CANDIDATES’ ITEM RESPONSE ANALYSIS REPORT
FOR THE CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION (CSEE) 2015

025 ARABIC LANGUAGE
(For School Candidates)
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FOREWORD

The Analysis of the candidates’ responses in the Arabic Language subject in the Certificate of Secondary Education Examination (CSEE) 2015 was written in order to provide feedback to education stakeholders on the performance of candidates.

The Certificate of Secondary Education Examination marks the end of four years of secondary education. It is a summative evaluation which, among other things, shows the effectiveness of the education system in general and the education delivery system in particular. Candidates’ responses to the examination questions is a strong indicator of what the education system was able or unable to offer to students in their four years of secondary education in the subject.

The analysis presented in this report is intended to contribute towards the understanding of some of the reasons behind the performance of candidates in the Arabic Language subject. The report highlights the factors that made the students perform the way they did in the examination. Reasons for good performance include sufficient knowledge and ability to identify the requirements of the questions. On the other hand, factors are provided, that made the candidates fail to score high marks in the questions. Such factors include failure to interpret the requirements of the questions, inability to express themselves in Arabic Language and lack of knowledge on the principles and rules related to the subject.

The feedback provided will enable the education stakeholders to identify proper measures to be taken in order to improve teaching and learning as well as the candidates’ performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the public in general that can be used for improving future Candidates' Items Response Analysis Reports.

Finally, the Council would like to thank the Examiners, Coordinators and all who participated in preparing and analysing the data used in this report.

Dr. Charles E. Msonde  
EXECUTIVE SECRETARY
1.0 INTRODUCTION

The report analyses the performance of the candidates who sat for the Certificate of Secondary Education Examination (CSEE) 2015 in Arabic Language. The questions were set from the 1995 Arabic Language syllabus and adhered to the examination format.

The candidates were tested in the skills of Comprehension, Grammar, Composition and Response to Reading. The paper comprised of 14 questions from which the candidates were required to attempt 10 questions. The questions from sections A and B were compulsory while in sections C and D the candidates were required to opt for one question out of the three questions.

A total number of the candidates who sat for the Certificate of Secondary Education Examination in 2015 were 10,890 of which, 6,578 (60.40%) passed and 4,312 (39.6%) failed. In 2014, the candidates who sat for the Certificate of Secondary Education Examination were 10,380 of which, 6,618 (63.79%) passed. This implies that, the performance of the candidates in 2015 decreased by 3.39 percent as compared to the year 2014.

The analysis of the candidates’ performance is categorized into three groups. If the performance of the candidates ranges from 0 to 29 percent, it is considered as fail, 30 to 44 percent, average performance and 45 to 100 percent is good performance.

The report highlights the requirements of each question by indicating the expected responses to the questions and how the candidates answered the questions. Extract samples of candidates’ responses are presented in order to provide a general overview of how the candidates responded in view of the demands of each item.
2.0 ANALYSIS OF THE CANDIDATES’ PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Comprehension

This section consisted of one compulsory question and the candidates were required to attempt all parts given in this question. This question carried twenty (20) marks.

2.1.1 Question 1: Short Answers and Filling in the Blank Spaces

The question required the candidates to read the passage and find the answers from the given passage. The passage was about a student in school.

This question was compulsory and had two parts, (a) and (b). In part (a), the candidates were required to give short answers to the five given items. In part (b), the candidates were given five sentences to fill in the blank spaces by using the given words. This question tested the candidates’ ability to read and comprehend the given passage.

The question was attempted by 100 percent of the candidates of which, 80.1 percent scored from 9 to 20 marks, 10.8 percent scored from 6 to 8.5 marks and only 9.1 percent scored from 0 to 5.5 marks. This shows that the candidates’ performance in this question was good, as seen in Figure 1.

![Figure 1](image)

**Figure 1**: shows the performance in the question.
The candidates who performed well in this question managed to provide the correct answers and filled in the blank spaces with appropriate information as was required. This shows that the candidates had a good command of Arabic Language and sufficient skills on reading for comprehension. Extract 1:1 shows a sample of a good response.

Extract 1:1

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. قَفْ أَمْ ثُمَّ أَنْفُسُكَ مَنْ أَثْقَلَ عَنْ جُمْعَةِ الْأسِئَلَةِ بَعْدًا</td>
<td>Stand up and then think about the one who makes the whole question heavier after that.</td>
</tr>
<tr>
<td>2. أَمْ ثُمَّ أَنْفُسُكَ مَنْ أَثْقَلَ عَنْ جُمْعَةِ الْأسِئَلَةِ الأَثِينَةً</td>
<td>Or think about the one who makes the whole question heavier after the third question.</td>
</tr>
<tr>
<td>3. أَنْفُسُكَ مَنْ أَثْقَلَ عَنْ جُمْعَةِ الْأسِئَلَةِ</td>
<td>Yourself.</td>
</tr>
<tr>
<td>4. عَمَلَ الْعُمْرِيُّ مِنْ آنَّا يُقَالُ لَهُ العُمْرِيُّ عَمِيسُهُ</td>
<td>Worked the Umrani when he is called on him Umri the elder.</td>
</tr>
<tr>
<td>5. مَعَ عُمْرِيُّ مَعَ ذَيْجَةٍ وَحَدَّى إِلَى هِيَ</td>
<td>With Omri and Zayjeh he went and invoked to her.</td>
</tr>
<tr>
<td>6. يَشَيْرُونَ إِلَى الْمَوَاطِنَ إِلَى عَدَدٍ ثَلَاثٍ مِّنْ الْمَوَاطِنِ</td>
<td>They refer to the country to a number of three countries.</td>
</tr>
<tr>
<td>7. الذِّينَ يَتَّقُونَ إِبَاحَةَ الْذُّوْرِ والْمُهَادِينَ مَوَ</td>
<td>Those who humble themselves to the end and the pilgrims.</td>
</tr>
</tbody>
</table>
Extract 1:1 shows a sample of a response from a script of a candidate who managed to write the correct short answers and filled in the blank spaces with appropriate information from the passage.

Further analysis of the candidates' responses shows that most of the candidates who performed poorly in this question failed in part (a) because they did not comprehend what was written in the passage due to lack of basic skills on reading and comprehension. Most of them failed to provide correct short answers in item (2) and (5). For example, item (2) which asked: “When does the community need the service of a student?” Some of them answered “The esteem of the future” (اﻟﻌﺰة ﻓﻲ ﺷ حاجة ﻓﻲ ﺳ ﻓﻲ،) some wrote “by tomorrow”. (اﻟﻐﺪ ﻓﻲ) and others answered “He will respond to their call” (نﺪاﺋﻬﺎ ﻓﻴﻠﺒﻲ.). The correct answer was supposed to be "After he completes his studies" (دراﺳﺘﻪ ﻓﻲ ﺷ ﻓﻲ ﻓﻲ). Another example in item (5) asked; "Who constructs buildings and
industries?". Most of them answered “the student” (الطلبة) and others wrote "the doctor" (الطبيب) or "the employee" (الموظف). The correct answer was; "the engineer" (المهندس). The candidates who got a zero mark failed to provide correct answers to both parts, (a) and (b) and a few of them left the questions unanswered. This shows that, the candidates had a poor mastery of Arabic Language. Extract 1.2 shows a sample of a poor response.

**Extract 1.2**

Extract 1.2 shows a sample of a response from a script of a candidate who provided incorrect answers to the given short answer questions and filled in the blank spaces with inappropriate information.
2.2 SECTION B: Grammar

This section had seven questions and the candidates were required to answer all the questions. Each question carried five (05) marks, except question 8 which carried ten (10) marks, thus making a total of forty (40) marks.

2.2.1 Question 2: Re – arranging Jumbled Words

This question had five items and required the candidates to re-arrange jumbled words in a grammatical order to form a grammatical and meaningful sentence. This question tested the candidate’s ability to organize words in grammatical and meaningful sentences.

The question was attempted by 100 percent of the candidates out of which, 43.3 percent of them scored from 2.5 to 5 marks, 17.4 percent scored from 1.5 to 2 marks and 39.3 percent scored from 0 to 1 mark. This shows that the candidates’ performance for this question was good, as seen in Figure 2.

![Figure 2: Percentage of the Students' performance](image)

The candidates who scored high marks in this question understood the demands of the question and were able to re-arrange the jumbled words in a grammatically correct order to form grammatical and meaningful sentences. This good
performance indicated that, the candidates had a good mastery of Arabic Language. Extract 2.1 shows a sample of a good response.

**Extract 2.1**

<table>
<thead>
<tr>
<th>(أ)</th>
<th>(ب)</th>
<th>(ج)</th>
<th>(د)</th>
<th>(ه)</th>
</tr>
</thead>
<tbody>
<tr>
<td>لعبُ سعيّدٌ وتبشيرٌ بكَرَةَ القَتَمُ</td>
<td>خَبَرَ المُعَلِّمُ الأَرْسُلَ إِلَى الأَبْسَاحِشَرَ</td>
<td>لا يَجِزُّ الْجَلْوَسُ عِنْ الْطَرْقَاتِ</td>
<td>لا يَجِزُّ الْجَلْوَسُ عِنْ الْطَرْقَاتِ</td>
<td>فَمَا كَرَمَ الْمَرْجَةِ</td>
</tr>
</tbody>
</table>

Extract 2.1 shows a sample of a response from a script of a candidate who re-arranged the jumbled words in a grammatically correct order to form grammatical and meaningful sentences.

On the other hand, the candidates who got low marks in this question lacked the necessary vocabulary and adequate knowledge on Arabic Language grammar. They failed to re-arrange the five jumbled words into a grammatically correct order. Most of the candidates failed to respond to the item (ج). For example, one candidate wrote, "It is not proper the way on to sit" or "not to sit is proper on the way" (لا يجوز (لا يجوز الجلوس في الطرقات في الجلوس أو لا الجلوس يجوز في الطرقات) instead of "It is not proper to sit on the way" (لا يجوز الجلوس في الطرقات) . Extract 2.2 shows a sample of a poor response.
Extract 2.2 shows a sample of a response from a script of a candidate who was unable to re-arrange the jumbled words in a grammatical order to form a meaningful sentence.

2.2.2 Question 3: Grammatical Terminologies

This question had five items and required the candidates to define the given grammatical terms in Arabic Language such as dual, verbal sentence, subject of the passive, subject and adjective. This question tested the candidates’ ability to define some of the grammatical terminologies in Arabic Language.

The question was attempted by 100 percent of the candidates of which, 69.3 percent scored from 0 to 1 mark, 11 percent scored from 1.5 to 2 marks and only 19.7 percent scored from 2.5 to 5 marks. This shows that the candidates’ performance for this question was average as seen in Figure 3.
Figure 3: indicates the performance of the candidates in the question.

The analysis of candidates' responses shows that the candidates who performed well in this question managed to give correct definitions of the given grammatical terminologies in Arabic Language with appropriate examples as was required. This indicates that, the candidates had sufficient knowledge on grammatical terminologies. Extract 3.1 shows a sample of a good response.

Extract 3.1

<table>
<thead>
<tr>
<th>(أ) الْجِمْلَةُ الْفِعْلَيَّةُ</th>
<th>(ب) الْجِمْلَةُ الْتَعْلِيمِيَّةُ</th>
<th>(ج) الْجِمْلَةُ الْعَرْفَيَّةُ</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>أَلْيَأْ رَكَّبَ عَلَى سَيِّدِي سَبِيلَ بَيْرَاتِةَ</em></td>
<td><em>مَا تَرْتَبِسُنِي فِي اللَّغُوَّةِ</em></td>
<td><em>كَلْمَةٌ فِي الْعُسْرُ</em></td>
</tr>
<tr>
<td><em>وَتَفْتَرِسُ أَوْ يُبْدِعُ وَتَتَأْخِذُ تَأْخِذًاٰ وَتَصْلِيْنَ صَلَٰٓيٰنَ</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Extract 3.1 shows a sample of a response from a script of a candidate who defined the terminologies as required.

On the other hand, the candidates who scored low marks could not define grammatical terminologies in Arabic Language. Most of them provided unclear definitions. Some of them wrote the definitions which were not related to the demands of the questions. For example, in item (٥), one of the candidates wrote the definition of the imperative (فَعْلِ الأَمْرُ) instead of the adjective (النَعْط) and a few of them left the questions unanswered. This indicates that, the candidates had insufficient knowledge on grammatical terminologies and had a poor mastery of Arabic Language. Extract 3.2 shows a sample of a poor response.
Extract 3.2

Extract 3.2 shows a sample of a response from a script of a candidate who wrote the definition of the verb instead of a dual noun in item (i).

2.2.3 Question 4: Inflection

This question had five items and required the candidates to give explanations on the functions of the given grammatical terms together with examples. The question tested the candidates’ knowledge on the functions of the grammatical terms regarding Inflection.

The question was attempted by 100 percent of the candidates out of which, 93.2 percent scored from 0 to 1 mark, 2.3 percent scored 1.5 to 2 marks and only 4.5 percent scored from 2.5 to 5 marks. The statistical data shows that the candidates’ performance for this question was weak, as seen in Figure 4.
The majority of the candidates whose performance was weak in this question failed to answer items (ب), (ج), (د) and (ه) but most of them managed to answer correctly item (أ) that asked: “What does (إن وأخواتها) do when it enters the subject of a nominal sentence and predicate?” (فأذا تعامل إن وأخواتها). They answered: “(إن وأخواتها) changes the subject of a nominal sentence into accusative case and predicate into nominative case.

Further analysis shows that the candidates who got a zero mark provided incorrect answers to all the given items. For example, in item (ب) that asked: “When does ‘Alifu’ (ألف) stand for sign of nominative case?” (تكون ألف علامة للفاعل؟), one of the candidates answered: “The letter ‘Alifu’ (ألف) stands for sign of nominative case on the subject and the predicate”, (تكون ألف علامة للرفع على المبتدى والخبر) which was wrong. The correct answer was supposed to be “The letter ‘Alifu’ (ألف) stands for sign of nominative case in the dual noun (تكون ألف علامة للرفع في المثنى). Others just copied some questions and used them as answers. This indicates that the candidates did not have sufficient knowledge on the functions of the given grammatical terms in Arabic Language. Extract 4.1 shows a sample of such a response.
Extract 4.1 shows a sample of a response from a script of a candidate who provided incorrect answers in all items.

However, there were a few candidates who performed well in this question. These candidates understood the requirements of the question and managed to explain the functions of the given grammatical terms with their examples. This shows that, the candidates had sufficient knowledge on grammatical terms in Arabic Language. Extract 4.2 shows a sample of a good response.
2.2.4 Question 5: Defective Verbs and Particles

In this question, the candidates were required to add the given defective verbs (كَانَ وَلَسْ، لَمْ), a jussive word (لَمْ), a subjunctive word (لْنَ) and one of the particles resembling verbs (كَا، كَا) to the given sentences. The question tested the candidates’ knowledge on principles of uses of defective verbs, jussive words, particles resembling verbs and subjunctive words in the sentence.

The question was attempted by 100 percent of the candidates of which, 60.2 percent of them scored from 0 to 1 mark, 18.7 percent scored from 1.5 to 2 marks and only 21.1 scored from 2.5 to 5 marks. This implies that the candidates’ performance for this question was average as seen in Figure 5.
Figure 5: shows the performance of the candidates in the question.

The analysis of the students' responses indicates that the students who scored high marks in this question understood the demands of the question and had adequate knowledge on the uses of defective verbs, jussive words, particles resembling verbs and subjunctive words in the sentences and considered all changes that were supposed to occur while adding those words to the sentences as was required. This indicates that the candidates had sufficient knowledge on defective verbs, jussive words, particles resembling verbs and subjunctive words. Extract 5.1 shows a sample of a good response.

Extract 5.1

Extract 5.1 shows a sample of a response from a script of a candidate who was able to change the sentences after adding defectives verbs and the given words.
Further analysis of the students’ responses indicates that some of the candidates who performed poorly in this question managed to respond to items (د) or (هـ). The candidates who scored a zero mark added defective verbs, jussive words, particles resembling verbs and subjunctive words in the sentence without making any changes. For example, in item (ب), one of the candidates added the word (كان محمدان) but he/she could not change the sentence. The correct answer was supposed to be (كان محمديين) after adding the word (كان). The letter (ا) of the subject of nominal sentence should be changed to the letter (ي) according to the rule of particles resembling verbs. Others left the questions unanswered. This shows that the candidates lacked sufficient knowledge on the rules of the defective verbs, jussive words, particles resembling verbs and subjunctive words. Extract 5.2 shows a sample of such a response.

**Extract 5.2**

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>أ كان أحيا إبن نائيم م</td>
</tr>
<tr>
<td>ب</td>
<td>كان محمدان قابمان</td>
</tr>
<tr>
<td>ج</td>
<td>ليس المظهر عرسان</td>
</tr>
<tr>
<td>د</td>
<td>لم تنزده محمدتا النبى</td>
</tr>
<tr>
<td>هـ</td>
<td>لي يرجع سعيدا في الصن</td>
</tr>
</tbody>
</table>

Extract 5.2 shows a sample of a response from a script of a candidate who provided incorrect answers after adding defective verbs to the given words.

**2.2.5 Question 6: Prepositions**

The candidates were required to fill in the blank spaces with right prepositions (حرف الجر). This question tested the candidates’ ability to use the appropriate prepositions.

The question was attempted by 100 percent of the candidates of which, 55.8 percent scored from 0 to 1 mark, 23.1 percent scored from 1.5 to 2 marks and only 21.1 percent scored
from 2.5 to 5 marks. This indicates that the candidates’ performance for this question was average, as seen in Figure 6.

The analysis of the candidates’ responses shows that the candidates who got high marks in this question understood the demands of the question and were able to fill in the blank spaces with appropriate prepositions in the given sentences. This good performance shows that the candidates had adequate knowledge on prepositions. Extract 6.1 shows a sample of a good response.

**Extract 6.1**

<table>
<thead>
<tr>
<th>6-</th>
<th>منح صفة المناسبة في المكان الهائلة.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-1</td>
<td>جُنُبَتْ مِن ظُهِرِهَا عَدْمَ الْعُصُورَتَيْنِ.</td>
</tr>
<tr>
<td>6-2</td>
<td>كَفَّىْ مُؤْتِمَ الْأَذْمَسِ مَعَ الْقَلْبِ.</td>
</tr>
<tr>
<td>6-3</td>
<td>حَرَّمَ مُؤْتِمَ الْأَذْمَسِ مِنَ الْفَنُولِ.</td>
</tr>
<tr>
<td>6-4</td>
<td>دَخَلَ مَعْنَا مِنَ الدَّعْوَةِ.</td>
</tr>
<tr>
<td>6-5</td>
<td>دَخَلَ مَعْنَا مِنَ الدَّعْوَةِ.</td>
</tr>
</tbody>
</table>

Extract 6.1 shows a sample of a response from a script of a candidate who filled in the blank spaces with the appropriate prepositions.
The analysis of the candidates’ responses further shows that most of the candidates with poor performance in this question were unable to fill in the blank spaces with appropriate prepositions. Most of the candidates did not understand the meanings of the given prepositions. This led them to provide incorrect answers to the five given items. For example, in item (أ)، one of the candidates used the preposition ‘in’ (في) instead of ‘on’ (على) in the sentence “Fatma sat in the chair” (جلست فاطمة في الكرسي) where the correct answer was supposed to be “Fatma sat on the chair” (جلست فاطمة على الكرسي). This indicates that, the candidates were not familiar with the prepositions. Extract 6.2 shows a sample of such a response.

Extract 6.2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Extract 6.2 shows a sample of a response from a script of a candidate who used inappropriate prepositions in all items.

2.2.6 Question 7: Nominal and Verbal Sentences

This question required the candidates to change the given verbal sentences (الجمل الفعلية) into nominal sentences (الجمل الإسمية). The question tested the candidates’ ability to use rules of nominal and verbal sentences accordingly.

The question was attempted by 100 percent of the candidates out of which, 64.5 percent scored from 0 to 1 mark, where 31.4 percent scored from 1.5 to 2 marks and only 4.1 percent
scored from 2.5 to 5 marks. This shows that the candidates’ performance for this question was average, as seen in Figure 7.

**Figure 7:** shows the performance of the candidates in the question.

The candidates who performed well understood the requirements of the question and managed to change the given verbal sentences into nominal sentences. These candidates show that they had sufficient knowledge on applying the principles and also had a good mastery of Arabic Language. Extract 7.1 shows a sample of a good response.

**Extract 7.1**

<table>
<thead>
<tr>
<th>Sentence 1</th>
<th>Sentence 2</th>
<th>Sentence 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
</tr>
<tr>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
</tr>
<tr>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
<td>ﻦﻬﺎء د ﻓﯽ ﺍﻟﺒﻠﻎ</td>
</tr>
</tbody>
</table>

Extract 7.1 shows a sample of a response from a script of a candidate who was able to change all verbal sentences into nominal sentences correctly.
On the other hand, the candidates who performed poorly in this question failed to apply the rules appropriately as some of them did not understand the requirements of the question. Many candidates managed to apply the rules in item (أ) and (ب) where the tenses needed to be in a singular form as the subjects of nominal sentences. These candidates failed to realise that if the subject of the nominal sentence will be in a plural form, its tense should be in the plural form as well. Unfortunately, most of the candidates did not consider this principle. For example, in item (ج), one of the candidates wrote the tense of nominal subject in a singular form instead of a plural form according to the Arabic Language rules; “Players plays in the pitch or Players is playing in the pitch”. (اللاعبون يلعب في الملعب). The correct answer was; “Players play in the pitch or Players are playing in the pitch”. (لاعبون يلعبون في الملعب). Some of them provided the answers which were not related to the demands of the question. For example in (أ), one of the candidates made the passive voice (الفعل المبني للمجهول - رُجع إلى المنزل) instead of nominal sentence (الجملة الإسمية - الطالب راجع أو رجع إلى المنزل). This suggests that, the candidates had insufficient knowledge on the uses of principles of the Arabic Language grammar. Extract 7.2 shows a sample of a poor response.

**Extract 7.2**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(أ)</td>
<td>رجع إلى المنزل</td>
<td>(ب) بيع بيت وفُضّل أن[]}</td>
</tr>
<tr>
<td>(ج)</td>
<td>بمصر</td>
<td>(د) قصص</td>
</tr>
</tbody>
</table>

Extract 7.2 shows a sample of a response from a script of a candidate who changed the verbal sentences into the passive voice instead of the nominal sentence.
2.2.7 Question 8: Analysing the Underlined Words

This question had five items and the candidates were required to answer all items by analysing the given words in the sentence. The question tested the candidates’ ability to analyse the underlined words in the sentence by suggesting past tenses, subject, object, the subject of nominal sentence and defective verb together with its noun as well as its predicate.

The question was attempted by 100 percent of the candidates of which, 73.9 percent scored from 0 to 2.5 marks, while 9.8 percent scored from 3 to 4.0 marks and only 16.3 percent scored from 4.5 to 10 marks. This shows that the candidates’ performance for this question was poor, as seen in Figure 8.

![Figure 8: Percentage of the candidates’ performance](image)

Some of the candidates with poor performance in this question were able to analyse the subject of nominal sentence in items (أ) and (ب) but most of them failed to respond to item (ج). For example, one of the candidates analysed the word (طَلَحَة) as subject (فَاعِل) and word (مَجْتَهِدَة) as object (فَعُول) (بِه). The correct answer was that the word (طَلَحَة) should be analysed as a noun of the defective verb
and the word (مَجْتَهِدَة) as predicate of defective verb (خَبَرُ كَانَ). Some candidates provided incorrect answers in all items, others just copied some of the questions and used them as answers and a few of them left the questions unanswered. These responses indicate that, the candidates had insufficient knowledge on the topic of Inflection. Extract 8.1 shows a sample of a response of a candidate who scored low marks.

**Extract 8.1**

Extract 8.1 shows a sample of a response from a script of a candidate who analysed all the underlined words by using three types of tenses, thus scoring low marks.

Despite all the weaknesses, there were some candidates who performed well in this question. These candidates were able to analyse the underlined words such as past tenses, subject, object, the subject of nominal sentence and defective verb in
the given sentence as was required. This indicates that, the candidates had understood the demands of the question and had adequate knowledge on Inflection. Extract 8.2 shows a sample of a response of a candidate who scored high marks.

Extract 8.2

Extract 8.2 shows a sample of a response from a script of a candidate who analysed the given underlined words in the sentences correctly.
2.3 SECTION C: Composition

This section had three questions on; Essay, Article and letter writing. The candidates were required to attempt only one question. Each question carried (20) marks.

2.3.1 Question 9: Letter Writing

This question required the candidates to write an official letter to the director of a Teacher’s college applying for further studies. This question tested the candidate’s ability to use the principles of formal letter writing in Arabic Language.

The question was attempted by 98.3 percent of the candidates and their performance was poor, as 84.4 percent of them scored from 0 to 5.5 marks, while 10.7 percent scored from 6 to 8.5 marks and only 4.9 percent scored from 9 to 17 marks out of the 20 marks allocated for this question as seen in Figure 9.

![Figure 9](image)

**Figure 9**: indicates the performance of the candidates in the question.

The majority of the candidates who performed poorly in this question were able to write the address, date, the heading and the introduction of the letter but they could not describe the main concept of the letter, which is an application for
joining the College. The candidates' responses had a lot of grammatical and spelling mistakes. Others decided to write sentences which were not related to the demands of the question. Some of them copied some words from the passage and used them in the body of the letter as the answers. This indicates that, these candidates did not have enough vocabulary and had a poor mastery of Arabic Language. Extracts 9.1(a) and (b) show samples of poor responses.

**Extract 9.1(a)**

Extract 9.1(a) shows a sample of a response from a script of a candidate who was able to write the address, date and the introduction of the letter but could not write the body of the letter.
Extract 9.1(b) shows a sample of a response from a script of a candidate who just copied some words from the passage and used them as his/her answer.
On the other hand, the candidates who performed well managed to write a letter applying to join the college as required and adhered to the principles of formal letter writing in Arabic Language. Furthermore, their points were well organized. This shows that the candidates had sufficient knowledge on the principles of formal letter writing skills and had a good mastery of Arabic Language. Extract 9.2 shows a sample of a good response.

Extract 9.2

Extract 9.2 represents a sample of a response from a script of a candidate who adhered to the format of an official letter writing and elaborated his/her points well.
2.3.2 Question 10: Article Writing

The question required the candidates to write an article on the Importance of Transportation. The question aimed at testing the candidates’ ability to express themselves by using Arabic Language.

This question was attempted by 0.9 percent of the candidates of which, 93.8 percent scored from 0 to 5.5 marks and only 6.2 percent scored from 10 to 17 marks out of the 20 allocated to this question. This implies that the candidates’ performance for this question was poor, as seen in Figure 10.

The analysis of the candidates’ response indicates that most of the candidates who performed poorly in this question were unable to express issues on the importance of transportation. Some only wrote introduction. Some provided inadequate explanations with a lot of grammatical and spelling mistakes while others wrote words which were not related to the requirements of the question. This shows that, these candidates had a poor mastery of Arabic Language. Extract 10.1 shows a sample of a response of a candidate who could not write correct Arabic words as was required.
Extract 10.1 shows a sample of a response from a script of a candidate who wrote words which were not related to the importance of transportation.

The analysis of candidates' responses further shows that, a few candidates who did well in this question understood the demands of the question and were able to explain the importance of transportation. They organised their points in a good flow by writing an introduction, the body and a good conclusion, although, there were few grammatical and spelling mistakes. This indicates that, the candidates had sufficient vocabulary on transportation and had a good mastery of Arabic Language. Extract 10.2 shows a sample of a good response.
Extract 10.2 shows a sample of a response from a script of a candidate who was able to write the importance of transportation and organized his/her points well.

### 2.3.3 Question 11: Essay Writing

This question required the candidates to write an essay on the problem of drug abuse in the society. This question tested the candidates’ ability to write and express themselves logically by using Arabic Language.

The question was attempted by 0.7 percent of the candidates and their performance in this question was poor, as 90.8 percent of them scored from 0 to 5 marks, while 3.9 percent scored from 6 to 8 marks and only 5.3 scored from 11 to 19 marks out of the 20 marks allocated for this question, as seen in figure 11.
Figure 11: shows the performance of the candidates in the question.

Some of the candidates who scored low marks in this question only wrote an introduction but they failed to give an adequate explanation on the problem of drug abuse in the society. Furthermore, their responses had a lot of grammatical and spelling mistakes. Others wrote ideas which were not related to the demand of the question due to lack of enough vocabulary and having a poor mastery of Arabic Language. Extract 11.1 shows a sample of the work that was done poorly by a candidate.

Extract 11.1

Extract 11.1 shows a sample of a response from a script of a candidate who wrote the introduction with a lot of grammatical and spelling mistakes and could not explain the main idea.
However, the candidates who scored high marks in this question managed to explain the problem of drug abuse in the society as was required. For example, they explained that "مشكلة تعاطي المخدرات تسبب المرض إما في العقل أو في الجسم وأحيانا تسبب الموت" (the problem of drug abuse causes mental or organic diseases and sometimes it can cause death). These candidates expressed the ideas in a good flow with well-formed sentences. Their points were well organised following all the principles and ethics of writing an essay. For instance, they had a good introduction, body and conclusion. This shows that the candidates had enough vocabulary and a good mastery of Arabic Language. Extract 11.2 shows a sample of a good response.

**Extract 11.2**

<table>
<thead>
<tr>
<th>الفهم المبكر</th>
</tr>
</thead>
<tbody>
<tr>
<td>تمتعت في البطائل</td>
</tr>
<tr>
<td>المخدرات في سنة خطرة الطبيعة اللي إذا استغاض</td>
</tr>
<tr>
<td>أحدهما يسبب المرض لها في العقل أو الجسم أو كلاهما</td>
</tr>
<tr>
<td>تعاطي المخدرات لها مشكلة كبرية وضمن المشاكل</td>
</tr>
<tr>
<td>في ما يقع للمشري نسيهم وفيما ماتهم للمرضي نسيهم</td>
</tr>
<tr>
<td>لأن المخدرات توحَّده بالشباب كسره إقدام من الهائلي</td>
</tr>
<tr>
<td>الذي يدفع بالشاب نسيان كلاً من</td>
</tr>
</tbody>
</table>

32
Extract 11.2 shows a sample of a response from a script of a candidate who explained the problem of drug abuse in the society by organising the points well and logically.

2.4 SECTION D: Response to Readings

This section had three questions and the candidates were required to answer one question. The questions were based on the story of the Kingdom of Bees, Tortoise with Rabbit and Lazy Rat. Each question carried (20) marks.
2.4.1 Question 12: The Story of the Kingdom of Bees

The candidates were required to explain “Why the bee did not affect the work of the group after withdrawing from the group?”

The question was attempted by 55.7 percent of the candidates of which, 75.8 percent scored from 0 to 5.5 marks, 13.4 percent scored from 6 to 8.5 marks and only 10.8 percent scored from 9 to 17 marks out of marks allocated to this question. This shows that, the candidates’ performance for this question was poor, as seen in Figure 12.

![Figure 12](image.png)

**Figure 12**: indicates the percentage of the candidates’ performance.

The candidates who performed poorly in this question failed to explain the reason, “Why the bee did not affect the work of the group after withdrawing from the group”, due to inadequate knowledge as well as inability to explain the concept in Arabic Language. Furthermore, their responses had inadequate explanations. Some of the candidates wrote the responses which were not related to the requirement of the question like one candidate wrote explanations on the
racing competition between the Tortoise and the Rabbit while a few of them just copied some words from the passage and used them as answers. This shows that, the candidates had a poor mastery of Arabic Language. Extract 12.1 shows a sample of such a response.

Extract 12.1

Extract 12.1 shows a sample of a response from a script of a candidate who lacked the ability to explain the concept due to a poor mastery of Arabic Language.
The candidates who scored high marks in this question managed to explain reasons which did not affect the work of the group when she withdrew from the group. Such as "لا يمكن أن يقوم منهما بأن تقوم به الجماعة" (It is impossible under any circumstances for a single person to work in the same capacity as can be achieved by a group). They also organised their points well. In addition, these candidates were able to write their points in a good flow with an introduction, the body and a good conclusion. This shows that the candidates had enough knowledge on the story of the Kingdom of Bees and had a good mastery of Arabic Language. Extract 12.2 shows a sample of a good response.

Extract 12.2
Extract 12.2 shows a sample of a response from a script of a candidate who was able to explain that cooperation enabled the bees to remain united even if one of them withdrew from the group.

### 2.4.2 Question 13: The Story of the Tortoise and the Rabbit

This question required the candidates to explain why the Tortoise and the Rabbit participated in the racing competition and what was the outcome.

The question was attempted by 30.9 percent of the candidates and their performance was good, as 28.5 percent of them scored from 9 to 18 marks, while 25.9 percent scored from 6 to 8.5 marks and only 45.6 percent scored from 0 to 5.5 marks, as seen in Figure 13.
The analysis of the candidates’ responses indicates that, the candidates who performed well managed to explain the reasons which made the Tortoise and the Rabbit to compete in the running competition, such as humiliation and abusive language from the Rabbit against the Tortoise; and that the Tortoise was slow-moving. Surprisingly the Tortoise became the winner. Furthermore, they followed the principles of essay writing, such as putting an introduction, a body and a conclusion, although there were some spelling mistakes and grammatical errors. For example, one of the candidates wrote the word (الغابت) which was wrongly spelt. The correct answer was; (الغابات) or (الغابة). This implies that, the candidates had a fair command of Arabic Language. Extract 13.1 shows a sample of such a response by one of the candidates.

Extract 13.1

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td><strong>ألاستinya بين السلامة والأرنب وهي</strong></td>
<td><strong>ألاستinya بين السلامة والأرنب وهي</strong></td>
</tr>
<tr>
<td><strong>هدب السلامة نصر في السباق كالدابة</strong></td>
<td><strong>هدب السلامة نصر في السباق كالدابة</strong></td>
</tr>
<tr>
<td><strong>عسم السلامة فهي الارنب مع أمير عقدها من</strong></td>
<td><strong>عسم السلامة فهي الارنب مع أمير عقدها من</strong></td>
</tr>
<tr>
<td><strong>الغابات إلى العينوبي.</strong></td>
<td><strong>الغابات إلى العينوبي.</strong></td>
</tr>
<tr>
<td><strong>قلت له ان اذهب ثم جمع أضوفك اذا كنت له</strong></td>
<td><strong>قلت له ان اذهب ثم جمع أضوفك اذا كنت له</strong></td>
</tr>
<tr>
<td><strong>كذاً دفعه ثم أتم تملعته من الغابات إلى الماء</strong></td>
<td><strong>كذاً دفعه ثم أتم تملعته من الغابات إلى الماء</strong></td>
</tr>
</tbody>
</table>
من سفر يَدَّلُ على كُلِّ إِنسَانٍ أَنَّهَا كُلُّ إِنسَانٍ قَدْ أَلَهُ: مَا لَهُ عَرْقَةُ بِالْفَلَقِ؟ قَالَ السَّامِعُ: فَقَنَعَهُ لِي الرَّبُّ فَلِبَى وَاً بِالْفَلَقِ: فَكَثَّرَ نَزْدِيَةً وَالْفَلَقُ فِي أَيْنَ يَأْتِيُ. إنَّ شَعَامَةً مَّعَ الْأَرْبَاءِ قَالَ لَهُ الْجَمِيعُ: تَحْيَيْنِ: دَافِعُوا بِرَبِّي تَحْيَيْنِ وَأَنْهَدُوا أَنْتَ مِنْ أَمْامِ الْعَلَّامِينَ أَنْ تتَشَدَّىَ وَفَهَمَّ تَخْطِبُونَ بِسَبِيلِ أمْنٍ أَنْ تُهْمَّ بِهِ. فَقَالَ السَّامِعُ بِعَنْدَهُ: أَنَا أَنْهَدُهُ إِلَى أَمْامِ الْعَلَّامِينَ أَنْ يُتَشَدَّىَ وَفَهَمَّ يُهْمَّ أَنْ يُهْمَّ بِهِ. فَقَالَ السَّامِعُ بِعَنْدَهُ: أَنَا أَنْهَدُهُ إِلَى أَمْامِ الْعَلَّامِينَ. قَالَ السَّامِعُ بِعَنْدَهُ: أَنَا أَنْهَدُهُ إِلَى أَمْامِ الْعَلَّامِينَ أَنْ يُتَشَدَّىَ وَفَهَمَّ يُهْمَّ أَنْ يُهْمَّ بِهِ.
40

<table>
<thead>
<tr>
<th>رقم</th>
<th>عبارة</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>كلمة في الهمام., بين الهاشة، قالت: السلمية.</td>
</tr>
<tr>
<td>15</td>
<td>قالت: الهمام.: والله! إننا ذاكم المفتشين، قالت: السلمية.</td>
</tr>
<tr>
<td>16</td>
<td>قالوا: يا عبد! تبدأ المفتشين بين هذا العام، على الأمور.</td>
</tr>
<tr>
<td>17</td>
<td>قالوا: يا عبد! وانت مзвق.</td>
</tr>
<tr>
<td>18</td>
<td>غدًا: السلمية إلى ضحيها، وقالت: لنبيها. عليه، نأتى نأيتي.</td>
</tr>
<tr>
<td>19</td>
<td>إن تنسلقي بين الأساقفة الفهلة، وعندك، في عينك،</td>
</tr>
<tr>
<td>20</td>
<td>على الجمع العنيفة، عنيمًا، ليسفي، إلى ضحيتها، النفي.</td>
</tr>
<tr>
<td>21</td>
<td>نقضنا عليها.</td>
</tr>
<tr>
<td>22</td>
<td>في عبارة: ليس مع كل الأشخاص، ليس، لا، فإن</td>
</tr>
</tbody>
</table>
Extract 13.1 shows a sample of a response from a script of a candidate who explained that the Tortoise won the running competition by using her sister so as to get rid of the abusive language of the Rabbit. There were however, some grammatical and spelling mistakes.
The analysis of the candidates’ responses shows that the candidates with poor performance in this question were not able to explain the reason as to why the Tortoise and the Rabbit competed and the result of the competition. Most of them just wrote an introduction. Some candidates’ explanations had a lot of grammatical and spelling mistakes. Others wrote the answers which were not related to the demands of the question. This indicates that the candidates had insufficient vocabulary and had a poor mastery of Arabic Language. Extract 13.2 shows a sample of such a response.

**Extract 13.2**

<table>
<thead>
<tr>
<th>سؤال 13</th>
<th>الفصل العاشر</th>
</tr>
</thead>
<tbody>
<tr>
<td>ماأتت السيدة عائشة بالكتابة عن الحيوانان...</td>
<td></td>
</tr>
<tr>
<td>والطريق كذلك أربعة مدينة لها علاقة بالذكرى الأربعة</td>
<td></td>
</tr>
<tr>
<td>تسخر منه ودلاها ببطولتها حكايتهما...</td>
<td></td>
</tr>
<tr>
<td>ففي هذه الفصة فلما السيدة بسمتها الى أن تسخر أربعة بطولة حكايتهما هذه سؤال لا سبيل من الفكرة...</td>
<td></td>
</tr>
<tr>
<td>لذئب السادة يعود الناس من الخروج الى البالغ</td>
<td></td>
</tr>
<tr>
<td>وعند هذه الفصة لم يكل أحد اجتنابل ضهرا حكايته</td>
<td></td>
</tr>
</tbody>
</table>

Extract 13.2 shows a sample of a response from a script of a candidate who was able to write an introduction but could not explain the reasons which made the Tortoise and the Rabbit to compete in the running competition.
2.4.3 **Question 14: The Story of the Lazy Rat**

In this question, the candidates were required to explain the saying, “Laziness is the enemy of development”, by using the story of the Lazy Rat.

The question was attempted by 13.2 percent of the candidates of which, 56.2 percent scored from 0 to 5.5 marks, 21.5 percent from 6 to 8.5 marks and only 22.3 percent scored from 9 to 17 marks out of the 20 marks allocated for this question. This shows that the candidates’ performance for this question was average, as seen in Figure 14.

![Figure 14: Percentage of the candidates’ performance](image)

The candidates who performed well managed to interpret and explain the saying, "Laziness is the enemy of development and progress”. These candidates followed the principles of writing an essay such as an introduction, the body and conclusion which relate to the requirement of the question, although there were some grammatical mistakes. This shows that the candidates had both enough vocabulary and a fair mastery of Arabic Language. Extract 14.1 shows a sample of a response from one of the candidates who answered the question well.
القرآن الكريم في كل منتهى
لم نستطيع أن نخلص شهرةً ما صارت
لم ننفيها إلا بناءً على إشاعة قيصرة
لا تفسح给我们 الأعيان
الأناني كمشروط أحسن الشراء
كما كنا نودونها مسبوقًا ضياعًا
ذهبنا نعاصرها في مجادلتها
فلا سبيل لم يقلها فبشرنا لل}&
هناك أخيل الشمس
الآن في عبير مما فكر
العجوزة تقرأ القرآن في النافورة
المسلمة تقرأ القرآن في المنظر
والأناني قريباً بشرائه ضوء حلت
تهزها نشاطها النافورة وحدها تبكي
لما نطرت عنها وحنانية نحن
تشتيت لأنها لم تعرف بشرى صرفة ونبراءة ولون
تسبح في السبع فتوحات القرآن لا يبقى أن
لا تدخل إلا سبيل لم يسهم في مقاستنا
الثالثة: عدم الاهتمام بسيادة الدولة

السلاسة: تشير النقطة المركزية للاضطرابات إلى أن هناك
كانت بذل النداءات للحلفاء، وتمكن يهود
تتم من خلال الأخبار الموجبة في الإعلام.

استنذرت البعض أم الديانات الكاثوليكية في دفعة مفتوحة

نفتقد وراءما هو أدنى من السؤال للفكر الباطن.

دفتنا والذي يخضع لأدوات بطنية لأوافق

من الأمور، لكنن أفسدوا على سلسلة الأفعال

قد قالوا: لسنادر من الألم، وعندما نشاهد

البطالوس، نعود لللحم، وعندما نرى

الأفكار يثورن، وسنرى أن الاستمرار

تحضر حقيقةً أن كل شيء أنا أغيره أغيره في

فأنا في أهوه، فقد نرى

هذا البقاء لم يتزامن أن يكون دفاع

فعلت ذلك بمعنى، إنه لا يزال

خسست للفارس، ولم يستطع فتح

45
Extract 14.1 shows a sample of a response from a script of a candidate who explained the main idea, though there were some grammatical and spelling mistakes.

However, there were some candidates who performed poorly in this question as they could not explain nor could they elaborate the saying that “Laziness is the enemy of development and progress”. This could have been due to lack of knowledge on the story of the Lazy Rat. These candidates had a poor mastery of Arabic Language. Moreover, their responses had a lot of spelling and grammatical mistakes and some of them just copied some words from the passage and used them as answers. Extract 14.2 shows a sample of a poor response.
Extract 14.2 shows a sample of a response from a script of a candidate who could not explain the given idea due to a poor mastery of Arabic Language.

3.0 **ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC**

The analysis of the candidates’ responses in each topic shows that the candidates had a good performance in *Comprehension* where 90.9 percent scored an average of 30 percent and/or above. Further analysis indicates that the candidates had an average performance in *Response to Readings* where 40.8 percent scored an average of 30 percent and/or above and also in *Grammar* where 34.82 percent scored an average of 30 percent and/or above. However, the candidates had a poor performance in *Composition* where only 10.33 percent scored an average of 30 percent and/or above. The analysis of the candidates’ responses further shows that the candidates’ performance in *Response to Readings, Grammar* and *Composition* in the year 2015 decreased by 18.83, 21.28 and 36.33 respectively as compared to the year 2014. The performance is summarized in the *Appendix*.
4.0 CONCLUSION

The general performance of the candidates in Arabic Language subject in the CSEE 2015 was average. This average performance could be attributed to the adequate knowledge on reading for comprehension and skills on the use of the vocabulary which enabled candidates to understand the demands of the question and expressed themselves well.

However, the candidates showed a poor performance in some topics. This might be due to lack of sufficient knowledge and vocabulary which hindered the candidates from identifying the task of the questions and expressing themselves in Arabic Language.

The summary of analysis of performance has been presented whereby green colour stands for good performance, yellow colour for average performance and red colour for poor performance, as shown in the Appendix.

5.0 RECOMMENDATIONS

In order to improve the performance of the students in future it is recommended that:

(a) Students should be encouraged to put more efforts in learning the pronouns which are the basis of Arabic Language to enable them to compose correct sentences in Arabic Language.

(b) Students are advised to read short story books to enable them to acquire extensive vocabulary.

(c) Students are advised to initiate regular programs for speaking Arabic Language which could help them to improve their ability to express themselves well in the language.

(d) Students should be encouraged to revise the Arabic Language grammar in order to master the principles of the Arabic grammar.
Appendix

Comparative Summary of Candidates' Performance in Each Topic

<table>
<thead>
<tr>
<th>S/N</th>
<th>Topic</th>
<th>Total number of questions</th>
<th>2014</th>
<th>Remarks</th>
<th>2015</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>The percentage of candidates who scored 30 marks and/or above</td>
<td>Remarks</td>
<td>The percentage of candidates who scored 30 marks and/or above</td>
<td>Remarks</td>
</tr>
<tr>
<td>1.</td>
<td>Comprehension</td>
<td>1</td>
<td>88.0</td>
<td>Good</td>
<td>90.9</td>
<td>Good</td>
</tr>
<tr>
<td>2.</td>
<td>Response to readings</td>
<td>3</td>
<td>59.63</td>
<td>Good</td>
<td>40.8</td>
<td>Average</td>
</tr>
<tr>
<td>3.</td>
<td>Grammar</td>
<td>7</td>
<td>56.1</td>
<td>Good</td>
<td>34.82</td>
<td>Average</td>
</tr>
<tr>
<td>4.</td>
<td>Composition</td>
<td>3</td>
<td>46.66</td>
<td>Average</td>
<td>10.33</td>
<td>Weak</td>
</tr>
</tbody>
</table>

![Comparative Summary of Candidates' Performance in Each Topic](image.png)