

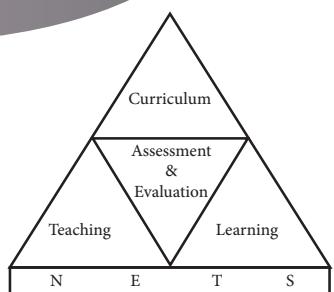


Piriven Ordinary Level Examination

Evaluation Report

2021

05
English



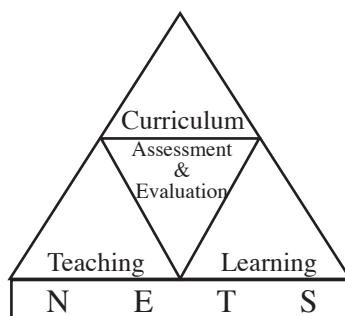
Research & Development (Institutional Exams) Branch
Research & Development Division
National Evaluation & Testing Service
Department of Examinations

Piriven Ordinary Level Examination

2021

Evaluation Report

05 - English Language



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

INTRODUCTION

According to Pirivena Education Act No 64/1970, the Piriven Ordinary level Examination curriculum consists of six core subjects and six optional subjects. Sinhala , Pali, Sanskrit, Thripitaka Dhamma, English Language and Mathematics are the core subjects. The optional subjects are History, Geography, General Science , Sociology , Health Science and Tamil.

Piriven Ordinary level Examination is considered as an equivalent qualification to the G.C.E.(O/L) Examination. The students who pass the Piriven Ordinary level Examination are eligible to follow the G.C. E. (A/L) subjects in a pirivena or in any educational institute.

The candidates and the Heads of pirivenas are very keen on achieving a very high achievement level at this examination and they launch special educational programmes in the institutions to maintain a very high level of achievement at the examination. Therefore, I believe that this Evaluation Report will be a very valuable asset for them to maintain a higher achievement level at the examination .

The information contained in this report will be greatly helpful for the candidates, the teachers, the Institutional Heads, Subject Directors, and any researcher who are interested in the field. Hence , I feel that every step should be taken to make the report more accessible and available for the general public.

This evaluation report consists of three parts: Part I , Part II and Part III.

Part I consists of the objectives and the achievement levels of the subject, English Language. It gives information on the number of candidates, the grades achieved , the district achievement levels, selection of questions by the candidates for paper I and paper II , the distribution of marks for each question in both parts and a detailed analysis of the student achievement. Part II , consists of the questions of paper I and paper II , and the details of the performance of the candidates. Also , it includes the expected answers and the marking scheme.

Part III gives information on how the candidates should answer the questions and some suggestions are made to improve the Teaching and Learning process.

The report is based on the information, observations and the suggestions provided by the assistant examiners and the chief examiners. It provides statistical information on the students' responses that have been analyzed using the Classical Test Theory and the Item Response Theory.

I kindly request you to send your ideas and suggestions regarding the report to improve its quality in the future publications. I thank the chief examiners, the assistant examiners, the committee members and the officers in the Department of Examinations for making this a success.

Amith Jayasundara
Commissioner General of Examinations

31.07.2024
Research & Development Branch
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Part I

1. Objectives and information regarding the achievement in the subject

1.1 Subject Learning Objectives

01. Will read and comprehend the contents of various types of literary and non-literary texts using appropriate strategies as and when necessary.
02. Will compose various types of texts focusing on the different organizational patterns, rhetorical styles, and mechanics of writing as well as aspects of culture, register and authorial purpose.
03. Will produce mutually intelligible, coherent, grammatically accurate content in diverse contexts and cultural situations.
04. Will listen and decipher the purpose and content of different types of utterances focusing on issues of register, point of view, culture and content.
05. Will use and comprehend the conventions of standard grammar and vocabulary in order to communicate accurately and effectively.
06. Will read and comprehend various texts in Buddhist literature written in English.
07. Will demonstrate the confidence to engage in diplomatic relations with different countries in the world.
08. Will engage in the propagation of Buddhism worldwide and inspire world Communities to seek solace in sublime Dhamma.

1.2. Statistical information on subject achievement

1.2.1 Number of candidates who sat for the subject

Medium	Piriven	Private	Total
Sinhala	2433	28	2461
English	17	2	19
Total	2450	30	2480

1.2.2 Grades obtained by the candidates

Grade	Piriven Candidates		Private Candidates		Total	Percentage
	Number	Percentage	Number	Percentage		
A	40	1.63	4	13.33	44	1.77
B	69	2.82	2	6.67	71	2.86
C	360	14.69	6	20.00	366	14.76
S	1075	43.88	7	23.33	1082	43.63
W	906	36.98	11	36.67	917	36.98
Total	2450	100.00	30	100.00	2480	100.00

Table 1.2.3 Grades obtained by piriven candidates who sat the examination for the first time on District level

District	No. Sat	Distinction (A)		Very Good Pass (B)		Credit Pass (C)		Ordinary pass (S)		Pass (A+B+C+S)		Failed (F)	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
1. Colombo	162	2	1.23	6	3.70	20	12.35	77	47.53	105	64.81	57	35.19
2. Gampaha	210	4	1.90	5	2.38	29	13.81	103	49.05	141	67.14	69	32.86
3. Kalutara	188	8	4.26	13	6.91	19	10.11	66	35.11	106	56.38	82	43.62
4. Kandy	252	13	5.16	17	6.75	74	29.37	101	40.08	205	81.35	47	18.65
5. Matale	93	3	3.23	0	0.00	20	21.51	45	48.39	68	73.12	25	26.88
6. Nuwara Eliya	37	0	0.00	0	0.00	6	16.22	22	59.46	28	75.68	9	24.32
7. Galle	187	4	2.14	4	2.14	16	8.56	93	49.73	117	62.57	70	37.43
8. Matara	191	0	0.00	3	1.57	18	9.42	105	54.97	126	65.97	65	34.03
9. Hambantota	137	0	0.00	2	1.46	44	32.12	49	35.77	95	69.34	42	30.66
10. Vavuniya	1	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	1	100.00
11. Ampara	60	0	0.00	2	3.33	27	45.00	18	30.00	47	78.33	13	21.67
12. Trincomalee	15	1	6.67	1	6.67	8	53.33	5	33.33	15	0	0	0.00
13. Kurunegala	234	4	1.71	7	2.99	20	8.55	99	42.31	130	55.56	104	44.44
14. Puttalam	49	1	2.04	0	0.00	3	6.12	17	34.69	21	42.86	28	57.14
15. Anuradhapura	158	3	1.90	2	1.27	12	7.59	53	33.54	70	44.30	88	55.70
16. Polonnaruwa	62	0	0.00	1	1.61	15	24.19	32	51.61	48	77.42	14	22.58
17. Badulla	123	0	0.00	2	1.63	13	10.57	48	39.02	63	51.22	60	48.78
18. Monaragala	74	0	0.00	0	0.00	9	12.16	29	39.19	38	51.35	36	48.65
19. Ratnapura	142	1	0.70	4	2.82	8	5.63	69	48.59	82	57.75	60	42.25
20. Kegalle	105	0	0.00	2	1.90	5	4.76	51	48.57	58	55.24	47	44.76
All Island	2,480	44	1.77	71	2.86	366	14.76	1,082	43.63	1,563	63.02	917	36.98

Table 1.2.4 Marks obtained according to class intervals

Class Interval	Frequency	Frequency Percentage	Cumulative Frequency	Cumulative Frequency Percentage
91-100	2	0.08	2480	100.00
81-90	9	0.36	2478	99.92
71-80	27	1.09	2469	99.56
61-70	68	2.74	2442	98.47
51-60	168	6.77	2374	95.73
41-50	383	15.44	2206	88.95
31-40	536	21.61	1823	73.51
21-30	645	26.01	1287	51.90
11-20	502	20.24	642	25.89
01-10	140	5.65	140	5.65
00-00	0	0.00	0	0.00

E.g. (when 31 – 40 interval is taken)

Data Interpretation

The number of candidates scoring within 31 - 40 interval for this subject is 536. As a percentage, it is 21.61%. The cumulative number of candidates that has scored 40 marks or below 40 is 1823 and as a percentage it is 73.51%.

Paper I Analysis

2 Information regarding questions and answers

2.1 Structure of the question Paper I

Paper I -

Duration 1 hour

Total Marks : 40

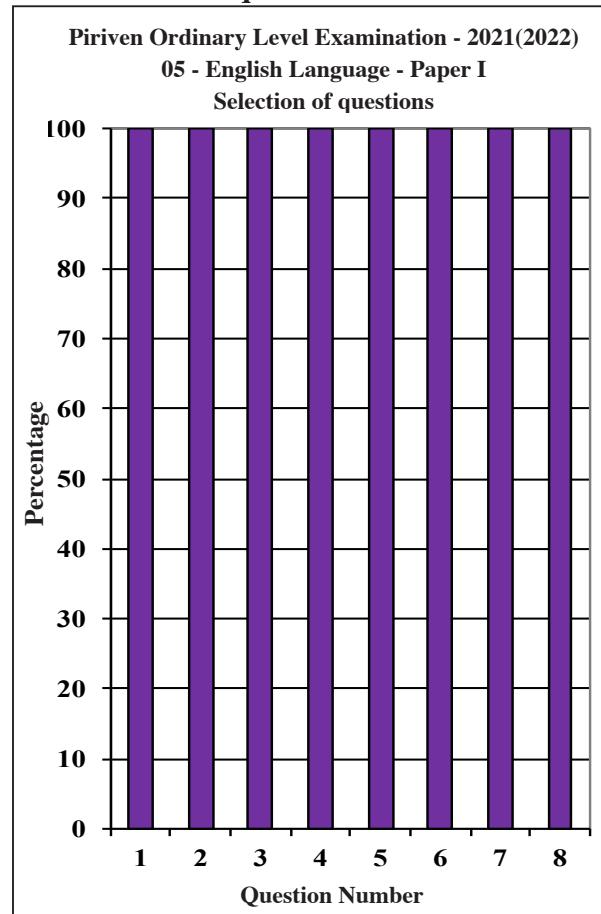
Paper I includes 8 test items and all are compulsory.

Each question carries 5 marks making a total of 40 marks.

Time allocated for paper I is 1 hour.

Question No.	Skill	Marks Distribution	Total
01	Vocabulary	1x5	05
02	Grammar	1x5	05
03	Vocabulary	1/2x10	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

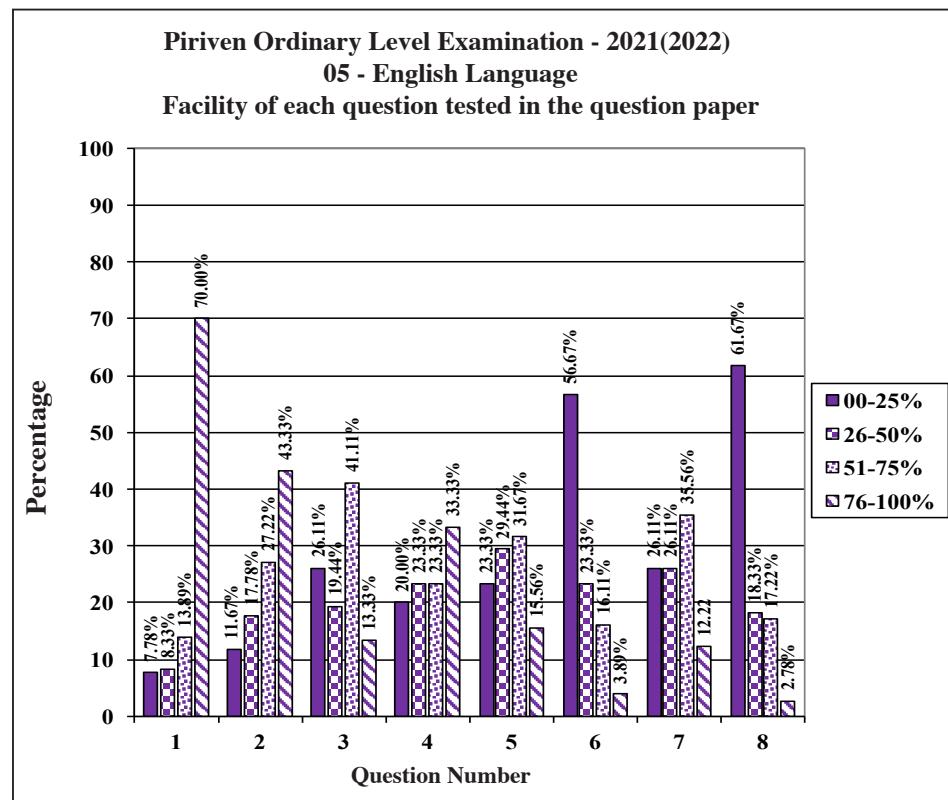
2.2 Selection of questions



The graph is based on the data collected from RD/16/04/MPF form

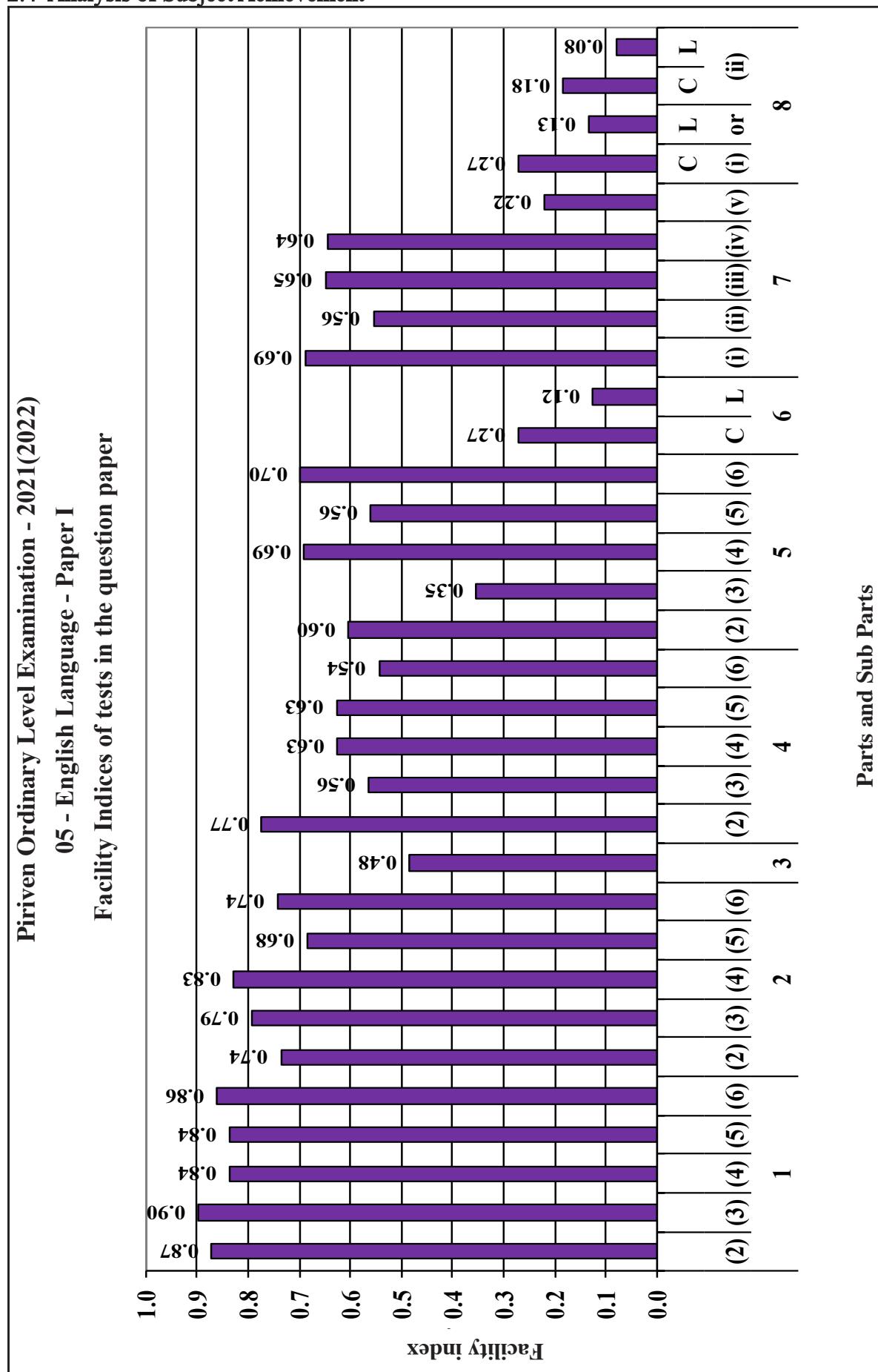
Graph 2.1

2.3 Facility of each question tested in the question paper.



Graph 2.2

2.4 Analysis of Subject Achievement



Graph 2.3 The graph is based on the data collected from RD/16/04/MPF form

2.5 Tests and expected answers, marking Scheme, observations and comments

○ Test 1

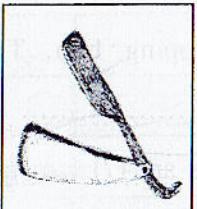
Objective : Assess the ability to use the visual clues to find the correct word.

Technique : Matching

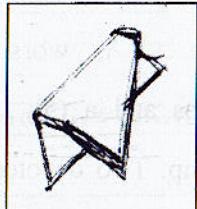
The following are some items in an Ata Pirikara. Match the words with the pictures. Write the letter of the correct picture in the space provided. *The first one is done for you.*
 $(01 \times 5 = 05 \text{ marks})$



(a)



(b)



(c)

(1) strainer

c

(2) belt

d

(3) needle and thread

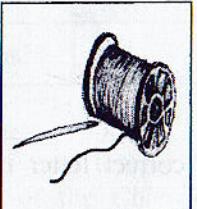
e

(4) razor

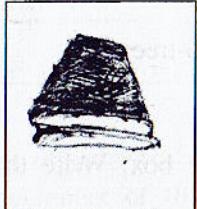
b



(d)



(e)



(d)

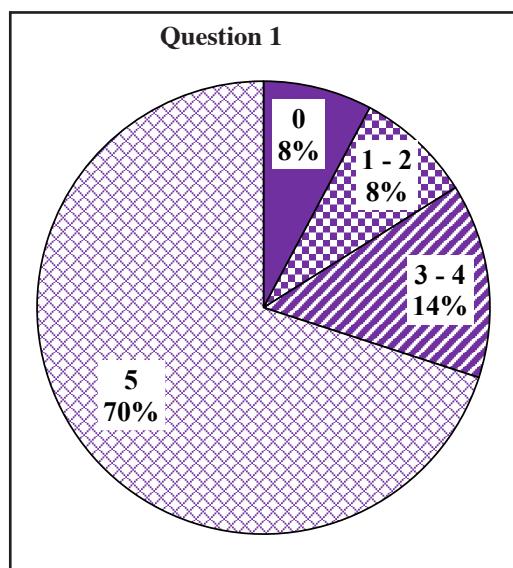
(5) robe

d/f

(6) bowl

a

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



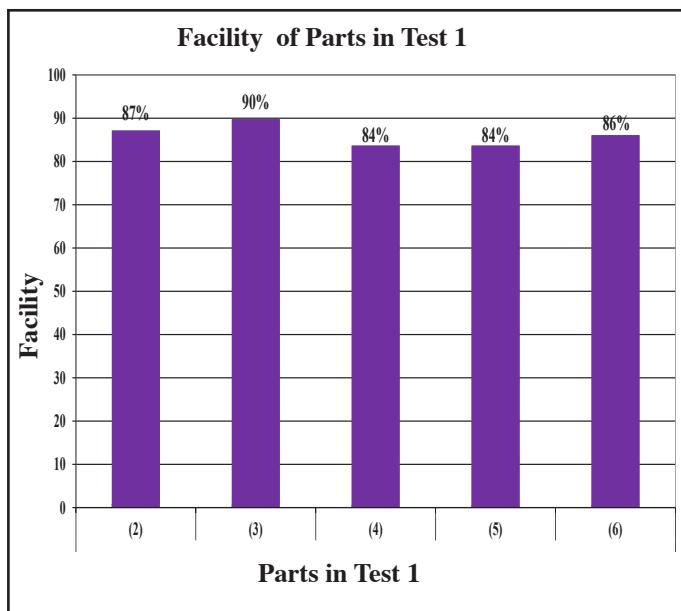
Graph 2.4 (a)

Test 1 is based on vocabulary and it assesses the ability of the candidates to use words appropriately to complete a factual test. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	8%
1 - 2	marks	-	8%
3 - 4	marks	-	14%
5	marks	-	70%

The highest percentage of candidates (70%) has scored 5 marks. 8% of the candidates has not got any answer correct. At the same time another 8% has scored only 1 or 2 marks. But 70% of the candidates has got 5 marks. When percentages are added (14% - 70%) 84% of the total number of candidates has scored more than 3 marks for the test.



Graph 2.4 (b)

This test has been designed to give some motivational start to the candidates and they have answered the test successfully. The familiarity of the words, pictures of the text book and words related to related to "Ata Pirikara", would have been the reasons for the higher facility for each part to be above 84%. Almost all candidates except 8% have been able to perform test 01 successfully.

The teachers are expected to provide constant practice with the words and pictures related to the temple using the text book and realia in the classroom. A successful completion of text 1, will give the expected motivational start for the candidates.

This test is based on vocabulary and the facility of each part of test 1 is as follows.

The highest facility of 90% is recorded for part 3 while the lowest facility of 84% is recorded for part 4 and 5. Facility for each part of the test remains at 84% or above. Almost all the candidates have been able to perform test 1 successfully

○ Test 2

Objective – Assess the ability to use pronouns correctly in a dialogue

Technique – Completion/ Filling blanks

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

we you ~~it~~ my itself us

(01×5=05 marks)

Amal : Hey Sandun! You look happy.

Sandun : Yes, (1)it.... is my birthday today.

Amal : Happy birthday!

Sandun : Thank you. Are (2) ...you..... busy today?

Amal : No, why? Have you planned anything special?

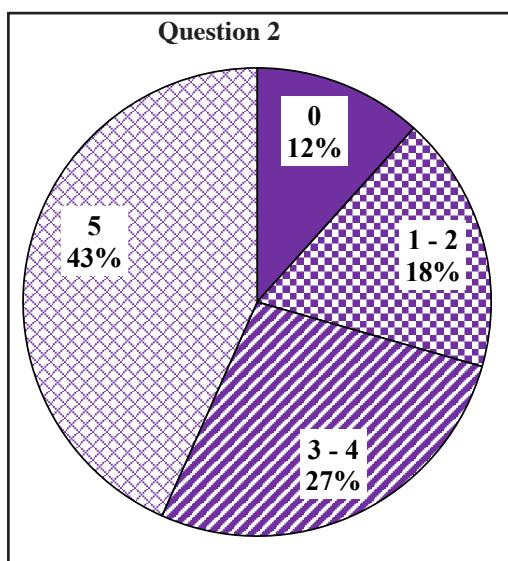
Sandun : Yes, I'm visiting a children's library with (3)my..... parents.
(4) ...we..... are going to donate some books.

Amal : A good idea. When are you going?

Sandun : We have to do it today (5)itself.....
Can you join (6)us.....?

Amal : Yes, we can go in our car.

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

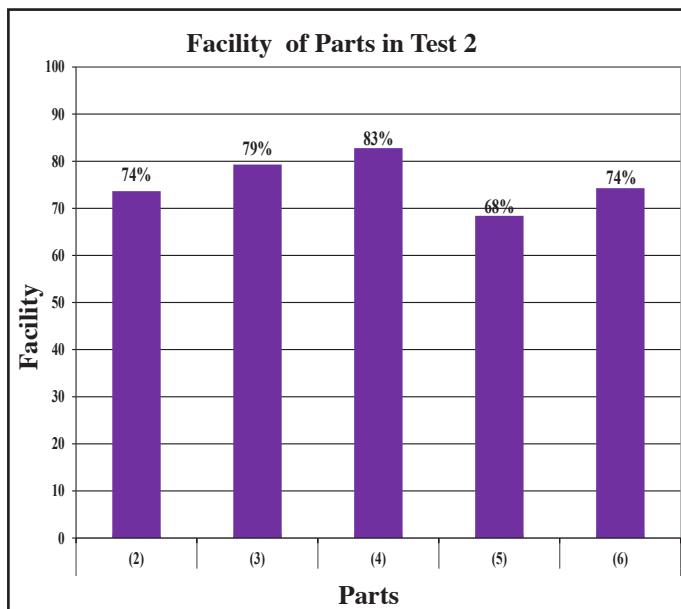


Test 2 is based on pronouns and it assesses the candidates' ability to use pronouns appropriately to complete a dialogue. 5 marks have been allocated for this test. The candidates have scored as follows,

0	mark	-	12%
1 - 2	marks	-	18%
3 - 4	marks	-	27%
5	marks	-	43%

A majority of the candidates (43%) has got all the answers correct and in contrast 12% of them has got zero mark for the test. Around 78% of the test population has got more than 3 answers correct.

Graph 2.5 (a)



Graph 2.5 (b)

In this test, the candidates have been able to answer successfully as the pronouns are an easier and familiar word class. They are familiar words that are frequently used in the classroom, the candidates have obtained more marks.

It is better if all the teachers could practise the use of pronouns in the classroom continuously in their day today teaching sessions.

Test 2 is based on pronouns and the candidates have to select a word from a list of pronouns and complete the given dialogue.

5 marks have been allocated for test 2.

The facility of the parts recorded for test 2 is as follows. The highest facility of 83% is recorded for part 4 while the lowest facility of 68% is recorded for part 5.

At the same time, it is clear that the test has been easier for the candidates. The facility level for all the answers is above 50%.

○ Test 3

Objective – Assess the ability to use picture based vocabulary in context

Technique – Selection/ Completion

Study the picture given below. 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.*

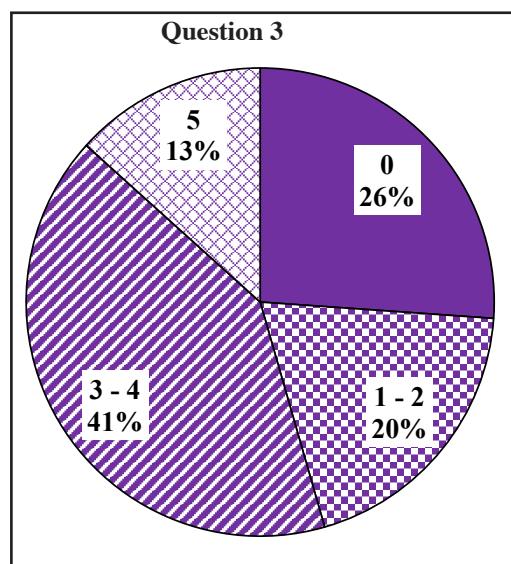
$(\frac{1}{2} \times 10 = 05 \text{ marks})$



a	table
b	pot
c	monk
d	lighting
e	statue
f	holder
g	chair
h	boy
i	standing
j	mother
k	walk

This is a picture of a temple. A (1) ^c is sitting in a (2) ^g near the *dagaba* and a (3) ^h is worshipping him. There is a (4) ^a with many lit oil lamps and a (5) ^f of incense sticks. A girl is (6) ^d one lamp. Two devotees are (7) ⁱ in front of the Buddha (8) ^e offering flowers. There is a girl with her (9) ^j at the Bo-tree holding a (10) ^b of water. They are ready to (11) ^k round the Bo-tree.

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

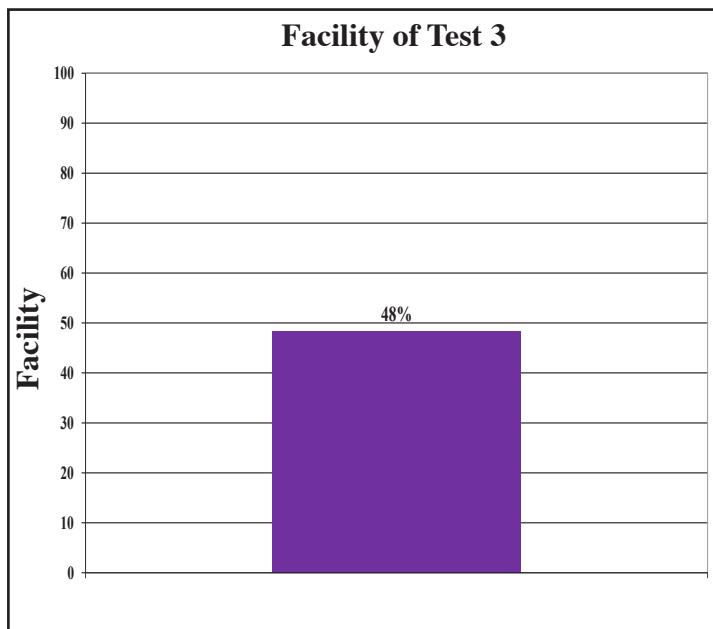


Test 3 is based on vocabulary and it assesses the ability to use the words in context using the picture clues given. 5 marks have been allocated for this test. The percentage of the correct responses are as follow.

0	mark	-	26%
1 - 2	marks	-	20%
3 - 4	marks	-	41%
5	marks	-	13%

Only 13% of the candidates has got all answer correct while 26% of the candidates has not been able to produce any correct answer.

Graph 2.6 (a)



Graph 2.6 (b)

Although the simple language structures and the familiar words with the picture clues are given, the candidates have scored low marks. Only some of them have been able to use the correct words in the blanks and match them accurately.

The reason may be the lesser practices of picture descriptions in the classroom or poor identification of the scene in the picture.

Constant practice of vocabulary items based on day to day life and describing more pictures using simple structures will help the candidates to overcome the difficulties in attempting a test item of this nature. The candidates can use the pictures that are available in the text books for picture discussion sessions in the class.

This test item is based on vocabulary and it is meant to assess the ability to use vocabulary item in a context using the picture clues given. The overall facility for the test is 48%.

As the facility level remains below 50%, it can be understood that the test has been difficult for the candidates although the picture looks familiar in their everyday setting.

○ Test 4

Objective – Assess the ability to respond accurately for different language functions.

Technique – Matching

Match the questions with the answers in the box. Write the correct letter in the space provided. *The first one is done for you.*

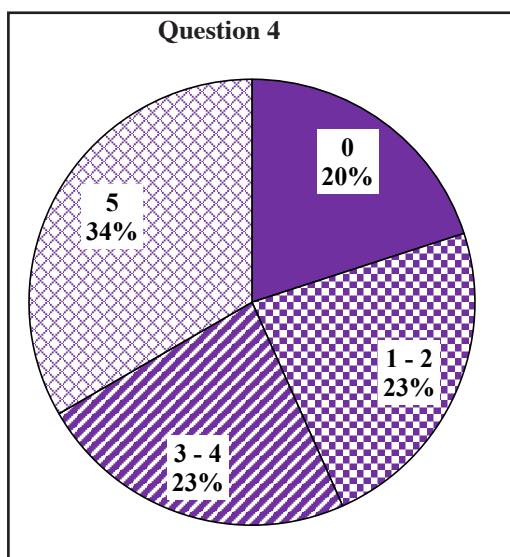
(01×5=05 marks)

Questions

- (1) Can you show me the shrine room?
- (2) How old is your brother?
- (3) May I use your pen?
- (4) Where is Venerable Rahula?
- (5) When is the Dhamma sermon?
- (6) Have you cleaned the offering table?

- a) He's absent today.
- b) It's at seven.
- c) He's eleven.
- d) It's over there.
- e) Yes, I have.
- f) Sure. Here you are

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



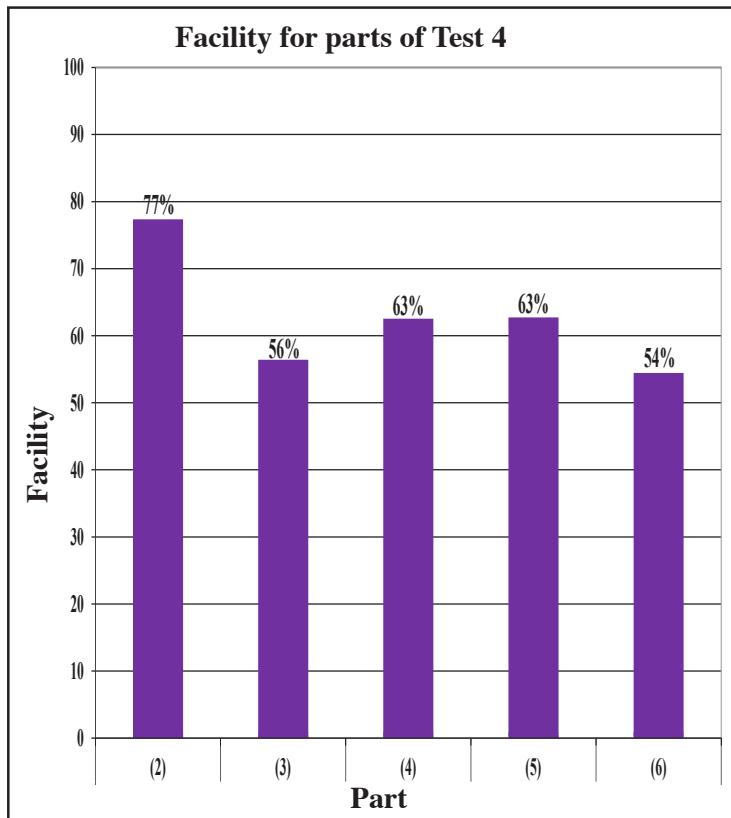
Graph 2.7 (a)

Test 4 is based on language functions and it is used to assess the ability to respond for different language functions which they come across in their day to day life. 5 marks have been allocated for this test. The candidates have scored as follows,

0	mark	-	20%
1 - 2	marks	-	23%
3 - 4	marks	-	23%
5	marks	-	34%

The highest percentage of candidates (34%) has scored 5 marks for the test 20% of the candidates has not scored any mark.

Observations and Comments on Test 4 :



Graph 2.7 (b)

In this test item, the candidates were asked to match situations with responses.

In part 2, the phrase ‘How old is your brother’ would have been the easiest. The facility for the part remains very high.

In part 6, the question ‘Have you cleaned the offering table?’ would have caused some difficulty in finding the answer because of the unfamiliarity of the word ‘offering table’.

The teachers are advised to proceed with exam practice activities in the classroom. Also, it is the duty of the teachers to include the different language functions in the practice sessions and in classroom teaching. If the teachers use the target language in the classroom, it will help the students to be more familiar with language functions.

The highest facility of 77% is recorded for part 2 while the lowest facility of 54% is recorded for part 6. The facility for all the parts remains above 50%. It is a good sign that the candidates have found the test challenging and easy.

○ Test 5

Objective — *Assess the ability to extract information from a advertisement to complete a table.*

Technique – Transferring Information / Extracting information

Read the following advertisement and complete the table given below. *The first one is done for you.* (01×5=05 marks)

SUDHARA BOOKSHOP
Specialists in producing exercise books for school children.
'laminated cover pages'
10% discount for orders above Rs. 2000/- until 31st June.

Cash on delivery available
only in Colombo and Gampaha districts

SOON ALL ISLAND

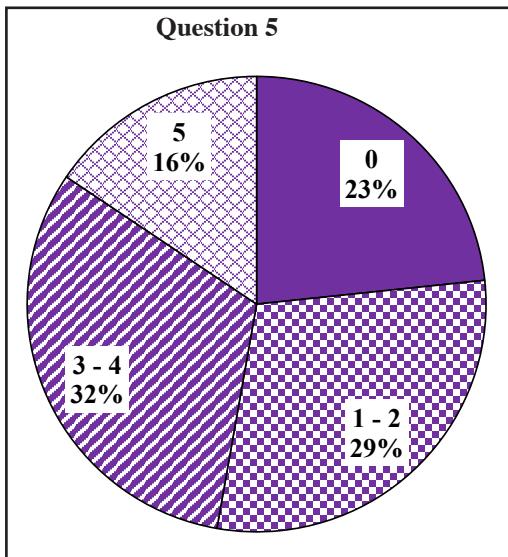
Buy once and feel the difference!

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(6) Delivery areas	<i>Colombo, Gampaha</i>

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

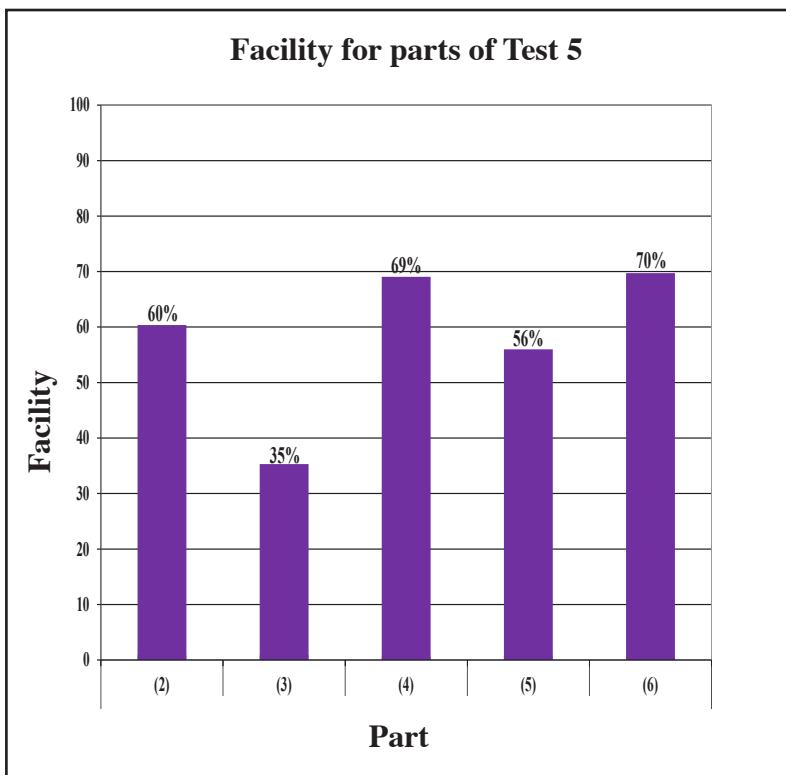


Test 5 is based on transferring information and it assesses the ability to read and extract specific information from an advertisement and transfer them to an information chart. 5 marks have been allocated for this test. The candidates have scored as follows,

0 mark - 23%
1 - 2 marks - 29%
3 - 4 marks - 32%
5 marks - 16%

The highest percentage of candidates (32%) has scored 3-4 marks. The lowest percentage of candidates (16%) has scored 5 marks. 29% of the candidates has scored 1-2 marks while 23% of the candidates has not scored any mark.

Graph 2.8 (a)



This test item assesses the ability to read and extract specific information from an advertisement and transfer them to an information chart. The facility of each part recorded for the test 5 is as follows.

The highest facility of 70% is recorded for part 4 while the lowest facility of 35% is recorded for part 3.

Graph 2.8 (b)

The highest facility is recorded for part 6 which is 70% as the word ‘delivery’ has been a visual clue for the candidates to extract the correct information. In part 3, the phrase ‘special feature’ might have been unfamiliar to the candidates. In addition, part 3 requires a complete phrase as the correct answer. It might have caused the candidates to get a lower facility. If the full phrase is not produced as the answer, marks are not given for that part.

The teachers are advised to train the candidates to identify key words and phrases in similar text types by exposing them to such materials. The advertisements are very frequently available in day today life, but the teachers do not seem to use them in their classroom teaching sessions.

○ Test 6

Objective – Assess the ability to write a notice.

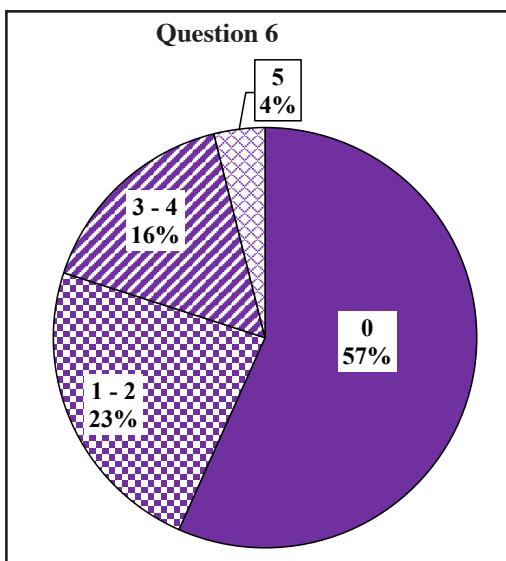
Technique – Writing

Buddhist Society of your temple has organized a meditation programme every Saturday with the patronage of the Chief Incumbent of the temple. Write a notice inviting the villagers to take part in it. Use about **40-50 words**. (05 marks)

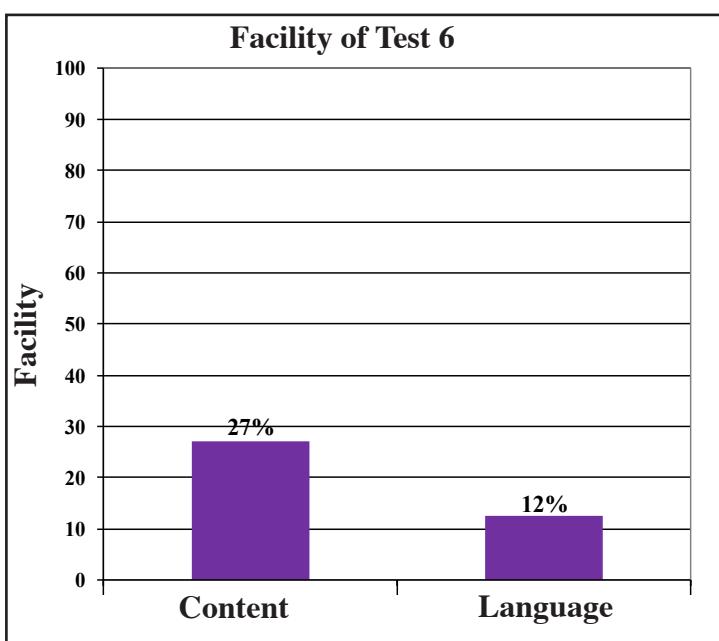
Include

- date, time and where it is held
- who will conduct the programme

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



Graph 2.9 (a)



Graph 2.9 (b)

Test 6 is based on writing and it assesses the ability to write a notice using the instructions. 5 marks have been allocated for this test. The candidates have scored as follows,

- 0 mark - 57%
- 1 - 2 marks - 23%
- 3 - 4 marks - 16%
- 5 marks - 4%

The highest percentage of candidates (57%) has scored 0 marks. The lowest percentage of candidates (4%) has scored 5 marks. 23% of the candidates has scored 1-2 marks.

Test 6 is a guided writing activity where the students have to write a notice using the instructions given.

Although more marks are allocated for language, the students have scored more marks for the content. The facility level for the content is 27% whereas the facility level for language is 12%.

The total mark allocated for the task is 5.

Guided writing seems to be fairly difficult for the candidates. The facility of content (27%) is higher than the language (12%). The candidates have been unable to identify the structure and the correct tense to write the notice. The reason for this could have been the inability of the candidates to express their ideas clearly and accurately in the target language. In addition, the weakness of the language proficiency has affected the candidates to write the notice. It is clear that although the candidates have content matter in their minds, they cannot express it using target language.

According to these observations, to overcome this problem to some extent, continuous guidance by the teacher in the classroom should be done. This should be started from very early stages of writing and teachers should motivate the students to write notices for different events or functions in the classroom and display on the class notice board. Paying individual attention to each student from early writing sessions would make them proficient enough to produce correct language in given contexts.

○ Test 7

Objective – *To assess the ability to read and understand directly stated information in a text.*

Technique – *Multiple choice and short answers.*

Read the following story and answer the questions. (01×5=05 marks)

Once there lived a farmer in a village. One day he saw a big ash pumpkin growing on his chena. Everyday he came to the chena to look at the ash pumpkin which was growing bigger and bigger.

“I can sell this big ash pumpkin at the village fair and get a lot of money”, he thought. However, one night a thief entered the chena and stole the ash pumpkin.

The farmer was very sad. He went to the village headman to complain about the theft. The headman thought of a good plan to catch the thief. He asked all the people in the village to come to one place. Then he took a bell and went round the people ringing the bell and saying, “There’s ash on the thief’s shoulder.”, “There’s ash on the thief’s shoulder.”

When the thief heard this, he secretly looked back and wiped his shoulder. The headman saw this and cried.

“That’s the thief. Catch him”.

The headman told the thief “It is bad to steal what belongs to others.”

(i) What did the farmer see one day?

a big ash pumpkin/ ash pumpkin.....

(ii) Who entered the chena one night?

a thief/ thief.....

Underline the most suitable answer.

(iii) The farmer wanted to the ash pumpkin.

(a) pick (b) cook (c) sell

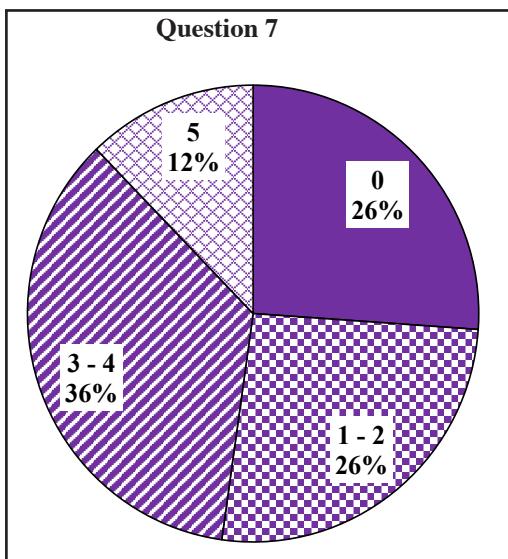
(iv) How did the farmer feel when the ash pumpkin was stolen?

(a) angry (b) sad (c) excited

(v) Write the sentence that says that it is not good to take things without permission.

It is bad to steal what belong to others.....

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

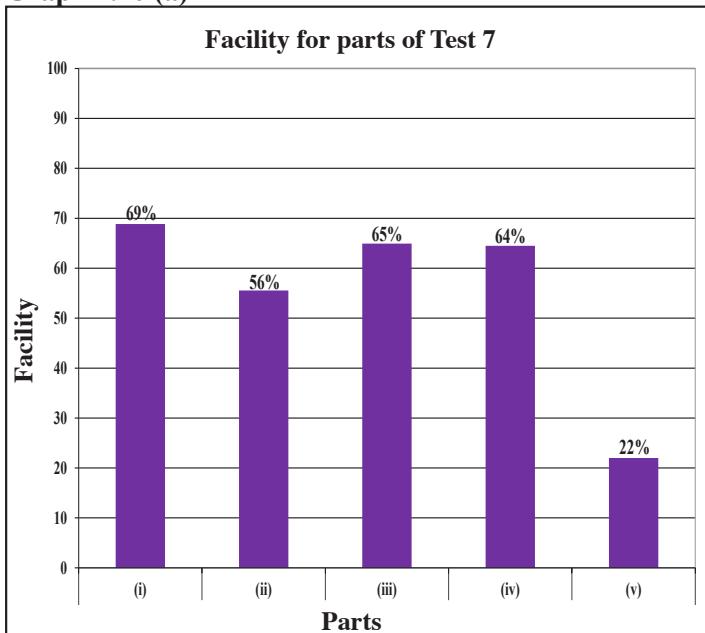


Test 7 is based on reading and it assesses the ability to read and understand directly stated information in a text. 5 marks have been allocated for this test. The candidates have scored as follows,

0	mark	-	26%
1 - 2	marks	-	26%
3 - 4	marks	-	36%
5	marks	-	12%

The highest percentage of candidates (36%) has scored 3-4 marks. The lowest percentage of candidates (12%) has scored 5 marks. 26% of the candidates have scored 1-2 marks while 26% of the candidates has not scored any mark.

Graph 2.10 (a)



Test 7 is based on reading which assesses the ability to read and understand directly stated information in a text. The facility recorded for the parts of test 7 is as follows.

The highest facility of 69% is recorded for part (i) while the lowest facility of 22% is recorded for part (v).

Part v is the only instance where the candidates have got a facility level below 50%.

Graph 2.10 (b)

The students have to clearly understand the paragraph to find the correct answer. The candidates have recorded more marks for sub questions (i), (iii), (iv) because the answers and the techniques are familiar to them. Lowest facility is recorded for part (v) because the candidates have been unable to find the connection between the question and the answer. The length of the question might have caused it more difficult to understand and the answer requires one whole sentence from the text. If any word is missing in the answer, the marks are not given. This reason might have caused the lower facility level for the test.

The teachers should expose the students to many reading techniques in the classroom and the texts must be fully utilized in classroom practices. In addition, authentic simple texts out side the text book can be introduced to create an interest in reading. Also they should be exposed to different question patterns.

○ **Test 8**

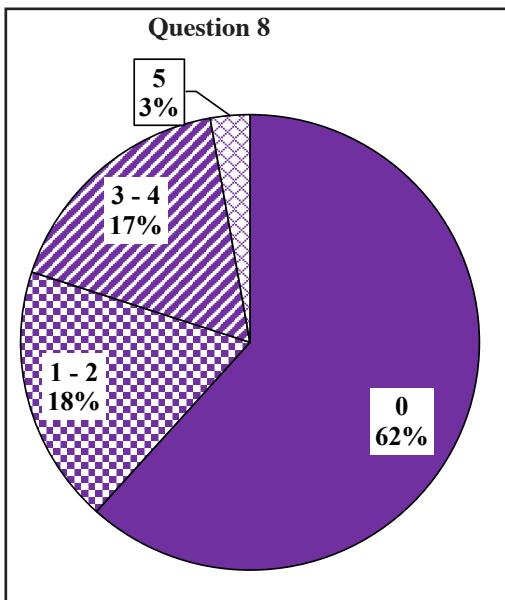
Objective – Assess the ability to write a paragraph on a given topic.

Technique – free writing

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

(i) How I spend my day (ii) Good health habits (05 marks)

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

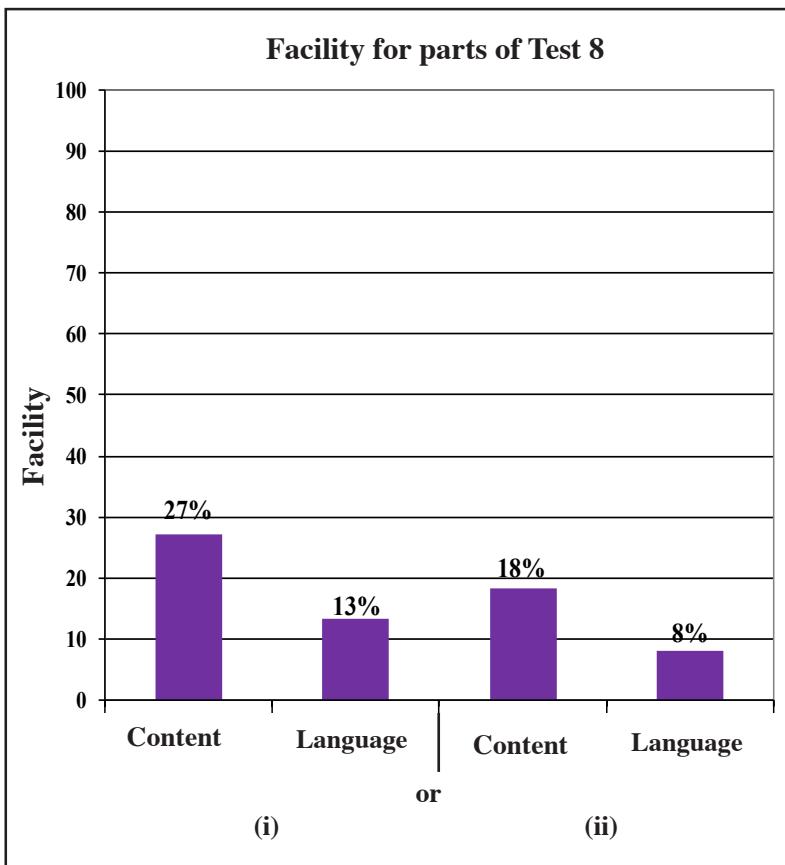


Test 8 is based on writing and it assesses the ability to write a short paragraph on a given topic. 5 marks have been allocated for this test. The candidates have scored as follows,

0	mark - 62%
1 - 2	marks - 18%
3 - 4	marks - 17%
5	marks - 3%

The highest percentage of candidates (62%) has scored 0 marks. The lowest percentage of candidates (3%) has scored 5 marks. 18% of the candidates have scored 1-2 marks.

Graph 2.11 (a)



Test 8 is based on writing which assesses the ability to write a short paragraph on a given topic.

The facility recorded for Test 8 is as follows.

For topic 1, the facility for content is 27% whereas the facility for language is 13%. For topic (ii) the facility for content is 18% whereas the facility for language is 8%.

Graph 2.11 (b)

In question 8, the candidates have scored more marks for content than language for both the topics. They have scored lesser marks for both content and language in part (ii) than part (i). The higher facility for content shows the high percentage of relevance of the answer for topic (i) due to the familiarity of the topic but the lower facility level for the language is due to poor language performance.

As a whole, It is clear that the candidates have not been able to score more marks for language due to the lack of related vocabulary and their inability to produce grammatically correct sentences.

Therefore, the teachers have a responsibility to expose the students to more writing tasks to improve their writing skills and proper individual feedback should be given to minimize their mistakes.

Paper II Analysis

Part II

3 Paper II: Information regarding questions and answers

3.1 Structure of the question paper II

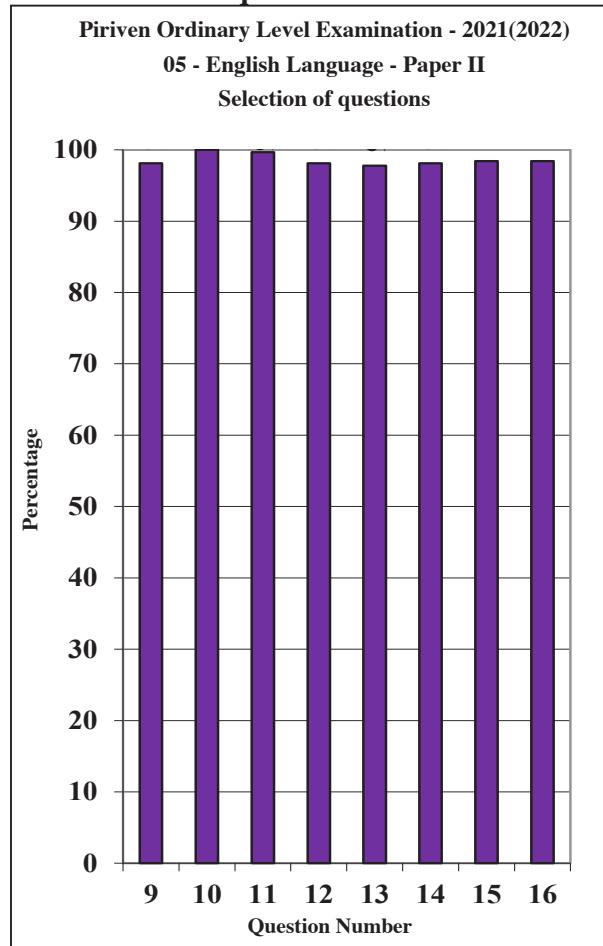
Paper II - Duration : 2 hours

Number of tests : 08

All tests should be answered. This paper consists of three tests on reading carrying 20 marks, one test on vocabulary carrying 5 marks, two tests on grammar carrying 10 marks and two tests on writing carrying 25 marks making a total of 60 marks.

Question (Test) No.	Area of testing	Marks Distribution	Total
9	Vocabulary	$\frac{1}{2} \times 10$	05
10	Grammar	$\frac{1}{2} \times 10$	05
11	Reading	1×5	05
12	Language Proficiency	$\frac{1}{2} \times 14$	07
13	Grammar	1×5	05
14	Writing	C - 3, L - 3, O - 2, M - 2	10
15	Reading	$1 - \frac{1}{2} \times 4 = 2$ $2 - 1 \times 1 = 1$ $3 - 1 \times 1 = 1$ $4 - 1 \times 1 = 1$ $5 - 1 \times 1 = 1$ $6 - \frac{1}{2} \times 2 = 1$ $7 - 1 \times 1 = 1$	08
16	Writing	C - 5, L - 5, O - 2, M - 3	15
Total			60

3.2 Selection of questions

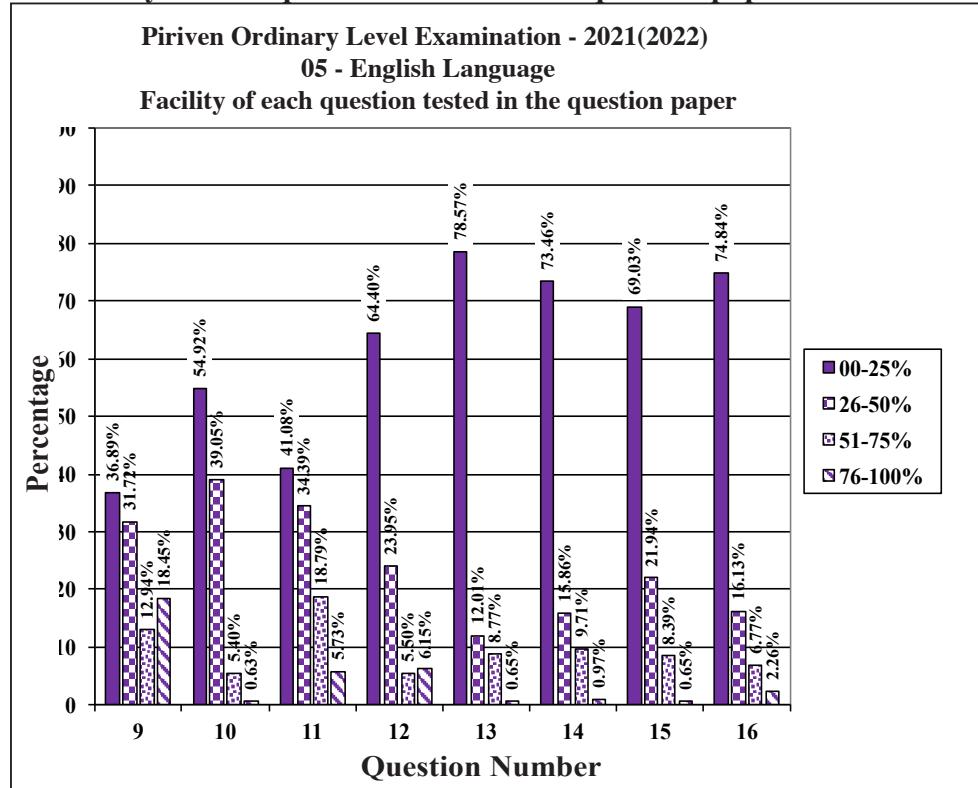


All the questions in paper II are compulsory questions. The candidates have no option for selecting the question. They have some choices to make in question 14 and 16.

The graph is based on the data collected from RD/16/04/MPF form

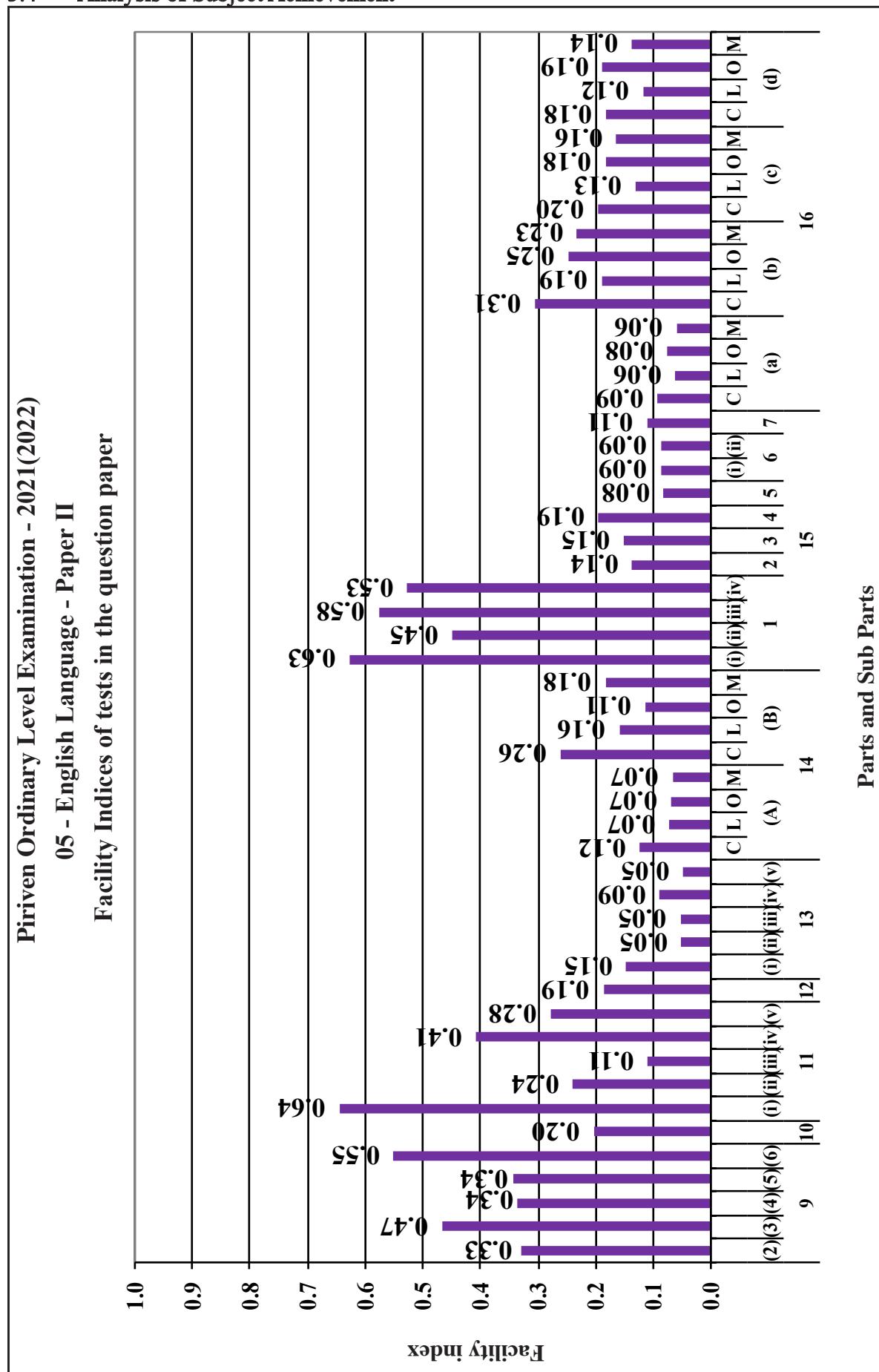
Graph 3.1

3.3 Facility of each question tested in the question paper.



Graph 3.2

3.4 Analysis of Subject Achievement



Graph 3.3 The graph is based on the data collected from RD/16/04/MPF form

3.5 Tests and expected answers, marking Scheme, observations and comments.

○ Test 9

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

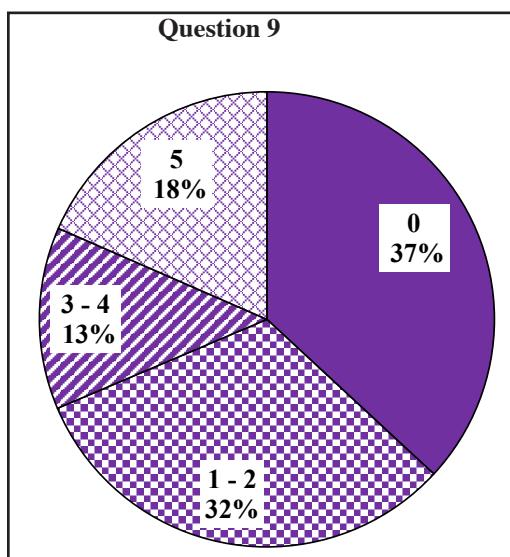
Technique – filling blanks/ selection

Read the passage and fill in the blanks with the most suitable word given in the box which is closest in meaning to the phrase given within brackets. *The first one is done for you.* $(1 \times 5 = 05 \text{ marks})$

extends, increase, ~~ancient~~, habitat, diversity, require

The association between man and the elephant in Sri Lanka is (1) ancient (very old). Elephants (2) require (need) relatively large areas and (3) diversity (variety) of environments to find food. With the (4) increase (growth) in human population and changes in the land-use patterns, elephant (5) habitat (natural surrounding) is being continuously reduced. As a result, much of the present day elephant range (6) extends (expand) with agricultural lands resulting in conflict with man.

Observations and Comments on Test 9 :

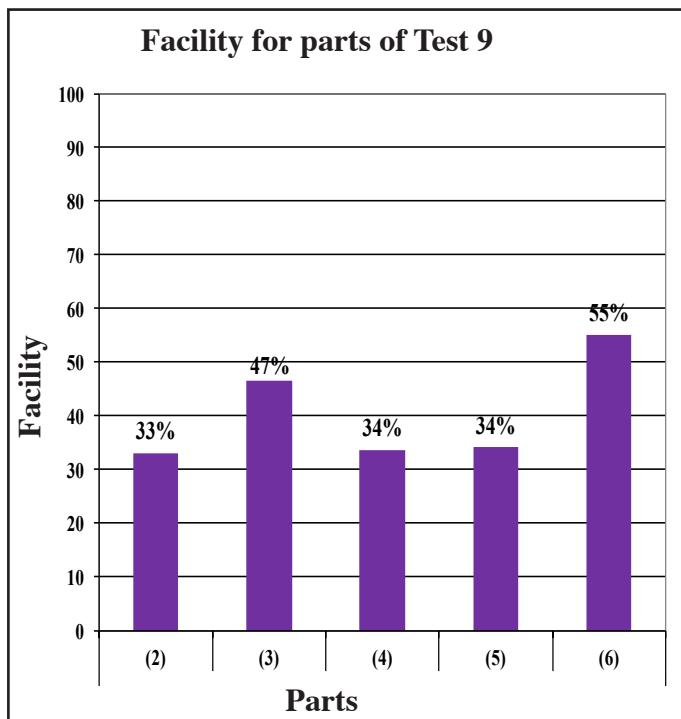


Graph 3.4 (a)

Test 9 is based on vocabulary and it assesses the ability to use words appropriately to complete a factual test. 5 marks have been allocated for this text. The candidates have scored as follows,

0	mark -	37%
1 - 2	marks -	32%
3 - 4	marks -	13%
5	marks -	18%

The highest percentage of candidates (37%) has scored 0 marks. The lowest percentage of candidates (13%) has scored 3-4 marks. 32% of the candidates has scored 1-2 marks while 18% of the candidates has scored 5 marks.



Graph 3.4 (b)

This is the first test in part II of the question paper. Some unfamiliar words have been given. The performance of the candidates is low as the candidates are expected to understand the meaning of the text as well as the words. Candidates should be able to find a word which is closest in meaning to the phrase given.

The highest performance is shown in part 6 which is 55%. The lowest performance is scored for part 2 which is 33%.

The reason for the highest performance may be the similarity in the words "expand and extend", the candidates should understand the clue and the relationship between the given word clearly to do the test successfully.

Teacher prepared texts similar to the given test using the paragraphs available in the pupil texts would make the candidates familiar and confident in answering this test.

The facility recorded for each part in test 9 is as follows. The highest facility 55% is recorded for part 6 and the lowest facility 33% is recorded for part 2. It is clear that all the parts of this test show a facility above 33%. Only in one instance, the facility is above 50%. This test focuses on vocabulary and it assesses the ability to use words appropriately in a given context.

○ Test 10

Objective – Assess the ability to use the correct form of the verbs.

Technique – filling in the blanks/ Completion

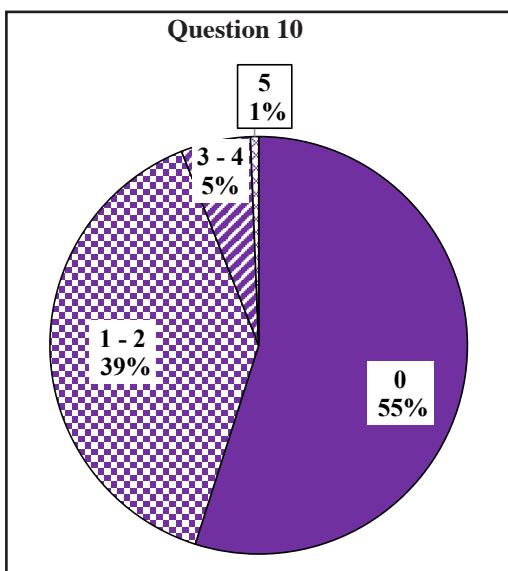
Write the correct form of the verb given within brackets.

$(\frac{1}{2} \times 10 = 05 \text{ marks})$

After we had travelled for about an hour by our car, still we had not seen any sign of the small town (1)marked..... (mark) on the map. We could not move any further as our car (2)came..... (come) to a complete halt without any warning. While my father (3)was trying..... (try) to start the engine we (4)heard..... (hear) a vehicle approaching. A van (5)stopped..... (stop) passing us and one gentleman got out of the car and (6)asked..... (ask) "Any help?, it (7)looks..... (look) like you (8)have..... (have) a trouble in your car".

"Yes, I think we have run out of petrol." The gentleman quickly (9)made..... (make) a telephone call to one of his friends and asked him (10)to come..... (come) with a can of petrol. Until his friend reached with the can of petrol, he did not leave us.

Observations and Comments on Test 10 :



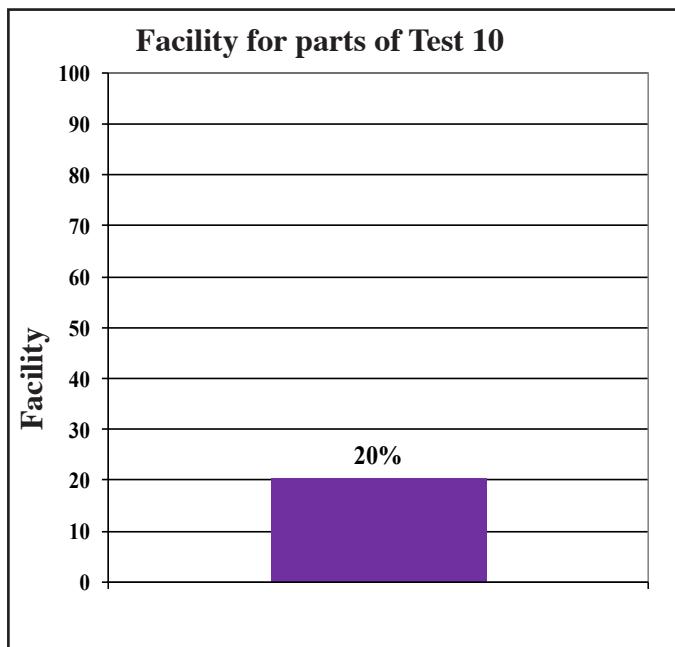
Graph 3.5 (a)

Test 10 is based on verb forms and it assesses the ability to use the correct forms of the verb appropriately to complete a factual test. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark - 55%
1 - 2	marks - 39%
3 - 4	marks - 5%
5	marks - 1%

The highest percentage of candidates (55%) has not scored any marks. The lowest percentage of candidates (1%) has been able to score 5 marks. 39% of the candidates has scored 1 - 2 marks while 5% of the candidates has scored 3 - 4 marks. Majority of the candidates has not used any verb form correctly.



Graph 3.5 (b)

The lower facility indicated in the test shows that the test has been difficult for the candidates. The facility of the test 10 is 20%. It is obvious that most of the candidates have not been able to find the correct form of the verbs which is a very common technique in testing grammar, and they have been unable to use the accurate spelling of the expected verb.

As the tenses are essential to produce a meaningful piece of language, the teachers should expose the students to a variety of texts to get them to identify the different verb forms and spelling. It is the duty of the teachers to allocate some extra hours to teach tenses to the students to understand and use the language accurately. Improving the basic grammatical elements will help students to achieve higher levels of performance.

This poor performance for grammar tests show the poor language ability of the candidates. The same evidence is visible in writing tests. They have content in mind but they cannot express ideas in correct language. The teacher should identify the weaker areas of the students and take some remedial measures. The language focus of the text books should be clearly analyzed and dealt with in classroom teaching.

○ Test 11

Objective – *To assess the ability to read and understand a poem.*

Technique – *Answering questions (MCQ, Short answer)*

Read the poem and answer the questions.

(01×5=05 marks)

What You Can Do

When you see litter in the streets
And the air smells of pollution

When you feel like it's all piling up
Remember there is a solution

There's something each of us can do
To keep the rivers clean
To keep fresh, the air we breathe
And keep the forests green

Help clean a beach
Or recycle bottles and cans
Learn about the problems we face
And help others understand
It doesn't have to be a lot
If we just do our share
So take time out on each day
To show our nature you care

Underline the correct answer.

- (i) According to the poet, the can smell of pollution.
(a) rivers (b) air (c) forests

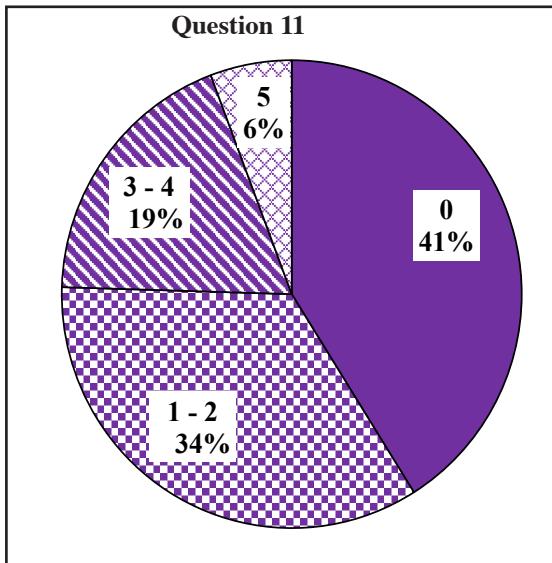
(ii) A rhyming word for 'clean' is:
green.....

- (iii) List down **two** things we can do to keep nature clean.
(a) recycle bottles & cans, help cleaning a beach, learning about the problems
(b) help cleaning a beach & helping others understand (any two).....

- (iv) Write **two** things mentioned in the poem that can be recycled.
(a) bottles.....
(b) cans.....

- (v) Find similar words for the following from the poem.
(a) **answer** - solution.....
(b) **jungle** - forests/ forest.....

Observations and Comments on Test 11 :



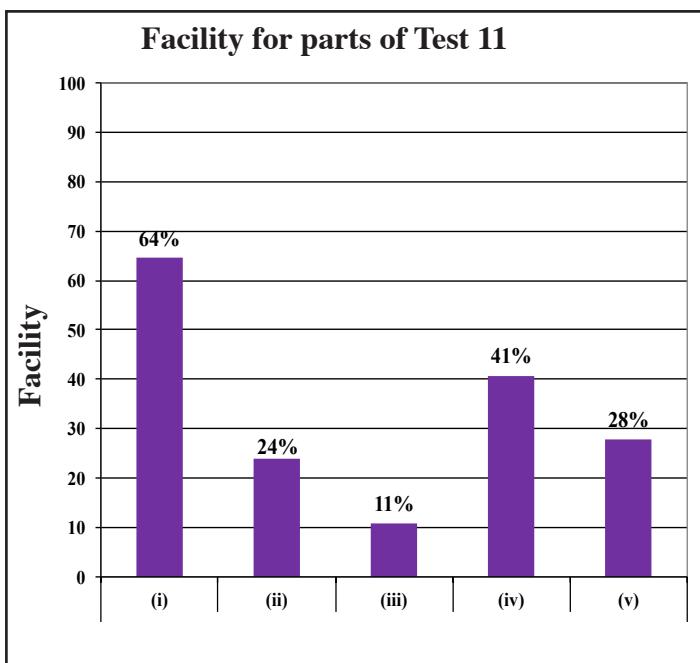
Test 11 is based on reading and understanding a short poem. It assesses the ability to test the reading skill. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	41%
1 - 2	marks	-	34%
3 - 4	marks	-	19%
5	marks	-	6%

A higher percentage of candidates (41%) has not scored any mark. The lowest percentage of candidates (6%) has scored all the 5 marks. 19% of the candidates has scored 3-4 marks while 34% of the candidates has scored 1 - 2 marks.

Graph 3.6 (a)



The facility recorded for each part in the test 11 is as follows. The highest facility 64% is recorded for part (i). The lowest facility 11% is recorded for the part (iii). Parts (ii), (iii) and (v) show a very low facility level.

Graph 3.6 (b)

The performance shown in test 11 seems to be fairly weak except in part (i). The lowest performance in part (iii) reveals that the candidates are not able to use contextual clues to find the correct answer.

Part (iii) requires some higher language ability from the candidates. Most of them have not been able to understand the poem although it is very short and simple.

The teachers can use simple poems in children's news papers in classroom teaching hours to familiarize students with short poems.

The test 11 requires a higher performance level of the candidates. The candidates with lower performance levels have found it difficult.

○ Test 12

Objective – Assess the overall proficiency of the language

Technique – cloze text

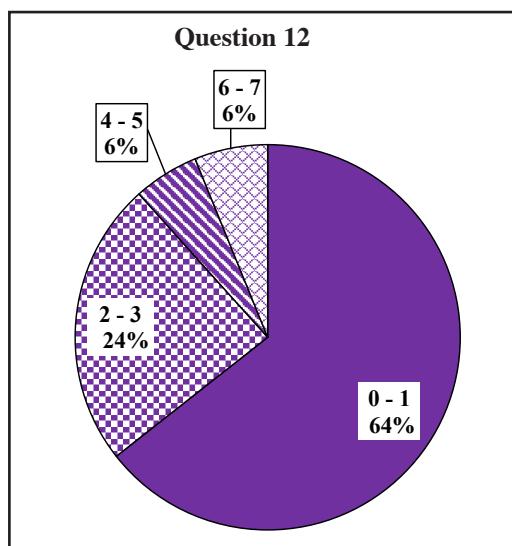
Fill in the blanks with the most suitable words given in the box.

$$\left(\frac{1}{2} \times 14 = 07 \text{ marks}\right)$$

develop	our	lifestyle	the
to	for	and	cleanliness
in	minds	therefore	we
	parts	helps	

Keeping our mind, body, home, neighbourhood and work place clean is cleanliness. It is one of (1) the most important habits we should (2) develop since childhood. Habits learned (3) in the early years of (4) our lives stay implanted in our (5) minds for a long period. (6) therefore staying clean is a (7) life style we need to adopt (8) for leading a healthy life. (9) cleanliness is not just limited (10) to sanitation of the area where (11) we live. Removing garbage, dirt (12) and foul smell, etc, are (13) parts of sanitation and it (14) helps to maintain cleanliness of your living surroundings.

Observations and Comments on Test 12 :



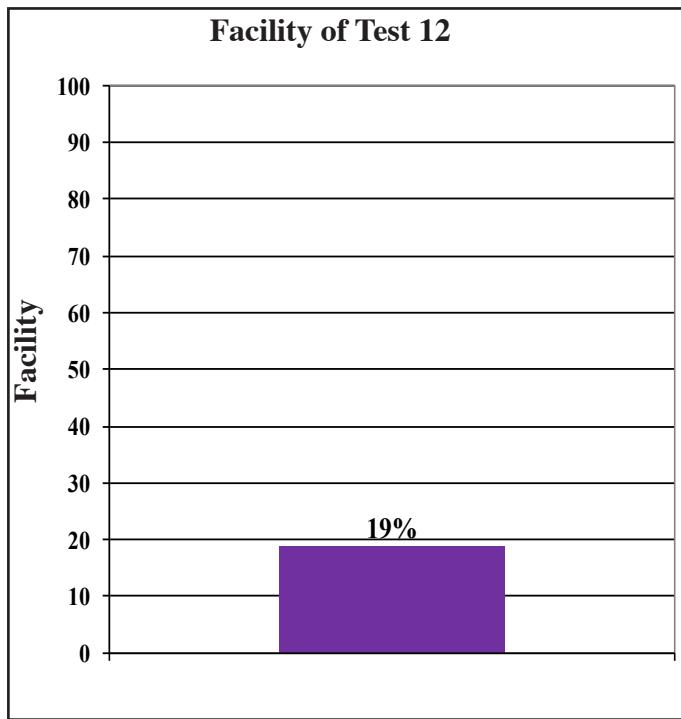
Test 12 is based on testing the overall proficiency of the language. It assesses the ability to use words appropriately to complete a factual test. 7 marks have been allocated for this test.

The candidates have scored as follows,

0 - 1	mark	-	64%
2 - 3	marks	-	24%
4 - 5	marks	-	6%
6 - 7	marks	-	6%

The highest percentage of candidates (64%) has scored 0-1 marks. The lowest percentage of candidates (6%) has scored 6-7 marks. 24% of the candidates has scored 2-3 marks while 6% of the candidates has scored 4-5 marks.

Graph 3.7 (a)



Graph 3.7 (b)

As shown in the graph, the facility of test 12 is 19%. It is obvious that the test item has been extremely difficult for the candidates and the poor performance is due to inadequate proficiency of the language. Most of the candidates seem to be unaware of different kinds of word classes and they seem to find it difficult to read and understand the passage.

The teachers should pay special attention to subject - verb agreement, word order and appropriate use of word classes in reading lessons in the classroom. Then the students can easily attempt this question. Also, they should be exposed to a variety of easy reading texts in and outside the classroom. They can easily prepare similar tests using such authentic texts.

○ Test 13

Objective – Assess the ability to form “wh” questions.

Technique – Formation of “wh” questions

Complete the questions so as to get the underlined part as the answer.

(01×5=05 marks)

(i) Why did you come yesterday? Why did you come.....?
I came to meet your father yesterday.

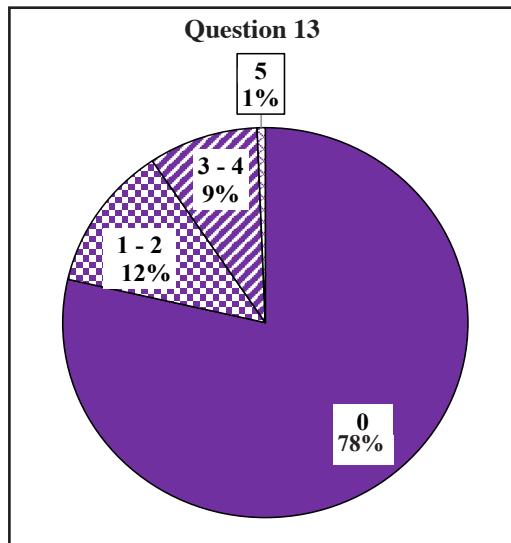
(ii) How much have you paid for the packet? How much have you paid.....?
I have paid two hundred rupees for the packet.

(iii) When do you hope to visit India?
I hope to visit India next year.

(iv) To whom did you give the notes?
I gave the notes to my friend.

(v) How often do you attend English Classes?
I attend English classes twice a week.

Observations and Comments on Test 13 :



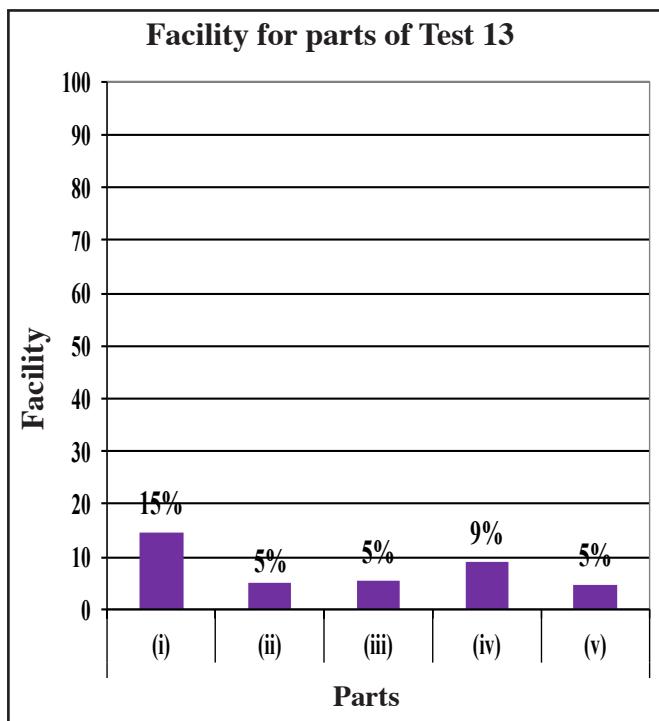
Graph 3.8 (a)

Test 13 is based on grammar and it assesses the ability to form questions using question words. 5 marks have been allocated for this test.

The candidates have scored as follows,

0	mark	-	78%
1 - 2	marks	-	12%
3 - 4	marks	-	9%
5	marks	-	1%

The highest percentage of candidates (78%) has scored 0 marks. The lowest percentage of candidates (1%) has scored only 5 marks. 12% of the candidates has scored 1-2 marks while 9% of the candidates has scored 3-4 marks.



Graph 3.8 (b)

Test 13 is a grammar test and is designed to assess the ability to form 'wh' questions. There are five parts for the test. The highest facility is recorded for part (i). The lowest facility is recorded for part (ii) , (iii) and (v).

The candidates have not been able to use the 'wh' forms correctly. Although it is a basic question pattern, the poor performance shows the poor grammatical knowledge of the students. Much emphasis has been given in the pupil text to practice 'wh' questions.

Teachers will have to take this matter seriously and try to concentrate more on basic grammar of the language in classroom teaching and testing.

The facility recorded for the parts in test 13 is as follows. The highest facility, 15% is recorded for part 1. The lowest facility (5%) is recorded in parts (ii), (iii) and (v).

It is clear that all the parts of this test show a very low facility.

Facility for all parts remain below average level.

○ Test 14

Objective – Assess the ability to write a letter or a report using given guidelines.

Technique – Guided writing

Write on **one** of the following. Select either (A) or (B). Use about **100 words**.

(10 marks)

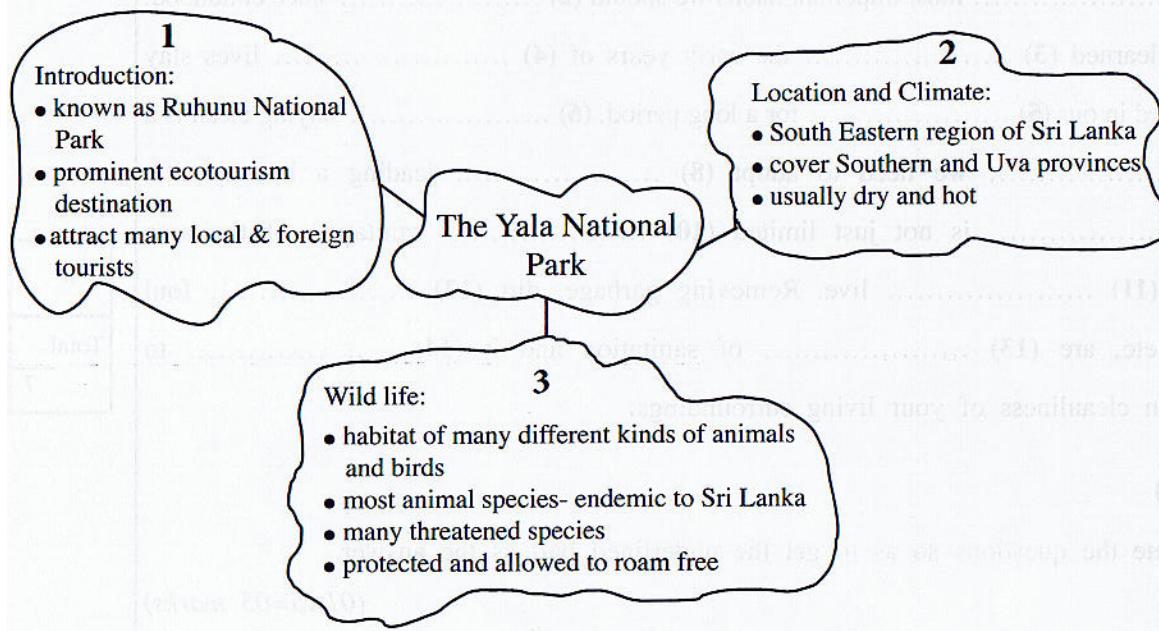
(A) Write a letter to a friend describing your plans after your examination.

Include

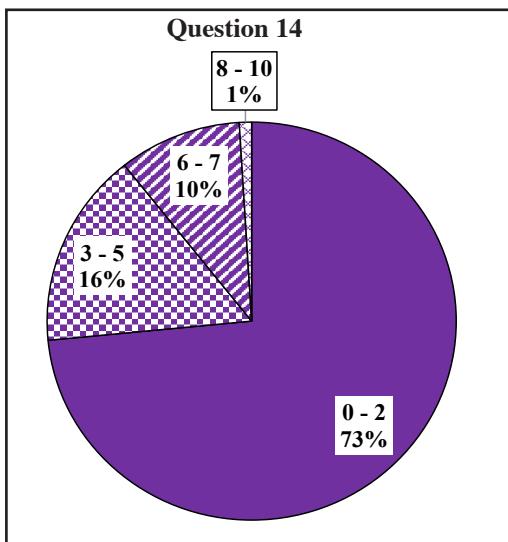
- what you hope to do
- how you are going to achieve them
- how your plans will be helpful in future

Or

(B) Read the following facts and write an information report on the 'Yala National Park'.



Observations and Comments on Test 14 :



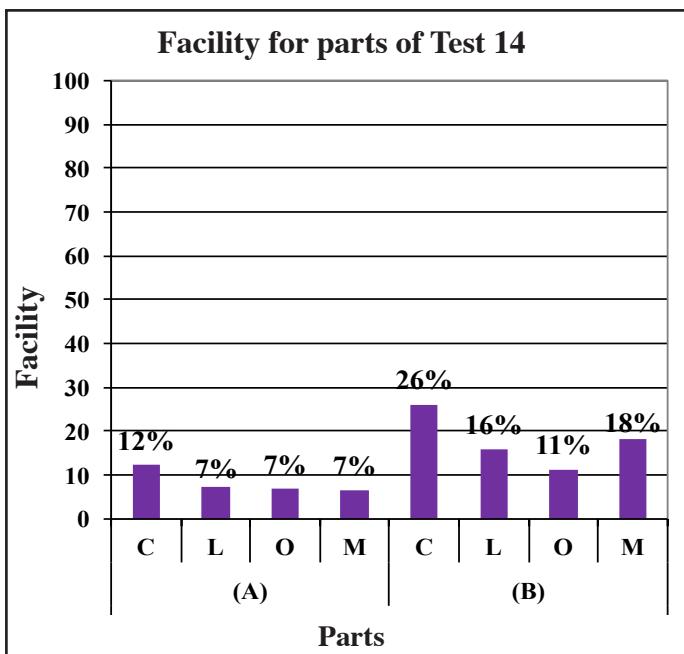
Test 14 is based on writing and it assesses the ability to write reports. 10 marks have been allocated for this test.

The candidates have scored as follows,

0 - 2	marks	-	73%
3 - 5	marks	-	16%
6 - 7	marks	-	10%
8 - 10	marks	-	1%

The highest percentage of candidates (73%) has scored only 0-2 marks. The lowest percentage of candidates (1%) has scored 8-10 marks. 16% of the candidates has scored 3-5 marks while 10% of the candidates has scored 6-7 marks.

Graph 3.9 (a)



Facility recorded for parts in test 14 is as follows. Both parts A and B record a higher facility level for content. When considered separately with the other criteria, the language records a lower facility level. The other two scales also are more connected to language than content.

Graph 3.9 (b)

Test 14 is designed to assess the ability to write a letter (A) or an information report (B) using given guidelines. The first option is writing an informal letter. The candidates have not been able to write them properly.

Classroom teaching under close supervision is very important to improve the awareness of writing habits within candidates. Then individual attention should be paid to each student.

Writing an information report would have been easy as all the information is given in the question. But the students have failed to form correct sentences grammatically.

Teachers are advised to give students ample practice in writing tasks. Writing different text types should be practised constantly to overcome the weaknesses of writing skill of the students. They are expected to refer to guidelines given, regarding the examination and plan and adjust their teaching and testing techniques to suit the level of the candidates.

○ Test 15

Objective – Assess the ability to read, understand and interpret directly/ Indirectly stated information.

Technique – Answering questions, finding references.

Read the text and answer the questions.

(08 marks)

An Honest Man

A king, who once ruled in a far-away land, was very worried. His trusted old servant had died, and a new watchman was needed to guard the royal treasure.

“I must be very careful”, he said to himself. “I must not choose a thief because he would rob me. I wonder how I can find an honest man for the job”

He sent for one of his ministers who was very wise and clever. “My friend”, said the king. “I need a watchman to guard the royal treasure. I want you to find the most honest man in my kingdom.”

“That will be very difficult.” replied the minister. “I will come back again tomorrow and tell you what to do.”

Next day the minister returned to the palace. “Here is my plan.” he said to the king. “Prepare a feast and invite everyone who would like to be our watchman.”

The king prepared a great feast and invited all those who wished to guard his treasure. As each man arrived at the palace, he was told how to reach the feasting hall. On the way he had to walk alone through a long passage. On each side of the passage were large sacks which were full of gold and silver coins.

After the feast, the minister spoke to the men.

“I hope you have enjoyed the food. The king now wishes you all to dance”

Strange to say, nobody moved. They all began to make excuses..... all except one man. This man came forward and danced a jig up and down the hall.

“That is the honest man.” said the minister to the king. “All the others have taken some gold and silver from the sacks. They are afraid to dance because the coins would jingle and fall out of their pockets. That man did not touch the money and so he is not afraid to dance.”

The king was very pleased. He rewarded the minister for his cleverness and the honest man was made the watchman over the treasure.

(1) Are these statements True or False?

($\frac{1}{2} \times 4 = 2$ marks)

Write T or F against each statement.

(i) The king ruled in a distant land. T

(ii) The king wanted to protect his life. F

(iii) The minister came to the palace with a plan. T

(iv) The men were asked to sing after the feast. F

(2) Why did the king want an honest man? (1 mark)
to guard the royal treasure

(3) Who was invited to the feast? (1 mark)
those who wanted to be the watchmen

(4) What were kept on each side of the long passage? (1 mark)
sacks of gold & silver coins/ Large sacks

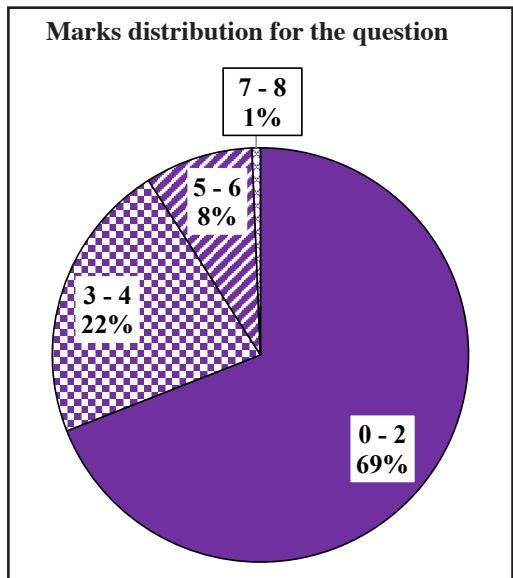
(5) Why were the men scared to dance? (1 mark)
because the coins would jingle & fall out of their pockets

(6) Find a word from the text which has the same meaning as the following. ($\frac{1}{2} \times 2 = 1$ mark)

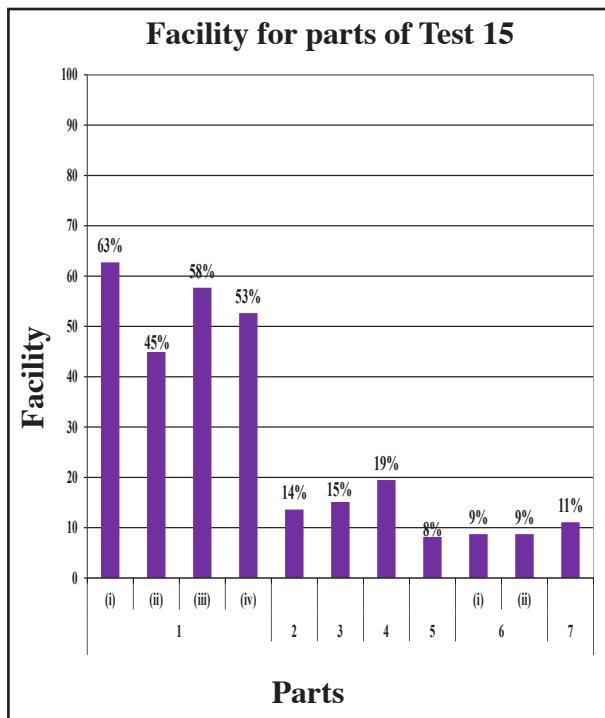
(i) a special meal - feast (ii) hard - difficult

(7) Write the sentence which says that the king was very happy. (1 mark)
The king was very pleased

Observations and Comments on Test 15 :



Graph 3.10 (a)



Graph 3.10 (b)

Test 15 is based on reading and it assesses the ability to read and understand a text. 8 marks have been allocated for this test.

The candidates have scored as follows,

0 - 2	marks -	69%
3 - 4	marks -	22%
5 - 6	marks -	8%
7 - 8	marks -	1%

The highest percentage of candidates (69%) has scored 0-2 marks. The lowest percentage of candidates (1%) has scored 7-8 marks. 22% of the candidates has scored 3-4 marks while 8% of the candidates has scored 5-6 marks.

The facility recorded for the parts in test 15 is shown in the chart. The highest facility is recorded in part I. It is clear that all the other parts of this test show a lower facility less than 20%.

In test 15, it is expected to assess candidates' ability to read, understand and interpret directly and indirectly stated information in a narrative text. The question 1 shows a higher facility than other questions. The graph indicates that candidates show very poor performance in this test. The reason for this would have been the lack of practice in basic reading skills such as skimming, scanning, inferring and guessing by context and clues.

As reading should be an enjoyable activity, teachers should encourage students to read different types of interesting texts and improve reading sub skills. Guidance should be given on how to find information rather than teachers finding information for them in the class room. This type of practice would be helpful for the students to be successful in answering test 15.

○ Test 16

Objective – Assess the ability to write an article, a speech, a story or an essay

Technique – Guided writing/ free writing

Write on **one** of the following. Use about **150** words. (15 marks)

(a) Write an article to a Magazine on a famous Buddhist monk.
 Include the following
 - the name of the monk
 - life in brief
 - special abilities
 - services done to the religion

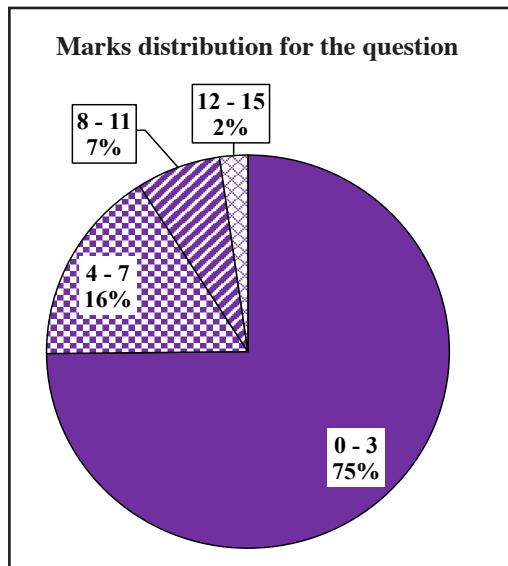
(b) Write a speech you would make at the Literary Association about any festival in Sri Lanka.
 Include the following
 - when the festival is held
 - activities done
 - your experience about the festival

(c) Write an essay on “The temple you would like to visit”.
 Include the following
 - the location
 - special features
 - importance of it

(d) You meet a foreigner in Anuradhapura. He wants to know about Anuradhapura ancient city and the religious places. Write the dialogue you will have with the foreigner.
 Start like this

You - Hello, Good Morning gentleman!
 Foreigner - Good Morning Reverend Sir! Happy to meet you. Can you tell me about this city?
 You - Yes, this is the ancient city of Anuradhapura

Observations and Comments on Test 16 :



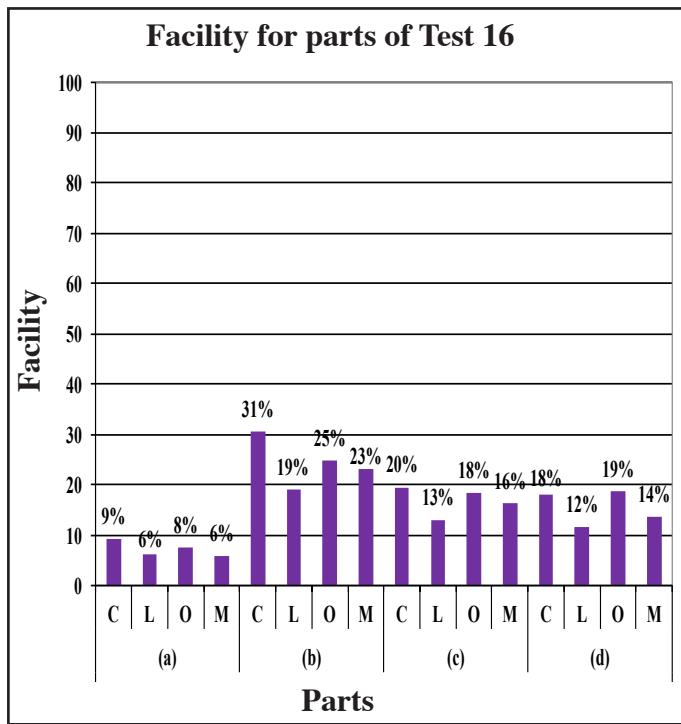
Graph 3.11 (a)

Test 16 is based on writing and it assesses the ability to write different types texts. 15 marks have been allocated for this test.

The candidates have scored as follows,

0 - 3	mark	-	75%
4 - 7	marks	-	16%
8 - 11	marks	-	7%
12 - 15	marks	-	2%

The highest percentage of candidates (75%) has scored 0-3 marks. The lowest percentage of candidates (2%) has scored 12-15 marks. 7% of the candidates has scored 8-11 marks while 16% of the candidates has scored 4-7 marks.



Graph 3.11 (b)

Test 16 offers a wide choice for the candidates. They have to select one question out of four. All parts show a high facility level for content over the other three criteria. The questions are writing an article, writing a speech, writing an essay or writing a dialogue.

Out of all answers, they have scored a higher percentage for content. That shows that they have understood the question and attempted to write the answer but they have failed to produce an answer because of the weakness of writing skill and connecting ideas.

The students should be trained to write similar questions under the guidance and supervision of the teachers in the classroom.

In the question paper, a majority of the candidates have successfully answered the basic level and intermediate level tests. The higher level tests like 13,14,15 and 16 have been very difficult for the candidates. They have poorly performed in the higher level items. This must be seriously considered in policy making, course designing, planning, teaching and in testing. This poor performance level should be seriously looked into by all the parties concerned.

Test 16 offers a wide choice for the candidates. They have to select one question out of four. All parts show a high facility level for content over the other three criteria except in part A and B where facility for organization is slightly above content.

Part III

4 Factors to be considered when answering questions and suggestions for improvement

4.1 Factors to be considered by the candidates when answering questions

- * 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 pencil.
- * 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 answers 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 on spelling when extracting information from a text and copying 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.
- * 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.

5 Comments and suggestions regarding the teaching - learning process

- * The teachers should be familiar with the syllabus and the textbooks.
- * 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 gain new experience 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 help the student's performance in the examination.

- * In teaching vocabulary, the teachers should go beyond the level of memorizing the spelling and pronunciation making students aware of word classes and their use.
- * The teachers should adopt new strategies to make learning more interesting.
- * In teaching reading , the teachers should expose pupils to a variety of text types and to new techniques of reading.
- * 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.
- * 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 adopt the same criteria used in the Piriven ordinary level 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.
- * Grammar should be taught and tested not in isolation but in context.
- * The students 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 Piriven ordinary level Examination should be thorough with the question paper and the marking criteria every year so that he would be able to improve the performance level of the students.
- * The teachers should refer to the examination guidelines given when preparing exam practice activities.
- * The teachers must get their knowledge updated to be competent in teaching the subject using correct methodology to facilitate and motivate the learners.
- * Teachers should guide the students to improve the four skills in the classroom.
- * Constant practice of the same question may enable the students to face the test paper successfully.
- * Special attention should be paid to higher level tests in paper II as the performance levels are very low.

