



OL/31/E/1314/

Department of Examinations – Sri Lanka

G.C.E. (O/L) Examination (2023)2024

U
L
O
M
1
2
3
4
/

31 - English Language

Marking Scheme

Credibility of Results Depends on the
Reliability and Consistency of Marking

***Overlook any
answer**

***Overmark any
answer**

***Undermark any
answer**



**Be familiar with
the marking
scheme**

***Orientation**
***Standardization**
***Review**

The Quality of Assessors is Critical to the Quality of Assessment Result.

- Pearl-Zhu

This document has been prepared for the use of Marking Examiners. Some changes would be made according to the views presented at the Chief Examiners' Meeting

Amendments are to be included

ELIT 3002: Postcolonial and Sri Lankan Literature

Duration: Three hours

Answer four questions only. Each question carries 25 marks. Do not refer to the author or text in more than one question.

1. "Post-colonial literature often involves writings that deal with issues of de-colonization or the political and cultural independence of people formerly subjugated to colonial rule". Explore the validity of this statement with reference to any **three writers** from your syllabus.
2. "J.M. Coetzee reinvents the 'canonical' story of *Robinson Crusoe*, and in so doing, directs our attention to the seduction and tyranny of storytelling itself." Discuss with reference to



Search



ENG
INTL



6:16 PM

6/16/2024



G.C.E.(O/L) EXAMINATION - 2023 (2024)

Common Techniques of Marking Answer Scripts.

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

1. Each Assistant Examiner should use red colour ball-point pen for marking answer scripts.
2. A purple colour ball-point pen should be used by Chief Examiners.
3. Code number of the Assistant Examiner should be noted down on front page of each answer script. Enter marks in **clear numerals**.
4. Write off incorrectly written numerals with a clear single line and authenticate the alterations with Examiner's initial.
5. Enter the marks of each subsection of a question as a rational number in the given space of Δ and the final marks of each question should be entered as a total rational number in the given space of \square by denoting respective question number as well. Use the column assigned for the Examiners to write marks.
6. Evaluation Mark Finalizer should use blue or black colour pen to verify the accuracy of the marks.

Example: Question No. 03

- (i) \checkmark $\Delta \frac{4}{5}$
- (ii) \checkmark $\Delta \frac{3}{5}$
- (iii) \checkmark $\Delta \frac{3}{5}$

03 (i) $\frac{4}{5}$ + (ii) $\frac{3}{5}$ + (iii) $\frac{3}{5}$ = $\square \frac{10}{15}$

MCQ answer scripts: (Template)

1.
 - i. Mark the correct options on the template according to the Marking Scheme.
 - ii. Cut off the marked windows with a blade.
 - iii. Cut off the cages for Index Number and the number of correct options so as to be able to keep the template correctly on the answer script.
 - iv. Cut off a blank space to the right of each options column to mark the answers.
 - v. Cut off the cages for the subject number and the subject to be clearly visible.
 - vi. **Submit the prepared template to the Chief Examiner for approval.**
2. Then, check the answer scripts carefully. If there are more than one or no answers marked to a certain question write off the options with a line. Sometimes candidates may have erased an option marked previously and selected another option. In such occasions, if the erasure is not clear write off those options too.

3. Place the template on the answer script correctly. Mark the right answers with a '✓' and the wrong answers with a 'X' against the options column. Write down the number of correct answers inside the cage given under each column. Then, add those numbers and write the number of correct answers in the relevant cage.

Structured essay type and essay type answer scripts:

1. Cross off any pages left blank by candidates. **Underline wrong or unsuitable answers and write cross mark. Point-out areas by a check mark, where marks can be offered.**
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, and write off answers with lower marks if extra questions have been answered against instructions.
4. Add the total marks carefully and write 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.

Except for the subjects with a single question paper, final marks of two papers will not be calculated within the evaluation board. Therefore add separate mark sheets for each of the question paper. Enter paper I marks in "Total Marks" column of the mark sheet and write them in words as well. Enter paper II Marks in the " Total Marks" Column and include the relevant details. For the subject 43 Art, Paper I, II and III Marks should be entered numerically in the separate mark sheets and **should also be written in words**.

For subjects 21 Sinhala language and literature and 22 Tamil Language and literature, paper I marks once entered numerically should be written in words. Use separate marks sheets for the papers II and III and enter the total marks in the "Total marks column". Write the relevant detailed marks against each of the total mark.

N.B.:-

- I. Final marks for paper I, paper II or paper III should always be rounded up to the nearest whole number and they should never be kept as decimal or half values.
- II. Each page of the mark sheet should be compulsorily verified by the Assistant Examiner who entered marks to the mark sheet, Assistant Examiner who checked the mark sheet, the Verifying Examiner of the evaluation marks and Chief Examiner by placing respective code number and the signature.

Paper 1

Question No.	Skill	Marks Distribution	Total
01	Reading	1x5	05
02	Vocabulary	1x5	05
03	Vocabulary	½x10	05
04	Grammar & Language Functions	1x5	05
05	Reading	1x5	05
06	Writing	C - 2, L - 3	05
07	Reading	1x5	05
08	Writing	C - 2, L - 3	05
Total			40

Paper II

Question No.	Skill	Marks Distribution	Total
09	Vocabulary	1x5	05
10	Grammar & Language Functions	1x5	05
11	Reading	½x14	07
12	Grammar & Language Functions	1x5	05
13	Reading	1x5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	(1) ½x 4 = 2 (2) 1x1 = 1 (3) (a) 1x1 = 1 (b) 1x1 = 1 (4) 1x1 = 1 (5) 1x1 = 1 (6) 1x1 = 1	08
16	Writing	C - 5, L - 5, O - 2, M - 3	15
Total			60

IMPORTANT POINTS

Please note

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

e.g. C – 5
L – 5
O – 2
M – 3
Total 15

- 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 by the chief examiner.

Assessing writing

Please note

- To pay attention to the length of the answer in awarding marks for the content.
- If 0 (zero) mark is awarded to the content, do not award marks for language, organization and mechanics of writing.
- If 0 (zero) mark is 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
 2 - 28
 73 points are included

Content – Questions 6 & 8

Marks	Question 6	Question 8
2	If four ^{three} points are included out of the six points given from: name of the train, the time of departure, platform, scheduled arrival, duration of delay, new departure time, give full marks for content.	Meaningful paragraph with required length and minimum of three points according to the topic, give full marks content.
1	Only one or two points included give one mark	If at least one point is included, give one mark.
0	Question copied/Points copied without any additions no marks.	If question copied/not attempted and an irrelevant answer is given -no marks.

Language - Questions 6 & 8

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

(If the word count is less than 20, overall marks for the answer should not exceed 2 marks.)

Paper II - Question 14

Content	- 3
Language	- 3
Organization	- 2
Mechanics of writing	- 2
Total	- 10

14 (a) – Informal letter to the best friend**Content – Informal letter**

3	Include all three points with sufficient facts (i) <u>Express your regret for cancellation</u> (ii) <u>give reasons for it</u> (iii) <u>give any future arrangements.</u>
2	Only two points included with adequate facts.
1	Only one point included.
0	Question copied /Totally irrelevant

14(b) Bar chart**Content – Bar chart**

3	Correct interpretation of the bar-chart, that shows the results of a survey on excuses for being late to school given by the grade 11 students of Vidukirana Maha Vidyalaya.
2	Has written on most of the information with the correct interpretation of the bar-chart.
1	Has written some inadequate information about the chart. Interpretation not sufficient.
0	Question copied, points copied.

14 (a) & (b)**Language**

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

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	Handwriting clear but errors in spelling and punctuation.
0	Unintelligible writing.

(If the word count is less than 40, overall mark of the answer should not exceed 4 marks)

Paper II - Question 16

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

(16 a) An article on- The Role of Advertising in Media.**Content – Article**

4 - 5	Has written the article including all 4 points - (i) what advertising is (ii) why it is necessary (iii) how it influences the public (iv) its adverse effects on the society award 4-5 marks. Use your discretion in deciding the mark.
2 - 3	Has written on 2-3 points relevant to the topic. Information and facts given not adequate. Article is of required length.
1	Has attempted to write on the topic. Content and descriptions not sufficient.
0	Question copied / points given are totally irrelevant.

Language

4 - 5	Almost no errors in language, well connected sentences in paragraphs, 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) An essay on The Importance of Regular Exercise for Our Health**Content – Essay**

4 - 5	All points included - (i) The types of regular exercise (ii) The advantages of regular exercise (iii) Steps that could be taken to make it popular among people. Essay is of required length. An adequate and a clear description is given on each point.
2 - 3	Included 2-3 points. Factual description given is not adequate. Adequate and clear description of the points included.
1	Attempted to write the essay.
0	Question copied / Totally irrelevant.

Language

4 - 5	Almost no errors in language, well connected sentences and paragraphs, good range of vocabulary. style of language is suitable for an essay.
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) Speech made at the Zonal English Speech Competition on The Need of an Efficient Public Transport System for a Developing Country.

Content – Speech

4 – 5	All 3 points are included – (i)The modes of public transport (ii) the benefits of a public transport system (iii) disadvantages of an inefficient public transport system and a suitable conclusion including adequate facts. Speech is of required length.
2 – 3	Has written on 2-3 points relevant to the topic. Factual description not adequate. Speech is of required length.
1	Has attempted to write a speech including at least 1 point. Content and descriptions not adequate.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors in language, well connected sentences in paragraphs, good range of vocabulary. Use of language suitable for a speech.
2 – 3	Some errors in language, 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) Complete the story

Content – Completing the story stating what you did to the parcel

4 – 5	Narrating the story including adequate information about what you did to the parcel. The story is described using proper punctuation marks appropriately. The story is of the required length
2 – 3	The story is partially described, Description of the story is incomplete The description is not of required length
1	Has attempted to write the story.
0	Question copied / Totally irrelevant

Language

4 – 5	Almost no errors well connected sentences and paragraphs or exchanges, a good range of vocabulary.
2 - 3	A few 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 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 and not meaningful.
0	No organization at all.

16 d

2	Well organized ideas connected meaningful paragraphs/ appropriate beginning and ending of a story. Well-connected ideas, connected meaningful sentences.
1	Some ideas not well connected and meaningful.
0	No organization at all.

Mechanics of writing

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.

(If the word count is less than 50, overall mark of the answer should not exceed 5 marks)

around 1 paragraph

Specifications - Paper 1

<p>Test 1 - Testing Reading</p> <p>Text Type – Pictures/ Descriptions</p> <p>Competency 5 -Extracts necessary information from various types of texts.</p> <p>Competency Level - 5.2 Extracts necessary information from various types of simple texts</p> <p>Total Number of items 05</p> <p>Learning outcome – Finds specific information from visual clues and match with definitions.</p> <p>Testing technique - Matching</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process - Understanding Factual Knowledge</p>	<p>Test 2 - Testing Vocabulary</p> <p>Text Type - Dialogue</p> <p>Competency 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.</p> <p>Competency Level 4.7 Uses nouns, verbs, adjectives, and adverbs appropriately.</p> <p>Total number of items - 05</p> <p>Learning outcome - to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation.</p> <p>Testing technique – Fill in the blanks</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process – Understand and apply Factual and Conceptual Knowledge.</p>
<p>Test 3 - Testing Vocabulary</p> <p>Text Type – Picture Description</p> <p>Competency 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.</p> <p>Competency Level 4.7 Uses word classes like verbs, adjectives, and adverbs appropriately.</p> <p>Total number of items - 10</p> <p>Learning outcome - to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation.</p> <p>Testing technique – Fill in the blanks</p> <p>Marks - $\frac{1}{2} \times 10 = 05$</p> <p>Cognitive Process - Understand and apply Conceptual Knowledge.</p>	<p>Test 4 - Grammar and Language Functions</p> <p>Text Type – A Passage</p> <p>Competency 6 Uses English Grammar for the purpose of accurate and effective communication.</p> <p>Competency Level 6.7 Uses prepositions appropriately.</p> <p>Total number of items - 5</p> <p>Learning outcome - Uses prepositions appropriately in a context.</p> <p>Testing technique – Fill in the blanks</p> <p>Marks - 1 x 5 = 05</p> <p>Cognitive Process - Understand and apply Factual and Conceptual Knowledge.</p>

<p>Test 5 – Reading</p> <p>Text Type - A descriptive passage</p> <p>Competency - 5 Extracts necessary information from various types of texts.</p> <p>Competency Level - 5.2 Extracts necessary information from various types of simple texts</p> <p>Total Number of items 05</p> <p>Learning outcome- Locate necessary information and process such information accurately and appropriately to comprehend a reading text.</p> <p>Testing technique – Read and fill in the blanks</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process - Understand and apply Factual Knowledge</p>	<p>Test 6 – Writing</p> <p>Text Type - Announcement</p> <p>Competency – 7 Uses English creatively and innovatively in written communication.</p> <p>Competency Level - 7.7 Writes for official purposes</p> <p>Total Number of items 01</p> <p>Learning outcome - to enable the candidates to write a railway announcement.</p> <p>Testing technique – Guided writing</p> <p>Marks Content 2 Language 3 = 05</p> <p>Cognitive Process - Understand and Create Factual Knowledge</p>
<p>Test 7 – Reading</p> <p>Text Type – A story</p> <p>Competency – 5 - Extracts necessary information from various types of texts.</p> <p>Competency Level - 5.2 Extracts necessary information from various types of simple texts</p> <p>Total Number of items 05</p> <p>Learning outcome –Locate necessary information and process such information accurately and appropriately to comprehend a reading text.</p> <p>Testing technique – MCQ</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process -Understand and apply Factual Knowledge</p>	<p>Test (8) – Writing</p> <p>Text Type – A paragraph</p> <p>Competency – 7- Uses English creatively and innovatively in written communication.</p> <p>Competency Level – 7. 1 Writes descriptions of people, animals, places, and things</p> <p>Total Number of items 01</p> <p>Learning outcome – to enable the candidates to face writing tasks of the national level examinations with confidence and understanding. To enable the students to write a note/ notice.</p> <p>Testing technique – Free writing</p> <p>Marks Content 2 Language 3 = 05</p> <p>Cognitive Process - Understand and create Factual Knowledge</p>

Specifications - paper II

<p>Test 9 Testing Vocabulary</p> <p>Text Type - A Descriptive Text</p> <p>Competency 4. Builds up vocabulary using words appropriately and accurately to convey precise meaning.</p> <p>Competency Level 4.7 Uses nouns, verbs, adjectives, and adverbs appropriately.</p> <p>Total number of items - 05</p> <p>Learning outcome - to expand productive and receptive vocabulary of students to use English language appropriately and accurately in any real-life situation.</p> <p>Testing technique - MCQ</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process – Remember, Understand and Apply Factual and Conceptual knowledge.</p>	<p>Test 10 Grammar and Language Functions</p> <p>Text Type - A Letter</p> <p>Competency 6 Uses English Grammar for the purpose of accurate and effective communication.</p> <p>Competency Level 6.1 Construct simple sentences-“Be” verb (positive ,negative, question, negative question form)</p> <p>Total number of items - 5</p> <p>Learning outcome - to use different verb forms appropriately in a context.</p> <p>Testing technique – Fill in the blanks</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process - Understand and Apply Conceptual Knowledge</p>
<p>Test 11 – Reading – Banked Cloze Test</p> <p>Text Type – A descriptive passage</p> <p>Competency- 5 Extracts necessary information from various types of texts</p> <p>Competency Level - 5.2 Extracts necessary information from various types of simple texts</p> <p>Total Number of items 14</p> <p>Learning outcome –Locate necessary information and process such information accurately and appropriately to comprehend a reading text.</p> <p>Testing technique – Filling the blanks</p> <p>Marks $\frac{1}{2} \times 14 = 7$</p> <p>Cognitive Process - Understand and apply Factual Knowledge</p>	<p>Test 12 Grammar and Language Functions</p> <p>Text Type – A text with direct and indirect speech</p> <p>Competency 6 Uses English Grammar for the purpose of accurate and effective communication.</p> <p>Competency Level 6. 11 Uses reported speech appropriately.</p> <p>Total number of items 5</p> <p>Learning outcome – Use reported speech in context</p> <p>Testing technique - MCQ</p> <p>Marks 1 x 5 = 05</p> <p>Cognitive Process - Understand and Apply Conceptual Knowledge</p>

Test 13 – Reading**Text Type** – Texts and Captions**Competency** – 5 - Extracts necessary information from various types of texts**Competency Level** - 5.2 Extracts necessary information from various types of simple texts**Total Number of items** 5**Learning outcome** – Locate necessary information and process such information accurately and appropriately to comprehend a reading text.**Testing technique** - Matching**Marks** 1 x 5 = 5**Cognitive Process** - Understand and apply Factual Knowledge**Test 15 – Reading****Text Type** – A Story**Competency** – 5 - Extracts necessary information from various types of texts**Competency Level** - 5.2 Extracts necessary information from various types of simple texts**Total Number of items** 6**Learning outcome** – Locate necessary information and process such information accurately and appropriately to comprehend a reading text.**Testing technique** – MCQ and True or False**Marks** 8**Cognitive Process** - Understand and apply Factual Knowledge**Test 14a 14 b Writing****Text Type** – 14 a Letter 14b Bar chart**Competency** – 7- Uses English creatively and innovatively in written communication.**Competency Level** – 7. 1 Writes descriptions of people, animals, places and things

7.3 Writes for personal purposes.

Total Number of items 02**Learning outcome** – To enable the students to write an informal letter and a description of a character.**Testing technique** – Descriptive writing**Marks** C 3 L 3 O 2 M 2 = 10**Cognitive Process** - Understand and create Factual Knowledge**Test 16 Writing 16a, 16b, 16c, 16 d****T. Type** (a) Article (b) Essay (c) Speech (d) Story**Competency** – 7- Uses English creatively and innovatively in written communication.**Competency Level** – 7. 5 Writes simple compositions on different types of topics.**Testing technique**- Guided writing and free writing**Total Number of items** 04**Learning outcome** – To enable the students to write a composition.**Marks** C 5 L 5 O 2 M 3 = 15**Cognitive Process** - Understand and create Factual Knowledge

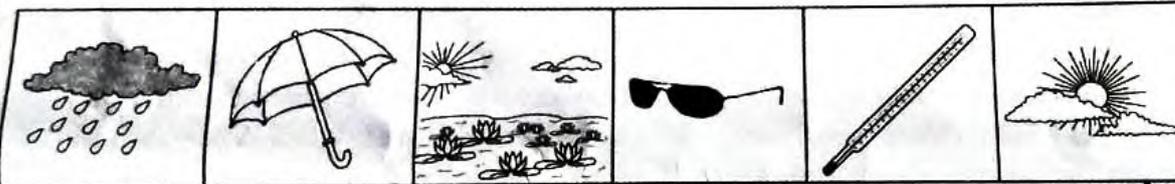
Paper 1

Question No.	Skill	Marks Distribution	Total
01	Reading	1x5	05
02	Vocabulary	1x5	05
03	Vocabulary	½x10	05
04	Grammar & Language Functions	1x5	05
05	Reading	1x5	05
06	Writing	C - 2, L - 3	05
07	Reading	1x5	05
08	Writing	C - 2, L - 3	05
Total			40

○ Test 1

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

For examiners' use only



(a) (b) (c) (d) (e) (f) Any indication is accepted

- (1) A lake full of flowers (2) An instrument for measuring temperature
- (3) The star that warms the earth (4) Drops of fresh water that fall from the sky
- (5) Dark eyewear that protects you from the sun (6) Something that is held over one's head for protection

Q. 1
1 x
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.*

spelling should be correct when there are written answers.

Arun : I want to do something interesting this weekend.
 Chamila : Lovely! We can do something together.
 Arun : Yes, that (1) good. What are you planning to do?
 Chamila : Well, I have arranged to go on a (2) to Kandy with some friends. Do you want to come with us?
 Arun : Great! (3) are you leaving?
 Chamila : Well, we have decided to start early in the morning on Sunday, and we are hoping to (4) Kandy by lunch time.
 Arun : Oh, in (5) case I have to come very early.
 Chamila : Yes, you must meet me (6) at six thirty in the morning.
 Arun : OK, good. I won't be late.

- (a) reach
- (b) trip
- (c) here
- (d) sounds
- (e) when
- (f) that

Q. 2
1 x
Total
5

○ Test 3

Study the picture and fill in the blanks in the paragraph 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) with
- (b) seven
- (c) ~~enjoy~~
- (d) drawing
- (e) seated
- (f) distance
- (g) plucking
- (h) guitar
- (i) holding
- (j) branch
- (k) book

Spelling should be written with a new

This is a beautiful scene of a children's park. Children (1) **c** doing different things here. There are (2) **b** of them. Some are boys and some are girls. One child is sitting on a (3) **j** of a large tree (4) **g** fruit. Another child can be seen (5) **e** under the tree reading a (6) **k**. The child standing in front of a white board is (7) **d** a picture. At a (8) **f**, a boy is playing a (9) **h**. A girl with curly hair is (10) **i** a kite. Another child is seen playing (11) **a** a ball. The children are enjoying themselves.

Q. 3

1/2 x

Total

5

○ Test 4

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

of, at, up, ~~by~~, to, for

A young man was driving to work. Suddenly he was surrounded (1) **by** flashing lights and four police cars. One officer told him to get out of the car. The young man followed his orders **not** knowing why that was happening. He ended (2) **up** in handcuffs in the back of the police car. A witness claimed she had seen him (3) **at** a murder scene. But what if this man isn't guilty (4) **of** murder? What if he is completely innocent? Perhaps he was in the wrong place at the wrong time, and he has a similar body build or hair colour (5) **to** that of the actual murderer. Now imagine your brother, your best friend or even yourself in this man's position. How difficult it would be (6) **for** you and your family to experience this! However, the police have no option other than arresting a suspect.

Q. 4

1 x

Total

5

Test 5

Read the text on "The Blue Whale" given below. Complete the table with the information. The first one is done for you.

The Blue Whale

The world's largest mammal is the blue whale. Although they can breathe air, blue whales are most at ease in the ocean, where their ability to float supports their amazing size. These marine animals can be found in every ocean on Earth, and they frequently swim alone or in tiny groups. A blue whale calf is born weighing two tons (approximately 1814 kg) and during its first year of life, it gains an additional 200 pounds (approximately 91 kg) every day. These enormous animals consume krill, which are tiny organisms that resemble shrimp. It is estimated that just a small number of blue whales inhabit the oceans worldwide. They were nearly driven to extinction because of years of hunting for their oil and blubber. Although they were shielded from extinction by the 1966 International Whaling Convention, they are currently listed as endangered.

For examiners' use only

ignore spelling

(1) A swimming style of whales	(a) alone or in tiny groups
(2) A common prey of whales	(b) <u>krill/tiny organisms</u>
(3) What hunters seek in whales other than oil	(c) <u>blubber</u>
(4) The extra weight a calf gains every day in its first year	(d) <u>200 pounds</u> <u>approximately 91 kg</u>
(5) The weight of a calf at birth	(e) <u>2 tons</u> <u>approximately 1814 kg</u> ...
(6) The year that ensured the safety of whales	(f) <u>1966</u>

Q.5

1 x

Total

5

kg, pounds, approximately

Test 6

Imagine that you are the officer in charge of making railway announcements at the Colombo Fort Railway Station. Study the situation given and write the railway announcement you would make to inform the passengers about the delay of the Udarata Menike Express Train to Badulla. Use about 40-50 words.

Include the following:

- Name of the train : The Udarata Menike Express Train
- The time of departure : 9.30 a.m.
- Platform : No 3
- Scheduled arrival : Badulla Railway Station at 3.30 p.m.
- Duration of delay : One hour
- New departure time : 10.30 a.m.

If the child has written the no cut it off and marks. But not full.

should be there *

Attention please, The Udarata Menike Express train scheduled to leave for Badulla from Colombo fort railway station, platform No.3, at 9.30 a.m will be delayed by one hour. It will now leave at 10.30 a.m, and will arrive at Badulla railway station one hour late

Q.6

C

L

Total

5

○ Test 7

Read the text and answer the questions.

In a village far away from the city lived a young girl named Pinky. She was an adventurous girl, always seeking new experiences. One sunny day, Pinky found a mysterious map in her grandfather's bookshelf. She, then, decided to go on a treasure hunt.

Following the clues of the map, Pinky journeyed through a forest crossing a bubbling stream. Along the way, she met many animals who supported her. A wise owl guided her through a dark forest, and a playful squirrel pointed towards a hidden cave.

As Pinky reached the cave, she found a **glittering** chest filled with gold. She was not interested in it. Excitement filled her heart as she realized the true wealth was the journey itself. She returned to the village with newfound friends and stories to share. Everyone in the village celebrated her adventurous spirit, and Pinky learned that sometimes the greatest treasures are the memories we create and the friends we make along the way.

Underline the correct answer.

- (1) What made Pinky go on a treasure hunt was
 - (a) the mysterious map.
 - (b) the surroundings of the village she lived.
 - (c) her grandfather's bookshelf.
- (2) The animals that she met in the forest were
 - (a) rude.
 - (b) friendly.
 - (c) indifferent.
- (3) The word that best explains the meaning of "glittering" can be
 - (a) valuable.
 - (b) shiny.
 - (c) old.
- (4) The animals who supported Pinky at the forest
 - (a) refused to come to the village with her.
 - (b) visited the village with her.
 - (c) stayed where they were.
- (5) The people in the village
 - (a) liked her treasure hunt.
 - (b) disliked her treasure hunt.
 - (c) were not bothered about her treasure hunt.

○ Test 8

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

- (a) How to use a library
- (b) The best gift I have received

Handwritten note: friend baby to her

The best gift I have received
 I have received many gifts on my birthdays
 such as books, clothes, shoes, toys etc
 But the gift that I received on my last
 birthday was very special. It's an expensive
 smart laptop. My cousin who studies in
 Australia sent it to me. It was a big surprise
 for me and it is very useful for my
 higher studies.

For
examiners
use only

Q. 7

1 x

Total

5

Q. 8

1

Total

5

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) 1x1 = 1 (3) (a) 1x1 = 1 (b) 1x1 = 1 (4) 1x1 = 1 (5) 1x1 = 1 (6) 1x1 = 1	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 each bracket.

For examiners' use only

New technology often creates serious problems. Vehicles, for example, provide (1) ((a) a little, (b) numerous, (c) much) benefits, but they also (2) ((a) pollute, (b) destroy, (c) ruin) the air and pose severe health risks to people and damage (3) ((a) energy, (b) waste, (c) property). It is difficult to imagine life (4) ((a) with, (b) without, (c) within) electricity and heat. Jet planes, while helping us in many ways, cause air pollution (5) ((a) refreshing, (b) releasing, (c) exchanging) hydrocarbons. The challenge, however, is to minimize the harmful effects of new technology on the environment.

Correct Spelling

Q. 9

1 x
Total
5

○ Test 10

Read Ganesh Ramalingam's letter to Sarala and fill in the blanks with the correct form of the verb given within brackets.

For examiners' use only

Dear Sarala,

Hope you are doing well. I would like to know how you are getting on. I am thinking about you and your well-being, especially during these difficult times. Write to me or call me whenever you need any help.

Also, it (1) is (be) a pleasure for me to hear how you are (2) progressing (progress) in your studies. Are there any subjects or topics that you find particularly challenging? (3) Remember (remember) it's perfectly normal to encounter difficulties along the way, and I'm here to help you overcome any problems you are likely to (4) face (face).

I would also like to discuss what you plan for your future. Have you thought about what you'd like to pursue after (5) completing (complete) the G.C.E. O/L examination?

In case you need any advice, feel free to contact me.

Wishing you all the best,

Ganesh Ramalingam.

Spelling should be considered

Q. 10

1 x
Total
5

○ Test 11

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

puddles	know	form	ever	comes	that	to	it
disappear	rainwater	somewhere	the	sometimes	cannot	what	

Rain is a very unpredictable natural process. Sometimes it rains. It rains and drains. The rain (1) comes down in heavy sheets. (2) sometimes it rains so hard (3) that it makes it difficult (4) to see. We all know (5) what it is like when (6) it rains. But have you (7) ever wondered where all the (8) rainwater goes? Does it just (9) disappear? We all know that it (10) cannot just disappear. As we (11) know, it has to go (12) somewhere. Raindrops fall to (13) the ground, join together to (14) form rain puddles. The rain puddles get bigger and bigger. Finally, they overflow. Like the rain drops, the rain puddles join. They form a stream. The stream carries the water down the hill. After a while the stream joins a river.

Q. 11

½ x
Total
7

consider spelling

○ Test 12

Read the text given below and **underline** the correct form given within each bracket.

As Rajini walked into the classroom, she noticed her friend Jaleel sitting alone, looking upset. "Hi, Jaleel, what's wrong?" Rajini asked.

Jaleel sighed and replied, "Well, yesterday my brother told me that (1) he had lost his job (a) he lost his job (b) he had lost his job (c) he will lose his job."

For
examiners'
use only

"Oh no, I'm sorry to hear that," Rajini said sympathetically and asked. (2)
((a) "How would he react?" (b) how he reacted. (c) how he could react.)

"He seemed really upset," Jaleel reported. My brother also told me that he (3)
((a) had worked (b) worked (c) having to work) there for five years and didn't know what to do next.

"That must have been tough for him," Rajini remarked. "Did he say anything else?"

"Yeah, he mentioned that (4) ((a) he is going to (b) he was going to (c) he were to) start looking for a new job right away," Jaleel continued. "But he also said he's worried about finding something as good as (5) ((a) what he was (b) what he had been (c) what he had). Rajini nodded understandingly. "It's understandable that he's feeling anxious about the future. Did he talk to anyone else about it?"

"No, not yet," replied Jaleel. He also thanked Rajini for her concern.

Q. 12

1 ×
Total
5

○ Test 13

Read the following extracts taken from books and magazines. Select the most suitable caption for each extract and write the letter of the caption in the box given against the text. There is one extra caption.

Captions

A Garbage disposal	B Time you should meet a doctor	C Feel free to talk
D Be a wise parent	E Use it well, it is not an enemy	F Tips to minimize environmental pollution

Extracts

	Extracts	
1	When settlements were very small, leftovers were simply thrown outdoors, where they finally decayed. But as communities grew, pigs and other animals helped clear away the stuff eating them. The animals, in turn, recycled the waste and thus created an even less appealing waste problem.	A
2	Many people are strangely passive when they visit a doctor. First of all, they often fail to provide the doctor with complete information about their medical problem. Secondly, many people fail to ask their doctor for a full and clear explanation of their condition.	C
3	Swollen glands in the body can be uncomfortable, but they are a welcome sign that your body is working to defend itself. They are often associated with an illness such as mumps, German measles, a cold, or flu, but an insect bite or an infected cut can also result in swelling. Still if swollen glands last more than a few days, it can be a sign of a serious illness, such as Hodgkin's disease.	B
4	Here are some tips to discourage TV watching and encourage reading. For one thing, have only one television set, and place it in the family room. Then if your child wants privacy, he or she will have to go elsewhere away from the TV. Secondly, connect eating with reading. Put a bookcase rather than a TV in the kitchen.	D
5	Children in Finland are the highest-scoring young readers in the world, but they spend more time watching TV than reading. Finnish national research has pointed out a key relationship between reading and Finnish TV. Many programmes have captions and watching these programmes seems to motivate and enhance reading among young readers.	E

Q. 13

1 ×
Total
5

Completed

Test 14

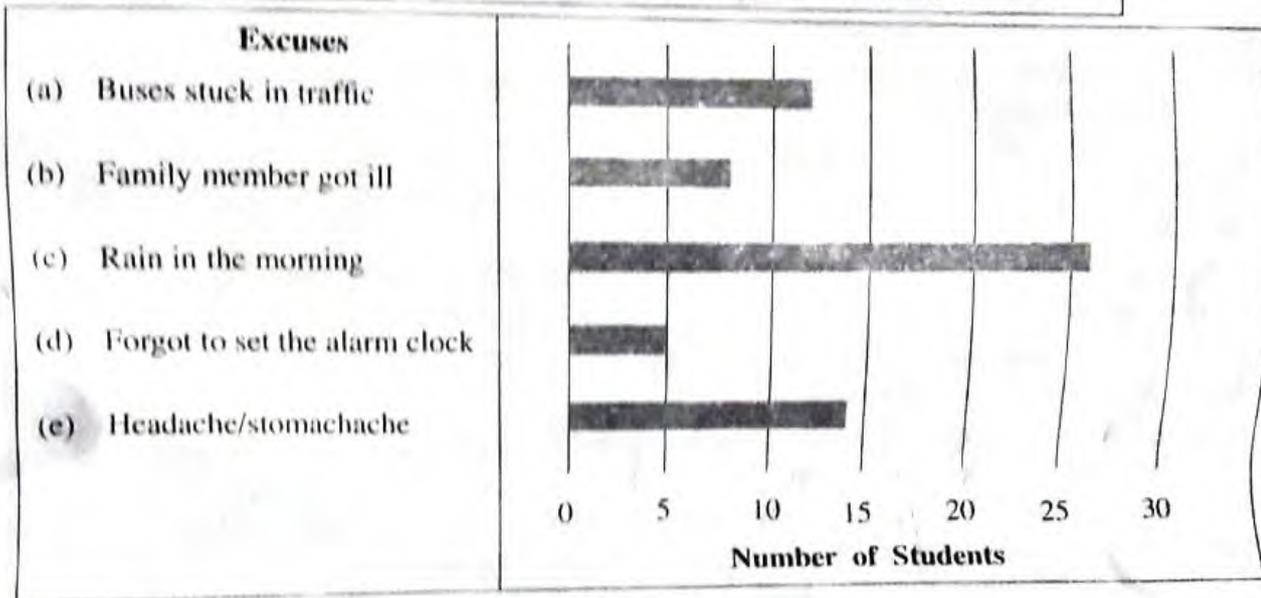
For
examiners
use only

- (a) You have invited your best friend to have lunch at home. Due to unavoidable circumstances you had to cancel the lunch. Write a letter to your friend informing him/her of the cancellation. Use about **100** words.
Include the following:
- express your regret for cancellation
 - give reasons for it
 - give any future arrangements

OR

- (b) The following bar chart displays the results of a survey done by the Vice Principal of Vidukirana Maha Vidyalaya on the reasons for grade 11 students to be late to school. The bar chart shows the excuses given by the students for being late to school. Write a description about it. Use about **100** words. The following words and phrases will help you.

many, some, a few, most, more than, less than



14-a).....

 No. 22/A
 Kandy Road
 Katugastota.
 10th May 2024.

Dear Malika,
 I hope you are fine and enjoying your holidays. I am sorry to tell you that I have to cancel the lunch which I had already arranged earlier to be held on 15th of May 2024 at my place.
 I have some difficulties in arranging the party during the next few weeks as my mother

For
examiners
use only

Q. 14

C
L
O
M
Total
10

has to undergo an eye operation unexpectedly.
 I hope you would understand this situation.
 So, we decided to cancel the lunch and
 look forward to inviting my friends on a convenient
 day for both parties in future.
 Sorry for the inconvenience caused. Hope to
 see you soon.
 With love,
 Heshani.

For
 examiners
 use only

Q. 14

C
 L
 O
 M

Total

10

○ Test 15

Read the following text and answer the questions given below.

Choosing one's fate

① Many years ago, there lived a man who was capable of loving and forgiving everyone he came across. Because of this, God sent an angel to talk to him.

'God asked me to come and visit you and tell you that he wishes to reward you for your goodness,' said the angel. 'You may have any gift you wish for. Would you like the gift

⑤ of healing sick people?

'Certainly not,' said the man. 'I would prefer God to choose those who should be healed.'

'And what about leading wrong-doers back to the path of goodness?' asked the angel.

'That's a job for angels like you. I don't want to be worshipped by anyone or to serve as an example for perfect living,' replied the man.

⑩ 'Look, I can't go back to Heaven without having given you a gift. If you don't choose, I'll have to choose **one** for you,' said the angel.

'The man thought for a moment and then said: 'All right, I would like good to be done through me, but no one should notice it. Even I do not want to know it. Otherwise I might **commit** the offence of becoming a proud person.'

⑮ So the angel arranged for the man's shadow to have the power of healing, but only when the sun was shining on the man's face. In this way, wherever he went, the sick were healed, the earth grew fertile again, and sad people rediscovered happiness.

The man travelled the Earth for many years, **oblivious** of the healing he was doing because when he was facing the sun, his shadow was always behind him. In this way, he was able

⑳ to live and die unaware of his own power of healing.

(1) State whether the following statements are **True** or **False**. Put a tick (✓) in the relevant cage.

	True	False
(1) God sent an angel to earth to give the man the ability of loving and forgiving.		✓
(2) The man believed that it is God's responsibility to select those deserve healing.	✓	
(3) The power of healing was active when the shadow was behind the man.	✓	
(4) The man was unaware of the healings he was doing as God did not allow him to see them.	✓	

(1/2 × 4 = 02 marks)

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

'one' in line 11 gift → consider spelling

For examiners' use only

(3) Underline the phrase that is closest in meaning to the following. (01 marks)

- (a) 'commit' in line 14
 - (i) to give up completely
 - (ii) to do something wrong
 - (iii) to hand over
 - (iv) to change for the better

(01 mark)

- (b) 'oblivious' in line 18
 - (i) not aware of something
 - (ii) having no education
 - (iii) showing neglect
 - (iv) not to accept as accurate

(01 mark)

Underline the correct answer for questions 4, 5 and 6 from the options given for each of them.

(4) One good quality of the man that attracted the attention of God was

C

- (a) his ability to heal those who were suffering from sickness.
- (b) his ability to lead bad people to the path of goodness.
- (c) his readiness to love and forgive everyone around him.
- (d) his refusal to accept the power of healing.

(01 mark)

(5) The man

d

- (a) willingly accepted the gift from the angel.
- (b) happily accepted the gift from the angel.
- (c) enthusiastically accepted the gift from the angel.
- (d) hesitantly accepted the gift from the angel.

(01 mark)

(6) Underline the sentence that tells why the man did not want to know about his own good deeds.

d

- (a) The man thought that it was God's duty to heal the sick people on earth.
- (b) The man believes that making bad people good is the responsibility of angels.
- (c) The man was of the view that his miracles would make him a better person.
- (d) The man did not want to be worshipped by people or become a proud person.

(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 local newspaper giving your opinion on **The Role of Advertising in Media.**

Include the following:

- What advertising is
- Why it is necessary
- How it influences the public
- Its adverse effects on the society

(b) Write an essay on **The Importance of Regular Exercise for Our Health.**

Include the following:

- The types of regular exercise
- The advantages of regular exercise
- Steps that could be taken to make it popular among people

Trustee

10) Imagine that you have been selected to take part in the Zonal English Speech Competition. Your topic is **The Need of an Efficient Public Transport System for a Developing Country**. Write the speech you would make at the competition.

Include the following:

- The modes of public transport
- The benefits of a public transport system
- Disadvantages of an inefficient public transport system

(d) Given below is a situation you faced unexpectedly. Complete the story stating what you did to the parcel.

I noticed a parcel on the road as I continued to stroll along the road. When I went there and glanced around, nobody was in sight

For examiners use only

in a form of dialogue give full marks

10. (a)

The role of advertising in media.

Advertising has become a booming industry at present. Specially, it has a great impact on public when advertised on media. Have you ever thought of what advertising is? It is a way of promoting a product or an idea in an attractive way using eye-catching colours, phrases, pictures, videos and different effects.

For the purpose of advertising, advertising companies use media such as television, radio, social media and public displays. They usually select the most convenient mode of advertising. Currently, it has become a necessity for many companies to promote their products due to competitiveness available in the market. So they invest a considerable amount of money on advertising.

Do public enjoy advertising and advertisements or do they reject them? No one can deny that it is not necessary. As there is a range of products for them to choose, it is better to know about different products.

On the other hand, as a result of advertising, there is a tendency of promoting low-quality products. Public get deceived by

Wrong information in the advertisements.
Finally they become the victims of buying
low quality products for higher prices. On the
other hand the cost of any product is
increased when advertised.

For
examiners
use only

Q. 16

C
I
O
M

Total
15