



IDASARA ACADEMY

General Certificate of Education (Ord. Level) Examination, 2026

31 - ENGLISH LANGUAGE II (MARKING SCHEME)*For Examiners' Use Only | Total Marks: 60 | Model Paper 2***PAPER II SPECIFICATIONS & MARKS DISTRIBUTION**

Q. No.	Skill / Competency Tested	Cognitive Domain	Marks Distribution	Total
09	Vocabulary in context (collocations, word families)	Understand / Apply	1 × 5	05
10	Grammar & Language Functions (Verb inflections)	Apply grammatical rules	1 × 5	05
11	Reading: Banked Cloze (high-density syntax parsing)	Analyse / Synthesize	$\frac{1}{2} \times 14$	07
12	Grammar Functions (Conditionals, voice, reported speech)	Apply / Synthesize	1 × 5	05
13	Reading: Skimming & gist extraction from extracts	Understand / Analyze	1 × 5	05
14	Guided Writing: Formal Letter OR Bar Chart description	Create / Communicate	C:3, L:3, O:2, M:2	10
15	Extended Reading: Comprehension passage & inference	Analyze / Evaluate	(1) $\frac{1}{2} \times 4 = 2$, (2-6) $1 \times 6 = 6$	08
16	Extended Writing: Composition (Article, Essay, Speech, Story)	Create / Synthesize	C:5, L:5, O:2, M:3	15
Total Marks for Paper II:				60

CRITICAL EXAMINER GUIDELINES FOR WRITING TASKS (Tests 14 & 16)

- **The Zero-Content Gate:** If 0 (zero) mark is awarded to Content, do **NOT** award marks for Language, Organisation, or Mechanics.
- **The Language-Content Coupling:** If 0 (zero) mark is awarded for Language, do not award full marks for Content.
- **Word Count Gates:** In Test 16, if the word count is less than 50 words, the total mark for the answer must not exceed **5 marks**.
- **Prompt Copying:** If the prompt points are copied verbatim without creative or grammatical additions, award **0 for Content**.

• Test 9 — Vocabulary Selection (1 × 5 = 5 Marks)

(1) safety (given) (2) careless (3) dangerously
(4) action (5) educational (6) encourage

• Test 10 — Verb Inflections (1 × 5 = 5 Marks)

(1) was opened (given) (2) were given (3) was speaking
(4) had brought (5) has used OR has been using (accept both) (6) to start

• Test 11 — Banked Cloze ($\frac{1}{2} \times 14 = 7$ Marks)

(1) important (2) stores (3) repairs (4) about (5) because (6) light (7) difficult
(8) enough (9) attention (10) what (11) time (12) away (13) drink (14) help
(Unused distractor: dream. Award $\frac{1}{2}$ mark per blank. Deduct for incorrect spelling only if ambiguity results).

• Test 12 — Grammar & Functions (1 × 5 = 5 Marks)

(1) b (had) (2) a (who) (3) c (are delivered)
(4) b (had already left) (5) b (was preparing)

• Test 13 — Extract & Heading Matching (1 × 5 = 5 Marks)

(1) D (A Game Played with the Mind) (2) E (Hidden Highways Beneath the Waves)
(3) C (From Leaf to Cup) (4) A (A Festival that Brings the Whole Island Together)
(5) B (Small Insects, Great Service)

• Test 14 — Guided Writing (Total: 10 Marks | C:3, L:3, O:2, M:2)

Criterion	Marks	Performance Descriptors
Content (3 Marks) 14(a): 4 prompt points 14(b): Accurate data analysis	3	All required points developed with sufficient facts and details. Accurate interpretation of chart data.
	2	Most points addressed; description adequate but lacks depth.
	1	Only one point developed; factual information incomplete.
	0	Prompt copied without additions, or totally irrelevant. (<i>Zeros all other criteria</i>).
Language (3 Marks) Syntax, vocabulary, tenses	3	Almost no grammatical errors; good sentence variety; appropriate register for letter/report.
	2	Some grammatical slips, but meaning remains clear throughout.
	1	Frequent basic errors; only a few correct isolated sentences.
	0	Incomprehensible; all sentences incorrect.
Organisation (2 Marks) Paragraphing & cohesion	2	Well-organized; clear beginning, body, and conclusion; effective discourse connectors.
	1	Ideas loosely connected; paragraphing indistinct.
	0	No organization; chaotic sequence.
Mechanics (2 Marks) Spelling & punctuation	2	Accurate spelling, correct capitalization, clear punctuation.
	1	Some spelling and punctuation slips; handwriting decipherable.
	0	Severe mechanical errors obscuring comprehension.

Benchmark Model Answer for Option 14(a) — Formal Letter (Score: 10/10 | 98 words):

Environment Society, Sri Sumangala Vidyalaya, Kegalle. | 5th March 2026

The Chairman, Pradeshiya Sabha, Kegalle.

Dear Sir,

Request for Garbage Bins near the School

I am writing as the Secretary of the Environment Society of our school. For several months, people have been dumping garbage on the roadside near our school gate. It gives out a bad smell and attracts flies, stray dogs and mosquitoes. Students find it difficult to walk past it, especially on rainy days, and it is a danger to their health.

We kindly request you to place three garbage bins at this spot and to arrange a collection twice a week. Our society is willing to put up notice boards and to clean the area once a month.

Thank you. Yours faithfully, Nimesha Silva (Secretary).

Benchmark Model Answer for Option 14(b) — Bar Chart (Score: 10/10 | 105 words):

The bar chart shows the number of books borrowed from the school library by Grade 10 students from January to May.

In January, 120 books were borrowed, and the number rose to 150 in February. However, it dropped to 90 in March and fell further to 60 in April, which was the lowest figure. This may be because of the term test and the April vacation. In May, borrowing increased sharply to 180 books, the highest number of the five months.

Overall, although there was a decrease in the middle of the period, the students borrowed more books at the end than at the beginning.

• **Test 15 — Reading Comprehension (Total: 8 Marks)**

Item	Expected Answer / Acceptable Variants	Marks
(1) T / F	(a) True (b) False (c) False (d) True [$\frac{1}{2}$ mark each]	2
(2) Difficulties	Their eyes were weak / their hardened fingers could hardly hold a pencil / some stopped coming during the harvesting season [Any two; accept line-lifting]	1
(3) Reference	The absent learners / the learners who had stopped coming to the class	1
(4) Vocabulary	reluctant	1
(5) Reason	The parents could not read, so a schoolchild or a neighbour had to read the letters aloud to them. [Accept line-lifting]	1
(6) Title	(b) The Postman Who Taught a Village to Read	1

• **Test 16 — Extended Composition (Total: 15 Marks | C:5, L:5, O:2, M:3)**

Criterion	Marks	Performance Descriptors
Content (5 Marks) Thoroughness, insight, prompt coverage	4–5	All prompt points addressed with depth and relevant examples; original insight; required length (~200 words).
	2–3	Addressed 1–2 points; descriptions adequate but not comprehensive.
	1	Attempted topic; inadequate content; under-length. (<i>Word count < 50 caps total at 5</i>).
	0	Copied question prompt, or totally irrelevant. (<i>Zeros all criteria</i>).
Language (5 Marks) Vocabulary range, sentence variety, accuracy	4–5	Almost no errors; rich vocabulary; sophisticated compound/complex sentence structures.
	2–3	Some errors; meaning clear throughout; good basic range of vocabulary.
	1	Only a few correct simple sentences; severe grammatical flaws.
	0	All sentences incorrect.
Organisation (2 Marks) Paragraphing & cohesion	2	Well-organized connected paragraphs; appropriate opening and ending; seamless discourse transitions.
	1	Ideas loosely connected; paragraphing weak.
	0	No discernible organization.
Mechanics (3 Marks) Spelling, punctuation, clarity	3	Flawless spelling; correct punctuation; clean presentation.
	2	A few minor spelling and punctuation slips.
	1	Frequent mechanical slips, but decipherable.
	0	Unintelligible writing.

Benchmark Model Answer for Option 16(a) — Article (Score: 15/15 | 191 words):**Protecting Our Rivers and Streams**

Rivers are the lifeblood of our country. They give us water to drink, bathe and cook. Farmers depend on them to cultivate paddy and vegetables, and thousands of families earn a living by fishing in them. Without clean rivers, neither people nor animals can survive.

Unfortunately, many of our rivers are being polluted today. Some people throw polythene bags, bottles and kitchen waste into them. Certain factories release harmful chemicals into the water without treating them. In addition, illegal sand mining destroys river banks and makes the water muddy.

The results are serious. Fish die in large numbers, and people who use the polluted water suffer from skin diseases and stomach illnesses. During the rainy season, blocked streams overflow and cause floods in nearby villages.

All of us can help to solve this problem. Students can organise clean-up campaigns and plant trees along river banks. Villagers should stop dumping garbage into streams and inform the authorities about illegal sand mining. The government must also punish factories that break the law.

In conclusion, a river that is protected today will protect us tomorrow. Let us act now, before it is too late.