THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2019

025 ARABIC LANGUAGE

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FOREWORD

The Candidates' Items Responses Analysis Report (CIRA) in the 2019 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 in the examination questions is a strong indicator of what the education system was able or unable to offer to candidates in their four years of Ordinary Level Secondary Education in the subject.

The analysis presented in this report is intended to enhance understanding of the 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 adequate knowledge on the concepts in the Arabic Language. The report also highlights factors that led to poor performance such as; failure to identify the demand of the questions, inability to express oneself in Arabic Language and inadequate knowledge on the concepts, principles and rules related to the Arabic language 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. This will consequently 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 2019.

The Arabic Language paper consisted of twelve (12) questions with sections; A, B and C. Candidates were supposed to answer eleven (11) questions. In sections A and B, the candidates were required to attempt all questions. In section C the candidates were required to choose three of the four questions. Section A had two questions, where question one (1) had ten (10) items that carried 10 marks and question two (2) had five (5) items that carried five (5) marks making a total of 15 marks. Section B had six (6) questions, where by question three (3) carried 10 marks; questions 4, 5, 6, 7 and 8 carried 6 marks each, making a total of 40 marks. Section C had four optional questions, each carried 15 marks.

The analysis of the Certificate of Secondary Education Examination (CSEE) in Arabic Language presents the requirements of each question and shows the expected responses for each of the questions and how the candidates answered the 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 as 'good', 'average' or 'poor' which are represented in different colours. In this analysis, if the performance ranges from 65 to 100 percent it was categorized 'good' and is represented by colour green; 30 to 64 percent was categorized as 'average' and is represented by colour yellow; and 0 to 29 percent was categorized as 'poor' and is represented 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.

The total number of the candidates that sat for the Certificate of Secondary Education (CSEE) in November 2019 in Arabic Language were 20540; out of which, 5,723 (27.88%) of the candidates passed and (72.12%) of the candidates failed. In 2018, candidates that sat for the Certificate of Secondary Education (CSEE) were 12,137; out of these, 5,816 candidates (48.00%) passed and 6,321candidates (52.00%) failed. This implies that the performance of the

candidates in the year 2019 has decreased by 20.12 percent compared to the year 2018.

2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. Candidates were required to attempt all the questions. Question one (1) was on multiple choices and had ten (10) items. Question two (2) was on matching items and had five (5) items. Each item carried 1 mark, making a total of fifteen (15) marks in this section.

2.1.1 Question 1: Multiple Choice

This was a compulsory question, it consisted of 10 multiple choice items derived from various topics of the syllabus. The candidates were required to choose a correct answer from the given alternatives and write its letter besides the item number in the answer booklet provided.

The question was attempted by 20,539 candidates (100%). 246 candidates (1.2%) scored from 7 to 10 marks, which is good performance, 8,972 candidates (43.7%) scored from 3 to 6 marks which is average performance and 11,321 candidates (55.1%) scored from 0 to 2 marks which is weak performance. This shows that the performance in this question was average, since 9,218 candidates (44.9%) scored from 3 to 10 marks. The overall candidates' performance in the question is summarised in Figure 1.
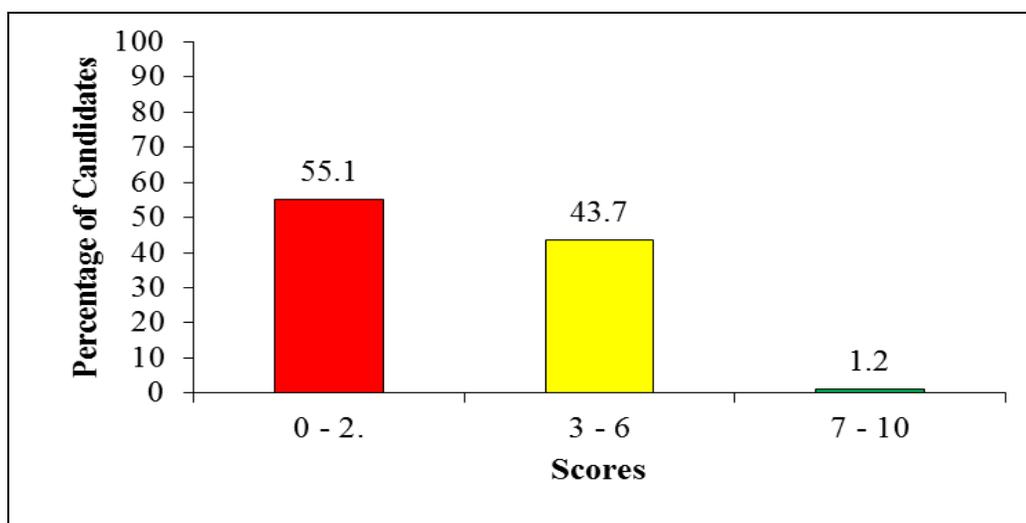

Figure 1: *Candidates' Performance in Question 1*

The analysis of candidates' item response is as follows:

Item (1), was:

<div dir="rtl">

س1) الأَدَوَاتُ الآتِيَةُ كُلُّهَا نَوَاصِبٌ إلاَّ وَاحِدَةً وَهِيَ:

أ– لَنْ.

ب– أَنْ.

جـ– إذَنْ.

د– إنْ.

هـ– كَيْ.

</div>

The item intended to test the candidates' ability to identify jussive particle and the ability to differentiate accusative particles from jussive particles. The correct answer was (د) (إنْ). The candidates who responded correctly to the question had sufficient knowledge on jussive particles and accusative particles. However, the candidates who opted for أ, ب, جـ and هـ were wrong because "*Lan- An- Idhan and Kay*" (لن- أن- إذن- كي) are accusative particles. Additionally, those who chose incorrect answers could not distinguish accusative particles (*أدوات النصب*) from jussive particles (*أدوات الجزم*). Accusative particles (*أدوات النصب*) when precede or when came before the present verb (*الفعل المضارع*), the verb takes accusative case whereas the jussive particles (*أدوات الجزم*) when they precede or come before the present verb (*الفعل المضارع*), the verb takes jussive case. This suggests that the candidates who failed to choose the correct answer lacked not only the knowledge of accusative particles but also knowledge of jussive particles.

Item (2) required the candidate to identify two types of inflection which relate to the noun and verb. The item was:

<div dir="rtl">

س2) الْحَالَتَانِ مِنْ أَحْوَالِ الإِعْرَابِ اللَّتَانِ يَشْتَرِكُ فِيهِمَا الاسْمُ وَالفِعْلُ هُمَا:

أ – الرَّفْعُ وَالنَّصْبُ.

</div>

ب – الرَّفْعُ وَالجَرُّ.

جـ – الرَّفْعُ وَالجَزْمُ.

د – النَّصْبُ وَالجَرُّ.

هـ – النَّصْبُ وَالجَزْمُ.

The correct answer was (أ) (الرفع والنصب). The candidates who opted for (أ) (الرفع والنصب) were able to identify the types of inflection which take part in both nouns and verbs. The candidates who opted for ب, جـ, د and هـ failed to identify the correct response probably due to lack of knowledge about types of inflection which relate to the noun and verb. In Arabic language there are four types of inflection (أنواع الإعراب) namely; (الرفع والنصب والجر والجزم) and only (الرفع والنصب) are used in both verbs and nouns. Many of them opted for (جـ) *Nominative case and imperative case*. They confused the word الرفع and did not know the word (الجزم) is not used in both nouns and verbs. This shows that the candidates did not master well the topic of inflection.

Item (3) stated that:-

س3) كَانَتْ الأُمَّهَاتُ جَالِسَاتٍ تَحْتَ الشَّجَرَةِ: كَلِمَةُ "جَالِسَاتٍ" تُعْرَبُ كَالتَّالِي:

أ- خَبَرُ كَانَ مَرْفُوعٌ بِالأَلِفِ.

ب- خَبَرُ كَانَ مَرْفُوعٌ بِحَذْفِ العِلَّةِ.

جـ- خَبَرُ كَانَ مَجْرُورٌ بِالكَسْرَةِ.

د- خَبَرُ كَانَ مَنْصُوبٌ بِالكَسْرَةِ.

هـ- خَبَرُ كَانَ مَنْصُوبٌ بِالفَتْحَةِ الْمُقَدَّرَةِ.

In this item, the candidates were required to identify the inflection of the word "*Jaalisaati*" (جالسات). The correct answer was (د) (خبر كان منصوب بالكسرة). The

candidates who opted for (د) were familiar with inflection and the knowledge of (كان و أخواتها) This response was opted by candidates who had adequate knowledge of inflection and the functions of (kaana wa akhwaatuha) in the sentence. However, the candidates who failed to opt for (د) had insufficient knowledge of inflection. If you put *Kaana* (كان) or one of its sisters in a sentence it will change the predicate (الخبر) from the nominative case (المرفوع) to the accusative case (المنصوب).

Item (4) required the candidates to identify the plural of the word "*Al-watan*" (الوطن). The alternatives were:

س4) الوَطَنُ كَلِمَةٌ مَفْرَدَةٌ وَيُجْمَعُ عَلَى:

أ– الوُطُونُ.

ب– الوَطَنِيَّةُ.

جـ– الوَطَنِيُّونَ.

د– الْمَوَاطِنُ.

هـ– الأَوْطَانُ.

The correct answer was (هـ) "*Al-aw-twaanu*" (الأوطان). The candidates who opted for (هـ) had sufficient vocabulary. Plural in Arabic is divided into three parts namely: (جمع تكسير) *jam-u takseeri*, (جمع مذكر سالم) *jam-u mudhakkari saalim* and (جمع مؤنث سالم) *jam-u muannath saalim*. (جمع تكسير) *jam-uttakseeri* is made by changing the structure of its noun in a singular form, and the correct response falls under this type. As for (جمع مذكر سالم) *jam-u mudhakkari saalim*, this is changed to plural by adding suffix *wau* (و) and *nun* (ن) for nominative case or *yaau* (ي) and *nun* (ن) for accusative and genitive case at the end. In regard to (جمع مؤنث سالم) *jam-u muannath saalim* it is changed to plural by adding suffix *alifu* (ا) and *taau* (ت) at the end. The candidates who opted for other alternatives did not have enough vocabulary and knowledge of Arabic plurals.

Item (5) required the candidates to identify "*Khabarul-mufradi*" (The singled predicate) in the given sentences. The item was:

س5) وَاحِدَةٌ مِنْ هَذِهِ الْجُمَلِ خَبَرُهَا مُفْرَدٌ؛ وَهَذِهِ الْجُمْلَةُ هِيَ:

أ- الْمُعَلِّمُ شَرْحُهُ مُمْتِعٌ.

ب- التَّلَامِيذُ فِي الْفَصْلِ.

جـ- الْعُمَّالُ تَاعِبُونَ جِدًّا.

د- الْمَطَرُ يَنْزِلُ.

هـ- السَّفِينَةُ تَرْسُو فِي الْمِيْنَاءِ.

The correct response was (جـ) "The workers are very tired". The candidates who opted for (جـ) had enough knowledge of types of Predicate. However, most of the candidates opted for (د). These candidates were attracted to the short sentence.

The item (6) stated that:

س6) الطُّلَّابُ يَرْتَقُونَ أَعْلَى قِمَّةٍ فِي التَّعَلُّمِ؛ تُعْرَبُ كَلِمَةُ "يَرْتَقُونَ":

أ- فِعْلٌ مُضَارِعٌ مَرْفُوعٌ بِالضَّمَّةِ الْمُقَدَّرَةِ عَلَى الْوَاوِ.

ب- فِعْلٌ مُضَارِعٌ مَرْفُوعٌ بِثُبُوتِ النُّونِ نِيَابَةً عَنِ الضَّمَّةِ.

جـ- فِعْلٌ مُضَارِعٌ مَرْفُوعٌ بِالسُّكُونِ نِيَابَةً عَنِ الضَّمَّةِ.

د- فِعْلٌ مُضَارِعٌ مَرْفُوعٌ بِالْوَاوِ نِيَابَةً عَنِ الضَّمَّةِ.

هـ- فِعْلٌ مُضَارِعٌ مَرْفُوعٌ بِالْفَتْحَةِ نِيَابَةً عَنِ الضَّمَّةِ.

In this item the candidates were required to identify the inflection of the word "Yartaquuna" (make progress) in the given sentence. The correct answer was (ب). Present tense is in a nominative case by having a "nuuni" (النون) on behalf of "dhammah" (الضمة). The correct option (ب) was opted for by the candidates

who had adequate knowledge about Arabic inflections. The candidates who lacked such knowledge opted for (أ) "Present tense in a nominative case with an estimated "*dhammah*" (الضَمَّة) on the letter "*Al-wawuu* (الواو)." (C) Present tense is in a nominative case by having "*Assukuuni*" (السكون) on behalf of "*dhammah*" (الضَمَّة), (د) Present tense is in a nominative case by having "*Al-wawuu*" (الواو) on behalf of "*dhammati*" (الضَمَّة), (هـ) Present tense is in a nominative case by having "*Al-fat-ha*" (الفتحة) on behalf of "*dhammati*" (الضَمَّة). Hence candidates who chose these answers lacked knowledge about the inflections in Arabic Language.

Item (7), was as follows:

س7) مِنَ العِبَارَاتِ الآتِيَةِ عِبَارَةٌ كَلِمَاتُهَا كُلُّهَا مَبْنِيَّةٌ؛ وَهِيَ:

أ– تَضْرِبُ، هَذَا، أَنَا.

ب– يَضْرِبْنَ، حَيْثُ، زَارَا.

جـ– هَؤُلَاءِ، وَصَلُوا، شَرِيفٌ.

د– خَمْسَةَ عَشَرَ، لَيَنْصُرَنَّ، لَيْلَى.

هـ– الَّذِي، مَنْ، أَبُوكَ.

In this item, the candidates were required to identify the uninflected words. The correct response was (ب) "*yadh-rib-na, hay-thu, zaara*" (يضربن، حيث، زارا). The candidates who opted for (ب) had mastered well the topic of inflected and uninflected words. The candidates who provided incorrect answers lacked knowledge of the difference between *Mabniyu* (مبني) and *Muurab* (معرب). *Mabniyu* (مبني) is a word that is required to remain in a fixed condition, in spite of the different governors that precede it whereas *Muurab* (معرب) is the word which is changed at its end because of the different types of governors that precede it or the governing factors that affect it.

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In item 8, the candidates were required to identify the principles of an adjective.

س8) إِنَّ النَّعْتَ يَتْبَعُ الْمَنْعُوتَ فِي:

أ- لَفْظِهِ وَبِنَائِهِ وَحَرَكَتِهِ.

ب- لَفْظِهِ وَصُورَتِهِ وَحَرَكَتِهِ.

جـ- رَفْعِهِ وَنَصْبِهِ وَجَرِّهِ.

د- فِعْلِهِ وَبِنَائِهِ وَحَرْفِهِ.

هـ- اسْمِهِ وَفِعْلِهِ وَحَرْفِهِ.

The correct answer was (جـ) "*Raf-ihi, wanas-bihi wajarrihi*" (**رفعه ونصبه وجرّه**).
The candidates who opted for (جـ) knew the concept of (**النعت**) (description)
and (**منعوت**) (a described word). The candidates in this category had sufficient
knowledge on (**النعت**). Many of the candidates opted for letter (هـ). These
candidates were confused about types of words. Which are noun, verb and letter.
On the other hand candidates who opted for other alternatives were not aware
that in Arabic Language the adjective (**النعت**) is a follower of a described word in
its *raf, nasb and khafdh (jarr).*

In item 9, the candidates were required to identify the type of simile used in the
given sentence. The item was:

س9) لِلتَّشْبِيهِ أَنْوَاعٌ، فَمَا نَوْعُ التَّشْبِيهِ مِنَ العِبَارَةِ الآتِيَةِ "عَلِيٌّ كَالأَسَدِ"؟

أ- مُرْسَلٌ

ب- مُجْمَلٌ

جـ- مُفَصَّلٌ

$$\text{د- بَلِيْغٌ}$$

$$\text{هـ- مُؤَكَّدٌ.}$$

The correct answer was (أ) Mur-salu (مرسل). The candidates who opted for (أ) had sufficient knowledge. The candidates who opted for other alternatives did not have knowledge of Arabic simile.

In item 10, the candidates were required to identify the sentence of "Inshaa-iyyah". The item was:-

$$\text{س}10\text{) العِبَارَاتُ الآتِيَةُ كُلُّهَا إِنْشَائِيَّةٌ إِلاَّ وَاحِدَةً؛ وَهِيَ:}$$

$$\text{أ- ارْجِعْ إِلَى خُلُقِكَ الْمَعْرُوفِ.}$$

$$\text{ب- يَا لَيْتَ مَنْ يَمْنَعُ الْمَعْرُوفَ.}$$

$$\text{جـ- لَعَمْرُكَ مَا بِالْعَقْلِ يكْتَسَبُ الغِنَى.}$$

$$\text{د- أَنْتَ تَعْمَلُ فِي حَدِيْقَتِكَ كُلَّ يَوْمٍ.}$$

$$\text{هـ- عَسَى اللهُ أَنْ يَأْتِيَ بِالْخَيْرِ.}$$

In this item the candidates were required to identify the sentence of "*Inshaa-iyyah*". The correct answer was (د). The candidates who opted for د had sufficient knowledge. The candidates who wrote wrong answers did not have sufficient knowledge.

2.1.2 Question 2: Matching items

The question consisted of five (5) matching items. It intended to measure the knowledge of vocabularies from the topic of expression. The candidates were required to match each adjective in List A with its opposite in List B by writing the letter of the corresponding response beside the item number in the answer booklet provided.

The question was:

2- صِلْ بَيْنَ الصِّفَةِ فِي الْعَمُودِ (أ) وَعَكْسِهَا (ضِدِّهَا) فِي الْعَمُودِ (ب) بِكِتَابَةِ حَرْفِ الإِجَابَةِ بِجَانِبِ رَقْمِ السُّؤَالِ فِي وَرَقَةِ الإِجَابَةِ:

	الْعُمُودُ (ب)			الْعُمُودُ (أ)	
	بَطِيْءٌ	أ		ذَكِيٌّ.	س1
	خَفِيْفٌ	ب		جَدِيْدٌ.	س2
	رَخِيْصٌ	ج		سَرِيْعٌ.	س3
	رَاعٍ	د		ثَقِيْلٌ.	س4
	غَنِيٌّ	هـ		غَالٍ.	س5
	صَغِيْرٌ	و			
	قَدِيْمٌ	ز			

The question was attempted by 20,540 candidates (100%), out of which 1,608 candidates (7.8%) scored from 3.5 to 5 marks, which was good performance, 5,599 candidates (27.3%) scored from 1.5 to 3 marks, which is average and 13,333 candidates (64.9%) scored from 0 to 1 mark, which was poor performance. The general performance of the candidates in the question was therefore average, considering that 7,207 candidates (35.1%) scored from 1.5 to 5 marks. The overall candidates' performance in the question is summarised in Figure 2.
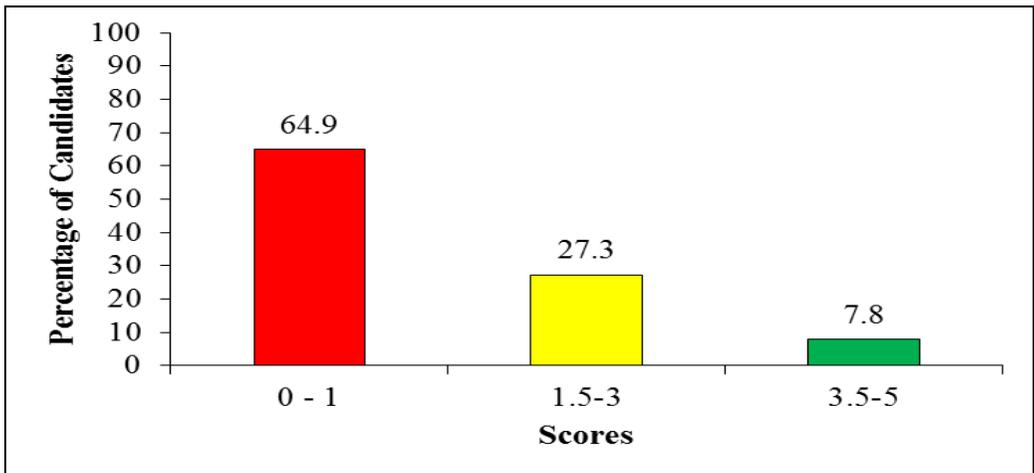

Figure 2*: Candidates' Performance in Question 2*

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Item (1) required the candidates to identify the opposite of the word (أذكي) "Intelligent". The correct response was (هـ) (غبي). The candidates who matched the item with the correct response had adequate knowledge on the meaning of the word. However, there were candidates that opted for (أ) (بطيئ) "Slow" as the response to the question. These candidates lacked not only the knowledge to identify the meaning of the adjectives in list A but also the meaning of the words in List B. Nevertheless, there were candidates who chose other incorrect responses. These responses to the question indicated the candidates' lack of knowledge of the meaning of adjectives in the question.

Item (2) required the candidates to identify the opposite of the adjective (جديد) "new" The correct response was (ز) (قديم) (old). However, the candidates that opted for (أ) بطيئ (Slow), (ب) خفيف (Light), failed to identify the correct response probably due to lack of knowledge about both the meaning and the opposite of the words.

Item (3) demanded the candidates to identify the opposite of the adjective (سريع) (fast). The candidates who opted for the correct response (أ) (بطيئ) "Slow" had knowledge of vocabulary. However, some candidates who matched it with (ب) did not understand the meaning of the adjective.

Item (4) required the candidates to identify the opposite of the adjective (ثقيل) "heavy". The correct response was (ب) خفيف (Light). The candidates who performed well in this item were able to identify the correct response and match the item correctly. This implies that these candidates had sufficient knowledge of the meaning of the vocabulary. However, some candidates lacked understanding of the word and matched the item with irrelevant responses.

In item (5) the candidates were required to identify the opposite of the adjective (غال)"Expensive". The correct response was (جـ) (رخيص) "cheap". However, there were candidates that selected the incorrect responses (ب) خفيف (Light), (هـ) غبي and (أ) (بطيئ) "Slow". Such candidates were not aware that "(ب)خفيف (light), (هـ) غبي and (أ) (بطيئ) "Slow" cannot be the opposite of the adjective (غال) "Expensive". This is attributed to candidates' partial knowledge of words in Arabic Language.

2.2 SECTION B: Short Answers

This section had six (6) questions and each question had six items except question three that had five items. The candidates were required to answer all questions. Each question carried six (6) marks, except for question 3 which carried ten (10) marks, making a total of forty (40) marks.

2.2.1 Question 3: Analysing the Underlined Words

This question had five items and the candidates were required to analyse the underlined words given. As in Arabic language the word may change its ending due to the role of the word in the sentence. The process of this change is called inflection (الإعراب). This question tested the candidates' ability to analyse given words in a sentence by using inflection (الإعراب). The question was:

<div dir="rtl">

3- أَعْرِبْ مَا تَحْتَهُ خَطٌّ:

أ- رَكِبَ الطَّالِبَانِ الطَّائِرَةَ الجَدِيْدَةَ.

ب- تُصْنَعُ السَّاعَاتُ فِي يَابَان.

جـ- يُرَحِّبُ النَّاسُ ضُيُوفَ الْمَدِيْنَةِ.

د- احْتَرِمْ أَبَاكَ يَا وَلَدُ.

هـ- اسْتَمَعَتِ البَنَاتُ إِلَى الخُطْبَةِ.

</div>

The question was attempted by 20,540 candidates (100%), out of which 17,351 candidates (84.5%) scored from 0 to 2.5 marks, which was poor performance, 2,604 candidates (12.7%) scored from 3 to 6 marks, which was average performance and 585 candidates (2.8%) scored from 6.5 to 10 marks, which was good performance. The general performance of the candidates in the question was therefore poor, considering that 31,89 candidates (15.5%) scored from 3 to 10 marks. The overall candidates' performance in the question is summarised in Figure 3.
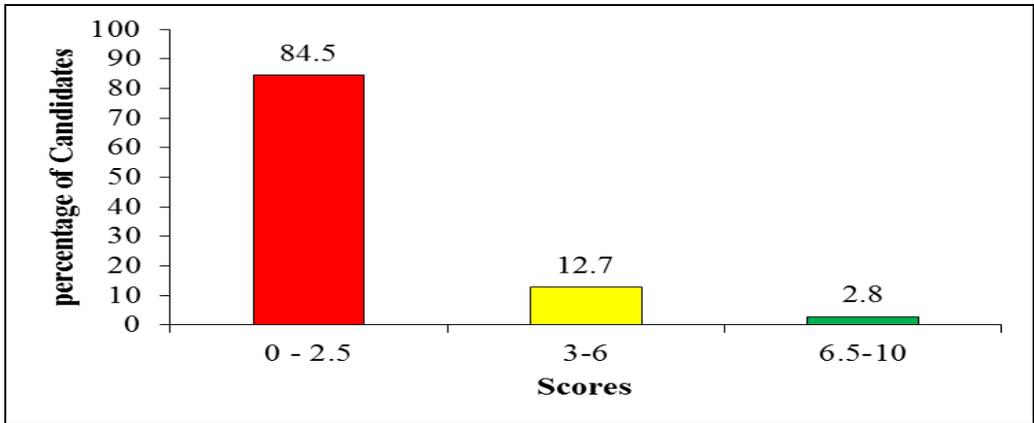
Figure 3: *Candidates' Performance in Question 3*

The candidates who scored low marks in this question were not able to analyse the underlined words as required. Most of them provided irrelevant answers because they did not understand inflection of the underlined words. The candidates who analyzed incorrectly the word "الطَّالِبان" (two students) in (3أ) for example, it seems were not aware about inflection of Arabic nouns especially dual nouns. As for number, nouns (الأسماء) in Arabic Language have three forms, Singular (مفرد), dual (مثنى) and (جمع) plural. Singular (مفرد) refers to a single entity; dual (مثنى) refers to a two entities while (جمع) plural refers to a three or more entities. A dual noun in Arabic is marked by suffixes called (ألف يرفع المثنى بالألف) and (ن) نون or (ي) ياء and (ن) نون Hence we can state that (الاثنين) and (ن) نون or (ي) ياء and (ن) نون .Therefore, the correct information for the word الطالبان in (3أ) (وينصب ويجر بالياء). Additionally, (الطَّالِبان=فاعل مرفوع وعلامة رفعه الألف نيابة عن الضَّمَّة لأنَّه مثنى). was some of them left the questions unanswered. There were also candidates who just copied the words from the questions and use them as their responses. This was attributed to their lack of competence in the Arabic Language which hindered them from identifying the underlined words in the given sentences. Extract 3.1 shows a sample of a poor response.
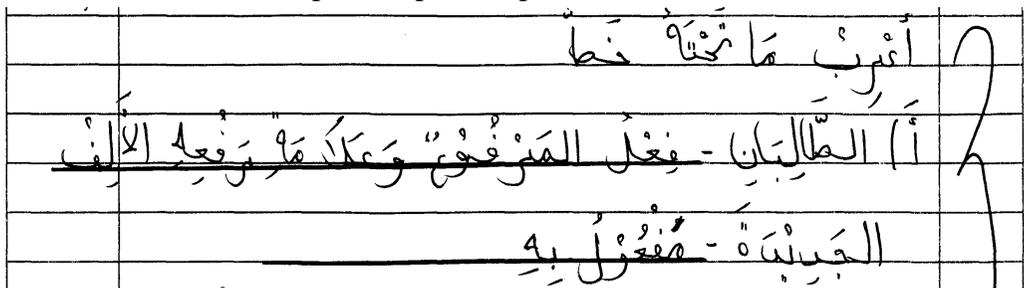
١	ب) تُصْنَعُ – مُبْتَدَأٌ مَرْفُوعٌ وَعَلاَمَةُ الضَّمَّة
	الشَّائِعَاتُ – خَبَرُ مُبْتَدَأ
	ج) يُرَحِّبُ – فَاعِلٌ مَرْفُوعٌ وَعَلاَمَةُ الضَّمَّة
	المَدِينَةُ – مَفْعُولٌ بِه
	د) اخْتَرِم – اللمُبْتَدَأ
	أَبَاكَ – خَبَرُ مُبْتَدَأ
	م) اسْتَمَعَتْ – فَاعِلٌ مَرْفُوعٌ
	الخُطْبَةَ – مَفْعُولٌ بِه

Extract 3.1: A sample of a poor response to question 3

The Extract 3.1 above shows a sample of a response from a candidate who was unable to analyse the words in the given sentences and escaped the word "إلى"

The analysis of the candidates' responses shows that 12.7 percent of the candidates had average performance in this question. Some of these candidates there were those who were able to analyze the underlined words in some parts of the question. Some candidates for example failed to analyse the word الجديدة (new), it seems that these candidates were not aware about *naatu* (النعت) (description) and منعوت (described word). (النعت) is a follower of the described word in its raf, *nasb* and *khafdh (jarr)*, Therefore, the correct answer for the inflection of the word الجديدة (new) was supposed to be الجَدِيدَةَ= صفة منصوب وعلامة since منعوت (described word) was in accusative case (منصوب) نصبه فتحة ظاهرة. Other candidates in this category gave wrong explanations, one of the candidates for example in (3أ) wrote الجَدِيدَةَ= الخبر (predicate) instead of الجَدِيدَةَ= (predicate) and in (ج–3) wrote المدينة –مفعول به instead of صفة منصوب وعلامة نصبه فتحة ظاهرة. Furthermore, there were some الْمَدِيْنَةِ = مضاف إليه مجرور وعلامة جره كسرة ظاهرة candidates in this category that left some parts of this question unanswered. This performance can be attributed to candidates' partial knowledge about nouns, (السماء), adjectives (صفة), verbs (أفعال) prepositions and genitive construction (الإضافة).

The candidates who performed well in this question were able to analyse the underlined words given as required. The correct response for the question was as follows in (3أ). الطَّالِبَانِ= فاعل مرفوع وعلامة رفعه الألف نيابة عن الضَمَّة لأنّه مثَنى The

In (3ب) the correct second word was الجَدِيدَةَ= صفة منصوب وعلامة نصبه فتحة ظاهرة. تُصْنَعُ= فعل مضارع مبنيَّ للمجهول مرفوع وعلامة رفعه ضمة ظاهرة the response was السَّاعَاتُ = نائب الفاعل مرفوع وعلامة رفعه ضمة ظاهرة The correct second word was يُرَحَّبُ= فعل مضارع مرفوع وعلامة رفعه ضمة ظاهرة response in (3 جـ) was and the other الْمَدِينَةِ = مضاف إليه مجرور وعلامة جره كسرة ظاهرة In (3د) the correct word was إخْتَرِمُ = فعل الأمر مبني على السكون، والفاعل ضمير مستتر وجوبا تقديره أنت the answer was أَبَاكَ = مفعول به منصوب وعلامة نصبه الألف نيابة عن الفتحة لأنه من الأسماء next word was الخمسة وهو مضاف وكاف المخاطب ضمير مُتَّصِل مبني على الفتح في محل الجرّ مضاف إليه In (3 إلى= the next word was استمعت = الفعل الماضي مبني على الفتح، والتاء علامة التأنيث (هـ الخُطَبَةِ= اسم and the last word was حرف الجر مبني على السكون لا محلّ له من الإعراب مجرور بإلى وعلامة جره كسرة ظاهرة This shows that the candidates were familiar with the inflection of nouns, (السماء), adjectives (صفة), verbs (أفعال) and prepositions, they were also good in genitive construction(الإضافة). Extract 3.2 shows a sample of a good response.

3	أ – الطَّالِبَانِ : فَاعِلٌ مَرْفُوعٌ بِالْأَلِفِ نِيَابَةً عَنِ الضَّمَّةِ لِأَنَّهُ مُثَنَّى .	
	الْجَدِيدَةَ : نَعَتْ عَلَى الطَّائِرَةِ مَنْصُوبٌ بِفَتْحَةٍ ظَاهِرَةٍ .	
	ب– تُصْنَعُ : فِعْلٌ مُضَارِعٌ مَبْنِيٌّ لِلْمَجْهُولِ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ عَلَى آخِرِهِ .	
	السَّاعَاتُ : نَائِبُ الْفَاعِلِ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ عَلَى آخِرِهِ .	
	جـ – يُرَحَّبُ : فِعْلٌ مُضَارِعٌ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ عَلَى آخِرِهِ .	

جـ - المَدِينَةِ : مُضَافٌ إِلَيْهِ مَجْرُورٌ بِكَسْرَةٍ ظَاهِرَةٍ		3
عَلَى آخِرِهِ.		
د - إِشْرَبْ : فِعْلُ أَمْرٍ مَبْنِيٌّ عَلَى السُّكُونِ.		
أَبَاكَ : مَفْعُولٌ بِهِ مَنْصُوبٌ بِالْأَلِفِ نِيَابَةً عَنِ الْفَتْحَةِ		
لِأَنَّهُ مِنَ الْأَسْمَاءِ الْخَمْسَةِ وَهُوَ مُضَافٌ. كَ : ضَمِيرٌ مَبْنِيٌّ		
عَلَى الْفَتْحَةِ فِي مَحَلِّ جَرٍّ مُضَافٌ إِلَيْهِ وَهُوَ ضَمِيرٌ مُتَّصِلٌ		
هـ - اسْتَمَعَتْ : فِعْلٌ مَاضٍ مَبْنِيٌّ عَلَى فَتْحَةٍ ظَاهِرَةٍ		
عَلَى آخِرِهِ. وَتْ : لِلتَّأْنِيثِ.		
إِلَى : حَرْفُ الْجَرِّ.		
الْخُطْبَةِ : اسْمٌ مَجْرُورٌ بِإِلَى وَعَلَامَةُ جَرِّهِ كَسْرَةٌ ظَاهِرَةٌ		
عَلَى آخِرِهِ.		

Extract 3.2: A sample of a good response to question 3

The Extract 3.2 above shows a sample of a response from a candidate who was able to analyse the words correctly in the given sentences.

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2.2.2 Question 4: Correcting Errors of the Underlined Words

This question had six items and the candidates were required to rewrite the given sentences and correct errors of the underlined word. This question tested the ability of the candidates to use correctly the given words in different ways in the Arabic Language.

<div dir="rtl">

4- أَعِدْ كِتَابَةَ الجُمَلِ الآتِيَةِ ثُمَّ صَحِّحِ الأَخْطَاءَ فِيْمَا تَحْتَهُ خَطٌّ:

أ- مَاذَا تُرِيْدُ مِنَ الطَّعَامِ يَا عَائِشَةُ؟

ب- هَلْ تَفْتَحُوْنَ الدُّكَانَ يَا عَلِيُّ؟

جـ- الكِتَابُ لَوْنُهُمْ جَمِيْلٌ.

د- أَنْتُنَّ تَدْرُسَانِ فِي مَدْرَسَةِ البَنَاتِ.

هـ- أَخَذَتْ فَاطِمَةُ كِتَابَهُ مِنَ الْمُدَرِّسِ.

و- صُنِعَتْ هَؤُلَاءِ السَّيَّارَاتُ فِي أَمْرِيكَا.

</div>

The question was attempted by 20,539 candidates (100%). 19,182 candidates (93.4%) scored from 0 to 1.5 marks, which is poor performance, 908 candidates (4.4%) scored from 2 to 3.5 marks, which is average performance and 449 candidates (2.2%) scored from 4 to 6 marks, which is good performance. The general performance of the candidates in the question was poor considering that 1,357 candidates (6.6%) scored from 2 to 6 marks. The overall candidates' performance in the question is summarised in Figure 4.
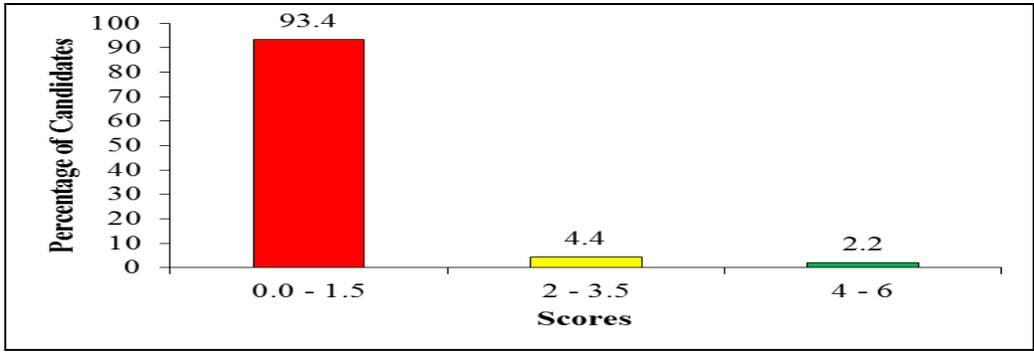
Figure 4: *Candidates' Performance in Question 4*

The analysis shows that the majority of the candidates in this question scored low marks, as they failed to correct errors of the underlined words in the given sentences. Some of the candidates left parts of the questions unanswered while others responded to the question by adding some unrequired words in the sentence. In item (ب) and (هـ) for example one of the candidate added the word (نعم) "yes" before the sentence while in item *(جـ), (د)* and *(و)* the candidates added the word (لا) 'no' before the sentence. There were also candidates who just copied the sentence without correcting errors in the underlined words and there were those who just changed the structure of the given sentences. This implies that the candidates either failed to understand the requirement of the question or they did not know the meaning of the words in the given sentences. Extract 4.1 is an illustration of a poor response to the question.

Extract 4.1: A sample of a poor response to question 4

The Extract 4.1 shows a sample of a response from a script of a candidate who failed to correct errors of the underlined words in the given sentences.

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The analysis of the candidates' responses indicates that 4.4 percent of the candidates had average performance in this question. Among them, there were candidates who were able to correct the errors in the underlined words in some parts of the questions, while in other parts they either left them unanswered or gave wrong responses. This is attributed to candidates' partial knowledge of Arabic Language.

Moreover, the analysis of the candidates' responses shows that there were only 2.2 percent of the candidates who scored high marks in this question. These candidates managed to correct errors in the underlined words as required. One of the candidates for example, managed to correct the underlined words as follows; (تريد) to be (تريدين) in part (أ), (تفتحون) to be (تفتح) in part (ب), (لونهم) to be (كتابها) to be (لونه) in part (ج-), (تدرسن) to be (تدرسان) in part (د), (كتابه) to be (كتابها) in part (هـ) and (هؤلاء) to be (هذه) in part (و). This shows that the candidates had adequate knowledge on the use of different words in Arabic language. Extract 4.2 shows a sample of a good response.

Extract 4.2: A sample of a good response to question 4.

The Extract 4.2 shows a sample of a good response from a script of a candidate who was able to correct errors of the underlined words in the given sentences.

2.2.3 Question 5: Meaningful sentences.

This question had six items and the candidates were required to provide examples of the given topics in meaningful sentences. The question tested candidates' ability to construct meaningful sentences.

5- هَاتِ مِثَالاً وَاحِداً فِي جُمْلَةٍ مُفِيْدَةٍ لِكُلِّ وَاحِدٍ مِمَّا يَأْتِي:
أ- ضَمِيْرُ الْمُتَكَلِّمِ.
ب- الاسْمُ الْمَوْصُولُ.
جـ- ظَرْفُ الزَّمَانِ.
د- الجَمْعُ.
هـ- الْمُؤَنَّثُ الْمَجَازِي.
و- الأَفْعَالُ الخَمْسَةُ.

The question was attempted by 20,538 candidates (100%). The performance in this question was generally poor. 17,368 candidates (84.6%) scored from 0 to 1.5 marks, which is poor performance, 1,992 candidates (9.7%) scored from 2 to 3.5 marks, which is average performance and 1,178 candidates (5.7%) scored from 4 to 6 marks, which is good performance. The overall performance in this question is summarized in Figure 5.
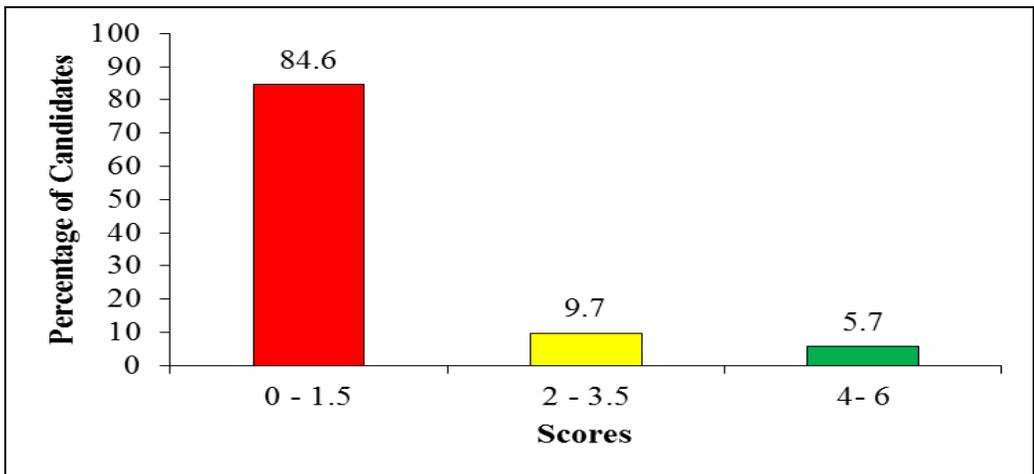
Figure 5*: Candidates' Performance in Question 5*

The analysis of candidates' responses shows that the candidates who performed poorly in this question failed to identify the demand of the question. The analysis shows that many candidates provided information which was not

required in the question. Some candidates for example mentioned examples of the concepts instead of constructing the sentence, One of the candidates for example in item (5أ) mentioned the pronoun (نحن) "We" as the answer. It was also noted that some candidates in this category defined the concepts. One of the candidates for example in item (5و) wrote (الأفعال الخمسة : هو كل فعل المضارع اتصلت به ألف اثنين أو واو جماعة أو ياء مخاطبة) "Five verbs are any present verb suffixed by ألف (dual alif suffix) or اثنين واو جماعة (masculine plural waw suffix) or ياء مخاطبة (second person feminine singular)". This response suggests that the candidates either did not understand the requirements of the question or lacked the knowledge of constructing the meaning full sentence. There were also candidates who wrote meaningless sentences. This illustrated not only a candidates' lack of knowledge in constructing meaningful sentences but also a candidates' poor writing skills in Arabic Language. Extract 5.1 is a sample of a poor response from a student who scored zero mark in question 5.
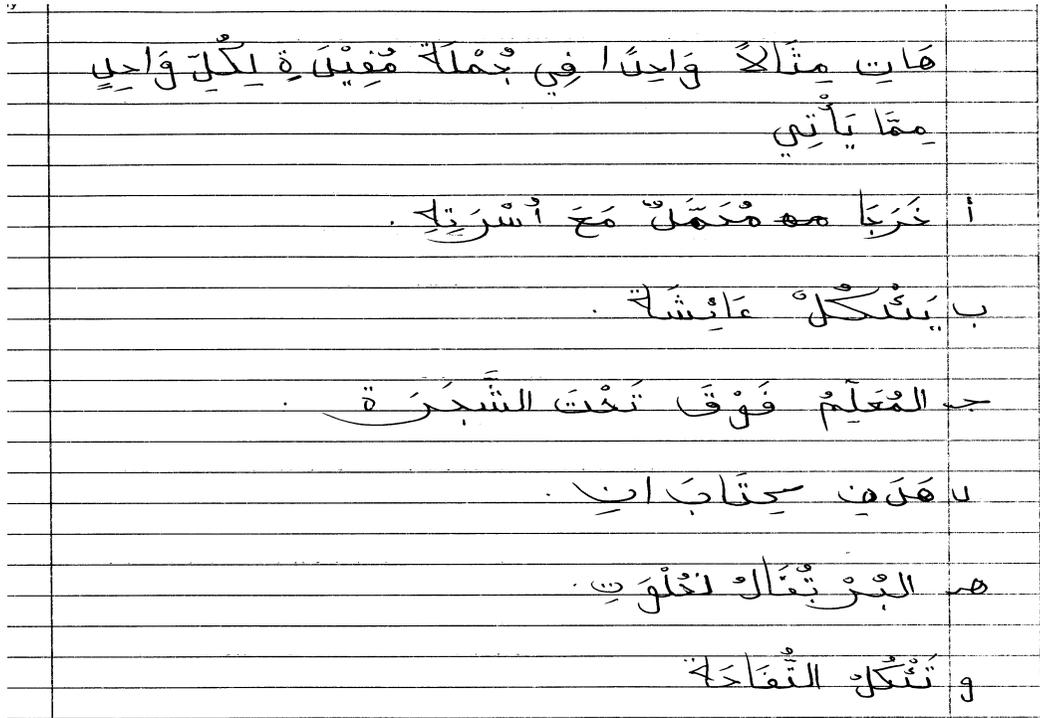
Extract 5.1: A sample of a poor response to question 5.

The Extract 5.1shows a sample of a response from a script of a candidate who failed in all parts of the question.

Further analysis shows that, 1,992 (9.7%) candidates scored from 2 to 3.5 marks, which is an average performance in Question 5. The candidates in this group had average performance due to various reasons: some of them left some items unanswered others constructed the sentences with grammatical errors. This shows that they did not have good mastery of Arabic terminologies.

The candidates who performed well in this question were able to construct four or all of the sentences using the concepts as required in the question. The candidates in this category demonstrated a high level of competence and appropriate writing skills in Arabic Language. They spelt words correctly and had minimum level of omissions of words in their sentences. One of the candidate who performed well in all items for example, responded to the question as follow : (أ5) *أنـا أذهـب إلـى المدرسة صباحا* "I am going to school in the morning", (ب5) *جاء الـذي قابلتـه بـالأس* " The one I met yesterday came", (جـ5) *سافرت* "The plane travelled at night", (د) *الطـلاب مجتـهدون* " Students are diligent", *الطـائرة لـيلا* "Teachers are beating their students". (و5) *المدرسون يضـربون طلابهـم* , *سقطت منضـدة* (ه5) These responses suggest that the candidates had adequate knowledge and constructed meaningful sentences using the Arabic concepts given in this question. Extract 5.2 is a sample of a good response from a candidate who scored all of the 6 marks allotted to the question.

ج   ظرف الزمان

انتشيقظ كلّ يوم صباحًا

ل   الجمع

هؤلاء معلّمون ينتمون إلي الرّئكلة

و   المؤنث المجازي

قطعت البنت الورقة

٩   الأفعال الخمسة

الأولاد يلعبون الكرة

Extract 5.2: A sample of a good response to question 5

The Extract 5.2 shows a sample of a response from a script of a candidate who was able to answer all parts of the question correctly.

2.2.4 Question 6: Uses of Present Tense with the Jussive particle '*Lam*' (لَمْ).

This question had six items and the candidates were required to put the particle "*Lam*" (لَمْ) in the present tenses given and make necessary changes that will occur after using it. The question tested the candidates' ability on the use of the present tense with the jussive particle '*Lam*' (لَمْ) in the sentence.

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6- بَعْدَ كِتَابَةِ الْجُمَلِ الآيَتِيَةِ، أَدْخِلْ " لَمْ" فِي الأَفْعَالِ الْمُضَارِعَةِ وَغَيِّرْ مَا يَلْزُمُ:

أ– يَطْلُبُ مِنَ الْبَخِيْلِ عَوْنًا.

ب– تَصْفُو السَّمَاءُ عَقِبَ سُقُوطِ الْمَطَرِ.

جـ– نَحْنُ نَمْتَنِعُ عَنْ شُرْبِ الْخَمْرِ.

د– أَنْتِ تُمَارِسِيْنَ الرِّيَاضَةَ الْبَدَنِيَّةَ صَبَاحاً.

هـ– التَّلاَمِيْذُ يَلْعَبُوْنَ بِالْكُرَةِ.

و– أَنْتُمَا تُشَاهِدَانِ التِّلْفَازَ.

The question was attempted by 20,539 candidates (100%). The analysis of candidates' responses shows that 18,845 candidates (91.8%) scored from 0 to 1.5 marks, which is poor performance; 1,253 candidates (6.1%) scored from 2 to 3.5 marks, which is average performance and 441 candidates (2.1%) scored from 4 to 6 marks, which is good performance. The general performance in this question was poor since only 1,694 candidates (8.2%) scored from 2 to 6 marks. The overall performance in this question is summarized in Figure 6.
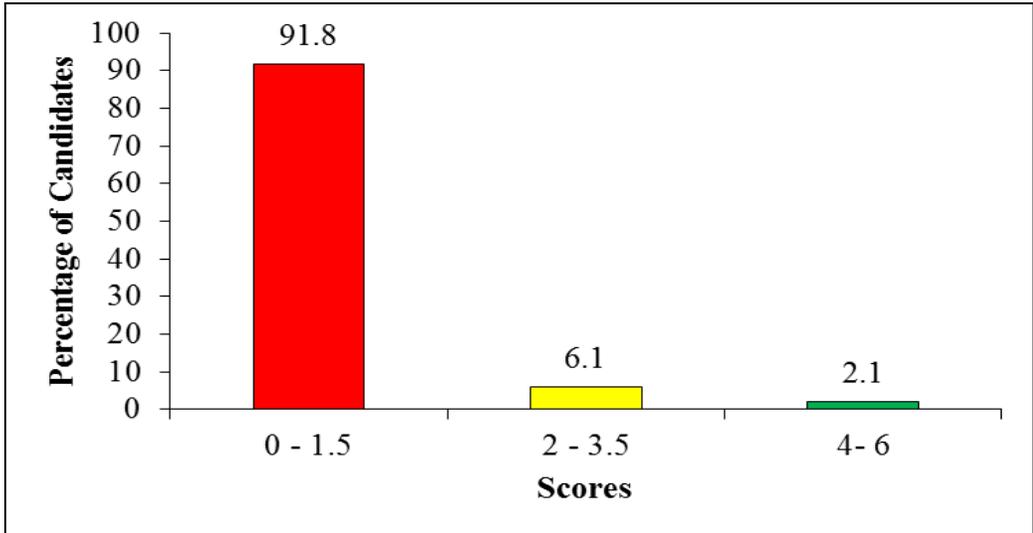
Figure 6: *Candidates' Performance in Question 6*

This question is among the questions that were poorly performed, since the majority of the candidates (91.8%) had low scores. This shows that most of the candidates did not have knowledge on the use of jussive particle "*Lam*" (لم) hence, they failed to use it in the sentences according to instructions provided in the question. Some of the candidates in this category were able to use correctly the particle "*Lam*" (لم) in only one sentence, and others failed to use it in all sentences. It appears that these candidates were not familiar with jussive particles (*أدوات الجزم*). Some of *jazim* particles (*أدوات الجزم*) in Arabic are *Lam*" (لم) and *laa nnaahiya لا الناهية*. *Lam*" (لم): is used to negate past tense; however it must be followed by present tense of the verb, for example (*لَمْ يَطْلُبْ مِنَ البَخِيلِ عَوْنًا*) someone did not ask for help from the miser. As to the verb it changes a bit. There were some candidates however, who were able to use it in some sentences but were unable to make changes which were expected to occur after using the particle "*Lam*" (لم). The responses from different candidates show that these candidates lacked Arabic Language proficiency. Extract 6.1: shows a sample of a poor response from the script of a candidate who failed to change the present tense after using particle "Lam" (لم).
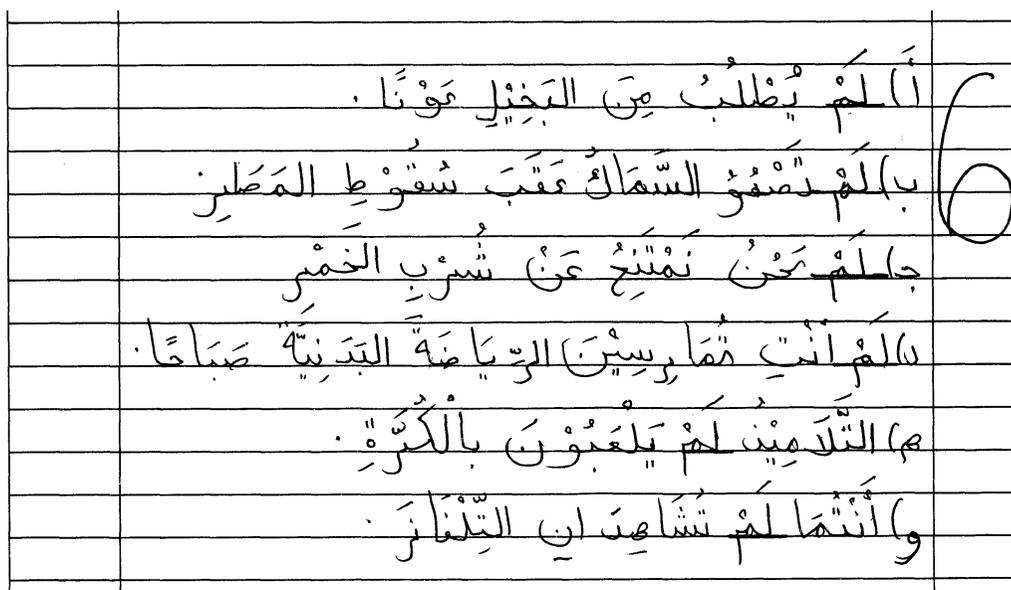
Extract 6.1: A sample of a poor response to question 6

Extract 6.1: A sample of a poor response from a script of the candidate who failed to change the present tense after using particle "*Lam*" (لم).

Furthermore, the analysis shows that 1,253 candidates (6.1%) scored from 2 to 3.5 marks, which is average performance in question 6. Among them were candidates that were able to answer item number (6أ) and item number (6جـ). This suggests that they had partial knowledge of the jussive word (*Lam*" (لم)) and how to use it in a sentence of Arabic Language. They therefore failed to use it in other items. In item number (6ب) for example, the item was **تصفو السماء عقب** **بسقوط المطر**. instead of writing the correct answer. **لم تصف السماء عقب سقوط المطر**by removing the final letter of the present verb candidates wrote a wrong answer as **لم تصفو السماء عقب سقوط الْمَطَر** without removing the final letter. In item number (6هـ), the sentence was **التلاميذُ لم يلعبون بالكرة**. Instead of writing the correct answer **التلاميذُ لم يلعبو بالكرة** candidates gave a wrong answer. Some candidates in item (6 هـ) **التلاميذُ لم يلعبون بالكرة**, removed both *nuun* and *waaw* and kept *sukuun* on the letter ب while in item (6و) they dropped both *alif* and *nuun* from the present verb **تشاهدان** and kept *sukuun* on the final letter (*dal*). This shows that the candidates had partial knowledge on the rule of the jussive particle.

However there were few candidates who managed to use correctly the particle "*Lam*" (لم) in all sentences. These candidates put the word in the right place as required and were able to make changes which were expected to occur after using it. These candidates realized that the form of the verb in item (6أ) **يطلب** and in item (6 جـ) which are in nominative case should change to jussive case. They also realized that the form of the verb in item (6و) **يلعبون** (6هـ) **تمارسين** (6د), and **تشاهدان** their final *nuun* نون should be dropped. They also realized that, the verb in item (6ب) **تصفو** the final letter should be omitted when it is used with *Lam*" (لم). This shows that the candidates had sufficient knowledge on the particle (لم). Extract 6.1 shows a sample of correct response.

(٦)	لَمْ يَظْلُتْ مِنَ الْبَخِيلِ عَوْناً	أ
	لَمْ تُضِئِ السَّمَاءُ عَقِبَ سُقُوطِ الْمَطَرِ	ب
	نَحْنُ لَمْ نَمْتَنِعْ عَنْ شُرْبِ الْعَمِّ	ج
	أَنْتِ لَمْ تُمَارِسِي الرِّيَاضَةَ الْبَدَنِيَّةَ صَبَاحاً	د
	التَّلَامِيذُ لَمْ يَلْعَبُوا بِالْكُرَّةِ	هـ
	أَنْتُمَا لَمْ تُشَاهِدَا التِّلْفَازَ	و

Extract 6.2: A sample of a good response to question 6

The Extract 6.2 above is a sample of a good response from a script of a candidate who changed all the sentences as required after inserting particle *“Lam”* (لم).

2.2.5 Question 7: Uses of Predicate of *“Inna waakh-waatuha”* (إن وأخواتها).

This question had six items and the candidates were required to identify the predicate from the given sentences. The question tested the candidates' ability in the use of predicate of *“Inna waakh-waatuha”* (إن وأخواتها) in sentences.

٧- بَيِّنْ كُلَّ خَبَرٍ لإنَّ وَأَخْوَاتِهَا فِي الْعِبَارَاتِ الآتِيَةِ:

أ- لَيْتَ الْبَلِيدَ مُجْتَهِدٌ.

ب- كَأَنَّ أَشِعَّةَ الشَّمْسِ أَسْلاكٌ ذَهَبِيَّةٌ.

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<div dir="rtl">

جـ- تَوَقَّفَ الْمَطَرُ وَلَكِنَّ الغَمَامَ كَثِيْفٌ.

د- إِنَّ النَّظَافَةَ وَاجِبَةٌ.

هـ- أَعْتَقِدُ أَنَّ خَالِداً مُهْمِلٌ.

و- لَعَلَّ امْتِحَانَ اليَوْمِ سَهْلٌ.

</div>

The question was attempted by 20,536 candidates (100%). Item analysis shows that 16,746 candidates (81.5%) scored from 0 to 1.5 marks, which is poor performance and 694 candidates (3.4%), scored from 2 to 3.5 marks, which is average performance. Furthermore, 3,096 candidates (15.1%) scored from 4 to 6 marks, which is good performance. The general performance in this question was poor since a large number of candidates scored below average as summarized in Figure 7.
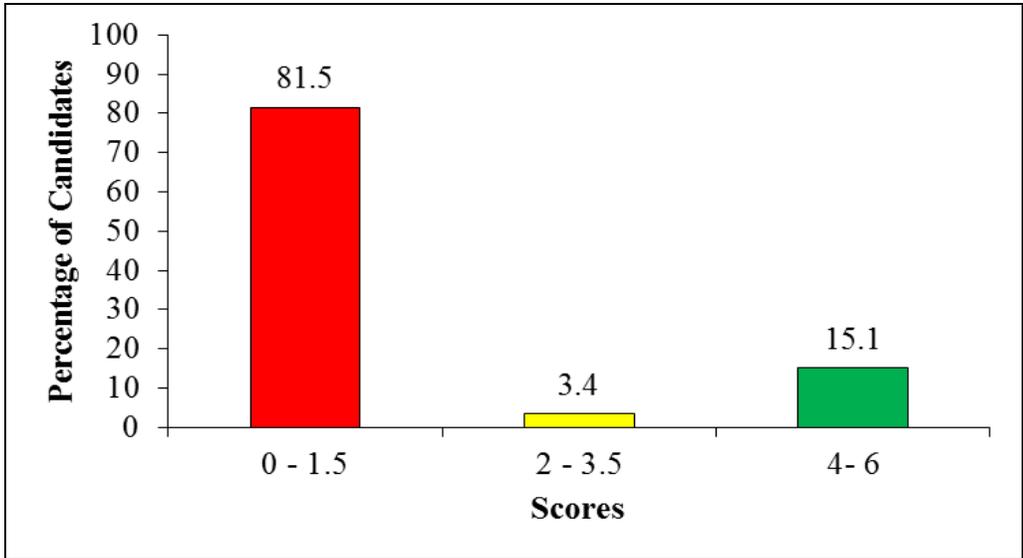
Figure 7: *Candidates' Performance in Question 7*

Candidates' responses revealed that the candidates who performed poorly in this question were unable to identify the predicate from the given sentences. Most of

them identified the noun of "*Inna waakh-waatuha*" (إن وأخواتها) instead of predicate of "*Inna waakh-waatiha*" (إن وأخواتها). Some of the candidates identified "*Inna-waakh-watuha*" (إن وأخواتها) in the sentence instead of the predicate of "*Inna waakh-waatuha*" (إن وأخواتها). This poor performance indicates that, the candidates did not realize that, if you put any of the words used in the sentences which are (إن) (indeed) or (لكن) (but) or (كأن) (as if) or (لعل) (perhaps) in the sentences, it will change the predicate from the nominative case (المرفوع) to the accusative case (المنصوب). The candidates who failed to respond correctly had insufficient knowledge of "*Inna-waakh-watuhaa*" (إن وأخواتها). Extract 7.1 shows a sample of a poor response.
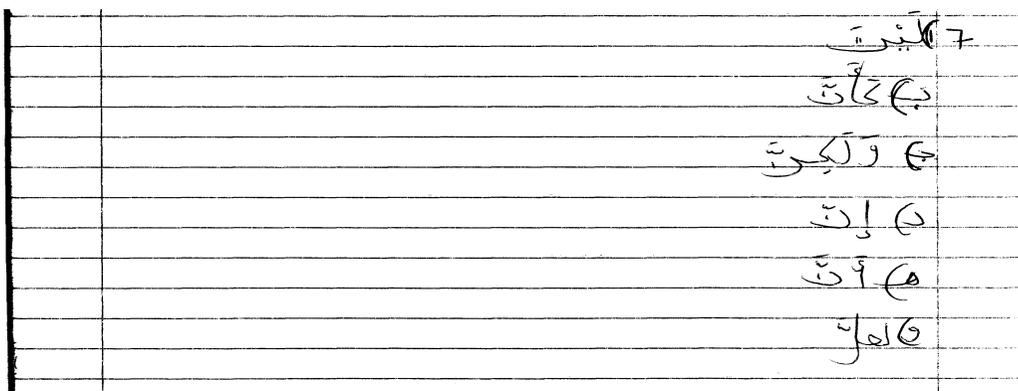
Extract 7.1: A sample of a poor response to question 7

The Extract 7.1 above shows a sample of a poor response from a script of a candidate who was unable to identify the predicate from the given sentences.

Further analysis of the candidates' responses shows that, most of the candidates who had average performance were able to answer correctly some items of the question and failed to answer others. One of the candidates in item (7ب) كَأَنَّ أَشِعَّةَ الشَّمْسِ أَسْلاكٌ ذَهَبِيَّةٌ for example, identified the word الشَّمْسِ as the predicate instead of أَسْلاكٌ ذَهَبِيَّةٌ. This shows that, the candidates who failed to answer other items correctly in this question had partial knowledge of predicate of "*Inna waakh-waatuha*" (إن وأخواتها) in Arabic Language.

However, there were a few candidates who performed well in this question. These candidates were able to identify the predicate from the given sentences as required. One of the candidates for example, wrote the words (7أ)- (مجتهد), (7ب) سهل(و7) , مهمل(ه7), واجبة(د7), كثيف (جـ7), أسلاك ذهبية are predicates of "Inna *waakh-waatiha*" (إن وأخواتها). This correct answer suggests that, this candidate

had not only sufficient knowledge on functions of particles of *"Inna waakh-waatiha"* (إن وأخواتها) in the sentence but also had the knowledge of the meaning of these particles used above. Extract 7.2 shows a sample of a good response.

	أ- الخَبَرُ : مُجْتَهِدٌ .		٧
	بـ- الخَبَرُ : أَسْلاكُ .		
	جـ- الخَبَرُ : كَثِيفٌ .		
	د- الخَبَرُ : وَاجِبَةٌ .		
	هـ- الخَبَرُ : مُهْمِلٌ .		
	و- الخَبَرُ : سَهْلٌ .		

Extract 7.2: A sample of a good response to question 7

Extract 7.2 above shows a sample of a good response from a script of a candidate who identified all the predicates of *"Inna-waakh-waatuha"* (إن وأخواتها) as required.

2.2.6 Question 8: Verbal Sentences

This question required the candidates to construct six verbal sentences. This question tested the ability of candidates to express themselves in simple sentences.

The question was:-

٨- كَوِّنْ سِتَّ جُمَلٍ فِعْلِيَّةٍ مِنْ إِنْشَائِكَ.

The question was attempted by 20,517 candidates (99.9%). The performance in this question was poor since 15,763 candidates (76.8%) scored below average. Item analysis shows that 15,763 candidates (76.8%) scored from 0 to 1.5 marks, which is weak performance, 1,083 candidates (5.3.%) scored from 2 to 3.5 marks, which is average performance and 3671 candidates (17.9 %) scored from 4 to 6 marks, which is good performance. Figure 8 summarizes the performance of candidates.
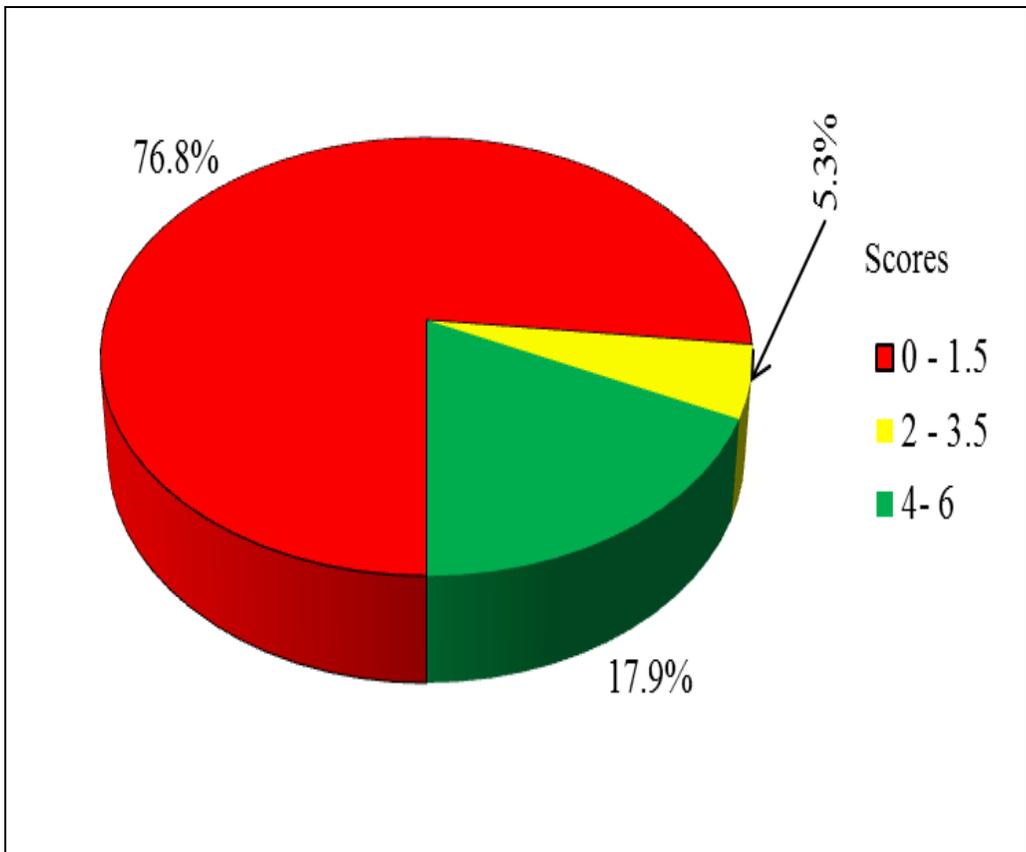
Figure 8*: Candidates' Performance in Question 8*

The candidates who scored low marks in this question were unable to construct six verbal sentences as required. Some of the candidates copied sentences from the different questions and wrote them as answers. While other candidates left the question unanswered. There were also some candidates in this category who wrote meaningless sentences. This shows that most candidates had insufficient vocabulary in Arabic Language. Extract 8.1 is an example of a wrong response provided by one of these candidates.

Extract 8.1: A sample of a poor response to question 8

The Extract 8.1 shows a sample of a poor response from a script of the candidate who failed to answer the question as required.

The candidates with average scores in this question were able to construct some sentences which had grammatical errors. This shows that, the candidates who failed to answer other items in this question had partial knowledge of Arabic verbal phrases

However, there were few candidates who performed well. These candidates were able to compose six verbal sentences themselves. One of the candidates for example, wrote (8أ) سافر أبوك إلى الصين (ب8) شرب الولد العصير (جـ 8) يبني المهندس The (د8) البيت تطبخ مريم الطعام (هـ8) يسوق السائر سيارة كبيرة (و8) لم يشرب الحرس الخمرة candidates who performed well in this question considered the principles of a verbal sentence. Extract 8.2 below is a sample of such a response.

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Extract 8.2: A sample of a good response to question 8

The Extract 8.2 above shows a sample of a good response from a script of a candidate who was able to create six verbal sentences as required.

2.3 SECTION C: Composition

This section had four questions: one on the letter writing, the second on article writing and two questions on response to readings based on the stories of "The Kingdom of Bee" and "The Lazy Rat". The candidates were required to attempt only three questions. Each question carried fifteen (15) marks, making a total of 45 marks.

2.3.1 Question 9: Article writing

The candidates were required to write an article on the danger of drinking alcohol to human health. The question tested the candidate's ability to write and express themselves in the Arabic Language. The question was:-

٩- اُكْتُبْ مَقَالَةً تَتَحَدَّثُ فِيْهَا عَنْ أَضْرَارِ شُرْبِ الْخَمْرِ عَلَى صِحَّةِ الإِنْسَانِ، لَا تَقِلُّ كَلِمَاتُهَا عَنْ

مِائَةٍ وَخَمْسِيْنَ كَلِمَةً.

The question was attempted by 3,224 candidates (15.7%). Item analysis shows that 3,098 candidates (96.1 %) scored from 0 to 4 marks, which is poor performance and 124 candidates (3.8%) scored from 4.5 to 9.5 marks, which is average performance. Furthermore, 2 candidates (0.1%) scored 10 marks, which is good performance. The general performance in this question was poor since a large number of candidates scored below average as summarized in Figure 9.
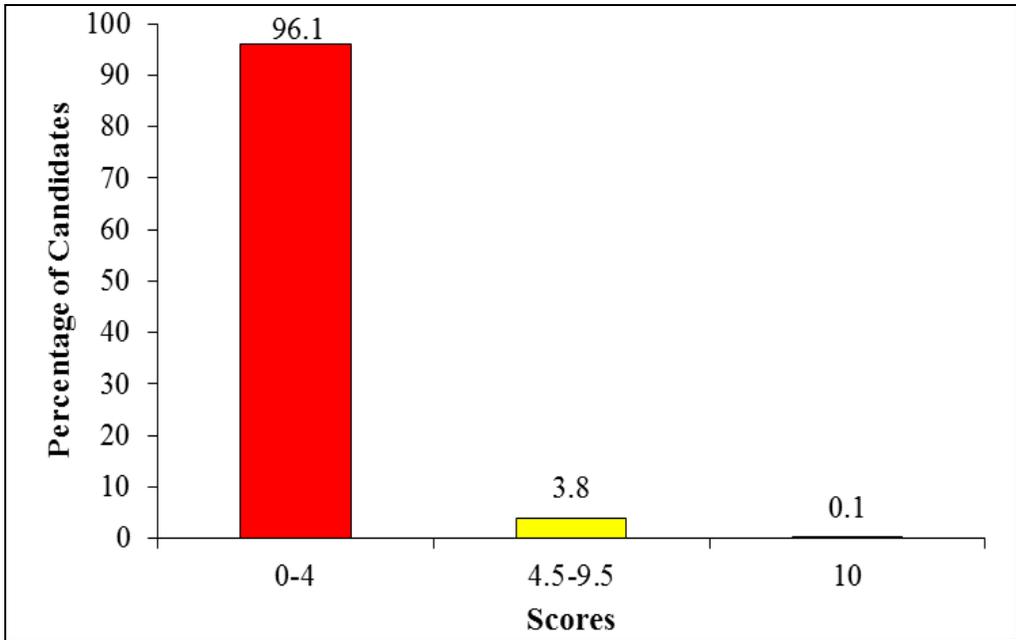

Figure 9: *Candidates' Performance in Question 9*

Most of the candidates skipped this question due to lack of adequate knowledge, insufficient vocabulary and poor mastery of the Arabic Language. Most of the candidates who performed poorly in this question wrote on the danger of drinking alcohol to the society instead of the danger to human health. Some of the candidates just copied words or passages from other questions and put them as their answers. A few of them wrote inadequate descriptions, and others wrote something meaningless. This incorrect answers show that these candidates lacked enough vocabulary and skills to express themselves in Arabic Language

on the dangers of drinking alcohol to human health. Extract 9.1 shows a sample of a candidate who performed poorly in this question.

مَقَالَةً تَتَحَدَّثُ فِيهَا عَنْ اِحْتِسَارِ شُرْبِ		
الخَمْرِ عَلَى صِحَّةِ الإِنْسَانِ		
أَثَرَتْ عَلَى الإِنْسَانِ عَلَى نَفْسِهِ نَصِرَتَ. مِثْلَ		
عَاشَتِ الفَرَةِ الكَسْلَانَةً فِي مَجْنَمَعَةِ الزَّمَنِ عَسَنَ وَ		
عَلَى قَصِيرٍ عَنْ مَزْرَعِ وَ مَا يَرَى فَرَ وَ مَا يَتَمَكَّلَكُ		
لِلِعِلِ لَكِنَّ الفَرَكَانَتْ لا يُحِبُ العَمَلِ. فَى شُنَرَ		
عَلَيْهَا الخَوْفَ. ذَلِكَ بِ عَنْدِ عَيِّبَت		
الكَسَلِ بَيْنَ الفَرَ وَ الكَسْلَانَةً شُرَّب الخَمْرِ عَلَى		
نَشْرَعَ فِي قَبِيلِ تَفَكَرَ مَجْبَرَ		

Extract 9.1: A sample of a poor response to question 9

Extract 9.1 above shows a sample of a response from a script of the candidate who provided incorrect responses.

However, there were few candidates who had average performance in this question. These candidates were able to write an article on the danger of drinking alcohol to human health. Most of these candidates however, failed to organize their points in good order and did not provide sufficient explanations. They also mixed incorrect and correct responses. Moreover, their responses had a lot of grammatical mistakes and spelling errors.

There were a few candidates who performed well in this question. These candidates were able to explain the danger of drinking alcohol to human health as the question demanded. Moreover, they arranged their ideas in a good flow. Their responses had minor spelling mistakes and grammatical errors. This implies that these candidates had sufficient vocabulary in Arabic Language. Extract 9.2 shows a sample of a good response.

	القسم الثالث	
09	أضرار شرب الخمر على صحة الإنسان	
	أضرار جمة كثيرة و الخطيرة كل شيء فاسد وسيء تجسم الإنسان .	
	الخمر : مادة فاسدة تخمر وتفسد العقل و الجسم معًا ، و الخمر قد يصنع من العنب أو الشعير أو الخنطة أو غير ذلك من المواد الغذائية .	
	والخمر محرم في جميع الديانات السماوية يكون نجسًا ، ويأكل خبثه حين الكلمات عن الإسلام تحرم بالخمر و الى يؤدي مأتم سواء هذه الأضرار هو يعود الى الإنسان خوانه أو المجتمع .	
	فأضرار الخمر على صحة الإنسان كثيرة جدًا وهذه الأضرار أحيانًا قد يؤدي الى قوام الحياة بشرية .	
	ومن هذه الأضرار الإدمان وشرب الخمر المدمن في شرب الخمر يكون قد يسير عقله ويكون عاقلًا عند شرب الخمر .	
	وكذلك شرب الخمر قد يسبب الى فساد الكلتسم الننسم تقوم قيام بوظيفة تنظف المأكلوم في الجسم .	

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Extract 9.2: A sample of a good response to question 9

The Extract 9.2 shows a sample of a response from a script of a candidate who explained correctly the danger of drinking alcohol to human health although the response had some grammatical errors.

2.3.2 Question 10: Letter writing

The candidates were required to write an official letter to the librarian asking him for books to study. The question tested the candidates' ability of writing an official letter as well as of expressing their thoughts fluently, logically and appropriately in the Arabic Language. The question was:-

10- اُكْتُبْ رِسَالَةً إِلَى أَمِيْنِ الْمَكْتَبَةِ تَطْلُبُ مِنْهُ كُتُباً لِلْمُذَاكَرَةِ، فَلْيَكُنِ اسْمُكَ "شَوْقِي ضَيْفِي".

The question was attempted by 13,054 candidates (63.6%). The performance in this question was poor as 1,1785 candidates (90.3%) scored from 0 to 4 marks, which is poor performance, 1,250 candidates (9.6%) scored from 4.5 to 9.5 marks, which is average performance and 19 candidates (0.1%) scored from 10 to 13 marks, which is good performance. Performance in question 10 is summarized in Figure 10.
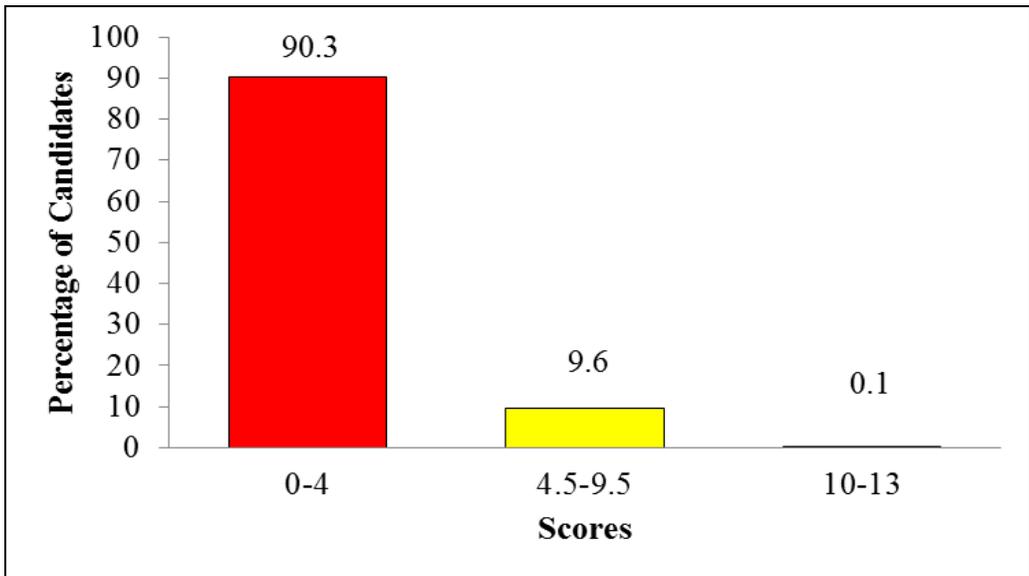
Figure 10*: Candidates' Performance in Question 10*

In this question, the candidates who performed poorly were unable to write an official letter to the librarian asking him for books to study. 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 their answer. Others provided answers which were not related to the demand of the question. One of the candidates for example, wrote a self-introduction asking for a job and a few of these candidates provided unclear explanations. This poor performance of the candidates shows that these candidates had inadequate knowledge of letter writing and poor mastery of the Arabic Language. Extract 10.1 shows a sample of a poor response.

أسرتي كبتلم
نسيم ٥٥
كلمتكم
نسخة الكبيره
18/ 011 / 2019.
أسلم الكم من نكم سنتر كبر

أكتب رسالة إلى أمين المكتبة تطلب

من كتبا للمهر كره، وذلكك اسند اكتبر غلا

نة ؟ تسعلة فقط في هذا الغنتم عن مائة خدمس

كلمة من نقتتة الغأ رة الكنشك نخ كا لا يفنك عن

سعج
كلر كتبت

Extract 10.1: A sample of a poor response to question 10

The Extract 10.1 shows a sample of a response from a script of a candidate who was not able to answer the question correctly.

The candidates who got average performance were able to write the address and some explanations with grammatical errors. This indicates that, the candidates had not only insufficient vocabularies, but also partial knowledge on letter writing skills.

However, there were a few candidates who performed well. These candidates were able to write an official letter to the librarian asking him for books to study. They adhered to the principles of formal letter writing in the Arabic Language. The good performance of these candidates in letter writing shows that, these candidates had adequate knowledge on letter writing and a good

command of the Arabic Language. Extract 10.2 shows a sample of a good response.

Extract 10.2: A sample of a good response to question 10

The extract 10.2 shows a sample of a good response from a script of a candidate who was able to write a formal letter to the librarian asking him for books to study as required, though there were some grammatical and spelling mistakes.

2.3.3 Question 11: 'The Kingdom of Bees'

The candidates were required to clarify the statement that says; Unity is the power of success using the story of 'The Kingdom of Bee'. This question tested

the candidates' ability to build strong arguments as well as in expressing themselves in the Arabic Language. The question was

11- "الوُحْدَةُ قُوَّةُ النَّجَاحِ" وَضِّحْ هَذِهِ العِبَارَةَ مُعْـتَمِداً عَلَى قِصَّةِ مَمْـلَكَــةِ النَّحْلَةِ بِمَا لَا يَقِلُّ عَنْ مِائَةٍ وَخَمْسِيْنَ كَلِمَةً.

The question was attempted by 10,085 candidates (49.1%). The performance in this question was poor as 8,298, candidates (82.3%) scored from 0 to 4 marks, which is poor performance, 1,767 candidates (17.5%) scored from 4.5 to 9.5 marks, which is average performance and 20 candidates (0.2%) scored from 10 to 13 marks, which is good performance. Performance in question 11 is summarized in Figure 11.
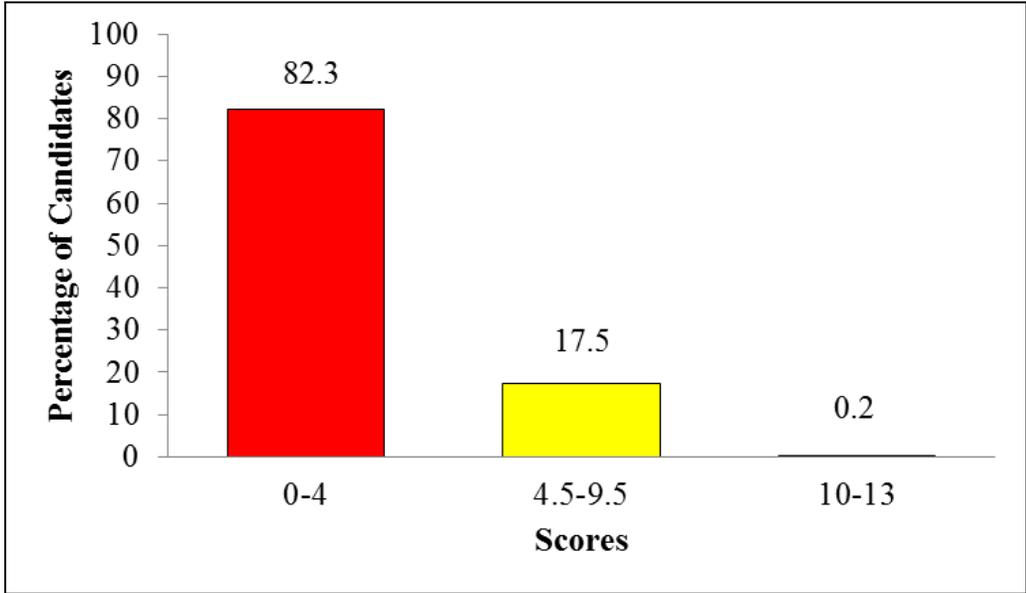
Figure 11: *Candidates' Performance in Question 11*

Most of the candidates who attempted this question performed poorly. These candidates were unable to elaborate the statement that says; unity is the power of success using the story of 'The kingdom of Bee'. Majority of the candidates provided unclear explanations. Some of them copied some words from question paper. Others narrated the story of 'The Kingdom of Bee' as it is without giving any elaboration of the statement given according to what they read in 'The story

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of the Kingdom of Bee'. This poor performance shows that these candidates lacked adequate knowledge on the story of "the Kingdom of Bee" and they did not have enough vocabulary in the Arabic Language. Extract 11.1 shows a sample of poor response.

Extract 11.1: A sample of a poor response to question 11

The Extract 11.1 shows a sample of a response from a script of a candidate who provided unclear elaboration due to poor mastery of the Arabic Language.

The candidates who scored from 4.5 to 9.5 marks had correct interpretation of the question and demonstrated knowledge of the subject matter they also observed essay writing skills. However, their performance was affected by

failure to exhaust all the relevant points. Some of these provided both correct and incorrect responses. There were also some who repeated points.

There were a few candidates who performed well in this question. These candidates were able to provide appropriate elaborations of the given statement by showing that unity is power for success. These candidates organized their points in a logical flow and followed most of the principles and ethics of essay writing. Their responses however had some spelling and grammatical errors. Good performance in this question shows that the candidates had sufficient knowledge of the story: 'The Kingdom of Bee'. These candidates also had good mastery of the Arabic Language. Extract 11.2 shows a sample of a good response.

بالواقع نتيجة الرائعة توجد عندما

نتشارك فيما بيننا لأن المشاركة هي شيء من

الأشياء التي تؤدي إلى النّجاح عند الأشخاص

والمخلوقات أخرى، بالإضافة إلى حياة السعادة

والسّلامة والاستقرار

بالتأكيد ذلك المؤلف في الكتاب مملكة

النّحل استعمل النّحل ليعرض لنا بأنّ

هذه النّحلة عاشت مع زميلاتها النّحلات

بمدّة الطويلة ولكن رأت بما أنّها تشتغل كثيرا في

في سبيل الجماعة ولا تجد ما يستحقّ بما من

التعامل إلّا قليلة

هجرت النّحلة من الخليّة وذهبت

بعيدًا عن زميلاتها النّحلات ولكن عندما كانت

وحيدة شعرت بالتعب والجوع وعرفت بما أنّ

لا يمكن أن يقوم النّحل مهما كان بما تقوم الجماعة

عادت إلى زميلاتها النّحلات وبعد

44

العودة عملت بهمة ونشاطها متدربة بالوقت الماضية

قبل هجرتهما . ولكن لم تمض أيام قليلة طا

صاعبت معيشتها لأنها هجمت عدوها التي أرادت

أن تسرق العسل ، وهذه النحلة فعلت ذلك

لمصلحة الجماعة ونسيت مصلحة على نفسها .

لذا صاعبت معيشتهما لمصلحة الجماعة ولم تبالي

لمصلحة على نفسها .

ورأينا
لذا استفدنا كثيرة خلال هذه القصة ،

أن المشاركة هي أهم شيء على كل واحد

وتؤدي لا إلى النجاح والإنسجام بين الإنسان

لأنت لا تستطع أن تفعل أي شيء بشكل

ممتاز وبشكل فعال بدون المشاركة غي

حياتنا يوميا التي نعيش

Extract 11.2: A sample of a good response to question 11

The Extract shows a sample of a response from a script of the candidate who was able to elaborate the given statement that unity is the power of success giving sufficient explanations. There were however some grammatical and spelling errors.

2.3.4 Question 12: The Lazy Rat

In this question, the candidates were required to elaborate the given statement which says that dreaming is not achieved by wishful thinking but by working hard and being patient according to the story of 'The Lazy Rat'. The question tested the candidates' ability of building convincing arguments and in expressing themselves in the Arabic Language. The question was:-

12- "لَا يَتَحَقَّقُ الحُلْمُ بِالتَّمَنِّي فَقَطْ بَلْ يَتِمُّ بِالعَمَلِ وَالصَّبْرِ" نَاقِشْ هَذَا القَوْلَ مُسْتَعِيْناً بِمَا قَرَأْتَ مِنْ قِصَّةِ الفَأْرِةِ الكَسْلَانَةِ بِمَا لَا يَقِلُّ عَنْ مِائَةٍ وَخَمْسِيْنَ كَلِمَةً.

The question was attempted by 7,574 candidates (36.9%). The performance in this question was poor as 6,610 candidates (87.3%) scored from 0 to 4 marks, which is poor performance, 957 candidates (12.6%) scored from 4.5 to 9.5 marks, which is average performance and 7 candidates (0.1%) scored from 10 to 12 marks, which is good performance. Performance in question 12 is summarized in Figure 12.
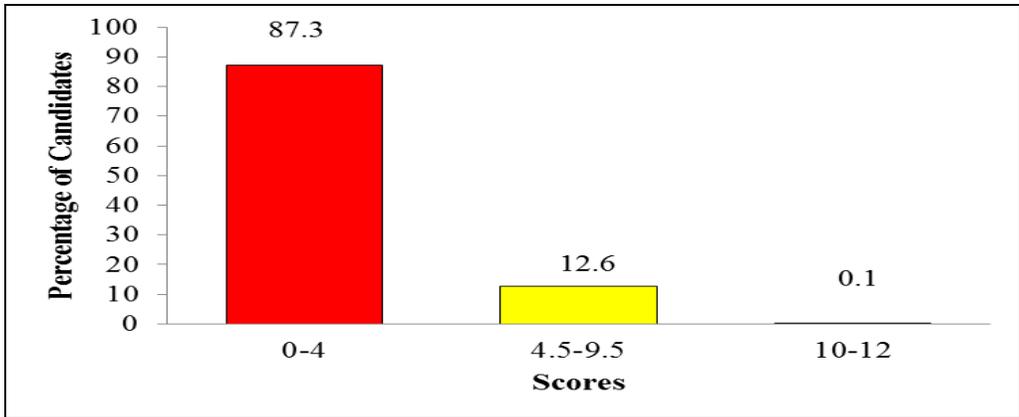
Figure 12: *candidates' Performance in Question 12*

The analysis of the candidates' responses shows that, the candidates who performed poorly in this question were unable to answer the question due to poor command in Arabic Language. They were required to interpret the statement which says; dreaming is not achieved by wishful thinking but by working hard and being patient according to the story of 'The Lazy Rat'. Majority of candidates that answered this question provided unclear explanations. Some of these candidates just copied words from other questions

and used them as responses. 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 in this question shows that, these candidates did not have adequate knowledge on the story of 'The Lazy Rat'. They also had poor mastery of the Arabic Language. Extract 12.1 shows a sample of a poor response.

Extract 12.1: A sample of a poor response to question 12

The Extract 12.1 shows a sample of a poor response from a script of a candidate who provided unclear explanations.

The candidates who scored from 4.5 to 9.5 marks were able to identify the demand of the question. They had sufficient knowledge of the subject matter. Some of these candidates provided relevant introduction but failed to provide good conclusions. Besides that, some of these candidates mixed up correct and incorrect responses. They also did not score higher marks because of failure to provide exhaustive elaborations.

There were some few candidates who performed well in this question. These candidates were able to interpret the statement that dreaming is not achieved by wishful thinking but by working hard and being patient according to the story of 'The Lazy Rat' as required. One of the candidates for example, wrote, "Dreaming wishful thinking and not working hard as well as not to being patient led the lazy Rat to a disastrous end and almost starving to death". Furthermore, these candidates organized their points appropriately, starting with introduction, main body and conclusion. However, their responses had some grammatical errors and spelling mistakes. These candidates' good performance shows that they had adequate knowledge on the story of the Lazy Rat and good mastery of the Arabic Language. Extract 12.2 shows a sample of a good response.

" لا يستحق العلم بالثمين فقط بل
ينتفع بالعمل والخبر " هذا القول غير حق
وناقش هذا القول في قصة الفأرة الكسلا
نة كما يأتي.

أقبل الشتاء وكانت الفأرة تموت من
البرد والجوع وهي كسلانة لا تريد أن
تقاوم وربّيتها الكآبة. قامت الفأرة وراء
زجاجة النافذة، تنظر إلى الأمطار وهي
تهطل في غزارة حتى تموت مبتها الحقول
والوديان. ولم تأخذ الطعام عن الشتّ بضعة
أيام لما علمت الفأرة أنه لا يمكن أن
يحمل الطعام إلى، إذا اعتمدت على
نفسها مبدأ أن تفلح الأرض لتزرعها
ولكن ماذا تزرعني، أتعالجن البطاطس
مهـا بذور البطاطس في الخزن، ولم تمض
أيام قليلة حتى كانت البطاطس على سطح الأرض.

وقالت الفأرة متى بإمكاني زرع البطا

طس هذه ذو نق لذتها.

وهي ذات يوم ذهبت الفأرة إلى الحقل جار

نتها الأرنب وسألتها أين نوع الزرع نزرعي

يا جارتي العزيزة. قالت أرنب مفخرا إنن

زرعت الجزر كما ترى من هذا جانب الحقلي

والجزر ينمو أشس وهي التي غلبته

فحزنت الفأرة وقالت لماذا لا أزرع الجزر

لأنه طعمه لذ وينمو أشس.

حين الفأرة أن تزلع البطاطس

وبدأ في الحقل بذور الجزر ولم تمض

أيام قليلة كانت الجزر تنمو على سطح

الأرض ففرح الفأرة. وقالت مع ذلك

مارضيت أيضا.

ذهب الفأرة إلى جارتها الوزة

ورأى في الحقل جارتها الوزة أعواد طويل

12 فَسَأَلَتْ مَاهُنَّ يَاجَارَتِي الْعَزِيزَةُ. قَالَتْ
الْعَزِيزَةُ بِالْفَخْرِ هَنَّ هُوَ ذُرَّةٌ وَهُوَ
أَكْلُ وَنُمُوُّ أُسَرِ، فَحَزِنَتْ فَنَدِمَتْ
الْفَأْرَةُ وَقَالَتْ لِمَاذَا لَا أَزْرَعُ ذُرَّةً؟
لِأَنَّ سَوْفَ أَحْصُدُ الذُّرَّةَ.
رَجَعَتْ الْفَأْرَةُ إِلَى حَقْلِهَا وَبَدَأَ أَنْ
تَقْلَعُ بُذُوُرَ الْجَزَرِ وَيَبْذُرْنَ بُذُوُرَ الذُّرَّةَ.
وَلَمْ تَمْضِ أَيَّامًا قَلِيلًا إِلَّا جَاءَتْ
الْبَرْدُ شَدِيدٌ وَكَانَتْ الْبُذُرُوُ لَمْ تَنْمُوُ أَيْضًا،
عِنْدَمَا حَزِنَتْ الْفَأْرَةُ لِأَنَّهَا لَمْ تَحْصُدُ وَلَمْ
نَجِدْ أَيَّ شَيْئِ مِنَ الزُّرُوعِ. وَمَا كَانَ أَمَامُ
الْفَأْرَةُ إِلَّا أَنْ تَصْبِرَ عَلَى الْجُوعِ وَالْبَرْدِ الشَّدِيدِ،
حَقًّا عَرِفَةُ الْفَأْرَةُ الْكَسْلَانُ أَنْ تَحَقَّقَ
أَنَّهُ لَا يَتَحَقَّقُ الْعِلْمُ بِالتَّمَنِّي فَقَطْ بَلْ
يَتِمُّ بِالْعَمَلِ وَالْمُنَى" كَمَا كَانَ فِي هَذِهِ
الْقِصَّةِ.

Extract 12.2: A sample of a good response to question 12

The Extract 12.2 shows a sample of a response from a script of a candidate who was able to interpret and discuss the statement provided as required and making reference to daily life.

3.0   ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in each topic in 2019 indicates that, question 1 (multiple choice) which was on the following topics: Verb sentence, Inflection and Uninflected, Defective verb, Nouns, Nominal clause, Adjective, Rhetoric had average performance since 9,218 candidates (44.9%) scored from 3 to 10 marks. Further analysis indicates that the candidates also had average performance in question number 2 (matching items) from the topic of النعت (adjectives) since 7,207 candidates (35.1%) scored from 1.5 to 5 marks. This is because they mastered partially these topics.

All other questions from different topics had poor performance. The questions were: Question number eight from the topic of Verbal Sentences where only 4,754 candidates (23.2%) scored from 2 to 6 marks, Question number seven from the topic of Invalidating nouns and Defective verbs only 3,190 candidates (18.5%) scored from 2 to 6 marks, question three from the topic of inflection (الإعراب) whereby only 3,189 candidates (15.5%) scored from 3 to 10 marks. Question number five from the topic of Meaningful sentences where 3,170 candidates (15.4%) scored from 2 to 6 marks. Furthermore, candidates had poor performance in Response to readings as (15.2%) of the candidates scored from 4.5 to 15 marks. The candidates had also poor performance in composition since (6.8%) of the candidates scored from 4.5 to 15 marks. Other questions that were performed poorly were question number six from the topic of Tenses where 1,694 candidates (8.2%) scored from 2 to 6 marks and question 4 from the topic of meaningful sentence as 1,357 candidates (6.6%) scored from 2 to 6 marks,

The performance of the candidates in the topics tested is summarized in Appendix A, where yellow colour indicates topics with average performance and red colour indicates topics with weak performance.

4.0   CONCLUSION

The general performance of candidates in Arabic Language in the CSEE 2019 was poor although the performance was average in question one and two. This poor performance suggests that the candidates lacked enough vocabulary and skills to express themselves in Arabic Language. The candidates also had inadequate knowledge on letter writing. The candidates did not master the Arabic Language.

5.0 RECOMMENDATIONS

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

(a) Teachers should guide candidates to express their daily routine and past events using simple sentences to enable them to express themselves in Arabic Language.

(b) Students should be encouraged to read more books and other related materials like newspapers and journals so that they can widen their knowledge on the subject.

(c) Teachers should guide candidates to discuss themes and write summaries of literary works studied.

Summary of Candidates' Performance in Each Topic

025- ARABIC LANGUAGE

S/N	Topic	Total Number of Questions	2019	Remarks
			The Percentage of Candidates who Scored 30 as Average Marks or Above	
1.	Multiple choice questions from various topics	1	44.9	Average
2.	Matching items from the topic of adjective.	1	35.1	Average
3.	Inflection	1	15.5	Poor
4.	Meaningful sentence	1	6.6	Poor
5.	Meaningful sentence	1	15.4	Poor
6.	Tenses	1	8.2	Poor
7.	Invalidating nouns and Defective verbs	1	18.5	Poor
8.	Verbal Sentences	1	23.2	Poor
9.	Composition	2	8.3	Poor
10.	Response to readings	2	15.2	Poor