

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES**

ACSEE 2014

125 ARABIC LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE OF THE
CANDIDATES IN THE ACSEE, 2014**

125 ARABIC LANGUAGE

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FOREWORD

The Examiners' Report on the Performance of Candidates in the Arabic Language subject in the Advanced Certificate of Secondary Education Examination (ACSEE) 2014, was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general on the performance of candidates.

The Advanced Certificate of Secondary Education Examination marks the end of two years of 'A' level 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. Essentially, 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 two years of A level secondary education in the subject.

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind the performance of candidates in the Arabic Language subject. Generally, the performance of the candidates in this subject was good. The report highlights the factors that made some candidates fail to score high marks in the questions. Such factors include failure to interpret the requirement 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 administrators, school managers, teachers and students to identify proper measures to be taken in order to improve 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 in improving future Examiners' Reports.

Finally, the Council would like to thank the Examination officers, examiners and all others who participated in the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report analyses the performance of candidates in Arabic Language for candidates who sat for the Advance Certificate of Secondary Education Examination (ACSEE) 2014. The Arabic Language examination followed the 2004 syllabus and was set according to the 2012 examination format. Almost all the topics which are in the syllabus were examined.

The candidates were tested in the skills of comprehension, language use, morphology, essay writing, rhetoric, response to reading, poetry and prose and history of literature. The papers consisted of 05 sections from which the candidates were supposed to attempt 01 question only for each section, with a total of nine (09) questions for 125/1 Arabic Language paper 1 and ten (10) questions for 125/2 Arabic Language paper 2.

A total of 472 candidates sat for Arabic Examination in 2014, whereas 93.86 percent of the candidates passed the examination and 6.14 percent failed the examination. While in 2013, 82.32 percent passed. This indicates that, the rate of performance in the year 2014 has increased by 11.54 percent.

This report aims at providing feedback to education stakeholders on the performance of the candidates in each question. The report highlights the requirements of each question by indicating the expected responses to the questions and how the candidates answered the questions. Also a sample of responses extracted from candidates' scripts has been attached. It is expected that this report will enable teachers and students to improve teaching and learning of Arabic Language so as to improve the performance in this subject.

2.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH QUESTION IN 125/1 ARABIC LANGUAGE PAPER 1

2.1 Section 1: Comprehension

This section was composed of one question. The candidates were required to attempt all parts of the question. This question carried twenty (20) marks.

2.1.1 Question 1

The question required the candidates to read the passage and answer the given questions. This question was compulsory and had two parts, part (a) and (b). In part (a), the candidates were required to give short answers to five questions given. In part (b) the candidates were given five sentences to fill in the blanks.

This question was attempted by 98.3 percent of the candidates, of which 2.1 percent scored 0 mark, 3.4 percent scored 02 to 05 marks, 21.4 percent scored 06 to 10.5, 42.6 percent scored 11 to 15.5 and 30.5 percent scored above 16 marks out of the 20 marks allocated to this question.

The candidates who performed well in this question provided the correct answers and clear explanation from the given short questions. Also they filled blanks of comprehension as required. This indicates that, the candidates had enough vocabulary and good command in Arabic Language. Extract 1.1 shows a sample of good response.

Extract 1.1

القسم الأول	
	٤
١- أعلنت المدرسة عن قيام برحلة إلى أحد المصانع التي أنشأتها الحكومة بغواحي دار السلام.	
٢- كان يأخذ مبلغ الإشتراك السيد المشرف على الرحلات	
٣- احتج الطلاب في اليوم المحدد صباحاً	
٤- تناوّل الطلاب إلى منع أرفيك قائلهم مندوب عن المصنع.	
٥- أثار سرور الطلاب و إعجابهم بنشاط العامل الشغزاني ودقته وحرصه على الإلتقان كلما يخرج من المصنع وخبرة المهندسين الشغزانيين.	

ب

1- فعرضت بل والدي أن أنشرك فيهم فوافق على ذلك
وأعطاني المبلغ المقدر كما

2- وفي اليوم المحدد اجتمعنا بالمدرسة صباحاً والمالك
جسار كينا سيارة أعدت لذلك

3- فتعركت بنا السياة شوارج دار السلط ونحن نغني وننشد
الأناشيد الوطنية

4- فقابلنا مندوب عن المنع وحيانا ورحب بنا

وسار معنا يشرح لنا كل ما نراه ثم أدخلنا المصنع
فراينا فيه الأتمشة تنسج بمهارة عالية

5- ثم عدنا وقد زدنا ثقتنا بقدرة بلادنا على أن تنسج

في ميدان التصنيع بخطوة واسعة حتى تكفي

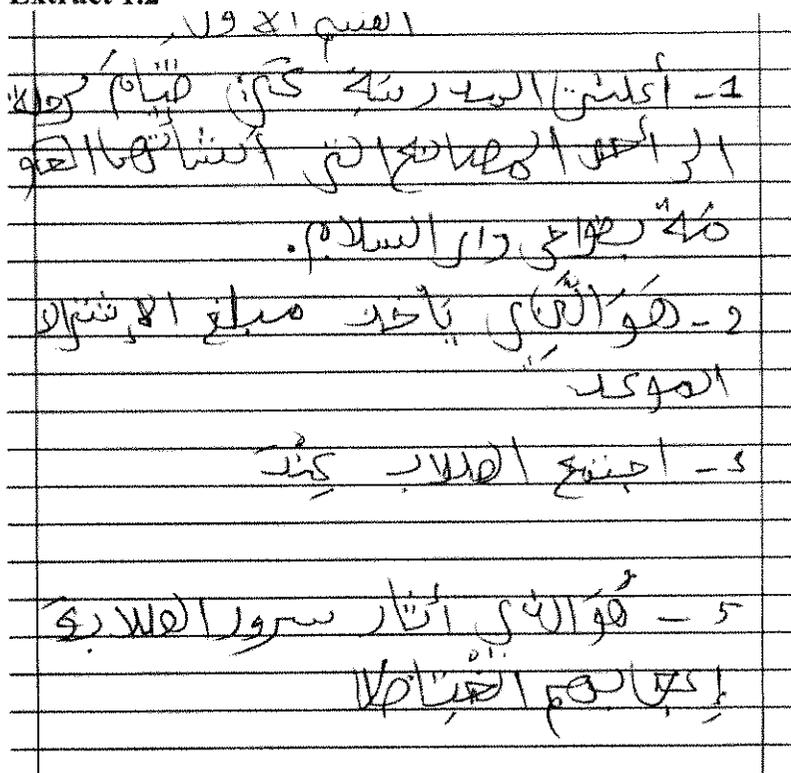
بعض احتياجاتنا ونستغني عن بعض احتياجات الأجنبيات

ليزداد دخلنا ويرتفع مستوى المعيشة بين المواطنين

Extract 1.1 shows a sample of a response of a candidate who provided the correct answers clearly from the given short questions as well as the filling blanks. For example in item 2 in part (a), the candidate managed to mention the supervisor of tour as a collector of the contributed money for tour. This shows that, the candidate has a good mastery of Arabic Language.

However, most of the candidates who performed poorly in this question were not able to answer the items from part (a), although most of the answers could be found from the passage. The item that was not answered well by candidates was item 2. Most of them wrote the answer is farther (والد) instead of supervisor of tour (المشرف على الرحلات). This proves that, the candidates lacked sufficient knowledge and enough vocabulary in Arabic Language. Extract 1.2 shows a sample of poor response.

Extract 1.2



Extract 1.2 shows a sample of response from a script of a candidate who was not able to answer the given question correctly. The candidate failed completely to understand the demands of the question due to a poor command in Arabic Language.

2.2 Section 2: Grammar

This section had two questions which were question 2 and 3. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

2.2.1 Question 2

This question consisted of two parts (a) and (b). In part (a), the question required the candidates to give explanation of underlined grammatical items, and they were required to explain grammatical items like demonstrative pronoun, nouns, pronouns and verb. In part (b), the candidates were required to rearrange the sentences after entering one of the given words of (كان وأخواتها).

This question was attempted by 76.4 percent of the candidates, of which 5.1 percent scored 0 to 0.5 marks, 16.8 percent scored 01 to 05.5 marks, 33.8 percent scored 06 to 10.5, 35.9 percent scored 11 to 15.5 and only 8.4 percent scored above 16 marks out of the 20 marks allocated to this question.

Most of the candidates who attempted this part, performed well. These candidates were able to give explanation of underlined grammatical items like verbs, nouns, pronouns, subject and demonstrative pronoun. This indicates that, the candidates had enough knowledge on this topic. Extract 2.1 shows a sample of good response.

Extract 2.1

2	القسم الثاني
	السؤال الأول
	(أ) ارباب ما تحت الخط
	1/ ربنا لا نؤاخذنا بآثامنا
	لا نؤاخذنا
	لأننا نؤاخذنا بآثامنا ونؤاخذنا
	بآثامنا ونؤاخذنا بآثامنا
	تؤاخذنا فعل مضارع مجزوم باللام التامة
	وعلمة جرمة السكون لأننا لم يتصل بأخره
	نسيء
	وقالوا ضمير مستتر تقديره أنت
	بجود ال ربنا
	ونأ ضمير متصل مبني على السكون في محل نصب
	مفعول به
	2 أعطيتك كتابك
	أعطيتك
	أعطيتك فعل ماضي مبني على السكون لا اتصاله
	بالفاء المتحركة

ظاهرة على آخره لم يتصل بأخر شيء

الواو والنون للوقاية.

والياء: ضمير متصل متصل مني على الوجه السكوني
في محل نصب مفعول به مقدم.

ع/ جاء الذي أيوه قائم:

أيوه
أيوه: مبتدأ مرفوع وعلامة رفعه الواو نيابة عن
الضمة لأنه من الأسماء الخمسة.
وهو مضاف.

والهاء: ضمير متصل مني على الضم في محل
وحر مضاف إليه.

7/ أرجو أن تحضر الحفلة.

أن تحضر:

أن حرف مصدق ومصدر.

تحضر: فعل مضارع منصوب بأن وعلامة نصبه
الفتحة الظاهرة على آخره لأنه لم يتصل

Extract 2.1 shows a sample of good response from one of the candidate who met the demands of the question after analyzing demonstrative pronoun, nouns, pronouns and verb correctly, thus scoring high marks.

However, some of the candidates did not perform well in this question because they provided the incorrect answers. Others wrote the answers which were not related to the demands of the questions. For example some candidates analyzed item 3 in part (a) as dual (مثنى) instead of demonstrative pronoun (اسم الإشارة). This indicates that, the candidates lacked enough knowledge on this topic of analysis (الإعراب). Extract 2.2 shows a sample of poor response.

Extract 2.2

الاسم الثاني	
	السؤال كذا:
١	٤- مرفوع
	توافق - فعلا والمضارع مرفوع وقطره زعمه السكون
	بيني على العمة
	١- اسم موصول
٢	أنتهتلك - معال الفعل.
٣	هو كذا - مثنى سالم
٤	مررت - وكان الفعل
٥	يعنني - معال الفعل
٦	أبوه - قبال مرفوع
٧	أنت - مرفوع بويك
	تضمن - فعل المضارع مضموم بأن

Extract 2.2 shows a sample of a candidate who performed poorly in this question. The candidate analyzed item 3 as dual (اسم الإشارة) instead of demonstrative pronoun (مثنى) and item 6 as verb (الفعل) instead of noun (الاسم) due to poor language and enough knowledge on Arabic grammar.

In part (b), the candidates were required to construct sentences in grammatical order by using the given words. Five (05) questions were given in this part. Some candidates (43.3%) did well in this part. They managed to enter appropriate words for each sentence and made changes as expected due to possession of good command in Arabic Language. Extract 2.3 shows a sample of good response.

Extract 2.3

1	ليس المطر شديداً
2	كان محمد يكتب الورق
3	ليس في الورق كتاب
4	صار الغني فقيراً
5	كان الطالب مهتماً

Extract 2.3 shows a sample of a candidate who performed well in this part. The candidate managed to construct sentences correctly as expected in this part.

The candidates who did not perform well in this part lacked enough knowledge on this topic. These candidates did not manage to construct sentence in grammatical order by using the given words of (كان وأخواتها). Extract 2.4 shows a sample of poor response.

Extract 2.4

1	إن المطر شديد
2	كان محمد يكتب الورق
3	كان في الورق كتاب
4	إن الغني فقير
5	كفي الطالب مهتماً

Extract 2.4 shows a sample of a candidate who performed poorly in this part. The candidate did not make any change after using the given words of (كان وأخواتها). In fourth and fifth question, the candidate used particles (أدوات النصب) instead of given words from (كان وأخواتها).

2.2.2 Question 3

This question was composed of two parts (a) and (b). In part (a) the candidates were asked to correct the given sentences and in part (b) required the candidates to mention marks of nouns and verbs and also to provide sentences founded on present tense and past tense.

This question was attempted by 19.6 percent of the candidates, of which 9.5 percent scored 0 to 0.5 marks, 71.6 percent scored 01 to 05.5 marks and only 18.9 percent scored 06 to 09 marks out of the 20 marks allocated to this question.

Most of the candidates (71.6%) who performed poorly in this question, did not manage to correct any sentence from the given sentences. This shows that, candidates had a poor command in Arabic Language. Some of candidates tried to answer items of part (b) which related to marks of nouns and verbs and sentences founded on present tense and past tense but most of them wrote irrelevant answers due to lack of enough knowledge on this topic, thus scoring lower marks. Extract 3.1 shows a sample of poor response.

Extract 3.1

2 -	ابتعد النبي يراكل الكسوف فاهجم عليه عن الواحد
3 -	يكتب العظم على السمورة ليجربها الطلبة
4 -	يفرب الشمس لتطلم الحق في أفق النهار وينتظر النجوم
5 -	ومضى عن عجزه على الخروج من بيته لا يقدر على ان يقوم لها
6 -	قالت الام لولدها: يا بني لا تؤخر في اتي الغدا ممكن ان يبعثك اليوم، قال الولد: فلنا كل هذه حلو الآت يا امي حتى لا تؤخرني باكل البراقص
7 -	أنت تصرف العظام التي يرب من الجوار كل يوم يطارح دكاس وهو يركب كما انك الكسيف أنتو عديم السنه
8 -	الحيث اجبر على ان لا تمكث آتيت شهره بالمال

ب	تكون الضمة علامة الرفع إذا كانت على حرف مشدود
	بشبي في آخر .
	مثل يقرب من القربان و
	بكنش علامة في البيت
	7- يكون الألف علامة الرفع إذا كانت مشدودة
	على الضمة .
	مثل يفتش علي وفق العاني
	8- علامة الألفية للنصب
	مثل فتفتب ونام
	9- ينصب الاسم المحذوف بالالف بفتحة وتقل
	الجزء الباق
	مثل القاضي واصديق
	10- لأنه كانت وتحويا بالافعال الناقصة

Extract 3.1 shows a sample of poor response from one of the candidate who performed poorly in this question. The candidate did not manage to correct any sentence from the given sentences and also provided explanation about marks of nouns and verbs wrongly.

2.3 Section 3: Grammar

This section had two questions (question 4 and 5). The candidates were required to attempt only one question. Each question carried twenty (20) marks.

2.3.1 Question 4

This question was composed of two parts (a) and (b). In part (a) the candidates were required to give definitions on grammatical terms like syntax, past tense, particle and subject and also were required to mention types of demonstrative pronouns. In part (b), the candidates were required to make useful sentences of verbal noun and present participle.

This question was attempted by 82.0 percent of the candidates. Performance in this question was good as 2.5 percent scored 0 to 0.5 marks, 17.9 percent scored 01 to 05.5 marks, 52.6 percent scored 06 to 10.5 marks, 24 percent

scored 11 to 15.5 and 3 percent scored above 16 marks out of the 20 marks allocated to this question.

The candidates who performed well, they managed to explain definitions on grammatical terms like syntax, past tense, particle and subject and also to mention types of demonstrative pronouns as required because they had enough knowledge on this topic. Extract 4.1 shows a sample of good response.

Extract 4.1

الرقم	الشرح
1.	أقسام اسم الإشارة فيما :- - أسماء الإشارة للبعيد . مثل : هذا ، هناك ، ذاك ، كجائبي . - أسماء الإشارة للقریب مثل : هذان ، هاتان .
2.	أربع من أفعال المفردة المؤنث هي مسطرة ، ملهقة ، مستورة ، و شجرة .
3.	ينسب الفعل المضارع متى إذا سبقه حرف من حروف التوابع . كما أن ، لن ، كي ، إذن ، ونحوهم . مثل : لن نذهب مجدداً إلى السوق .
4.	الفعل الماضي هو كل فعل يدل على حصول عمل في الزمن الماضي . مثالين : رجع المسافر من وطنه . ذهبت واطمة إلى عمان .
5.	تكون "ال" موصولة متى إذا كان في صنف إلى . مثالين : الكلمة هي بيت الفراء . و يجب معلم طيبشورة الأبيي .
6.	المتحوي هو علم يرجع عن أحكام أو أحكام الكلمات العربية في تركيبها .
7.	الفاعل هو اسم يرفعه فاعله فعل ودل على الذي فعل الفعل . مثالين : يذهب هشام إلى الميدان . فلنك الله سبع سنون .
8.	الحرف هو كل لفظ لا يظهر معناها كاملاً إلا مع غيره . مثالين : رجع محمد بن سوادان . عن أبي هريرة رضي الله عنه قال ...

9. إلى قديمة تتعقب حركة مفردة. مثال:
 حركة اسمية مثل أمرك جاء.
 القطار سريع.
 حركة فعلية مثل ذهب صناعاً إلى الأندلس.
 وقف محمد أمام الفصل.

10. جمع التكرير هو ما دل على أكثر الذكور أو الإناث عبر الواو
 والنون ولا ألف والنار آخره. مثالين:
 حضر الطلاب في الفصل
 دخل القاصيد في المدرسة نغارة.

ب المصادر لأفعال الآتية واجعلها في جملة مفردة :-

- عطش = عطشان. مثل: جاء متحمدا عطشان.
- جاع = جوع. مثل: جوع يائس يفقد الطعام.
- زمل = زميل. مثل: زميل الطالب مسرورا.
- كثر = تكثير. مثل: تكثير الفئران مكروه.

اسم الفاعل لأفعال الآتية ثم اجعلها في جملة مفردة.

- رمى = رام. جملة: جاء رام في صدر رمي.
- اخذ = آخذ. جملة: دخل آخذ الفلوس في الفصل.
- سأل = سائل. جملة: سئل سائل عن سؤال السيدة زهير.
- اختار = مختار. جملة: نامختار المسائل اختار حتى سؤال.
- لقي = لاقى. جملة: كان الراقى مسرورا.

ج. الفاعل القائم بالفعل والواقع فيه

- أ - صرخ الطفل: الفاعل هو الطفل.
- ب - ضرب سالم علي: الضام هو سالم و مفعول به هو علي.
- ج - شرب سعد محمدا: الفاعل هو سعد و مفعول به هو محمدا.

Extract 4.1 shows a sample of good response from one of the candidate who managed to give definitions on grammatical terms like broken plural (جمع التكرير) and make useful sentences of verbal noun and present participle correctly as required.

However, some of the candidates who performed poorly in this question, failed to understand the demands of the question as well as incompetence in using Arabic Language. For instance, item 7 in part (a) required the candidates to give the meaning of subject (الفاعل). Instead of giving the meaning of the subject, they wrote the meaning of verb (الفعل). The candidates who performed moderately did not manage to give correct responses on grammatical terms like syntax, past tense, particle and subject. They failed to perform well due to lack of enough knowledge on this topic. Extract 4.2 shows a sample of poor response.

Extract 4.2

	السؤال الأول
	1- من قام بالكتابة في القرآن الكريم؟
	جواب: مثل هذا قوله
	الله عز وجل: ﴿لَقَدْ أَنْزَلْنَا إِلَيْكَ الْكِتَابَ بِالْحَقِّ وَإِنَّ فِي آيَاتِهِ لَلْحِكْمَةَ﴾
	4- الفعل الماضي: وهو كل اسم يبدأ على حرف عا أو جيم أو زاي
	المعنى
	مثل: (أ) ذهب، (ب) علم في فعل
	(ج) طس الولد في الكرمي
	6- النحوي: هو علم بصحة أو خطأ الكلمات العربية بعد
	انتظامها.
	7- الفاعل: هو كل اسم يبدأ على حرف عا أو جيم أو زاي
	مثل: (أ) كسبت، (ب) علم الكتاب
	(ج) كسر الأختين في قرآن.
	10- جمع التذكير هو ما زاد

Extract 4.2 shows a sample of poor response from one of the candidate who gave the meaning of verb instead of subject in item 7, thus scoring lower marks.

2.3.2 Question 5

This question was composed of two parts (a) and (b). In part (a) the candidates were required to use the given interrogative particles to construct sentences. In part (b), the candidates were required to explain the evaluation of Arabic morphology and mention morphology scholars and reasons for its evaluation.

This question was attempted by 84.7 percent of the candidates. The performance in this question was poor as 6.8

percent scored 0 mark, 56.7 percent scored 01 to 05.5 marks, 31.1 percent scored 06 to 10 marks and only 5.4 percent scored 11 to 13 marks out of the 20 marks allocated to this question.

Most of the candidates (63.5%) who performed poorly in this question, showed weakness in constructing sentences by using interrogative particles. This indicates that, the candidates had insufficient knowledge and poor command in Arabic Language. The few candidates who performed moderately managed to give an adequate explanation on the evaluation of Arabic morphology and mention two or three out of five morphology scholars instructed due to lack of enough knowledge on this topic. Extract 5.1 shows a sample of poor response.

Extract 5.1

1	عن هاتفيته تريد اني اجد حارثة.
2	لما يحب اني اجد تحت ابي التلمون.
3	من؟ الموظف طلب من رقم التلمون.
4	أمن البنات التي جلسن اللاتي أمس الحارث.
5	هنا جردت في التلمون.
ب	نشأ علم الصرف لانه واحد في الإيضاحات التي العلم الصرف لانه العلم الذي يندفع الانساق التي تربها هي انما
iii	سعيد بن علي بن أبي طالب
iv	عثمان بن عفان
v	أبو بكر صديق

Extract 5.1 shows a sample of poor response from one of the candidate who failed in this question. The candidate wrote three names of caliphs (Abubakar Saddiq, Othman bin Affan and Aliy bin Abiytwalib) in Islam instead of morphology scholars.

2.4 Section 4: Morphology

This section consists of question 6 and 7. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

2.4.1 Question 6

This question was composed of two parts (a), (b) and (c). In part (a), the candidates were required to give the meaning of

some grammatical items in Arabic Language related to morphology. In part (b) and (c), the candidates were required to construct sentences with verbal noun by using gerund in part (b) and infinitive in part (c).

This question was attempted by 33.1 percent of the candidates. The performance in this question was poor as 2.5 percent scored 0 to 0.5 marks, 73.8 percent scored 01 to 05.5 marks, 21.2 percent scored 06 to 10 marks and only 2.5 percent scored 11 to 14 marks out of the 20 marks allocated to this question.

Most of the candidates, who attempted this question, choose part (a) only, because they lacked enough knowledge on verbal noun asked in part (b). Most of the candidates who did this question gave incorrect definition to the given grammatical items related to morphology. Other candidates provided answers that were not related to the demands of the questions due to poor Arabic Language. For example, question 6 in part (a) required the candidates to mention goals of morphology (الميزان الصرفي) but they wrote its definition. Extract 6.1 shows a sample of poor response.

Extract 6.1

الرقم	الرد
1	علم الصرف عند اللغويين هو التفسير
2	الصرف هو علم الذي يحوي الكلمات كيفية بالاعراب والمعاني في الكلمات.
3	العلماء هذا العلم بالصرف أبو اسود الدؤلي
4	المراد من الابهنية في علم الصرف الذي لتستقر بحروف الكلمات بحسب اعراب والمعاني في الكلمات.
5	الميزان الصرف هو ما ليس واصحح العلماء العرب في الكلمات او اشرق.
6	العرض من الميزان الصرف هو ما ليس واصحح الكلمات او اكثر.

Extract 6.1 shows a sample of poor response from one of the candidate who failed to give the meaning of some grammatical terms like morphology and used same words (مياقيس واصحح) for two questions which were incorrect, even their spellings were incorrect. The candidate did not have enough knowledge on morphology topic.

2.4.2 Question 7

This question had one part. The candidates were asked to mention and measure the original letters of the given words and construct sentence with objective by using given words. Also the candidates were asked to show the steps to be followed in order to get some nouns from other verbs.

This question was attempted by 62.6 percent of the candidates, of which 2.0 percent scored 0 to 0.5 marks, 18.5 percent scored 01 to 05.5 marks, 43.9 percent scored 06 to 10.5 marks, 30.3 percent scored 11 to 15.5 and 5.3 percent scored 16 to 17 marks out of the 20 marks allocated to this question.

The candidate who attempted in this question, performed well. The managed to mention the original letters of the given words correctly, measure the given words and show the steps to be followed in order to get some nouns from other verbs with some relevant examples. This indicates that, the candidates had enough knowledge on this topic. Extract 7.1 shows a sample of good response.

Extract 7.1

القسم الرابع	
1-	يَبْعَثُ - يَفْعَلُ - لَمْ يَفْعَلْ - يَفْعَلُ يَعْرِضُوا - يَرْمِي - لَمْ يَرْمِي - يَرْمِي
2-	دَرَسَ - مَرَّضَ كَتَبَ - مَلَّحَ سَمِعَ - مَشَّوْعَ شَرِبَ - مَشَّوْبَ
3-	مَسَّجِدٌ - مَسَّجِدٌ دِنَارٌ - دِنَارٌ هَذَا - هَذَا مَدْرَسَةٌ - مَدْرَسَةٌ
4-	① طلوع الشمس يَجْعَلِي ② أَرَجُوا أَنْ تَطْلُعَ الشَّمْسُ
5-	أَنْ تَخْشَعَ أَنْ تَخْرُقَ مَصْرُوعِي وَنَصِي تَخْشَعُ - فَعَلَ مَخْرُوعٌ مَنْصُوبٌ أَنْ وَمَلَامَةٌ نَصِي فَتْحَةٌ طَامِرَةٌ مَوْجُودَةٌ
6-	① رَأَيْتُ الْأَسَدَ ② كَرِهْنَا مَصَانِعَ الْعَالَمِيِّينَ أَنْ يَسَ
7-	اِفْتَعَلَ - اِفْتَعَلَ - فَعَلَ - فَعَلَ اِحْتَمَلَ - اِحْتَمَلَ - خَالَ - خَالَ

8- جَاع - جَوْعٌ
دَار - دَوْرٌ
انْطَلَقَ - انْطِلَاقٌ
انْبَعَثَ - انْبِعَاثٌ
امْتَنَعَ - امْتِنَاعٌ
انْتَسَمَ - انْتِسَامٌ
انْزَلَتْ - انْزِلَاقٌ
اقْتَتَلَ - اقْتِتَالٌ
9- فَعَلَ - يَفْعَلُ - مَقَالٌ ذَهَبٌ - يَزْهَبُ
⑩ فَعَلَ - يَفْعَلُ " رَفَعَ - يَرْفَعُ
⑪ فَعَلَ - يَفْعَلُ " كَبَّرَ - يَكْبُرُ
10- الإعراب الظاهري هو الذي يكون ظاهرًا بالعلامات الثلاث الضمة - الكسرة - الفتحة
الإعراب التقريبي هو ما يقدَّرُ بالألوان الواسع أو الباء

Extract 7.1 shows a sample of good response from one of the candidate who performed well in this question. The candidate managed to mention the original letters of the given words correctly and show the steps to be followed in order to get some nouns from other verbs with some examples clearly as expected.

However, there were some candidates who performed poorly in this question. These candidates were not able to mention the original letters of the given words. Others showed the steps to be followed in order to get some nouns from other verbs with some examples but there were incorrect due to lack of enough knowledge on this topic. Extract 7.2 shows a sample of poor response.

Extract 7.2

	القسم الرابع
	السؤال الثاني
1-	زين الأفعال الآتية في المقام
2-	عاتت لاسم المفرد من الكما اخت الاخت في شرح
3-	عاتت بجمع الكلا كلمة من الكلمات الآتية صحيح
4-	كوت من الجملةين والعاء في الأول لاسم صحيح وفي
	الثاني اسم هوول محقق
5-	كوت من جملةين من حيث تكون الكلمات الآتية
	صحيح
6-	اسم ما تشبه الضمة قوله تعالى
7-	زين الكلمات الآتية في
	(أ) اكتسب - اعمل
	(ب) تفرغ - فعل
	(ج) حال - فعل
	(د) تكلم - فعل
	(هـ) انتخب - اعمل

Extract 7.2 shows a sample of poor response from one of the candidate who followed the steps and measured the given words but they were not correct, thus scoring lower marks.

2.5 Section 5: Composition (Article and Letter writing)

This section was composed of two questions. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

2.5.1 Question 8

In this question, the candidates were required to write an article on the importance of agriculture to the country. Unfortunately, there was no any candidate who attempted this question. The question required a good command in Arabic language to enable the candidate to score high marks.

2.5.2 Question 9

In this question, the candidates were required to write a friendly letter to his/her friend informing him on the visit and how he/she is going to spend it.

This question was attempted by 96.7 percent of the candidates. The performance in this question was good as 0.2 percent scored 0 mark, 22.9 percent scored 1.5 to 05.5 marks, 64.9 percent scored 06 to 10.5 marks, 9.4 percent scored 11 to 15.5 and 2.6 percent scored above 16 marks out of the 20 marks allocated to this question.

Most of the candidates who attempted this question, performed well. They managed to write a friendly letter to his/her friend informing him on the visit and how she/he spent it. The candidates also adhered to the format of letter writing in Arabic Language. This indicates that, the candidates had enough knowledge on this topic. Extract 9.1 shows sample of good response.

Extract 9.1

	مدرسة أسطى
	ص.ب. ٣٠٤
	تتوا.
	١٥ - ٠٥ - ٢٠١٤ م.
	إلى صديقى وعزيزى قلبى
	السلام عليكى ومرحباً بك فى بلادنا
	يسرنا أن نأستقبلك فى بلادنا
	السلام عليكى ونتمنى لك قضاء وقت سعيد
	فى الإختبار. نحن أطمئنا من أنك ستتمنى أن كل كلم
	ممتنون وشكركم على كل ما
	أله الله. كتابة هذه الرسالة إن أخبرك أنني من
	قريب سأكمل الدروس التى بدأت فى
	الزيارة للبحر الأحمر وسأستمتع فى ذلك البلد ببلدات
	أياماً فى ذلك البلد أشياء كثيرة التى تودعها الناس ويستمتع
	أرضاً. فى حال كنتى وأنتى وكثيراً من طيور التى تبنى بيوتها
	والصباحين وكذلك من زهور المصنعين. أودعها من
	تتمنى ذلك بلدنا استمتع من زيارتك. طمأننى
	أنجسوا أن تستمتع من بلدنا من قريب وسأشارك
	مع ذلك تلك الزيارة.
	صديقك
	زهرا

Extract 9.1 represents a sample of response from one of the candidate who performed well in letter writing. The candidate adhered to the format of letter writing in Arabic Language and his/her points are well elaborated, thus scoring high marks.

However, few candidates (23.1%) who performed poorly in this question did not manage to describe the main concept as instructed that is to write a friendly letter to his/her friend informing him on the visit and how is he/she going to spend it instead they wrote sentences which were not related to the demands of the question. Although most of them managed to write only address, date and greetings of the letter. This indicates that, the candidates did not have sufficient vocabulary and good command in Arabic Language. Extract 9.2 shows a sample of poor response.

Extract 9.2

مسهور قباي
ص. ب ٦٥١٩٦
دار السلام
١٤٠٢٠١٥
والى صديق العزيز
ارجع أنك في حال وأنا أفكر انه سبحانه وشعل
في هذه الحال
المواضع المحمدي هذه الرسالة لتفسيرك الى
زيارة المسجد زيارة صحتنا زيارة الى قباي
دود وما سوني هذه الزيارة ذهبنا الى وطننا
ولما وصلنا الى غيا لسردنا صحتنا وماش في
قباي يومين والعمل لكي نصيب اننا له يومين
يومين ثم عونا وقورنا ثمة "خبرة بلادنا لكي ان
تسيرني مبرانا الصنيع بقطوه واسمعة ودبوع
ذلك رجح بالى دا طينا سلامة آمين

Extract 9.2 shows a sample of poor response from one of the candidate who adhered to the rules and format of letter in Arabic Language like address, date and greetings but he/she could not express the main ideas of a body of a letter which is informing his/her friend on the visit and how he/she is going to spend it.

3.0 ANALYSIS OF CANDIDATES PERFORMANCE IN EACH QUESTION IN 125/2 ARABIC LANGUAGE PAPER 2

3.1 Section 1: Rhetoric

This section had two questions which were question 1 and 2. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

3.1.1 Question 1

This question had two parts (a) and (b). In part (a), the candidates were asked to explain some of rhetoric terminologies from the given words like metaphor and metonymy. In part (b), the candidates were asked to identify metaphor "الإستعارة".

This question was attempted by 77.1 percent of the candidates. The performance in this question was average as 11.3 percent scored 0 to 0.5 marks, 39.4 percent scored 1.0 to 05.5 marks, 41 percent scored 06 to 10.5 marks and only 8.3 percent scored 11 to 16 marks out of the 20 marks allocated to this question.

The candidates who performed well in this question, managed to explain metaphor and metonymy and identify metaphor "الإستعارة" as expected. This shows that, the candidates had sufficient knowledge on this topic. Extract 1.1 shows a sample of good response.

Extract 1.1

	الفتحة الذوق:
1	1- المبدأ المفسر.
	هو ما يفتتح به غير ما وصية له لعلها
	غير المتفاجئة مع غير ذلك طابعه من لطفه
	المعنى الحقيقي:
	2- العلاقة:
	هي التوضيح الذي يجعل المتفاجئة أنه يفتتح به
	أنه المتكلم إلى أستاذ الكلمة عن غير
	الفتحة الذي أضيف له اللفظ من اللفظ
	3- التوضيح:
	هو المانع والرائع الذي يمنع من اللفظ
	المعنى الحقيقي:

5- تكون الكلمة مجازية مرسلًا إذا كانت بين
معناها الأصلية ومعناها المجازية علاقة
غير المباشرة.

6- الحقيقة هي الكلمة المستخدمة فيما وضعت
لها من اصطلاح التناظر مثل كلمة
أسد إذا استعمل في الحيوانات المفترسة
فهذا حقيقة.

7- الجامع: هو اللفظ المشترك بين المعنى
المعنى الأصلية والمعنى المجازية وبين
المتشابهة والمتشابهة به.

8- أمثلة اللفظية

- 1- المتشابهة له
- 2- المتشابهة منه
- 3- المتشابهة
- 4- المتشابهة

90- الإنشائية اللغوية

هي ما تم تسميته بلفظ الإنشائية وهو
البناء على الشيء من كونه

- 1- العلاقة المشابهة - الجامع الإنشائي
- 2- العلاقة المشابهة - الجامع الإنشائي
- 3- العلاقة المشابهة - الجامع الإنشائي
- 4- العلاقة المشابهة - الجامع الإنشائي
- 5- العلاقة المشابهة - الجامع الإنشائي
- 6- العلاقة المشابهة - الجامع الإنشائي
- 7- العلاقة المشابهة - الجامع الإنشائي
- 8- العلاقة المشابهة - الجامع الإنشائي
- 9- العلاقة المشابهة - الجامع الإنشائي
- 10- العلاقة المشابهة - الجامع الإنشائي

Extract 1.1 shows sample of a response of a candidate who performed well. He/she managed to explain some of rhetoric terminologies like metaphor and metonymy. The candidate also mentioned the basic elements of metaphor and identified it correctly as required.

However, most of the candidates who performed poorly provided incorrect answers from the given words like metaphor and metonymy and identify metaphor “الإستعارة” wrongly. Some of them did not understand the demand of the question. For example, the question required the candidates to mention the basic elements of metaphor instead they wrote types of metaphor. This indicates that, the candidates did not have sufficient knowledge and enough vocabulary in Arabic Language. Extract 1.2 shows a sample of poor response.

Extract 1.2

السؤال الأول	
6	الكتابة هي الثابت أو متحرك.
7	أنواع الاستعارة هي
	الاستعارة المكنية
	الاستعارة القهريّة
8	
1	العلاقة في الاستعارة هي حصة فتقد.
2	العلاقة في الاستعارة
3	العلاقة في الاستعارة هي
4	العلاقة في الاستعارة هي
5	العلاقة في الاستعارة هي
6	العلاقة في الاستعارة هي
7	العلاقة في الاستعارة هي

Extract 1.2 represents a sample of a response from one of the candidate who wrote types of metaphor instead of the basic elements of metaphor. This might be due to lack of enough knowledge on this topic.

3.1.2 Question 2

This question had two parts (a) and (b). In part (a) the candidates were required to work out metonymy ‘المجاز المرسل’. In part (b) the candidates were asked to identify types of antonomasia ‘الكناية’ from the given sentences.

This question was attempted by 19.4 percent of the candidates, of which 4.3 percent scored 0 mark, 53.1 percent scored 01 to 05.5 marks and only 42.6 percent scored 06 to 11 marks out of the 20 marks allocated to this question.

Most of the candidates who performed poorly in this question confused with adjective and substantive antonomasia 'الكناية' in part (b), hence they answered the questions in different way. This indicates that, the candidates did not have enough knowledge on antonomasia 'الكناية'. Some of them did not manage to identify the connection and context of metonymy 'المجاز المرسل' from the given sentences due to lack of enough knowledge on this topic of metonymy 'المجاز المرسل'. Extract 2.1 shows a sample of poor response.

Extract 2.1

السؤال الثاني			
1	ب		
	1 - الكناية		
	2 - الكناية عن الموصوف		
	3 - الكناية عن الموصوف		
	4 - الكناية عن الصفات		
	5 - الكناية عن الصفات		
	6 - الكناية عن الموصوف		
	7 - الكناية		
	8 - الكناية عن النسبة		
	9 - الكناية عن النسبة		
	10 - الكناية عن النسبة		
	1		
قرينته	علاقته	المجاز المرسل	1
الخال	محلته	عديمه	2
الحال	كلية	عجبة بلادي	3
فهمت	مستترة	ابن الكتب	4
الخال	محلته	بذاته	5
رايت	اعتبارها كمن	محض قدره	

Extract 2.1 shows a sample of poor response of the candidate who understood the demand of the question but he/she was confused with adjective and substantive antonomasia 'الكناية' and led him/her to write incorrect answers.

3.2 Section 2: Literature

This section had two questions which were question 3 and 4. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

3.2.1 Question 3

This question was composed of two parts each part had 5 sub-questions. The candidates were asked to write a poem for each part.

This question was an optional one and was attempted by 34.3 percent of the candidates, of which 6.0 percent scored 0 to 0.5 marks, 3 percent scored from 01 to 05.5 marks, and 9.1 percent scored from 07 to 10.5 marks, 28.9 percent scored from 11 to 15.5 and 53 percent scored above 16 marks out of allotted 20 marks.

Most of the candidates who attempted this question, performed well. They wrote verses of poetry correctly as instructed due to enough knowledge on poetry. Extract 3.1 shows sample of good response.

Extract 3.1

القسم الثاني	
سب - والأفصرو بولاد يوم يفتر الله فيه من يشاء	
وميرول امين الله فينا * وروح القدس ليس له كفاء	
وقال الله قد ارسطت عبدا * يقول الحق استنوع البلاد	
شهدت فتووا مدقوه * فتلقم لا نتوم ولا نشاء	
فمن يد جوارسوا الله فنكر * ويهدوه وينصروه سواء	
أتوم يند عن حوشه بسلاحة * ومن لا يظلم الناس لا يظلم	
ومن يفترب يمسب عدوا لم يفتقه * ولا لا يكرم نفسه يكرم	
ويستحق عند امرئ من خيلته * وان غلها تغني عن الناس تعلم	
لسان الله نزل وبسيف فؤاده * فلم ينقى الا عبود الامم والدم	
وامستغفوا المسيح لاجلهم بعده * وان النبي بعد سناعة يعلم	

Extract 3.1 shows a sample of good response from one of the candidate who managed to write poetry correctly as required, thus scoring a high marks in this question.

However, most of the candidates who performed poorly in this question provided irrelevant verses of poetry, some of them wrote half verses and others wrote nothing due to lack of enough knowledge on this topic, thus scoring lower marks. Extract 3.2 shows a sample of poor response.

Extract 3.2

القسم الثاني	
1	ومن جعل الصوف في غير أهله * يكن حمده ناعلي ويندم ومن لبعضا فضل بفضله * يكن حمده ق يندم وما من يد الا ودياته فوفما * ق فالتم الاستيلاء لا يندم ق ليس له كنيه اكرم * ويكرم الناس لا يكرم
2	فما تعرفوا عناعتنا * وكان العنخ وانكشف الغطاء فمسن لجل اليوم * ورج قروسن لسب له كنيه *
4	

Extract 3.2 represents a sample of the candidate's response. The candidate copied from the given verses of poetry (يكن حمده نما عليه) in part (a) and half verses of poetry in part (b) due to lack of enough knowledge on poetry. For example (ورج قروسن لسب له كنيه) while was supposed to be (وجبريل امين الله فينا وروح القدس ليس له كفاء) thus scoring lower marks in this question.

3.2.2 Question 4

This question had two parts (a) and (b). In each part, the candidates were required to complete poetry with appropriate information in the blanks.

This question was attempted by 61.8 percent of the candidates, of which 2.7 percent scored 0 mark, 3.7 percent scored from 01 to 05.5 marks, and 6.3 percent scored from 06 to 10.5 marks, 17.7 percent scored from 11 to 15.5 and 69.6 percent scored above 16 marks out of allotted 20 marks.

Most of the candidates who attempted this question, performed well. These candidates managed to complete verses of poetry as required due to enough knowledge on poetry. Extract 4.1 shows sample of good response.

Extract 4.1

	القسم الثاني
1	عند النبي تحرف السطح وطأته البيت يعرفه الرمل والحرم
2	عند ابن خنبل عماد الهمم عند التقى النقى الطاهر العلم
3	وليس قولك من عند بضائو العراب يعرفه من أنكرت والحجم
4	عند ابن فاطمة استكتي تجوار بجده أنبياء الله قد ختموا
5	اناراً ته قرينش قال قائلها الى مكارم هذا ينتمى الكرم
1	لكل منى انما ماتم نقصان فلا يغش طبيب الجيش الا شمان
2	هي الثور كما شافنتها حول من يسمع الزمن سائته وازمان
3	وعدده هي الذر لا يبقى طرأج ولا يسوم على حالها شمان
5	عقال بلنسية ما شنتا حربية وأبين (نظامه) أم أبين جيان ؟
	وأبين (قرطبة) لور الدولوم عكم من عالم قديسما لور قفاشمان

Extract 4.1 shows a sample of good response from one of the candidate who managed to complete verses of poetry correctly, thus scoring a high marks in this question.

However, there were few candidates who performed poorly in this question. These candidates could not complete verses of poetry due to lack of enough knowledge on this topic. Extract 4.2 shows a sample of poor response.

Extract 4.2

القسم الثاني	
أ- اكمل الآيات الناقصات الآتية	
1- هذا الذي تعرفه الطوائف وطائفة	
2- هذا الذي تنقى الطاهر العلم	
3- وليس قولك هي هذا بشارته.	
4- بعده أساء الله قد غتموا	
5- اذا رأته قريش قال عالما	
ب- املا الفراغ في الآيات الآتية	
1- لكل شيء اذا ماتم نقصان	
2- من سره الزهر ساعة ازمجان	
3- وهذا البلى وهذه النار لا تنقى على احد	
4- وائى (شاطبة) ام اى عيان	
5- وائى (قرظبة) دار العلوم فكم	

Extract 4.2 represents a sample of a response from a candidate who responded incorrectly this question. The candidate did not manage to complete poetry with appropriate information in the blanks as required.

3.3 Section 3: Literature

This section was composed of two questions. The candidates were required to opt for only one question. Each question carried twenty (20) marks.

3.3.1 Question 5

In question 5, the candidates were required to explain definitions of some literature words like lyric poetry, narrative poetry and drama poetry. On other hand, the candidates were required to mention types of prose and five Arab literature periods.

This question was attempted by 64.7 percent of the candidates. Performance in this question shows that, 2.6 percent scored 0 mark, 9.2 percent scored from 01 to 05.5 marks, and 26.9 percent scored from 06 to 10.5 marks, 36.1 percent scored from 11 to 15.5 and 25.2 percent scored above 16 marks out of allotted 20 marks.

The candidates who performed well in this question, managed to explain definitions of lyric poetry, narrative poetry and drama poetry and also managed to mention types of prose and five Arab literature periods. This indicates that, they had enough knowledge on this topic. Extract 5.1 shows sample of good response.

Extract 5.1

1- الذي يصاغ عن قصيدة هو تنظير القول	الشعر الشعبي الشعبي الغنائي
2- من الذي يروي الشعر ويطلق له اسم ترنيمة	حقيقية هي مجموعة من الشعر تعبر عن
3- تنتمي الشعر الشعبي التمثيلي الذي يعد	الشعر الشعبي
لمسرح على هيئة الشخصيات المتفاعلة	
4- المقالات	المقالة
5- قامت التوليفة في صيغة من اربعين سنة	في القرن الثامن عشر
6- العصر الجاهلي	العصر الجاهلي
العصر الأموي	العصر الأموي
العصر العباسي	العصر العباسي
العصر الحديث	العصر الحديث
3- التمدن	العصر الحديث
4- الشعر هو كلام منظوم على اوزان معروفة	معتدلة
5- الشعر	الشعر
	التن

Extract 5.1 indicates a sample of candidate's responses who answered the questions correctly by explaining definitions of narrative poetry and drama poetry and mentioning types of prose and Arab literature periods correctly, although, there were some spelling mistakes like word (موسطة) which was supposed to be (متوسطة).

However, most of the candidates who performed poorly in this question failed to define literature words like lyric poetry, narrative poetry and drama poetry. Others copied some of the statements from the question and used them to define narrative poetry and drama poetry. Some of them performed moderately in part (b), they managed to mention some types of prose and three periods out of five periods instructed. This proves that, the candidates lacked enough knowledge on this topic. Extract 5.2 shows a sample of poor response.

Extract 5.2

	النوع الثالث
	انوع من الشعر يسمى بالشعر العناني
	في الشعر لتمثالي
	٥ مجموعة هي الشعر شعر عنها بالشعر
	القصص في حين بين ثبوت
	٣ تسمى الشعر بالشعر التمثالي
	٤ أنواع اربعة منها في
	الرسالة
	الحققة
	٥ قامى الدولة الأموية بعد يندر
	الاسلم
	خمسة كثيرة
	العصور الأدبية كثيرة خمسة منها
	في
	العصور الجمالي

Extract 5.2 represents a sample of a candidate who answered this question poorly. He/she gave irrelevant answers to this question and also copied some of the statements from the question and used them to define narrative poetry and drama poetry.

3.3.2 Question 6

In question 6, the candidates were required to mention some targets of studying literature and its basic elements as well as providing the definition of literature according to different periods of Arab literature. In another part, the candidates were required to show some advantage of literature and also to explain in brief about literary Zuher.

This question was attempted by 31.4 percent of the candidates. Performance in this question shows that, 3.9 percent scored 0 mark, 27 percent scored from 01 to 05.5 marks, and 50.7 percent scored from 06 to 10 marks, 17.7 percent scored from 11 to 15 and only 0.7 percent scored 18 marks out of allotted 20 marks. The general performance in this question is average.

Most of the candidates who performed well in this question, they managed to answer the entire question from part (a) only by mentioning some targets of studying literature and its basic elements as well as providing the definition of literature according to different periods of Arab literature. This indicates that, the candidates had enough knowledge on part (a). Extract 6.1 and 6.2 show sample of fair response.

Extract 6.1

الوقت: ١٥ دقيقة	
١	١- تعريف الأدب هو:-
	٢) التصريح
	٣) الترويج بحب النفس
	٤) تعلية الناس
	٥- حق:-
	٦) الصالحية الصالحة
	٧) الصالحية الصالحة
	٨) الصالحية الصالحة
	٩- حق الصالحية الصالحة للأخوة
	١٠- في الفترة الثانية "التصريح"
	١١- في الفترة الثانية "ترويج النفس"

5- كلمة الأديب في عصر أمية هو يود يود الأديب ولاد
الخلفاء. وعصر العباسي يمتنى العلو والمعارفة.
1- قو: -
(1) النهديتيا
(2) الدقوة إلى الشع
2- الشعائر المخصوم هو الشعاع الذي عاش في عصرين
مثل حصن من ثابت عاش في عصر الجاهلية وعاصم
عصر الجاهلية.

Extract 6.1 represents a sample of fairly done candidate's responses. The candidate managed to mention some targets of studying literature and its basic elements as well as providing the definition of literature according to different periods of Arab literature.

Extract 6.2

ب
2/ الشعاع المنظم هو الشعاع الذي عاش في عصرين مثل حسان بن ثابت.
3/ لأنك زهبت معك السلام
4/ توفي حسان بن ثابت في سنة أربع وخمسين هجرية بعد أن كلف بصرف

Extract 6.2 shows a sample of fair response in part (b). The candidate managed to answer three questions correctly out of five questions in this part.

However, some of the candidates performed poorly in this question because they provided incorrect answers. Some of them ignored or provided irrelevant answers particularly the fourth and fifth question in part (b). Others wrote their answers which are not related to the demand of the question due to lack of enough vocabulary. For instance, the item which required the candidates to mention advantage of literature, they wrote goals of literature. On other hand, most of the candidates did not manage to answer item 5 correctly which required the candidate to mention the name of a person (*Bashama*) who took care of poet (*zuher*) before rising as good poet. This indicates that, the candidates did not have enough knowledge on history of Arab literature. Extract 6.3 shows a sample of poor response.

Extract 6.3

1- الغرض من دراسة الآداب
2- للآداب العديد أربعة أركان
3- معنى كلمة عصور الآربية
4- على ما تطلق كلمة آداب في العروبة (الثاني والثالث)
5- معنى الكلمة المكونة من العصور بشام، (بشامية) وبشام (العباس)
ب-
1- نعم الآداب فوائد كثيرة ومجالات قوات في الآداب أ- في العصور كلمة ب- في العصور اللغة ت- في العصور أشياء.
2- الشعاع المضموم
3- سبب كراهة زهير للدروب
4- في أي سنة توفي عباس بن ثابت
5- تعرف عليه من حيث زهير بن أبي سليم وماذا أخذ منه

Extract 6.3 shows a sample of the candidate who gave irrelevant responses to the question. In part (b), the candidates took some words from the questions and made as his/her the answers for this question.

3.4 Section 4: Literature (Poetry and Prose)

This section had two questions which were question 7 and 8, the candidates were asked to opt for only one question. Each question carried twenty (20) marks.

3.4.1 Question 7

This question required the candidates to write an essay about the concept obtained from a given poem.

The question was attempted by 47.5 percent of the candidates, of which 31.0 percent scored 00 to 0.5 marks, 47.7 percent scored 01 to 05 marks, 15.6 percent scored 06 to 10 marks, 5.3 percent scored 11 to 15 marks and only 0.4 percent scored 18 out of the 20 marks allocated to this question.

Most of the candidates who performed poorly in this question provided incorrect and inadequate explanation on concept obtained from a given poem which took the message that, mother or woman like a school because if you educate a woman you will educate the whole society. Others did not have ability to express and arrange their points. This proves that, the candidates lacked enough vocabulary to express themselves. Extract 7.1 shows a sample of poor response.

Extract 7.1

المعلم الرابع	
الأم مدرسة إذا أعددتها أعددت شعباً طيب الأعراق	
بمعنى صد والإبتداء علم لما أعددتكم وطرب	
حسب الطبيعة من الرجال عسرة العظم عيسى مودود	
ولجملته المرء الذي كان عاقلاً كرم بعدد الولد	
بمعنى	
أما لا أقول دعوا النساء يوفرنهين الرجال بخلق أفرد	
أم الشعر لرجل الرجل لا يجعل المرء كما يسول	
ولا الرجل لا يرحس المرء حتى يكون كثير من الأسول	

Extract 7.1 shows a sample of poor response of a candidate who performed poorly. The candidate failed to provide the adequate explanation about mother or woman like a school due to poor language.

However, few candidates performed well in this question. These candidates managed to give the sufficient explanation on the concept that, mother or woman like a school. They also organized their points clearly and in a good flow. This indicates that, the candidates had enough knowledge and good command in Arabic Language. Extract 7.2 shows a sample of good response.

Extract 7.2

يقول الشاعر أن الأم كالمدرسة في تربية
الأطفال، لأنهم أتت بهم مع الأطفال نهما
طويلا من أرب. لذي طبيعة الأطفال ستكون
جميلة إذا كانت طبيعة أم جميلة. وهذا تقول
على أن أم شبيهت بالمدرسة لتعليم أطفال طبيعة
جيدة. وظل وكذلك قال الشاعر إذا أعدت الأم
أعدت شعبا طيب الأعراق، هذا يشرح على
أن إذا كانت الأم جميلة طيبة، جميع أولادها
سيكون جميلة الخلق ويستستمر هذه الخلق
بمدة طويلة. ولأن الشاعر يشرح على أن لا
تترك الأم أن يجتمع مع رجال مجرمين والأسواق
والشوارع، لأن ذلك ليس أم ورا الأم. الأم هي في
عليها أن تخرق في البيت كما قال تعالى وعقرن
في بيوتكن فلا تبرجن إلى أهلية الأولاد.

Extract 7.2 shows a sample of good response from one of the candidate who organized his/her points clearly and gave the explanation logically about the concept obtained from a given poem that mother or woman like a school.

3.4.2 Question 8

In question 8, there were two parts (a) and (b). In part (a), the candidates were required to explain in depth the meaning of the given poem. In part (b), the candidates were required to explain in brief remark the teller in relation to the given poem.

This question was attempted by 39.0 percent of the candidates. The performance in this question was poor as 22.2 percent scored 00 to 0.5 marks, 51.9 percent scored 01 to 05.5 marks, 24.3 percent scored 06 to 10 marks, 1.1 percent scored 11 to 12 marks and only 0.5 percent scored 18 out of the 20 marks allocated to this question.

The candidates, who performed poorly, were not able to explain in depth the meaning of the given poem due to poor command in Arabic Language. Most of them managed to explain the name of the person who drafted that poem "Abutwayyib." This indicates that, the candidates lacked enough vocabulary in Arabic Language. Extract 8.1 shows a sample of poor response.

Extract 8.1

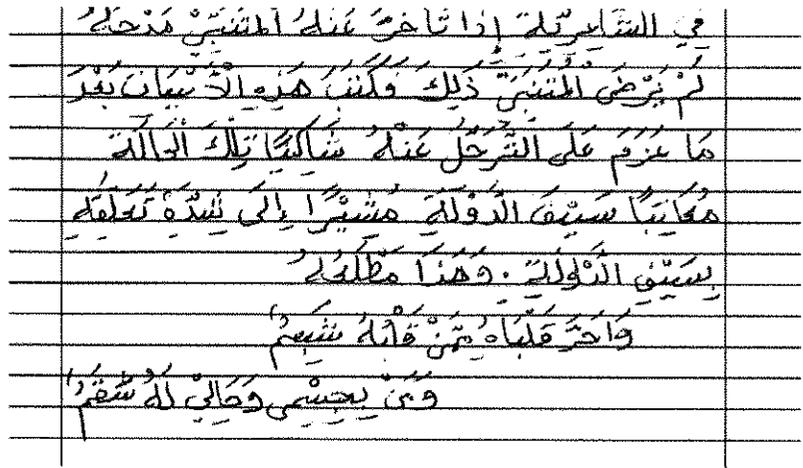
	1- كلمة موجزا عن قائل.
	هو أبو طيب أحمد بن حسين، أشهر الشعراء
	في العصر العباسي، ولد بكافة أيام ظلم خلافة عمر
	رضي الله عنه.
	نضم
ب	2- حكى أبو طيب هذه الشعر لتفريح الناس من
	الظلمة إلى النور.
أ	في هذه البيت شاعر يريد الناس تاركات الدنيا
	ويجعلهم صالحا، ولا انتفاع أحي الدنيا بناظره

Extract 8.1 shows a sample of response of a candidate who failed in this question. The candidate failed to explain in brief remark the teller and relation of the given poem except his name 'Abutwayyib' due to poor language in using Arabic Language.

However, few candidates performed well in this question. These candidates managed to explain in depth the meaning of the given poem and made adequate explanation to express in brief remarks teller in relation to the given poem as required. This indicates that, the candidates had sufficient knowledge and enough vocabulary in Arabic Language. Extract 8.2 shows a sample of good response.

Extract 8.2

<p> يقول الشاعر أبو الطيب أحمد بن الحسين المثنوي في البيت الأول أنه يطلب الإعيان من نظرات سنيف الدولة التي لا تزيغ أبدا أنه لا يظن الضخم وربما حين يقارب من ذوات المثنوي يوم المأعرب كومييا إلى تقديمه إياه. </p>
<p> ويقول في البيت الثاني أنه إذا وصل المرء إلى حد التسوية بين النور والظلم فلا حاجة له إلى العيني إذا يعني يتعلم خط أنه يستعين المرء بالعيني في التنفلة بين الجيد والخير والشر والظلم فإذا كان لا يرى الفرق مع أنه أوسع العيني فلا حاجة به إلى المرء. إذا. </p>
<p> الشاعر هو أبو الطيب أحمد بن الحسين الحمصي ولد بالكوفة وتقل من بلاد الشام ظلما للعلم، لقي بكتير من العلماء والأمرأه والرؤساء ومدحهم ونال عطاياهم ومناصبه سنيف الدولة الذي أعجب به الشاعر ولانهم قرابة تسع سنوات. وهذا الشاعر صاحب الشعر الخالص والمعاني الدقيقة وقد انتهت حياته بالفاقة بالقوم والطبحة بالأسس والخيل. </p>
<p> 8-1 حدثت جفوة اعترت ما بين المثنوي وسنيف الدولة صدرت من علاقة له كانت كثيرة قاله بترصه المثنوي. وقد كان سنيف الدولة إلى تقديم من ذوات المثنوي </p>



Extract 8.2 shows a sample of good response from one of the candidate who managed to interpret the poem and give in brief remarks the teller in relation to the given poem correctly. The points were also arranged logically.

3.5 Section 5: Literature (Response to Reading)

This section had two questions which were question 9 and 10. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

3.5.1 Question 9

In question 9, the candidates were required to write a summary on what happened when Ally Koja got back from the journey and the lesson the society learnt from the story.

This question was attempted by 82.4 percent of the candidates and their performance in this question was good as 3.8 percent scored 0 mark, 8.5 percent scored 01 to 05.5 marks, 25.3 percent scored 06 to 10.5 marks, 48.6 percent scored 11 to 15.5 marks, and only 13.8 percent scored 16 to 18 marks out of the 20 marks allocated to this question.

The candidates who performed well, had sufficient knowledge and enough vocabulary to express themselves. These candidates managed to explain the journey and the lesson the society learnt from the story by arranging and elaborating their points clearly. Extract 9.1 shows a sample of good response.

Extract 9.1

	القسم الخامس
	عاش على كوجيبيا في بغداد في زمن الخليفة هارون الرشيد
	ولكن تاجر عنيفا ولم يس له زوج ولا اولاد فرأى يوما في صمامة
	تسبختا كجيتا يأمره الى الحج فتكررت هذه الرؤيا
	عزم على كوجيبيا الى الحج ووضع أمانته الى صاحبه
	تاجر حسن ولكن وضع دنانيره في جرة وصب فوقها
	زيتونا ثم وضع في مخزن صاحبه
	فلما فرغ من الحج سافر الى مصر وفاء بطين ثم دمشق
	ونضى هناك سبع سنين
	فقد يوما حمن قوت قومه وأخذ يفكر عن
	عن أمانته صاحبه والبن زوجته أومستة الأياخون على
	الأمانة ولكن تراها وميتتها وفتح الجرة فعلم أن فيها
	دنانير فأخذها ثم وضع فيها زيتونا جرد لا ينفص
	الوزن
	فلما رجع على كوجيبيا علم أن دنانيره أخذت فسأل
	صاحبه أن يردّها ولكنه أبى أن لم يأخذها
	فاشتكى على الى القاضي فأعلم أن صاحبه أخذ ماله
	والن ليس له شهود لأنه كان يؤمن بصاحبه
	فطلب القاضي حسن أن يرد الماله ولكنه حلق أن لم
	يأخذ فبتره القاضي
	رفع على كوجيبيا شكواه الى الخليفة هارون الرشيد
	وكان من عاقبته أن يجسس رعيته لابسا ملابس
	التجار فوجدوا الأطفال يمثلون هذه القصة
	فطلب قاض الأطفال أن يحضر حسن وعلى كوجيبيا
	فسمع كلامهما فلما أتاه حسن أن يحلق منه فأحضر
	زجار الزيتون ففحصوا الزيتون فعلموا أن فيها زيتونا
	جديتا
	فطلب قاض الأطفال من حسن أن يرد الماله وأمر بصلبه
	فحجب الخليفة من هذا الطفل الركي
	وفي اليوم التالي أحضر الخليفة قاض الأطفال ليحكم بين
	على كوجيبيا وحسن فحكم كما حكم بالأمس ولكنه سكت
	عن صلبه فأمر الخليفة هارون بصلبه جزاء لعله
	الاستفادت من هذه القصة في الحياة
	١) إذا رأى رجل خيرا في منامه وتكررت الرؤيا فليقره
	٢) يفرح لنا أن نستمتع بالصحة من أولنا إذا كان فبرا
	٣) وجوب الاستمسك بحفظ الأمانة في الحياة
	٤) ألا الخبز أحيانا يكون من جنس العمل
	٥) وجوب تجسس الرؤساء

Extract 9.1 shows a sample of response of a candidate who managed to explain and arrange his/her points logically and interpreted them clearly and correctly due to good command in Arabic Language.

However, there were some candidates who performed poorly, they were not able to explain the journey and the lesson the society learnt from the story. They also failed to arrange and elaborate their points clearly. Other candidates performed poorly because their explanations contained a lot of grammatical errors and misspellings which led to misconception on what was written. Some of them tried to use even Swahili Language to explain their concept. This indicates that, the candidates did not have sufficient knowledge and enough vocabulary to express themselves. Extract 9.2 shows a sample of poor response.

Extract 9.2

ولما يوم اتبع على كويج بسيل المسعذ الذي بسيل
الغلفه . صروف رشيد واما بعد الصلة على كويج زعر
إلى الطريق الذي يرمح الغلفه و نسم الى مشتق الى
الغلفه و صروف رشيد بسيل الى مشتق و نعلم
الغلفه على كويج kumleta سرفاة .
ولما يوم الغلفه رشيد يوزر إ استرو نسم الاطفال
الى البيت نعر بعد كام القصة الى على كويج . و بعد اليوم
الغلفه كم الاطفال الى البيت انكم في نعلم كمس
الى على كويج و نعر حسن .
بعد اليوم نعلم جميع قاضي الاطفال كم الى
على كويج و نعر حسن . و نسم نمو بيت الى كويج بعد
كما نعر بيت قاضي الاطفال بسند في kumleta نعر رشيد .
و أسئلة الى رشيد الذي يقص الى الشين سنة و نعر
رشيد بسيم كالى الى رشيد نعر الى بعد اليوم قلى .
بعد نعر بيت ، قاضي الاطفال كم القصة كم
كويج نعر بيت .

Extract 9.2 shows a sample of poor response of a candidate who failed in this question. The candidate decided to use Swahili Language (kumleta) for expressing his/her idea due to poor language in Arabic Language.

3.5.1 Question 10

In this question, the candidates were asked to explain the personality of shy link and how he used to treat people financially and how the society judged him socially.

This question was attempted by 12.6 percent of the candidates and their performance in this question was average as 4.9 percent scored 0 mark, 6.6 percent scored 4.5 to 5.5 marks, 62.3 percent scored 06 to 10 marks and only 26.2 percent scored 11 to 15 marks out of the 20 marks allocated to this question.

The candidates who performed poorly, were not able to explain the personality of shy link, how he used to treat people financially and how the society judged him socially. This indicates that, the candidates did not have enough knowledge and good command in Arabic Language. Extract 10.1 shows a sample of poor response.

Extract 10.1

	القصة الخامسة	
	في كتاب نوح المندوبين	
	هذه القصة الحالية بمفهوم نوح الفيلسوف	
	والتمريض والممرض وكاتب وعلم هذه هي	
	هذه القصة وبدأت عانت في دعول الواسي من	
	السرور وكيفية الفيلسوف والتمريض على ما	
	وقع فيه الفيلسوف من إحد التماثيل وهذه	
	هنا وهناك حتى وقع نوح وعلمه إلى الخذل	
	الناس وجميع يده وفقدت من بعضات الدنيا	
	وكذلك	
	هذه هي نوح من كالمعادن في هذه	
	القصة الجميلة في كتاب المندوبين في نوح	
	وهطل الناس بالنا.	

Extract 10.1 shows a sample of poor response of a candidate who failed in this question. The candidate did not manage to explain the personality of shy link, how he used to treat people financially and how the society judged him socially instead he was repeating words“ this story” (هذه القصة) due to poor language in Arabic Language.

However, there were few candidates who performed fairly. They managed to explain the personality of shy link, how he used to treat people financially and how the society judged him socially. However, their answers contained some grammatical errors. Extract 10.2 shows a sample of a candidate who performed fairly in this question.

Extract 10.2

القسا الخامس
<p>هذه قصة قد وقع في عهد منة الهندية في عصر السابق، ومع ذلك يشتمل هذه قصة قد قامه حبان هذا باسمي وأنطني وكان ذلك شيلوك وورثا. وأما نسبة هذا السؤال استحوذ حول شخصية شيلوك وحيثية معاملته مع اليا مع الناس، وأيضا استنبهت ما إذا يتكلم عليه المجتمع من ناحية الاجتماعية كما يلي: أولا شيلوك في شخصية رجل تجميع الشكل والسوء المروء، وفي عرف الناس يمتد بخيل، قام القلب شيلوك ولما طغى المقترين مثل الحيوان والطير ثانيا، كان شيلوك تلجأ في عيتلك المدينة وقد تعامل الناس بالريا، وأيضا كان شيلوك يفرغ الناس المال ويطلبهم</p>
<p>من الربح الطائل ما يفرغهم كما شئت خلاف إلى باسمي وأنطني المبررة وطلا باسمه المال، ثالثا ومع ذلك كان شيلوك يخذع الناس بمما كان يخضع أنطني حينما طلبه رطل من اللحوم عند عدم الوقع دينة، اختصا له هذه هي كانه معاملته مع اليا مع الناس في المدينة الهندية وفيه رايها، ما إذا يتكلم عليه المجتمع من ناحية الاجتماعية؟ أما بنسبة شخصية شيلوك وحيثية معاملته مع اليا كما رأينا كانت أهل الهند وفيه لا يحبونه بسوء أخلاقه، أذ هو جرم علينا أن نتحدث في المجتمع أن لا نكونوا مثله لأنه كان رجل لا يستحق أن يعيش مع المجتمع، والى هنا هذه هي شخصية شيلوك وكيفية معاملته مع اليا مع الناس كما رأينا.</p>

Extract 10.2 shows a sample of response of candidate who managed to explain the personality of shy link and how he used to treat people financially and how the society judged him socially. The candidates' points were logical and clear because he had a good command in Arabic Language, although, there were some grammatical mistakes like this sentence (ان لا نكونوا) which was supposed to be (ان لا نكون).

4.0 CONCLUSION

The general performance of the candidates in Arabic Language subject, in the ACSEE 2014 was good because many candidates scored high marks. Many candidates got good performance in comprehension, where 94.5 percent of them got the average of 30 marks or above, followed by response to reading whereby 88.1 percent of candidates managed to get average of 30 marks or above. The candidates performed averagely in rhetoric, where only 46.25 percent were able to get the average of 30 marks or above. This might be due to lack of sufficient knowledge on some topics which were tested. The candidates have also shown weakness in poem, where only 23.5 percent were able to score 30 marks or above. This poor performance could be attributed to lack of enough vocabullary in Arabic Language. Appendix attached shows an analysis of the topics which were well, average and poorly performed in Arabic Language.

It is our hope that this report will help teachers, students and other stakeholders to improve the performance of future candidates.

5.0 RECOMMENDATIONS

In order to improve the prospective candidates' performance in this subject, the following are recommended:

- (a) Students should be encouraged to read widely to enable them to use correct Arabic grammar and spelling. They also need to do more exercise to enable them to express themselves fluently.
- (b) Students should have enough time to practice Arabic Language. They should be given a lot of tasks to enable them to speak, read and listen to various Arabic texts.
- (c) Teachers should help the students on how to identify the specific tasks of the question in order to give good and correct answer.
- (d) Teachers should make sure that the syllabus is well covered and each topic is well understood to the students.

Appendix 'A'

The performance of the candidates in 125 Arabic Language Topic wise

S/N	Topic	Total number of questions	The percentage of candidates who scored 30 marks and above	Remarks
1.	Comprehension	1	94.5	Good
2.	Response to reading	2	88.1	Good
3.	History of literature	4	85.47	Good
5.	Compositon	1	76.9	Good
6.	Grammar	4	53.27	Good
7.	Morphology	2	51.6	Good
8.	Rhetoric	2	46.25	Average
9.	Poetry and Prose	2	23.5	Weak

