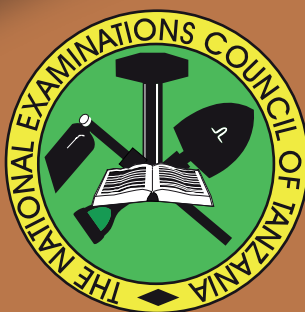


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (CSEE) 2018**

025 ARABIC LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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FOREWORD

The Candidates' Items Responses Analysis Report (CIRA) in the 2018 Arabic Language subject for the Certificate of Secondary Education Examination (CSEE) has been prepared in order to provide feedback to educational administrators, school managers, teachers and other stakeholders about candidates' abilities in the Arabic Language subject.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the educational system was able or unable to offer to candidates in their four years in Ordinary Level Secondary Education in the subject.

The analysis presented in this booklet is intended to enhance understanding of candidates' responses in Arabic Language subject. The report highlights the factors that made the candidates score high marks in the National Examination. These factors include; the ability to interpret the requirements of the questions, the ability to follow instructions as well as their adequate knowledge on the concepts related to Arabic Language. The report also highlights factors attributed to poor performance; failure to identify the demands of the questions, the inability to express themselves in Arabic Language and inadequate knowledge about the concepts, principles and rules related to the subject.

The feedback provided in this report intends to enable education administrators, school managers, teachers, candidates and other education stakeholders to identify proper measures to improve teaching and learning in secondary schools. Consequently, this will improve candidates' performance in future examinations administered by the National Examinations Council of Tanzania.

Finally, the council would like to thank the Examination Officers, Examiners and all those who participated in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is an analysis of the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in the Arabic Language subject in November 2018.

The Arabic Language paper consisted of fourteen (14) questions with sections A, B, C and D. Candidates were supposed to answer ten (10) questions. In sections A and B, the candidates were required to attempt all questions. The candidates were required to choose one of the two questions in section C and section D. Section A had one question which carried 20 marks. Section B had seven questions, where question 4 carried 10 marks; questions 2, 3, 5, 6, 7 and 8 carried 5 marks each, making a total of 40 marks. Section C had three optional questions, each carried 20 marks and section D had three optional questions, and each carried 20 marks.

The analysis of the Certificate of Secondary Education Examination (CSEE) in Arabic Language presents the requirements of each question and indicates the expected responses from candidates' questions. Samples obtained from candidates' responses are presented in order to provide a general picture of how the candidates responded to the questions.

The rating of candidates' performance has been grouped into 'good', 'average' or 'poor' and is represented in different colours. In this analysis, if the performance ranges from, 65 to 100 percent was categorized 'good' and is coloured green; 30 to 64 percent was categorized as 'average' and is coloured yellow; and 0 to 29 percent was deemed 'poor' and is shown by red colour. This analysis is based on the average percentage of the candidates who scored 30 percent or above of the total marks allocated to each question. The overall candidates' performance is summarised in the Appendix.

Statistics indicate a total of 12,117 candidates sat for the Certificate of Secondary Education Examination (CSEE) in November 2018 in Arabic Language. Out of which, 5,816 (48.00%) candidates passed and 6,301 (52.00%) candidates failed. In 2017, a total of 12,022 candidates sat for the Certificate of Secondary Education Examination (CSEE). Of these 12,022 candidates, 4,773 (39.70%) candidates passed and 7,249 (60.30%) candidates failed. This implies that the performance of candidates in the year 2018 increased by 8.30 percent compared to the year 2017.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Comprehension

This section consisted of question 1 with two parts. Candidates were required to attempt all parts of the question. The question tested candidates' ability to read and comprehend the information given in the passage. The passage was about Intelligent Animals. The question carried twenty (20) marks.

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

The question instructed the candidates to read the passage and provide short answers to the following five questions.

- A) 1- Mention four intelligent animals respectively?
2- Write incidents that show the intelligence of both monkey and bear.
3- Why the elephant called an animal philosopher?
4- How many types of intelligent animals?
5- What should be the heading of this passage?

In part (b), they were given five sentences with blank spaces to be filled in with the appropriate information given in the brackets.

The question was attempted by 12,138 (100%) candidates. A total of 1,712 (14.1%) candidates scored from 13 to 20 marks, 6,232 (51.3%) candidates scored from 6 to 12.5 marks. Also, 4,194 (34.6%) candidates scored from 0 to 5.5 marks. This shows that the candidates' performance in this question was good, as seen in Figure 1.

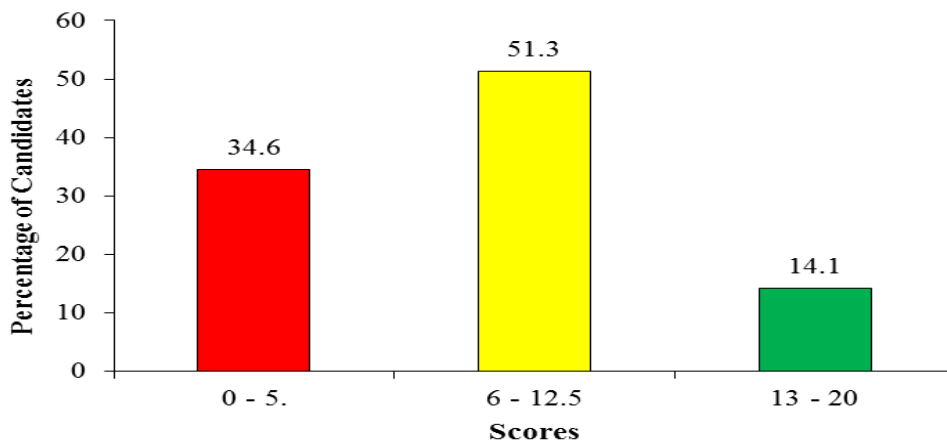


Figure 1: *The Percentages of the Candidates' Performance in Question 1.*

Many of the candidates performed well in this question. These candidates were able to provide adequate responses to the five short answers and five items given by filling in the blank spaces with correct information from the passage. In item (1a-5), for example, one of the candidates wrote the following answer (عنوان هذه القطعة هو أذكى الحيوانات) “The heading of this passage is Intelligent Animals”. This indicates that the candidates comprehended the text given and had enough skills in reading for comprehension. Extract 1.1 shows a sample of a good response.

Extract 1.1

1	أ
	1- القيد، والفيل، والكلب، والحصان،
	2- وهما يروى عن ذكاء القرد أن أنثى
	الشمبانزي رايت موتا معلقا من
	السقف، فحضرت صندوقا خشبيا ثم وضعت
	عليها كرسيًا ورفقت حتى وصلت إلى الموز
	فأكلته.
	ويليها في ذلك الدب، فهو ظريف ذكي
	وربما علموه الرقص ليضحك الناس. وقد
	روي عن دب أنه أعطى خبزا يابسًا فقص
	حالا إلى الماء وأخذ يغمسه ليتمكن من مضغه.

3-	سمي الفيل فيلسوف لأنه إذا دخل
	غرفته في حديقته الحواط الحيوان ورأى
	الجوارح إذا غلبه يقفل الباب، وأما إذا كان
	الجوارح غلبه يتحرك الباب مفتوحاً.
4-	إن أذكى الحيوانات سبعة أصناف
5	ذكاء الحيوانات
	ب
1	السيد ربنا علموه المقص ليضحك الناس
2	وقد كان في ألمانيا منذ عهد قريب جواد
	يحل العمليات الحسابية
3	القرد من أذكى الحيوانات التي تتقن ما تتعلمه
	من قفز وألعاب إقتنا تماماً رائعاً
4	الهمس دكائه ذكائه معروف، وخصوصاً
	إذا راقبته وهو يتصيد فأراً
5	قد عرف العرب الحصان قديماً دكائه

Extract 1.1: A sample of a good response from the candidate who provided correct answers to the five items given and could fill in the blanks with correct information from the passage.

However, there were some candidates who performed poorly in this question. These candidates failed to understand the key issue in the question particularly in part (a) due to poor language ability. As a result, many of them just picked some words or sentences from the passage, related to the items and used them as answers without considering the meaning and demands of the questions. In answering item (1a-5), for example, one of the candidates wrote, (عنوان هذه القطعة) “The heading of the passage that a scientist who observes attitude of animals in the garden says”. The correct response was supposed to be, (عنوان هذه القطعة هو أنكى الحيوانات) “The heading of this passage is “Intelligent animals”. In another item (1a-3), for example, one of the candidates wrote, (سمي الفيل فيلسوف الحيوان لأنه إذا دخل غرفته في حديقة الحيوان) “The elephant called an animal philosopher because when she entered in the room of the zoo”. The correct answer was supposed to be, (سمي الفيل فيلسوف) “The elephant called an animal philosopher, because when she entered in the room of the zoo and felt the weather is cold, it closes the door and when the weather became hot, it opens the door”. This response indicates that the candidates failed to comprehend the exact meaning of the texts due to lack of adequate vocabulary and poor mastery of the Arabic Language. Extract 1.2 shows a sample of a poor response.

Extract 1.2

	<p>الأسئلة أ- اجب عن جميع الأسئلة</p>
	<p>(1) اذكر أربعة مميزات ذبابة على الترتيب إن أذكر الحيوانات سريعة الأقدام ومما يُروى عن ذكوى القرد أن أنثى الشما نري مرأت مؤنراً معلقاً من السقف أما الفيل فقد كانوا يسمونه فيلسوف الكيرن وقد كان في ألمانيا منذ عهد قديم جوان يدخل العمليات أنه أعطى غيرة يابسا (2) اكتب عددين تدور على دحاد كل من القرد-</p>
	<p>والدب</p>
	<p>أما ببراق البرقعي سائبة القرار وسريعة التفكير، وهي تتلوى ما تشاء من والقار اتقاناً ما رايماً</p>
	<p>(3) لِمَا سُمِّيَ الفيل فيلسوف الحيوان وعو إذ ادخل غرخته في سرعة الحيوان</p>

	القِسْمُ الْأَوَّلُ	
١ ب	أَمَلْتُ الْفَرَاغَ بِالْكَلِمَةِ الْمُنَاسِبَةِ تَحْتَاطَرَهَا	
	يُؤَا بَيْنَ الْقُرُوبِ	
	١) الْحِمَانُ وَفَا عُلْمُوهُ الشَّرْفُ يَدْرِكُ	
	التَّاسِ	
	٢) وَقَدْ عَانَ فِي الْمَانِيَا مِنْ عَصِيْقَرٍ	
	كَلْبٍ يَحُلُّ الْعَمَلِيَا الْعِسَابِيَّةَ	
	٣) الْفِيلُ مِنْ أَذْكَى الْحَيَوَانَاتِ الَّتِي تَنْقِي مَا	
	تَتَعَلَّمُ مِنْ قَفْرِ وَالْعَابِ اتَّقَانًا تَامًا رَاجِعًا	
	٤) الْبَشَرُ ذَكَاءُ هَمْزُفٍ، وَنَضْمُ مَا دَاغَا	
	قَبْنَهُ وَهُوَ يَنْصَبُّ غَامًا	
	٥) خَذَّ عَرَفَ الْعَرَبِ الْحِمَانُ مَحْصٍ ذَكَاءَهُ	

Extract 1.2: A sample of a poor response from a script of the candidate who just picked some words or sentences from the passage and used them as the answers due to poor mastery of Arabic Language.

2.2 SECTION B: Grammar

This section had seven questions and each question had five items. The candidates were required to answer all questions. Each question carried five (5) marks, except one question which carried ten (10) marks, thus making a total of forty marks (40).

2.2.1 Question 2: Subject

This question had five items and the candidates were required to point out subjects from the statements given. The question tested candidates' ability to analyse the types of subjects in sentences.

- 2- a) *The farmer planted the cotton.*
b) *We sat on the chair.*
c) *We drink some coffee.*
d) *He became silent who was crying.*
e) *The boy read the book.*

The question was attempted by 12,136 (100%) candidates and the candidates' performance in the question was average. A total of 745 (6.1%) candidates scored from 3.5 to 5 marks, 3,985 (32.9%) candidates scored from 1.5 to 3 marks and 7,406 (61.0%) candidates scored from 0 to 1 mark. The candidates' performance is summarised in Figure 2.

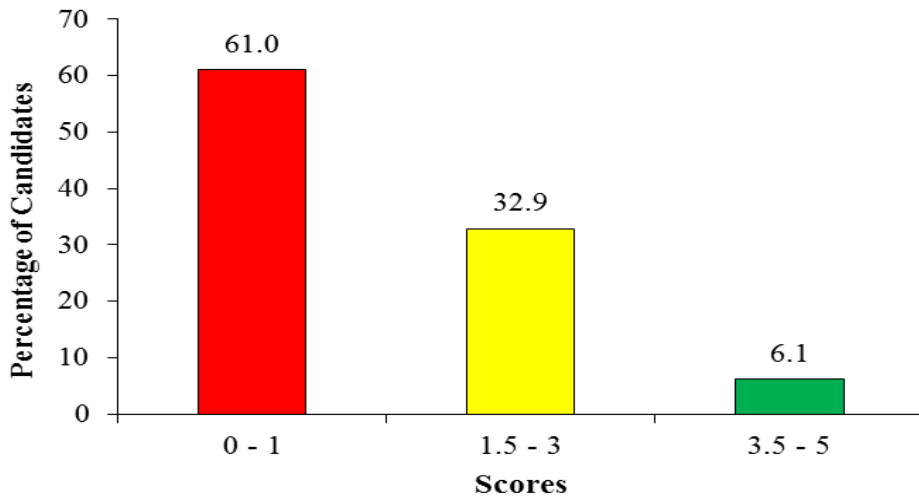


Figure 2: *The Percentages of the Candidates' Performance in Question 2.*

The candidates who performed well in this question were able to point out subjects from the statements given as required. In item (2-c), for example, one of the candidates wrote, (الفاعل هو ضمير مستتر تقديره نحن), "The subject is a hidden pronoun which is supposed to be the first person plural pronoun. This shows that the candidates were familiar with topics of the verbal sentence. Extract 2.1 is a sample of a response from the script of a candidate who performed well.

Extract 2.1

		2
	أ زَرَعَ الْفَلَاحُ الْقُطْنَ	
	- الْفَلَاحُ هُوَ فَاعِلٌ	
	ب جَلَسْنَا عَلَى الْكُرْسِيِّ	
	- فَاعِلٌ هُوَ ضَمِيرٌ مُتَّصِلٌ (نَا)	
	ج نَحْنُ نَشْرَبُ الْقَهْوَةَ	
	- فَاعِلٌ هُوَ ضَمِيرٌ مُسْتَرٌ تَقْدِيرُهُ "نَحْنُ"	
	د سَكَتَ الَّذِي كَانَ يَبْكِي	
	- فَاعِلٌ هُوَ اسْمُ الْمَوْضُولِ "الَّذِي"	
	ه قَرَأَ الْوَلَدُ الْكِتَابَ	
	- فَاعِلٌ هُوَ "الْوَلَدُ"	

Extract 2.1: A sample of a good response from a script of the candidate who was able to identify the subjects of the given sentences as required.

On the other hand, there were many candidates who performed poorly in this question because they failed to point out the subjects from the statements given as required. Most of them were unable to identify the subject from items 2b and 2c whereby the subjects were pronouns. In item (2-b), for example, one of the candidates wrote, (الفاعل- جلسنا) "The subject is we sat" which was wrong. The correct response was supposed to be, (الفاعل هو ضمير متصل نا أو ضمير نا الدالة على) (الفاعلين) "The subject (doer) is a connected pronoun "Naa" or the subject is "Naa" which shows that plural subjects". In another item (2-c), for example, one of the candidates wrote the pronoun (نحن) "We" instead of (الفاعل هو ضمير) (مستتر تقديره نحن) "The subject is a hidden pronoun which is the first person plural pronoun. This poor performance shows that, these candidates had inadequate knowledge on verbal sentence. Extract 2.2 is a poor response by one of the candidates.

Extract 2.2

	2. أَكْزَرَ الْقَدَحُ الْقُطْبَ	
	القاعدة: القُطْبَ	
	بِحَاسِنَا عَلَى الرَّسِي	
	القاعدة: الرَّسِي	
	جَاءَتْ نَشْرِبُ الْقَهْوَةَ	
	القاعدة: الْقَهْوَةَ	
	سَكَّتَ الَّذِي كُنَّا فِيهِ	
	القاعدة: تَكُنْ	
	مَقَرَّ الْوَلَدُ الْكِتَابَ	
	القاعدة: الْكِتَابَ	

Extract 2.2: A sample of a poor response from a script of the candidate who identified objects instead of subjects in items (2-a, b, c and d) from given sentences.

2.2.2 Question 3: Meaningful Sentences

This question had five items and the candidates were required to change the following sentence (اشترى الوالد لولده كتابا جميلا) “The Father bought a good book for his child” into feminine case, dual feminine case, plural of feminine case and plural of masculine case. This question tested the ability to use the given words in different ways in the Arabic Language.

The question was attempted by 12,137 (100%) candidates. Analysis of performance scores showed that 11,247 (92.7%) candidates scored from 0 to 1 mark and 805 (6.6%) candidates scored from 1.5 to 3 marks. Furthermore, 85 (0.7%) candidates scored from 3.5 to 5 marks. The candidates’ performance in this question was poor since a large number of candidates scored below average as summarized in Figure 3.

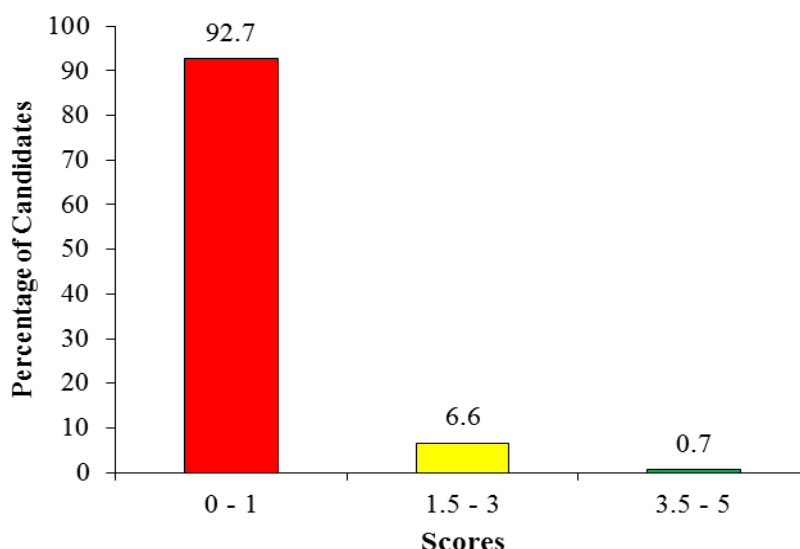


Figure 3: *The Percentages of the Candidates' Performance in Question 3.*

The candidates who scored low marks in this question were not able to change the given sentence into feminine case, dual feminine case, plural of feminine case and plural of masculine case as required. Most of the candidates could not distinguish between the two words (الولد) “Boys” and (الوالد) “Father” whereby the correct answer was supposed to be (الوالدة) The “Mother” instead of (الوالد) “Father”. Some of them failed to use appropriate pronouns in the sentence. In item (3-e), for example, one of the candidates wrote, (اشترى الوالدة لولده كتابا جميلا) “The mother bought a good book for his child”. The correct answer was supposed to be, (اشترى الوالدون لأولادهم كتابا جميلا) “Fathers bought a good book for their children”. This poor performance implies that the candidates had insufficient knowledge on pronouns and a poor mastery of the Arabic Language. Extract 3.1 is an illustration of a poor response in the question.

Extract 3.1

3	أ - اشترى الوالدة لولדתه كتاباً جميلاً	
	ب - اشترى الوالدة لولدايه كتاباً جميلاً	
	ج - اشترى الوالدة لولدتايه كتاباً جميلاً	
	د - اشترى الوالدة لولدايه كتاباً جميلاً	
	هـ - اشترى الوالدة لولدتيه كتاباً جميلاً	

Extract 3.1: A sample of a poor response from a script of the candidate who was unable to write meaningful sentences by using the instructions given.

However, there were few candidates who were able to change the given sentence into feminine case, dual feminine case, plural of feminine case and plural of masculine case as required. These candidates considered the principles of pronouns in verbs and nouns. In item (3-1), for example, one of the candidates wrote, (اشترت الوالدة لبنتها كتاباً جميلاً) "The mother bought a good book for her child". These candidates had adequate knowledge on the use of pronouns in different situations. Extract 3.2 shows a sample of such responses.

Extract 3.2

3	أ - اشترت الوالدة لبنتها كتاباً جميلاً	
	ب - اشترى الوالدة لولديهما كتاباً جميلاً	
	ج - اشترت الوالدة لبنتيهما كتاباً جميلاً	
	د - اشترت الوالدة لبناتهن كتاباً جميلاً	
	هـ - اشترى الوالدون لأولادهم كتاباً جميلاً	

Extract 3.2: A sample of a good response from a script of the candidate who changed the given sentence into feminine case, dual feminine case, plural of feminine case and plural form of masculine case as required.

2.2.3 Question 4: Inflection

This question had five items and the candidates were required to analyse the given underlined phrases and mention its signs of inflection. The question tested candidates' ability to analyse given words in the sentence.

- 4- a) *Mohamed is writing the letter to his friend.*
b) *The girl was at school in the morning.*
c) *My father bought a new car.*
d) *These are winners.*
e) *Muhammadies were sleeping.*

The question was attempted by 12,135 (100%) candidates. Statistics showed that 9,777 (80.6%) candidates scored from 0 to 2.5 marks and 1,600 (13.2%) candidates scored from 3 to 6 marks. Furthermore, 758 (6.2%) candidates scored from 6.5 to 10 marks. The general performance was poor since a large number of candidates scored below average as summarised in Figure 4.

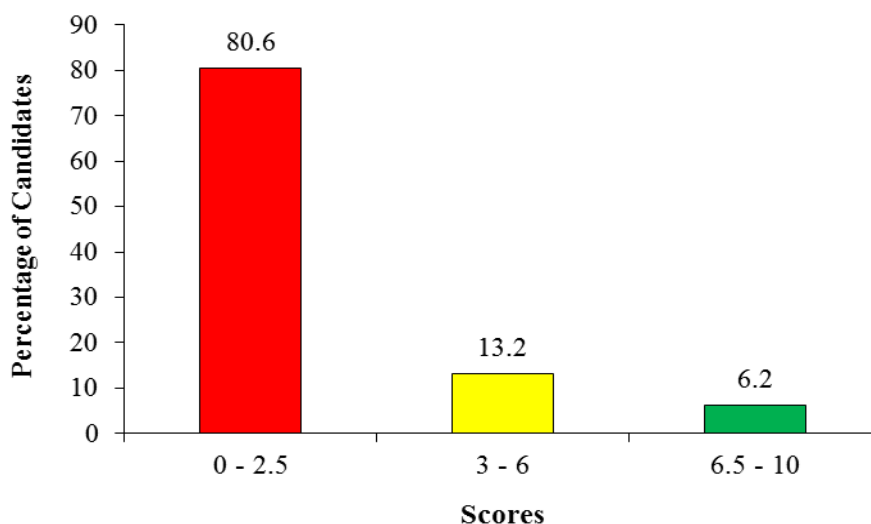


Figure 4: The Percentages of the Candidates' Performance in Question 4.

The analysis of candidates' responses shows that most of the candidates were unable to analyse given words in the sentence due to inadequate knowledge particularly in items (4-d), (4-d) and (4-e). These candidates failed to consider the principles of defective verbs that the subject of a nominal sentence and predicate change when they are preceded by defective verbs, as they supposed to be, (اسم كان مرفوع وخبر كان منصوب) "Noun of defective verbs in a nominative

case and predicate of defective verbs in a accusative case”. In item (4-a), for example, one of the candidates wrote, (محمّدون: فاعل مرفوع) “Muhammadies is a subject in a nominative case” instead of (محمّدون: اسم كان مرفوع) “Noun of defective verbs in nominative case”. In item (4-d), for example, one of the candidates wrote, (هذان: اسم الإشارة) “These are: as a demonstrative pronoun which was wrong. The correct response was supposed to be, (هذان: مبتدأ) “These as the subject of a nominal sentence” and (فائزان: فاعل) “winners as subject” instead of (خبر المبتدأ) “The predicate”. This poor performance shows that these candidates did not have sufficient knowledge on analysing words in sentences. Extract 4.1 shows a sample of poor response.

Extract 4.1

١٤	يُكْتَبُ - الْفِعْلُ الْمَضَارِعُ
	الرَّسَالَةُ - الْفِعْلُ مَرْفُوعٌ بِالْأَلِفِ
ب	ج - مَرْفُوعٌ الْبَرِّ
	الْمَذْكُورَةُ - الْأَسْمُ
ج	أَيْت - الْأَسْمُ مَرْفُوعٌ بِالْهَاءِ
د	هَذَان - الْأَسْمُ الْشَّارَةُ مَرْفُوعٌ بِالْأَلِفِ
	فَائِزَات - الْأَسْمُ مَرْفُوعٌ عَلَى الْأَلِفِ
هـ	مُحَمَّدُونَ - الْأَسْمُ مَرْفُوعٌ عَلَى الْوَاوِ
	تَأْمِينٌ - فِعْلُ الْمَضَارِعِ مَرْفُوعٌ بِالْهَاءِ

Extract 4.1: Shows a sample of a poor response from a script of the candidate who provided irrelevant answers in all items.

Further analysis of candidates' responses showed that the candidates who performed well in this question were able to analyse the underlined words provided and mention their signs of inflection as required. In item (4-a), for example, one of the candidates analysed this sentence, (يُكْتَبُ الرِّسَالَةُ) “He is writing the letter” as (يُكْتَبُ: فعل مضارع مرفوع وعلامة رفعه ضمة ظاهرة على آخره) (والجملة الفعلية في محلّ الرفع خبر المتدأ) “Is writing”: is the present tense in the

nominate case with the sign of vowel (الضمة) “Dhammatu” and (الرسالة) “The letter” is the object in the accusative case with the sign of vowel (الفتحة) and the verbal sentence is in the place of a nominative case is predicate of the subject. This good performance indicates that, the candidates had adequate knowledge on inflection and its signs. The correct responses for this question are shown in Extract 4.2.

Extract 4.2

4	١- يَكْتَبُ: حكم اعرابه فعل مضارع مرفوع وعلامة اعرابه بية ضمة ظاهرة في آخره
	الرسالة- حكم اعرابها مفعول به منصوب وعلامة اعرابه الفتحة الظاهرة في آخره .
	ب- في- حكم الاء اعراب حرف جر
	المدرسة: حكم الاء اعراب اسم مجرور وعلامة اعرابه الاء اعرابية الكسرة الظاهرة في آخره .
	ج- أ- حكم الاء اعرابه فاعل مرفوع وعلامة اعرابه ضمة مقدرة على ما قبل ياء المتكلم .
	د- هذان - حكم الاء اعراب مبتدء مرفوع وعلامة الاء اعرابية الالف لأنه مشني .
	فائزان حكم الاء اعراب خبر مبتدء مرفوع وعلامة الاء اعرابية الالف لأنه مشني .
	هـ- مُحَمَّدُونَ - حكم الاء اعراب لمسم كان مرفوع وعلامة الاء اعرابية الواو لأنه جمع المذكر السالم .
	- نَائِمِينَ - حكم الاء اعراب خبر كان منصوب وعلامة الاء اعرابية الياء لأنه جمع المذكر السالم .

Extract 4.2: A sample of a good response from a script of the candidate who analysed the underlined phrases given and identified their signs of inflection as required.

2.2.4 Question 5: Accusative Particles

This question had five items and the candidates were required to put one of the accusative particles (*إِنَّ وَأُخَوَاتَهَا*) in the given sentences and make necessary changes which will happen after using them. The question tested the candidates' ability on the uses of the principle of the accusative particles (*إِنَّ وَأُخَوَاتَهَا*) in sentence.

- 5- a) *The hard working candidates will pass the examination.*
b) *The teachers are faithful in their work.*
c) *The man is brave.*
d) *The scholar is beloved in his community.*
e) *Teachers are staying up at night.*

The question was attempted by 12,136 (100%) candidates. The performance was poor because 11,337 (93.4%) candidates scored from 0 to 1 mark. Also, a total of 585 (4.8%) candidates scored from 1.5 to 3 marks and 214 (1.8%) candidates scored from 3.5 to 5 marks. The candidates' performance in question 5 is summarized in Figure 5.

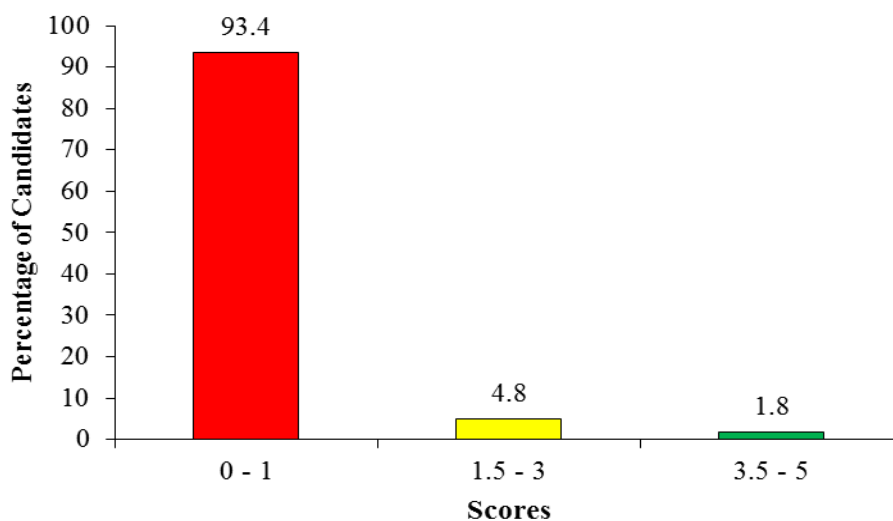


Figure 5: *The Percentages of the Candidates' Performance in Question 5.*

Majority of the candidates who performed poorly in this question were unable to provide the appropriate responses in items (5-a, b, d and e). These candidates failed to make necessary changes of the subject of a nominal sentence which is in the form of dual form, plural form and five names with special case after

entering the accusative particles (إِنَّ وَأَخَوَاتِهَا). Some of them left the sentences without making any change. Other candidates changed them with inappropriate signs. In item (5-a), for example, one of the candidates wrote, (إِنَّ الطَّالِبَاتِ) (المجتهدات ينجحن في الامتحان) “The hard working candidates will pass the examination”. This candidate was able to change the sentence but with inappropriate sign which is a vowel (الضمة) instead of a vowel (الكسرة). In another item (5-e), for example, one of the candidates wrote, (إِنَّ المدرّسان) (سأهرون) “Teachers are staying up at night”. This candidate was able to change the sentence but with inappropriate sign which is a vowel (الفتحة) instead of a letter (الياء) after using accusative particles (إِنَّ وَأَخَوَاتِهَا). The correct answer was supposed to be, (إن المدرّسين سأهرون) “Teachers are staying up at night”. Extract 5.1 shows a sample of incorrect response.

Extract 5.1

5.	أ- إِنَّ الطَّالِبَاتِ الْمُجْتَهِدَاتِ يَنْجَحْنَ فِي الْإِمْتِحَانِ.	
	ب- إِنَّ الْمُعَلِّمُونَ يُخْلِصُونَ فِي عَمَلِهِمَا.	
	ج- كَيْتَ الرَّجُلِ شُجَاعٌ.	
	د- كَانَتْ ذُو الْعِلْمِ مَحْبُوبًا فِي مُجْتَمَعِهِ.	
	هـ- إِنَّ الْمُدْرِّسَانَ سَاعِرُونَ.	

Extract 5.1: A sample of a poor response from a script of the candidate who failed to change the given sentences after using accusative particles (إِنَّ وَأَخَوَاتِهَا).

However, there were few candidates who performed well in this question. These candidates were able to change sentences as required by using accusative particles (إِنَّ وَأَخَوَاتِهَا) appropriately. In item (5-d), for example, one of the candidates wrote, (إِنَّ ذَا الْعِلْمِ محبوب في مجتمعه) “The scholar is beloved in his community.” This candidate was able to change the word with letter sign (ذُو) “Al-wawu” into letter sign (ذَا) “Alifu”. This good performance implies that, the candidates had sufficient knowledge on the principle of the accusative particles (إِنَّ وَأَخَوَاتِهَا). Extract 5.2 is a sample of a good response by a candidate who scored high marks.

Extract 5.2

		5
أ	لَمَّا تَصَالِيَاتِ الْمُتَحَمِّدَاتِ يَتَجَحَّنُ فِي الْإِمْتِحَانِ	
ب	لَكِنَّ الْمُعَلِّمِينَ يَخْلِصَانِ فِي عَمَلِهِمَا	
ج	لَمَّا الرَّجُلُ شَجَاعٌ	
د	لَمَّا ذَا الْعِلْمِ مَخْبُوءٌ فِي مَجْتَمَعِهِ	
هـ	لَعَلَّ الْمُدْرَسِينَ سَاهِرُونَ	

Extract 5.2: A sample of a good response from a script of the candidate who changed all the sentences accordingly after inserting accusative particles (*لَمَّا*) (وأخواتها).

2.2.5 Question 6: Subject of the Passive Voice

This question had five items and the candidates were required to fill the suitable subject of the passive in the blanks together with its signs. The question tested the candidates' ability on the use of subject of the passive in sentences.

- 6-a) -----is thanked for his kindness.
 b) ----- is picked from the garden.
 c) ----- is written in the paper.
 d) ----- is put in the tea.
 e) ----- is spent in charity.

The question was attempted by 12,132 (100%) candidates. Among these, only 507 (4.2%) candidates scored from 3.5 to 5 marks, which is a good performance. A total of 3625 (29.9%) candidates scored from 1.5 to 3 marks, which is an average performance. Also, 8000 (65.9%) candidates scored from 0 to 1 mark, which is a weak performance. The general performance of the candidates in this question was therefore weak, since only 4.2 percent scored from 3.5 to 5 marks. Figure 6 summarizes the distribution of the candidates' scores in Question 6.

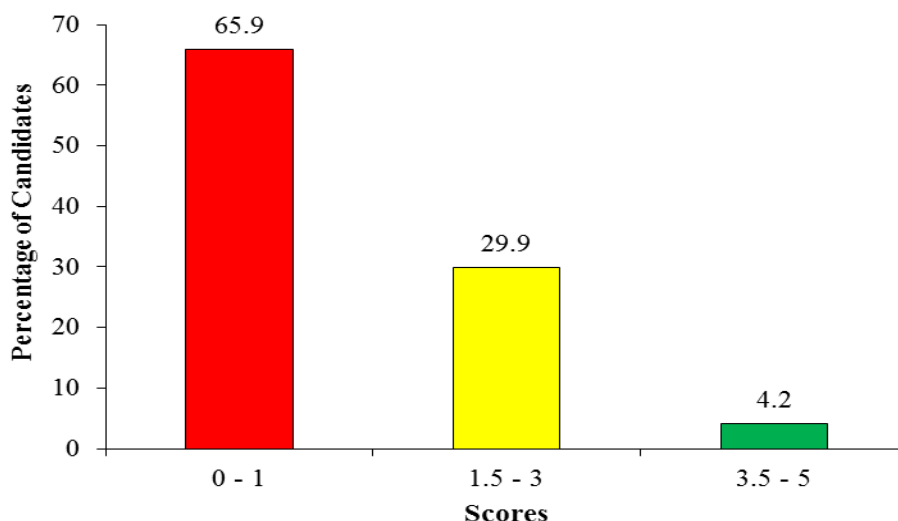


Figure 6: *The Percentages of the Candidates' Performance in Question 6.*

Scripts of candidates' responses revealed that the candidates who performed poorly in this question were unable to provide the suitable subject of the passive voice and could not change the active voice into passive voice. In item (6-d), for example, one of the candidates wrote, (يُوضَعُ الْوَلَدُ فِي الشَّايِ) "The child is put in the tea. This candidate was able to change the active voice into passive voice correctly but failed to provide the relevant substitute actor in the sentence. In item (6-a), for example, one of the candidates wrote, (يَشْكُرُ التَّلْمِيزُ) (عَلَى إِحْسَانِهِ) "The teacher thanks for his kindness". This candidate was able to provide a suitable substitute actor but failed to change the active voice into passive voice. Some of the candidates provided answers which were not related to the demand of the question. For example, one of the candidates wrote the preposition instead of the subject of the passive voice. This poor performance shows that, these candidates had insufficient knowledge on the Arabic grammar. Extract 6.1 shows a sample of a poor response.

Extract 6.1

6 أ	يَشْكُرُ الْكَلْبُ عَلَى إِخْسَانِهِ
ب	تَقْطُفُ كَثْرٌ مِنَ الْحَدِيقَةِ
ج	يَحْسِبُ النَّارُ فِي الْوَرَقَةِ
د	يُوضَعُ أَيْ مَوْضِعِ الشَّيْءِ
هـ	يَنْفَقُ عَنَى فِي الْحَبْرِ

Extract 6.1: Shows a sample of a poor response from a script of the candidate who wrote a relative pronoun, preposition and pronoun in item (6-a, b and e) respectively instead of the substitute actor.

However, there were a few candidates who performed well in this question. These candidates were able to provide the suitable subject of the passive voice and could change the active voice into passive voice accordingly. In item (4-b), for example, one of the candidates wrote, (تُقَطَّفُ الزَّهْرَةُ فِي الْحَدِيقَةِ) "The flower is picked from the garden". This good performance suggests that, this candidate had sufficient knowledge on the Arabic grammar. Extract 6.2 shows a sample of a good response.

Extract 6.2

(6)	
(أ)	يَشْكُرُ الْمُخْسِنُ عَلَى إِخْسَانِهِ
(ب)	تُقَطَّفُ الزَّهْرَةُ مِنَ الْحَدِيقَةِ
(ج)	يُكْتَبُ الْكَلَامُ فِي الْوَرَقَةِ
(د)	يُوضَعُ الشَّيْءُ فِي الْمَوْضِعِ
(هـ)	يَنْفَقُ الْمَالُ فِي الْخَبْرِ

Extract 6.2: Shows a sample of a good response from a script of the candidate who was able to provide the suitable subject of the passive voice and could change the active voice into passive voice correctly.

2.2.6 Question 7: Meaningful Sentences

This question required the candidates to read the passage and identify five meaningful sentences with adverb of manner. This question tested the ability of candidates in organising sentences in grammatical order.

7-

The passage

The father entered on Eddy day carrying some precious gifts for his children. When his son Hashim saw him, he quickly went to receive him and looked at his hand in delight. Then he took gifts from him and placed them on the table accordingly. Then he summoned his brothers and sat down together with their father and mother telling them a nice story. Then he distributed the gifts to them with a joyful smile and each of them took his gift happy and thankful.

The question was attempted by 12,132 (100%) candidates. Statistics show that 7,922 (65.3%) candidates scored from 0 to 1 mark. Also, a total of 2,548 (21.0%) candidates scored from 1.5 to 3 marks and 1,662 (13.7%) candidates scored from 3.5 to 5 marks. This implies that the candidates' performance in this question was poor. The candidates' performance in this question is summarized in Figure 7.

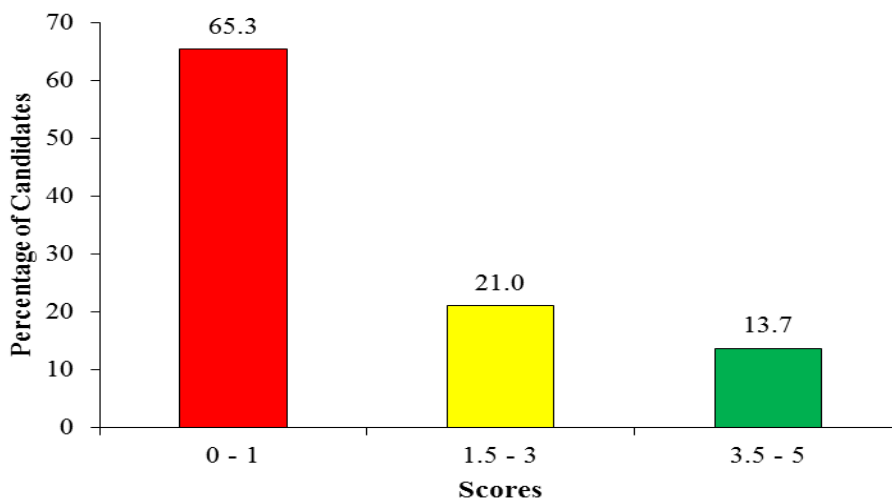


Figure 7: *The Percentages of the Candidates' Performance in Question 7.*

The candidates who scored low marks in this question were unable to identify five meaningful sentences with adverbs of manner. Some of them did not understand what was written in the passage; instead they repeated all the

passage. Other candidates did not understand the demands of the question; instead they picked adverbs of manner only from meaningful sentences. A few of them were confused with this sentence (*ثُمَّ اسْتَدْعَى إِخْوَانَهُ وَجَلَسُوا يَحْدِثُهُمْ أَبْوَهُمْ*) “Then he summoned his brothers and sat down together with their father and mother telling them a nice story”; which does not have any adverb of manner. This shows that the candidates had insufficient vocabulary in Arabic Language. Extract 7.1 is an example of a wrong response provided by one of these candidates.

Extract 7.1

7-	دَخَلَ الْأَبُ فِي الْعِيدِ حَامِلًا فِي يَدِهِ بَعْضَ الْهَدَايَا	
	النَّفِيسَةِ لِأَوْلَادِهِ، فَلَمَّا رَأَاهُ ابْنُهُ حَاشِيَةً، أَقْبَلَ عَلَيْهِ	
	مُسْرِعًا، وَنَظَرَ إِلَى مَا فِي يَدِهِ حَسْرَةً، ثُمَّ أَخَذَ	
	مِنْهُ الْهَدَايَا وَوَضَعَهَا عَلَى الْمَنْضَةِ مُرْتَبَةً. ثُمَّ	
	اسْتَدْعَى إِخْوَانَهُ وَجَلَسُوا يَحْدِثُهُمْ أَبْوَهُمْ وَأُمَّهُمْ	
	حَدِيثًا لَطِيفًا ثُمَّ وَرَعَ عَلَيْهِمُ الْهَدَايَا فَرَحَ جُنَّتَسِمًا	
	فَأَخَذَ كُلُّ مِنْهُمْ حَدِيثَهُ مُبْتَهَجًا.	

Extract 7.1 A sample of a poor response from a script of the candidate who repeated all the passage due to a poor understanding.

However, there were few candidates who were able to identify five meaningful sentences with adverbs of manner. For example, one of the candidates wrote, (أ- دخل الأب في العيد حاملاً في يده بعض الهدايا النفيسة لأولاده. ب- ورع عليهم الهدايا فرحاً مبتسماً. ج- أخذ منه الهدايا ووضعها على المنضدة مرتبة. د- نظر إلى ما في يده مسروراً. هـ- أخذ كل منهم هديته مبتهجا شاكراً) 1- The father entered on feast day carrying some precious gifts for his children. 2- Then he distributed the gifts to them with a joyful smile. 3- Then he took gifts from him and placed them on the table accordingly. 4- And he looked at his hand in delight. 5- Each of them took his gift happy and thankful”. This good performance shows that the candidates had adequate vocabulary in the Arabic Language. Extract 7.2 indicates a sample of

a response from the candidate who was able to identify meaningful sentences with adverb of manner.

Extract 7.2

أ-	دَخَلَ الْأَبُ فِي الْعِيدِ حَامِلًا فِي يَدِهِ بَعْضَ الْقَدَائِمَا
ب-	أَخْبَلَ عَلَيْهِ مُسْرِعًا
ج-	نَظَرَ إِلَى مَا فِي يَدَيْهِ مُسْرُورًا
د-	وَضَعَهَا عَلَى الْمُنْحَدَةِ مُرْتَبَةً
هـ-	فَأَخَذَ كُلُّ مَنْهُمْ صَدِيقَةً مِنْهُمَا شَاكِرًا

Extract 7.2: A sample of a good response from a script of the candidate who was able to identify all five meaningful sentences with adverb of manner.

2.2.7 Question 8: Feminine Gender

The question had five items and the candidates were required to change the underlined words into feminine gender and make necessary change according to given sentences. This question tested the candidates' ability on the use of nouns with feminine gender in sentences.

- 8-a) The doctor advised the patient.
 b) The teacher travelled to Mwanza.
 c) The man wore the dress.
 d) The guest came early.
 e) The candidate wrote with a pen.

The question was attempted by 12,054 (99.3%) candidates. Data analysis shows that 9,953 (82.6%) candidates scored from 0 to 1 mark and 1,740 (14.4%) candidates scored from 1.5 to 3 marks. Similarly, 361 (3.0%) candidates scored from 3.5 to 5 marks. The general performance was poor since a large number of candidates scored below average as summarized in Figure 8.

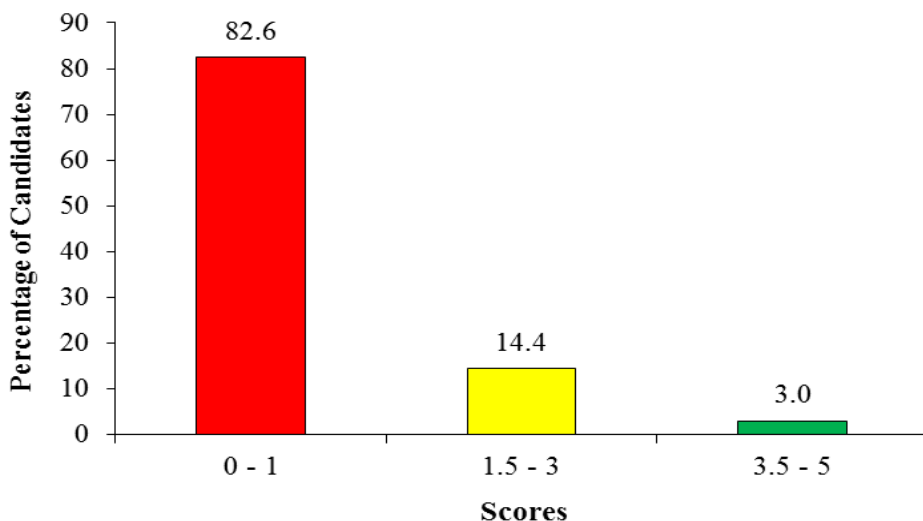


Figure 8: *The Percentages of the Candidates' Performance in Question 8.*

Most of the candidates who performed poorly in this question were able to change the underlined words into feminine gender but they could not make necessary changes needed after using the feminine gender. In item (8-a), for example, one of the candidates wrote, (كتب الطالبة بالقلم) “The woman candidate wrote with a pen”. The correct answer was supposed to be, (كتبت الطالبة بالقلم) “The woman candidate wrote with a pen” whereby the verb should be ended with letter (التاء) “Tau”. Some of them failed to change the underlined word (الرجل) “The man” into feminine gender (المرأة) “The woman”; instead they changed into (البنيت) “The girl”. In item (8-c), for example, one of the candidates changed this sentence like this; (لبس الرجل الثوب) “The man wore the dress” into (لبست البنيت الثوب) “The girl wore the dress” which was wrong. The correct answer was supposed to be; (لبست المرأة الثوب) “The woman wore the dress”. A few candidates provided answers which were not related to the requirement of the question. For example, one of the candidates changed all the underlined words into feminine plural form instead of singular form as demanded. This poor performance shows that, these candidates were not familiar with the feminine gender. Extract 8.1 shows a sample of a poor response.

Extract 8.1

هـ	أ: نَصَحَ الطَّالِبَاتِ الْمَرِيضَى.
ب	ب: سَافَرَ الدُّرَيْسَانِ إِلَى مُوَائِزَا
ج	ج: لَبِسَ الرَّجُلَاتِ الثَّوْبَ
د	د: دَقَقَتِ الْقَيْفَانِ مُبَكَّرًا.
هـ	هـ: كَتَبَ الطَّالِبَاتِ بِالْقَلَمِ

Extract 8.1: A sample of a poor response from the candidate who changed all the sentences into a dual form instead of a feminine gender.

On the other hand, the candidates who performed well in this question were able to change the underlined words into feminine gender and make changes according to the sentence given as required. In item (8-a), for example, one of the candidates who performed well in this question wrote the correct answer as follows: (نصحت الطبيبة المريضة) "The woman doctor advised the patient". This good performance implies that, this candidate had enough knowledge on rules of using feminine gender in the sentence. Extract 8.2 illustrates a sample of a good response.

Extract 8.2

08	أ- نَصَحَتِ الطَّبِيبَةُ الْمَرِيضَ
ب	ب- سَافَرَتِ الْمُنْتَرِسَةُ إِلَى مُوَائِزَا
ج	ج- لَبِسَتِ الْمَرْأَةُ الثَّوْبَ
د	د- دَقَقَتِ الضَّيْفَةُ مُبَكَّرًا
هـ	هـ- كَتَبَتِ الطَّالِمَةُ بِالْقَلَمِ

Extract 8.2: Shows a sample of a good response from a script of the candidate who changed all the underlined words into feminine gender correctly.

2.3 SECTION C: Composition

This section had three questions: one on the letter writing, the second on article writing and third on Essay writing. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

2.3.1 Question 9: Letter Writing

The candidates were required to write an official letter to the Minister of Finance asking him to increase the salary. The question tested the candidates' ability to write an official letter as well as to express their thoughts fluently, logically and appropriately in the Arabic Language.

The question was attempted by 8264 (68.1%) candidates. Item analysis shows that 7498 (90.7%) candidates scored from 0 to 5.5 marks, 730 (8.9%) candidates scored from 6 to 12.5 marks and only 36 (0.4%) candidates scored from 13 to 16 marks. The candidates' performance in this question was poor since a large number of candidates scored below average.

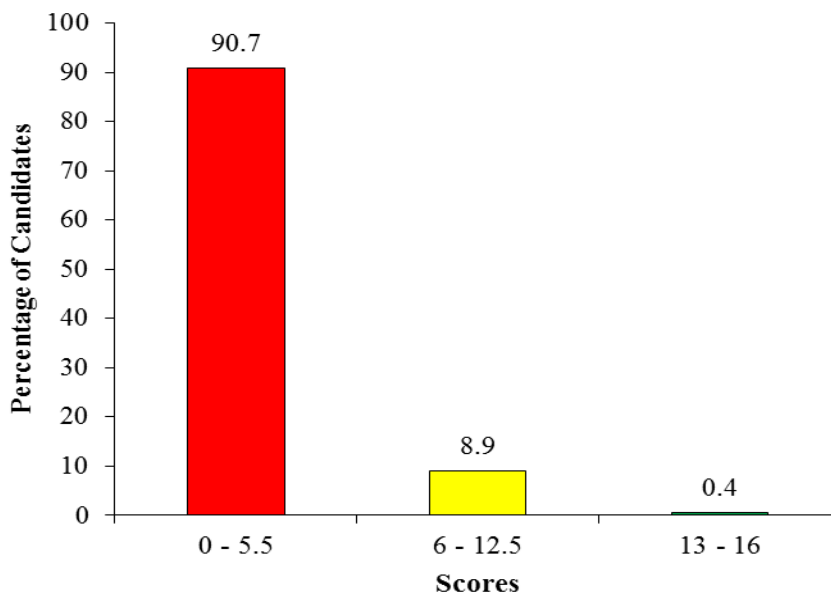


Figure 9: *The Percentages of the Candidates' Performance in Question 9.*

In this question, the candidates who performed poorly were unable to write an official letter to the Minister of Finance asking him to increase the salary. Most of them failed to write the main body of the letter instead they repeated the question. Some of them just copied some words from the passage and used

them as the answer. Others provided answers which were not related to the demand of the question. For example, one of the candidates wrote self-introduction for asking a job. A few of them provided unclear explanations. This poor performance of the candidates shows that, these candidates had inadequate knowledge in letter writing and poor mastery of the Arabic Language. Extracts 9.1a and 1b show samples of such poor responses.

Extract 9.1a

9		
		أَللّٰهُمَّ لِيْلِكُمْ وَرَحْمَتُكَ اللهُ وَبَرَكَاتُ
		ص: ب ١٩٨٢١
		وَزَيْنِ الْمَالِيَةِ
		ع: ب ١٩٨٣
		الْمَالِيَةِ تَطْلُبُ مِنْهُ زِيَادَةَ الْمَرْتَبِ
		أَخْتَبُ بِرِسَالَةٍ إِلَى وَزِيرِ الْمَالِيَةِ تَطْلُبُ مِنْهُ
		زِيَادَةَ الْمَرْتَبِ لِيَكُنَّ
		زَيْدَانِ بْنِ سَعِيدٍ

Extract 9.1a: Shows a sample of a poor response from a script of the candidate who repeated the question as the answer.

العسم الثالث

نريد ان يبي سعيد
صوب ١٨٨١
نرجس

١٨١٨١٢١١٠٠

وزير المالية
صوب ٨١٨١
نرجس

نهادة الميراث
أسكر الله على قتل أثنين في
صحة هين باوزير المالية أنا اسمي
نيزان سعيد ليسبي أحتجب في
المرسلة نهادة الميراث في النش
نرجس باوزير المالية أنا أنتهي

نهادة
سكان
نهادة
نهادة

However, there were few candidates who performed well. These candidates were able to write an official letter to the Minister of Finance asking him to increase the salary and adhered to the principles of formal letter writing in the Arabic Language. For example, one of the candidates wrote, (إلى حضرة السيد وزير المالية، مقدّم هذا زيدان بن سعيد يتشرف بالعرض لسيادتكم بأنّه خادمكم لمدة لا تقلّ وتزيد على ثلاث سنين. وهو ما زال بمرتبته الحالي مع أنّه قائم على جميع أشغاله بأحسن قيام ممّا يشهد بذلك جميع الموظفين. وقد جاء خادمكم بهذا الطلب راجياً بعدائتكم عليه بزيادة مرتبته أسوة زملائه،

“The honorable Minister of Finance, I am zaydan bin Saydi, has the honor to present to you that, he is your servant for period of not less than three years, and is still at the current rank of salary, although he is doing all his work at the best of what is witnessed by all employees. Your servant came to this request and asked you to increase his salary like his colleagues who are still praying for you”. This good performance of the candidates on letter writing shows that, these candidates had adequate knowledge on letter writing and a good command of the Arabic Language. Extract 9.2 shows a sample of a good response.

Extract 9.2

9.	
	زیدان بن سعید، ص. ب 8910، مهابسا - زنجبار. 19/11/2018.
	وزير المالية، ص. ب 1089، مؤنزا. 19/11/2018
	السيد العزيز،
	أطلب زيادة المرتب:
	إلى حضرة السيد وزير المالية
	مقدم هذا زیدان بن سعید يتشرف بالعرض لسيادتك بأنك
	خادمتكم لمدة لا تقل وثلاثين سنة. وهو ما زال يثمر ثباته العالي
	مع أنائه على جميع اصحابه اشغاله بأحسن قيام مما يشهد
	بذلك جميع الموظفين.
	وقد جاء خادمتكم بهذا الطلب راجيا بعد التكرم عليه بزيادة
	مرتبه أسوة زملائه، ما زال يدعوكم بدوام الرفعة والإقبال.
	خادمكم/
	زیدان بن سعید.

Extract 9.2: Shows a sample of a good response from a script of the candidate who was able to write the formal letter asking Minister to increase the salary as required.

2.3.2 Question 10: Article Writing

The candidates were required to write an article on the effect of bribery in society. The question tested the candidate's ability to write and express themselves in the Arabic Language.

The question was attempted by 164 (1.4%) candidates. 2 (1.2%) candidates scored from 14 out of 20 marks, 10 (6.1%) candidates scored from 6.5 to 12.5 marks and 152 (92.7%) candidates scored from 0 to 5.5 marks. This shows that the candidates' performance in this question was poor, as seen in Figure 10.

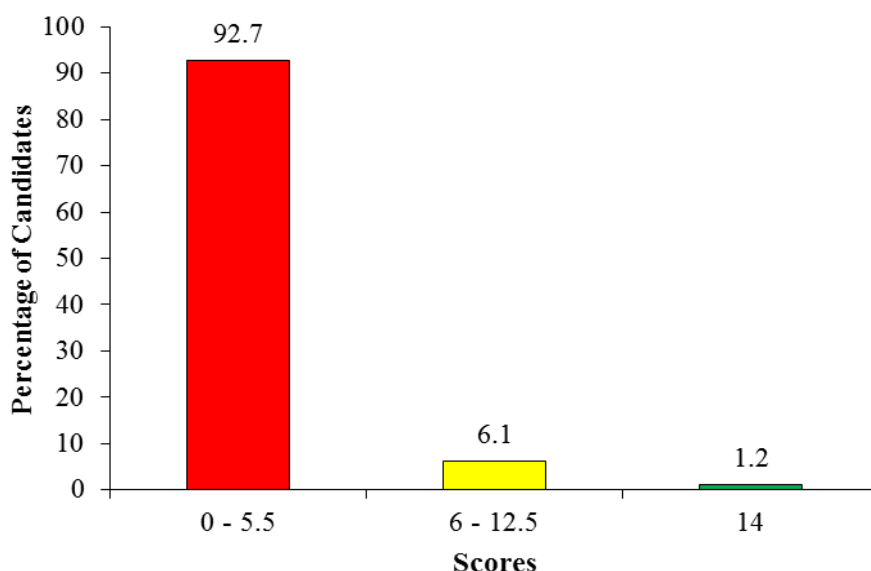


Figure 10: *The Percentages of the Candidates' Performance in Question 10.*

Most of the candidates skipped this question due to lack of enough knowledge, insufficient vocabulary and poor mastery of the Arabic Language. Most of the candidates who performed poorly in this question wrote unclear descriptions. Some of them just copied words or passage and put them as answers and a few of them wrote inadequate descriptions. This poor performance shows that, these candidates lacked enough vocabulary and skills in expressing themselves in Arabic Language concerning the effect of bribery in society. Extracts 10.1a and 1b show samples of candidates who performed poorly in this question.

Extract 10.1a

10	
	١٠٠٠ الرّشوة
	الرّشوة هي أخذ المال أو الفروص الممنوع لأشغال
	النفسية. الرّشوة تكون حشوماً للامريين. وقد
	نعم الله سبحانه وتعالى الرّشوة لا شها عندنا انذاراً
	كثيراً في الممنوع والرّشوة فكل في كل حين الانسان
	ما يلي هي انذار الرّشوة في الممنوع.
	أولاً: الرّشوة يسبب الفقر في الممنوع الممنوع. كما
	إذا أخذوا الرّشوة من الأخير فواحد منهم ما يبقى
	بقليل من الفلوس. كل واحد واحد لا يملك
	أن يجد الطعام وكذا الشرب إلى الأخير يكون فقيراً.
	ثانياً: الرّشوة تنهى استثمار الهزون والتأسي
	في الممنوع. هذا يرفع كذا الفروص التي كان تزيد
	أن تستعمل في استثمار بعض الأمور في الممنوع يأنز
	ويستعمل في سون النفسية لبعض الناس. لذلك

Extract 10.1a: Shows a sample of a response from a script of the candidate who provided insufficient explanation with a lot of spelling mistakes and grammatical errors.

Extract 10.1b

	الْقِسْمُ الثَّالِثُ	
١٥	أَتَحْتَرِبُ مَقَالَهٗ عَنْ أَضْرَارِ الرِّشْوَةِ فِي الْمَجْتَمَعِ لَا تَقِلُّ كَلِمَاتُهَا عَنْ مِائَةِ وَتَمِثِّلُ مَقَالَهٗ عَنْ أَضْرَارِ وَقَدْ حَالَ فِي الْمَاثِرَاتِ مِنْهُ عَصِي قَرِيبِ بَوْدٍ يَكْثُرُ التَّعْلِيلَاتِ الْإِنْسَانِيَّةُ سَبْرِيَّةُ التَّعْلِيمِ وَهِيَ تَقْفِي مَا تَتَعَلَّمُهُ هِيَ تَقْفِي وَأَتَعَابِ إِنْتِقَانًا نَامًا زَارِعًا وَيَلْبِصًا فِي ذَلِكَ الَّذِي هُوَ ظَرِيفٌ وَكَجِيٍّ وَرَجِيٍّ عَلَمَةٌ	

Extract 10.1b: Shows a sample of a poor response from a script of the candidate who just copied some words from the passage and regarded them as answers.

However, there were few candidates who performed well in this question. These candidates were able to explain the effect of bribery in the society as the question demanded. For example, one of the candidates wrote, (الرِّشْوَةُ تَزِيدُ الْفَقْرَ) "Bribery increases the poverty and inhumanity in society, it considered also as the enemy of rights and progress" Moreover, they could arrange their thoughts in a good flow, although their responses had some spelling mistakes and grammatical errors. This implies that these candidates had sufficient vocabulary in Arabic Language. Extract 10.2: Shows a sample of a good response.

Extract 10.2

10	أَضْرَارِ الرِّشْوَةِ فِي الْمَجْتَمَعِ . الرِّشْوَةُ هِيَ مِنَ أَدْنَى الْأَشْيَاءِ الَّتِي تَكْثُرُ كُلَّ يَوْمٍ وَلَهَا مَضَرَّةٌ كَثِيرَةٌ فِي الْمَجْتَمَعِ . الْخُطَابُ كُلُّ يَوْمٍ تَتَكَلَّمُ عَنْ هَذِهِ مَضَرَّةٍ وَلَكِنْ لَا نَسْمَعُ مِنْهَا وَلَا نَرِيدُ أَنْ نَفَارِقَ هَذِهِ	
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	الرَّشْوَةِ ، كَمَا تَكَلَّمْنَا فِي الْبِدَاءِ أَنَّ الرِّشْوَةَ لَهَا
	مَضَرَّةٌ كَثِيرَةٌ مِنْهَا .
	إِكْتَارُ عَدَدِ الْمَسَاكِينِ هَذَا مِنْ
	بَعْضِ الْمَضَرَّةِ الرَّشْوَةِ . فَتُزِيدُ سَوْفَ يُزِيدُ
	عَدَدَ الْمَسَاكِينِ لِأَنَّهُمْ لَيْسَ لَهُمْ مَا الْأَوَّلَافُ .
	وَأِنْ كَانُوا يُرِيدُونَ أَنْ يَفْعَلَ الْعَمَلُ لَا يَجِدُونَ حَتَّى
	يَأْتِيَ الرَّشْوَةُ . فَبِهَذَا تَسْتَدِلُّ أَنََّّهُمْ سَوْفَ
	يَسْعَوْنَ يَعْمَلُونَ بِالْعَمَلِ وَيُسْكِنُهُ بِالْعَمَلِ
	سَوْفَ يُزِيدُ عَدَدَ الْمَسَاكِينِ فِي الْبَلَدِ .
	عَدَمُ الْعَمَلِ الْإِنْسَانِيَّةِ أَيْضًا
	مِنْ مَضَرَّةِ الرَّشْوَةِ هِيَ عَدَمُ الْعَمَلِ الْإِنْسَانِيَّةِ .
	كَيْفَ ؟ إِذَا كَانَ كُلُّ عَمَلٍ لَا تُعْطَى إِلَّا بِالرِّشْوَةِ ،
	هَذَا تُشِيرُ أَنَّ بَعْضَ النَّاسِ لَا يَجِدُونَ الْعَمَلِ
	لِأَنَّهُ لَيْسَ لَهُمُ الْفِضَّةُ لِلرِّشْوَةِ . فَبِهَذَا لَا
	يَجِدُونَ الْعَمَلِ وَبِهَذَا سَوْفَ يُزِيدُ
	يُزِيدُ عَدَدَ الْمَسَاكِينِ .
10	وَحْتَظُّ لِهَذِهِ ثَيْنَا مِنْ بَعْضِ مَضَرَّةِ
	الرِّشْوَةِ فَبِذَا يَجِبُ عَلَيْنَا أَنْ لَا
	نَفْعَلَ هَذِهِ الْعَمَلِ لِأَنَّهَا لَا تَنْبَغُ كَثِيرَةٌ .
	حَتَّى أَنَّ اللَّهَ سُبْحَانَهُ وَتَعَالَى نُهَاجًا .

Extract 10.2: Shows a sample of a response from a script of the candidate who was able to explain the effect of bribery in the society but his/her response had some spelling mistakes .

2.3.3 Question 11: Essay Writing

The candidates were required to write an essay on the Importance of Peasant in the country. This question tested the candidates' ability to write and express themselves logically and fluently in the Arabic Language.

The question was attempted by 190 (1.6%) candidates. The general performance of the candidates in this question was poor taking into consideration that 155 (81.6%) candidates scored from 0 to 5.5 marks. However, 30 (15.8%) candidates scored from 6 to 12 marks and only 5 (2.6%) candidates scored from 13 to 15 marks out of 20 marks allocated to this question. The performance of candidates in this question is summarized in Figure 11.

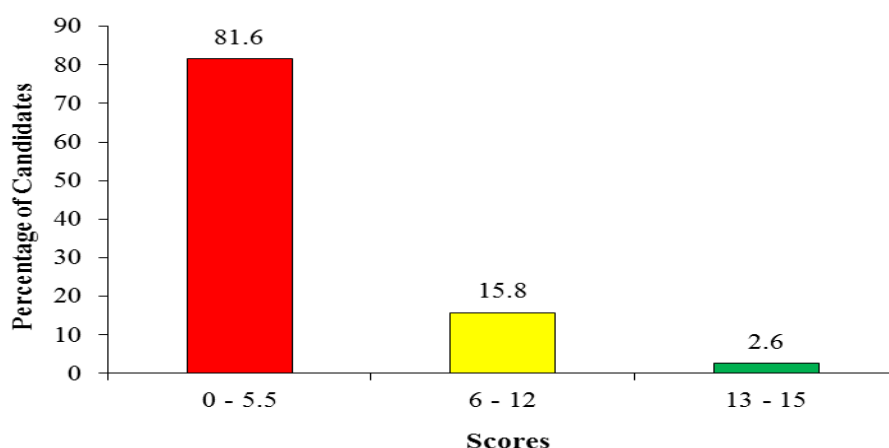


Figure 11: *The Percentages of the Candidates' Performance in Question 11.*

According to the analysis of the candidates' responses, most of the candidates skipped this question and for those who attempted this question, majority of them copied some words or passage and put them as answers. Others provided insufficient explanation on the "Importance of Peasantry in the country". Some of them provided unclear explanation. A few of them left the question unanswered. This poor performance shows that these candidates lacked enough knowledge and insufficient vocabulary in the Arabic Language. Extracts: 11.1a and 1b show samples of such poor responses.

Extract 11.1a

	الفلاح	
	الفلاح هو كل من يهتم ويشتغل بعقل زرع و أصمته كثيرة في البلاد	
	من يهتم أصمته الفلاح هو أنه يحرك الأرض لأجل الطعام والاهتمام بشيء في الأرض لنقائس في هذه الدنيا ويدون الطعام ليعلمنا ولتم يقف أحد من الإنسان	
	أهمها هو التي يستبد وجود التفاحة لأنه يهتم بانتظار الطعام والاهتمام بخطيبنا الشابة والقوة وتخرج فلوننا وعووننا	
	الأمر لا ينتهي في الطعام والمواظبة ولكنه أن يخطئ التواء أصمها في الأشجار والفلاحون هم الذين يهتمون ويترعون هذه الأشجار	

Extract 11.1a: Shows a sample of a response from a script of the candidate who provided insufficient explanation due to inadequate vocabulary of the Arabic Language.

Extract 11.1b

	القسم الثاني	
	11-1 نشأ	
	أهمية الفلاح في البلاد	
	الفلاح هو من كل اسم يدل على ولد وبن ليم من قسمة إنا الفلاح هو أحد وهو من مائة	
	إذ نزلت للترغيب في الزراعة وأجره الدرس أنفك وكل إنكث التبراه إنا الفلاح هو إنك مع إنكث إنكث إنكث فاهن فاد رب الناس إنا الناس مغل من الحيون وكل " إنا الله مع الصبرين "	
	الفلاح هو إنكث إنكث إنكث هو الدنيا من كل شيء وحان من كل إنا الله إنا الله إنا الله إنا الله إنا الله سنة ولعوم منزلت سمسة والناس	

Extract 11.1b: Shows a sample of a response from a script of the candidate who provided unclear explanation due to poor command of the Arabic Language.

However, there were few candidates who performed well in this question. These candidates were able to organize and elaborate their points well and logically as the question demanded, although their explanation had some spelling mistakes and grammatical errors. For example, one of the candidates wrote; (المزارع ينقذ حياة الإنسان من الجوع بتزويدهم الطعام كالخضروات والفواكه وغيرها من) "The farmer saves the life of people from hunger by providing them foods, vegetables and fruits as well as increases the national income of the specific country. Extract 11.2 shows a sample of a good response of the candidate.

Extract 11.2

		11
	<u>اهمية الفلاح في البلاد</u>	
	الفلاح هو شخص الذي يعمل في تربية	
	الاشجار والثمار وغيرها . في الفلاح يوجد امر	
	مهم في معيشتنا هذه كما سياتي .	
	في الاشجار الذي يحصل فيه الثمار نحن	
	نستعمل في الاكل والبيع ليحصل لنا الثمن	
	كفي نرتب في معيشتنا هذا . وايضا نستعمل ذلك	

الشجار في الدوا و امراض مختلفة كما الشجر	
وتغيرها في الامراض .	
الفلاح يثبت الاشجار بإذن الله ويأتي	
من ذلك الاشجار التي كثر في الكرسي والمقعد	
والمصعد والسرب وغير ذلك من الاشجار .	
من الاشجار التي بنى عليه البناء والمساجد	
والبيوت الذي يعيش فيها . هذا من خشب	
الاشجار الذي يزرع الفلاح في البلاد .	
فالفلاح له فائدة مهمة في البلاد لأنه	
يساعدنا في تحصيل بعض ما نريده في عملنا	
اليومية كما تقدم .	
ينبغي لنا أن نشجع بعضنا بعض في	
الفلاح ونشجع الآخر على هذا العمل الفلاح	
في البلاد لأنها لها فائدة عظيمة في	
مجتعنا وفي جميع البلاد . فالفلاح له	
أهمية في البلاد .	

Extract 11.2: Shows a sample of a response from a script of the candidate who was able to explain and elaborate his/her concept on the "Importance of Peasant in the country".

2.4 SECTION D: Response to Readings

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

2.4.1 Question 12: *The Tortoise and Rabbit*

The candidates were required to prove through the story they read the saying; “the cunning Tortoise”. This question tested the candidates' ability in applying their thoughts, building capacity to convince and express themselves in the Arabic Language.

The question was attempted by 4392 (36.2%) candidates. The analysis shows that, 2646 (60.2%) candidates scored from 0 to 5.5 marks, 1667 (38.0%) candidates scored from 6 to 12.5 marks and only 79 (1.8%) candidates scored from 13 to 16 marks out of 20 marks allocated to this question. The general performance in this question was poor since a large number of candidates scored below average. The performance of candidates in this question is summarized in Figure 12.

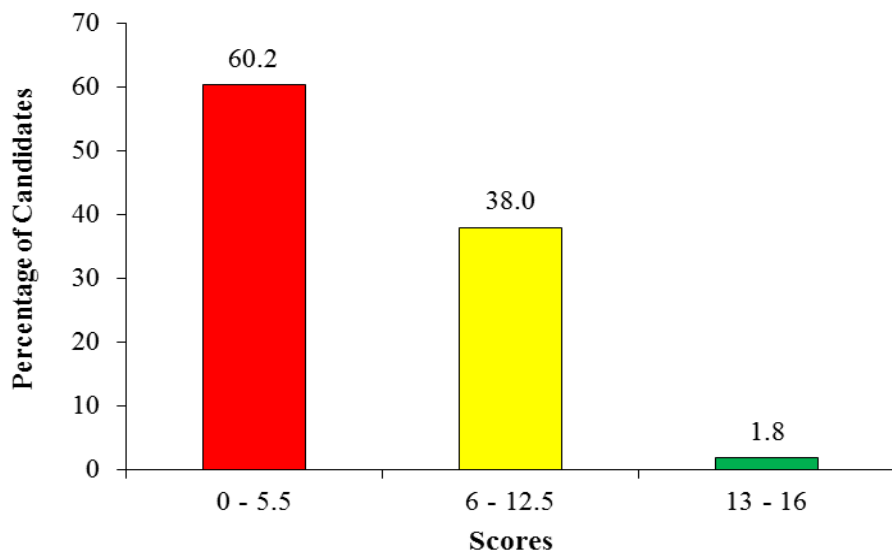


Figure 12: *The Percentages of the Candidates' Performance in Question 12.*

According to the analysis of the candidates' responses, the candidates who performed poorly in this question were not able to prove the statement given

which says; “the cunning Tortoise” through what they read from the book ‘The Tortoise and Rabbit’. The majority of candidates provided unclear explanation. Some of them just copied some of the paragraphs from the passage and use them as response to the question. Other candidates just narrated the story as it is without proving the saying given. Also, their responses had a lot of spelling mistakes and grammatical errors. This poor performance shows that, these candidates lacked knowledge on reading the book and had poor mastery of the Arabic language. Extracts 12.1a and 1b show samples of such poor responses.

Extract 12.1a

12	"السحفاة ماهرة" ويالى أثبت هذا المقول .	
	السحفاة عاشت في الغاب مع اصدقائه مختلفا	
	منها الطير والارنب واليوممة . الارنب تسير دائما	
	السحفاة بخطوة صغيرة .	
	وفي اليوم . السحفاة والارنب تبدأ المسابقة	
	بينها . والارنب عمل ان تكون فائز . نكت	
	السحفاة وأختها تسرا ان سفل الارنب .	
	اليوم المسابقة تبدأ والارنب تبدأ	
	بمسرعة شديدة . السحفاة دخل في الشجرة	
	وأخت السحفاة خرج من شجرة على اليوممة	
	واليوم تشعرت ان السحفاة فائز و	
	السحفاة ربح وتمكن السحفاة تفوز في	
	الشراخ .	

Extract 12.1a: Shows a sample of a response from a script of the candidate who narrated the story with a lot of spelling mistakes and grammatical errors due to poor mastery of the Arabic Language.

Extract 12.1b

١٥	القول من خلال هذا القول هو	
	السلحفاة يوزن السباق	
	كان السلحفاة الأرنب قد عني متافهين في الجسم	
	والجري بهذا فئت الأرنب تشخر داما السلحفاة	
	لذلك بحث السلحفاة لئلا يخلص عن السخيرة الأرنب	
	عاشت عند السلحفاة بينها يوما لكان الأرنب	
	ترأيت الأرنب بسرعة من حفاة	
	لما بدأت المسبق بدأ الأرنب بسرعة من حفاة	
	تسدد لكان ما ذهب إلا بهج خنوت ودخلت	
	في العانة. فاجأت خربت أخت السلحفاة من	
	بين الأشجار العليا. وظهر عند الشجرة العطفة	
	فقلت - أستاذك من حديقة السدقة لأخرج إلا	
	أخفها أوزعتا فبدأ أن يلحقان الأرنب.	
	فاجأة خرجت السلحفاة من منها فمطلعة وكبرها	
	أنا السلحفاة عازبا السباق	

Extract 12.1b: Shows a sample of a response from a script of the candidate who provided unclear explanation due to poor command of the Arabic Language.

The candidates who performed well in this question were able to explain and prove the statement given which says; the cunning Tortoise through what they read from the story of the Tortoise and Rabbit". For example, one among the candidates explained tricks and plans that Tortoise used to win the race. The Tortoise decided to go to her sister to convince her to form teamwork in order to compete with the Rabbit and end the Rabbit's humiliation on Tortoise due to its slow movements. This good performance shows that these candidates had

sufficient knowledge on the story of "the Tortoise and Rabbit" as well as good mastery of the Arabic Language. Extract 12.2 shows a sample of a good response.

The Extract 12.2

12.	السُّلْحَفَةُ مَاكِرَةٌ هَذَا الْقَوْلُ تَعْنِي أَنَّ
	السُّلْحَفَةَ لَهَا مَكْرٌ وَمَكَارَةٌ وَهَذَا
	الْقَوْلُ يَتَحَقَّقُ مِنَ الْقِصَّةِ السُّلْحَفَةُ تَفُوزُ فِي
	السَّبَاقِ كَمَا أَنَّ السُّلْحَفَةَ نَجَحَتْ فِي
	تَحْلِيهِ مُشْكِلَتَيْهَا بَيْنَهَا وَبَيْنَ الْأَرْنَبِ، فِي هَذِهِ
	الْقِصَّةِ بَيَّنَّتِ مَكَارَةَ السُّلْحَفَةِ كَمَا يَلِي :
	كَانَتْ حَيَاةُ السُّلْحَفَةِ فِي الْعَابَةِ سَاحَ أَمْدِقَائِهَا
	وَلَكِنَّ الْأَرْنَبةَ كَانَتْ تَسْعُرُ مِنْهَا كَثِيرًا بِالثَّقَلِ وَ
	بُطْءِ الْحَرَكَةِ . فَكَّرَتِ السُّلْحَفَةُ فِي حَلِّ هَذِهِ
	الْمُشْكِلَةِ ، وَهِيَ أَنَّ الْمَسَابِقَةَ بَيْنَهَا وَبَيْنَ الْأَرْنَبةِ
	وَرَأَتْ أَنَّ الْأَرْنَبةَ
	فَلَمَّا جَاءَ الْمَوْعِدُ ، اخْتَفَتِ الْأُخْتُ لَكِنَّ قَرِيبًا
	مِنَ الشَّجَرَةِ الْعَتِيقَةِ حَيْثُ كَانَتْ مَكَانَ التَّحْدِيدِ ،
	وَفِي الصَّبَاحِ اجْتَمَعَتِ الْحَيَوَانَاتُ لِمُشَاهَدَةِ
	الْمَسَابِقَةِ الْعَجِيبِ ،
	أَعْطَى الشُّعْلُبُ إِشَارَةَ الْبَدَأِ ، فَاسْرَعَ الْأَرْنَبةُ

	عَدُّوا إِلَى الشَّجَرَةِ الْعَتِيقَةِ، وَبَعْدَ لَحْمَةٍ،	
	اخْتَفَتِ السَّلَحَفَةُ عَنْ أَعْيُنِ الْحَيْرَانَاتِ	
	وَمُتَصَرِّتِ اخْتِمَافِي الشَّجَرَةِ الْعَتِيقَةِ، فَلَمَّا وَصَلَ	
	الْأَرْنَبُ إِلَى الشَّجَرَةِ الْعَتِيقَةِ، قَالَتْ لَهُ لَهَا لَهْ	
	الْبُرْمَةُ أَنَّ السَّلَحَفَاتِ قَدْ وَصَلَتْ قَبْلَهَا وَعَادَتْ .	
	فَدَمِشَ الْأَرْنَبُ فَلَمَّا جَاءَ إِلَى الْقَوْمِ، وَجَدَ أَنَّ	
	السَّلَحَفَةَ قَدْ وَصَلَتْ قَبْلَهَا، فَضَهَرَ عَلَيْهِ	
	الْحَجَلُ، وَوَعَدَ أَنْ لَا يَسْخَرَنَّهَا أَبَدًا .	
	مِنْ هَذِهِ السَّبَّاقِ الْعَجِيبِ بَيْنَ السَّلَحَفَةِ وَ	
	الْأَرْنَبِ ثَبَتَ أَنَّ "السَّلَحَفَةَ مَا كَرُهُ" لِأَنَّهَا	
	اسْتَعْمَلَتْ عَقْلَهَا جَيِّدًا وَنَجَحَتْ فِي تَحْلِيلِ الْمُسْكِلَةِ	
	بَيْنَهَا وَبَيْنَ الْأَرْنَبِ .	

Extract 12.2: Shows a sample of a response from a script of the candidate who proved the statement given which says; the cunning Tortoise through what they read from the story of the Tortoise and Rabbit as required.

2.4.2 Question 13: The Kingdom of Bee

The candidates were required to clarify the statement that says; the hand of God with the congregation by using the story of the Kingdom of Bee. This question tested the candidates' ability to build capacity of defending their arguments as well as expressing themselves in the Arabic Language.

The question was attempted by 2471 (20.4%) candidates. The general performance of the candidates in this question was poor because 1815 (73.5%) candidates scored from 0 to 5.5 marks. A total of 634 (25.6%) candidates scored from 6 to 12.5 marks and only 22 (0.9%) candidates scored from 13 to

16 marks out of 20 marks allocated to this question. The performance of candidates in this question is summarized in Figure 13.

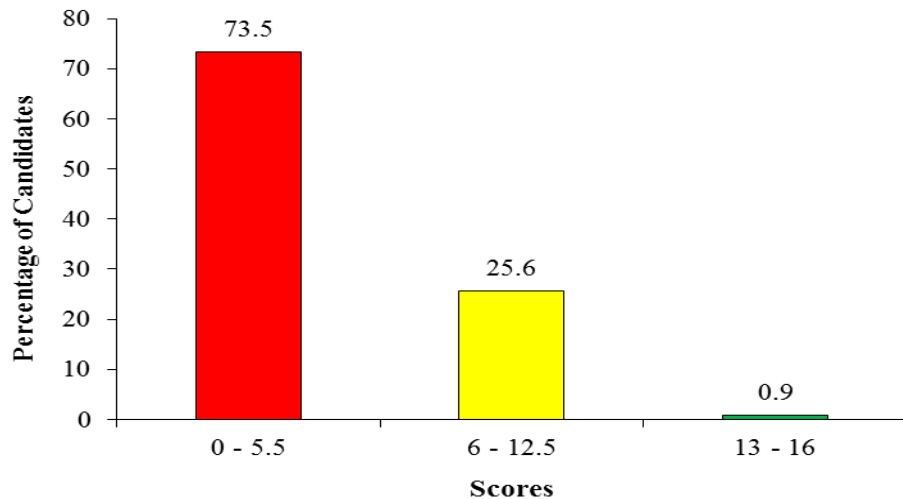


Figure 13: *The Percentages of the Candidates' Performance in Question 13.*

Most of the candidates who attempted this question performed poorly. These candidates were unable to clarify the statement that says; the hand of God with the congregation by using the story of the kingdom of Bee. Majority of the candidates provided unclear explanations. Some of them copied some paragraphs of passage from question paper. Others narrated the story of the Kingdom of Bee as it is without giving any clarification of the statement given according to what they read on the story of the Kingdom of Bee. This poor performance shows that these candidates lacked enough knowledge on the story of “the Kingdom of Bee” as well as enough vocabulary of the Arabic Language. Extracts 13.1a and 1b show samples of such poor responses.

Extract 13.1a

13.	فَضْلًا فِي النَّحْلَةِ فِي ذَاتِ يَوْمٍ سَفَرَةٍ	
	كَثِيرٍ فِي الْفَلَاحِ فِي الْقَلْبِ الْعَمَلِ مِنَ الْأَشْجَارِ	
	أَيُّنَ سَفَرٍ وَمَا تَخَلَّاهُ فِي فِزِيرِ الْفَرَسَةِ فِي	
	الْأَشْجَارِ فِي الْعَمَلِ الْأَعْمَلِ وَحَدَّ الثَّلَا فِي	
	ذَاتِ الْفَرَسَةِ فِي أَسْرَارِ الْآيَةِ الْعَمَلِ الْفَرَسَةِ	
	أَحَبَّ فِي الْعَمَلِ الْعَمَلِ فِي الْأَشْجَارِ الثَّلَا فِي	
	فِي وَحْدٍ أَخِي أَنَا الْعَمَلِ وَحَدَّ الثَّلَا فِي صَغِيرِ	
	إِلَى الْفَرَسَةِ أَجْوَ الثَّلَا فِي سَفَرِ صَغِيرِ فِي أَيْدِ	
	الْعَمَلِ إِلَى الْفَرَسَةِ فِي وَفِيهَا فِي سَفَرَةٍ وَقَالَ	
	أَجْوَ فِي صَغِيرِ فِي ذَهَبَةٍ وَحَدَّ سَفَرٍ فِي الْقَلْبِ	
	فِي الْعَمَلِ الْعَمَلِ صَغِيرَةٍ الثَّلَا لَا سَفَرٍ يَسْجُبِ	
	قَسَا، صَغِيرَةٍ يَلْفَرِيهَا إِلَى فَرَسَةٍ فِي الْخُرُونِ فِي صَغِيرِ	
	الْثَّلَا رَجَعَتْ فِي تَحْشِيرِ الثَّلَا فِي الْبَيْتِ بَدَأَ الْعَمَلِ	
	فِي الْقَلْبِ الْعَمَلِ .	

Extract 13.1a: Shows a sample of a response from a script of the candidate who provided unclear descriptions due to poor mastery of the Arabic Language.

Extract 13.1b

	الفِئْمُ السَّابِعُ	
13	بِإِذْنِ اللَّهِ مَعَ الْجَمَاعَةِ: وَدَنَعَ فِي قَلْبِهِ الْعِبَارَةُ	
	مُعْتَمِلًا أَمَّا قِصَّةُ مَمْلَكَةِ النُّحْلَةِ .	
	ذَاتَ يَوْمٍ غَضِبَ النُّحْلَةُ مِنْ زَمَلَاتِهَا النُّحْلَةُ	
	بِسَبَبِ تَرَدُّدِهَا تَشْتَعُضِي كَثْرًا وَ	
	تُصِيبُ مِنَ الْغَدَى إِلَّا الْقَلِيلَ . وَحِينَمَا	
	إِسْتَدَّ مِنْ غَضَبِهِ حَجَرُ النُّحْلَةِ مِنَ النُّحْلَةِ .	
	وَكَانَتْ تَعْلَمُ وَخَدَهَا بِعِيدٍ مِنْ زَمَلَاتِهَا	
	وَلَكِنْ لَمْ تَمُضِ إِيَّامَ الْقَلِيلِ رَجَعَتْ مِنْ زَمَلَاتِهَا	
	تَمَافُجْدَةً أَنَّ الْعَمَلَ لَمْ يَتَأَثَّرْ بِغَايَةِ .	
	وَقَالَتْ فِي تَحْسِينِ الْحَقِّ لَا يُمْكِنُ أَنْ يَقُومَ الْفَرْقُ كَانَ	
	مِثْلَ مَا يَقُومُ بِهِ الْجَمَاعَةُ .	

Extract 13.1b: Shows a sample of a response from a script of the candidate who narrated the story instead of clarifying the saying given. Moreover, the candidate's responses had a lot of spelling mistakes and grammatical errors due to poor mastery of the Arabic Language.

However, there were few candidates who performed well in this question. These candidates were able to provide appropriate clarifications of the given statement by showing the effectiveness of unity and the negative of division. Moreover, they organized their points in a logical flow and also followed most of principles and ethics of essay writing. However, there were some spelling and grammatical errors in their responses. This good performance implies that the candidates had sufficient knowledge on the story of the Kingdom of Bee and good mastery of the Arabic Language. Extract 13.2 shows a sample of a good response.

Extract 13.2

13	<p>هذا القول ثابت أن يد الله مع الجماعة ففي الجماعة بركة ودرجة كثير كما فرض صلاة الجماعة لكل مسلم فاعنه يحمل درجة كثير من صلاة الفرد . فلا بد من ترك الجماعة أن يصيبه المشاكل الكثير . هذا القول يثبت في قصة مملكة النحلة كما يلي .</p> <p>غضبت النحلة ذات يوم من زميلا تهما النحل فهي ترى أنها تشتغل كثير ولا تجد ما تستحق من الغذاء والأقليل وكرهه أيضا لا تفكر جهود الذي تبذل جماعة النحل كذلك . فذات يوم أرادت أن يترك الجماعة بفكرة أنهن لا يعملن بالعدل ، فقالوا لها لا نمسي كما تحبين وسوف نرى ما تستطيعين أن تفعل الخلية وحده . هجرت النحلة خلية الجماعة فصار يعمل وحدها بعيها عن زميلا تها ولكن ص ما زال يد الله مع الجماعة فهيها تهيها ت لم تمض أيام كثير حتى عادت إلى زميلا تها تظهر عليها الجوع والتعب فما حصلته حصلت شيئا في هجرته وأرادت لهن أن يقبلنها لتعمل في الخلية مع معهم ، فأقبلوا عليه ومارت تعمل بهمة ونشاط حتى ماتت شهيدة في سبيل الجماعة . لذلك ، لابد أن يقوم كل واحد مع الجماعة فاعن فائدة الجماعة كثير ولا يمكن أن يقوم فرد صها تقو به الجماعة إلا حصل الشدة والحسرة والغدامة ، لا تنسى أن يد الله مع الجماعة .</p>
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Extract 13.2: Shows a sample of a response from a script of the candidate who was able to clarify the given statement that the hand of God with the congregation with sufficient descriptions.

2.4.3 Question 14: *The Lazy Rat*

In this question, the candidates were required to clarify the given statement which says that the laziness its end is dire according to what they read from the story of the Lazy Rat. The question tested the candidates' ability to apply their thoughts and build capacity of convincing as well as expressing themselves in the Arabic Language.

The question was attempted by 1447 (11.9%) candidates. The general performance of the candidates in this question was poor taking into consideration that 972 (67.2%) candidates scored from 0 to 5.5 marks. Statistics also showed that 457 (31.6%) candidates scored from 6 to 12.5 marks and only 18 (1.2%) candidates scored from 13 to 16 marks out of 20 marks allocated to this question. The performance of candidates in this question is summarized in Figure 14.

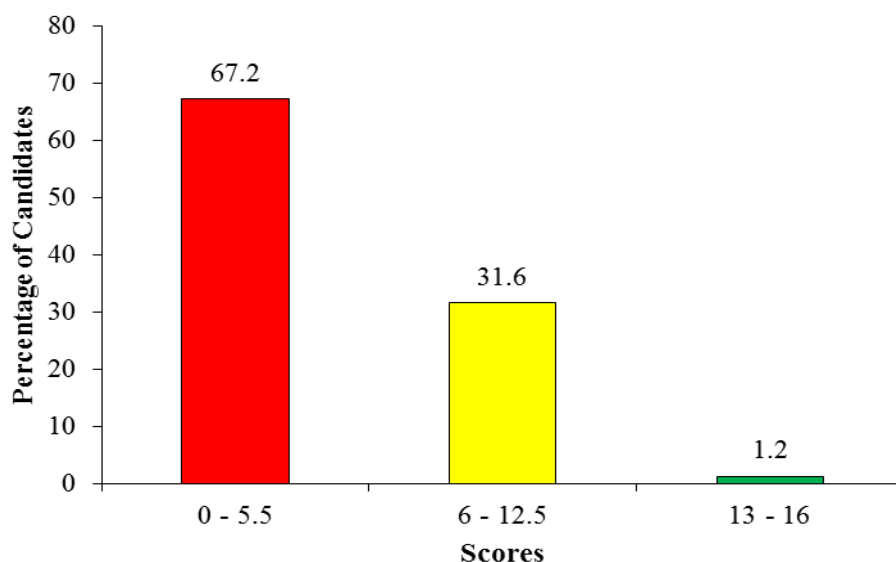


Figure 14: *The Percentages of the Candidates' Performance in Question 14.*

The analysis of the candidates' responses indicates that, the candidates who performed poorly in this question were unable to meet the requirements of the question due to poor command of Arabic Language. They were required to interpret the statement which says; the laziness its end is dire according to what they read from the story of the Lazy Rat. Majority of candidates provided unclear explanation. Some of them just copied words from the passage and

questions and used them as responses. For example, one of the candidates copied the passage from the question 7 which says; (دخل الأب في العيد حاملاً الهدايا) (النفسية لأولاده في يده بعض) “The father entered on feast day carrying some precious gifts for his children”. Other candidates just narrated the story as it is without interpreting the statement given. Furthermore, their responses had a lot of spelling mistakes and grammatical errors. This poor performance shows that, these candidates did not have enough knowledge on the story of the Lazy Rat and had poor mastery of the Arabic Language. Extracts 14.1a and 1b show samples of such poor responses.

Extract 14.1a

14	<p> الفأرة السليمة : هو جمع من وجو إذا دخل عزفت في حرفة الحيون ورأى الجوز ياداً علمته بفتح الباب وأما إذا كان الجوز حاراً فإنه يترك السليمة : وأما إذا كان الكلب فوجد قرون الف الكثير ويليه الحصان الذي عرفه العرب قديماً علموه الترميز ليضجرك الناس وقد روي عنه أحمد بن محمد ومما يروي عن ذلك أن نفي السليمة رأت مؤزراً معلقاً من الشقف فأ خضرت صندوقاً خفيفاً ثم وضعت عليها كوسياً أحمد بن سبر وأما إذا كان الكلب فقد خربت عنه القصص الكبيرة ويليه الحصان الذي عرف في العذر قديماً إذا كان وقد كان في ألمانيا منذ عهد الهند سلفهم الحسابة وقد روي عن الأما بضرب الأرواح كما في الأما يدين أما سباع البحر فهي سلسة القياد سر بها التعلم وقد روي عن أما ما وكلهم وقد روي عن العرب أن تأماً راعياً ويليه ما في ذلك الذي هو كرفيع ذكي وإذا علموه الترميز ليضجرك الناس وقد روي السليمة الترميز ليضجرك الناس وقد روي روي عن ذلك أنه أعطي حيزاً يابساً </p>
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Extract 14.1a: Shows a sample of a response from a script of the candidate who copied some words from the passage and put them as the answer.

Extract 14.1b

		14
	القارّة على حيوانها ضربة تعيشتو زما في مسكنها الناس أو الغابة	
	الكسل لم تشطع القارّة الكسل لأنها كتبت القارّة في ما سكنها نس وتردد في مسكنها	
	عدهم العلم لم تشطع القارّة الكسل لأنها كتبت القارّة في مسكنها نس في علم من القارّة في حيوانها	
	عدهم الصبر لم تشطع القارّة الكسل كتبت القارّة في مسكنها نس أن تعاش وخيمة لا الصبر	
	عدهم التفكير لم تشطع القارّة الكسل لأنها كتبت القارّة مسكنها نس في التفكير في تسخير القصة	
	عدهم التردد لم تشطع القارّة الكسل لأنها كتبت القارّة مسكنها نس في تردد في كسل زما في حيوانها	
	عدها هي الموضوع ما أعل قصه القارّة الكسل لم تشطع القارّة الكسل وبعد تفتت قول	

Extract 14.1b: Shows a sample of a response from a script of the candidate who provided insufficient description instead he/she repeated the same words for each paragraph due to lack of enough knowledge on the story of Lazy Rat.

On the other hand, there were some few candidates who performed well in this question. These candidates were able to interpret and reflect the statement that the laziness its end is dire to the daily life according to what they read from the story of the Lazy Rat as required. For example, one of the candidates wrote, "Lack of desire to work and love of comfort without exerting that led the lazy Rat to the end of disastrous and almost starve to death". Furthermore, they

could organize their points in a good flow, starting with introduction, main body and conclusion. However, their responses had some grammatical errors and spelling mistakes. This good performance indicates that they had enough knowledge on the story of the Lazy Rat as well as good mastery of the Arabic Language. Extract 14.2 shows a sample of a good response.

Extract 14.2

14	عاشت الفأرة في مجموعة الخريجين وكل
	واحد كان يزرع ويدفن ما تحصلت من الزراعة
	للغد. لكن الفأرة كانت كسلانة لا تحب العمل
	فاشتد عليها الجوع والجوع وحاولت أن تقل
	مشاكلها فلم يستطع ذلك بالأسباب الآتية:
	الكسل: كانت الفأرة الكسلانة لا تحب
	العمل، ولم تدفن طعاما لينفعها في الشتاء
	حينما كانت أصدقائها يزرعون ويدفنون للغد
	عدم الصبر: الفأرة الكسلانة لم تكن
	صابرة في زراعة نبات واحد، كانت تقلع
	ما ظهرت على الأرض لنضج أخضر
	الطماعة: والتمرد: كانت الفأرة الكسلانة
	طماعة، تطمع أن تجد كل ما نرعه في حقل جارثها
	ولا تستقيم على نبات واحد.
	عدم التفكير: كانت الفأرة لا تفكر جيدا
	بما تفعله فقد بغير عبق وتندم في نهاية

	وتلوم نفسها بما فعلت	
	قول المناخ: هبت الرياح ثانياً فذهبت	
	النباتات وماتت الخضوع ولم يجد الفأر شيئاً	
	من الطعام في صحنه نظاية زراعتها.	
	إذن يجب علينا أن نعمل بقوانيننا	
	واجتهادنا، ولا نسمع في الأمر غير أن نتفكر	
	في عاقبة.	

Extract 14.2: Shows a sample of a response from a script of the candidate who was able to interpret and reflect the statement provided to the daily life according to what he/she read from the story of the Lazy Rat.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of candidates' responses in each topic shows that candidates had good performance in *Comprehension* (65.4%). These candidates performed well because they had adequate skills in reading for comprehension. Candidates had average performance in *Response to readings* (33.03%). This is because they had adequate knowledge on stories; the Lazy Rat, Kingdom of Bee, the Tortoise and Rabbit. Candidates had poor performance in *Composition* (11.66%) because they lacked adequate vocabulary and had no skills in letter writing to express themselves well in Arabic Language. Furthermore, candidates had poor performance in *Grammar* (22.64%). These candidates performed poorly in the following sub topics: subject, meaningful sentences, nominal sentences, inflection, feminine gender and subject of the passive voice because they had inadequate knowledge and rules related to topics.

4.0 CONCLUSION

The general performance of candidates in Arabic Language in the CSEE 2018 was average. This average performance was attributed to having good skills in reading for comprehension and ability to identify the requirements of the questions.

The analysis of candidates' performance in topics of *Comprehension*, *Response to readings* and *Composition* in the year 2018 increased by (11.12%), (12.12%) and (5.33%) respectively compared to their performance in 2017. Candidates' performance has decreased by (6.10%) in *Grammar* in 2018 compared to their performance in 2017.

5.0 RECOMMENDATIONS

In order to improve performance of candidates in future the following recommendations are presented:

- (a) Teachers should provide Arabic texts to candidates with guiding questions to strengthen their ability of listening and answering questions in groups and individually.
- (b) Teachers should guide candidates to study a given text with grammar, identify it and practise by giving examples.
- (c) Teachers should guide candidates to identify inflections, verbs and analyse sentences from selected texts in groups and individually.
- (d) Teacher should guide candidates to select topics of letter writing or composition and write the first draft in pairs or groups focusing on the content of the topics, correct spelling mistakes and grammatical errors.
- (e) Teachers should guide candidates to express their daily routine and past events using simple sentences to enable them express in Arabic Language.

Appendix A

Summary of Candidates' Performance in Each Topic by Year

S/N	Topic	Total number of questions	2017		2018	
			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	54.28	Good	65.40	Good
2.	Grammar	7	28.74	Weak	22.64	Weak
3.	Response to Readings	3	20.91	Weak	33.03	Average
4.	Composition	3	6.33	Weak	11.66	Weak

Appendix B

