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

Common techniques of marking answer scripts.

It is compulsory to adhere to the following standard method in marking answer scripts and entering marks into the mark sheets.

1. All assistant examiners must use a red colour ball point pen for marking answer scripts.
2. Chief Examiner must use a mauve colour pen.
3. Note down Examiner's Code Number and initials on the front page of each answer script. The digits must be written clearly when marks are indicated.
4. Write off any numerals written wrong with a clear single line and authenticate the alterations with Examiner's signature.
5. Write down marks of each subsection of each question in a △ as a rational number and write down the final marks of each question as a rational number in a □. Use the column assigned for examiners to write down marks.
6. The arithmetic checker (EMF) must use a a blue or black pen to indicate the checking.

Example: **Question No. 03**

(i) ..... √ $\frac{4}{5}$

(ii) ..... √ $\frac{3}{5}$

(iii) ..... √ $\frac{3}{5}$

03 **Total** → $\frac{10}{15}$

Structured essay type and essay type answer scripts:

1. Cross off any pages left blank by candidates. Underline wrong or unsuitable answers and mark them as wrong. Show areas where marks can be offered with check marks.
2. Use the right margin of the overland paper to write down the marks.
3. Write down the marks given for each question against the question number in the relevant cage on the front page in two digits. Selection of questions should be in accordance with the instructions given in the question paper. Mark all answers and transfer the marks to the front page. Write off answers with lower marks if extra questions have been answered against instructions.
4. Add the total carefully and write it in the relevant cage on the front page. Turn pages of answer script and add all the marks given for all answers again. Check whether that total tallies with the total marks written on the front page.

Preparation of Mark Sheets.

I. Except for the subjects with a single question paper, final marks of papers will not be calculated within the evaluation board.
II. The Final mark relevant to each paper must be entered to the mark sheets separately.
III. Enter marks of paper I in ''Total Marks'' column of the mark sheet and write them in words as well. Follow the same procedure to complete the mark sheet of paper II.

Note

I. Final marks for paper I and paper II should always be entered to the mark sheet as a whole number. They should never be kept as decimals or half values.

II. The examiner who entered marks, the examiner who checked marks, the EMF and the chief examiner must certify the accuracy in all page of the mark sheets with their code numbers and signature.

***

Paper I

Question No	Skill	Marks Distribution	Total
01	Reading	1×5	05
02	Vocabulary	1×5	05
03	Vocabulary	½×10	05
04	Grammar & language functions	1×5	05
05	Reading	1×5	05
06	Writing	C – 2, L - 3	05
07	Reading	1×5	05
08	Writing	C – 2, L - 3	05
	Total		40

Paper II

Question No	Skill	Marks Distribution	Total
09	Vocabulary	1×5	05
10	Grammar & language functions	1×5	05
11	Reading	½×14	07
12	Grammar & language functions	1×5	05
13	Reading	1×5	05
14	Writing	C- 3, L - 3, O - 2, M - 2	10
15 (5) 1×1 = 1	Reading	(1) ½x 4 = 2 (2) 1x2 = 2 (3) 1×1 = 1 (4) ½×2 = 1 (6) 1×1 = 1	
		Total	08
16	Writing	C- 5, L - 5, O - 2, M - 3	15
	Total		60

Paper I	=	40 marks
Paper II	=	60 marks
Total	=	100 marks

IMPORTANT POINTS

Please note

- All sections of each test item are marked, and added correctly.
- In writing tests, marks given under each criterion are added to get the total marks.

eg.
C	–	3
L	–	2
O	–	1
M	–	2
Total		8

- All written answers have to be read carefully, spending a considerable time before deciding on the mark.
- To be quick in order to finish early should not be the attitude.
- Standardization helps you to become a confident marker.
- Marking is an experience which enhances your knowledge about teaching, learning and testing.
- Please follow the guidelines given in the check list for the Chief Examiners.

Assessing writing

Please note

- To pay attention to the length of the answer in awarding marks for the content.
- If 0 (zero) marks are awarded to the content, do not award marks for language, format, organization and mechanics of writing.
- If 0 (zero) marks are awarded for language, do not award full marks for content.

Paper I – Questions 6 & 8
Paper II – Questions 14 & 16

Paper I -Questions 6 & 8

Content - 2
Language - 3
Total - 5

Content – Questions 6 & 8

	Question 6	Question 8
2	All points included	Meaningful paragraph with required length
1	Only some points included	Insufficient content
0	Question copied / Totally irrelevant	Question copied / Totally irrelevant

Language - Questions 6 & 8

	Question 6
3	Almost no errors, well connected sentences, correct spelling and punctuation
2	Some errors, well connected sentences, some errors in spelling and punctuation
1	Only one/two correct sentences
0	All sentences incorrect

Paper II -Question 14

Content - 3
Language - 3
Format & organization - 2
Mechanics of writing - 2

Total - 10

14 (a)

Content – Informal letter

3	All points included
2	Most of the points included
1	Only a few points included
0	Question copied /Totally irrelevant

14(b)

Content – Bar graph

3	Correct interpretation of the bar graph, all the information included.
2	Has written on most of the information, correct interpretation of the bar graph
1	Interpretation not sufficient
0	Question copied /Totally irrelevant

14 (a) & (b)

Language

3	Almost no errors, well connected sentences, good range of vocabulary
2	Some errors, well connected sentences, good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

Format & organization

2	Appropriate format, well organized ideas, connected meaningful paragraphs
1	Ideas not well connected, errors in format
0	No organization at all

Mechanics of writing

2	No spelling errors, correct punctuation, clear handwriting
1	Hand writing clear but errors in spelling and punctuation
0	Unintelligible writing

Paper II - Question 16

Content	-	5
Language	-	5
Format & Organization	-	2
Mechanics of writing	-	3
Total		15

(16 a)

Content – Article

4 – 5	Has written on all points including sufficient facts relevant to the topic. Article is of required length.
2 – 3	Has written on most of the points relevant to the topic. Information and facts given not sufficient. Article is of required length.
1	Has attempted to write on the topic. Content and descriptions not sufficient.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors, well connected sentences, good range of vocabulary. Style of language is suitable for an article.
2 – 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

(16 b) Content – speech

4 – 5	Has written on all points including sufficient facts relevant to the topic. Speech is of required length.
2 – 3	Has written on most of the points relevant to the topic. Factual description not sufficient. Speech is of required length.
1	Has attempted to write a speech. Content and descriptions not sufficient.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors, well connected sentences, good range of vocabulary. Use of language is suitable for speech.
2 – 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary
1	Only a few correct sentences
0	All sentences incorrect

(16 C) Content – essay

4 – 5	All points included. Essay is of required length. Sufficient and clear description given on each point
2 – 3	Most of the points included. Factual description not sufficient. Sufficient and clear description of the points included.
1	Only few points are included
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors, well connected sentences, good range of vocabulary. Style of language is suitable for a speech.
2 – 3	Some errors – Meaning is not clear at times due to language problems. Good range of vocabulary.
1	Only a few correct sentences
0	All sentences incorrect

(16 D) Content – Dialogue

4 – 5	Dialogue is fully developed and relevant to the theme/clue given Dialogue is complete with a beginning and end. Dialogue is of the required length.
2 – 3	Dialogue is partially developed but relevant to the theme/clue given. Dialogue is incomplete. Dialogue is not of required length.
1	Has attempted to write the dialogue.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors, well connected exchanges, good range of vocabulary. Style of language(informal) is suitable for a dialogue.
2 - 3	A few errors – Meaning is not clear at times due to language problems. Good range of vocabulary.
1	Only a few correct exchanges.
0	All sentences incorrect.

16 a& b Format and organization

2	Well organized ideas, connected meaningful paragraphs.
1	Ideas not well connected.
0	No organization at all.

16 c

2	Appropriate beginning and ending of a speech. Well organized ideas, connected meaningful paragraphs.
1	Some Ideas not well connected properly and not meaningful.
0	No organization at all.

16 d

2	Appropriate beginning and ending of a dialogue. Well-connected ideas, connected meaningful exchanges.
1	Some ideas not well connected and meaningful.
0	No organization at all.

Mechanics of writing

16 a, b, c & d

3	No spelling errors, Correct punctuation, Clear handwriting.
2	A few errors in spelling and punctuation. Clear handwriting.
1	Hand writing clear but errors in spelling and punctuation.
0	Unintelligible writing.

Specifications - Paper 1

Test 1 Reading ***Testing Technique*** :-Matching ***Text type:-*** Instructions ***Competency:-*** Extracts necessary information from various types of texts. ***Competency Level:-*** Assess the ability to use visual clues to derive the meaning of the texts.	**Test 2 Vocabulary** ***Testing Technique:-*** Gap filling ***Text type:-***A dialogue ***Competency:-*** Building up vocabulary using words appropriately and accurately to convey precise meaning ***Competency Level:-*** Assess the ability to use nouns, verbs, adjectives and adverbs appropriately.
Test 3 Vocabulary ***Testing Technique:-*** Gap filling ***Text type:-*** A picture description ***Competency:-*** Building up vocabulary using words appropriately. ***Competency Level:-*** Assess the ability to use nouns verbs adjectives & adverbs appropriately.	**Test 4 Grammar & Language functions** ***Testing Technique:-*** Gap filling ***Text type:-*** Passage ***Competency:-*** Uses English grammar for the purpose of accurate and effective communication. ***Competency Level:-*** Assess the ability to use pronouns appropriately.
Test 5 Reading ***Testing Technique:-*** Transferring information ***Text type:-*** Descriptive text ***Competency:-*** Extracts necessary information from various types of texts. ***Competency Level:-*** Assess the ability to extract information from various types of simple texts/ Transfer information into other forms.	**Test 6 Writing** ***Testing Technique:-*** Guided writing ***Text type:-*** A notice ***Competency:-*** Uses English creatively and innovatively in written communication. ***Competency Level:-*** Assess the ability to write for official purposes.
Test 7 Reading ***Testing Technique:-*** MCQs ***Text type:-*** A narrative text ***Competency:-*** Extracts necessary information from various types of texts. ***Competency Levels:-*** Assess the ability to extract information from various types of simple texts	**Test 8 Writing** ***Testing Technique:-*** Free writing ***Text type:-*** A paragraph ***Competency:-*** Uses English creatively and innovatively in written communication. ***Competency Level:-*** Assess the ability to write simple compositions on different types of topics.

Paper I

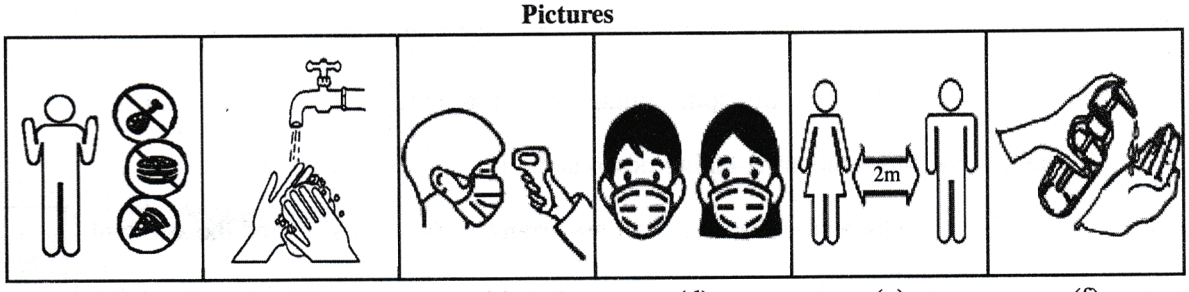
Question No	Skill	Marks Distribution	Total
01	Reading	1×5	05
02	Vocabulary	1×5	05
03	Vocabulary	½×10	05
04	Grammar & language functions	1×5	05
05	Reading	1×5	05
06	Writing	C – 2, L - 3	05
07	Reading	1×5	05
08	Writing	C – 2, L - 3	05
	Total		40

For examiners' use only

Test 1

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

Pictures



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

Instructions

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

Q. 1 — 1 × — Total 5

Test 2

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

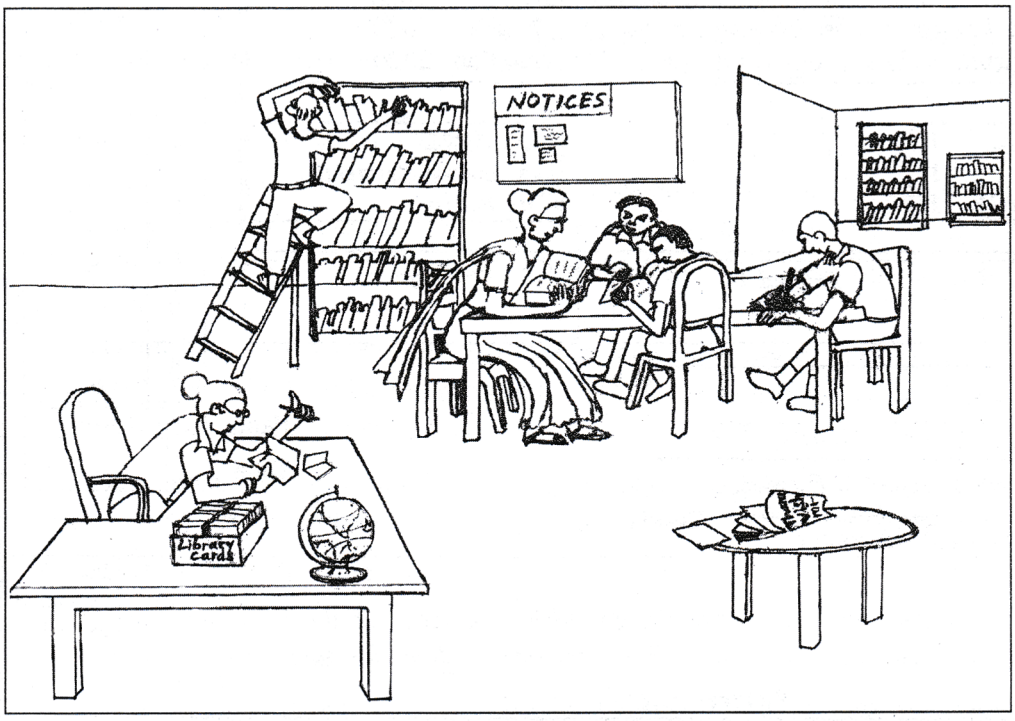
Shevon : Hello! Is that Naduni? Shevon here.
Naduni : Hello Shevon. How are you doing?
Shevon : Not bad. Did you (1) ….c…. the Science lesson this morning?
Naduni : No, I couldn't. I woke up a little (2) ….d…. . Did you watch it?
Shevon : Yeah, it was an (3) ….b…. lesson on pollution.
Naduni : Who (4) ….e…. the lesson?
Shevon : Mr. Sivagurunathan. He explained it (5) ….f…. with many examples.
Naduni : I feel bad that I missed it.
Shevon : Don't worry. I took down some notes. I will (6) ….a…. them with you.
Naduni : Thanks Shevon.
Shevon : You are welcome!

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

Q. 2 — 1 × — Total 5

○ **Test 3**

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



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

This picture shows a library. There are some students and a (1) ……b…… sitting at the (2) ……g…… in the middle. One student is taking down some (3) ……i…… while the others are reading (4) ……a…… . The books on the (5) ……k…… are arranged (6) ……h…… and the assistant librarian is (7) ……c…… on a small (8) ……f…… selecting some books. The librarian at the (9) ……e…… table is (10) ……j…… some library cards. There is a (11) ……d…… on her table.

○ **Test 4**

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

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

For examiners' use only

Test 5

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

Malta

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

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

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

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

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

Q.5

1 ×

Total 5

Test 6

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

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

Notice

To all students of Grade 11B,

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

Please bring necessary tools and equipment.

You are invited to join this programme.

Monitor

(Grade 11B)

Q.6

C

L

Total 5

For examiners' use only

Test 7

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

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

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

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

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

(1) How often did the writer and his family visit grandma?
(a) once a month (b) once a year (c) once a week

(2) What did grandpa offer them?
(a) a bowl of soup (b) a glass of milk (c) a bar of Chocolate

(3) Where was the antique clock?
(a) high on the wall (b) in the kitchen (c) on the cabinet

(4) 'Eventually' in line 13 means;
(a) finally (b) gradually (c) soon

(5) What is the correct order of events which happened at grandma's?
(a) playing in the garage, hiding under grandma's bed, eating a bar of chocolate
(b) eating a bar of chocolate, playing in the garage, hiding under grandma's bed
(c) eating a bar of chocolate, hiding under grandma's bed, playing in the garage

Q. 7

1 ×
Total 5

Test 8

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

(a) A helpful person in my life (b) A place I like to visit

A helpful person in my life.

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

Q. 8

C
L
Total 5

Specifications - Paper II

Test 9 Vocabulary ***Testing Technique:-*** Gap filling ***Text type:-*** A descriptive text ***Competency:-*** Building up vocabulary using words appropriately and accurately to convey precise meaning ***Competency Level:-*** Assess the ability to use nouns, verbs, adjectives and adverbs appropriately.	**Test 10 Grammar & Language functions** ***Testing Technique:-*** Question formation ***Text type:-***Descriptive text ***Competency:-*** Uses English grammar for the purpose of accurate and effective communication. ***Competency Level:-*** Assess the ability to construct simple sentences.
Test 11 Reading ***Testing Technique:-*** Gap filling/ Banked cloze ***Text type:-*** A short descriptive text ***This test item intends to test overall grammatical proficiency/competency of the candidate.***	**Test 12 Grammar & Language functions** ***Testing Technique:-*** Gap filling ***Text type:-*** A short descriptive text ***Competency:-*** Uses English grammar for the purpose of accurate and effective communication. ***Competency Level:-*** Assess the ability to construct simple sentences. (using correct verb forms)
Test 13 Reading ***Testing Technique:-*** Matching ***Text type:-*** A descriptive text ***Competency:-*** Extracts necessary information from various types of texts. ***Competency Levels:-*** Assess the ability to infer implied information/transfer information in to other forms.	**Test 14 writing** ***Testing Technique:-*** Guided writing ***Text type:-*** (a) An informal letter (b) Bar chart ***Competency:-*** Uses English creatively and innovatively in written communication. ***14(a) Competency Level:-*** Assess the ability to write for personal purposes. ***14(b)*** Assess the ability to write simple composition on different types of topics.
Test 15 Reading ***Testing Technique:-*** True/False , MCQs, short answers ***Text type:-*** A descriptive text ***Competency:-*** Extracts necessary information ***Competency Level:-*** Assess the ability to write ***Competency Level:-*** Assess the ability to infer implied information/Assess the ability to extract information from various types of simple texts/ find synonyms and antonyms for given words.	**Test 16 Writing** ***Testing Technique:-*** Guided Writing ***Text type:-*** An article/ speech/essay/dialogue ***Competency:-***Uses English creatively and compositions.

Paper II

Question No	Skill	Marks Distribution	Total
09	Vocabulary	1×5	05
10	Grammar & language functions	1×5	05
11	Reading	½×14	07
12	Grammar & language functions	1×5	05
13	Reading	1×5	05
14	Writing	C- 3, L - 3, O - 2, M - 2	10
15	Reading	(1) ½x 4 = 2 (2) 1x2 = 2 (3) 1×1 = 1 (4) ½×2 = 1 (5) 1×1 = 1 (6) 1×1 = 1	
		Total	08
16	Writing	C- 5, L - 5, O - 2, M - 3	15
	Total		60

Test 9

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

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

For examiners' use only

Q. 9

1 ×

Total 5

For examiners' use only

○ Test 10

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

(1) Dr. Arthur C. Clarke is a famous science fiction writer.
Who is Dr. Arthur C. Clarke.....?

(2) He was born in England.
Where was he / Dr. Arthur C. Clarke born.....?

(3) His childhood dream was to become a space scientist.
What was his childhood dream./ dream.....?

(4) Dr. Clarke immigrated to Sri Lanka in 1956.
When did Dr. Clarke / he immigrate to Sri Lanka.....?

(5) He loved Sri Lanka because it has many beautiful beaches.
Why did he / Dr. Clarke love Sri Lanka.....?

(6) Dr. Clarke lived in Sri Lanka for 52 years.
For how long did Dr. Clarke / he live in Sri Lanka.....?

Q. 10

1 ×
Total 5

○ Test 11

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

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

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

Q. 11

½ ×
Total 7

For examiners' use only

Test 12

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

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

Q. 12

1 ×
Total 5

Test 13

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

Film **A**

12 Years a Slave

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

Film **B**

Virunga

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

Film **C**

The Bridge on the River Kwai

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

Film **D**

A Tale of Marie and Three Puppies

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

Film **E**

The Blue Elephant

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

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

Q. 13

1 ×
Total 5

For examiners' use only

○ **Test 14**

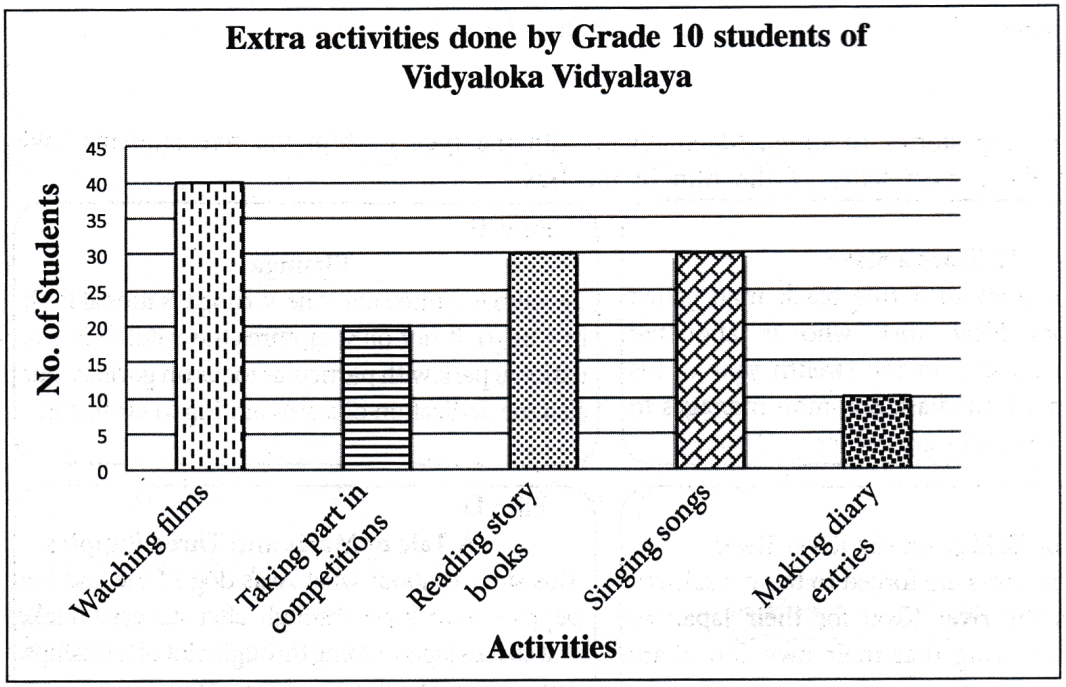
(a) Write a letter to one of your friends who is studying in a foreign country. Describe the plans for your future education. Use about **100** words.
Include the following:

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

OR

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

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



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

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

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

For examiners' use only

Q. 14

C
L
O
M
Total
10

❍ **Test 15**

Read the following text and answer the questions given below.

Life of Sea Otters

① The relationship between a mother and her pup shows the most intimate association in a sea otter's life. The adult male provides no parental care, which is typical for most mammals. However a female sea otter spends a great deal of time and energy in caring for her **offspring**, which depend on her for nourishment and protection.

② A mother and her pup are never far apart during the entire time. A pup spends most of its time riding on its mother's belly. Even very large pups, six months or older, may still try to "climb on board". You can't help but feel sorry for a mother struggling to paddle with a pup nearly **her** own size riding on her stomach!

③ A mother's protective behaviour towards her offspring is obvious to anyone. Scientists have made interesting observations on mothers' and pups' behaviour. One mother was found fondling the dead body of a pup and attempting to groom the dead body. In Monterey Harbour, one female who had just lost her pup was seen mothering a plastic bottle - holding it under her chin and fondling **it** as if it were her pup. One brave mother actually climbed into a boat to rescue her large pup.

④ While being attentive to their own young, females rarely care for another mother's pup, probably in part because there's little chance that a mother who has lost her own pup will **encounter** an orphan.

⑤ A pup gets most of its nourishments by nursing from its mother for the first two months of its life. Although the mother continues to suckle her pup throughout the dependency period, the pup gradually adds more solid food to its diet.

⑥ A female's two nipples are often visible on her lower abdomen when she is producing milk. Like other marine mammals, sea otters produce milk that's extremely rich in protein and fat and low in lactose or milk sugar.

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

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

(½ × 4 = 02 *marks*)

For examiners' use only

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

(a) 'offspring' in paragraph ①

(i) female otters (ii) male otters

(iii) baby otters (iv) adult otters

(b) 'encounter' in paragraph ④

(i) ignore (ii) dislike (iii) meet (iv) look after

(1 × 2 = 02 *marks*)

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

entire

(01 *mark*)

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

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

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

(½ × 2 = 01 *mark*)

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

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

(2) A mother's protective behaviour towards her offspring is obvious to anyone.

(3) Scientists have made interesting observations on mothers and pups.

(01 *mark*)

(6) Study the four sub-headings given below.

Underline the most suitable sub-heading for the **last** paragraph.

(1) The role of female sea otters

(2) The art of feeding the pups

(3) Nutritional value of sea otter milk

(4) Features of the body of the sea otter

(01 *mark*)

Q. 15

1-
2-
3-
4-
5-
6-

Total 8

○ **Test 16**

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

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

Include

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

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

Include

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

For examiners' use only

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

Include

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

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

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

Shenal : Yes. How did you like it?

16 c. Sources of Information.

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

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

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

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

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

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

* * *

For examiners' use only

Q. 16

C
L
O
M
Total 15