

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2016**

**125 ARABIC LANGUAGE**

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**125 ARABIC LANGUAGE**

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## **FOREWORD**

The Advanced Certificate of Secondary Education Examination marks the end of two years of Advanced Secondary Education. This is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. More specifically, the candidates' responses to the examination questions is a strong indicator of what the educational system was able or unable to offer to students in their two years of education.

The Candidates' Item Response Analysis report (CIRA) in the 2016 Arabic Language subject in the Advanced Certificate of Secondary Education Examination (ACSEE), has been prepared in order to provide feedback to teachers, students and all education stakeholders on the performance of the candidates.

This report is intended to enhance understanding of the reasons for the candidates' responses in Arabic Language subject. The report highlights the factors that made the candidates perform well in the examination. Such factors include ability to interpret the requirements of the questions and to follow instructions as well as adequate knowledge on the concepts related to Arabic Language. On the other hand, the report highlights the factors that made some of the candidates fail to score high marks including failure to identify the demands of the questions, inability to express oneself in Arabic Language and insufficient knowledge about the concepts, principles and rules related to the subject.

The feedback provided in this report will enable the education administrators, school managers, teachers, students and other education stakeholders to identify proper measures to be taken in order to improve the teaching and learning in secondary schools, and therefore improve 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 in general public that aimed at improving future reports.

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



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report presents the analysis of the candidate's performance in the Arabic Language subject who sat for the 2016 Advanced Certificate of Secondary Education Examination (ACSEE). The Arabic language examination for both School and Private candidates was set in accordance to the 2004 syllabus and the 2012 examination format.

The candidates were tested in the skills of comprehension, grammar, morphology, composition, rhetoric, response to readings, poetry and prose and history of literature. The examination had two papers, which are Arabic language paper 1 and paper 2. Paper 1 had nine questions distributed in five (5) sections and the candidates were instructed to answer five questions by choosing one (1) question from each section. Question one (1) in Comprehension was compulsory. Conversely, paper 2 had ten questions distributed in five (5) sections and the candidates were instructed to answer five (5) questions by choosing one (1) question from each section. Each question carried twenty (20) marks.

The candidates' performance in each question is presented by indicating the requirements of the question, the expected responses to the questions and how the candidates answered the questions. Extracts of sample responses from the candidates' scripts have been inserted in order to illustrate how the candidates responded to the demands of each item.

The rating of candidates' performance has been categorized into 'good', 'average' or 'poor' and they are represented in different colours. Under this analysis, if the performance ranges from 60 to 100 percent, it is considered as good and is coloured green, from 35 to 59 percent, it is average and is coloured yellow and from 0 to 34 percent, it is poor and is coloured red. This analysis is based on the average percentage of the candidates who scored 35 percent or above of the total marks allocated to the question. This performance is summarised in the Appendix.

The candidates who sat for the 2016 Advanced Certificate of Secondary Education Examination were 655, 539 (82.29%) of whom passed and 116 (17.71%) failed.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ARABIC LANGUAGE PAPER 1**

### **2.1 Section 1: Comprehension**

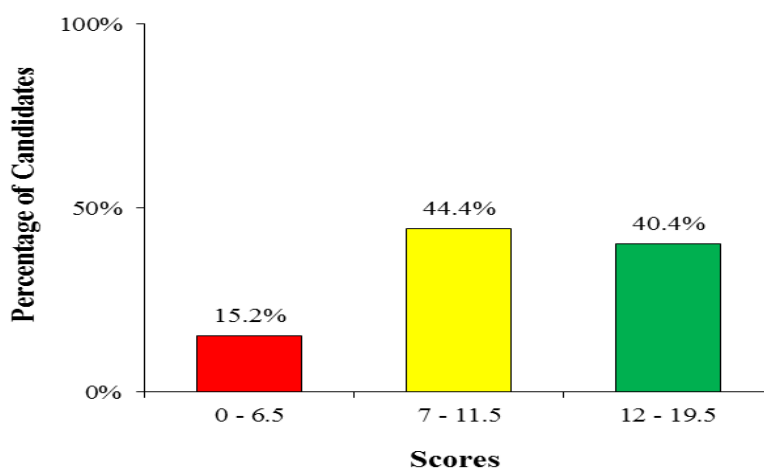
This section composed of question 1 as a compulsory question and the candidates were required to attempt all parts of the question. The question carried twenty (20) marks.

#### **2.1.1 Question 1**

The question instructed the candidates to read the passage and provide the answers from the given passage. The passage was about hunting wild animals.

This question had parts, (a) and (b). In part (a), the candidates were required to provide short answers to the five items given. In part (b), the candidates were instructed to fill in the blank spaces using the right information from the passage.

The question was attempted by 99.8 percent of the candidates and their performance was good, as 40.4 percent scored from 12 to 19.5 marks, 44.4 percent scored from 7 to 11.5 marks and only 15.2 percent scored from 0 to 6.5 marks out of the 20 marks allocated for this question. Figure 1 summarises this performance.



**Figure 1: Candidates' Performance**

The candidates who performed well in this question provided correct responses to the five short answers and were able to fill in the blank spaces with appropriate information from the passage. This indicates that the candidates comprehended the text given and had enough skills on reading for comprehension. Extract 1.1 shows a sample of a good response.

**Extract: 1.1**

1	1- القسار اول	
	1- تصاد الحيوانات المتوحشة في الغابات والمزارع	
	2- الدب القطبي يصاد بالطريق والمبال ذات الأنشطة	
	3- نعم يستطيع الثعابين الكبيرة أن تتابع الحروف كلها	
	4- يصطاد الصيادون الماعزة بركوب الخيل واستعمال الحيل ذات الأنشطة	
	5- لأن الزرافة الكاملة النمو تصل ارتفاعها إلى ستة أمتار فيصعب نقلها إلى مسافات بعيدة. فهي أطول من أن تمر من تحت جسر أو غيره	
	ب -	
	1- عنوان القصة هو كيفية صيد الحيوانات	
	2- يتمكن الإنسان بعقله وحيلته من صيد الحيوانات كالأسود والفور ويجعلها تحت حمايته	
	3- يبيع الصيادون الحيوانات المتوحشة لجذائق الصيادين بأنفسهم	
	4- تدخل المحوش والطير في الأقفاص بعد صيدها	
	5- تحتاج الثعابين الكبيرة إلى عشرة أيام حتى تلتهم جثتها	

Extract 1.1 is a sample of a response from a candidate who provided correct answers to the given short questions and could fill in the blank spaces with appropriate information from the passage.

However, there were also a few candidates who performed poorly. Most of these were unable to provide the correct answer in item (a-1), which asked: “Where are the wild animals being hunted?” (أين تصاد الحيوانات المتوحشة؟). The majority of the candidates provided the answer “ The wild animals are being hunted in the garden” (تصاد الحيوانات المتوحشة في الحديقة) instead of “The wild animals are being hunted in the forest and in the desert” (تصاد الحيوانات المتوحشة في الغابات والصحارى). Another example is item (b-1), which asked: “The heading of this passage is -----” (عنوان هذه القطعة هو-----), most of them provided answer: “The heading of this passage is zoo” (عنوان هذه القطعة هو حديقة الحيوان) instead of “Heading of this passage is *The Hunting of Wild Animals*” (عنوان هذه القطعة هو صيد الحيوانات المتوحشة). Others just copied some sentences from the passage and used them as answers. This indicates that these candidates could not comprehend the passage due to lack of adequate knowledge about reading skills for comprehension. Extract 1.2 shows a sample of a response from a script of a candidate who failed to provide correct responses.

## Extract: 1.2

	القسم الأول	
	السؤال الأول	
١	نقاد الحيوانات في حديقة.	
٢	صيد الحيوانات المتوحشة، ثم كسوا من صيدها بطر	
٣	فهم الخطر الجسيم.	
٤	فإذا وقعت الشراك تعاون الصيادون كدافالهما	
٥	فالأشور والنور والفور تنص لها شراك فيها	
	الحوم تبتة.	
ب	أكمل الفراغ الآتية بوضع الكلمة المناسبة	
١	عنوان العصفور طائر الحيوانات والطيور التي	
	تشتاد بها في حديقة الحيوان.	
٢	يتمكن الإنسان	
٣	يسع الصيادون الحيوانات المتوحشة، ثم كسوا	
	صيدها بطرقهم الخطيرة الجسيمة، ثم باعوها	
	الخداع الحيوان بأشكال عالية.	
٤	تتغل الوعوش والطيور في	

Extract 1.2 is a sample of a response from a candidate who provided incorrect answers and filled in the blank spaces with inappropriate information.

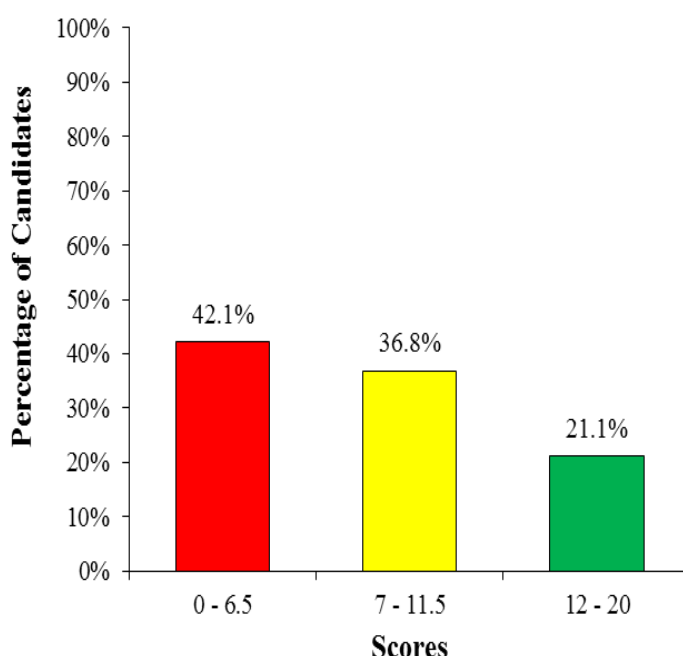
## 2.2 Section 2: Grammar

This section had two questions and the candidates were instructed to answer one. Each question carried twenty (20) marks.

### 2.2.1 Question 2

The question consisted of ten sub questions. The candidates were instructed to analyse the inflection of the underlined words given by indicating the subject, object, adjective, present tense and defective verbs together with their noun and its predicate.

The question was attempted by 46.5 percent of the candidates, 42.1 percent of whom scored from 0 to 6.5 marks, 36.8 percent scored from 7 to 11.5 marks and only 21.1 percent scored from 12 to 20 marks. This implies that the candidates' performance in this question was good. This performance is summarised in Figure 2.



**Figure 2: Candidates' Performance**

As indicated in Figure 2, most of the candidates who attempted this question performed well. They could analyse the underlined words by indicating the subject, object, adjective, present tense and defective verbs together with their noun and it's predicate. For example in item (1), the following were the underlined words: Man (الرجل) as first object (مفعول به الأول منصوب) and sleeping (نائما) as second object (مفعول به الثاني منصوب). This good performance indicates that the candidates had understood the instructions of the questions and had enough competence on the *inflection*. Extract 2.3 shows a sample of a good response.

Extract: 2.3

القسم الثاني	
السؤال الثاني	2
١- الرجل = مفعول به الأول منصوب بفتحة. نائماً = مفعول به الثاني منصوب بفتحة.	
٢- عاقلاً = نعت منصوب بفتحة. أبو = اسم من الأسماء الخمسة مرفوع بالواو وهو مضاف والهاء ضمير مبني على الرفع في محل الجر مضاف إليه.	
٣- الواو = واو المجرى مبني على الفتح. مربوب = مفعول مع منصوب بفتحة وهو مضاف. الشمس = مضاف إليه مجرور بكسرة.	
٤- الواو = واو العطف مبني على الفتح. محبوب = فعل مضارع مرفوع بثبوت النون والواو الجماعة الثانية ضمير مبني على السكون في محل الرفع فاعل. حباً = مفعول مطلق منصوب بفتحة.	
٥- اشترت = فعل ماضٍ مبني على الفتح موزع علامة التأنيث. كتاباً = ضمير منصوب بفتحة.	



٦-	إبراهيم = مفعول به مقدم وهو منصوب بفتحة رب = فاعل مؤخر مرفوع بفتحة وهو مضاف والهاء ضمير مبني على الضم في محل جر مضاف إليه.
٧-	منع = فعل ماض مبني على الفتح وهو مبني للمجهول الطلاب = نائب الفاعل مرفوع بفتحة.
٨-	يريد = فعل مضارع مرفوع بفتحة أن = حرف نصب ومصدر مبني على السكون يسافر = فعل مضارع منصوب بأن وعلامة نصبه حذف النون لأن من الأفعال الخمسة. وألف الاثنين ضمير مبني على السكون في محل الرفع فاعل.
٩-	الزارع = فاعل مرفوع بفتحة. مبارك = حال منصوب بفتحة.
١٠-	كانت = فعل ماض ناقص مبني على الفتح وتأنيده سيرة = اسم كانت مرفوع بفتحة وهو مضاف نظيفة = خبر كانت منصوب بفتحة.

Extract 2.3 is a sample of a response from a candidate who correctly analysed the underlined words.

Further analysis shows that many candidates who scored low marks in this question were unable to provide the correct answer in item (2). For example, one of the candidates analysed the word (عاقلا) as a subject or object instead of an adjective (الذمت الـ سـ بـ بي). Some of them just wrote words like nominative case (مرفوع) or subjective case (منصوب) in front of the underlined words. Others left the questions unanswered. This poor performance is a sign some candidates lacked competence on *Inflection* (الإعراب). Extract 2.4 shows a sample of a response from a script of a candidate who performed poorly in this question.

## Extract: 2.4

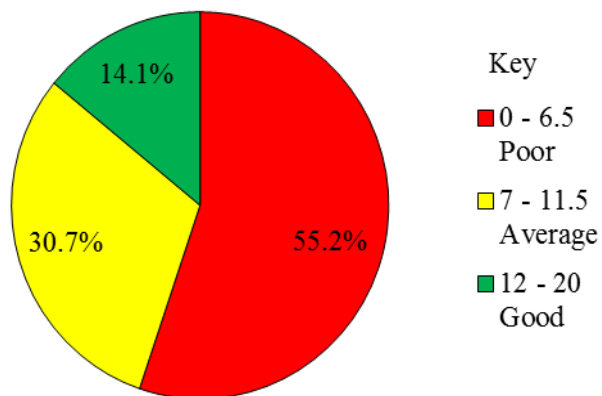
	القسم الثاني	
	أعرب ما تحذف	
1.	الرجل - حبر وعلمة رفعيه ضما	
	نائما -	
1.	الرجل - المبتدأ وعلمة رفعيه ضما في آخره	
	نائما - حبر وعلمة رفعيه فتحة في آخره	
2.	عاقلا - فاعل	
	أبوه - مفعول به	
3.	وعروب - فاعل	
	السمس - مفعول به	
4.	وتحبون - فاعل مرفوع	
	حبا - مفعول به مصروب	
5.	إشترت - فعل مضارع	
	حبابا - اسم مرفوع	
6.	إبراهيم - اسم مرفوع	
	مربع -	

Extract 2.4 is a sample of a response by a candidate who analysed the underlined word "like" (تحبون) as subject (فاعل) instead of verb (فعل) in item (4).

### 2.2.2 Question 3

This question had parts (a) and (b). In part (a), the candidates were instructed to fill in the blank spaces with appropriate pronouns and in part (b), to use the words from the brackets in the given sentences.

The question was attempted by 53.2 percent of the candidates, 55.2 percent of whom scored from 0 to 6.5 marks, 30.7 percent scored from 7 to 11.5 marks and only 14.1 percent scored from 12 to 20 marks. This shows that the candidates' performance for this question was average. This performance is summarised in Figure 3.



**Figure 3: Candidates' Performance**

The analysis of the candidates' responses shows that the candidates who scored high marks in this question understood the requirements of the question and were able to fill in the blank spaces with appropriate pronouns and could use the words from the brackets in the given sentences. This shows that the candidates had a good mastery in this area of Arabic Language. Extract 3.5 is a sample of a good response.

### Extract: 3.5

أ	السؤال الثالث .	
1	أخوتي هي أم فاضلة أخت أولادها	
2	هم ملا عبد ماهر في دراستنا	
3	هو والد كريم يربي أولاده	
4	هما مخلصان في عملهما	
5	هم صادقون في آفوالهم	
6	أنتم نتصدقون على الفقراء	
7	أنتي أديتي الفريضة	
8	هي خادمان أمينات في عملهم	
9	هي فتاة متعلمة	
10	هم يزورون المتحف	
ب		
1	علي ناجح	
2	أنت تشربين اللبن	
3	لننتج ليت لي مالا فأنتدق بع	
4	هذا الطالب ذكي لكنه كسلان	
5	لا ننشئ سكرًا عن هذه البقاله	

Extract 3.5 is a sample of a response by a candidate who provided correct answers in part (a) and (b).

On the other hand, the candidates who performed poorly in this question provided answers which were not related to the demands of the question. For example, one of the candidates used demonstrative pronouns (أسماء الإشارة) instead of pronouns (الضمائر) and others provided incorrect answers due to insufficient knowledge of pronouns. In part (b), most of the candidates were able to put the given words in the sentence but could not consider the changes which are expected to occur after using those words. For example, in item (4) the candidates were required to use the conjunction “but” (لكن) in the following

sentence (هذا الطالب ذكي. هو كسلان) “This student is clever. He is lazy. The correct answer was supposed to be; (هذا الطالب ذكي ولكنه ) “This student is clever but he is lazy”. However, the candidates answered; (لكن هذا الطالب ذكي. هذا هو كسلان) “But student is clever. This he is lazy” or (لكن هذا الطالب ذكي. هو كسلان) “But this student is clever. He is lazy” which were incorrect. Extract 3.6 shows a sample of a poor response.

### Extract: 3.6

3 (أ)	هذه ام فاضلة أميت أولادها
2	هذا تلاميذ ماضون في دراستنا
3	هذا والدكريم يربي أولاده.
4	هذان كلمتان في عملهما.
5	هؤلاء صادقون في أقوالهم.
6	هؤلاء تتمددون في الفقرى.
7	هاتين أختين الفريضة.
8	هذه ندمان أمينات في عملهم :
9	هذه فتاة متعلمة.
10	هذان يزورون المختف.

ب	أدخل ما بين القوسين في جمل ثم غير ما يلزم .	
1	لعل أنا ناجح لعل ناجح .	
2	أنت يشربون اللبن .	
3	ليت مال فأزمدق به .	
4	لكي الطالب ذكي هذا هو كسلان .	

Extract 3.6 is a sample of a response by a candidate who failed to correctly use the words from the brackets in the given sentences.

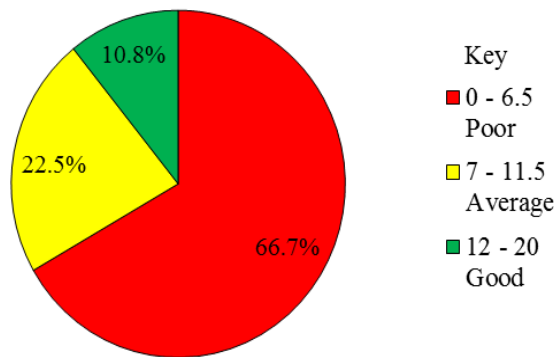
## 2.3 Section 3: Language Use

This section had two questions from among which the candidates were instructed to answer only one. Each question carried twenty (20) marks.

### 2.3.1 Question 4

This question had parts (a) and (b). In part (a), the candidates were required to re-arrange the jumbled words in a grammatical order to form a meaningful sentence for each item. In part (b), the candidates were instructed to convert the given sentence into singular of feminine, singular of masculine, dual of masculine and finally the masculine and feminine.

The question was attempted by 66.7 percent of the candidates, 66.7 percent of whom scored from 0 to 6.5 marks, 22.5 percent scored from 7 to 11.5 marks and only 10.8 percent scored from 12 to 20 marks. This shows that the candidates' performance for this question was poor. This performance is summarized in Figure 4.



**Figure 4: Candidates' Performance**

The majority of the candidates who performed poorly in this question provided meaningless sentences by incorrectly arranging the given words in part (a). For example, one of the candidates re-arranged the sentence in item (5) as: “Haruna was a swimmer skillful” (كان هارون ماهر را سباحا) instead of “He was a skillful swimmer” (كان هارون سباحا ماهرا). In part (b), most of the candidates understood the demands of the question but they confused the uses of pronouns and hence they used the incorrect pronouns in the sentences. For example, one of the candidates used dual pronoun instead of plural pronouns in this sentence; (الطلاب المجتهدون يحبهما المعلم ويساعدهما في دراستهما). The correct answer should be (الطلاب المجتهدون يحبهم المعلم ويساعدهم في دراستهم) “The teacher loves hardworking students and helps them in their studies”. This poor performance suggests that the candidates lacked adequate vocabulary in Arabic Language and they did not know the uses of pronouns. Extract 4.7 shows a sample of a poor response from a script of a candidate.

**Extract: 4.7**

4	1	اشترية ساعة جميلة لي أبي.
	2	السابعة الساعة صباح أذهب إلى المدرسة.
	3	سوي جميل مفروشة ببساط خضرة.
	4	رأى (يحيى) طفلة صغيرا الأصوات.
	5	كان مازون مامرا سباحا.
	(ب)	أجعل العبارة للمفرد المذكور المفرد
		مؤنثا ثم للمثنى المذكور والجمع المذكور.
	(-)	للمفرد المذكور:
		الطالبان الطالبان المجتهدان يحبهما المعلم
		ويساعدهما في دراستهما.
	(-)	للمفرد مؤنثا:
		الطالبتان المجتهدتان يحبهما المعلم
		ويساعدهما في دراستهما.
	(-)	للمثنى المذكور:
		الطالبين الطالبين المجتهدين يحبهما
		المعلم ويساعدهما في دراستهما
	(-)	للجمع المذكور:
		الطالبهما المجتهدان يحبهما المعلم ويساعدهما
		في دراستهما.

Extract 4.7 is a sample of a response by a candidate who incorrectly re-arranged all the sentences.



Despite the poor performance in this question, there were a few candidates who performed well. These candidates were able to re-arrange the jumbled words in a grammatical order to form meaningful sentence and could convert the given sentences into singular of feminine, singular of masculine, dual of masculine and finally the masculine and feminine. This shows that the candidates had a good mastery of Arabic Language. Extract 4.8 shows the sample of a good response.

#### Extract: 4.8

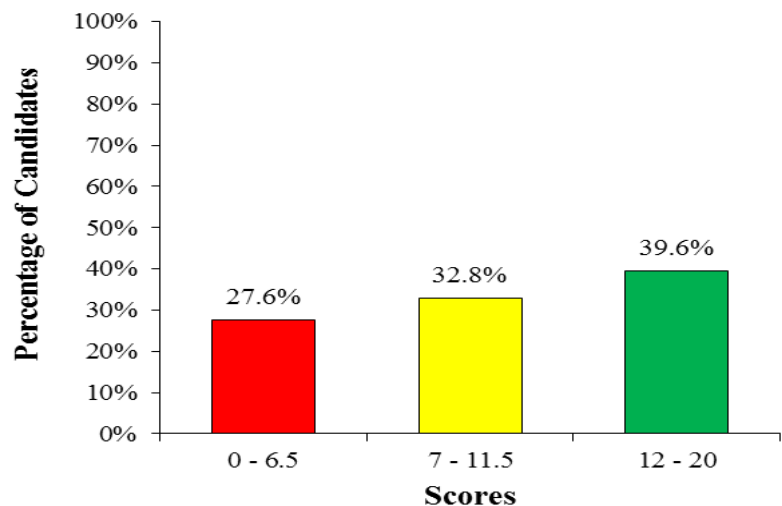
	القسم الثالث
4	السؤال الرابع
أ-	أ- أتي اشترى لي ساعة جميلة
ب-	ب- أذهب إلى المدرسة الساعة الساعة الساعة صباحاً.
ج-	ج- حجر نومي مفروشة بساط جميل.
د-	د- رأي نريد طفلاً صغيراً بين الأصابع.
هـ-	هـ- كان هارون صباحاً "مهما".
ب-	المفرد مذكر:
	- الطالب المجتهد يحب العلم ويساعده في دراسته.
	المفرد مؤنث:
	- <del>الطالبة المجتدة يحبها المعلم وتساعدنا في دراستها.</del>
	المثنى مذكر:
	- الطالبان المجتهدان يحبهما المعلم ويساعدهما في دراستهما.
	المثنى مؤنث:
	- الطالبات المجتهدات يحبهن المعلم ويساعدهن في دراستهن.
	الجمع مذكر:
	- الطالبون المجتهدون يحبهم المعلم ويساعدهم في دراستهم.
	الجمع مؤنث:
	- الطالبات المجتهدات يحبهن المعلم ويساعدهن في دراستهن.

Extract 4.8 is a sample of a response by a candidate who was able to convert with pronouns to the given sentences as required.

### 2.3.2 Question 5

This question consisted of parts (a) and (b). In part (a), the candidates were required to define the meaning of object and pronoun, mention five types of phrases and two verbs that make two verbs in the subjunctive case. In part (b), the candidates were required to construct meaningful sentences by using infective noun, the thing excepted, defective noun, governed noun of genitive construction and adverb of place.

The question was attempted by 66.8 percent of the candidates and their performance was good, as 39.6 percent of them scored from 12 to 20 marks, 32.8 percent scored from 7 to 11.5 marks and only 27.6 scored from 0 to 6.5 marks out of the 20 marks allocated for this question. This performance is summarized in Figure 5.



**Figure 5: Candidates' Performance**

The analysis of the candidates' performance for this question shows that most of the candidates who scored high marks were able to define the meaning of object and pronoun, mention five types of phrase and two verbs which make two verbs in the subjunctive case and they could construct meaningful sentences using infective noun, the thing excepted, defective noun,

governed noun of genitive construction and adverb of place. Extract 5.9 shows the sample of a good response from a script of a candidate.

### Extract: 5.9

	السؤال الخامس: القسم الثالث	
أ-(1)	ظننتُ الامتحان سهلاً .	
	جعلتُ الفرس مسرعاً .	
(2)	أوصلتُ المسافرين القطار .	
(3)	المنعول المطلق هو اسم منصوب موافق للفعل في لفظه ويجيء بعد الفعل لتأكيده أو لبيان نوعه أو عدده . مثال:- قرأتُ عليّ قرأعةً جميلةً . ركعَ المصلي ركعتين .	
(4)	الضمير المستتر هو الضمير الذي لا يظهر في اللفظ بل يكون مقدراً .	
(5)	أنواع الحال هي:-	
(i)	حال المفرد .	
(ii)	حال الجملة الإسمية .	
(iii)	حال الجملة الفعلية .	
(iv)	حال شبه جملة - ظرف الزمان أو المكان .	
(v)	حال شبه جملة - الجبر والمجرور .	
ب-(1)	فتح خالد الكتات .	
(2)	غار المبتهدون إلا كسلان .	
(3)	جاء عيسى من مكة .	
(4)	حضر معلمي إلى الفصل .	
(5)	وقع الرجل أمام الفصل .	

Extract 5.9 is a sample of a response by a candidate who was able to construct meaningful sentences by using the given phrases as required.

On the other hand, the candidates who scored low marks in this question were not conversant with the grammatical terms like the meaning of object, pronoun, types of phrase, inflective noun, the thing excepted, defective noun, governed noun of genitive construction and adverb of place, hence could not provide correct answers. For example in (a-5), one of the candidates wrote five derivatives of verb; ( **الفعل- الفاعل- المفعول به- اسم الفاعل- )** instead of five types of phrase. Another example is item (b-1) which required the candidates to construct a sentence with inflective noun but the candidates provided the command sentence: “read” (**اقرأ**). Extract 5.10 shows a sample of a poor response.

**Extract: 5.10**

	السؤال الخامس	
1	أجب على الأسئلة التالية:-	
1	اكتب خمس جمل	
2	اكتب خمس جمل	
4	الضمير المستتر هو الضمير الذي وقع بعد	
5	اكتب خمس جمل الخمسة	
	الفعل، الفاعل، المفعول به، أو فعل، اسم الفاعل واسم المفعول	
ب	كون خمس جمل صيغ التي تشمل ما يأتي:-	
1	اسم معرب - إقرأ	
2	المشتق - كتابت كلتي جميل	
3	الاسم المختل الخمسة - وقسم الله	
4	المطافئ إلى جاء المتكلم - كانت سيرة الفهل لطيفة	
5	طرف المكان - كنم نائم	

Extract 5.10 is a sample of a response by a candidate who constructed sentences by using the five phrases incorrectly.

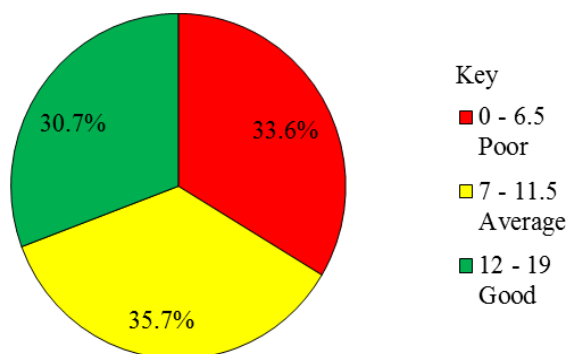
## 2.4 Section 4: Morphology

This section consisted of two questions and the candidates were instructed to answer only one. Each question carried twenty (20) marks.

### 2.4.1 Question 6

This question had parts (a) and (b). In part (a), the candidates were instructed to define etymology, distinguish between grammar and morphology, and also explain how to realize gerunds created by the verbs which are composed by three letters and mention weak letters. In part (b), the candidates were instructed to give measures of verbs that are composed by three letters with examples.

The question was attempted by 42.8 percent of the candidates, 33.6 percent of whom scored from 0 to 6.5 marks, 35.7 percent scored from 7 to 11.5 marks and only 30.7 percent scored from 12 to 19 marks. This shows that the candidates' performance for this question was good. This performance is summarised in Figure 6.



**Figure 6: Candidates' Performance**

The candidates who performed well in this question were able to distinguish between grammar and morphology, explain how to realize gerunds created by the verbs which are composed by three letters and mentioned weak letters and provided measures

of the verbs that are composed by three letters with examples. However, most of them were unable to explain the meaning of etymology. Extract 6.11 shows the sample of a good response.

**Extract: 6.11**

		القسم الرابع:
		السؤال السادس
6	أ-	
		(2) الفرق بين علم الصرف والنحو:
		(أ) الصرف يدرس الكلمة لكن النحو يدرس الجملة
		(ب) الصرف يختص بأفعال مصرفة والأسماء الممثلة
		لكن النحو يختص بالكلمات العربية كلها.
		(ج) الصرف ليس له إعراباً ولا بناءً لكن النحو
		له إعراباً وبناءً
		(د) الصرف ليس له علاقة بأواخر الكلمات لكن
		النحو له علاقة بأواخر الكلمات
		(3) أول واضع علم النحو هو أبو أسود الدؤالي

(4) مصادر الأفعال الثلاثية هو مصدر سماعية الذي	
يحتسب بالأفعال الثلاثية، المثل: نَزَعَ - يَنْزِعُ - نِزَاعٌ	
دَارَ - دَوَارٌ - رَحِيلٌ	
(5) حروف العلة هي ا - ي - و (الأنف والياء والواو)	
ب -	
أوزان الفعل الثلاثي المجرد هي:	
أوزان	المثال
فَعَلَ - يَفْعُلُ	نَفَرَ - يَنْفِرُ
فَعِلَ - يَفْعِلُ	هَرَبَ - يَهْرَبُ
فَعَلَّ - يَفْعَلُّ	فَتَحَ - يَفْتَحُ
فَعَّلَ - يَفْعِّلُ	كَرَّمَ - يَكْرِمُ
فَعَّلَ - يَفْعِّلُ	فَرَحَ - يَفْرَحُ
فَعَّلَ - يَفْعِّلُ	حَسَبَ - يَحْسِبُ

Extract 6.11 is a sample of a response by a candidate who analyzed the measurement of the verbs that are composed by three letters.

Further analysis shows that most of the candidates who performed poorly in this question were unable to provide correct answers in (a-1) which required to define the meaning of "etymology" (الإشتقاق). For example, one of the candidates defined "etymology" (الإشتقاق) as gerund (المصدر), another one defined as object (المفعول به) instead of explaining that, "Etymology is to change word into various situations together with meaning without losing its origin" (الإشتقاق هو أخذ الكلمة من )

(أخرى، مع تناسب بينهما في المعنى وتغيير في اللفظ). Some of the candidates, probably due to inadequate knowledge about the subject matter, did not write anything. The candidates also did not respond well in item (a-4) that asked: “How can you realize gerunds created by verbs which are composed by three letters” (كيف تعرف مصادر الأفعال الثلاثية). Most of them said that you can realize by doing comparison (تعرف مصادر الأفعال الثلاثية بالقياس). The correct answer was supposed to be; “Gerunds created by verbs which are composed by three letters are realized by hearing and quoting from Arabs” (تعرف مصادر الأفعال الثلاثية بالسماع). (والنقل عن العرب).

In part (b), most of the candidates provided measures of the gerund like (فعالة- فعالة- فعال) instead of measures of verb that are composed by three letters like (فعل- يفعل- فتح - يفتح), others provided measures of the verbs that are composed by more than two letters. For example, one of the candidates provided the following verbs composed by more than two letters: (انفعل- انكسر) (- افعوعل- احدث). This implies that the candidates did not have enough knowledge about morphology. Extract 6.12 shows a sample of a poor response.



### Extract: 6.12

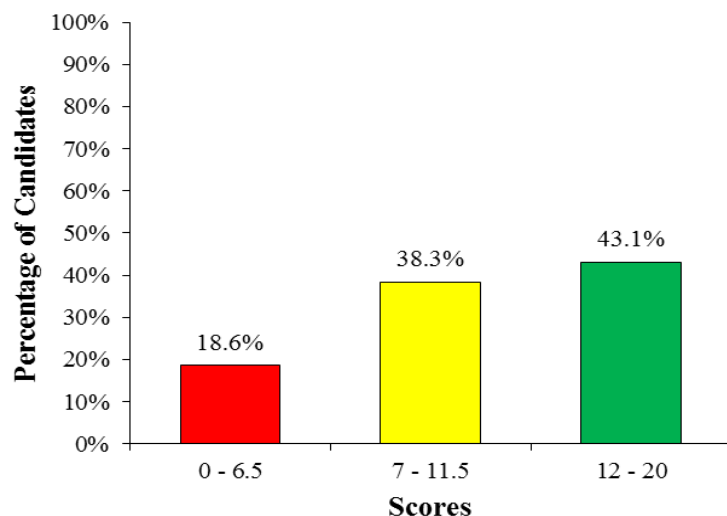
6	السؤال السادس
4	
1	الإشتقاق هو اسم يدلّ على فعلٍ من مصدر أو
	حرفٍ ونسباً.
2	والفرق علم الصرف والفرق بين اللفظة منيبي، ولنمو ولمثل حروف وضمة في اللفظة عينية
3	أولاً واضح علم النحو نسيبي بصري
4	تصرف مطبوع مصادر، هو قل للفظ للدخل على حدث نمي من.
5	حروف العلة هو قل حروف من العلة عينية مثل فتحة، كسرة، نون، ظمة
ب	أوزان الفعل الثلاثي
1	فعاله مثل زراع
2	فعله مثل إباء
3	فعلان مثل حفات
4	فعل مثل حلا
5	فعال مثل بكاء
6	فعله مثل حمرة
7	فعال مثل دوار

Extract 6.12 is a sample of a response by a candidate who gave measures of the gerund instead of measures of the verbs that are composed by three letters.

### 2.4.2 Question 7

This question had parts (a) and (b). In part (a), the candidates were instructed to change the given verbs into active participle, passive participle and gerund from the given verbs according to the given instructions in the brackets. In part (b), the candidates were required to measure the given verbs.

The question was attempted by 55.0 percent of the candidates, 43.1 percent of whom scored from 12 to 20 marks, 38.3 percent scored from 7 to 11.5 marks and only 18.6 percent scored from 0 to 6.5 marks. This shows that the candidates' performance for this question was good, as illustrated in Figure 7.



**Figure 7: Candidates' Performance**

The analysis of the candidates' performance shows that, most of the candidates were able to change the given verbs into active participle, passive participle and gerund according to the given instructions in the brackets and could measure the given verbs. This shows that the candidates had adequate competence in the topic of morphology. Extract 7.13 shows the sample of a good response.

Extract: 7.13

7	السؤال السابع:	القسم الرابع
أ-	قال = مقول / مقل	
	أخطار = اختار	
	رأى = رأى	
	دريج = درج	
	انقلب = مُنقلب	
	يجىء = جاء	
	رضي = مرضى	
	قاتل = مقاتلة	
	انتظر = انتظار	
	أدخل = ادخل	
ب-	انصل على وزن افعل	
	انزل على وزن انفع	
	قل على وزن قل	
	تكلم على وزن تفع	
	استعمل على وزن استفع	
	أظلم على وزن أفع	
	يسمى على وزن يفع	
	تسامح على وزن تفا	
	حاول على وزن فاعل	
	زُكِّل = على وزن فُعِّل	

Extract 7.13 is a sample of a response by a candidate who was able to change the given verbs according to the instructions given in the brackets.

Further analysis shows that the candidates who performed poorly in this question failed to change the given verbs into active participle, passive participle and gerund, according to the instruction given in the brackets due to lack of sufficient knowledge or misconception of the question. Some of them just named the given words instead of measuring them. Others constructed sentences using words. In part (b), most of the candidates did not measure the given verbs; instead, they indicated the types of tenses and some of them changed the given verbs into present tense or past tense, command sentence or gerund. Extract 7.14 shows a sample of a poor response.

**Extract: 7.14**

٧-	السؤال السابع (٧)	
أ	قال - وايت المعلم قلت يا معلم .	
	راى - رايت المعلم .	
	افتكر - احبازرة عظمة .	
	آخرج - دخرج في المدرسة .	
	انقلب - انقلبت التلميذة .	
	يجيء - يجئت أستاذ في المدرسة .	
	ترضى - رضي الله عنهم ورضوتهم .	
	قاتل - قاتل محمد ديت .	
	انتظر - انتظر علىكم .	
	أدخل - أدخل في الفصل .	
ب	واوت الأفعال الآتية .	
	اتصل - فعل قاصر .	
	انزلق - فعل أقر .	
	قل - فعل قاصر .	

٤٠	تَكَلَّمَ - فعل ماضٍ	
	اسْتَحْضَرَ - فعل ماضٍ	
	أَظْلَمَ - فعل أمر	
	يَدْعُو - فعل مضارع	
	تَسْتَدْعِي - فعل مضارع	
	حَوَّلَ - فعل ماضٍ	
	زَالَ - فعل ماضٍ	

Extract 7.14 is a sample of a response by a candidate who mentioned the types of the given verbs instead of measuring them.

## 2.5 Section 5: Article and Letter Writing

This section had two questions and the candidates were instructed to answer only one. Each question carried twenty (20) marks.

### 2.5.1 Question 8

In this question, the candidates were instructed to write an article on the importance of the public services.

The question was attempted by only 1.4 percent of the candidates and their performance was poor, as 100 percent of them scored from 0 to 5.5 marks out of the 20 marks allocated for this question.

Most of the candidates did not opt for this question and those who attempted it performed poorly. This poor performance indicates that the majority of the candidates did not meet the requirements of the question due to inability to express themselves in Arabic Language which was caused by insufficient vocabulary. This caused them to write two or three

lines or an introduction only. Others provided points which were not relevant to the requirements of the question due to misconception and mistook the word (مرافق) for the word (رفق). For example, one of the candidates mistook the word (مرافق) which means public services with word (رفق) that means kindness for writing an article on kindness instead of the importance of the public services. Extract 8.15 shows a sample of a poor response.

#### Extract: 8.15

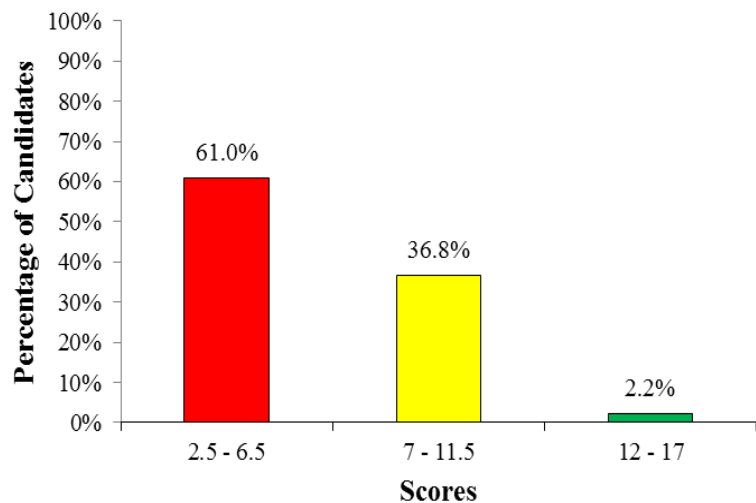
	<p>القسم الخامس السؤال الخامس ٥ أهمية مرافق العامة</p>	
	<p>الحمد لله والصلاة والسلام على رسول الله محمد وآله وصحبه وسلم وبعد فإننا نرى اليوم الدين منقطع عن أصوله فقد برز من بين يدينا ويعتبر من قبلنا ونقول أن أهم مرافق العامة لا بد أن يكون عندنا هذه مرافق لأننا نحن الرفق وهو له كبرياء كان الله لا يرضى له يحل في الدنيا ثم هو على الرفق العامة كما في الدنيا الدين في الرسول عليه الصلاة والسلام قال عليكم الرفق وهذه هي صفة في هذه الصلاة في بلادنا هي تكون أيضا منه نحن في بلادنا هي صفة الأصوات والأصوات هي في بلادنا هي صفة الجماعة واحدة كما قال عليه الصلاة والسلام "عليكم بالجماعة صفة" لأن يظهر يد عمل الجماعة وهذا هو النام لذا أتينا أخوة في الإسلام لا بد من الرفق العامة يعني رسول الله عليه الصلاة والسلام كان من قبله في الدنيا هي صفة "أنا أذهب إلى الرفق أعلم كما قال الله "لقد كان لكم في رسول الله أسوة حسنة لذا الرسول هو صفة لا بد أن نرى نرى من قبلنا هو صفة لا بد أن نرى الله أن يكون عندنا الرفق العامة في بلادنا أنتهم كلامي وبهذا أقول لكم السلام عليكم ورحمة الله وبركاته وكل عام وأنتم بخير</p>	

Extract 8.15 is a sample of a response by a candidate who wrote an article on kindness instead of the importance of the public services.

### 2.5.2 Question 9

In this question, the candidate was instructed to write a friendly letter to his/her mother on her birthday appreciating her about her kindness to him/her and showing his/her obligation towards her.

The question was attempted by 98.0 percent of the candidates, 61 percent of whom scored from 2.5 to 6.5 marks, 36.8 percent scored from 7 to 11.5 marks and only 2.2 percent scored from 12 to 17 marks. This shows that the candidates' performance for this question was average. This performance is summarised in Figure 8.



**Figure 8: Candidates' Performance**

The candidates who performed well in this question were able to write a friendly letter adhering to the format of informal letter writing in Arabic Language by writing the address, greetings, body and conclusion in a good flow and their points were well organized. In the main body, they were able to elaborate how mother had been kind and promised to take care on her. This indicates that the candidates had a good mastery of Arabic Language and sufficient knowledge about informal letter writing. Extract 9.16 shows the sample of a good response.

# Extract: 9.16

	القسم الخامس	
9	السؤال التاسع	
	٢٠	
	دار السلام	
	١٢ - ٥ - ١٦	
	أخي الحنون،	
	السلام عليك وبركة الله وبركاته	
	أخبرني أن التي هذه الرسالة خطبتها مطمئناً أنك	
	خير والحمد لله حسنة بحركاتك اليومية. أما أنا فخير كذا	
	أشقر حبراً بحركاتي الزلزالية هنا في دار السلام.	
	أما هدف كتابة هذه الرسالة أريد أن أعتكك بمناسبة	
	عيد صيادك. أقي الحسنة أنت عندي جوهرية عظيمة الثمن	
	فلا يسأولك شيء في العالم. حصلت تسعة أشهر في أحشاءك	
	من حيث لا يحل أجد وأنت تعلمين كل أنواع المتاعب حتى	
	أخرجتني طفلاً صغيراً.	
	أقي الحسنة كسرتني كسيتني حيث لا كساء لك وأطعنني	
	حين لا نزل لك حينين من كل أنواع الأذى التي بلغت سن المرشد.	
	أخي الحنون لا أنسى أنك كنت معلقة عظيمي لي حيث علمتني	
	ما لم أعلم في المنحة إلى أن طلبت وجدت لي مطلي أنضجع	
	أن بلغت سن المرشد.	
	أخي المباركة قلبي فاني في صلك محبتك ولواء طيت الأذى	
	ذهباً على أن أبدأ لدها دام طلت قطاً بها.	
	وفي الختام أسأل الله تعالى أن يطيل بقائك وأن يجعل بقائك	
	خيراً ولقاءة.	
	إبنك المسمى عيالو	
	سيف الدولة	

Extract 9.16 is a sample of a response by a candidate who adhered to the format of informal letter writing in Arabic Language and organised the points in a good flow.

Despite the good performance in this question, there were a few candidates who performed poorly because they did not have enough vocabulary to express themselves. These candidates failed to explain how kind mother had been and their obligation towards her. Most of the candidates could only write the address, date and greetings. For example, one of the candidates



wrote the address, date, greetings correctly but provided explanations about celebrating Edil-ulfitri (عيد الفطر) instead of birthday (عيد الميلاد) because he/she mistook the word (عيد) which means feast day with the word birthday. Some of these candidates just copied the question and used it as an answer. Extract 9.17 shows a sample of a poor response.

**Extract: 9.17**

	السؤال التاسع: (٩)	
	ص. ب. ١٣١	
	زنجبار	
	١٢ - ٥ - ٢٠١٦	
	إلى أبي عزيز	
	السلام عليكم ورحمة الله وبركاته أرجو أن	
	بصحة جيدة أنا أشكر الله الكريم	
	للمنوع في هذه الرسالة أن أخبرك	
	في يوم العيد واجب أن أخرج الزكاة الفطر	
	أتمنى أفضل عليك ويشترط في يوم عيد أن يأكل	
	طعام لذيذ،	
	أسلموني أبي وأخي وحدي .	
	شكرا مع لسلام،	
	والدك عزيز،	
	سيف الدولة .	

Extract 9.17 is a sample of a response by a candidate who mistook (عيد الميلاد) “birthday” for (عيد الفطر) Edil-ulfitri.

### 3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ARABIC LANGUAGE PAPER 2

#### 3.1 Section 1: Rhetoric

This section had two questions and the candidates were instructed to answer only one. Each question carried twenty (20) marks.

##### 3.1.1 Question 1

This question had parts (a) and (b). In part (a), the candidates were instructed to point out *Majaz mursal* (المجاز المرسل) and mention the types of *Alaqa* (العلاقة) and *Qarina* (القرينة) which were used in the five given sentences. In part (b), the candidates were instructed to point out the metaphor (الإستعارة) and mention its types from the given sentences.

The question was attempted by 9.8 percent of the candidates and their performance was poor, as 92.2 percent scored from 0 to 6.5 marks, 3.1 percent scored from 7 to 11 marks and only 4.7 percent scored from 12 to 16 marks out of the 20 marks allocated for this question. This performance is summarised in Figure 9.

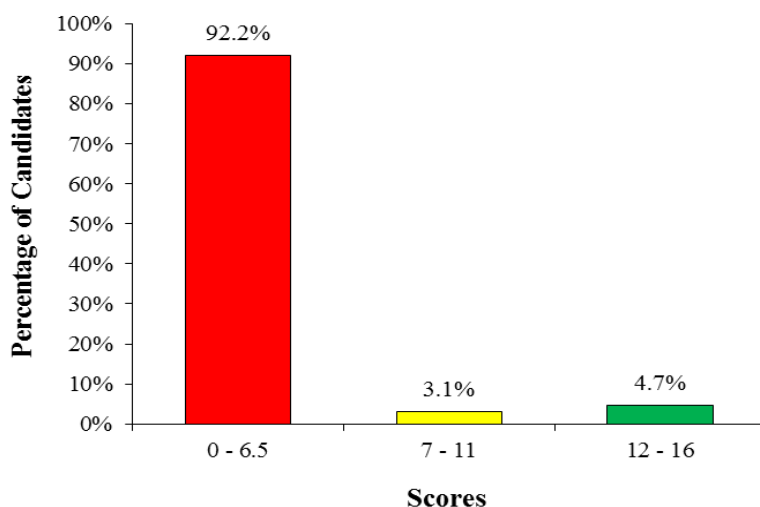


Figure 9: Candidates' Performance

The analysis of the candidates' responses shows that, the candidates who performed poorly in this question were unable to point out *Majaz mursal* (المجاز المرسل) and failed to mention the types of *Alaqa* (العلاقة) and *Qarina* (القرينة) which were used in the given sentences and they could not mention the metaphor (الإستعارة) and its types from the five sentences given, thus providing incorrect responses. The analysis shows that, most of the candidates mentioned incorrect types of *Alaqa* (العلاقة) in the sentences. Some of them provided the source of *Alaqa* (العلاقة) in the *Majaz mursal* (المجاز المرسل) known as “unsimile” (غير مشابهة), and others wrote the answers which were not related to the demands of the question. For example, one of the candidates mentioned the basic elements of metaphor (الإستعارة) instead of the types of this metaphor (الإستعارة). There were also and a few candidates who left the items in the question unanswered. Extract 1.1 shows a sample of a poor response.

### Extract: 1.1

		القسم الأول	
		السؤال الأول	10
	1	علاقته غير مشبهة	
		وقريته حالية	
	2	علاقته المشبهة	
		وقريته الفضية	
	3	علاقته المشبهة	
		وقريته الفضية	
	4	علاقته المشبهة	
		وقريته الفضية	
	5	علاقته غير مشبهة	
		وقريته حالية	
			ب
	1	ادواة المشبهة	
	2	المشبهة	
	3	المشبهة	
	4	وجه المشبهة	
	5	المشبهة	

Extract 1.1 is a sample of a response by a candidate who mentioned types of simile instead of types of metaphor from the given sentences.

Despite the poor performance in this question, there were a few candidates who performed well. They were able to answer part (a) by pointing out some of the *Majaz mursal* (المجاز المرسل) and its *Alaqa* (العلاقة) as well as its *Qarina* (القرينة) which were used in the five sentences. Moreover, they were able to answer part (b) pointing out the metaphor (الاستعارة) from the given sentences and then mention its types. Extract 1.2 shows a sample of such a response from a script of a candidate.

Extract: 1.2

		<u>الفهم الأول</u>
		<u>السؤال الأول</u>
		أعمت أياريلك العيون ، قرينته عمت علافة
		السيرة
2	نشرينا ماء البن علافة الكليو ، غريفة	
		نشرينا
3	ارانا الله ووجهكم على خين علافة الجنية	
		قرينة ارانا الله
4	قال تعالى: " فليبع ناري " علافة الملية	
		قرينة فليبع
5	وكم علمته نظم العوافي	
		علمها قال " قافيه هجائي
		العلافة الألية وقرينة علمته

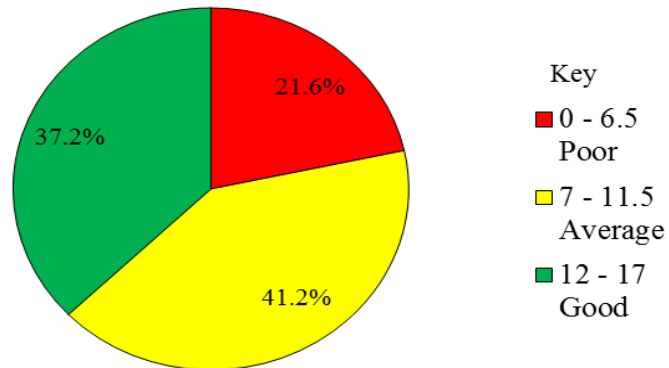
	ب	
1	لا تعجبني يا سلم جدي رجل ضحك المشي برأسه فبكى .	
	استعارة المكنية .	
2	أنا سميت المال منزول المعروف	
	استعارة المكنية	
3	أنا لعم البقي في كفة أغاض على الوجه ماء النعيم	
	الاستعارة النصيرية	
4	أحسم أحسست سيف فجم الا تخييق فذالم	
	الاستعارة المحسنة المكنية .	
5	رب ادني وجهي العظم مني وشتعل الرأس شيبا	
	استعارة المكنية .	

Extract 1.2 is a sample of a response by a candidate who was able to point out *Majaz mursal* (المجاز المرسل) and could mention the types of *Alaqa* (العلاقة) and *Qarina* (القرينة) which were used in three sentences (a-2, a-3 and a-4) but failed to provide correct answers in sentences (a-1 and a-4). Moreover, the candidate was able to point out metaphor (الاستعارة) and its types from the given sentences as required in part (b).

### 3.1.2 Question 2

This question had two parts (a) and (b). In part (a), the candidates were instructed to define real meaning, mention types of phraseology, imperfection from purity of language and distinguish between *Majaz mursal* (المجاز المرسل) and metaphor (الاستعارة). In part (b), the candidates were required to define the meaning of prohibition in rhetoric, point out real meaning and metaphor among the given sentences and finally explain the intended meaning from the given imperative sentences.

The question was attempted by 88.2 percent of the candidates, 37.2 percent of whom scored from 12 to 17 marks, 41.2 percent scored from 7 to 11.5 marks and only 21.6 percent scored from 0 to 6.5 marks. This shows that the candidates' performance for this question was good. This performance is summarised in Figure 10.



**Figure 10: Candidates' Performance**

The candidates who scored high marks in this question were able to define real meaning, mention types of phraseology, imperfection from purity of language and distinguish between *Majaz mursal* (المجاز المرسل) and metaphor (الاستعارة) and they could define the meaning of prohibition in rhetoric, point out real meaning and metaphor from the given sentences. However, many of these candidates could not explain the intended meaning from the given imperative sentences; instead, they left the question unanswered. Extract 2.3 shows a sample of such a response from a script of a candidate.

### Extract: 2.3

2	٢-١) الحقيقة هي اللفظ المستعملة في معناها الحقيقية .
	٢) هما احصاء انشاء الطلبى وانشاء غير الطلبى ، فالطلبى ما يستدعى المطلوب غير حاصل وقت الطلب ، واما غير الطلبى ما لا يستدعى المطلوب .
	٣) المجاز المرسل هو مجاز علاقته غير المشابهة - مثل «وانتوا اليتيمى احوالهم» - والاستعارة هو مجاز علاقته المشابهة - مثل : «يجعلون اصابعهم في اذانهم» .
	٤) العيوب التي تخرج الكلمة عن الفصاحة هي : - تناافر الحروف - مثل : طش - مخالفة القياس كخروج الكلمة عن القانون الصرفي - نحو : جمع بوق بوقات . - الغرابية : كون الكلمة غير ظاهرة المعنى - نحو : تكا كذا بمعنى اجتمع .
	٥) - ضعف التأليف كرجوع الضمير على متأخر نحو : جمعة هذا رأيتة . - تناافر الكلمات ، نحو : وقبر حرب بمكان فخر وليس قرب قبر حرب قبر - تعقيد اللفظي ، نحو : ما قرأ الا واحد اعتمد مع كتابا اخيه . - تعقيد المعنوي ، نحو : ارسل الملك أسنته الى المدينة .
2	ب - ١) النهي هو طلب الكف عن الفعل على وجه الاستعلاء ، نحو : لا تسرق مال الآخرين .
	٢) هو تناافر الكلمات .
	٣) أ - في هذه العبارة كلمة بحر هو الحقيقة لأنه أستعمل في معناه الحقيقي وكذلك ليل - ونهارا . ب - في هذه العبارة كلمة بحر هي مجاز لأنها مستعملة في غير ما وضع لها لقرينة ما قبلها وانما أريد به الشخص المنفق .

Extract 2.3 is a sample of a response by a candidate who was able to define the meaning of prohibition in rhetoric and could provide real meaning and metaphor from the given sentences.



On the other hand, most of the candidates who scored low marks in this question failed to answer item (b-5) which asked: “Explain the intended meaning from the following imperative sentences” (بين ما يراد من صيغ الأمر في التراكيب الآتية). “A- God said: be stones or iron” (قال تعالى: كونوا حجارة أو حديد). B- God said: do as you want to do, he knows well everything you are doing” (قال تعالى: اعملوا ما شئتم، إنه بما تعملون بصير). The correct answers were supposed to be; A- “indignity” (الإهانة). B- “Threatening” (التهديد). Some of the candidates left the item unanswered; others repeated the question and others provided irrelevant answers. There were also a few candidates who mistook types of phraseology for imperfection from purity of language and therefore switched the responses between items (a-4) and (a-5). This shows that the candidates had insufficient knowledge of rhetoric. Extract 2.4 shows a sample of a poor response.

## Extract: 2.4

2	يُقسم الإشتقاق إلى قسمين: الإشتقاق الوصف والإشتقاق الحج.
4	العيوب التي تخرج الكلمة عن الفصاحة
	- ضعف التأليف مثل: حافر الأوامر محمد مع كتاب أخيه
	- كثرة التكرار مثل: لو كنت كتمت مشركت كما كن
	- التعقيد اللفظي مثل: وفربا عرب فربا عرب فربا
	- التعقيد المعنوي مثل: تسمى الملك ألسنة في المدينة
	- تناقض الكلمة مجتمعة مثل:
	- تناقض الإضافة صمامة الصبي
5	أربعة من العيوب التي تخرج الكلام عن الفصاحة
	- تناقض الحروف مثل: مستشيرة
	- مخالفة النهاض مثل: مؤرد - مؤرد
	- مخالفة الإسماعال مثل: رماخ - ساعة
	- كراهة في الجمع مثل: الفرشي - النفس

ب	
١	الذهي عند علماء البلاغة هو تأدية المعنى واضح عبارته مؤثر في النفوس مناسباً للحال الذي يقال فيه والأشعار الذين يخاطبون
٢	المعرب الذي يوجد في هذا البيت: وغيره يمكن أن يفسر * وليس عرب عرب قيس هو الاعتقاد اللغوي
٣	أن بيت الحقيقة والمجاز في العبارتين اللتين أ سافر الناس في البر ليلاً ونهاراً "سافر الناس" هي الحقيقة "وليلاً ونهاراً" هي المجاز .
ب	رأيت بطل في المسجد يحفظ للناس "رأيت بطل" الحقيقة "ويحفظ الناس" المجاز .
٤	أن أذكر العيب الذي في هذه المركبة: "ما غل إلا ما دما معه مع كتاب أظنه" الضحك التاليف .
٥	أن بيت مايل من صبح الأمر في المركب الأشبه: أ قال تعالى "كونوا حجارة أو حديداً"
ب	قال تعالى "اعملوا ما سمعتم إنه بها مطعون بصيب"

Extract 2.4 is a sample of a poor response by a candidate who mistook types of phraseology with imperfection from purity of language and, as a result exchanged the answers between items (a-4) and (a-5).

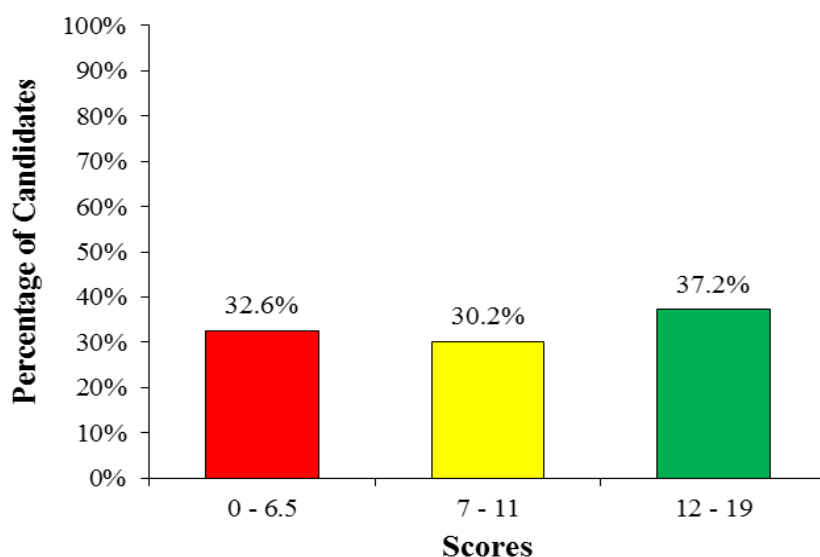
### 3.2 Section 2: Literature (Poem)

This section had two questions and the candidates were instructed to answer one question. Each question carried twenty (20) marks.

#### 3.2.1 Question 3

The question had parts (a) and (b). In part (a), the candidates were instructed to write five verses of poems after the given one. In part (b), the candidates were required to relate the given poem to its poet after which they were to write a short history of poet.

The question was attempted by 44.0 percent of the candidates and their performance was good, as 37.2 percent scored from 12 to 19 marks, 30.2 percent scored from 7 to 11.5 marks and 32.6 percent scored from 0 to 6.5 marks out of the 20 marks allocated for this question. This performance is summarised in Figure 11.



**Figure 11: Candidates' Performance**

The majority of the candidates who performed well in this question were able to provide five verses of poems after the one given and they could relate the given poem to its poet. They also

provided a short history of the poet by mentioning the name of the poet, the date of birth and death, the place where he was born and some of his characteristics. Extract 3.5 shows a sample of a good response.

### Extract: 3.5

	القسم الثاني .	
	السؤال الثالث .	
3	أ- خمسة أبيات بعد البيت المذكور هي .	
	يأمن يعتز علينا أن نفارقم * وحدتنا كل شيء بعدكم عدم إن كان سركم ما قال حاسدنا * فما يرج إذا أركم السم وبيننا لورعيتكم ذاك معرفة * إن المعارف في أهل النعم دم إذا ترحلت عن قوم وقد قدروا * إن لا نفارقم غارحلون هم شتر البلاد ما كان لا صديق به * وشرا يلبس الإنسان ما يصم	
	ب) انقائل هذا البيت هو الفرزدق .	
	كلمة موجزة عن الشاعر	
	هو همام بن غالب من أشرف بيوت تميم وأمه لينة . ولد بكاطمة أيام خلافة عمر رضي الله عنه ، ونشأ بدويًا كريم الأمام والأموال تفبح صفات الخليفة حتى لقب بالفرزدق لقب وجه .	
	وكان الفرزدق ثالث ثلاثة صلوا لواء	
	الشعر في العصر الأموي . توفي الفرزدق سنة ١١٠هـ	

Extract 3.5 is a sample of a response by a candidate who was able to provide five verses of poems after the one given and could provide a brief history of the poet.

Further analysis shows that the candidates who performed poorly in this question provided answers which were not related to the demands of the question. For example, one of the candidates provided five verses of Al-farздаq's poem instead of Mutanabi. Some of the candidates just copied some poems from the questions and used them as answers. In part (b), most of the candidates were unable to write a short history of the poet due to poor mastery of Arabic Language, particularly lack enough vocabulary. A few left the questions unanswered. Extract 3.6 shows a sample of a poor response.

### Extract: 3.6

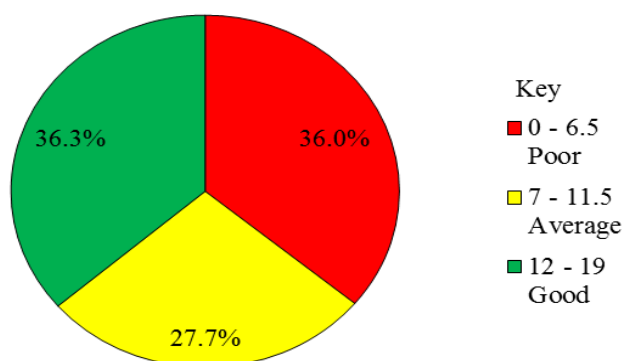
	القسم الثاني: السؤال الثالث (3).	
أ	وما انتفاع أخى الدنيا بناطره * إذا استوثق عنده الأنوار الظلم . ومن يخترب بحسب عدا صديقه * يكن حبه ذما عليه . أعينها نظرات منك صادق * أن تحسب الشحم فيمن يشدحه ورد . وإن سقاء الشيخ لا حله بعده * وإن الفتى بعد السفاهة . ينشق ثوب الدجى عن نور غرتك * كالشمس تنجاب عن إشراقها الظلم .	
ب	- أنسب البيت التالي إلى فاعله . ينشق الثوب الدجى عن نور غرتك * كالشمس تنجاب عن إشراقها الظلم . هذا الذي تعرفه الطلاء وطائره * والبيت يعرفه والحل والحرم . هذا ابن خبي عباد الله كلهم * هذا الذي نفي طاهر العلم . وليس قولك ، هذا طائر * العبء تعرفه من أنكره والعجم هذا ابن فاطمة إن كنت تعرفه * بجده أنبياء الله قد ختم لذا برأته قريش قال طائفا * على مكارم هذا ينفعكم . ها طال لا طائل في تشاهده * كولي تشده كانت لاه نعم يفضي حياء ويغضي هو هابته * خلا يكلم لاهي يبتسم ينشق ثوب الدجى عن نور غرتك * كالشمس تنجاب عن إشراقها الظلم .	

Extract 3.6 is a sample of a response by a candidate who provided verses of poems instead of giving a short history of the poet as required in item 3b.

### 3.2.2 Question 4

This question had parts (a) and (b). In part (a), the candidates were instructed to complete the poems with right information by filling in the blank spaces. In part (b), the candidates were required to write about the missed verses from the given poem and explain the occasion on which this poem was said.

The question was attempted by 51.3 percent of the candidates, 36 percent of whom scored from 0 to 6.5 marks, 27.7 percent scored from 7 to 11.5 marks and only 36.3 percent scored from 12 to 19 marks. This shows that the candidates' performance for this question was good. This performance is summarised in Figure 12.



**Figure 12: Candidates' Performance**

The candidates who scored high marks in this question were able to complete the poems with the right information by filling in the blank spaces, providing the missed verses from the given poem and could explain the occasion on which the given poem was composed. This shows that these candidates had sufficient knowledge of poem. Extract 4.7 shows a sample of a good response.

## Extract 4.7

	التسم الفاض	
	السؤال الرابع	
	أ. اكمل الأبيات الناقصة	
1	إنما لتطير بني الجلال التريمة ** طرب العريب بأوبة وتلف	
2	وتعزني ذكرى المروعة والندى ** بين الشاهد هزة المشاق	
3	فأذا عزفت خليفة محمودية ** فقد اصطفتك مقم الأخرى	
	لا تحسن العلم ينفع وحده ** عالم يتروح ربه بأحلاق	
5	فترو تطير في حاليين وأرضفوا ** فالشرف في التقيد والاطلاق	
ب	وان سناه الشيخ لا حلم بعده ** وان الفش بعد السناه يحلم	
1	ترجمة الشاعر لهذا البيت هي: هو زهير بن أبي سلمى ينسب إلى قبيلة مزينة وأمه ديانبة كان شاعراً من شعراء الجاهلية المحدثين ومن أصداء المعلقات، نشأ محباً للسلام الذي قضت نيرانها بين عيسى وذبيان، وكانت هذه الضيفات تنبيهاً لثمار الطويل ودكان الأصيل ومناظرة لأهل الحكمة والرأي، عاش زهير حتى بلغ من عمره تسعون سنة وتوفي قبل الهجرة، وقد أثنى عليه أعلام الأدب ببهاء المجموع في ديوانه.	
2	مناسبة لهذا البيت هي: هذه الأبيات التي بين أيدينا مختارة من معلقة زهير والذي يردعاً لعزم بن سنان والحارث بن عوف الذين أصلا بين عيسى وذبيان دامت بينهما عشرات سنين بين حرب دا- دس والغمامة وعرفت في أيام خليفة. وهذه القصيدة نظم زهير بعد حرب بينهما.	

Extract 4.7 is a sample of a response by a candidate who was able to complete the poems with the right information by filling in the blank spaces.



Despite the good performance in this question, there were candidates who performed poorly. Some of the candidates provided partial verses. For example, one of the candidates wrote "(أني لتطربني بتخلق الكريم)" where he/she provided the first word and second word correctly but the other words were incorrect. The correct answer was supposed to be **إني لتطربني** **إخلال كريمة**, which means "I was pleased with good manners". Other candidates left the items unanswered due to insufficient knowledge about the poems. There were also candidates who provide unclear sentences due to a poor mastery of Arabic Language. Extract 4.8 shows a sample of a poor response.

#### Extract 4.8

4	أنا لتطربني بتخلق الكريم	طرب العرب بأوبة ولاق
	وتصير يا حرك المروءة والندى	إذا استجيت عنده النور وطلق
	لا تحسب العلم ينفع وحده	العرب يصعب عن البشرية
	هو عيرت أبي سلمة بنيت	إلى قبيلة مزينة وأمه
	ديان عشي زعم في العرس	وتسعين سنة
	وتوفي قبل وصيلة رسول الله عليه وسلم	

Extract 4.8 is a sample of a response by a candidate who could not complete the poems with the right information.

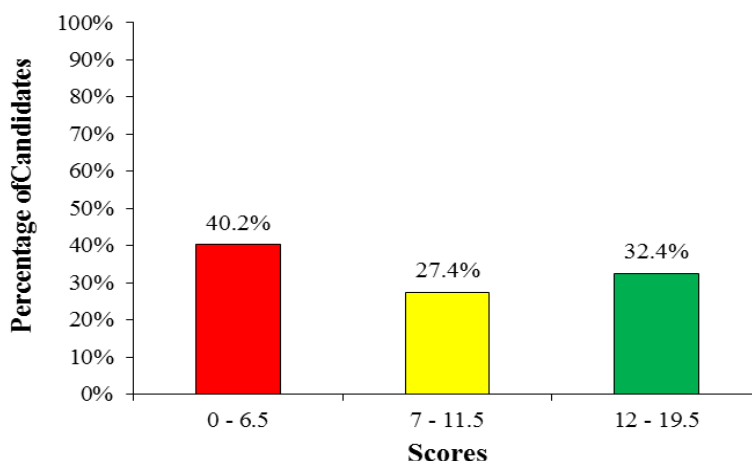
### 3.3 Section 3: Literature (History)

This section comprised of two questions and the candidates were instructed to answer one question only. Each question carried twenty (20) marks.

#### 3.3.1 Question 5

This question had parts (a) and (b). In part (a), the candidates were instructed to define the meaning of literature and narrative poem literature, mention types of Arabs and classification of Arabs before Islamic era and two names of good poets of pre-Islamic time. In part (b), the candidates were instructed to mention the authors of the five poems given.

The question was attempted by 72.5 percent of the candidates and their performance was average, as 40.2 percent scored from 0 to 6.5 marks, 27.4 percent scored from 7 to 11.5 marks and only 32.4 percent scored from 12 to 19.5 marks out of the 20 marks allocated. This performance is summarised in Figure 13.



**Figure 13: Candidates' Performance**

The candidates who performed well in this question were able to define the meaning of literature and narrative poem literature, mention the types of Arabs and classification of Arabs before

Islamic era and two names of good poets of pre- Islamic time and could mention the authors of the given poems. Moreover, they were able to mention the authors of the five poems given. Extract 5.9 shows a sample of a good response.

**Extract: 5.9**

	القسم الثالث	
٥٠		
	١ الشعر القصصي هو الذي يروي سيرة بطولات	
	العقيدة أو ميالية.	
	٢ ينقسم العرب كما هي الأمة إلى قسمين وهما:	
	أ) العرب العاربة.	
	ب) العرب المستعربة.	
	٣ كان العرب البعالية فرقتين وهما:	
	أ) أهل العضر.	
	ب) أهل البادية.	
	٤ اسميهما أصعب المعلقات في العصر البعالية	
	هما:	
	أ) زهير بن أبي سلمى.	
	ب) عمرو بن كلثوم.	
	٥ الذي قالها هذا البيت هو زهير بن أبي سلمى.	
	الذي قالها هذا البيت هو زهير بن أبي سلمى.	
	٦ الذي قال هذا البيت هو: - عسان بن ثابت.	
	٧ الذي قال هذا البيت هو "الزندي".	
	٨ الذي قال هذا البيت هو "المتنبي".	

Extract 5.9 is a sample of a response by a candidate who was able to mention the authors of the given poems.

Further analysis shows that, many of the candidates did not understand the requirements of the question in part (b) where requiring them to mention the authors of the given poems. Most of them copied the given poem instead of mentioning the authors of the given poems and others explained the meaning of the given poems. Moreover, some of them wrote a poem against the given poems and a few of them left the question unanswered. Extract 5.10 shows a sample of a poor response.

#### Extract: 5.10

القسم الثالث	
5	أ (10) ادب اللغة هو التمتع بالاحلام قاصصة
2	التمتع القصصي طبع الشعب الذي حدث قصة في المجتمع الكاشفة القصة بين عبيد او تسيرة
4	العرب في الجاهلية فترقت هذا لوصف وخرجه في وقت الجاهلية
	تدريس في أمجاد المعلقان في العصر الجاهلية هذا نصوص ابن سائلي و حاصرت شاجرت
	ب منامي لكل بيتي لولا قولتي هي
(10)	وهي يغتنم حسب عدوا صديقة ويكون حده ناما عليه ويندم. قال شاعر في هذه الذي كان لثالثي كما يحتمل ولا يلزم في المجتمع.
5	وهي من ذا غفل فيخل فظله على قنوه يستغني عنه ويدم قال الشاعر أن الناس كما يحتمل فظلا على كل قنوه وان يحتاج فخل لأن كما يحتاج
3	في خان أمي في والده وعرضي لعرضي منكم عداي. قال الشاعر في هذا الأبيات وتعلم أن في في العبد مودة والناس

Extract 5.10 is a sample of a response by a candidate who explained the meaning of the given poem instead of mentioning the authors of the poems.

### 3.3.2 Question 6

This question had parts (a) and (b). In part (a), the candidates were instructed to mention three famous poets in Umayyah empire as well as time when the Abbasiyah Empire took over the state, explain the situation of poetry in the first era of Islam, explain three attitude of poetry in Umayyah Empire and mention the two pillars of literature. In part (b), the candidates were instructed to write four verses of poems that talk about the woman (mother) from the poet Hafidh Ibrahim.

The question was attempted by 25.6 percent of the candidates, 74.4 percent of whom scored from 0 to 6.5 marks, 16.7 percent scored from 7 to 11.5 marks and only 8.9 percent scored from 12 to 15.5 marks. This shows that, the candidates' performance for this question was poor. This performance is summarised in Figure 14.

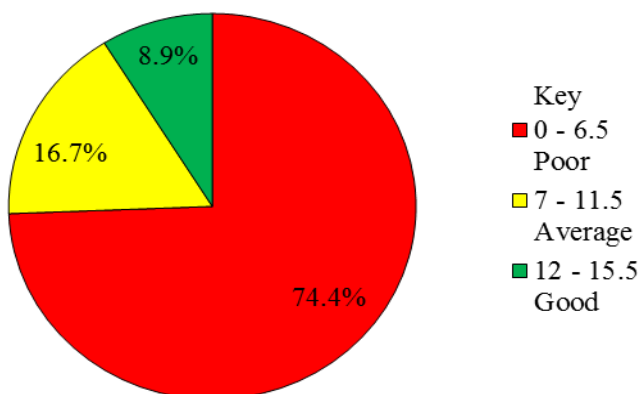


Figure 14: Candidates' Performance

As indicated in the data, most of the candidates who attempted this question performed poorly. These candidates were unable to provide the correct answer to item (a-3) which asked: “How was the situation of poetry in the first era of Islam ( كيف كان حال الشعر ( في صدر الإسلام؟). The correct response was supposed to be; “poetry faced stagnancy in the first era of Islam” ( تعرض حال الشعر ( لفترة من الركود في صدر الإسلام). On the contrary, most of them

answered by writing: “to reply polytheism poetry against Muslims” and others responded by writing; “to defend Islam against polytheists”, all of which were incorrect. The candidates also failed to provide the correct response to item (a-4) which asked: “Which were three attitude of poets in Umayyah Empire?” (ما هي اتجاهات الشعر الثلاثة كانت في العصر الأموي؟). The correct response was supposed to be; ‘Political poetry, love poetry and defamatory poetry’ (الشعر السياسي، شعر الهجاء وشعر الغزل). Instead, many of them mentioned names of poets, while others wrote the periods of Arabic literature which were wrong and a few of them left the questions unanswered. This indicates that, the candidates had inadequate knowledge about Arabic Literature. In part (b), most of the candidates provided the content of Hafidh Ibrahim poem on good manners instead of on a woman (mother). Others just copied some verses of poem from one given and used them as answers. Extract 6.11 shows a sample of a poor response.

### Extract: 6.11

	القسم الثالث
	السؤال السادس
أ	حكم النبي ،
٢	فقد قامت الدولة العباسية فحن بدأ الدولة العباسية في
	سنة ٤٠ ونتمى في سنة ١٣٢ .
٣	كان في صدر الإسلام فقد بدأ قبل الإسلام ونتمى ابظهور
	الإسلام .
٤	كانت الشعر الثلاثة قد بدأ ابظهور الإسلام ونتمى عند
	لمنه اليوم
٥	ركنان كبيران وهي :-
	الفرقة والغصلة والرثلة والمقدم
ب	أربعاء أبيات التي تتعلق بقضية المرأة
	إني لا تطربني فلا تكريم طرب الغريب بأدبه وثلاثي
	ونعزني فكمى العروءة والندى بين الشمائل بزة المشائق
	وأفرزكن فليقتله معبود فقد السطفا المتسمما الازرق
	لا يسبني العلم ينفخونك ما لم يتوفى به بخلقى

Extract 6.11 is a sample of a response by a candidate who provided the content of Hafidh Ibrahim poem on good manners instead of a poem on a woman (mother).

However, there were a few candidates who performed this question well. These candidates managed to mention three famous poets like "Jariry, Alfarazdaq and Alkumeyti" ( **جرير،** **الفرزدق** **والكميت** ) in Umayyah Empire as well as time when the Abbasiyah Empire took over the state, provided the two pillars of literature ( **الشعر والنثر** ) mean "poetry and prose" and could provide verses from the given poem on a woman (mother) from

the poem of Hafidh Ibrahim as required. However, the candidates failed to provide correct responses in item (a-3) and item (a-4). Extract 6.12 shows the sample of such a response.

**Extract: 6.12**

16	ثلاثة من أشهر شعراء العصر الأموي هي أبو الحسن الفرزدق خارنبر واخنسار
2	قامت الدولة العباسية في سنة ١٣٢ هـ اشتهر في سنة ٢٥٦ هـ
3	كان حال الشعر في صدر الإسلام ليده بحاء المسلمين على المسلمين وكذلك للمسلمين فتنح مكنة قتل وتويعها
4	انجازات الشعر الثلاثة كانت في العصر الأموي هي الاستعداد الحكيم في عدل الناس
5	للأدب ركنان كبيران وهي الشعر هي كلام منظوم على أوزان معروفة معينة والنثر هي كلام لا يتقيد بالوزن
٦	أربعين أبيات التي تتعلق بتعظيم المرأة من الشاعر حافظ إبراهيم هي
٧	الأم ملزومة إذا أعدتها - أعدت المنعجب الطيب الأعراق
٨	أنا لا أقول دعوا النساء سوا أمرا - بين الرجال جلنا في الأسواق
9	كلا ولا ادعواكم ان تسرفوا - في الحجب والتزييف والارهاق
10	فتوسط في الحلتين وانصفوا - خالشر في التثبير والأطراف

Extract 6.12 is a sample of a response by a candidate who managed to provide verses of the poem on which the content of Hafidh Ibrahim poem on a woman (mother).



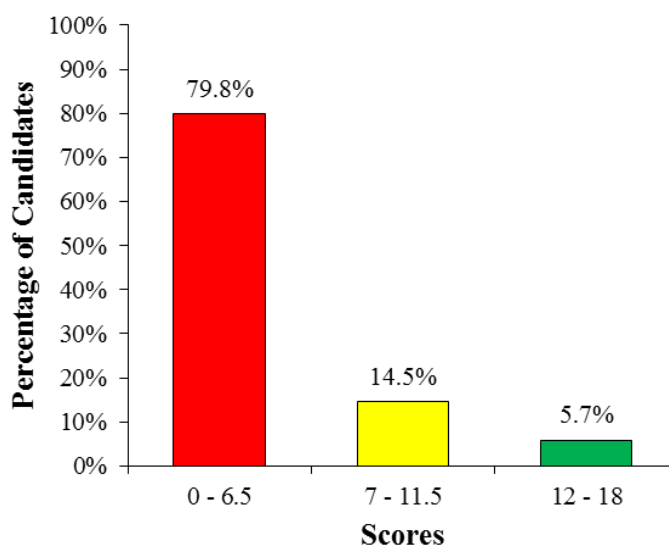
### 3.4 Section 4: Literature (Poetry & Prose)

This section had two questions and the candidates were instructed to choose one. Each question carried twenty (20) marks.

#### 3.4.1 Question 7

This question had parts, (a) and (b). In part (a), the candidates were instructed to explain the meaning of the given text of the poetry. In part (b), the candidates were instructed to explain the meaning of the given words (phrases).

The question was attempted by 50.5 percent of the candidates and their performance was poor, as 79.8 percent scored from 0 to 6.5 marks, 14.5 percent scored from 7 to 11.5 marks and only 5.7 percent scored from 12 to 18 marks out of the 20 marks allocated for this question. This performance is summarised in Figure 15.



**Figure 15: Candidates' Performance**

The analysis of the candidates' responses in this question shows that most of them were unable to express themselves in Arabic Language, as their explanations were not clear. Moreover, they

were unable to organise their ideas in a good flow and their responses had a lot of grammatical errors. Extract 7.13 shows a sample of a poor response.

**Extract: 7.13**

	التهم الرابع	
7	السؤال السابع	
	كل شيء في الإنسان بسببه	
	الأمور ملح في الإنسانية	
	الإنسان يدوم علم في كل شيء	
	أل استمر ليس رأي في الإنسان	
	العلم هو التزيين في كل مسلم	
ب	فني - علم	
	سئ - سئ	
	الن جانبك - يفحو	
	أبسط وجهك - أنسل يدك	
	لا تشأثر - لا تفهم	
	الصريح - شيء العبد	
	سئ - لا شيء	
	السود - سئ	
	لا يجدو - لا دليل	

Extract 7.13 is a sample of a response by a candidate who provided unclear meaning of the given text of the poem and provided incorrect meaning of the given words or phrases.

Despite the poor performance in this question, there were a few candidates who were able to explain the meanings of the given text of the poem and could explain the meaning of the given words or phrases. For example, the meaning of the following words: (فنى- باد وانتهى) mean "pass away", (احفظ) mean "protect" and (السؤدد - الشرف) mean "dignity". This shows that, these candidates had a good mastery of Arabic Language. Extract 7.14 shows the sample of a good response.

#### Extract: 7.14

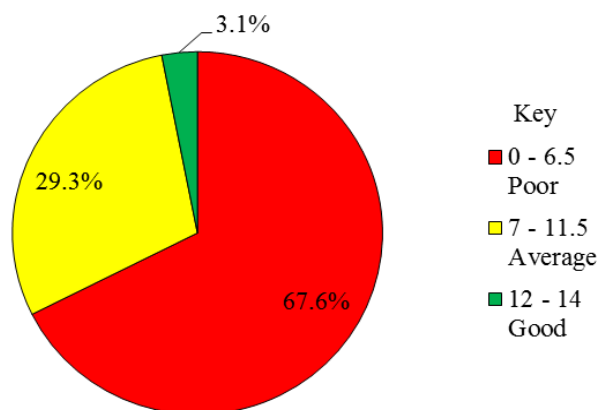
7	السؤال السابع
أ	لكل شيء إذا ما تم نقصان فلا يغى بليب العيش الإنسان إن كل شيء يهلك إلى آخر هذا لمسمع وزيد أنه كان يكون له إلا أن يبدأ فليست له وأصبح له وحده فلا يتدع للعيش فإنه تتعلم فيها نظرية كمالك .
	همي الأمور كما شاهدتها بول من سحر زهر منته أزمان ومنه همي العار لا تبقى على أحد ولا يدوم على حال القادرات فإن الواقع المشاهدات الأصور والأصول في هذه الدنيا لا تستغنى بل على واحدة بل لا تدوم فإن ما عني في تحول المستمر حين أما ما يسر غسانه ما يحزنه فكل .
	فاسأل بليسية ما شأنه بليسية وأين ضاعبة أم أي جبان ثم يستفسر الشعب عنه الإستغفات الدالة على الأس والتعجب على سوء شعور صدي الأندلس .
	وأين قرطبة دار العلوم حكيم من عالم قد سما له فيها شأن عنه المدن كانت تبضع خير حميم ومقل علماء الفضلاء فم يلتفت في أمم المسند منها وداعيا إلى تدبيرك الأمور .
ب	فنى - باد وانتهى سئم - ملل ألن جانبك - كما لم يبق بفتح طين ابسل وجعك - كن طليق المعنى أو شئ عن - احفظ السؤدد - الشرف

Extract 7.14 is a sample of a response by a candidate who was able to explain the meaning of the given text of the poems and could provide the meaning of the given words or phrases.

### 3.4.2 Question 8

This question had parts, (a) and (b). In part (a), the candidates were instructed to explain in details the meaning of the given text. In part (b), the candidates were instructed to explain meaning of the given words.

The question was attempted by 39.5 percent of the candidates and their performance was poor, as 67.6 percent scored from 0 to 6.5 marks, 29.3 percent scored from 7 to 11.5 marks and only 3.1 percent scored from 12 to 14 marks out of the 20 marks. This performance is summarised in Figure 16.



**Figure 16: Candidates' Performance**

The candidates who scored low marks in this question had insufficient vocabulary. Some of them left the questions unanswered and others provided unclear meaning on the given text. Moreover, their responses had a lot of spelling mistakes. In part (b), many of these candidates gave incorrect meaning of the given words and some provided unclear meaning. For example, one of the candidates provided the meaning of the given word (يصم) as “count” (يعد) instead of "disgrace" (يعيب). Extract 8.15.1 and 8.15.1.2 are samples of poor responses from the scripts of candidates.

**Extract: 8.15.1**

8	وإن البيعة العالية لا تحتاج إلى برينها،
	وإن الصدر من طرفة المولى بالشرف
	والفضيلة. لا يصح لا يتفحصا وسلم
	بالإتبار كاذل يذبح مال ما يقرهم
	ويدينهم كما داهى هذه النص.
	لكل، اعتبر كاذل وذهبهم ومناصبهم
	أما الشرف فحسب، والنفس مطمئنة.
	قوم النفس مطمئنة عليهم كاذل يذبح
	الناس كما يذبح مال بيتها ويقرهم
	اجتمع التي كان يقرض المال البليل
	وسعدون النفس نفس مطمئنة
	وشوب نقي أبيض، لم تعلق به ذرة
	من نمار العار، ولم يتلوه شائبة
	هي شوائب الرذالة.

Extract 8.15.1 is a sample of a response by a candidate who provided unclear meaning of the given text due to a poor mastery of Arabic Language.

### Extract: 8.15.2

	السؤال الثامن	
ب	أعنيها - أجدله الشجر	
	الورع - ما تشدق جسم النساء	
	أعز - أجدى	
	نصر - يعد	

Extract 8.15.2 is a sample of a response by a candidate who provided incorrect meaning of the given words.

On the other hand, the candidates who scored high marks in this question were able to provide the meaning of the given text, though their responses had some spelling mistakes. For example, one of the candidates used the word (زنى) which means "criminal conversation" instead of the word (زينة) which means "decoration". This shows that the candidate omitted the letter (ة) from the word (زينة) as seen in the following sentence (أن الوجه (زينة) جميل لا يحتاج إلى نوع من زنى يزينه). This sentence should be: "A good face does not need any type of decoration so as to decorate it indeed" (إن الوجه الجميل لا يحتاج إلى نوع من زينة تزينه). They also provided the meaning of the words given. For example, the words (الناظر- العين) mean "seer", (النهى- العقل) mean "intelligence", (سرهم- أدخل الفرح) mean "made happy" and (الراطلون- الغادرون) mean "emigrants". This shows that the candidates had a good mastery of Arabic Language. Extract 8.16 shows a sample of such a response.

Extract: 8.16

5	القسم الرابع السؤال الخامس
أ -	تألق بشرف، فلا يُساوَى شيء به، إلا أن الفخر الحقيقي هو أن يفتر المرء لأن نظيف اليد يكسب بالجلال ولا يظلم أحداً، والذي يكون هكذا هو الشخص الشريف الحقيقي وإن كان لا يملك إلا لبسة نظيفة وكسبه الجلال. وهذا يجعل هذا الإنسان لا يخاف ولا يشعر بالجل أمام الناس.
ب -	أعينها = أطلب الحُصْن والحصن والعصاة
	الشحم = ما أبيض وخف من اللحم
	الورم = ما انتفخ من الجسم مرهناً
	الناظر = العيون
	يعز = يشق
	وجدان = من وجد يجد وجدان أي شجر وحش
	النهي = جمع النهوة ويعني العقل
	سركم = جعلكم فرحانيين يعني أفرحكم أدخل لكم سروراً
	الراحلون = اسم فاعل لفعل رحل بمعنى
	أضاح شخص من مكان إلى آخر
	ما يعرف بترحيل، يعني تجميل واحداً
	يسافر اجباراً وعترة.
	يعصم = يعيب، يخدش (للشرف).

Extract 8.16 is a sample of a response by a candidate who provided the meaning of the given text and could provide meaning of the given words.

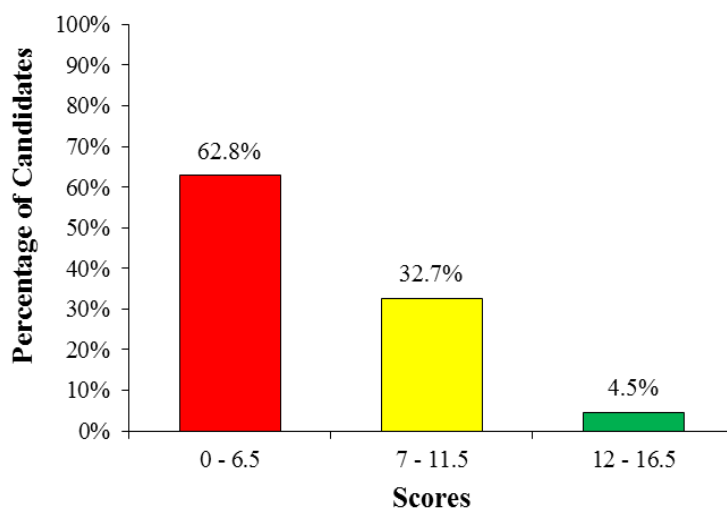
### 3.5 Section 5: Response to Readings

This section had two questions and the candidates were instructed to choose only one. Each question carried twenty (20) marks.

#### 3.5.1 Question 9

In this question, the candidates were instructed to explain how the first judge pronounced between Aliy Koja and the businessman Hassan and what Aliy Koja did after the judgment.

The question was attempted by 91.0 percent of the candidates, 62.8 percent of whom scored from 0 to 6.5 marks, 32.7 percent scored from 7 to 11.5 marks and only 4.5 percent scored from 12 to 16.5 marks. This shows that the candidates' performance for this question was poor. This performance is summarised in Figure 17.



**Figure 17: Candidates' Performance**

The candidates who performed poorly in this question provided incorrect explanations about the judgment which was pronounced by the judge of children due to misunderstanding or insufficient knowledge of the story of Aliy Koja and the businessman Hassan. Some of them were unable to express



themselves in Arabic Language and, as a result expressed their ideas in few sentences and their explanations were unclear and had a lot of spelling mistakes. Others copied some words from the question and used them as answers. A few of them provided answers which were not related to the requirements of the question. For example, one of the candidates provided the story of a tortoise instead of the story of Aliy Koja and the businessman Hassan. Extract 9.17 shows a sample of a poor response.

**Extract: 9.17**

	القسم الخامس (السؤال التاسع)	
	تاجر حسن	
	فلما رفض التاجر حسن أن يناديها كان في الجرت	
	وأراد أن يقدم بالله علي ذلك فقال له قاضي الأطفال وليس	
	محتجيب إلي قسمل	
	وبعد ذلك قال له قاضي الأطفال أريد أن أري جرت	
	الزيتون فأمر بفتحها لظن ما فيها وتوقفها	
	وقال هذا الزيتون لن يذبح لك فكيف يبقى سبعة سموا	
	ولم يفسق فأجاب أن كانت طبع أن تحفظ في عالم الثالث	
	مما أنت بذل الجهد فقال كم مكثت في هذه الجرت	
	فطلب القاضي أن يحضر وتجار الزيتون فقال لها ما	
	أنظر إلي هذا الزيتون فتألمت وقد وضع في الجرت منذ	
	الزمان قريبا	
	وبعد ذلك قال القاضي للأطفال فثبت علي التاجر حسن	
	خيانتة فثبت القاضي الأطفال الخاب في جوار خيانتة	
	التاجر حسن	

Extract 9.17 is a sample of a response by a candidate who provided the explanations on the second judge instead of the explanations from the first judge between Ali koja and Hassan.

The candidates who performed well in this question were able to explain how the first judge pronounced between Aliy Koja and the businessman, Hassan, and what Aliy Koja did after the judgment. For example, one of the candidates explained; "After hearing the explanation from the businessman, Hassan, the first judge pronounced that the businessman Hassan was innocent of accusation. After that, Ali koja appealed against that judgment by writing a letter to the caliph, Haruna Rashidi, as the victims of injustice had been doing in that time" ( ولما سمع القاضي من التاجر ) حسن برآه من التهمة، فكتب علي كوجيا شكواه ليرفعها إلى الخليفة هارون راشيد (كما كان يفعل المظلومون في ذلك الزمان Furthermore, they arranged and organised their points well, though there were some grammatical errors. Extract 9.18 shows a sample of a good response.

#### Extract 9.18

٥٩	السؤال التاسع
	بعد قرائتي لقصة التاجر بعدد سأحدث حول حكم القاضي الأول بين علي كوجيا والتاجر حسن وما فعل علي كوجيا بعد هذا الحكم من القاضي .
	أولاً قرأت علي كوجيا قصته فيما جرى بينه وبين صاحبه التاجر حسن . وبعد أن انتهى علي كوجيا عن ذلك سأل القاضي لتاجر حسن حول التهمة لكن التاجر حسن أبى وقال ما أخذ أي شيء في ذلك الحقة . وقال لا يعرف ماذا كان في الحقة سوى الزيتون الذي قال له التاجر علي كوجيا . وبعد ذلك التفت علي كوجيا للتاجر حسن أن يقسم بالله إذا كانت ما أخذ أي شيء في الحقة . ثم قسم التاجر حسن بالله . وبعد أن قسم علي كوجيا بالله القاضي برأه من التهمة . بعد أن حكم القاضي بما لم يقضيه علي كوجيا كتب علي كوجيا شكواه ليرفعه الخليفة هارون الرشيد ولما جاء يوم الجمعة صلى علي كوجيا في المسجد الذي كان يهمل الخليفة ليعطيه شكواه وبعد أن تهاون الهللة خرج علي كوجيا في المسجد ووقف في الطريق

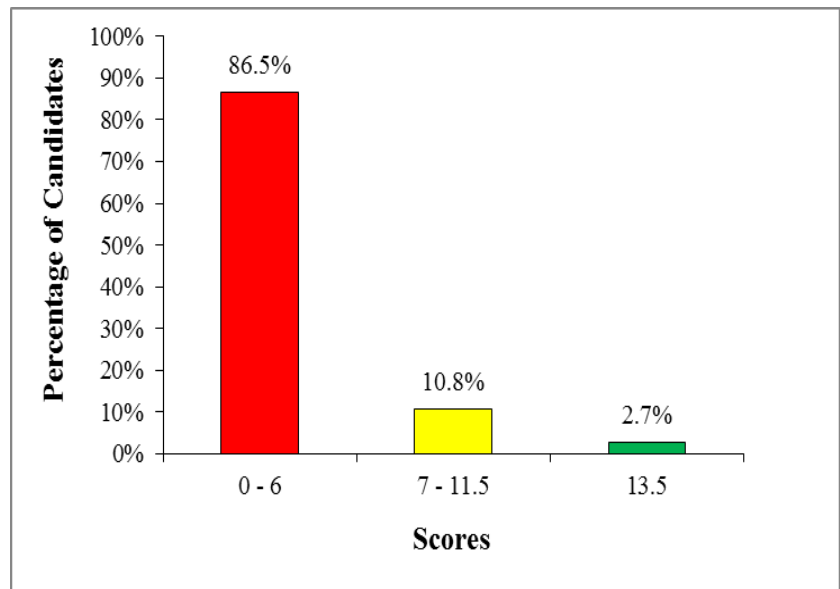
<p> يذهب مسافرة الخليفة . وعندما وصل المسافرة  رفح علي كوجيا بيده وأعطي الشرطي الرسالة  التي كانت فيه شكواه ليحضر الخليفة عند وصلت  في بيته . </p> <p> وفي يوم من الأيام من الخليفة في الطريق  وهو مع وزيره جعفر وهم ليسوا ملائس التلار  ثم سمعوا أصواتا عاليا ونهضوا ليظفروا ما يجري  ورأى الأطفال يمثلون قهبة علي كوجيا وهلمبة  التاجر حسن . وبعد أن نظف الخليفة إلى الأطفال  دعش بذلك ثم أمر أن يأتي قاضي الأطفال والقاضي  الحقيقي إلى قهبة لحكم ليحكم بما جرى بين علي  كوجيا وهلمبة . </p> <p> وأمر الخليفة لقاضي الأطفال أن يحكم كما  حكم في وقت اللعب . ثم حكم الطفل كما حكم في وقت  اللعب . وبذلك وفق التهمة علي كوجيا بالاعتداء  لهلمبة التاجر حسن . ثم سأور الخليفة أن يذهب  علي كوجيا التاجر حسن جزاء قيامته وكذبه  وليكون غيره لمن كان مثله . </p>
---

Extract 9.18 is a sample of a response by a candidate who could explain how the first judge pronounced between Aliy Koja and the businessman Hassan.

### 3.5.2 Question 10

In this question, the candidates were required to explain how Sindbad met the captain after hopelessness.

The question was attempted by 5.6 percent of the candidates and their performance was poor, as 86.5 percent scored from 0 to 6.5 marks, 10.8 percent scored from 7 to 11.5 marks and only 2.7 percent scored from 12 to 13.5 marks out of the 20 marks. This performance is summarised in Figure 18.



**Figure 18: Candidates' Performance**

However, most of the candidates omitted this question and those who attempted it performed poorly. The majority of these candidates were able to provide introduction but could not explain how Sindbad met the captain after hopelessness. Furthermore, their responses were unclear and had a lot of grammatical errors and spelling mistakes. This shows that the candidates had a poor mastery of Arabic Language. Extract 10.19 shows a sample of a poor response.

### Extract: 10.19

	القسم الخامس	
	السؤال العاشر	
	كان في زينة عاروا الرشيدون كان رجل يسمى سندباد	
	باد وكان في زينة نزل رجل شجر ويسفر في البلاد كثير	
	في الشجر	
	بعد سفرة كثير دخل يوم سندباد	
	في سفرة رعد جبر ويكمر عدها اجلس في جزيرة	
	من رأيته ماء كثير في جزيرة قرب في اجلس	
	أيضى سندباد رجح الى السفينة أيضا	
	سندباد دخل الى وجدته احد رجلا	
	في جزيرة التي لا يعيش النسلان الا لسان	
	عاشق في الى جزيرة رأيت الشيخ اسمه سندباد	
	الذي	

Extract 10.19 is a sample of a response by a candidate who could not explain how Sindbad met the captain.

Further analysis shows that, there were some candidates who performed averagely in this question. These candidates provided insufficient explanations on how Sindbad met the captain after hopelessness. In addition, their responses had some of grammatical and spelling mistakes. For example, one of the candidates provided the following sentence: ( وهزم أن تتخذ هذه ) "He intended to take advantage of resting so as to get food". This sentence is incorrect because the candidates used the second person pronoun (أنت) instead of third person pronoun (هو). The letter (هـ) in the first word (هزم) should be (ع) and the letter (س) in the second word (الفرسة) should be (ص). Therefore, the correct sentence was supposed to be; ( وعزم أن يأخذ ) "He intended to take this advantage of resting to get food". Extract 10.20 shows a sample of a poor response.

القسم الخامس	
السؤال العاشر	
<p>أنا فهمت من هذه القصة، السندباد العجيب  ي على كبد التقى السندباد مع ربات السفينة  بعد اليأس، هو في السفر الطويل إلى السندباد  تركب البحر لتجلب التوابل وفي ذلك سفر -  راي ربات سفينة المراكب الذي كان مالعام  الماء وعرف هو هذا المكان هو جزيرة فأقام  السفينة ليحل ليستريح في مدة قليل،  فكانت سندباد منهم الذي ذهب إلى الجزيرة  ليستريح بعد السفر طويل في البحر وهم أن  سيخذ هذه الفرس لتشكل طعام <del>وطني</del> على جزيرة  التي فكانت جزيرة بدأ زلزالا شديدا وغرق من  غرق ونجا نجا  وكان سندباد بعيدا من السفينة فيجب أن  يقع التعب لشدة التي رآه في البحر إلى  أن جزيرة التي كان بعيدا فيها، حتى قابل -  السندباد، الأخريرة وكان في الحال النوم بشدة  التي وقع في البحر إلى الجزيرة  وسيقض السندباد من النوم وبدأ أن تدور  إلى جزيرة، كان ثرا الناس ورا الحشرات وكان  مجد الناس الذي جاء في المصراع، وسمع الذي  وقع في السندباد وذهب معه إلى الملك المحمدا  وفرر الملك له صاحبه وكان يعيش في البيت  السندباد كان يدهس في الجزيرة رأي  كما الريات السفينة في الذي تحبها قد وصل وفي  إحدى أيام رأي السندباد الحلم في السفينة  التي معه كلمة السندباد رأي رباته وكان  يعرفه وذهب السندباد إلى الريات السفينة  وقال له على أنه هو الصاحب لهذا الحلوم في  الريات كان يعرف السندباد قد مات في البحر  وكان رأي كما الحصى الرجل الذي قال أنا هذا -  الحلوم هو عمك كصاحبه كالصديق، وعرف أنه  هو السندباد الحقيقي وليس العصف بعد تحدث  السندباد كل ما كانت في ذلك اليوم ففرح الريات -  وقبضا السندباد بضمه سالما.</p>	

Extract 10.20 is a sample of a response by a candidate who was able to explain how Sindbad met the captain, but the sentences provided had grammatical errors and a lot of spelling mistakes.

#### **4.0 PER TOPIC ANALYSIS OF CANDIDATES' PERFORMANCE**

The analysis of the candidates' responses in each topic shows that, the candidates had a good performance in *Comprehension*, whereby 84.8 percent scored an average of 35 percent or above, followed by *Morphology*, whereby 73.9 percent scored an average of 35 percent or above and *Poem*, whereby 65.7 percent scored an average of 35 percent or above. The candidates had average performance in *Language use*, *Grammar*, *Rhetoric* and *History of literature*, whereby 52.85 percent, 51.35 percent, 43.1 percent and 42.7 percent scored an average of 35 percent or above. However, the candidates had a poor performance in *Poetry and Prose* (26.3%), *Response to Readings* (25.35%) and *Composition* (19.5%) where the percentage of candidates who scored an average of 35 percent or above is shown in the respective brackets.

#### **5.0 CONCLUSION AND RECOMMENDATIONS**

##### **5.1 Conclusion**

The general performance of the candidates in Arabic Language in ACSEE 2016 was Average. This average performance is a result of some candidates performing well and others performing poorly in the tested topics. As indicated above, majority of the candidates performed well in the topics of *Comprehension*, *Morphology* and *Poetry*. The good performance in those topics could be influenced by adequate vocabulary and sufficient competence in reading and analysis skills which enabled the candidates to read and understand the given passage and poem and also to identify the measures of the given verbs. On the other hand, the candidates' poor performance in *Poetry and Prose*, *Response to Readings* and *Composition* could be attributed by their failure to identify the tasks of the questions, inability to express themselves in Arabic Language and inadequate knowledge of the concepts related to the topics. The summary of the candidates' performance is presented in the *Appendix A*.

## 5.2 Recommendations

In order to improve the performance of prospective candidates it is recommended that:

- (a) Students should be encouraged to extensively read Arabic books to improve their vocabulary and grammar. This will eventually enable them to use correct spelling and grammatically correct sentences.
- (b) Students should also be advised and guided to put more effort in studying the topics of *Rhetoric* and *Poetry* and *Prose* in order to perform well in the examination.
- (c) Students should be provided with enough tasks to enable them speak, write, read and listen to various Arabic texts and conversation.
- (d) During teaching Arabic prose, all parts of story in Arabic Language should be given equal importance to enable students to answer examination questions.



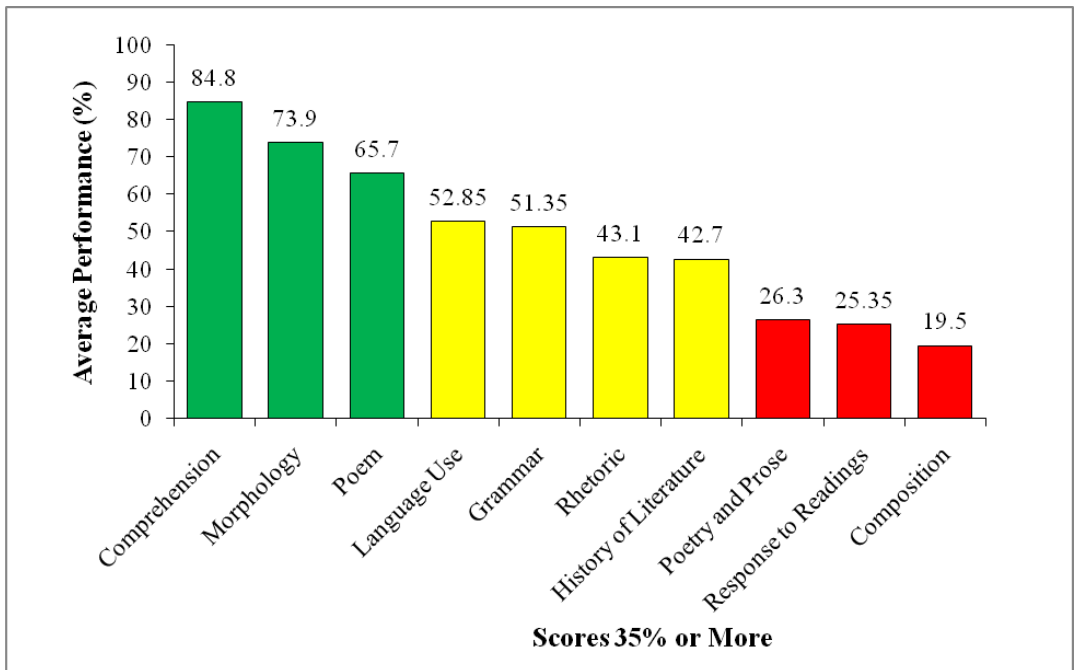
## Appendix A

### The Candidates' Performance Topic-wise in ACSEE 2016

#### 125- ARABIC LANGUAGE

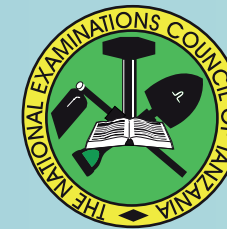
S/N	Topic	Total Number of Questions	The Percentage of Candidates who Scored 35 and Above	Remarks
1.	Comprehension	1	84.8	Good
2.	Morphology	2	73.9	Good
3.	Poem	2	65.7	Good
4.	Language use	2	52.85	Average
5.	Grammar	2	51.35	Average
6.	Rhetoric	2	43.1	Average
7.	History of literature	2	42.7	Average
8.	Poetry and Prose	2	26.3	Poor
9.	Response to Readings	2	25.35	Poor
10.	Composition	2	19.5	Poor

**The Candidates' Performance Topic-wise in ACSEE 2016  
125- ARABIC LANGUAGE**





**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2016**

**125 ARABIC LANGUAGE**