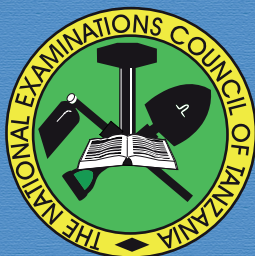


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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

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

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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(For School Candidates)

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FOREWORD

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

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

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

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

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

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



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

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

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

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

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

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

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Comprehension

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

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

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

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

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

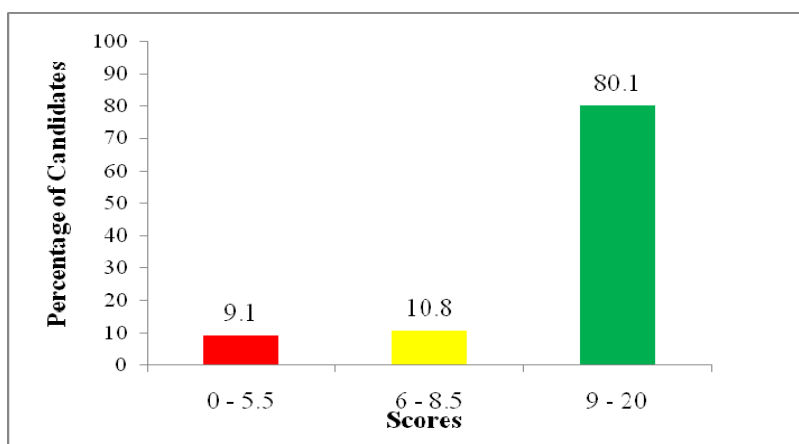


Figure 1: shows the performance in the question.

industries?" (من الذي يقوم بإنشاء الدور والمصانع). Most of them answered "the student" (التلميذ) and others wrote "the doctor" (الطبيب) or "the employee" (الموظف). The correct answer was; "the engineer" (المهندس). The candidates who got a zero mark failed to provide correct answers to both parts, (a) and (b) and a few of them left the questions unanswered. This shows that, the candidates had a poor mastery of Arabic Language. Extract 1.2 shows a sample of a poor response.

Extract 1.2

١١	تَلْمِيزُ الْيَوْمِ فِي الْعَرَبِ وَرَجُلُ الْمُسْتَقْبَلِ
٢)	تَدْعُو الْأُمَّةَ التَّلْمِيزَ لِحَيِّ مُنْهَا وَإِلَاحَا مَوْكُفَا يُغْنِمُ
	تَجْدَمُهُ بِلَادِهِ
٣)	عَمَلُ الطَّبِيبِ وَيُكْفَلُ لَهَا الْجِزَّةُ فِي مُسْتَقْبَلِهَا فِي
٤)	يُسَيَّرُ الْفَوْكُفُ كَحَدَمَةَ بِلَادِهِ وَيُنَزِّلُ أَوْجَا
	تَحْمُفُ وَيُجْعَلُ إِلَيْهِ بَهْطُهُ الْحَيَاةُ إِطَاوَدُ فَعُ
	الْبِلَادُ لِلشَّيْءِ فِي حَرْبِ السَّجْدِ وَالْحَضَارَةِ
٥)	الَّذِي يَقُومُ بِإِنْشَاءِ الدُّورِ وَلَمْصَانِيعِ
	وَلِإِطَا ضَابِطًا يَجْعَلُ الْبِلَادَ وَيُقَدِّمُ رَوْقَهُ رَقَبَةً
	فِي مُنْبِلٍ لِيُعْرَازَهَا وَإِلَاحَا شَاتَهَا بِلَادِهِ فِي
٦)	فِي لَيْلٍ مَوْكُفُ الْعَرَبِ فَعَلْ وَمَوْ الْكَنْزُ الَّذِي
	تَدْعُوهُ الْأُمَّةُ
٢	وَيُنَزِّلُ وَيُسَيَّرُ دُمُوعَهُمْ مُرْتَفَ وَيُجْعَلُ
	الْبَهْمُ بَهْطُهُ الْحَيَاةُ
٣	مُفْعَلٌ وَالشُّورُ وَالْمُصَانِيعُ الْجُسُورُ وَالْقَا
	نَا طَرَرُ

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

2.2 SECTION B: Grammar

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

2.2.1 Question 2: Re – arranging Jumbled Words

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

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

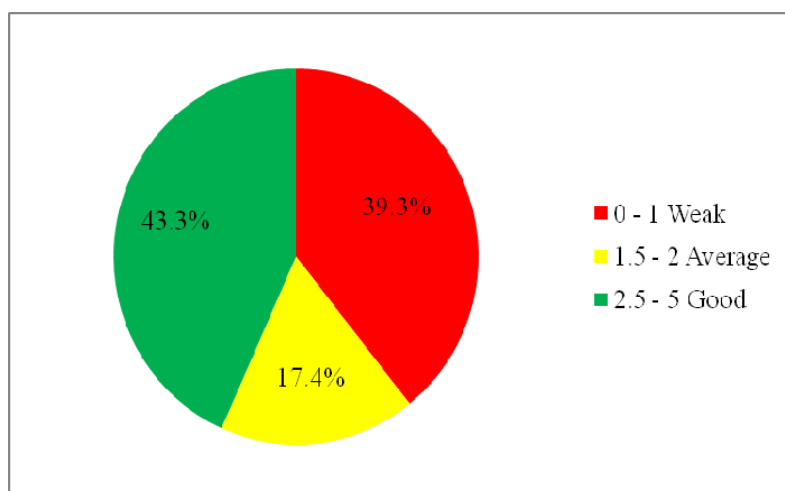


Figure 2: Percentage of the Students' performance

The candidates who scored high marks in this question understood the demands of the question and were able to re-arrange the jumbled words in a grammatically correct order to form grammatical and meaningful sentences. This good

performance indicated that, the candidates had a good mastery of Arabic Language. Extract 2.1 shows a sample of a good response.

Extract 2.1

2	(أ) لَعِبَ سَعِيدٌ وَبَشِيرٌ بِحُرَّةِ الْقَدَمِ
	(ب) كَتَبَ الْمُعَلِّمُ الدَّرْسَ بِالطَّبَاشِيرِ
	(ج) لَا يَجُوزُ الْجُلُوسُ فِي الطَّرِيقَاتِ
	(د) اشْتَرَتْ فَاطِمَةُ ثَوْبًا جَمِيلًا
	(هـ) فَتَحَ مُحَمَّدٌ بَابَ الْعُرْفَةِ

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

On the other hand, the candidates who got low marks in this question lacked the necessary vocabulary and adequate knowledge on Arabic Language grammar. They failed to re-arrange the five jumbled words into a grammatically correct order. Most of the candidates failed to respond to the item (ج). For example, one candidate wrote, "It is not proper the way on to sit" or "not to sit is proper on the way" (لَا يَجُوزُ) (الطَّرِيقَاتِ فِي الْجُلُوسِ أَوْ لَا الْجُلُوسُ يَجُوزُ فِي الطَّرِيقَاتِ) instead of "It is not proper to sit on the way" (لَا يَجُوزُ الْجُلُوسُ فِي الطَّرِيقَاتِ). Extract 2.2 shows a sample of a poor response.

Extract 2.2

أ	لَعِبَ سَعِيدٌ وَبَيْسَرُ الْقَدِيمِ بِلُزَّةٍ	
ب	كَتَبَ الْمُعَلِّمُ الْمَرْسِي لَطِيفِشِيرٍ	
ج	لَا الْخُلُوصُ يَجُوزُ فِي الطَّرِيقَاتِ	
د	اِشْتَرَتْ قَاطِمَةُ جَمِيدًا تَوْبًا	
هـ	فَتَحَ مُحَمَّدٌ الْفُرْقَةَ ثَابِتًا	

Extract 2.2 shows a sample of a response from a script of a candidate who was unable to re-arrange the jumbled words in a grammatical order to form a meaningful sentence.

2.2.2 Question 3: Grammatical Terminologies

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

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

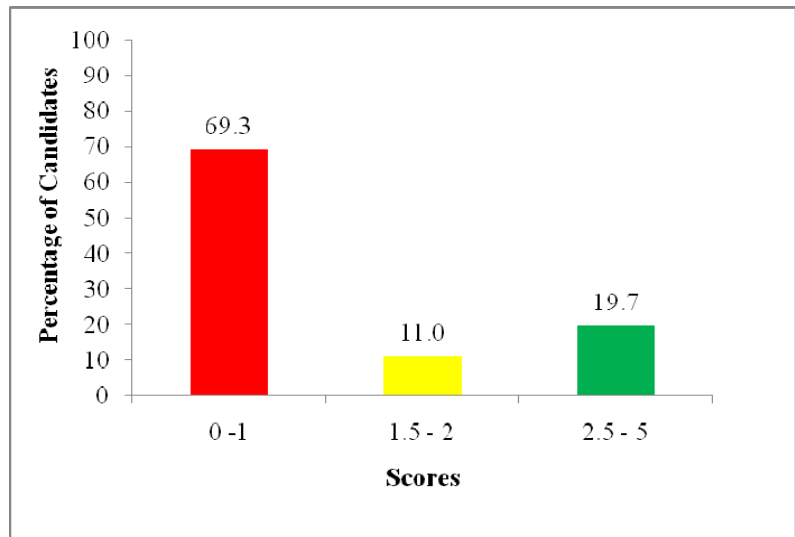


Figure 3: indicates the performance of the candidates in the question.

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

Extract 3.1

3	(أ) الْمَشَى مَوْ مَادَّلَ عَلَى شَيْئِي شَيْئِي بِزِيَادَةِ
	أَلْفٍ وَالْمُتَوَّاتِ أَوْ يَأْتِ وَالْمُتَوَّاتِ فِي آخِرِهِ وَمِثْلُهُ كَمَا يَأْتِي
	مَا تَبَقَّرْتَابِ فِي الْحَدِيثَةِ - ضَرَبْتُ كَلْبِي بِالْعَصَى
	(ب) الْجُمْلَةُ الْفِعْلِيَّةُ هُوَ جُلُ جُمْلَةٍ تَتَرَكَّبُ مِنْ فِعْلٍ
	وَفَاعِلٍ مِثْلًا دَخَلَ طَالِبٌ إِلَى الْفَضْلِ
	(ج) الْفَاعِلُ هُوَ اسْمٌ مَرْفُوعٌ الَّذِي يَكُونُ بَعْدَ الْفِعْلِ
	مِثْلًا ضَرَبَ عَلِيٌّ كَلْبًا

(د) نَائِبُ الْفَاعِلِ هُوَ اسْمٌ مَرْفُوعٌ الِّدِي لَمْ يَزِدْ مَعَهُ	
فَاعِلُهُ مَثَلًا فُتِحَتْ الْمَدْرَسَةُ - يُفْتَحُ الْمَبَارِدُ	
(هـ) النَّعْتُ هُوَ مَا ذَلَّ عَلَى صِفَةٍ لِي نَفْسٍ مَتَّبِعَةٍ	
مَثَلًا زَائِلٌ حَذِيقَةٌ جَمِيلَةٌ	

Extract 3.1 shows a sample of a response from a script of a candidate who defined the terminologies as required.

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

Extract 3.2

3. أ	المُشَى هُوَ تَحَلُّ فِعْلٍ يُبْهِى بِهِ حُسْرُ شَيْءٍ
	في الجملة
ب	الجملة الفعلية هُوَ تَحَلُّ فِعْلٍ عَلَى خَصِيصٍ
	تَحَلُّ فِي فِعْلِيَّةٍ
ج	القاعِلُ هُوَ تَحَلُّ يُظَاهِرُ بِهِ فَضْرُ شَيْءٍ فِي رُحَى
	النَّحْلِ
	بُنْسِي جَلِيلٍ
د	التَّضَرُّعُ تَحَلُّ فِعْلٍ يُظَاهِرُ بِهِ فَضْرُ شَيْءٍ فِي رُحَى
	هَضِي
هـ	نَائِي هُوَ تَحَلُّ عَلَى شَيْءٍ تَرْجِي فِي خَلْقٍ فِي
	رُحَى فَعْلٌ مَبْطُونٌ وَتَحَلُّ جَزْرٌ كَحَى
	مُخْرِزٌ فَعْلٌ وَفَعْلٌ فَعْلٌ وَتَحَلُّ جَزْرٌ

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

2.2.3 Question 4: Inflection

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

The question was attempted by 100 percent of the candidates out of which, 93.2 percent scored from 0 to 1 mark, 2.3 percent scored 1.5 to 2 marks and only 4.5 percent scored from 2.5 to 5 marks. The statistical data shows that the candidates' performance for this question was weak, as seen in Figure 4.

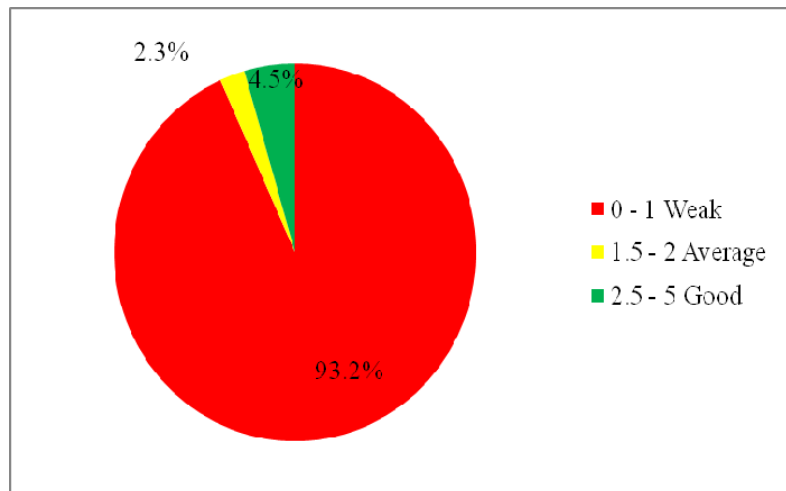


Figure 4: Percentage of the candidates' performance.

The majority of the candidates whose performance was weak in this question failed to answer items (ب), (ج), (د) and (هـ) but most of them managed to answer correctly item (أ) that asked: “What does (إنَّ وأخواتها) do when it enters the subject of a nominal sentence and predicate?” (ماذا تعمل إنَّ) (إنَّ وأخواتها إذا دخل على المبتدأ والخبر). They answered: “(إنَّ وأخواتها) (تنصب المبتدأ وترفع الخبر) changes the subject of a nominal sentence into accusative case and predicate into nominative case. Further analysis shows that the candidates who got a zero mark provided incorrect answers to all the given items. For example, in item (ب) that asked: “When does ‘Alifu’ (ألف) stand for sign of nominative case?” (متى تكون الألف علامة للرفع؟), one of the candidates answered: “The letter ‘Alifu’ (ألف) stands for sign of nominative case on the subject and the predicate”, (تكون الألف علامة للرفع على المبتدأ والخبر), which was wrong. The correct answer was supposed to be “The letter ‘Alifu’ (ألف) stands for sign of nominative case in the dual noun (تكون الألف علامة للرفع في المثنى). Others just copied some questions and used them as answers. This indicates that the candidates did not have sufficient knowledge on the functions of the given grammatical terms in Arabic Language. Extract 4.1 shows a sample of such a response.

Extract 4.1

	الْقِسْمُ الثَّانِي	
4	أ) إِنِّ وَأَفْوَاهُ مَا نَعْمَلُ تَعْلَى الْمُبْتَدَأِ وَالْعَبْرُ إِلَى	
	تَبَقُّتْ أَتَى مِنْ خُرُفٍ أَتَى.	
	ب) تَلَامَةً لِلرَّفْعِ الصَّيْلَةِ وَفَتْحًا . مِثْلُ:	
	كُتِبَ مُحَمَّدٌ الدَّرَسِ .	
	ج) الْيَاءُ تَلَامَةً لِلنَّصْبِ . مِثْلُ:	
	خَرَجْتُ صَوَسَ الدَّرَسِ فِي الْعِلْمِ .	
	د) أَتَى كَوْنُ تَبَعُوتِ النُّوبِ تَلَامَةً لِلرَّفْعِ إِلَى	
	تَبَقُّتْ أَتَى مِنْ خُرُفٍ أَلِفٍ	
	مِثْلُ: يَعِشُ سَطَا فِي الْمَاءِ .	
	هـ) أَتَى كَوْنُ الْكُسْرُ تَلَامَةً لِلنَّصْبِ .	
	مِثْلُ: صَدَّكَانِ خَايَمَانِ .	

Extract 4.1 shows a sample of a response from a script of a candidate who provided incorrect answers in all items.

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

Extract: 4.2

4	(أ) تذهب المبتدأ ويسمى اسمها من ترفع الخبر ويسمى خبرها.
	(ب) في التنبيه مثال ذلك: جاء محمدان، هذان قلان.
	(ج) في التثنية والجمع المذكر سالم: مثل: رأيتا محمدين.
	(د) في النحال الخمسة، وهي: كل فعل للمضارع اتصلت به واو الجماعة وألف التنبيه أو الياء المخاطبة مثال ذلك:
	التلاميذ يكتبون الرسالة.
	(هـ) في الجمع المؤنث السالم مثال: رأيت المساء أيتا.

Extract 4.2 shows a sample of a response from a script of a candidate who managed to write the functions of the given grammatical terms with examples.

2.2.4 Question 5: Defective Verbs and Particles

In this question, the candidates were required to add the given defective verbs (كان وليس), a jussive word (لم), a subjunctive word (لن) and one of the particles resembling verbs (كن) to the given sentences. The question tested the candidates' knowledge on principles of uses of defective verbs, jussive words, particles resembling verbs and subjunctive words in the sentence.

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

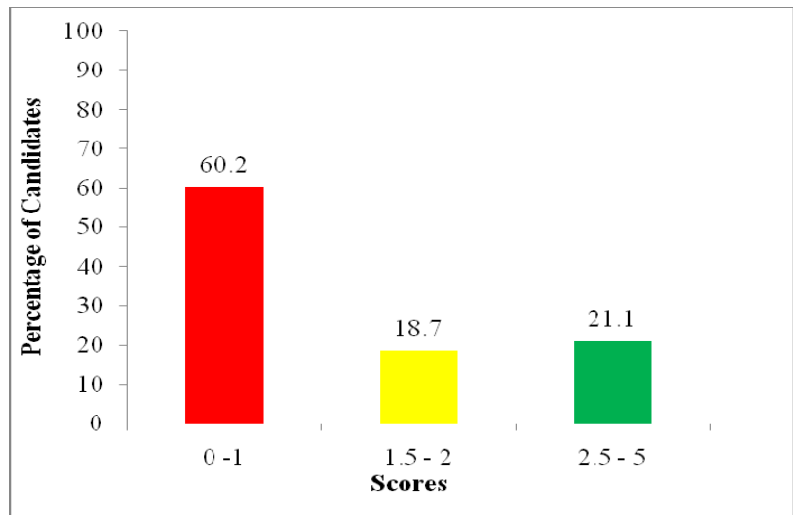


Figure 5: shows the performance of the candidates in the question.

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

Extract 5.1

5.	١٢. كانَ أَهْلُكَ نَائِمًا.
	(ب) كَانُوا يَحْتَمِلُونَ بِأَيْمَانٍ.
	(ج) أَلَيْسَ الْمَطَرُ غَيْرَ مُرِنًا.
	(د) لَمْ يَذْهَبْ مُحَمَّدٌ إِلَى الْبَيْتِ.
	(هـ) لَنْ يَرْجِعَ سَعِيدٌ هَذَا الْقَبِيلِ.

Extract 5.1 shows a sample of a response from a script of a candidate who was able to change the sentences after adding defectives verbs and the given words.

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

Extract 5.2

5	أ. كَانَ أَخُوكَ نَائِمًا .	
	ب. كَانَ مُحَمَّدُونَ قَائِمًا	
	ج. لَيْسَ الْمَطَرُ غَزِيرًا	
	د. لَمْ يَذْهَبُوا مُنْجِدًا إِلَى الْبَيْتِ	
	هـ - لَنْ يَرْجِعَ سَعِيدٌ إِلَى الْبَيْتِ	

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

2.2.5 Question 6: Prepositions

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

The question was attempted by 100 percent of the candidates of which, 55.8 percent scored from 0 to 1 mark, 23.1 percent scored from 1.5 to 2 marks and only 21.1 percent scored

from 2.5 to 5 marks. This indicates that the candidates' performance for this question was average, as seen in Figure 6.

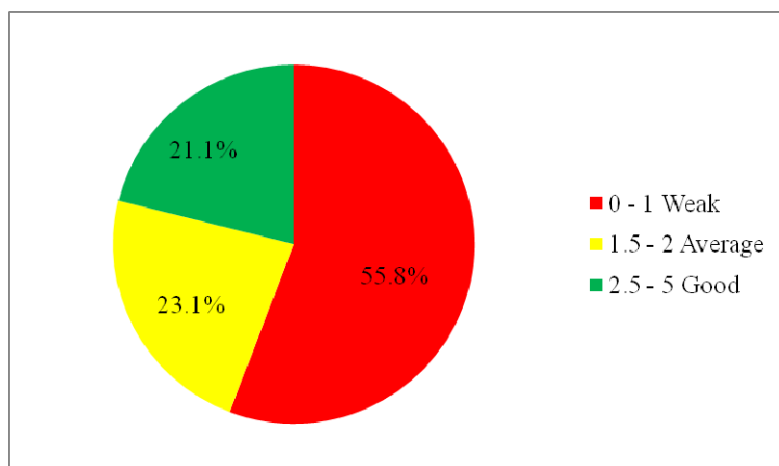


Figure 6: indicates the performance of the candidates in the question.

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

Extract 6.1

6-	منع حرف جر المناسب في المكان التالي
	(أ) جَلَسْتُ فَأَمِلْتُهُ عَلَى الْخُرْسِيِّ .
	(ب) كَتَبَ مُؤَسَّسُ الدَّرْسِ بِالْقَلَمِ .
	(ج) خَرَجْتُ مُوَاجِهًا مِنَ الْفَرْجِ .
	(د) دَخَلَ أَبِي غِيَا الْغُرْفَةِ .
	(هـ) ذَهَبْتُ إِلَى الْمَدْرَسَةِ مَبَاحًا .

Extract 6.1 shows a sample of a response from a script of a candidate who filled in the blank spaces with the appropriate prepositions.

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

Extract 6.2

		6
	جَلَسَتْ فَاطِمَةُ فِي الْكَرْسِيِّ .	
	ب) كُنْتُ مُنْذَرْتُ الشَّرَّ حِينَ الْقَلَمِ	
	ج) خَرَجْتُ مُوَاجِهَةً فِي الْمَضَلِ .	
	د) دَخَلَ أَبِي إِلَى الْمَرْفَعَةِ	
	هـ) دَخَلْتُ إِلَى الْمَدْرَسَةِ صَبَاحًا	

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

2.2.6 Question 7: Nominal and Verbal Sentences

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

The question was attempted by 100 percent of the candidates out of which, 64.5 percent scored from 0 to 1 mark, where 31.4 percent scored from 1.5 to 2 marks and only 4.1 percent

scored from 2.5 to 5 marks. This shows that the candidates' performance for this question was average, as seen in Figure 7.

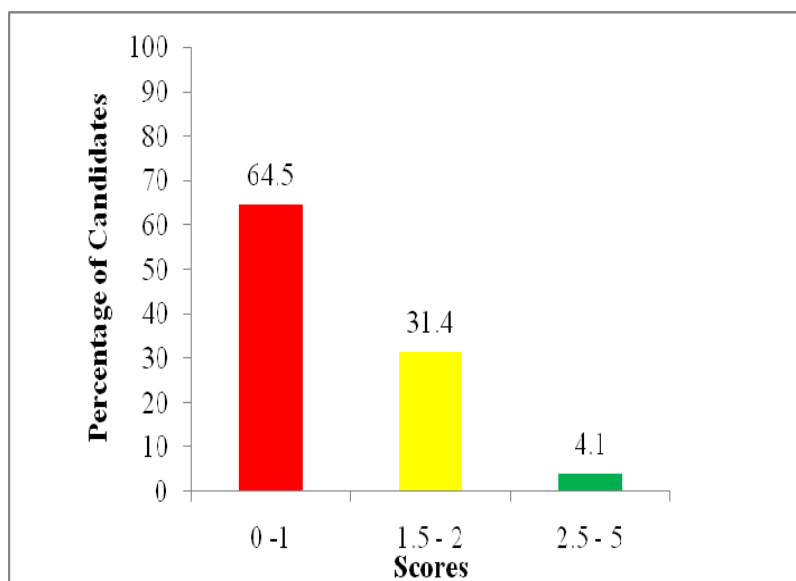


Figure 7: shows the performance of the candidates in the question.

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

Extract 7.1

أ	الظالمين رجع إلى المنزل
ب	الأب ينشيط من النوم فجراً
ج	الأعمى يلقون في الملعب
د	البنات يذهب إلى السموي
هـ	الرجال أخذوا الماء من البئر

Extract 7.1 shows a sample of a response from a script of a candidate who was able to change all verbal sentences into nominal sentences correctly.

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

Extract 7.2

		7.
	أ- رُجِعَ إِلَى الْمَنْزِلِ	
	ب- يُسْتَقْبَلُ هَذَا السُّوقُ فُجْرًا	
	ج- يُلْعَبُ فِي الْمَلْعَبِ	
	د- شَرِهَتْ إِلَى السُّوقِ	
	هـ- أَخَذَ هَذَا السُّورَ	

Extract 7.2 shows a sample of a response from a script of a candidate who changed the verbal sentences into the passive voice instead of the nominal sentence.

2.2.7 Question 8: Analysing the Underlined Words

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

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

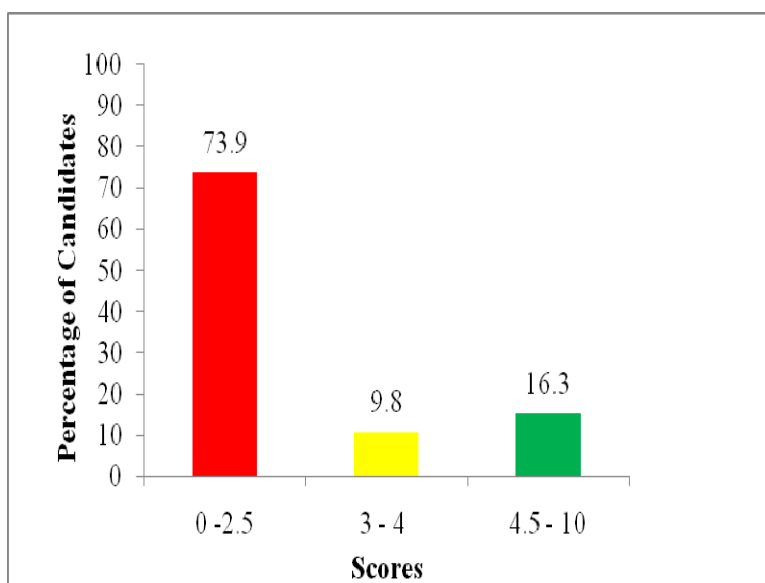


Figure 8: Percentage of the candidates' performance

Some of the candidates with poor performance in this question were able to analyse the subject of nominal sentence in items (أ) and (ب) but most of them failed to respond to item (ج). For example, one of the candidates analysed the word (طلحة) as subject (فاعل) and word (مجتهدة) as object (مفعول به). The correct answer was that the word (طلحة) should be analysed as a noun of the defective verb

(اسم كان) and the word (مجتهدة) as predicate of defective verb (خير كان). Some candidates provided incorrect answers in all items, others just copied some of the questions and used them as answers and a few of them left the questions unanswered. These responses indicate that, the candidates had insufficient knowledge on the topic of *Inflection*. Extract 8.1 shows a sample of a response of a candidate who scored low marks.

Extract 8.1

8)		
	(١)	الْبَشَاءُ فِعْلٌ الْمَضَارِعُ مَرْفُوعٌ وَمَلَأَ مَا رَفَعًا ضَمًّا ثُمَّ لَمَرَةً
		فَلَمَّا آخِرُهُ
		بَيِّنِيلٌ فِعْلٌ الْمَاضِي هُوَ مَا دَلَّ عَلَى الضَّمِّ أَوْ الْفَتْحِ
	(٢)	الْبَشَاءُ مَرْفُوعٌ بِزَحْمٍ عَلَى الصَّمَاغِ وَمَلَأَ مَا بَعْدَهُ
		فَسَمَّا مَلَأَ آخِرُهُ
	(٣)	لَمَّا مَلَأَ مَبْتَدَأٌ فِعْلٌ الْمَاضِي تَقْدِيمًا بِالْكَثَرَةِ
		فَالضَّمُّ
	(٤)	تَسْرَحَ أَضْرَكَ فِعْلٌ الْأَمْرِ مَلَأَ نَصْبًا فَسَمَّا مَلَأَ آخِرُهُ
	(٥)	الطَّالِبُ كِتَابًا فِعْلٌ الْمَاضِي مَلَأَ مَا بَعْدَهُ ضَمًّا ثُمَّ لَمَرَةً

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

Despite all the weaknesses, there were some candidates who performed well in this question. These candidates were able to analyse the underlined words such as past tenses, subject, object, the subject of nominal sentence and defective verb in

the given sentence as was required. This indicates that, the candidates had understood the demands of the question and had adequate knowledge on Inflection. Extract 8.2 shows a sample of a response of a candidate who scored high marks.

Extract 8.2

	البيان:	
8.	(أ) مبتدأ مرفوع وعلامة رفعه ضم ظاهره على آخره، جيبيل: خبر المبتدأ مرفوع وعلامة رفعه ضم ظاهره على آخره. (ب) اللبقرتان: مبتدأ مرفوع وعلامة رفعه ألن لأنه مثنى، والنون عوض عن التنوين، مبدوحتان: اسم مفعول يعمل عمل الفعل، وفاعله ضمير مستتر وجوباً تقديره أنهما، والجملة النعلية من الفعل والفعل في محل رفع الخبر المبتدأ الأول. (ج) كانت: فعل الحاضر ماضي مبني على الفتح والتاء لمتأنيث طاهرة: اسم كان مرفوع وعلامة رفعه ضم ظاهره على آخره مجهولة: خبر كان منصوب وعلامة نصبه فتحة فاعله على آخره. (د) شرح: فعل الحاضر مبني على الفتح، أخوك: فاعل مرفوع وعلامة رفعه الواو لأنه من أسماء خسنة والكاف ضمير متصل في محل جر بالإضافة. مخلة: مفعول به منصوب وعلامة نصبه فتحة طاهرة في آخره وهو مضاف والهاء ضمير متصل في محل جر بالإضافة. (هـ) نسي: فعل الماضي مبني على الفتح لا محل له من الأعراب، الطالب: فاعل مرفوع وعلامة رفعه ضم ظاهره على آخره، كتابه: مفعول به منصوب وعلامة نصبه فتحة طاهرة على آخره وهو مضاف والهاء ضمير متصل في محل جر بالإضافة. في: حرف الجر، الفعل: اسم مجرور بفي وعلامة جره كسرة طاهرة، والجملة من الخبر والخبر متعلق بمفعول به.	

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

2.3 SECTION C: Composition

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

2.3.1 Question 9: Letter Writing

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

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

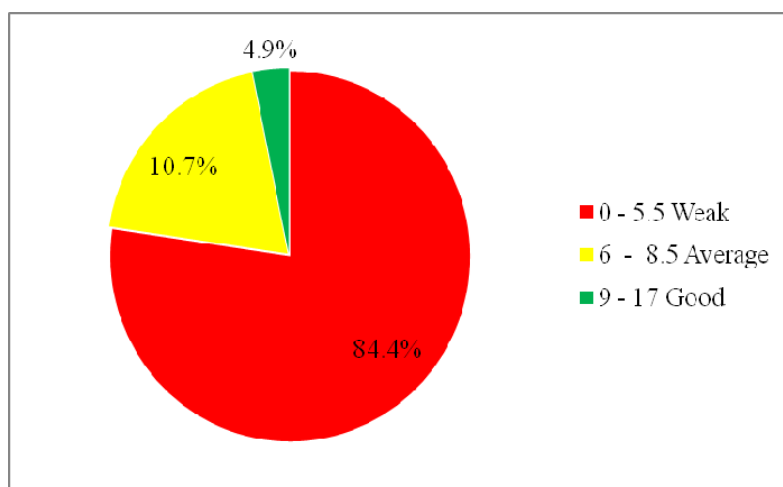


Figure 9: indicates the performance of the candidates in the question.

The majority of the candidates who performed poorly in this question were able to write the address, date, the heading and the introduction of the letter but they could not describe the main concept of the letter, which is an application for

joining the College. The candidates' responses had a lot of grammatical and spelling mistakes. Others decided to write sentences which were not related to the demands of the question. Some of them copied some words from the passage and used them in the body of the letter as the answers. This indicates that, these candidates did not have enough vocabulary and had a poor mastery of Arabic Language. Extracts 9.1(a) and (b) show samples of poor responses.

Extract 9.1(a)

٩	سفينة العبور
	ص ١٥٤٢
	دار السلام
	٠ ٣١٥/١١/٧
	المدينه
	إعداد المعلمين
	ص ٢٣٥
	دود فضا
	<u>تَطْلُبُ الْأَلْيَاقَ</u>
	يَسُرُّنِي أَنْ أَتَهَيَّرَ قَدْرَهُ الْقُرْمَتِ لِأَتُحِبَّ
	وَالْيَلَّ هَذِهِ الرَّسَالَةُ الْمَوْجَزَةُ
	حَدَقَ هَذِهِ الرَّسَالَةُ هُوَ تَطْلُبُ مِثْلِي
	الْأَلْيَاقَ بِالنَّمْعِ
	مَا عُدِلَتْ بِهَا عَلَى هَذَا وَالسَّلَامُ عَلَيْكُمْ
	أَخِيهِ الْكَرِيمِ
	له

Extract 9.1(a) shows a sample of a response from a script of a candidate who was able to write the address, date and the introduction of the letter but could not write the body of the letter.

Extract 9.1(b)

9	رِسَالَةٌ إِلَىٰ قُدَيْسٍ مَّعْقَدٍ لِإِعْدَادِ الْمُتَعَلِّمِينَ خُصَالَتُهَا مِنْهُ
	الْإِحْتِشَاقُ بِالْفَعْدِ
	سَفِينَةُ الْعَبْرِ بِالْمَبْحِ
	ص ب ٣٣٣
	زنجباء
	٦١ ١١ ٢٠١٥
	المعلم العزيز
	السلام عليكم ورحمة الله وبركاته
	بعد السلام والمسئول بن صحتك فلعلك يحس
	جني وفي احسن حال.
	إعداد المعلمين هو موظف الغد دجل المستقبيل
	وهو الكس الذي ندخره الأثرة والظيم الذي نراه فتخمينه
	والأمل الذي يحدّد عن مها.
	ويكفل لها العزة في مستقبلها في الغد يتمم
	دراسته، فتدعو الأمة الخدمتها، فبالبي فيس
	بهم في طريق الحياة فانور. وإلا طبيبا دموعهم
	وهزبل أوجاعهم ويسعد مسطرة دفعتي إليه
	بهجة الحياة، لها مهندس طريق والمجدي يقيم
	أحبه أسمى حياة حسيبة اللقاء
	المدير المعمل
	Dr.
	سَفِينَةُ الْعَبْرِ بِالْمَبْحِ

Extract 9.1(b) shows a sample of a response from a script of a candidate who just copied some words from the passage and used them as his/her answer.

On the other hand, the candidates who performed well managed to write a letter applying to join the college as required and adhered to the principles of formal letter writing in Arabic Language. Furthermore, their points were well organized. This shows that the candidates had sufficient knowledge on the principles of formal letter writing skills and had a good mastery of Arabic Language. Extract 9.2 shows a sample of a good response.

Extract 9.2

٩.	بسم الله الرحمن الرحيم
	تنزل نيا .
	دار العلم
	٢٠١٥ / ١١ / ١٦
	الموافق ٣ / صفر / ١٤٣٧ هـ
	فضيلة مدير / بالمعهد الإعدادي المحللين علة الله
	السلام عليكم ورحمة الله وبركاته وبعد :
	أنا طالب أكمليت دراستي الثانوية العليا في
	مدرسة الكوثر الإسلامية في زنجبار سنة ٢٠١٠ م .
	أطلب الالتحاق بمعهدكم الآن ، وكما ترى في وسط
	هذه الرسالة بعض المستندات وكشف درجات
	التي تسعدني عن أهلية الالتحاق بالمعهد العظيم .
	لدي رغبة وشوق أكبير بالالتحاق بمعكم في هذه
	السنة الجديدة المقبلة لتسهيل الطلاب الجدد ، أرجو
	أن يكون طلي هذا مقبول لديكم بكل فرح وسرور
	ولكم معي الشكر الجزيل
	السلام تحفظكم
	مقيم الطالب .
	سنيقة العصور بالبحر
	والسلام عليكم ورحمة الله وبركاته .

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

2.3.2 Question 10: Article Writing

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

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

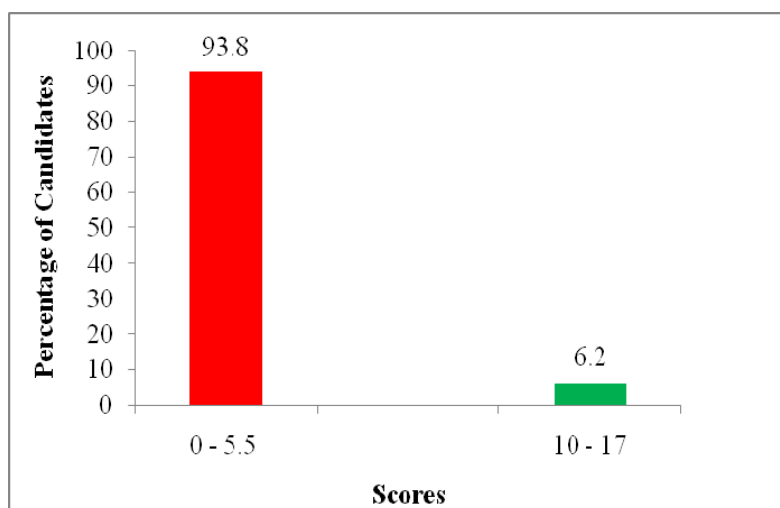


Figure 10: shows the performance of the candidates.

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

Extract 10.1

١٥	أَنَا أَسْتَبْقِظُ مَبَكْرًا ثُمَّ أَطَوِّضُ بَعْدَ هَذَا أَنَا أَذْهَبُ إِلَى الْمَسْجِدِ ثُمَّ أَصَلِّي صَلَاةَ ثَلَاثِينَ مَرَّةً بَعْدَ صَلَاةِ صَبِيحٍ أَنَا أَذْهَبُ إِلَى الْمَدْرَسَةِ ثُمَّ أَلْبَسُ مَلْبِسِي الْمَدْرَسِيَّ ثُمَّ أَذْهَبُ إِلَى الْمَدْرَسَةِ وَأَكْتُسِبُ دَرَجَةً بَعْدَ عَدَدٍ خَمْسَةٍ مَسَاعٍ أَنَا أَذْهَبُ إِلَى الدَّوْلَةِ ثُمَّ أَشْرَبُ الشَّاءَ وَأَسْتَرْفِجُ كَلِمَةً فِي الدِّقَّةِ بَعْدَ هَذَا أَنَا أَتَوَلَّى كُتُبِي وَالْكَلِمَ ثُمَّ أَذْهَبُ إِلَى الْمَدْرَسَةِ الْمَرْفُوعَةِ ثُمَّ أَفْعَلُ الْخُرَابَ الْكَرِيمَ بَعْدَ هَذَا أَنَا أَفْعَلُ الْخُرَابَ ثُمَّ أَكْتُبُ الْفَتْحَ صَالِحِيَّةً وَالْمَلِكَ الْمَجْلُودِيَّةَ بَعْدَ هَذَا أَنَا أَذْهَبُ فِي الْمَسْجِدِ ثُمَّ أَطَوِّضُ وَأَصَلِّي صَلَاةَ الْفَجْرِ بَعْدَ هَذَا أَنَا أَكْمَلُ الْفَتْحَ ثُمَّ وَأَشْرَبُ الْمَاءَ بَعْدَ هَذَا أَنَا أَشْكُرُ اللَّهَ ثُمَّ أَسْتَرْفِجُ كَلِمَةً ثُمَّ أَذْهَبُ إِلَى
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Extract 10.1 shows a sample of a response from a script of a candidate who wrote words which were not related to the importance of transportation.

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

Extract 10.2

10	أهمية وسائل النقل
	النقل هو حال الذي يساعد النقل باستعمال السيارة والقطار من إجماع المكان إلى مكان الآخر.
	النقل يساعد الناس في سفرهم إذا كان سيبكون أهل يسافر إلى البعيد وفي الوطن يجب على كل مكان أن يكون مع قلوبهم وشروطهم لأن كل واحد يريد يساعد وتنبه ولكن بعض المكان ليس له النقلة التي تساعد في سفرهم وواجبهم بل يكون في معيشتهم في العسر واليسر وتنبه العيش لأنهم ليس له النقلة.
	والنقل أيضا يسبب المسر بعد العسر في المعيشة الآن بعض السيارة تنبع لأن ليس النقل مثل كالمسيرة والقطار والقطار والقطار كل من يساعد الناس مع هذا النقل وتجربى السريعة على الماء بقدر الماء سببنا وفي المعيشة لا تشكر الله تعالى من قبله كنسب أن يجعلنا في كل نوع من النقل كالسيفينة يخرج من مكان إلى المكان الآخر أذن يجب علينا أن نحافظ هذا النقل باستمرارنا وننبه الآخر أن يشاء الله

Extract 10.2 shows a sample of a response from a script of a candidate who was able to write the importance of transportation and organized his/her points well.

2.3.3 Question 11: Essay Writing

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

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

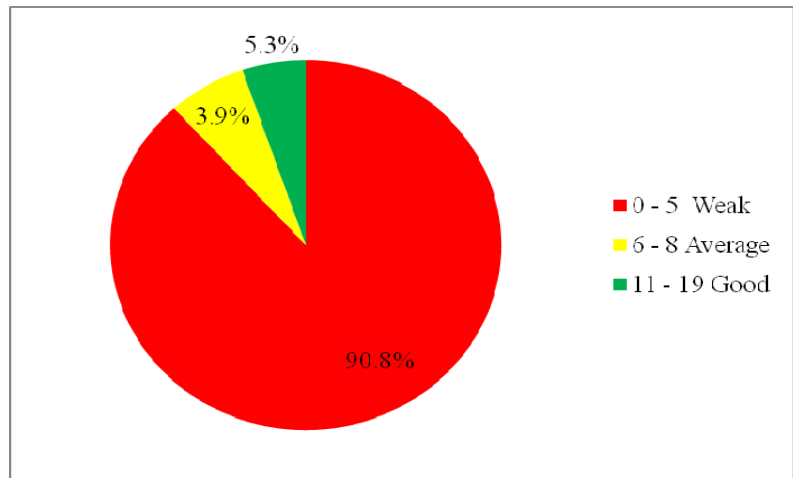


Figure 11: shows the performance of the candidates in the question.

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

Extract 11.1

مُسْكِلَةٌ تَعَالَى الْمَخْدَرَانِ وَكَيْفَ	
تَقُوفُ تَقَامُ الْمَجْتَمَعِ	
الْبَلَاءُ عَالِمٌ مَرَحِمَةُ اللَّهِ وَبِرَحْمَةِ	
الْمَجْمُوعِ الْمُسْكِلَةِ تَعَالَى الْمَخْدَرَانِ وَكَيْفَ تَقُوفُ تَقَامُ	
الْمَجْتَمَعِ الَّذِي فِي زِيَارَتِهِ فِي جَمِيلٍ جَدِّ	
لَا تَقُوفُ الْمَخْدَرَانِ وَكَيْفَ تَقُوفُ تَقَامُ الْمَجْتَمَعِ	
تَسَبُّحُ الْمُسْكِلَةِ فِي زِيَارَتِهِ فِي جَمِيلٍ وَوَكَلَّ	

Extract 11.1 shows a sample of a response from a script of a candidate who wrote the introduction with a lot of grammatical and spelling mistakes and could not explain the main idea.

However, the candidates who scored high marks in this question managed to explain the problem of drug abuse in the society as was required. For example, they explained that "مشكلة تعاطي المخدرات تسبب المرض إما في العقل أو في الجسم وأحيانا "تسبب الموت" (the problem of drug abuse causes mental or organic diseases and sometimes it can cause death). These candidates expressed the ideas in a good flow with well-formed sentences. Their points were well organised following all the principles and ethics of writing an essay. For instance, they had a good introduction, body and conclusion. This shows that the candidates had enough vocabulary and a good mastery of Arabic Language. Extract 11.2 shows a sample of a good response.

Extract 11.2

	القسم الثالث :	
	المخدرات :	١٠٠
	المخدرات هي شئ خطير للوطن التي إذا تعاضى	
	أحدث به تسبب المرض إما في العقل أو الجسم أو كلاهما	
	تعاطي المخدرات لها مشكلة كبيرة، ومن المشاكل	
	فيه ما يقع للشباب نفسيه وفيه ما يقع للوطن كله .	
	لأن المخدرات يؤخذ بالشباب كثير، إذن من المشاكل	
	التي يقع بالشباب نفسيه كالاتي :	

أولاً تغطي المخدرات تسبب المرض . ومن الأمراض	
هو سرطان ، وكثير من الأمراض السريعة التي تسبب	
الألم الشديدة للشباب . أيضاً إن تغطي المخدرات	
تسبب الموت . نرى شباب كثير يموتون بسبب المخدرات	
تغطي المخدرات في المجتمع وفي الوطن أيضاً تسبب	
مشكلة كبيرة . ومن المشاكل منها أن المجتمع لا يجد	
شباباً لخدمته بل إذا زات كالأطب و الهندسة و	
التدريس ، لأن الشباب كلهم يعاطون المخدرات	
فالمجتمع يذهب إلى الفقر بسبب غياب العمال .	
إن تغطي المخدرات تكون بأشباب كثيرة فمنها	
فقد العلم ، والفقر في المجتمع تسبب تغطي المخدرات	
لأن لا بد للمجتمع أن تغطي العلم لأولادها عن	
مشكلة تغطي المخدرات . أيضاً الشباب أن يفش	
عمل خلال لاستمرار حياته وأسرته فلهذا لا تكون	
أخذ في المجتمع عن يأخذ المخدرات .	

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

2.4 SECTION D: Response to Readings

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

2.4.1 Question 12: The Story of the Kingdom of Bees

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

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

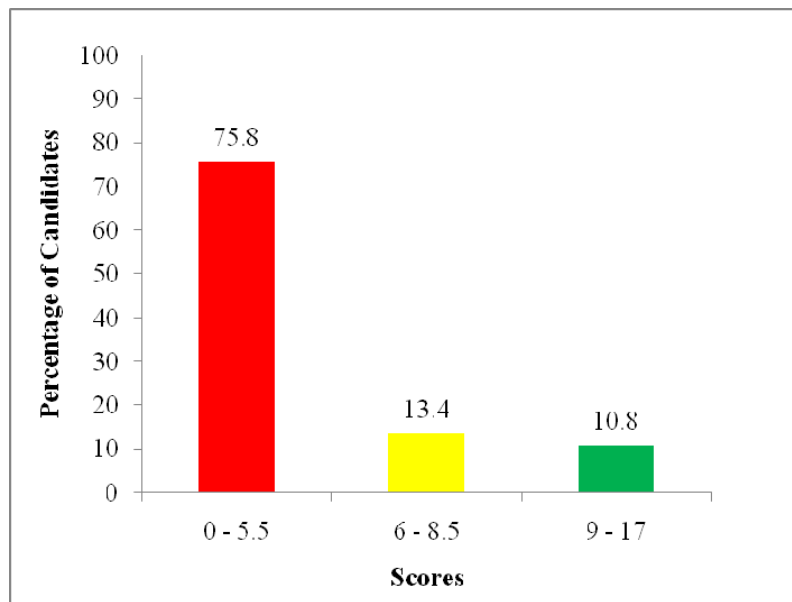


Figure 12: indicates the percentage of the candidates’ performance.

The candidates who performed poorly in this question failed to explain the reason, “Why the bee did not affect the work of the group after withdrawing from the group”, due to inadequate knowledge as well as inability to explain the concept in Arabic Language. Furthermore, their responses had inadequate explanations. Some of the candidates wrote the responses which were not related to the requirement of the question like one candidate wrote explanations on the

racing competition between the Tortoise and the Rabbit while a few of them just copied some words from the passage and used them as answers. This shows that, the candidates had a poor mastery of Arabic Language. Extract 12.1 shows a sample of such a response.

Extract 12.1

تَرْصِبُ النَّعْلَةَ تَرْفَاقَ يَوْمٍ حَتَّى تَرْصِلَهُ النَّعْلَةَ فَعِي	2
تَرَأَ أَنْتُمْ تَشْتَبِهُوا كَثِيرًا وَلَمْ تَكُنْ فِي الْقَرَارِ إِلَّا قَلِيلًا وَقَدْ	
إِنَّ تَرْجِيلَكُمْ لَا يُعْمَلُكُمْ وَلَعَدِيدٌ.	
الْمُسْتَبِيرُ إِلَى أَصْبَحِ النَّعْلَةَ تَبِي تَرْفَاقَ فَمَعْرُوتَ وَحَرُ	
وَمَلَكُ	
أَوْ مَا خَفَرُ تَلَمَّ فَعَبًا وَأَصْبَحَ الْحَسَنُ كَذًا وَلَمْ يَكُنْ حَتَّى	
لَجَعَ وَلَعَدِيدٌ قَلَمٌ تَشْتَبِهُوا فِي حَزِيمِ مُنْفَرِدًا وَقَرَارًا	
تَرْجِعَ إِلَى تَرْجِيلِهِ وَتَعْلِي بِهِ أَنْ يَلْبَسَ تَلَمَّ وَمَنْ فِي	
الْحَلِيَّةِ	
وَلَمْ تَكُنْ إِلَى أَصْبَحِ النَّعْلَةَ بَعْدَ	
تَرْجِعَ إِلَى تَرْجِيلِهِ .	
كَانَ لَعَمَلُ يَجْمَعُ كَمَ يَمَّ وَبَطْرُقًا فَنِي .	
قَوْلَهُ النَّعْلَةَ . أَنَّ الْعَمَلَ يَمَّ لَا تَلْبَسُ قَلْبِي عَمَلُ	
يَجْمَعُ تَجْمَعُ حِلَّةَ هَجَرٍ فِي مُصَنِّمٍ .	
وَقَدْ لَمْ فِي نَفْسِهِمْ قَوْلُ لَيْتُمْ حَتَّى هَذِهِ قَوْلُهُ	
حَقْلَهُ النَّعْلَةَ .	

Extract 12.1 shows a sample of a response from a script of a candidate who lacked the ability to explain the concept due to a poor mastery of Arabic Language.

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

Extract 12.2

12	ملكة النحل	
	عظمت النحلة ذات يوم من زميلاتها النحل	
	فهي ترى أنها تشغل وتبدل جهوداً كثيراً في	
	سبيل الجماعة	
	فخرجت النحلة إلى الخلية وحاورت تمل	
	وحدثها بعيداً عن زميلاتها، ولكن لم تسمع	
	أياً من قليل حتى عادت إلى زميلاتها وظهر	
	عليها التعب والجوع وتوسلت إليهن أن -	
	يقبلنها معهن في الخلية.	
	فخرجت النحلة إلى الخلية فوجدت أن -	
	النحل لم يترك غيابه، فالتفت إلى -	
	في غيابهما مشكلاً بغيري في حضورها.	
	فألت في نفسها: حقاً، لا يمكن أن يقوم	
	فرد منهما كان بما تقوم به الجماعة، وراحت	
	تعمل بهن وتسلط.	
	من هذه القصة نتعلم أموراً كثيرة، وأما	
	فيها أدلت التي تدلنا على أن الفرد ليس بإمكانه	

لأنك	تجسدت النحلة الحكيمة أن يعمل وحدها -
حتى	عادون إلى زميلاتها لتكون مع الجماعة كما -
كانت	من قبل . ونصت أيضا لتعلم من هذه النحلة
أن لا	تترك الجماعة . لأن الجماعة أهم شيء
من	كل الأشياء التي أحاطنا على عيشنا اللذيذا .

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

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

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

The question was attempted by 30.9 percent of the candidates and their performance was good, as 28.5 percent of them scored from 9 to 18 marks, while 25.9 percent scored from 6 to 8.5 marks and only 45.6 percent scored from 0 to 5.5 marks, as seen in Figure 13.

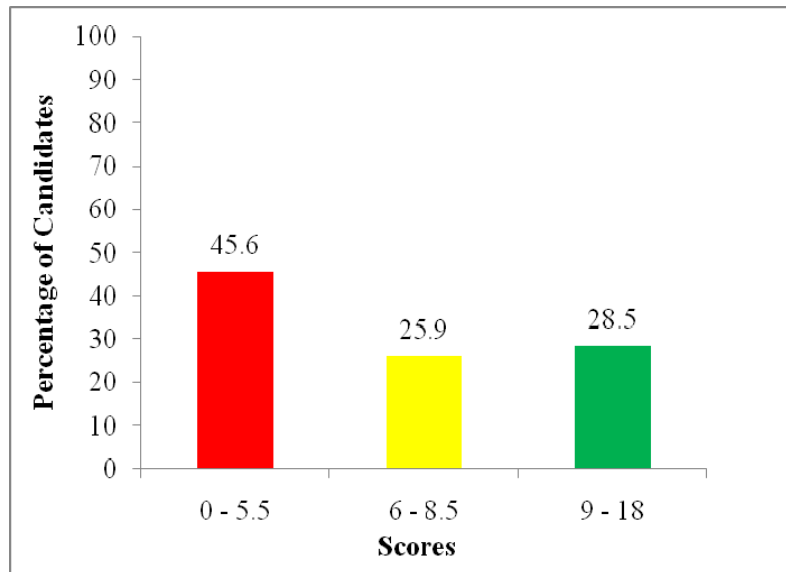


Figure 13: Percentage of the candidates' performance

The analysis of the candidates' responses indicates that, the candidates who performed well managed to explain the reasons which made the Tortoise and the Rabbit to compete in the running competition, such as humiliation and abusive language from the Rabbit against the Tortoise; and that the Tortoise was slow-moving. Surprisingly the Tortoise became the winner. Furthermore, they followed the principles of essay writing, such as putting an introduction, a body and a conclusion, although there were some spelling mistakes and grammatical errors. For example, one of the candidates wrote the word (الغابت) which was wrongly spelt. The correct answer was; (الغابات) or (الغابة). This implies that, the candidates had a fair command of Arabic Language. Extract 13.1 shows a sample of such a response by one of the candidates.

Extract 13.1

	القِسْمُ الرَّابِعُ:	
13	قَامَتِ الْمُسَابَقَةُ بَيْنَ السُّلَحْفَاءِ وَالْأُرْثَرِ فِي حَدِيثِ السُّلَحْفَاءِ تَقَرَّرَ فِي السِّبَاقِ كَالآتِيَةِ:- عَاشَتِ السُّلَحْفَاءُ فِي الْغَابِ مَعَ أَهْدِ قَائِمَا مِنْ الْفَيَوانَاتِ وَالطُّيُورِ. وَكَانَتِ الْأُرْثَرُ صَدِيقًا لَهَا كَذَلِكَ وَلَكِنَّهَا تَسْفَرُ مِنْهَا دَائِمًا وَتَعْرِضُ مَا يَبْظُرُ مَرَكَبَاتُهَا. قَالَتْ لَهَا الْأُرْثَرُ ذَاتَ يَوْمٍ: إِنَّكَ تُقِيلُ بِطِيقَةِ الْعَرَكِ، فَلَا يُمْكِنُكَ أَنْ تَلْعَبِي مَعَنَا. سَمِعَتِ السُّلَحْفَاءُ ذَلِكَ مِنْهَا فَخَسِبَتْ، وَلَمْ تَلْبَسْ أَنْ تُسَخِّبَتْ مِنْ بَيْنِ أَهْدِ قَائِمَا. وَعَاشَتْ فِي الْمَاءِ. جَلَسَتِ السُّلَحْفَاءُ وَاعِدَةً، فَرَبَّيْنَهُ تَقُولُ كَيْفَ نَتَغَلَّبُ	

13.	<p> مِنْ سِحْرِ رَبِّ الْأَرْنَبِ. وَرَأَيْتُهَا أَفْتَمَهَا كَذَلِكَ فَسَأَلْتُهَا: مَا لِي عَرِنْتُ يَا أَفْتِي؟ قَالَتْ السُّلْعَانَةُ: فَطَرَنِي لِي الْأَرْنَبُ فَكُرَّةٌ بَدِيعَةٌ وَالْفَضْلُ فِيهَا لَكَ أَنْتِ يَا أَفْتِي. انْطَلَقْتُ السُّلْعَانَةُ إِلَى الْأَرْنَبِ قَالَتْ لَهَا: إِنَّكَ تُعِيرِينَ دَائِمًا بَطْءَ مَرْحَلَةٍ وَأَنَا أَتَعَدُّقُ أَمَامَ الْقَاضِيَيْنِ أَنَّ تَسَابِقَ وَهُمْ يَفْلُحُونَ بَيْنَنَا أَتِنَا أَسْرَعَ مِنَ الْأَمْرِ. تَعَجَّبَتِ السُّلْعَانَةُ مِنَ الْأَرْنَبِ مِنْ قَوْلِ السُّلْعَانَةِ وَأَعْتَقَدَتْ أَنَّهَا لَا بُدَّ تَمَرُّجٍ. قَالَتْ السُّلْعَانَةُ لِلْمُحَيَّوَاتِ: أَنَا أَغْنِي مَا قَوْلُ وَأَتَعَدُّ الْأَرْنَبُ أَنَّ تَسَابِقِي. تَعَجَّبَتِ الْمُحَيَّوَاتِ وَهُمْ يَفْلُحُونَ جِدًّا أَنَّ الْأَرْنَبَ لَا بُدَّ أَنْ تَكْسِبَ السَّبَاقَ. قَالَتْ الْأَرْنَبُ وَأَنَا أَقْبَلُ أَتَعَدِّي وَلَوْ أَنِّي سَأَلْتُكَ كَثِيرًا مِنْ هَذَا السَّبَاقِ الْعَفِيبِ. قَالَتْ السُّلْعَانَةُ لِيَكُونِ السَّبَاقُ حَتَّى تَلْكَ شَجَرَةَ الْعَتِيفَةِ فَوْقَ تَلِي الْعَبِيدِ ذَهَابًا وَإِنَابًا. قَالَ الثَّغْلَبُ: إِنْ لَأَبَدُ أَنْ نَضَعَ الْحُرَاقِبَا عِنْدَ الشَّجَرَةِ الْعَتِيفَةِ لِيُشْهَدَ أَنَّ كُلَّ مَنْ </p>
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13	كَمَا يَهْلُ عَنْدَهَا فِي السَّبَاقِ .
	قَالَتِ الْبُؤْمَةُ : فَلَا تُخْ أُنَا ذَلِكَ الْمُرَاجِبُ . قَالَتِ السُّلَحْفَاءُ
	عِذَا صَبَا مَا يَبْدَأُ السَّبَاقُ مِنْ هُنَا أَمَامَ كُلِّ الْأَهْدِقَاءِ .
	قَالَتِ الْأَرْنَبُ وَأَنَا مُوَافِقَةٌ .
	عَادَتِ السُّلَحْفَاءُ إِلَى دُفْرِهَا وَقَالَتْ لِأُفْنِهَا : عَلَيْكَ يَا أُفْنِي
	أَنْ تُسَلِّقِي بَيْنَ الْأَشْجَارِ الْعَالَةِ وَتَنْظُرِي قَرِيبًا مِنْ
	الشَّجَرَةِ الْعَتِيفَةِ حَتَّى صَبَا مَا لِيُتَفَيِّئَ إِلَى خُطَاةِ النَّبِيِّ
	نَقُفْنَا عَلَيْهَا .
	فِي صَبَاحِ التَّالِيَةِ اجْتَمَعَ كُلُّ الْأَهْدِقَاءِ لِشُحُوذِ ذَلِكَ
	السَّبَاقِ الْعَتِيفِ بَيْنَ السُّلَحْفَاءِ وَالْأَرْنَبِ . قَالَ الْمُغَلَبُ :
	سَاعِطِي إِشَارَةَ الْبَدْءِ فَسْتَعِدِّي . قَالَتِ الْأَرْنَبُ هُوَذَا فَإِنِّي فِي
	شُوقِي شَدِيدٍ لِهَذَا السَّبَاقِ .
	أَعْطَى ^{النَّشِيدُ} إِشَارَةَ الْبَدْءِ فَرَاغَتِ الْأَرْنَبُ نَعْدُوًا بِسُرْعَةٍ
	شَدِيدَةٍ فِي حِينٍ لَمْ تَقْطَعْ السُّلَحْفَاءُ إِلَى بَطْحِ الْقُطُوبِ .
	فَقَطَعَتِ الْأَرْنَبُ أَكْثَرَ مِنْ ثَمَنِ الْمَسَافَةِ . غَابَتِ
	السُّلَحْفَاءُ عَنْ أَفْئِسِ الصِّيَوَانِ وَلَكِنَّهَا لَمْ تَذْهَبْ إِلَى الشَّجَرَةِ

13	المنيفة
	فَجَاءَتْ فَرَجَتْ أَخْتُ السُّلْفَاءِ مِنْ بَيْنِ الْأَشْفَارِ الْعَابَةِ
	وَوَهَّارَتْ بِشَحْمٍ إِلَى شَمْرِ الْعَبْدَةِ . نَعَجِبَتْ الْأَرْبَابُ
	كُنْزًا بِمُحْمِلِ السُّلْفَاءِ قَبْلَ الْأَرْبَابِ . قَالَتِ السُّلْفَاءُ
	أَسْتَأْذِنُكَ يَا هَدِيَّةَ الْيَوْمَةِ لِأَرْجِعَ إِلَى أَهْدِ قَائِلًا قَبْلَ
	أَنْ نَلْقَى الْأَرْبَابَ
	لَمَّا وَهَّارَتْ الْأَرْبَابُ إِلَى شَمْرِ الْعَبْدَةِ قَالَتْ لَهَا الْيَوْمَةِ
	أَنَّ السُّلْفَاءَ قَدْ جَاءُوا قَبْلَهَا وَرَجَعَتْ . دُخِشَتْ الْأَرْبَابُ
	وَرَجَعَتْ نَعْدُوا بِكُلِّ قُوَّةِ النُّهْلِ إِلَى انْقِطَاعِ الْبَدَأِ
	قَبْلَ السُّلْفَاءِ .
	فَرَجَتْ السُّلْفَاءُ مِنْ مَقَائِلِهَا وَوَهَّارَتْ لِأَهْدِ قَائِلًا
	الْمُؤَانَاتِ . فَهَلَّوْهَا وَكَبَّرُوا وَبَعْدَ قَلِيلٍ وَهَّارَتْ الْأَرْبَابُ .
	فَلَمَّا رَأَتْ أَنَّ السُّلْفَاءَ سَبَقَتْهَا ظَهَرَ عَلَيْهَا الْفَقْلُ .
	جَاءَتْ الْيَوْمَةِ فَشَهِدَتْ أَنَّ السُّلْفَاءَ قَدْ سَبَقَتْ عَنْ
	عِدَارَتِهِ . فَعَنْدَرَتْ الْأَرْبَابُ وَوَعَدَتْ أَنَّهَا لَا يَجْدُ
	تَسْفَرُ مِنْهَا بَعْدَ الْيَوْمِ .

Extract 13.1 shows a sample of a response from a script of a candidate who explained that the Tortoise won the running competition by using her sister so as to get rid of the abusive language of the Rabbit. There were however, some grammatical and spelling mistakes.

The analysis of the candidates' responses shows that the candidates with poor performance in this question were not able to explain the reason as to why the Tortoise and the Rabbit competed and the result of the competition. Most of them just wrote an introduction. Some candidates' explanations had a lot of grammatical and spelling mistakes. Others wrote the answers which were not related to the demands of the question. This indicates that the candidates had insufficient vocabulary and had a poor mastery of Arabic Language. Extract 13.2 shows a sample of such a response.

Extract 13.2

	القسم الرابع	
		13
	عاشت السعدان في الغابة مع اصدقاءها من الحيوانات	
	والقنور. وكانت أرنب صديقة لها كذلك لكن أرنب	
	تسخر منها دائما ببطء حركتها. لكن في هذه القصة	
	لديه النتيجة بينهما لأنه أرنب تسخر الأرنب	
	ببطء حركتها. هذه سؤال ليس من الخير	
	لأنه السعدان يعود الناس من الحق إلى الباطل	
	بعد هذه سؤال لاوبه خير، وحي هذه القصة	
	ننتلم أنه لا مبد كل واحد انتعلا خير لصديقه	

Extract 13.2 shows a sample of a response from a script of a candidate who was able to write an introduction but could not explain the reasons which made the Tortoise and the Rabbit to compete in the running competition.

2.4.3 Question 14: The Story of the Lazy Rat

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

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

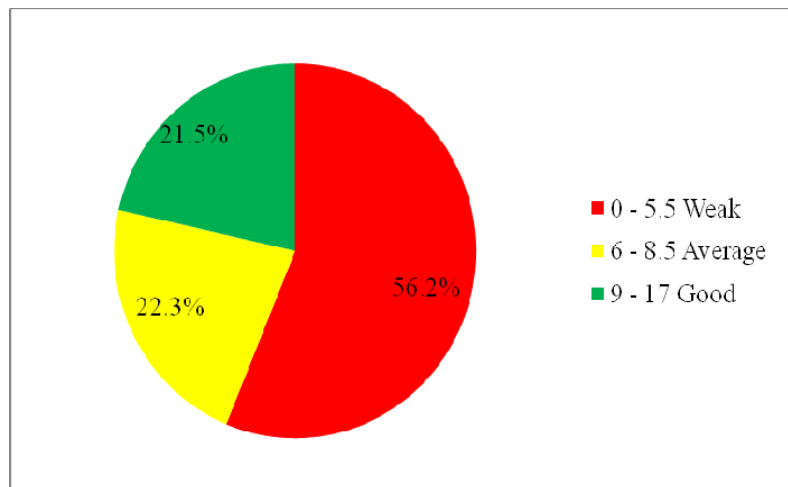


Figure 14: Percentage of the candidates’ performance

The candidates who performed well managed to interpret and explain the saying, "Laziness is the enemy of development and progress". These candidates followed the principles of writing an essay such as an introduction, the body and conclusion which relate to the requirement of the question, although there were some grammatical mistakes. This shows that the candidates had both enough vocabulary and a fair mastery of Arabic Language. Extract 14.1 shows a sample of a response from one of the candidates who answered the question well.

Extract 14.1

	14	<p>الفأرة المملوكة</p> <p>الفأرة المملوكة هي الفأرة التي</p> <p>لَمْ يَسْتَطِعْ فِي عَمَلٍ مُشْكَلَةٍ فِي كَسَلٍ نَهْضًا</p> <p>كَمَا قَالَ شَيْخُ بَيْتِ الْكَلَامِ عَدُوٌّ الْقُدُّومُ</p> <p>لَمْ يَسْتَطِعْ الْفَأْرَةُ الْمَمْلُوكَةُ فِي عَمَلٍ مُشْكَلَةٍ</p> <p>بِأَسْبَابِ الْإِثْنَةِ</p> <p>الْأَفْأَلَى كَسَلًا نَهْضًا أَغْبَلَ الشَّيْءُ</p> <p>وَكَادَتْ الْفَأْرَةُ تَقْفُتُ مِنَ الْبَنَةِ وَالْجَنِيِّ</p> <p>عَيْنِي كَقَوْلِهِ لَا تَرِيدُ أَنْ تَقَارِقَ</p> <p>عِلَّ شَرًّا لَمْ يَكُنْ مَعَهَا طَعَامٌ لَعَلَّه دَبَّرَ مَا</p> <p>فِي فَضْلِ الشَّيْءِ</p> <p>الثَّانِي عَدَمُ تَدْرِجٍ مَا عَاقَبَتْ الْفَأْرَةُ</p> <p>الْكُسْلَةَ وَرَأَى الرُّبَاعَ الْبَاقِيَّ وَهِيَ تَنْظُرُ</p> <p>إِلَى الْأَمْطَارِ وَهِيَ تَقْطُرُ جَوْعًا وَرَدَتْ حَتَّى</p> <p>تَهْرُتَ بِهَا مَا الْخُفُّ وَالْمَدَامُ الْوَدَّاعُ فَلَمْ</p> <p>يَكُنْ عَلَى الْفَأْرَةِ إِلَّا أَنْ تَقَالَ مِنَ الْبَنَةِ وَالْجَوِّ</p> <p>شَدِيدٍ لَا تَقَالُ تَدْرِجٌ طَعَامٌ يَدْعُوهُ الرُّبَاعُ</p> <p>حَتَّى جَاءَ السَّابِعُ فَوَجَدَتْ الْفَأْرَةَ لَا يُمْكِنُ أَنْ</p> <p>تَحْصَلَ عَلَى طَعَامٍ إِلَّا بِأَنْ عُنْهَدَتْ نَفْسَهَا</p>
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فَلَمَّا جَاءَتْكُمْ نَبَاتٌ لَقِطْتُمْ بِهِ	
الثَّلَاثَةَ عَشَرَ الْفَتْحُ، تَوَعَّدَ الْوَارِثَ	
الْمُسْلِمَةَ أَنَّ شَرْعَ الْبَطَالِي لَأَنَّهُ	
كَانَتْ تُحِبُّ الْبَطَالِي لِذَلِكَ حَرَّكَتِ الْأَرْضَ	
حَبِيدَ وَبَذَرَتِ الْبَذَرِ الْبَطَالِي وَبَعَثَتْ	
نَفْسَهَا بِطَعَامٍ لَدَيْهِ سَوْفَ تَأْكُلُهُ وَتَقْدَأُ	
مَنْتِ الْأَثَامَ لِمَنْبَتِ الْبَذَرِ فَطَنَّتِ الْفَأْرَةَ	
لَمَّا أَهْرَقَ النَّبَاتُ الَّتِي طَفَعَتْ عَلَى سَطْحِ الْأَرْضِ	
خَمَّ قَالَتْ لَمَسَهَا مَتَى يَجْمَعُ دَقُّهُ نَبَاتٌ أَدْفَقَ	
الْبَطَالِي وَبَوَدَّ أَنْ يَقُومَ اسْتَعَاذَ بِجَارِهَا	
الْأَرْضِ حَزَنَتْ النَّبَاتُ تَهَوَّرَ بِهَا الْحُورُ	
يَسْتُرُهُ عَسَاكِرًا أَيْ نَوَاحِي الثَّوَابِ الَّتِي تَزِينُهَا	
قَالَتْ يَا أَيُّهَا حُبِّ الْبَذَرِ فَقَدْ زُرَعْتَ فِي	
قَلْبِهِ الْجَانِبِ كَمَا زُرَعْتَ الْجَسَّ بِهَذَا الْجَانِبِ	
فَطَفَعِلْ مَتَى فَيُشْرِقَ لَدَيْ عَلَى هَذَا الشَّتَاءِ	
فَسَمِعَتْ الْفَأْرَةَ تَلَامُ جَارِهَا فَجَنَحَتْ	

فَقَدِمَتْ عَادِي إِلَى حَقْوِيرَاتِهِمْ قَالَ	
نَفْسًا لِمَا لَا أَزْرَعُ الْبَذَرُ أَجْهًا الذُّوْنُ	
الْمُسِيحُ مَأْمُوكَاتِ الْفَأْسُ تَنْلُحُ وَالْهَلَاكُ	
وَتَسْرَعُ النُّفُوسُ الْبُغْصَرُ	
الزَّيْلُ الْآخِرَةُ كَثْرَةُ تَرْدُّهَا	
كَانَتْ الْفَأْرَةُ السَّلَامَةُ تَرْدُّ كَثْرًا وَعَمَلًا	
عَلَانَتُ تَسْرَعُ الْبَذَرُ غَبِلَ أَوَانُهُ تَنْلُحُ	
وَتَسْرَعُ مَوْتًا أَخِيرَ لِمَا تَرْعَدُ حَسْبُ نَاجِيَةٍ	
إِلَى أَنْ هَبَّتِ السَّيَامُ عَالَسَتْكَ الْمَقْفَعُ	
وَمَا كُنْتُ الشَّرْعُ مِنْ عَمَلِكَ لِأَنَّ لَمْ تَحْمِلْ أَيْ	
تَحْمِلُ	
غَيْبِي الْأَسْتَابِ الْبَنِي عَلَى مَشَاكِلِكُمْ	
الْفَأْرَةُ السَّلَامَةُ	

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

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

Extract 14.2

		القسم الرابع	
14.		الأسفل	
		أقبل الشتاء فت الفارة ومراو مرجاج النافذه	
		تظهر الى الأمطار وهي تعطل في غمرارة حتى ميا	
		مها محصول والو دسات	
		فكرت ايام طوريه بعد فراجت	
		عن شبات تنزقة لتعدي به في ذات يوم دممت	
		الفارة لا حقد حاريتها الأرب في الآخر ذهبت	
		القطارة الا حاريتها الوز و تطيرت الى خفلاتها	
		فترات	

Extract 14.2 shows a sample of a response from a script of a candidate who could not explain the given idea due to a poor mastery of Arabic Language.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

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

4.0 CONCLUSION

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

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

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

5.0 RECOMMENDATIONS

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

- (a) Students should be encouraged to put more efforts in learning the pronouns which are the basis of Arabic Language to enable them to compose correct sentences in Arabic Language.
- (b) Students are advised to read short story books to enable them to acquire extensive vocabulary.
- (c) Students are advised to initiate regular programs for speaking Arabic Language which could help them to improve their ability to express themselves well in the language.
- (d) Students should be encouraged to revise the Arabic Language grammar in order to master the principles of the Arabic grammar.

Appendix

Comparative Summary of Candidates' Performance in Each Topic

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

