good (01 *mark*)

4. When did the intern hand over the grapes to the guard?

(just) before nightfall (01 *mark*)

5. Write **two** things that the guard did for the young doctor.

opened the gate carried his bag (01 *mark*)

6. Find **two** phrases from the passage that describe the grapes.

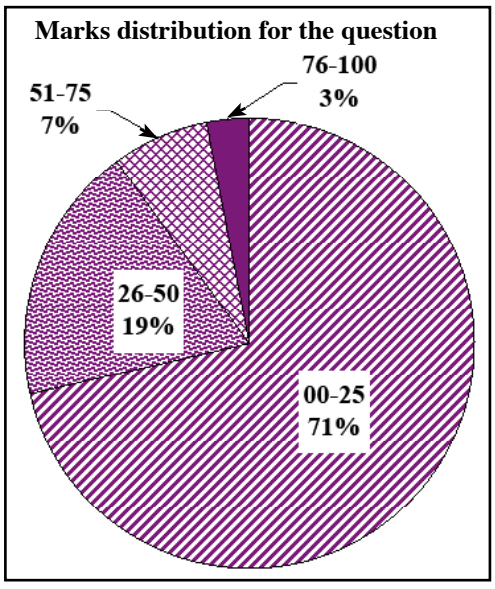
(any two of the following) magnificent bunch, marvel of nature, the finest (01 *mark*)

7. What do the following words in the passage refer to?

(a) '**my**' in line four The poor man's

(b) '**you**' in line eight The guard (01 *mark*)

Overall observations, conclusions and suggestions regarding the answer to Question 15 :

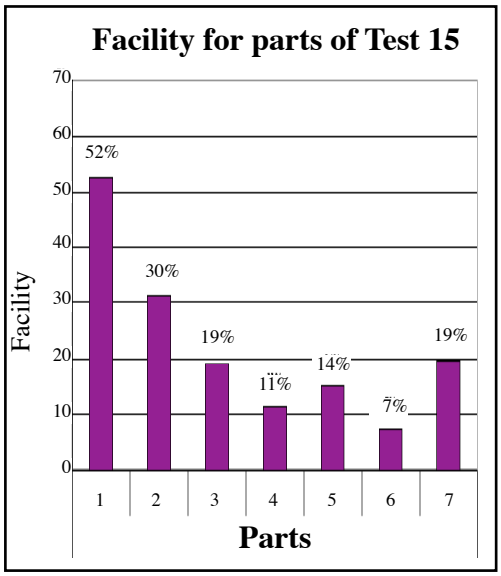


Almost all the of candidates have attempted Test 15.
8 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 71%
26 - 50 range - 19%
51 - 75 range - 7%
76 - 100 range - 3%

Only 03% of candidates have obtained more than 76 marks and 71% of candidates have scored below 25 marks. 90% of candidates have scored below 50 and 14% of candidates have scored above 50 marks.

Observations and Comments on Test 15 :



Observations :

The test 15 is based on Grammar. The technique used is completion. The facility for parts in Test 13 is as follows.

Part (1) - 52%
Part (2) - 30%
Part (3) - 19%
Part (4) - 11%
Part (5) - 14%
Part (6) - 7%
Part (7) - 19%

The highest facility, 52% is for part 1 and lowest 7% is for part 6. Only part 1 and 2 show facility which is more than 30% and the rest of them are below 25%

COMMENTS :

Test 15 assesses the ability to read and understand / interpret, directly / indirectly stated information in a descriptive text. Though the subparts are reduced in number, the candidates still find it difficult to score marks in this test item. The lowest facility is for part 6, in which the candidates were asked to write specified phrases from the texts. It shows that the candidates have not understood what a phrase is, which led to the lowest facility of 7%. Even part 3 and 4, which deals with 'wh' questions, record 19% and 11% respectively.

Reading and understanding the passage is below the expected level. Teachers should concentrate on making reading an enjoyable activity for students. Reading should be considered as a pleasant experience, rather than an activity which is only used for scoring marks. Giving activities from lower grades to the students who are weak in reading will help them.

A variety of reading activities can be given to the students for their improvement. It should be noted that reading helps candidates to improve their language skills too.

- 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.

(a) An article to a newspaper on the following topic.
'Value of Reading'
You may include:
- ▲ wide variety of reading material: magazines, journals, newspapers, fiction, non - fiction, etc.
- ▲ provides information / knowledge
- ▲ gives pleasure / interesting hobby

(b) A speech you would make at the School Literary Association meeting on
'If I could go back in time'
Write about an event/events you would like to experience again.

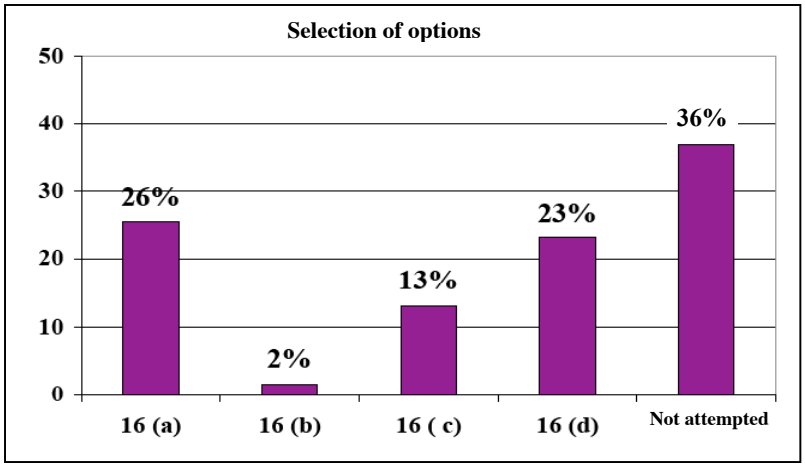
(c) An essay on the following topic.
"Computers: do we need them?"
You may include:
- ▲ uses of computers - for information / education
  - for an easier life
- ▲ bad things about computers - getting addicted, effects on health

(d) Complete the following dialogue.

Nadeesha : What a lovely garden! You have many flowers and plants here.

Have you planted any vegetables?

Test 16 : Selection of options



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

1. Writing an article - 26%
2. Writing a speech - 2%
3. Writing an essay - 13%
4. Completing a dialogue - 23%
5. Not attempted - 36%

Comments :

According to the graph, the highest percentage of candidates (26%) have selected 16 (a) which is writing an article on 'Value of reading'. Most probably students might have thought that writing about Reading was easy for them. They must have thought that they had enough vocabulary and content regarding this topic.

The second highest percentage is for 16(d) where candidates had to complete a dialogue. The starting sentence given is also relating to their experience. Further, students might have thought that handling a dialogue was much easier.

Only 13% of the students have selected the essay, even though the guidelines were given.

Fewer candidates had chosen part 16(b) many students might have thought that writing a speech was rather difficult because they were not competent enough with the language style that should be adopted in writing speeches.

36% of the candidates which is more than one third of the scenario test takers have not attempted to answer the question. This should be seriously taken into consideration and prompt action should be taken to develop the writing skills in students.

Teachers should select variety of topics for students to write long essays. Using different writing styles.

Such as

1. Description writing
2. Expository writing
3. Argumentative writing
4. Narrative writing

Expected Answer :

(4)

Nadeesha : What a lovely garden! You have many flowers and plants here. Have you planted any vegetables?

Thamara : Yes, the vegetables are in the back yard. Come and see.

Nadeesha : Oh! whose idea is this? I think your father who is now retired must be helping you.

Thamara : Your guess is right. He is always in the garden.

Nadheesha : You are lucky to have a father like him.

Thamara : We work together in the garden and it gives us a good exercise as well.

Nadheesha : Well, that's why you are so healthy.

Thamara : It not only helps us keep healthy but it also is profitable.

Nadheesha : Why do you say so?

Thamara : We use fresh vegetables for our daily consumption and also sell some of it and earn money.

Nadheesa : Do you use insecticides and pesticides for gardening?

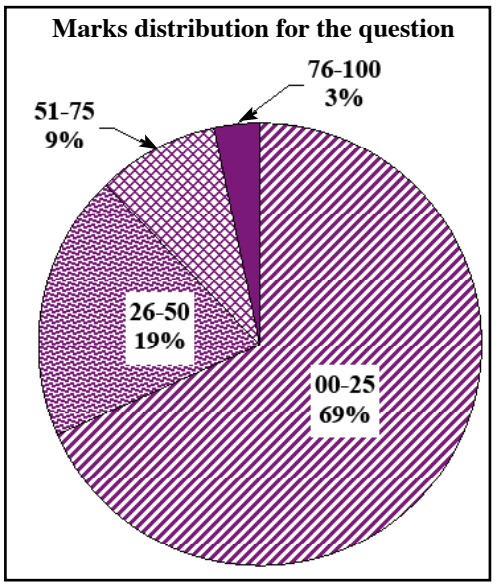
Thamara : No, we use only cowdung as manure.

Nadheesa : Is it so? That's fine. What about the flowers

Thamara : We sell some of them to the near by florist which brings us a good income weekly.

Nadheesha : I really admire you and hope that I too can do so.
Thamara : If you want I can instruct you in some ways.
Nadheesha : I'd love if you can help me.
Thamara : Have you seen Sinali's garden? Hinura and Vemesh help her to water and manure the garden. They are great friends.
Nadheesha : That's wonderful. I wish I too can get the help of my friends to start a home garden.
Thamara : I wish you all the best in your endeavours. Let's meet again and talk about gardening.
Nadheesha : O.K, Thank you, Thamara.

Overall observations, conclusions and suggestions regarding the answer to Question 16 :

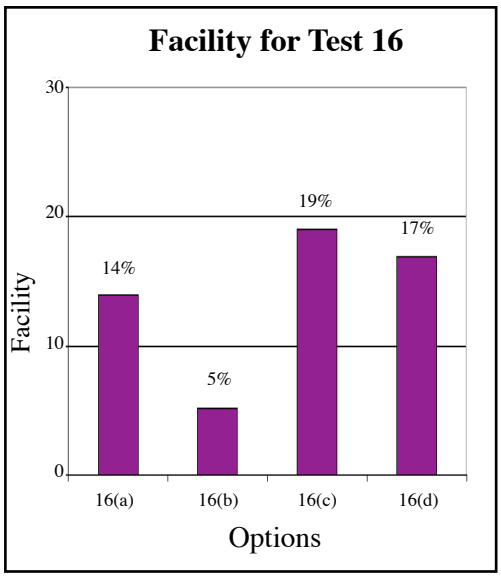


Nearly all the candidates have attempted Test 16. 15 marks have been allocated for this test.
The candidates have scored as follows.

00 - 25 range - 69%
26 - 50 range - 19%
51 - 75 range - 9%
76 - 100 range - 3%

Only 03% of candidates have obtained more than 76 marks and 69% of candidates have obtained less than 25 marks. 88% of candidates have scored below 50 and only 12% of candidates have scored above 50 marks.

Observations and Comments on Test 16 :

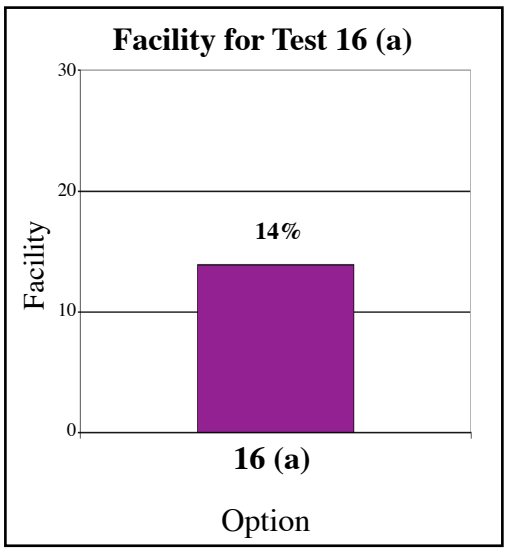


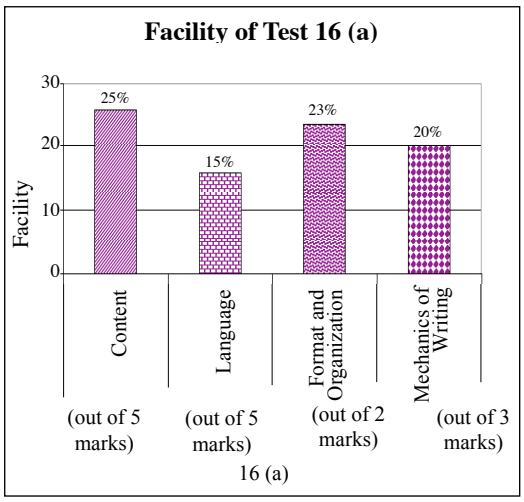
Observations :

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

Option (1) - 14%
Option (2) - 5%
Option (3) - 19%
Option (4) - 17%

The option 3 has the highest facility rate where the option 2 has that lowest facility rate. This chart shows that 16 (b) writing a speech is more difficult for the candidates than the other 3 writing tasks.





Observations:

Test 16 (a) is based on a guided writing. The facility for test 16 (a) is 14%. The candidates have performed as shown below.

Content	- 25%
Language	- 15%
Format & Organization	- 23%
Mechanics of Writing	- 20%

COMMENTS :

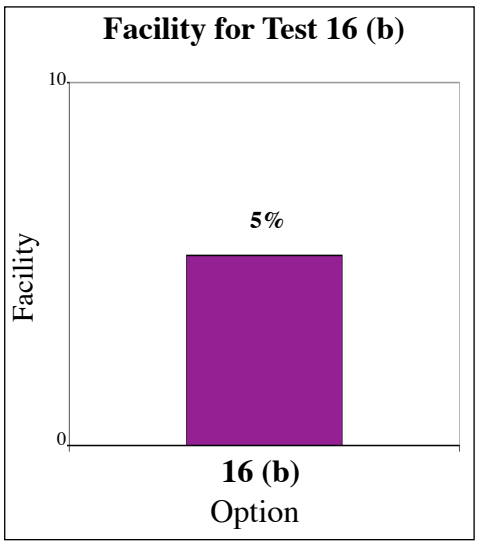
In option 1 the candidates have to write an article to the newspaper about 'Value of Reading" with the guidelines given. Even with the provided guidelines candidates have not been able to produce a good piece of writing.

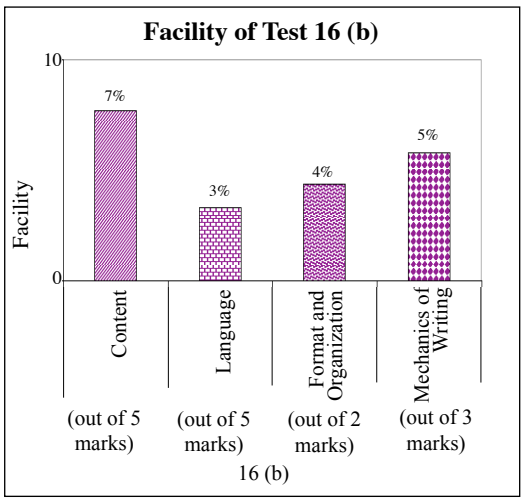
The facility of four criteria of assessment shows that there isn't much gap between each criterion. The content shows the highest facility while language shows the lowest facility. According to the criteria for marking, both of these criteria carry equal marks. Yet, overall performance of the candidates seemed to be very low.

The teachers should provide more guidance for students to practice their writing. It is advised that the teachers should use different methods to improve the writing skill of the students from grade 6 onwards.

The following guidelines will help students to write a good article.

- An article with required length.
- Clear introduction and a conclusion.
- Well connected sentences with good range of vocabulary.
- Should have suitable writing style of language.
- Grammatically correct, meaningful sentences.
- Correct spelling, punctuation and clear handwriting.
- Including all the points in well organized separate paragraphs





Observations:

Test 16 (b) is based on a speech. The facility for this guided writing task is 5%. The candidates have performed as shown below.

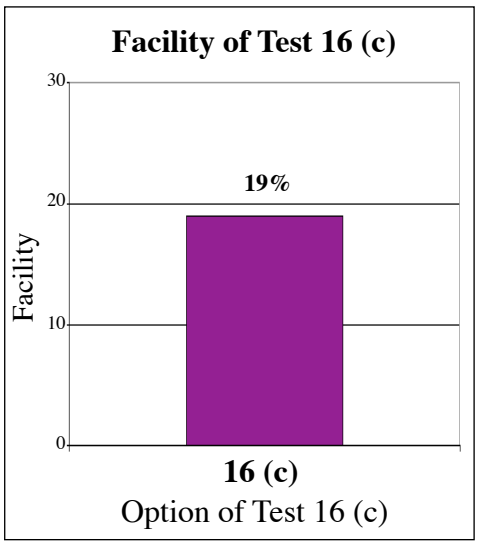
Content	- 7%
Language	- 3%
Format & Organization	- 4%
Mechanics of Writing	- 5%

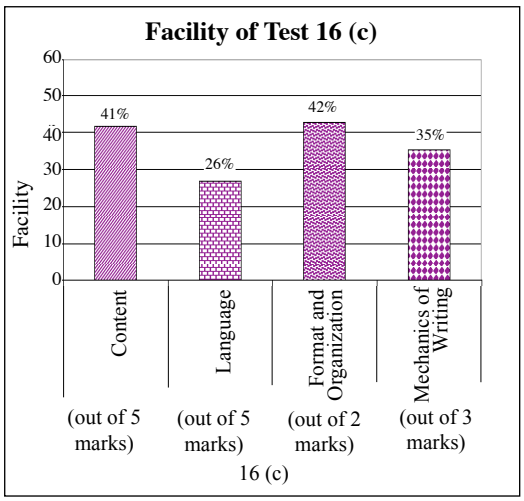
COMMENTS :

In option (b) of Test 16, candidates have to write a speech on "If I could go back in time". It is also a guided writing task. It records the lowest overall facility which is only 5%. It shows that most of the candidates who attempted this task had not been successful.

The facility for content is the highest one which is 7%. Further, Language, Format and Organization, Mechanics of writing also record very low facility. Generally candidates are very weak in writing tasks related to speech.

- Students should be taught the correct format of a speech, with, the start, body and the conclusion.
- They should be given similar writing tasks to write speeches relating to their daily situations.
- They should be taught how to use cohesive devices to maintain the clarity the flow of the ideas within the paragraph of the speech.
- They should be given opportunities to develop grammatically correct, meaningful sentences.
- They should be taught the importance of writing according to the guidelines.





Observations:

Test 16 (c) is based on guided writing. The facility for test 16 (c) is 19%. The candidates have performed as shown below.

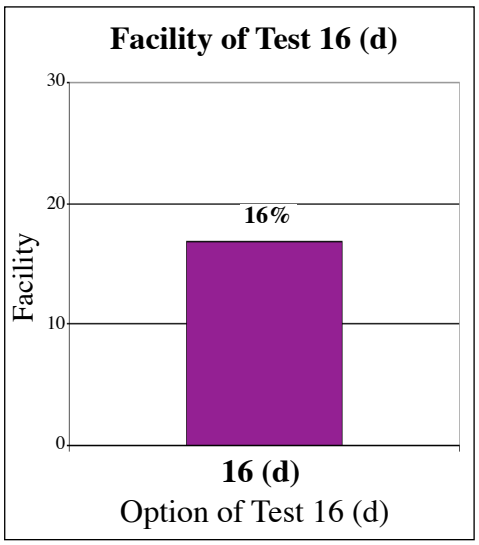
Content	- 41%
Language	- 26%
Format & Organization	- 42%
Mechanics of Writing	- 35%

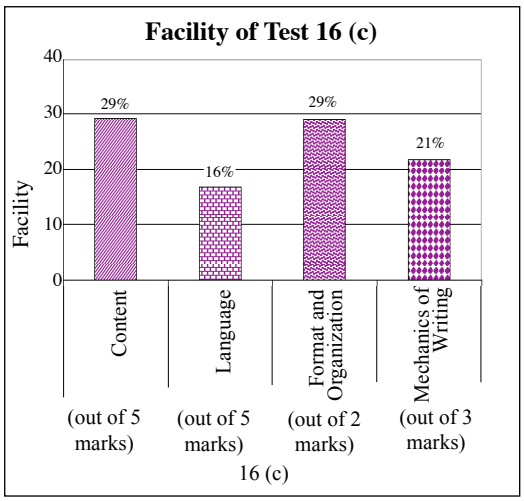
COMMENTS :

In test 16 (c), the candidates are asked to write an essay on the topic "Computers: do we need them"?. Even though this topic is widely discussed in day to day life, the candidates' use of language is much to be improved. The facility for content which is 41% is more than the facility for language which is 26%. It shows that even if the candidates know the content, they don't have the language to express themselves properly in writing essays.

Overall, writing has stunted the candidates' ability to score in the paper. The candidates inability to master the choice of vocabulary and the use of language greatly impair the performance of the candidates to score easily in the writing activities.

Teachers are advised to give more activities in writing and it should be started from grade 6 onwards. practice in writing in the Last minute won't help the candidates, as language learning is a lengthy process. Teachers should have this in their mind during the process of language teaching.





Observations:

Test 16 (d) is based on a free writing. The facility for test 16 (d) is 16%. The candidates have performed as shown below.

Content	- 29%
Language	- 16%
Format & Organization	- 29%
Mechanics of Writing	- 21%

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. The facility for both content and the organization is the same. That is 29% Language records the lowest facility and Mechanics of writing records a facility of 21%. Language seems to be the most difficult criterion for them. That means majority of students have problems in understanding the context and constructing grammatically correct meaningful sentences.

- Students should be given proper guidance to write dialogues paying attention to contracted forms and cohesion etc.
- In addition to affirmative forms, interrogative forms relating to dialogues should be taught to students.
- Vocabulary related to conversation should also be taught.
- Students should be exposed to various simple and complex situations where dialogue form is used.
- Individual attention and proper feedback should be provided to students while they are engaged in similar writing tasks.

(1) **Expected Answer**

Test 16 - (a)

(a) An article to a newspaper on the following topic.
'Value of Reading'
You may include:
- wide variety of reading material: magazines, journals, newspapers, fiction, non - fiction, etc.
- provides information / knowledge
- gives pleasure / interesting hobby

Value of Reading

"Reading makes a full man"

The famous quote tells us the value of reading just in one simple phrase, Reading makes man complete by providing him knowledge and experience gathered from all around the world.

There are various types of texts and literature we come across to read, such as books, magazines, newspapers, novels, fiction and poetry etc. We can read about famous people around the world in their biographies. We can read and learn about technology and science in different magazines. Newspapers bring us various types of news around the world. Reading these different kinds of information helps us gain a lot of knowledge in many different fields.

It is a fact that we also improve our language through reading different types of literature. For instance, in novels we find a lot of new words, that belong to various fields. Reading novels, fiction and other literature helps any child to improve his / her language and creativity as well. They also bring us experience from different social classes, countries, tribes, individuals and ethnic groups etc.

Reading not only helps us improve our knowledge but also helps us relax ourselves. It is a popular leisure time activity. Reading helps you feel entertained. Moreover, a good reader can also become a good writer.

In conclusion, we can say that reading is important in our lives, and the value of reading is immeasurable.

(2) Expected Answer

Test 16 - (b)

(b) A speech you would make at the School Literary Association meeting on 'If I could go back in time'
Write about an event/events you would like to experience again.

Honourable Sir / Madam
Honourable Chairman, Honourable Secretary and my dear brothers and sisters,

It is a great pleasure for me to speak a few words on the topic "If I could go back in time"

First of all, I must say that I would be glad and it would be nice to experience events again that I had already faced in my life. The day that is still in my memory is the first day I entered the school. That day I was crying all the time and clinging to the saree of my mother. If I could become a child again to enter the school I would not cry and cling to the saree of my mother. I would boldly step in to the classroom and enjoy the first day without grief.

The second wonderful experience in my life was the day I got the results of grade five scholorship examination and came first in the school list. My friends came to me and congratulated me on my achievement. If I could go back to my Grade five class again, I would love to experience that wonderful moment again. My teachers and the Principal would praise me again in the morning assembly. My parents would buy me gifts. My relatives would send me their good wishes. I would get a new school and new friends.

Finally, I would like to say to you all that I can't go back in time. But I would be the happiest and luckiest person If I could do so.

Thank you.

(3) Expected Answer

Test 16 - (c)

(c) An essay on the following topic.
"Computers: do we need them?"
You may include:
▲ uses of computers - for information / education
- for an easier life
▲ bad things about computers - getting addicted, effects on health

"Computers : do we need them?"

Computers are modern equipment Modern man cannot survive without computers. Computers are the results of modern science and technology.

Today we use computers for many purposes. At present we live in an era where information technology plays a leading role in making our lives successful. We have so many sources to obtain information. Computers come under electronic category. The world is fast changing producing a lot of information in various fields. Computers, especially world - wide - web and internet help us to have access to such sources.

Further, computers are a rich source for educational purposes. Students are free to use computers and obtain information about various subjects. Hence they can update their knowledge with new trends. Not only for students, even for teachers computer helps a lot in obtaining information for lessons. Even the modern man finds computers as a tool to make his life easier. He uses computers to do his day to day activities efficiently and accurately.

Although computers are useful machinery, so many bad things have been reported in the recent time. One such problem is that some people have become addicted to computers neglecting their normal lives and duties. This is especially, a serious mater when we consider our school children. Parents complain that their children use the computer wasting their time and neglecting their studies. Recent studies have proved that computers have negative effects on our health. For example our eye - sight is affected due to the use of computer for a long time.

Therefore we can conclude that computers are useful to modern man. But we have to control ourselves in using them to minimize bad effects.

(4) Expected Answer

Test 16 - (d)

(d) Complete the following dialogue.

Nadeesha : What a lovely garden! You have many flowers and plants here. Have you planted any vegetables?

Thamara : Yes, vegetable are on the other side of the garden near the paddy field?

Nadeesha : Oh! Can I see them ?

Thamara : Of course, come let's go there.

Nadeesha : Lovely, vegetable every where, cabbages, capsicum ladies fingers, tomatoes and many more. Does your father do all these ?

Thamara : Oh! No, my father is busy with the office work but my mother does all these.

Nadeesha : I can't believe. Is there anybody to help her?

Thamara : My mother manages every thing with the help of my uncle. Sometimes she get the help of one or two workmen too.

Nadeesha : By the way, what do you use as manure ?

Thamara : We use all the natural things. Mainly cow dung and compost.

Nadeesha : Well, from where do you get them ?

Thamara : We have a small animal farm too. So, we make the compost by ourselves. Look! We have our compost bins and also pits.

Nadeesha : Amazing..
Do you use insecticides & pesticides in gardening ?

Thamara : Oh, No, we use cow dung, kohomba leaves, soap water, ash etc.

Nadeesha : Cow dung ! as an insecticide ?

Thamara : Yes, we make it as a liquid and use it. Look at those golden colour flowers in the vegetable garden. My mother says they keep the insects away from the vegetable beds.

Nadeesha : It's news for me.

Thamara : We eat fresh vegetable, yams, fruits every day. Almost all the meals we have directly taken from our garden ?

Nadeesha : Do you sell them ?

Thamara : Yes we sell vegetables, fruits, flowers, milk ... every thing. Its a good income.

Nadeesha : Great ! Do you also work in the garden ?

Thamara : Only when I have time. My mother tells me to study well & get a degree in agriculture. So that I can improve the garden.

Nadeesha : It's a good idea.
Any way I don't have a big garden, but I also like to have some vegetables in my garden. Will you help me ?

Thamara : Of course. I'll give you some plants to take home.

Nadeesha : Thank you Thamara. It's so nice of you.

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.