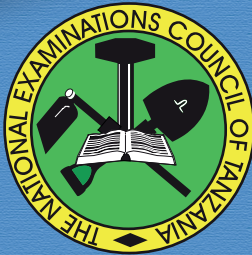


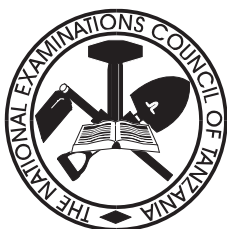
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**EXAMINERS' REPORT ON THE PERFORMANCE
OF CANDIDATES CSEE, 2014**

**025 ARABIC LANGUAGE
(For School Candidates)**

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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(School Candidates)**

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FOREWORD

The Examiners' Report on the Performance of Candidates in the Arabic Language subject in the Certificate of Secondary Education Examination (CSEE) 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 Certificate of Secondary Education Examination marks the end of four years of Ordinary 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 four years of Ordinary 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. The report highlights some of the factors that made candidates perform well in the questions. Such factors include the ability to interpret the requirement of the questions, ability to express themselves in Arabic Language and enough knowledge on the principles and rules related to the subject. However, the reports also highlights some of the factors that made few candidates fail. 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 public in general that can be used for improving future Examiners' Reports.

Finally, the Council would like to thank the Arabic Language Coordinator, Subject Teachers and others who participated in the preparation of this report. We would like also to express our sincere appreciation to all the members of staff who participated in analyzing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The report analyses the performance of candidates in Arabic Language who sat for the Certificate of Secondary Education Examination (CSEE)-2014. The Arabic Language Examination was set according to the 1995 syllabus and the 2012 examination format.

The performance of the candidates in Arabic Language subject was categorized into three groups which are good, average and weak depending on the performance of candidates who scored 30 percent or more in a given topic. If the average percentage of performance was from 50 to 100 percent, that performance was good. It was defined as average performance from 30 to 49 percent, while it was poor from 0 to 29 percent.

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

A total of 10,375 candidates sat for Arabic Language Examination in 2014, whereas 63.79 percent of the candidates passed the examination and 36.21 percent failed the examination. While in 2013, 48.62 percent passed. This indicates that, the rate of performance in the year 2014 has increased by 15.17 percent.

The report highlights the requirements of each question by indicating the expected responses to the questions and how the candidates answered the questions. Extract samples of candidates' responses are presented in order to provide a general overview of how the candidates responded in view of the demands of each item.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Comprehension

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

2.1.1 Question 1: Short Answers and Filling the Blanks

The question required the candidates to read the passage and find the answers from the text given. The text was about the spreading of bad character of smoking among people. This question was compulsory and had two parts, (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 blank spaces using the given words. This question tested the candidates' ability to read and comprehend a passage.

The question was attempted by 95.9 percent of the candidates, of which 12.1 percent scored 16 marks and above, 38.2 percent scored from 11 to 15.5 marks, 37.7 percent scored from 6 to 10.5 marks, 10 percent scored from 1 to 5.5 marks, and only 2 percent of the candidates scored 0 to 0.5 mark out of the 20 marks allocated to this question. The analysis indicates that the performance on this question was good.

The candidates who performed well understood the demands of the question by providing correct answers. This indicates that they had enough skills on reading and comprehension, which enabled them to identify the answers from the passage and filled the blank spaces with appropriate information from the given words. Extract 1.1 shows a sample of a good response.

Extract 1.1

	اجب عن الاسئلة	
1	1- العادة التي انتشرت بين الطلاب في عادة التدخين.	
2	2- اضرائر التدخين هي قتل ونشر العقل.	
3	3- يقول أحد العلماء: "إن النكوتين الموجودة في سجارة واحدة تستطيع أن تقتل أي إنسان قتلًا سريعًا لو أعطتها بواسطة الإبرة في الوريد".	
4	4- تؤكد الدراسات الطبية أن خطر التدخين أصبح أكبر من ملاريا.	
5	5- يحب كل طالب التحذ عن هذه العادة السيئة لأنها تضر العقل	

	ب- املا الفراغ	
1	1- اِنتَشَرَتْ عَادَةُ التَّدْخِيْنِ بَيْنَ طُلَّابِ	
	الْمَدَارِسِ.	
2	2- اِمَارَةُ السَّامَةِ الَّتِي تَوْجَدُ فِي التَّبَعِ	
	تُسَمَّى النُّكُوْتِيْنِ	
3	3- قَدْ أَكَدَّتِ الدَّرَسَاتُ الطَّبِيَّةُ	
4	4- عَادَةُ التَّدْخِيْنِ تُعْتَبَرُ كَعَادَةٍ سَيِّئَةٍ	
5	5- اِلَا مُتَمَرِّضٌ فِي التَّدْخِيْنِ يُسَبِّبُ	
	مُشْكَلَةَ الْبَطَالَةِ وَالْمَجَاسِيْنِ	

Extract 1.1 shows a sample of a response from a script of a candidate who provided the correct answers clearly from the given short questions as well as the filling blanks with appropriate information as required.

However, there were some candidates who performed poorly in both parts (a) and (b) because they did not comprehend what was written in the passage due to the lack of basic skills on reading and comprehension. Most of them were unable to provide correct answers from part (a) particularly in item 2 that asked “what are the disadvantages of tobacco smoking?” Most of them answered “Tobacco which is used to make cigarettes” (التبغ الذي يصنع منه السجائر) and some of them wrote the following answer “This is happening when the health information is currently giving the warning on the tobacco smoking” (وهذا يحدث في الوقت الذي تتوالى فيه الأخبار الطبية محذرة من) (أضرار التدخين) which were wrong. The correct answer was supposed to be “Tobacco smoking causes mental cases and loses labour power for both family and government” (من أضرار) (التدخين أنها تضر العقل وتسبب للأسرة والدولة عامة مشكلة البطالة والمجانين). Some of them provided their answers which were not related to the demands of the question and few left the questions unanswered. This shows that the candidates had a

poor mastery of Arabic Language. Extract 1.2 shows a sample of a poor response.

Extract 1.2

	المقدمة	
	1) الفائزة التي نشرت في الجريدة	
	النشر في مجلة الملازمين أشرافاً واثقاً وأسط	
	2) وأخيراً في الماستر	
	3) أضيء الشرح	
	وهذا يحدث في الوقت الذي يتولى فيه العمل	
	والملحظة أن نرى في الشرح الطعم اليقظ التبع فتنه الله	
	أن نحقق على	
	4) يقول أحد العلماء	
	العلماء الله الله الله الله الله الله الله الله الله	
	علماء الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	
	5) يقول الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	
	علماء الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	
	6) يقول الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	
	علماء الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	
	7) يقول الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	
	علماء الله الله الله الله الله الله الله الله الله	
	العلماء الله الله الله الله الله الله الله الله الله	

[illegible]

2.2 Section B: Grammar

This section had seven questions. The candidates were required to attempt all the questions. Each question carried five (05) marks except question 2 which carried ten (10) marks, thus making a total of forty (40) marks.

2.2.1 Question 2: Inflection

This question had five items. The candidates were required to identify the underlined words like subject, verb, objectives and predicate using rules of Arabic Inflection. This question tested the candidates' ability to identify and use the principles of Inflection in the sentence.

The question was attempted by 80.1 percent of the candidates, of which 22.2 percent scored from 6 to 10 marks, 22.9 percent scored from 3 to 5.5 marks, 20.9 percent scored from 1 to 2.5 marks and only 34 percent scored 0 to 0.5 mark. It is an indication that the performance in this question was average.

The candidates who scored high marks managed to identify verb, subject, object and predicate and analyze their function according to the rules of *Inflection* from the given sentences as required. This indicates that the candidates had sufficient knowledge on this topic. Extract 2.1 shows a sample of a good response.

Extract: 2.1

2.	أ- جاء = فعل ماضٍ مبني على الفتح.	
	زيدان = فاعل مرفوع وعلامة رفعه الألف لأني	
	لأنه مشعر.	
	ب- رأيت = فعل ماضٍ مبني على السكون لاتصاله	
	ببناء المتحركة، والتاء المتحركة ضمير مبني	
	على الضم في محل رفع فاعل.	

ب) زيلا = مفعول به منصوب، وعلامة نصبه	
فتحة ظاهرة على آخره.	
ت) أصبح = فعل ماض ناقص مبني على الفتح	
وهو يرفع الاسم ويسمى اسمها	
اسمه وينصب الخبر ويسمى خبره.	
ث) محمد = فاعل مرفوع وعلامة رفعه ضمة ظاهرة	
على آخره.	
ج) قائمان = خبر المبتدأ مرفوع بالالف لأنه	
مثنى.	

Extract 2.1 shows a sample of a response from a script of a candidate who was able to identify subjects, verbs, object as well as predicate correctly and analyze their function as required.

However, there were some candidates who performed poorly. They just wrote some words that had no relation to the demands of the question. Some of them identified the underlined words as genitives instead of object or verb and others provided uncompleted answers. These candidates did not have enough knowledge on this topic. Extract 2.2 shows a sample of a poor response.

Extract: 2.2

2	جاء زيدان، مفعول به منصوب، وعلاقة
	نصبه بنسبة الألف، لأنه اسماً حمسة.
	ب رأيت زيدا، اسم مفعول وعلاقة
	الألف، لأنه اسماً حمسة.
	ن أوصيت مفعول به منصوب، وعلاقة
	نصبه بنسبة فتحة لأنه اسماً حمسة.
	ن عشت اسم مفعول وعلاقة
	لأنه اسماً حمسة.
	ن فارتان، مفعول به منصوب، وعلاقة
	نصبه لأنون لأنه اسماً حمسة.

Extract 2.2 shows a sample of a response from a script of a candidate who identified a word (زيدا) as genitive instead of object in item (ب) due to a poor mastery of Arabic Language.

2.2.2 Question 3: Re-arranging Jumbled Words

This question had five items and required the candidates to rearrange jumbled words in a logical sequence to make a meaningful sentence. This question tested the candidates' ability to use appropriately the cohesive devices in re-arranging the jumbled words.

The question was attempted by 89.4 percent of the candidates and their performance was generally good as 56 percent scored from 3 to 5 marks, 19.7 percent scored from 1.5 to 2.5 marks, 11.6 percent scored from 0.5 to 1 mark and only 12.7 percent scored 0 mark.

The candidates who performed well in this question understood the demands of the question and were able to use appropriately the cohesive devices in re-arranging the five jumbled words into a logical sequence to make a meaningful sentence. This good performance indicates that the candidates had a good mastery of Arabic Language. Extract 3.1 shows a sample of a good response.

Extract: 3.1

3.	أ) لم يفهم زيد الدرس.
	ب) خطب الإمام خطبة طويلة.
	ج) إن الله علم بذات الصدور.
	د) هذا هو رئيس جمهورية تنزانيا.
	هـ) سلمت على الأستاذ في الفصل.

Extract 3.1 shows a sample of a response from a script of a candidate who managed to re-arrange the sentence with jumbled words into a logical sequence to make a meaningful sentence.

Regarding the candidates who scored low marks, the analysis indicates that they were unable to re-arrange the five jumbled words into a logical sequence to make a meaningful sentence as required. Most of them failed to re-arrange item (ث). Some of the candidates wrote (هو هذا رئيس جمهورية تنزانيا) and others answered (هذا جمهورية تنزانيا هو رئيس تنزانيا) that were wrong. The correct answer was supposed to be (هذا هو رئيس جمهورية تنزانيا) which meant “This is the president of the United Republic of Tanzania” This indicates that the candidates did not have enough knowledge on the uses of pronouns and demonstrative pronouns. Extract 3.2 shows a sample of a poor response.

Extract 3.2

3-	نَعَمْ الْكَلِمَاتِ الْآتِيَةِ لِتَضَحَّ بِحَمَلَةٍ مُفِيدَةٍ	
أ	زَيْدٌ الدُّرُّنُ لَمْ يَقُمْ	
ب	الْإِمَامُ طَوِيلُهُ خُطْبُهُ خُطْبٌ	
ت	إِنَّ عَلَيْهِ بِكَاتِ اللَّهِ الصَّلَوْرُ	
ث	هَذَا هُوَ رَيْسُ تَنْزَانِيَا	
ج	عَلَى سَلَمَتٍ فِي الْفَطْنِ الْأَسْتَاذِ	

Extract 3.2 shows a sample of a response from a script of a candidate who re-arranged the words wrongly in the given sentences.

2.2.3 Question 4: Nominal and Verbal Sentences

This question required the candidates to change the given nominal sentences (الجملة الاسمية) into verbal sentences (الجملة الفعلية). This question tested the candidates' ability to use rules of nominal sentences and verbal sentences.

The question was attempted by 78.9 percent of the candidates and their performance was good as 51.3 percent scored from 3 to 5 marks, 7.8 percent scored from 1.5 to 2.5 marks, 5 percent scored from 0.5 to 1 mark and only 35.9 percent scored 0 mark.

The candidates who scored high marks understood the requirement of the question and they were able to change the given nominal sentences into verbal sentences as required. This good performance shows that the candidates had enough knowledge on this topic. Extract 4.1 shows a sample of a good response.

Extract 4.1

4	أ) كَتَبَ مُحَمَّدٌ دَرَسَهُ فِي الْفَصْلِ
	ب) نَجَّحَ الطَّالِبُ فِي الْإِمْتِحَانِ.
	ج) سَدَقَ اللَّهُ مَتَاعَ النَّاسِ فِي كَرِيحِهِ.
	د) سَلَّمَ الْأُسْتَاذُ عَلَى التَّلَامِيذِ.
	هـ) يُحِبُّ الْمَوَاطِنُ وَطَنَهُ.

Extract 4.1 shows a sample of a response from a script of a candidate who managed to change all the sentences into verbal sentences correctly.

On the other hand, the candidates who scored low marks failed to understand the requirement of the question. Most of them identified nominal and verbal sentences from the given sentences instead of changing nominal sentences into verbal sentences, others changed verbs into passive verb and few of them changed verbs into present tense due to lack of enough knowledge on this topic. Extract 4.2 shows a sample of a poor response.

Extract 4.2

	أ) مُحَمَّدٌ يَكْتُبُ دَرَسَهُ فِي الْفَصْلِ
	ب) الطَّالِبُ يَنْجُحُ فِي الْإِمْتِحَانِ
	ج) اللَّهُ يُسَرِّحُ مَتَاعَ النَّاسِ فِي كَرِيحِهِ
	د) الْأُسْتَاذُ يَسَلِّمُ عَلَى التَّلَامِيذِ مِثْلَ
	هـ) الْعَوْدُ يَحِبُّ وَطَنَهُ.

Extract 4.2 shows a sample of a response from a script of a candidate who changed verbs into Present Tense in some items (أ، ب، د، هـ) instead of verbal sentences.

2.2.4 Question 5: Uses of Defective Verbs

The candidates were required to put some words in the given sentences by using the given words in the brackets. The question aimed at testing the candidates' ability to use rules of *Defective verbs* (كان وأخواتها وإن وأخواتها) in the grammatical patterns given.

The question was attempted by 80.3 percent of the candidates, of which 27.9 percent scored from 3 to 5 marks, 22 percent scored from 1.5 to 2.5 marks, 19.8 percent scored from 0.5 to 1 mark and only 30.3 percent scored 0 mark. This analysis indicates that the performance in this question was average.

The candidates who performed well managed to provide correct answers because they understood the demands of the question and considered all changes that should happen after using those given words as required. These candidates had sufficient knowledge on *Defective verbs*. Extract 5.1 shows a sample of a good response.

Extract 5.1

5.	
(أ)	إن الله كبير
(ب)	ما زال المطر نازلاً
(ت)	كان العصر نسر
(ث)	فما زال السليح رخيها
(ج)	ما زال الله علينا حكيمًا

Extract 5.1 shows a sample of a response from a script of a candidate who managed to use the given words from “*Defective verbs*” (كان وأخواتها وإن وأخواتها) and consider the changes that would occur after interring those words in the sentences.

The candidates who scored low marks, failed to use the given words in the grammatical patterns as required. Most of them put the given words in the sentences without making any changes. Some of them answered the questions contrary to the requirements of the question. For example, in item (ج), the candidates were required to use word (كان) instead they used word (كان) that was wrong, and few of them left the question unanswered. These candidates did not understand the demand of the question and they lacked enough knowledge on *Defective verbs* (كان وأخواتها وإن وأخواتها). Extract 5.2 shows a sample of a poor response.

Extract 5.2

	(أ) إِنَّ اللَّهَ كَبِيرٌ.	
	(ب) الْمَطَرُ نَازِلٌ كَانَ.	
	(ت) مَا زَالَ الْهَرَقُ يَكُونُ.	
	(ث) صَارَ السَّلْعُ رَخِيصًا.	
	(ج) مَا تَ اللَّهُ تَلِيْمٌ وَكَيْمٌ.	

Extract 5.2 shows a sample of a response from a script of a candidate who used a word (ما زال) in item (ت) instead of word (كان) as he/she misunderstood the demands of the question.

2.2.5 Question 6: Prepositions

This question had five items and required the candidates to fill in the blank spaces with appropriate preposition (حرف الجر). This question tested the candidates' ability to use the suitable prepositions with verbs in the sentences.

The question was attempted by 86.3 percent of the candidates, of which 27.5 percent scored from 3 to 5 marks, 36.9 percent scored from 1.5 to 2.5 marks, 24.8 percent scored from 0.5 to 1 mark and only 10.8 percent scored 0 mark. This is an indication that the performance in this question was good.

The candidates who performed well in this question understood the requirement of the question and managed to utilize the suitable prepositions with verbs in the given sentences as required. This shows that these candidates had enough vocabularies and a good mastery of Arabic Language. Extract 6.1 shows a sample of a good response.

Extract 6.1

	6.	
	1. يَعِيشُ الشَّكُّ فِي الْمَاءِ.	
	2. أَزْهَبَ مِنَ الْبَيْتِ إِلَى الْمَدْرَسَةِ صَبَاحًا	
	3. فِي الْفَضْلِ اجْلِسْ عَلَى الْمَقْعَدِ.	
	4. تَوَقَّفَ الْأَعْيَبُ عَنِ اللَّعِبِ	
	5. اشْتَرَى سَعِيدٌ الْكَرَّةَ لِيَلْعَبَ مَعَ زُمْلَانِهِ.	

Extract 6.1 shows a sample of a response from a script of a candidate who managed to fill in the blank spaces with the correct prepositions as required.

However, there were some candidates who performed poorly in this question. Most of them provided irrelevant answers, others just copied some words from items and put them in the blank spaces as their answers while few of them did not write anything. This indicates that the candidates did not understand the needs of the question due to insufficient vocabularies in Arabic Language. Extract 6.2 shows a sample of a poor response.

Extract 6.2

6- (1)	يَعِيشُ السَّكَاةَ مِنَ الْمَاءِ.
(2)	أَذْهَبَ مِنَ الْبَيْتِ فِي الْمَدْرَسَةِ صَبَاحًا.
(3)	فِي الْفَصْلِ أَجْلَسَ عَنِ الْمُقْعَدِ.
(4)	تَوَقَّفَ اللَّادِعِبَ إِلَى اللَّقَبِ.
(5)	لِشْتَرَى سَعِيدُ الْكُرَةَ لِيَلْقَى عَلَى رَمْلَانَا.

Extract 6.2 shows a sample of a response from a script of a candidate who provided irrelevant answers due to a poor mastery of Arabic Language.

2.2.6 Question 7: Passive Voice

The candidates were required to change the given active voice into passive voice according to the Arabic Language grammar. The question aimed at testing the candidates' ability to use and construct the correct passive voice using Arabic Language grammar.

The question was attempted by 66 percent of the candidates and their performance was poor as 79.6 percent of them scored from 0 to 1 mark and only 20.4 percent scored from 1.5 to 5 marks.

The candidates who failed in this question were unable to change active voice into passive voice as required. Most of them did not consider the rules of changing active voice into passive whereby the subject was supposed to be removed and the objective case to take place in connection to the changes of verbs according to types of subject of the passive. Some of the candidates managed to remove objectives but they left verbs without making any change, while others made changes of the pronouns instead of passive verb and few of them left the question unanswered. This shows that the candidates didn't have sufficient knowledge on the principles of forming

passive voice sentences. Extract 7.1 shows a sample of a poor response.

Extract 7.1

7.		
		١- أَيْدِي خَالِي الشُّكْر
		٢- أَخَذَ الْوَلَدُ اللَّيْلَ
		٣- يُصِغِرُ النَّاسَ رَهْمَانُ
		٤- يَأْفُقُونَ الْكِتَابَ
		٥- يَأْفَتُونَ الْجَزَائِرَ الْمُؤْتَمَرُ

Extract 7.1 shows a sample of a response from a script of a candidate who made changes of pronouns in the verbs instead of passive verb.

On the other hand, the candidates who scored high marks in this question managed to change all the given sentences from active voice into passive voice as required. This indicates that, the candidates mastered well the principles of forming passive voice sentences. Extract 7.2 shows a sample of a good response.

Extract 7.2

7.		
(1)		يُصِغَرُ الشُّكْرُ
(2)		أُخِذَ اللَّيْلُ
(3)		يُصِغَرُ رَهْمَانُ
(4)		قُرِئَ الْكِتَابُ
(5)		أُفْتَتِحَ الْمُؤْتَمَرُ

Extract 7.2 shows a sample of a response from a script of a candidate who managed to change the given sentences from active voice to passive voice correctly.

2.2.7 Question 8: Constructing Meaningful Sentences

This question required the candidates to construct five meaningful sentences. This question tested the candidates' ability to construct sentences using Arabic Language grammar correctly.

The question was attempted by 52.3 percent of the candidates and their performance was good as 69.6 percent of them scored 3 to 5 marks, 8.5 percent scored 1.5 to 2.5 marks and only 21.9 scored 0 to 1 mark.

The candidates who did well in this question understood the requirement of the question and managed to construct well-formed sentences. These candidates had sufficient knowledge and enough vocabularies in Arabic Language. Extract 8.1 shows a sample of a good response.

Extract 8.1

⑧	① أنا أذهب إلى المدرسة	
	② قال لي في الماضي	
	③ اشترت الخبز في الصباح	
	④ الجو جميل اليوم	
	⑤ ليس كل ما يلمع ذهباً	

Extract 8.1 shows a sample of a response from a script of a candidate who was able to construct five meaningful sentences as required, thus scoring high marks.

The candidates who got low marks in this question were unable to construct meaningful sentences as required. Some of them copied some words from the examination paper and put them as their answers, others wrote the definition of some grammatical terminologies of Arabic Language and few of them did not write anything. This indicates that the candidates had insufficient vocabularies and a poor mastery of Arabic Language. Extract 8.2 shows a sample of a poor response.

Extract 8.2

8	
	أ) الْإِنْسَانُ شَيْءٌ يُسَمَّى بِهِ الْإِنْسَانُ أَوْ شَيْءٌ آخَرُ
	ب) الْفَعْلُ حَوْلُ فِعْلٍ وَقَعَ عَلَيْهِ فَعْلٌ وَفَعِلٌ
	ج) الْمَفْعُولُ بِهِ تَوَلَّفَ وَقَعَ عَلَيْهِ فَعِلٌ وَفَعِلٌ
	د) الْجِسْمُ
	هـ) الْفَاعِلُ

Extract 8.2 shows a sample of a response from a script of a candidate who wrote the definition of noun and object in items (أ، ب، ج، د، هـ) instead of constructing five meaningful sentences.

2.3 Section C: Composition

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

2.3.1 Question 9: Essay Writing

This question was on essay writing. The candidates were required to write an essay on "the Importance of Education". This question tested the candidates' ability to write and express themselves fluently and logically using Arabic Language.

The question was attempted by only 3.3 percent of the candidates and their performance was average as 30.1 percent of them scored 0 to 0.5 mark, 33.8 percent scored 1 to 5 marks, 23.1 percent scored 6 to 10.5 marks and only 13 percent scored 11 to 17 marks out of the 20 marks allocated to this question.

The candidates who scored high marks in this question managed to explain "the Importance of Education" as required. These candidates expressed the idea in a good flow

and well-formed sentences and their points were well organized following all the principles of writing an essay such as putting an Introduction, body and conclusion. This shows that the candidates had enough vocabularies and a good mastery of Arabic Language. Extract 9.1 shows a sample of a good response.

Extract 9.1

	القسم الثالث	
9.	<p>بسم الله الرحمن الرحيم</p> <p>"بالعلم ترقى الأمم و بالجهل فلا قوة تسود"</p> <p>هذا مثل نظير للعلم</p> <p>بأن العلم له أهمية كبيرة في المجتمع</p> <p>لأن بالعلم يستطيع الإنسان أن يغير</p> <p>عادة المجتمع من المبادئ القديمة وبالعلم</p> <p>يعرف الإنسان هدفه في الحياة وأهميته</p> <p>وبالعلم يعلم الإنسان تضاريس الأرض من</p> <p>الأمراض التي تسببها بسبب الجهل</p> <p>والعلم له أهمية كبيرة في مجتمعنا كالمعلم</p> <p>وبما أننا الآن في زمن يبحث الفقهاء</p> <p>والشباب بالعلم من دون أية عائق</p> <p>يملك أعمارهم لا بد أن ننشر ما أهمية</p> <p>العلم في دولتنا</p> <p>وقد نرى الآن في كثير من المجتمعات</p> <p>أن ذوي العلم يملكون على هذا العمل</p> <p>فقد أفاض الدين كثر يتعلموا شيئاً وليس</p> <p>لهم أية شهادة في علوم على أية</p> <p>عمل وهذا داغ في قلوبهم في يد غير الناس</p> <p>للعلم بأهل العيش بسلام ومن دون</p> <p>أن تحتاج مساعدة من أية أمة</p>	

وَأَدِلُّوا بِاللَّامَةِ وَالْعَرِ وَتَدِلُّوا بِتَحَاوُلِ	
عَلَى أَمْتِ عَيْشَلِي	
وَأَدِلُّوا تَطَوُّرَ الْمُجْتَمَعِ وَالدَّوْلَةِ	
فَالْعِلْمُ يُوَرِّثُ الْجَهْلَ طَلَامَ أَعْبَدَ الْإِلَهَ	
يُفْتَحُ لِلَّهِ أَبْوَابُ السَّعَادَةِ وَالْإِيمَانُ	
أَمَّا الْجَهْلُ فَسُوفَهُ يَتَدَلَّى عَلَى هَامِشِ	
الْحَيَاةِ بِحَيْثُ دَامَ تِلْكَ الْتَلْجِي هَاهُنَا	
نَفْسِي وَتَجَمَّلُ تَقَالِمُ تِلْكَ دَقِيقَةُ تَعْرِفِي	
هَاهُنَا	
بِالْعِلْمِ يَمْلِكُنَا أَنْ تَوَالِيهِ الْحَيَاةُ وَالنَّاسُ	
بِالْعِلْمِ يَحَاوُلُ عَلَيْكَ مِنْ لِهَاتِ الْحَيَاةِ وَمُطَاوَلَهَا	
بِالْعِلْمِ يَمْلِكُنَا أَنْ تَنْقِي أَنْفُسَنَا	
بِالْعِلْمِ يَنْقِي هَوْلَنَا سَوْرًا مَعِينًا قَوِيًّا لَا يُولَدُ	
لِلدَّيْلِ إِلَّا أَنْ يَمُرَّ مَرَّةً مَرَّةً مَهْمَا أَمَلْنَا مِنْ	
أَهْلَانَا مَطْوَرَةً	
بِالْعِلْمِ تَنْقِي أَمْنَنَا وَدَوْلَتَنَا وَأُسْرَتَنَا وَتَجَمَّلُ	
قُتُوبُنَا	
طَا فَذَلِكَ أَدْعُو الْجَمِيعَ بَابَ يَتَلَعَّبُوا وَأَنْ	
يَحْمَدُوا الْعِلْمَ فَإِنَّ يَجْتَمِعُوا فِي	
هَيَاتِهِمْ وَأَنَا عَائِدُهُ بَابَ الْعِلْمِ وَسَيَفْتَحُ	
لَهُمْ أَبْوَابُ السَّعَادَةِ أَبْوَابُ الْحَيَاةِ تَكْرِيهَا	
وَأَنْ الْعِلْمَ سَيَكُونُ لِهَذَا لِكُلِّ مَشَاءَلِكُمْ	
الْيَوْمِيَّةِ وَاعْلَمُوا أَنَّ اللَّهَ قَدْ تَوَالَى	
بِالْبَرِيَّةِ الْعِلْمَ مِنْ الْجَنَّةِ لَدُونِ الْعِلْمِ	
أَلْعَنِي لَكُمْ هَيَاةً عَلَيْكَ بِالْعِلْمِ وَكَشَفَاتِهِ	
وَالسَّلَامُ عَلَيْكُمْ وَبَارَكُ اللَّهُ	
وَبَرَكَاتُهُ	

Extract 9.1 shows a sample of a response from a script of a candidate who managed to explain the Importance of Education by arranging his/her points logically and clearly.

The candidates who scored low marks were unable to give an adequate explanation on the importance of Education and failed to organize their points logically. Furthermore, their responses had a lot of grammatical errors and spelling mistakes. Others wrote ideas which were not related to the demand of the question due to the lack of enough

vocabularies and a poor mastery of Arabic Language grammar. Extract 9.2 shows a sample of a poor response.

Extract 9.2

9.	<u>أهمية العلم</u>	
	العلم أصل الفضائل وأمر ما يتعلم به	
	الإنسان وهو أساس الحضارة وعمود	
	تسموها وتنفذ في الحياة وتعرف الكارمين.	
	أهمية العلم كما يلي	
	العلم يجعل الإنسان أن تكون أقوى	
	الله عز وجل يسبب سوف يعرف ما هو/هن	
	واجب عند الله سيديك وتعالى.	
	العلم هو أساس التطور في حيات الإنسان	
	بواسطة العلم يمكن الإنسان أن ترتب	
	أموره بالنظام حتى يوصل إلى الحضارة.	
	العلم يجنب الإنسان من القوا حش	

Extract: 9.2 shows a sample of a response from a script of a candidate who arranged the third point wrongly whereby it should have been as an explanation for his/her first point.

2.3.2 Question 10: Article Writing

This question was on article writing. The candidates were required to write an article on "Importance of doing well for parents." The question aimed at testing the candidates' ability to express and organize idea logically using Arabic Language grammar.

The question was attempted by only 2.3 percent of the candidates and their performance was average as 31.7 percent

of them scored 0 to 1 mark, 27.2 percent scored 2 to 5.5 marks, 34.2 percent scored 6 to 10 marks and only 6.9 percent scored 11 to 17 marks out of the 20 marks allocated to this question.

The candidates who performed poorly in this question had inadequate explanation to express the idea as required. Some of them were unable to express and organize ideas in a good flow and others decided to use some words which were not related to the demand of the question. This indicates that these candidates had insufficient vocabularies and lacked enough knowledge on Arabic Language grammar. Extract 10.1 shows a sample of a poor response.

Extract 10.1

١٥	تكتب مقالاً عن أهمية بر الوالدين لا تقل عن خمس خمسين كلمة:
	البر الوالدين خير الله الأعمال أو أحب الأعمال إلى الله سبحانه وتعالى
	كما قال رسول الله صلى الله عليه وسلم في حديثه لما سئل
	أحب الأعمال إلى الله أحبته إلى الله قال بر الحبيب
	المصطفى صلى الله عليه وسلم بر الوالدين من أجل ذلك
	سرى في هذا العمل بر الوالدين فيه خير كثير كثير لا يحصى
	كثير من الناس بعد ضياع الأرواح يفقر حق لدا فقد
	أفعل بهما ناولهما مبني

Extract 10.1 shows a sample of a response from a script of a candidate who had a good idea on article writing but he/she could not complete the article and organize his/her points due to a poor mastery of Arabic Language.

However, there were some candidates who performed fairly in this question. These candidates understood the requirement of the question well but they managed to express the ideas partially. Furthermore, there were some of grammatical mistakes and misspelling. For example, in the following sentence (يجب علينا طاعة ومساعدة والدينا إذا كان حي أو بعد الموت) the

correct sentence was supposed to be as follows: (يجب علينا طاعة) (ومساعدة والدينا في طول حياتهم والدعاء بعد مماتهم). This shows that the candidate had an idea on this topic. Extract 10.2 shows a sample of a fair response.

Extract 10.2

10	أب الوالدين؟
	بِسُّ الْوَالِدَيْنِ هُوَ الْإِحْسَانُ إِلَى الْأُمِّ
	وَالْأَبِّ وَمُسَاعَدَتُهُمَا وَطَاعَتُهُمَا فِي غَيْرِ
	مَعْصِيَةِ اللَّهِ. يَجِبُ عَلَيْنَا طَاعَةُ
	وَمُسَاعَدَةُ وَالِدَيْنَا إِذَا كَانَا حَيًّا أَوْ بَعْدَ الْمَوْتِ
	بِأَنَّهُمْ:
	صَرَّفْنَا مِنْ صَغِيرَتِي إِلَى كِبَرِي
	وَهُنَا عَلَى وَهْنٍ وَحَمَلْنَا وَفَضَّلْنَا فِي عَائِلَتِي إِذَا
	لَا بُدَّ أَنْ نَنْدُ إِحْسَانًا عَلَى وَالِدَيْنَا بِطَاعَتِهِمَا
	الْوَالِدَانِ هُمَا الَّذِينَ يُعْطِيَانَا الْعِلْمَ
	بِأَنْ نَغْلِبَ إِلَى كِتَابِ الْعِلْمِ الَّذِي يَنْفَعُنَا فِي
	مُعَامَلَةِ الدُّنْيَا وَكَذَا إِلَى الْآخِرَةِ. لِذَا لَكَ يَجِبُ
	عَلَيْنَا أَنْ نَطِيعَهُمْ فِي كُلِّ مَا أَمَرْنَا بِهِ.
	لَا بُدَّ أَنْ نَعِيشَ مَعَ وَالِدَيْنَا
	بِحُكْمِهِ وَالصَّبْرِ إِذَا كَانَا حَيًّا وَالدُّعَاءَ لَهُمَا
	بَعْدَ مَوْتِهِمْ وَمُسَاعَدَةً أَقَارِبِهِمْ بَعْدَ مَوْتِهِمْ

Extract 10.2 shows a sample of a response from a script of a candidate who organized his/her points clearly although there were some grammatical errors and spelling mistakes.

2.3.3 Question 11: Letter Writing

The question was on letter writing. The candidates were required to "write a friendly letter to the father informing him that he had passed the Form Four Examination". This question tested the candidates' ability to use the principles of letter writing in Arabic Language.

The question was attempted by 67.4 percent of the candidates, of which 6.9 percent scored from 11 to 18 marks, 55.9 percent scored from 6 to 10.5 marks, 34.6 percent scored from 1 to 5.5 marks and only 2.6 percent scored 0 to 0.5 mark. It is an indication that the performance in this question was good.

The candidates who performed well understood the demand of the question, managed to express the main idea of a letter as required and adhered to the principles of letter writing in Arabic Language although there were some grammatical mistakes. For example, in the followig sentence (كنت الطالب الأول) (في جميع الوطن هذا كلها) the correct sentence was supposed to be as follows: (كنت الطالب الأول على جميع المتفوقين لهذا الوطن كله). This indicates that the candidates had enough knowledge on this topic. Extract 11.1 shows a sample of a good response.

Extract 11.1

١١٠	هـ ب ١٣٣٠ مالندى زنجبار ١١٠١٧٠٢٠١٤
	إلى أبي العزيز
	السلام عليكم ورحمة الله وبركاته ، أكتب لك هذه الرسالة
	وأنا مسرور غاية السرور وقد بلغت شأواً ليس وأرجو التبرع . كنت خالداً ؟
	أنا هنا بخير ولله الحمد .
	مادعائي إلى كتابة هذه الرسالة الأخيرة لأعبرني واحد الموضوعات
	أخبرك عن نجاحي في امتحاني السنة الماضية في العينة التي قد فعلت جيداً
	في امتحاني حيث أنني وجدت خبرة عالية حتى كنت الطالب الأول في جميع الرطب
	هذا كله نتيجة جهدي في الدراسة .
	وفي نصيحة اللطاف بلغ سلاحي إلى أنني وأبني جميع أسرتي
	أشك المخلص

Extract 11.1 shows a sample of response from a script of a candidate who adhered to the format of letter writing in Arabic Language and his/her points were well organized.

On the other hand, the candidates who failed this question did not have an ability to write a friendly letter. Some of the candidates wrote address and date only while others just copied some words from the passage and put them in the letter as their answers. On the top of that, their responses had a lot of

Extract 11.2

Extract 11.2 shows a sample of poor response from a script of a candidate who managed to write address and date only as he/she just copied some words from the passage and wrote them in the letter.

2.4 Section D: Response to Reading

This section had three questions on story of the Lazy Rat, the Tortoise and Rabbit and Kingdom of Bees. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

2.4.1 Question 12: Story of Lazy Rate

This was an essay type question. The candidates were required to answer this question according to the books they have read. The candidates were required to express and reason out why “the Lazy Rat failed to solve its problems.

The question was attempted by only 18.3 percent of the candidates and their performance was good as 16.9 percent of them scored 11 to 18 marks, 36.7 percent scored 6 to 10.5 marks, 26.7 percent scored 1 to 5.5 marks and only 19.7 percent scored 0 to 0.5 mark out of the 20 marks allocated to this question.

The candidates who performed well understood the requirement of the question and managed to interpret the reason why the Lazy Rate could not solve its problems as required. These candidates followed the principles of essay writing such as putting an introduction, a body and a conclusion. On top of that, the paragraphs were well arranged although there were few grammatical errors. Extract 12.1 shows a sample of a good response.

Extract 12.1

12.	الفأرة الكسلانة لم تستطع حل	
	مشاكلها، وكانت تقاسم الجوع وغيرها من	
	المشاكل، والآلية هي الأسباب التي أدت إلى	
	عدم نجاحها.	
	التردد، كانت الفأرة الكسلانة كثيرة	
	التردد ولا تتخذ قرارا واحدا، وبسبب تردد	

في اتخاذ القرارات لم تنجح في حل مشاكلها.	
عدم الصبر، لم تكن الفأرة الكسلانية	
صابرة، ولكنها كانت مستعجلة ونسيت أن	
في العجلة ندامة لذلك لم تستطع حل مشاكلها.	
الكسل، كانت الفأرة الكسلانية صاحبة الكسل	
لا يحب العمل بجد، وكانت لا تحب أن تفارق	
فراشها الدافئ، لتذهب إلى العمل.	
عدم الإدخار، بسبب عدم الإدخار القوت	
لم تستطع الفأرة الكسلانية حل مشكلة	
الجوع، وهي تعاني مشكلة الجوع بسبب عدم	
ادخالها القوت.	
التقليد دون الدراسة، أيضا لم تستطع الفأرة	
الكسلانية حل مشاكلها لأنها كانت تقلد زميلاتها	
مثل الأرنب في زرع الجزر، مثل الفأرة في زرع الذرة.	
فمنه وغيرها أدت إلى الفأرة الكسلانية إلى	
عدم نجاحها في حل مشاكلها.	

Extract 12.2 shows a sample of a response from a script of a candidate who managed to interpret the concept given and organize his/her points clearly.

The candidates who performed poorly in this question were unable to explain the reason why the Lazy Rate could not solve its problems and did not follow the principles of essay writing, such as putting an introduction, a body and a conclusion. Moreover, their responses had a lot of grammatical errors and spelling mistakes. Some of them just copied some words from the passage given and put them as their answers. This indicates that the candidates lacked enough

vocabulary and skills of writing an essay. Extract 12.2 shows a sample of a poor response.

Extract 12.2

12	إنما شئت عادة التدخين في القابس إن شاء الله وألذ	
	في الإنشاء إرست غة بنيت طلاء القابس. وهذا	
	في الوقت الذي تتوالى فيه الأقباز الطيبة عند ركني	
	أضرب التلا الذ فيني. الشغ الذي يصنع منه الشاير	
	فمن علة صارت في ساحة شخصي وأقوييت. فبقول أمد	
	القضاء يات التاوي من المزدودة في سياره فايدة -	
	تستطيع أن تقتل أتم إنسان منك سره والخطيما	
	بفأبطه الإبرة في القربد.	
	أشعد الدرسات الطيبة أن قل التدخين في الشغ أكثر	
	عن صلابا. وأت الدين بوقت يسير التدخين ونفاطي	
	المقدراش قد بلغ عدد هم إلى الملايين على عام.	
	تلك على طالب وطالبة التدخين عن هذه العادة التي	
	لأنها تضر العقل وتنتج إلى سيرة والدعوة منبلة	
	الطالة والمداينة والتدخين هورا الإقضاء	

Extract 12.2 shows a sample of a response from a script of a candidate who just copied some words from the passage given and put them as his/her answer.

2.4.2 Question 13: Story of Tortoise and Rabbit

This was an essay type question. The candidates were required to interpret “a bad behavior of mockery does not lead to achievement” using the story of the Tortoise and Rabbit.

The question was attempted by 29.2 percent of the candidates and their performance was good as 21.5 percent of them scored 11 to 18 marks, 42.9 percent scored 6 to 10.5 marks, 24.8 percent scored 1 to 5.5 marks and only 10.8 percent scored 0 to 0.5 mark out of the 20 marks allocated to this question.

The candidates who performed well managed to explain a bad behavior of mockery from the Rabbit against Tortoise and related to the society as required. Furthermore, they followed the principles of essay writing, such as putting an introduction, a body and a conclusion although there were some spelling mistakes and grammatical errors. For example, words (الصخرية، وجدة) had spelling mistakes. The correct words were supposed to be as follows: (السخرية، وجدت). This indicates that the candidates had enough vocabularies in Arabic Language. Extract 13.1 shows a sample of a good response

Extract 13.1

	القسم الرابع	
13		
	أَنَا مَا نَرَى فِي الْعَالَمِ مَشَاكِلًا وَسُخْرَى الْإِنْسَانِي (حُبِّ النَّفْسِ) يُغْنِي كُلَّ شَيْءٍ يَرَاهُ إِنَّهُ أَفْضَلُ مِنْ غَيْرِهِ وَالْحَقُّ فِي جَمِيعِ الْمَسَائِلِ مِنْ غَيْرِهِ فَهَذَا هُوَ سَبَبُ الْمَقَارَعَاتِ وَالْحَرْبِ الْأَصْلِيَّةِ وَالْعُقَالِ بَيْنَ النَّاسِ، فَهَذِهِ الشَّعْرِيَّةُ تُعَدُّ فِي قِصَّةِ السُّلْطَانَةِ وَالْأَرْبُ كَمَا يَلَمُّ: عَاشَتْ السُّلْطَانَةُ فِي الْغَايَةِ مَعَ أَصْدِقَائِهَا مِنْ الْحَيَوَانَاتِ وَلَكِنَّ الْأَرْبُ كَانَتْ تَسُفِّرُ مِنْهَا دَائِمًا بُطْلَانًا حَرَّ كَانَتْهَا، فَكُنْتُ السُّلْطَانَةُ لِذَلِكَ	

وَأَخَذَتْ تَفَكُّرَ كَيْفَ تَتَغَلَّصُ بِصُغْرِيَّتِكَ الرَّبِّ.	
فَفِي يَوْمٍ مِنْ أَيَّامٍ وَجَدَةَ فِكْرَةً بَدِيعَةً كَيْفَ تَتَغَلَّصُ	
بِصُغْرِيَّتِكَ الرَّبِّ	
فَذَهَبَتْ إِلَى الرَّبِّ وَقَالَتْ لَهَا: إِنَّكَ	
تَسْطَرِيزِي دَائِمًا بِطَوْدَةٍ مَعَكَ، فَإِنِّي أَتَذَكُّكَ أَمَامَ	
الْحَاضِرِينَ فَلَمَنْتُ سَابِقًا لِنَسْرِ أَيْنَا اسْرِعْ	
فَضَعِكِ الرَّبِّ مَعَ رُفَلَيْهِ وَكَأَنْتِ تَفَكِّرِينَ	
السُّلَفَاءَ تَفْرَحُ، قَالَتِ السُّلَفَاتُ أَيْهَا الْمَاضِيَةُ	
وَلْيَكُونَا السَّابِقَ عَدَامَتُ مَنَا إِلَى تِلْكَ شَجَرَةِ	
الْعَتِيقِ. وَكَأَنَّهُ لَيَكُونُ الْيَوْمَ قُرْبَى مُرْقَبَةٍ وَالتَّغْلِبُ	
تَعْظِيمُ إِشَارَةِ الْبَدَى، فَوَقَّعَتِ الرَّبِّ. فَذَهَبَتْ	
السُّلَفَاءُ إِلَى الْخَشْيَةِ وَأَعْظَمُوا الْفِكْرَةَ وَالْخُطَاةَ	
فَفِي الْيَوْمِ الثَّالِي وَقَفَّتْ أَمَّتِ السُّلَفَاتُ فِي	
الْعَابَةِ قَرِيبٍ مِنْ شَجَرَةِ الْعَتِيقَةِ، فَعِنْدَمَا أَعْطَا	
التَّغْلِبُ إِشَارَةَ الْبَدَى. رَأَتْ الرَّبِّ يَجْرِي بِعُرْوَةٍ	
وَالسُّلَفَاءُ تَسْبُؤُوا بِطَوْدَةٍ، فَعِنْدَمَا غَابَ عَنْ أَعْيُنِ	

الْحَيَوَانَاتِ ظَهَرَتْ أَغْنَسَهَا عِنْدَ شَجَرَةِ الْعِيقَةِ	
وَسْتَأْذِنَ الْبُومَةَ أَنْ يَرْجِعَ قَبْلَ أَنْ تَصِلَ الْأَرْضَ.	
فَرَجَعَتْ أَفْتُ السُّلْطَانِ إِلَى مَقْبَلِهَا. فَوَصَلَ	
الرُّبُوبُ عِنْدَ الشَّجَرَةِ الْعِيقَةِ، فَقَالَتْ الْبُومَةُ	
أَبْنُ السُّلْطَانِ أَتَى وَرَجَعْتَ. رَأَيْتِ الرُّبُوبَ	
تَرْجِعُ عِنْدَ نَقْطَةِ الْبَدْيِ بِسُرْعَةٍ الشَّدِيدَةِ.	
فِيئِذٍ ظَهَرَتْ السُّلْطَانَةُ الْمُتَسَلِّقُ عِنْدَ	
نُقْطَةِ الْبَدْيِ مِنْ مَقْبَلِهَا وَنَحْطَا السَّبَاقِ.	
فَعَزَّتِ الرُّبُوبُ لِذَلِكَ وَوَعَدَتْ أَنْ لَا يَسْطَرُ	
دَائِمًا.	
السُّعْرِيَّةُ ذَنْبٌ لَا يَنْجُو صَاحِبُهَا إِلَّا بِاللَّهِ	
عَزَّ وَجَلَّ قَالَ: يَا أَيُّهَا الَّذِينَ آمَنُوا لَا يَسْطَرُّ قَوْمٌ	
عَنْ قَوْمٍ عَمَّا أَنْ يَكُونَ خَيْرٌ مِنْهُمْ إِلَى الْخَفَرِ الْإِلَاحِيَّةِ	
فَالنَّاسُ لَا بُدَّ أَنْ يَتْرَكَ السُّعْرِيَّةَ لِأَنَّهُ يَسَبِّ	
لِلْإِسْرَةِ وَالذُّوْنِ عَامَّةً مُشَاكِلًا الَّذِي يُمْكِنُ أَنْ	
يُقَاتِلَ بَعْضَهُمْ بَعْضًا.	

Extract 13.1 shows a sample of good response from a script of a candidate who managed to organize and elaborate his/her points logically although there were some grammatical mistakes and spelling errors.

2.4.3 Question 14: Story of "Kingdom of Bees"

The candidates were required to discuss the importance of the unity against division using the story of "Kingdom of Bees".

The question was attempted by 18.9 percent of the candidates, of which 9.8 percent scored from 0 to 0.5 mark, 29.3 percent scored from 1 to 5.5 marks, 46.9 percent scored from 6 to 10.5 marks and only 14 percent scored 11 to 19 marks out of the 20 marks allocated to this question. It is an indication that the performance in this question was good.

The candidates who scored high marks in this question understood the requirement of the question, had a good understanding of the story of Kingdom of Bees which they used in their responses. Moreover, they were able to elaborate and organize their points in a good flow, although there were some spelling mistakes. For example, the word (كذلك) was supposed to be written (كذلك). Extract 14.1 shows a sample of a good response.

Extract 14.1

١٤	صَحِيحٌ أَنَّ الْوَحْدَةَ قُوَّةٌ وَالْفُرْقَةُ عَذَابٌ لِأَنَّنَا نَرَى فِي
	قِصَّةِ مَمْلَكَةِ النُّحْلَةِ أَنَّمَا غَضِبَتْ ذَاتُ يَوْمٍ لِأَنَّمَا
	نَرَى أَنَّمَا تَشْتَعِلُ كَثِيرًا وَلَمْ تَجِدِ الْغِزَاءَ إِلَّا قَلِيلًا
	وَأَنَّمَا تَبْذُلُ جُحُودًا كَثِيرًا فِي سَبِيلِ الْجَمَاعَةِ وَلَمْ تَجِدْ
	مَا تَسْتَحِقُّ فَرَدَّتْ عَلَيْهَا إِحْدَى النُّحْلَاتِ "لَيْسَ لَكَ لَا
	تَذَكِّرِينَ الْجُمُودَ الَّتِي تَبْذُلُهَا جَمَاعَةً كَذَلِكَ" إِشْتَدَّ
	غَضَبُ النُّحْلَةِ وَقَالَتْ "سَأَتْرَاكَ لَكِنِ الْغَلِيَّةَ وَسَوْفَ أَرَى مَا
	تَفْعَلِينَ مِنْ غَيْرِي" وَقَالَتِ النُّحْلَاتُ "إِذْهَبِي كَمَا تَسْلَيْنِ"
	وَسَوْفَ نَرَى مَا تَفْعَلِينَ وَحَدَّكَ "فَمَجَرَّتِ النُّحْلَةُ
	أَنْ تَعْمَلَ وَحْدَهَا وَبَعْدَ أَتْلَاجِ تَعِبَتِ وَعَجَزَتْ أَنَّ
	تَعْمَلَ وَحْدَهَا وَرَجَعَتْ إِلَى زُعْمَلَاتِهَا فَوَجَدَتْ أَنَّ
	الْعَمَلَ مُشْتَرِكًا وَلَمْ يَتَأَثَّرْ وَقَالَتْ فِي نَفْسِهَا "حَقًّا لَا
	يَفِيدُ الْفَرْدُ أَنْ يَقُومَ بِمَا يَقُومُهُ الْجَمَاعَةُ مَهْمَا لَيْكُنْ"
	وَلِهَذَا نَرَى أَنَّ الْإِتِّحَادَ قُوَّةٌ وَالْفُرْقَةَ ضَعْفٌ
	لِأَنَّ النُّحْلَةَ عَجَزَتْ أَنْ تَعْمَلَ وَحْدَهَا بَعْدَ أَنْ تَهَاجِرَ
	وَتَعْمَلَ وَحْدَهَا

Extract 14.1 shows a sample of a good response from a script of a candidate who managed to arrange his points logically and interpreted them clearly due to a good command of Arabic Language.

The candidates who performed poorly in this question, failed to discuss the importance of the unity against division using the story of Kingdom of Bees due to inability to explain the concept fluently in Arabic language. Some of the candidates wrote their responses which contained a lot of grammatical errors and spelling mistakes while others provided answers which were not related to the demand of the question and few

of them just copied some words from the passage given and wrote them as their answers. This shows that the candidates had a poor mastery of Arabic Language. Extract 14.2 shows a sample of a poor response.

Extract 14.2

14	عَصَبَتِ النَّمْلَةُ لَمْ تَنْتِ أَتَمَّ فَعَلًا وَحَدَقًا،
	يَجْعَلُونَ كَثِيرَةً وَلَكِنْ طَعَمَ قَلِيلٌ، وَرَبَّ الصَّدَقَاتِ
	لَا يَعْمَلُنَهَا بِالْجَدْلِ، وَكَانَ الْهَلَكُ خَطًّا وَمَا فِي صَبَا
	قَنْطَرٍ، وَكَانَ النَّمْلَةُ أَنْ تُهْلِكَ الْهَيْجَةَ وَلَتِي الْهَيْجَةَ
	تَصْبِحُ النَّمْلَةُ أَنْ كَانَتْ هَلِكُ الْهَيْجَةَ فِي الْهَيْجَةِ وَكَانَتْ
	فِي كُلِّ الْهَيْجَةِ عَدُوٌّ، وَكَانَ الْعَدُوُّ فِي نَالِ الْهَيْجَةِ
	الْعَدُوُّ هُوَ مَزِيدٌ أَنْ تُشِيرَ الْعَدُوُّ، إِنَّمَا الْعَدُوُّ
	الْعَدُوُّ مَعَالِ تَرْبَاتٍ وَطَارِ إِنَّمَا تَرْبَاتٍ أَفْهَوَالِ تَرْبَاتٍ
	تَرْبَاتٍ بَعْدَ أَيْمَانِهِ وَتَرْبَاتٍ مَا أَغْنَى عَنْهُ
	مَالُهُ وَمَا كَرِبَ، سَبْعَانَا رِبَاتٍ تَرْبَاتٍ وَمَقَرَانَا حَمَا
	لِسَابِطٍ
	هَذَا هُوَ قِصَّةُ مَمْلَكَةِ نَمْلَةٍ وَأَنَا أَيْمَانُ أَنْ تَسْأَلَ
	النَّاسَ لَمْ يَمْلِكُوا أَنْ يَجْعَلُوا حُدُودَهُ يَجْعَلُونَ أَنْ يَجْعَلُوا
	كَثِيرَةً الْقُوَّةَ

Extract 14.2 shows a sample of a response from a script of a candidate who had inability to explain the concept fluently in Arabic Language and decided to write some verses of Holy Quran together with words which related to the story of Kingdom of Bees.

3.0 CONCLUSION

The general performance of the candidates in Arabic Language subject, in the CSEE 2014 was good. The candidates' responses indicated that they had a good performance in *Comprehension*, *Response to Reading* and *Grammar* whereby 88 percent, 59.63 percent and 56.1 percent respectively scored an average of 30 percent and/or above. This good performance could be attributed to the candidates' wide knowledge of the topics from which the questions were derived and their ability to understand the demand of the question. The candidates performed averagely in *Composition* whereby 46.66 percent scored an average of 30 percent and/or above. This might be due to lack of sufficient knowledge and enough vocabularies in Arabic Language on the topics which were tested as well as the inability to identify the task of the questions.

The summary of analysis of performance had been coloured whereby Green colour stands for good performance, Yellow colour for average performance and Red colour for poor performance. In this analysis, the performance is represented by two colours only; green and yellow as shown in the *Appendix*.

4.0 RECOMMENDATIONS

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

- (a) Arabic teachers should help the students on how to identify the specific task of the question by reading the examination questions carefully before answering.
- (b) Teachers should encourage the students the importance of reading both Arabic grammar and story books to enable them to build their ability to express themselves using Arabic Language.
- (c) Teachers should guide students on how to answer the questions on essay writing by giving them enough exercises which enable candidates to have enough vocabularies.

Appendix

The performance of the candidates in 025 Arabic Language - Topic wise

S/N	Topic	Total number of questions	The percentage of candidates who scored an average of 30 percent and/or above	Remarks
1.	Comprehension	1	88.0	Good
2.	Response to Reading	3	59.63	Good
3.	Grammar	7	56.1	Good
4.	Composition	3	46.66	Average

