THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2020

ARABIC LANGUAGE

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FOREWORD

The Candidates' Items Responses Analysis Report (CIRA) on the Certificate of Secondary Education Examination (CSEE) 2020 has been prepared 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 that, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, candidates' responses in the examination questions are a strong indicator of what the education system is able or unable to offer candidates in their four years of Ordinary Level Secondary Education in the subject.

The analysis presented in this report intends to contribute towards the understanding of possible reasons behind the candidates' performance on each question. The report highlights the factors that made the candidates score high marks in this examination. The factors include; the ability to interpret the questions' requirements, the ability to follow instructions, and adequate knowledge of the concepts in the Arabic Language. The report also highlights factors that led to poor performance among some candidates. The factors are failure to identify the questions' requirement, inability to express oneself in the Arabic Language and inadequate knowledge of concepts, principles and rules related to the Arabic language.

The feedback provided in this report intends to enable education administrators, school managers, teachers, candidates and other education stakeholders to identify proper measures for improving the teaching and learning of the Arabic language in secondary schools in Tanzania. It is expected that the insights given by this report will enhance the performance of forthcoming candidates in future examinations administered by the National Examinations Council of Tanzania.

Finally, the Council would like to thank all examination officers, examiners, and everyone who, in one way or another, participated in preparing and analysing data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in Arabic Language subject in December 2020.

Arabic Language paper consisted of twelve (12) questions, with section A, B and C. Candidates were supposed to answer eleven (11) questions. In section 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, in which 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, in which question three (3) carried 10 marks; question 4, 5, 6, 7 and 8 carried 6 marks each, making a total of 40 marks. Section C had four optional questions, each carrying 15 marks.

The analysis of the Certificate of Secondary Education Examination (CSEE) in Arabic Language presents what the requirements of each question were and what was expected as the responses in each question. Further, it shows how the candidates answered the questions. Samples obtained from the candidates' responses are presented 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'. In this analysis, the performance ranging from 65 to 100 percent has been categorised as 'good' and is represented by green colour; the performance ranging from 30 to 64 percent has been categorised as 'average' and is represented by yellow colour; the performance ranging from 0 to 29 percent has been categorised 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 December 2020 in Arabic Language was 16,933, out of which 2,614 (15.46%) of the candidates passed and (84.46%) of the candidates failed. In 2019, candidates who sat for the Certificate of Secondary Education (CSEE) were 20540; out of these, 5,723 candidates (27.88%) passed and (72.12%) of the candidates failed. This implies that the performance of the candidates in the year 2020 has decreased by 12.42 percent compared to the year 2019

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. The candidates were required to attempt all the questions. Question one (1) was the multiple-choice question and had ten (10) items that carried 10 marks. Question two (2) was matching items and had five (5) items, each carrying 1 mark, making a total of fifteen (15) marks for this section.

2.1.1 Question 1: Multiple Choice Question

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 the correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided.

The question was attempted by 16,932 candidates (100%). 521 candidates (3.1%) scored from 7 to 10 marks, which is a good performance, 6,855 candidates (40.5%) scored from 3 to 6 marks, which is an average performance and 9,556 candidates (56.4%) scored from 0 to 2 marks, which is a weak performance. The performance on this question was average since 7,376 candidates (43.6%) scored from 3 to 10 marks. The overall candidates' performance on the question is summarised in Figure 1.
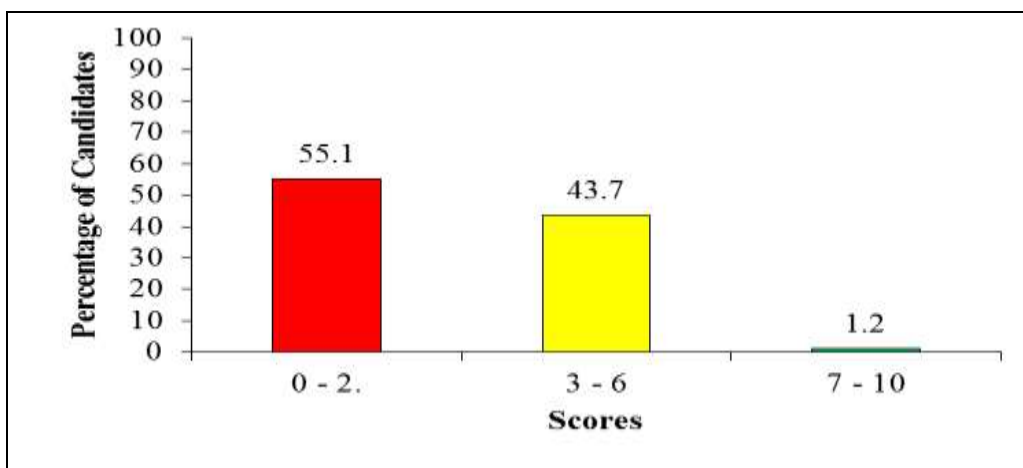

Figure 1: *Candidates' Performance on Question 1.*

The analysis of the candidates' item response is as presented hereunder.

Item (1) was,

س1) أَصْحَابُ العُقُولِ يَرْتَقُونَ أَعْلَى الْمَنَاصِبِ؛ تُعْرَبُ كَلِمَةُ "الْمَنَاصِب":

أ- جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالجَرِّ.

ب- جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالإضَافَةِ.

ج- جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالابْتِدَاءِ.

د- جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِحَذْفِ الْعِلَّةِ.

هـ- جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالنَّصْبِ.

In this item, the candidates were required to identify the inflection of the word الْمَنَاصِبِ *(almanaaswibi)*. This item intended to test the candidates' ability to analyse words in the Arabic language, specifically *(mudhwaafu ilaihi)*. In the Arabic language sentence, words can play many roles: such as the subject of the sentence, the object of the verb, possessive, and so on. So, this knowledge can help someone to know the role of the word in the sentence. The correct answer was (ب) *جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالإضَافَةِ* . The candidates who responded correctly in this item knew that if a noun comes after the *mudhwaafu* (مضاف) (the second part of the genitive construction) should be in the genitive case *(majruuru)*. The candidates who opted for (أ), (ج), (د) and (هـ) which are *جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالجَرِ* , *جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالابْتِدَاءِ* , *جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِحَذْفِ الْعِلَّةِ* and *جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالنَّصْبِ* respectively were wrong. This is because the alternatives were giving dodgy information about the iflection of *mudhwaafu ilaihi*.

The candidates who chose distractor (أ) (*جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالجَرِ* *broken nouns in genitive case by jarr*), were wrong because *mudhaafu ikaihi* cannot be analysed like that. Furthermore, the candidates who selected a wrong distractor (ج) *جَمْعُ التَكْسِيرِ مَجْرُوْرٌ بِالابْتِدَاءِ* (*broken nouns in genitive case by being the first in the sentence*) went adrift because that is not the reason for the *mudhwaafu ilaih* to be in the genitive case. The word which always be analysed like that is مبتدأ *(mubtadai)*, although instead of *majruuru* as the distractor said, we say *marfuu*.

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The candidates who selected this alternative did not only have knowledge of *Mudhaafuilaihi* but also of analysing the Arabic nouns in the sentence.

Additionally, The candidates who picked **(د) جَمْعُ التَّكْسِيرِ مَجْرُوْرٌ بِحَذْفِ الْعِلَّةِ** were wrong, as for **جمع التكسير** (broken plural) is in the nominative case (*marfuun*) by having the visible vowel " u" (*damatun dhwaahiratun*) on its end, it is in accusative case by having visible vowel " a" (*fatahatun dhwaahiratun*) on its end and it is in genitive case by having visible vowel "i" at its end which can be caused by either preposition letter or *idhwaafa*. But these are nouns which are *munswarifu*.

Furthermore, the candidates who opted for **(هـ) جَمْعُ التَّكْسِيرِ مَجْرُوْرٌ بِالنَّصْبِ** went astray since *jamu ttakseer* cannot be *majruun* by *nasbu* but it can *be majruun* by having *fatha* as it sign at its end if it is among the words which are not *munswarif*.

However, the candidates who selected incorrect alternatives were not aware of the Arabic language inflections, plurals and their types. They also had only a partial knowledge of the Arabic language.

Item (2) was,

س2) مِنَ التَّعْرِيْفَاتِ الآتِيَةِ تَعْرِيْفٌ صَحِيْحٌ لِ "جَمْعِ الْمُؤَنَّثِ السَّالِمِ":

أ‏- مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَتَيْنِ بِزِيَادَةِ أَلِفٍ وَتَاءٍ فِي آخِرِهِ.

ب‏-مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَتَيْنِ بِزِيَادَةِ وَاوٍ وَنُوْنٍ أَوْ يَاءٍ وَنُوْنٍ فِي آخِرِهِ.

ج‏- مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَيْنِ بِزِيَادَةِ وَاوٍ وَنُوْنٍ أَوْ يَاءٍ وَنُوْنٍ فِي آخِرِهِ.

د‏- مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَيْنِ بِزِيَادَةِ أَلِفٍ فِي آخِرِهِ.

هـ‏- مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَيْنِ بِزِيَادَةِ تَاءٍ فِي آخِرِهِ.

This item instructed the candidates to identify the correct definition of **جَمْعِ الْمُؤَنَّثِ السَّالِمِ** (*al-jam al-muannathi assaalim*). The item intended to test the candidates' knowledge of the Arabic language plural nouns. The candidates who had such knowledge selected the correct answer **(أ) مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَتَيْنِ بِزِيَادَةِ أَلِفٍ وَتَاءٍ فِي**

آخِرِهِ. (is the (noun) which represents more than two feminine entities by adding suffixes *alifu* (ا) and *taau* (ت) at its end. The candidates who opted for the correct answer were familiar with Arabic nouns. This suggests that the candidates knew that, 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. As for (جمع مذكر سالم) *jam-u mudhakkari saalim* a suffix *wau* (و) and *nun* (ن) are added at the end for the nominative case or *yaau* (ي) and *nun* (ن) for the accusative and genitive case. Concerning (جمع مؤنث سالم) *jam-u muannath saalim* the plural form involves by adding suffix *alifu* (ا) and *taau* (ت) at the end, and the correct response falls under this type.

مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَتَيْنِ بِزِيَادَةِ وَاوٍ وَنُونٍ (ب) Additionally, the candidates who selected **أَوْ يَاءٍ وَنُونٍ فِي آخِرِهِ** Is the (noun) which represents more than two masculine entities by adding suffix *wau* (و) and *nun* (ن) or *yaau* (ي) and *nun* (ن) at its end) were wrong, since the designated distractor does not give a correct explanation about the **جَمْعِ الْمُؤَنَّثِ السَّالِمِ** (*al-jam al-muannathi assaalim*). It seems that the candidates who picked this wrong alternative confused it with the real definition of the **جَمْعِ الْمُؤَنَّثِ السَّالِمِ** (*al-jam al-muannathi assaalim*) – since the first part of the distractor talks about it while the second part talks about **جَمْعِ الْمُؤَنَّثِ السَّالِمِ** (*al-jam al-muannathi assaalim*).

مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَيْنِ بِزِيَادَةِ وَاوٍ وَنُونٍ (ج) Furthermore, the candidates who selected **أَوْ يَاءٍ وَنُونٍ فِي آخِرِهِ.** (is the (noun) which represents more than two masculine entities by adding suffix *wau* (و) and *nun* (ن) or *yaau* (ي) and *nun* (ن) at its end) went astray, since the definition is of (جمع مذكر سالم) *jam-u mudhakkari saalim.* Probably the candidates confused it with the definition of **جَمْعِ الْمُؤَنَّثِ السَّالِمِ** (*al-jam al-muannathi assaalim*), as there is a slight difference between them. In **جَمْعِ الْمُؤَنَّثِ السَّالِمِ** (*al-jam al-muannathi assaalim*), we add suffixes *alifu* (ا) and *taau* (ت) at the end while in (جمع مذكر سالم) *jam-u mudhakkari saalim,* we add suffix *wau* (و) and *nun* (ن) or *yaau* (ي) and *nun* (ن) at its end.

مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَيْنِ بِزِيَادَةِ أَلِفٍ فِي آخِرِه (د) Likewise, the candidates who opted for and those who opted **مَا دَلَّ عَلَى أَكْثَرَ مِنَ اثْنَيْنِ بِزِيَادَةِ تَاءٍ فِي آخِرِه (هـ)** were wrong because the distractors are unclear and incomplete.

For that matter, the candidates who opted for wrong alternatives were not knowledgeable about plurals in the Arabic language, specifically on جَمْعِ الْمُؤَنَّثِ السَّالِمِ *(al-jam al-muannathi assaalim).*

Item (3) was:

س3) أَكْمِلْ هَذِهِ الْجُمْلَةَ "لَيْتَ سَلْمَى ــــــــــــــــ إِلَى الْمُسْتَشْفَى" بِالْخَبَرِ الْمُنَاسِبِ مِمَّا يَلِي:

أ- ذَاهِبَةٌ

ب- ذَاهِبٌ

ج- ذَاهِبًا

د- ذَاهِبَاتٍ

هـ- ذَاهِبَةً.

In this item, the candidates were required to identify the correct predicate that fits the blank space. The question aimed to scrutinise the ability of the candidates to use إن و أخواتها *(Inna and its sisters)*. The correct answer was **(هـ)** ذَاهِبَةً. The candidates who opted for the right answer were familiar with the knowledge of إن كان و أخواتها *(Inna and its sisters)*, as they knew that Inna and its sisters (إن وأخواتها) are the groups of particles in Arabic that are usually followed by the nominal sentence. Additionally, the candidates realised that, after Inna or one of its sisters, the subject of the nominal sentence (اسم إن) becomes accusative (منصوب), and the predicate (خبر إن) remains nominative (مرفوع).

However, the candidates who selected a wrong answer (أ) ذَاهِبَةً إن و confused أخواتها *(Inna and its sisters)* with كان و أخواتها *(Kaana and its sisters)*. The candidates failed to know that after Inna or one of its sisters, the subject of the nominal sentence (اسم إن) becomes accusative (منصوب) and the predicate (خبر إن) remains nominative (مرفوع), while after *Kaana and its sisters*, the subject of the

nominal sentence (اسم إنّ) remains nominative (مرفوع) and the predicate (خبر إنّ) becomes accusative (منصوب).

In addition, some of the candidates chose an incorrect distractor (ب) ذَاهِبٌ. This is not the correct answer since the predicate ذَاهِبٌ does not agree with its subject in terms of gender. It would be the correct answer if the subject سَلْمَى could be a masculine noun. This wrong selection was caused by the candidates' inability to identify the subject of the sentence, the predicate of the sentence and إنّ و أخواتها (*Inna and its sisters*) and their function in the sentence.

Furthermore, some of the candidates opted for (جـ) ذَاهِبًا. This is not the correct answer because the predicate opted goes against the grammatical rule of إنّ و أخواته (*Inna and its sisters*). Moreover, it does not agree with its subject in terms of gender. The candidates who opted for such a destructor failed to realise that a sentence was preceded by لَئِتَ as one of the إنّ و أخواتها (*Inna and its sisters*); as a result, the predicate has to be accusative.

Moreover, some of the candidates showed weakness by choosing the destructor (د) ذَاهِبَاتٍ as the correct answer. These candidates failed to realise that grammatically the word ذَاهِبَاتٍ could not be the correct predicate of the subject سَلْمَى, as the subject is in singular while the predicate is in plural form.

Further analysis of the candidate's performance on this item shows that the candidates who opted for the correct answer exhibited high dexterity about إنّ و أخواته (*Inna and its sisters*), whereas those who chose other alternatives showed weakness in that skill.

Item (4) was,

س4) يَتَّفِقُ إِعْرَابُ الأَسْمَاءِ الخَمْسَةِ بِإِعْرَابِ جَمْعِ الْمُذَكَّرِ السَّالِمِ فِي:

أ‐ حَالَةِ الرَّفْعِ وَالجَزْمِ.

ب‐حَالَةِ الرَّفْعِ وَالجَرِّ.

ج- حَالَةِ الرَّفْعِ وَالنَّصْبِ.

د- حَالَةِ الرَّفْعِ وَالحَذْفِ.

هـ- حَالَةِ الرَّفْعِ وَالسُّكُوْنِ.

The item required the candidate to determine the cases (إِعْرَابُ) that are shared by both الأَسْمَاءِ الخَمْسَةَ (five nous) and (جمع مذكر سالم) *jam-u mudhakkari saalim.* The item intended to examine the candidate's ability about inflection of الأَسْمَاءِ الخَمْسَةَ (five nous) and (جمع مذكر سالم) *jam-u mudhakkari saalim.* Some of the candidates successfully determined the correct answer (ب) حَالَةِ الرَّفْعِ وَالجَرِّ. This was the correct answer because الأَسْمَاءِ الخَمْسَةَ (five nonus) when they form the first part of the genitive construction, they will have الواو in the nominative case, الألف in the accusative case and الياء in the genitive case. With regard to (جمع مؤنث سالم) (جمع) مذكر سالم) *jam-u mudhakkari saalim,* it will take الواو in the nominative case while in both accusative case and the genitive case, it will take الياء. For that case, the candidates realised that both الأَسْمَاءِ الخَمْسَةَ (five nous) and (جمع مذكر سالم) *jam-u mudhakkari saalim* are in the nominative case and accusative case by having the sign الواو (waau) and الياء (yaah), respectively.

Additionally, the candidates who chose (أ) حَالَةِ الرَّفْعِ وَالجَزْمِ ware not right since grammatically both الأَسْمَاءِ الخَمْسَةَ (five nous) and (جمع مذكر سالم) *jam-u mudhakkari saalim* cannot be *maj-zuum* at all. It is conceivable that the candidates were confused by the first part (حَالَةِ الرَّفْعِ) in the destructor because it is shared by both (جمع مذكر سالم) and (five nous) الأَسْمَاءِ الخَمْسَةَ *jam-u mudhakkari saalim.*

Furthermore, some of the candidates selected distractor (ج) حَالَةِ الرَّفْعِ وَالنَّصْبِ as the correct answer. These were wrong because the statement contains النَّصْبِ which is not shared by both الأَسْمَاءِ الخَمْسَةَ (five nous) and (جمع مذكر سالم) *jam-u mudhakkari saalim,* as *nasbu* is represented by *alfu* in *(five nous)* while in (جمع مذكر سالم) *jam-u mudhakkari saalim,* is represented by yaau. The candidate overlooked the distractor; hence he or she did not examine his or her response deeply. *Nasbu* can be shared by both dual nouns and (جمع مذكر سالم) *jam-u mudhakkari saalim.*

Moreover, the candidates who opted for **(د)** حَالَةِ الرَّفْعِ وَالحَذْفِ were wrong because الحَذْف (alhazfu) cannot be applied to both الأَسْمَاءِ الْخَمْسَة (five nous) and جمع مذكر سالم) jam-u mudhakkari saalim. Possibly the candidates confused either jam-u جمع مذكر سالم) (five nous) with الأَسْمَاءِ الْخَمْسَة (five verbs) or الأَسْمَاءِ الْخَمْسَة (five nous) mudhakkari saalim with الأَفْعَالُ الْخَمْسَة(five verbs). As for الأَفْعَالُ الْخَمْسَة (five verbs) are in nominative case by having *nuun* and they are *mansuubu* and *majzuumu* by dropping it (الحذف).

Moreover, some of the candidates selected an incorrect answer (هـ) حَالَةِ الرَّفْعِ (جمع Although حَالَةِ الرَّفْعِ is shared by both الأَسْمَاءِ الْخَمْسَة (five nous) and وَالسُّكُوْنِ مذكر سالم) jam-u mudhakkari saalim, as both are in the nominative case by *wau*, the presence of the word "السُّكُوْن" in the sentence made it incorrect. The candidates failed to realise that الأَسْمَاءِ الْخَمْسَة can neither be the sign of السُّكُوْن (five nous) nor (جمع مذكر سالم) jam-u mudhakkari saalim in any case.

Furthermore, the candidates who chose the correct answer exhibited their skills in both the Arabic nouns and how they are analysed in deferent cases or states. The candidates who chose other alternatives demonstrated low mastery of the Arabic nouns.

Item (5) was,

س5) مَا هِيَ الْجُمْلَةُ الْفِعْلِيَّةُ فِي العِبَارَاتِ ٱلْآتِيَةِ؟

أ- الأُمُّ مَدْرَسَةُ

ب- تَنْمُو الشَّجَرَةُ

ج- الْبِنْتُ مُجْتَهِدَةٌ

د- بُسْتَانُ الْمَدِيْنَةِ جَمِيْلَةٌ

هـ- النَّافِذَةُ مَفْتُوْحَةٌ.

The candidates were given five sentences in this item; and were required to determine the verbal sentence among the given alternatives. The item aimed to test the candidates' ability in both verbal sentence and nominal sentences. The

candidates who had sufficient knowledge of Arabic sentences determined the correct answer, which was (ب) تَنْمُو الشَّجَرَةُ. They realised that, nominal sentences begin with a noun or a pronoun, whereas verbal sentences begin with a verb. Consequently, they selected the statement (ب) to be the correct answer among the given alternatives because it starts with a verb.

In addition, some of the candidates selected (أ) الأُمُّ مَدْرَسَةٌ, which was an incorrect answer because it starts with the noun and a sentence, which starts with the name is called الجملة الإسمية (*noun sentence*) in the Arabic language. The candidates failed to know the meaning of the sentence as well as the indicators of Arabic names such as letter *alfu* and *lam,* which occurred in the word الأُم.

Furthermore, some of the candidates chose distractor (ج) الْبِنْتُ مُجْتَهِدَةٌ. This is not the correct answer because it starts with a noun. To be a verbal sentence, it should have begun with a verb. It seems that the candidates who chose this alternative had little understanding of Arabic verbs and nouns. They failed to realise that while a verb shows the time of action contrary, a name does not.

Moreover, some of the candidates were attracted by distractor (د) بُسْتَانُ الْمَدِيْنَةِ جَمِيْلَةٌ, which is an incorrect answer by starting with *mubtadau*. The candidates were likely deceived by its length.

Finally, some of the candidates selected (هـ) النَّافِذَةُ مَفْتُوحَةٌ as the correct answer. This was an incorrect answer because it is composed of two nouns which are النَّافِذَةُ and مَفْتُوحَةٌ. The candidates did not know that a sentence which starts with the *mubtadau* النَّافِذَةُ as the indicator of الجملة الإسمية (*noun sentence*) cannot qualify as a verbal sentence.

Contrarily, the candidates who were knowledgeable about both verbal sentences and noun sentences recognised the correct answer easily: they knew that the verbal sentence starts with a verb. In contrast, the noun sentence starts with a name. Therefore, the candidates who failed on the item had inadequate knowledge of the Arabic verbal and noun sentences. It was very simple to determine a verbal sentence were the candidates conversant with indicators of verbs versus indicators of nouns.

Item number (6) was,

سن6) وَاحِدَةٌ مِنَ الْكَلِمَاتِ الْآتِيَةِ تُكَمِّلُ هَذِهِ الْجُمْلَةَ " دَخَلَ رَجُلٌ............" وَهِيَ:

أ- عَجُوزٌ.

ب- عَجُوزٌ.

ج- عَجُوزٍ.

د- عَجُوزَةٍ.

هـ- عَجُوزَةً.

The item required the candidates to identify the adjective that suits filling in the blank space to make the sentence meaningful. The item intended to test the candidates' ability in النعة (*adjective*). The candidates who were knowledgeable of the Arabic adjectives chose عَجُوزٌ in distractor (ب). This is because the adjective (النعت) is a follower of a described word in its *raf, nasb and khafdh (jarr).* Thus, the candidates knew that the word that describes it should be in that case: because the word before it is in the nominative case.

In addition, some of the candidates opted for (أ) عَجُوزٌ, which is incorrect because the adjective (النعت) is a follower of a described word in its *raf, nasb and khafdh (jarr)* in the Arabic language. It seems that the candidates confused the word عَجُوزٌ with the object of the sentence, which is often *mansuub* and the word رَجُلٌ as its subject. The candidates did not consider the meaning of the sentence and the principles of the Arabic adjectives.

Moreover, those who chose alternative (ج)عَجُوزٍ were wrong because it goes against the rule of (النعت) (description). Probably, the candidates regarded the word عَجُوزٍ as *mudhwaafu ilaihi* of the word رَجُلٌ which is incorrect too, as, in the genitive construction, the منعوت (a described word) should not have *tanwiin* on it.

Additionally, others filled the blank with distractor (د) عَجُوزَةٍ, which is wrong because the منعوت (a described word) is in masculine gender while النعت is in the feminine gender. Thus, the candidates overlooked the gender aspect in determining the correct adjective in this context. Additionally, the candidates who selected letter (هـ) did not differ much from those who chose letter (د)

above; the only difference is, *kisratain* and *fathatain* at the final positions of the word in the letter (د) and (هـ) respectively.

However, the candidates who determined the correct answer were skilled in **النعت** (adjective) and its principles enough. On the other hand, those who failed to determine the correct answer lacked sufficient knowledge of **النعت** (adjective) and Arabic vocabularies. Some of them did not only fail to determine the meaning of words but also the correct use of **النعت** . Consequently, they misinterpreted the item.

Item (7) was,

س7) تَنْقَسِمُ الْكَلِمَاتُ إِلَى مُعْرَبَةٍ وَمَبْنِيَّةٍ: فَالْمَبْنِيُّ مِنَ الْكَلِمَاتِ:

أ‍- مَا يَتَغَيَّرُ شَكْلُ آخِرِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ.

ب‍-مَا لَا يَتَغَيَّرُ شَكْلُ آخِرِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ.

ج‍- مَا لَا يَتَغَيَّرُ شَكْلُ وَسَطِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ.

د‍- مَا يَتَغَيَّرُ شَكْلُ أَوَّلِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ.

هـ‍- مَا يَتَغَيَّرُ شَكْلُ أَوَّلِهِ وَوَسَطِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ.

In this item, the candidates were required to identify the correct definition of **مبني** (*uninflected word*). The item tested the candidates' knowledge of uninflected words in the Arabic language. The candidates were able to identify distractor **(ب)** **مَا لَا يَتَغَيَّرُ شَكْلُ آخِرِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ** to be the correct answer. The candidates realised that uninflected words remain in a fixed condition, in spite of different governors that precede them.

Additionally, some of the candidates selected (أ) **مَا يَتَغَيَّرُ شَكْلُ آخِرِهِ بِتَغَيُّرِ وَضْعِهِ فِي** **ٱلْكَلَامِ**, which is an incorrect definition of **مبني** (*uninflected word*), because it explains that *mabniyyu* is a word that changes the form of its last letter with a change of its position in a sentence. The candidate who picked this distractor confused it with the definition of *Muurab* (**معرب**) as *Muurab* (**معرب**) – a word which is changed at its end because of the different types of governors that

precede it or governing factors that affect it. There is a very slight difference between them. So, to make it clear, *mabniyyu* is fixed while *muurab* is unfixed.

Other candidates chose (ج) **مَا لَا يَتَغَيَّرُ شَكْلُ وَسَطِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَامِ**, which is untrue because in **مبنيات** (uninflected words), it is the last letter which is dealt with, not the middle one as the statement explains. The candidates who chose **لَا يَتَغَيَّرُ شَكْلُ** **وَسَطِهِ بِتَغَيُّرِ وَضْعِهِ فِي ٱلْكَلَام** did no pay attention to the word **وَسَطِهِ** which was the trick in the distractor.

In addition, the candidates who chose distractor (د) **مَا يَتَغَيَّرُ شَكْلُ أَوَّلِهِ بِتَغَيُّرِ وَضْعِهِ فِي** **ٱلْكَلَامِ** were wrong because it contains unrequired words about **مبنى** (*uninflected word*) which was **أَوَّلِهِ** . These candidates did not realise that the topic of *mabniyyu* does not consider the first letter of a word as the definition says; rather, it focuses on the last letter of a word.

Moreover, the candidates who chose alternative (هـ) **مَا يَتَغَيَّرُ شَكْلُ أَوَّلِهِ وَوَسَطِهِ بِتَغَيُّرِ** **وَضْعِهِ فِي ٱلْكَلَامِ** were wrong because it is about wrong definition of an uninflected word. The candidates who picked it did not paya attention to the words **أوله** and **وسطه** .

Generally, the candidates who determined the correct answer in this item were familiar with **مبنى** (*uninflected word*) while those who failed lacked such knowledge**.**

Item number (8) was,

س8) أَيُّ فِعْلٍ مِنَ الْأَفْعَالِ الْآتِيَةِ يَكُونُ مُلَائِمًا فِي هَذِهِ الْجُمْلَةِ؟ "الصَّدِيقَانِ.........غَدًا".

أ- سَافَرَا

ب- يُسَافِرَا

ج- سَافَرْنَ

د- سَافَرَتْ

هـ- يُسَافِرَانِ.

The item instructed the candidates to fill in the blank space using the correct word among the alternatives. The item tested the candidates' ability to use verbs. The correct answer was (هـ) *يُسَافِرَانِ*. The candidates who chose other alternatives exhibited weakness in the topic.

The candidates who choose the distractor (أ) *سَافَرَا* were wrong since the verb is talking about the past action. The candidates choose (ج) were also wrong since the verb represents the the third person plural feminine while the sentence is talking about dual. On the other hand the candidates who selecteted the distractor (د) feiled to determine that the verb is talking about the third person singular feminine in the past time. Those who opted the alternative (ب) were wrong since grammatically the verb does not fit in the sentence.

Item number (9) was,

س9) وَاحِدٌ مِنَ الضَّمَائِرِ الْمُتَاحَةِ ضَمِيْرٌ مُتَّصِلٌ وَهُوَ:

أ‌- الضَّمِيْرُ "نَحْنُ".

ب‌- الضَّمِيْرُ "أَنْتَ".

ج‌- الضَّمِيْرُ "نَا".

د‌- الضَّمِيْرُ "هُمْ".

هـ‌- الضَّمِيْرُ "هُنَّ".

The item was about *الضَّمَائِر* (*pronouns*). The item required the candidates to identify *ضَمِيْرٌ مُتَّصِلٌ* (*attached pronoun*) among the given alternatives. It aimed at measuring their ability to use pronouns in their daily conversations.

The candidates with sufficient skills about *ضَمِيْرٌ مُتَّصِلٌ* (*attached pronoun*) chose (ج) *الضَّمِيْرُ "نَا"*, which is the correct answer because a pronoun cannot stand alone without attaching itself to another word in a sentence.

The candidates who selected (أ) *الضَّمِيْرُ "نَحْنُ"* were wrong because a pronoun can stand alone in a sentence without attaching itself to another word. Just take an

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example نَحْنُ طلاب *(we are students),* the underlined word is not attached to another word. So, the candidates who chose the pronoun "نَحْنُ"which is the first-person pronoun masculine plural, as an attached pronoun, probably they were not able to differentiate between ضَمِيْرٌ المنفصل *(attached pronoun)* and ضَمِيْرٌ مُتَّصِلٌ *(detached pronoun)*

Furthermore, some candidates picked distractor **(ب)** الضَّمِيْرُ "أَنْتَ" which is the second person pronoun masculine singular. This is not the correct response because it can stand alone in a sentence. The candidates who selected this distractor might have confused it with الضَّمِيْرُ "تَ" which is the ضَمِيْرٌ مُتَّصِلٌ *(attached pronoun)*.

Finally, the candidates who chose the correct answer exhibited their skills of using pronouns in different contexts.

Item (10) was,

س10) "صَارَ الثَّوْبُ قَصِيْرًا" إِعْرَابُ كَلِمَةِ " الثَّوْبُ " :—

أ— اسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ فِي آخِرِه.

ب—اسْمُ صَارَ مَرْفُوعٌ بِالسُّكُوْنِ نِيَابَةً عَنِ الضَّمَّةِ.

ج— اسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ نِيَابَةً عَنِ الْفَتَحَةِ.

د— اسْمُ صَارَ مَرْفُوعٌ بِالْوَاوِ الظَّاهِرَة.

هـ— اسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ نِيَابَةً عَنِ الْكَسْرَةِ .

In this item, the candidates were required to identify the inflection in the word كان و الثَّوْبُ. The question aimed to scrutinise the ability of the candidates in using أخواتها *(Kaana and its sisters).* The correct answer was **(أ)** اسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ فِيْ آخِرِه . The candidates who opted for the correct answer were familiar with كان و أخواتها *(Kaana and its sisters).* As they knew that: كان و أخواتها *(Kaana and its sisters)* is– a group of particles in the Arabic language that is usually followed by a nominal sentence. Additionally, the candidates realised that after *Kaana* or one of its sisters, the subject of the nominal sentence (اسم كان) remains nominative (مرفوع)*;* and the predicate (خبر إن) becomes accusative (منصوب). Consequently, they determined the right inflection of the word الثَّوْبُ.

However, the candidates who selected **(ب)** اسْمُ صَارَ مَرْفُوعٌ بِالسُّكُوْنِ نِيَابَةً عَنِ الضَّمَّةِ were wrong because (اسم كان) because the undelined word in he sentence has the visible dhwammah at its end cannot be مَرْفُوعٌ(*maruu*) by السُّكُوْنِ (*sukuuni*) on behalf of الضَّمَّةِ (*dammah*). The candidates who chose اسْمُ صَارَ مَرْفُوعٌ بِالسُّكُوْنِ نِيَابَةً بِالسُّكُوْنِ نِيَابَةً عَنِ الضَّمَّةِ did no pay attention to the statement عَنِ الضَّمَّةِ which is the trick in the distractor.

In addition, some of the candidates selected distractor **(ج)** اسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ نِيَابَةً عَنِ الْفَتَحَةِ This is incorrect answer since the word الثَّوْبُ is in the nominative case; with a visible *dammah* at its end. The candidates who opted for this distractor might have been attracted by the statement اسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ, which made them ignore the statement نِيَابَةً عَنِ الْفَتَحَةِ that disqualifies the alternative as the incorrect answer in this context.

Other candidates chose distractor **(د)** اسْمُ صَارَ مَرْفُوعٌ بِالْوَاوِ الظَّاهِرَةِ, which is an incorrect answer because the word الثَّوْبُ is not analysed like that. Perhaps the candidates confused the noun الثَّوْبُ with the (جمع مذكر سالم) *jam-u mudhakkari saalim* which is in the nominative case by *waau*.

Lastly, some of the candidates picked **(هـ)** إسْمُ صَارَ مَرْفُوعٌ بِالضَّمَّةِ نِيَابَةً عَنِ الْكَسْرَةِ They were wrong since the name of *swaara* (اسم صار) has a visible vowel *dammah* at its end.

Generally, the candidates who scored full marks on this question manifested the highest level of expertise in topics such as genitive construction, plural nouns, *nawaasikh*, inflected and uninflected words, inflection, types of Arabic sentences, adjective, and pronouns. However, the candidates whose efforts came to naught, showed weakness on those topics.

2.1.2 Question 2: Matching items

The question consisted of five (5) matching items. The candidates were required to match each item in List A with its corresponding in List B by writing the letter of the corresponding response beside the item number in the answer booklet provided. The general task of the question was to measure the knowledge of the candidates in genitive construction (الإضافة). The question was:

٢- صِلِ الْكَلِمَةَ أَوِ الْكَلِمَاتِ فِي الْمَجْمُوعَةِ (أ) بِمَا يُنَاسِبُهَا فِي الْمَجْمُوعَةِ (ب) بِكِتَابَةِ حَرْفِ الإِجَابَةِ بِجَانِبِ رَقَمِ السُّؤَالِ فِي وَرَقَتِكَ لِلْإِجَابَةِ:

الْمَجْمُوعَةُ (ب)		الْمَجْمُوعَةُ (أ)	
اسْمٌ يَأْتِي بَعْدَ حَرْفِ الْجَرِّ فَقَطْ.	أ	الْمُضَافُ	١) س
اسْمٌ يَأْتِي بَعْدَ الْمُضَافِ.	ب	يُعْرَبُ الْمُضَافُ	٢) س
بِحَسَبِ مَوْقِعِهِ فِي الْحَرْفِ.	ج	يُجَرُّ الْمُضَافُ إِلَيْهِ	٣) س
النُّونُ مِنَ الْمُضَافِ إِذَا كَانَ مُثَنًّى أَوْ جَمْعَ مُذَكَّرٍ سَالِمًا.	د	يُحْذَفُ لِلْإِضَافَةِ	٤) س
بِالْإِضَافَةِ.	هـ	الْمُضَافُ إِلَيْهِ	٥) س
بِحَسَبِ مَوْقِعِهِ فِي الْجُمْلَةِ.	و		
اسْمٌ نُسِبَ إِلَى اسْمٍ بَعْدَهُ.	ز		
بِالْوَاوِ.	ح		
الْأَلِفُ مِنَ الْمُضَافِ إِذَا كَانَ مُثَنًّى أَوْ جَمْعَ مُذَكَّرٍ سَالِمًا.	ط		

The question was attempted by 16,933 candidates (100%), out of which 13,467 candidates (79.5%) scored from 0.0 to 1.0 mark, which is a weak performance, 3,099 candidates (18.3%) scored from 2.0 to 3.0 marks, which is an average performance and 367 candidates (2.2%) scored from 4.0 to 5.0 marks, which is a

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poor performance. Therefore, the candidates' general performance on the question is weak, considering that 3,466 candidates (20.5%) scored from 2.0 to 5.0 marks. The overall candidates' performance on the question is summarised on Figure 2.
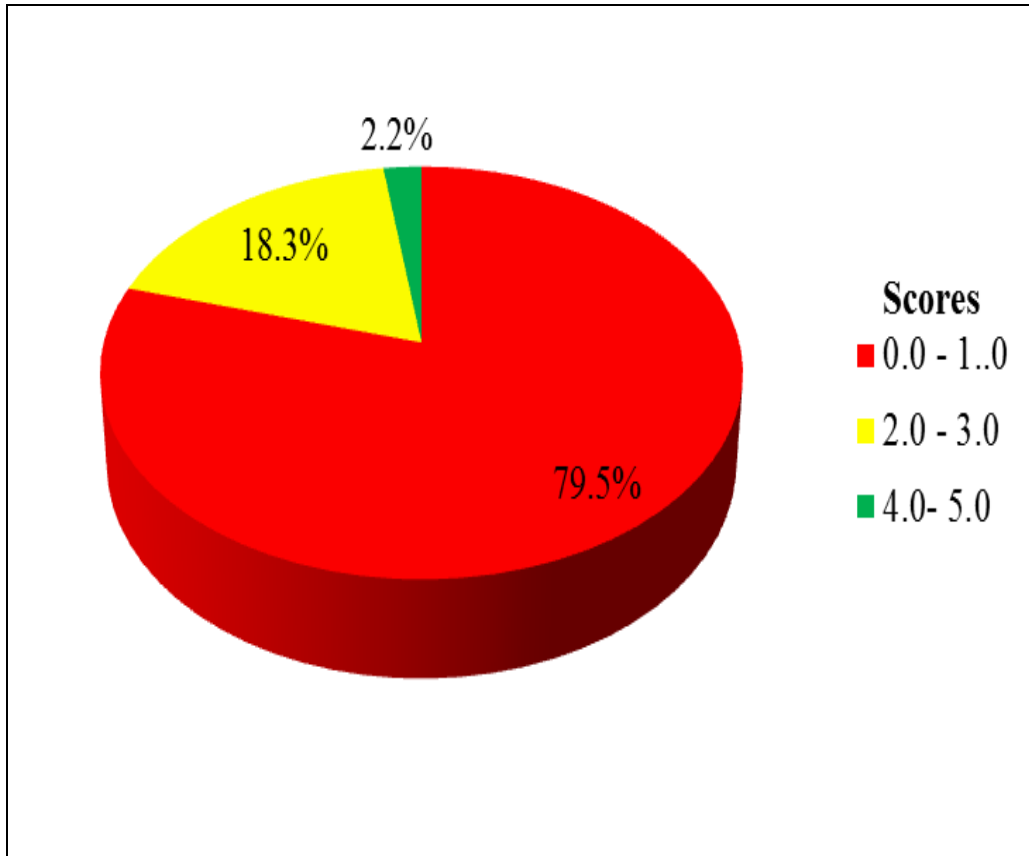
Figure 2*: Candidates' Performance on Question 2.*

Item (1) required the candidates to identify the correct definition of the word الْمُضَافُ *(al-mudhwafu).* The correct response was (ز) because *al-mudhwaafu* is a noun (or an adjective) annexed to the noun after it**.** The candidates who matched the item with the correct response had adequate knowledge of الْمُضَافُ *(al-mudhwafu).*

However, the candidates who opted for (ب) اسْمٌ يَأْتِيْ بَعْدَ الْمُضَافِ *(the noun that appears after almudhwaaf)* as a response were wrong because the statement is explaining about الْمُضَافُ إِلَيْهِ. Some of them chose (أ) اسْمٌ يَأْتِي بَعْدَ حَرْفِ الجَرِّ فَقَطْ *(a noun that comes after the preposition only*). These were also wrong because

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الْمُضَافُ (al-mudhwafu) may appear after different words in a sentence. The candidates who selected this incorrect response might have seen cases where *mudhwaafu* occurred after the preposition. Hence, they generalised that *mudhaafu* comes after prepositions only.

Item (2) required the candidates to match the statement يُعْرَبُ الْمُضَافُ with the correct statement from list B. The item examined the candidate's knowledge of the inflections of الْمُضَافُ. The correct answer in this item is (و) بِحَسَبِ مَوْقِعِهِ فِي الْجُمْلَةِ. Since *al mudhwaafu* has no specific position in a sentence, the candidates with knowledge of the inflection of *mudhwaafu* selected this answer. They realised that اعرهب (inflection) of الْمُضَافُ depends on its position in a sentence.

Furthermore, some of the candidates connected the item with the incorrect letter (ج) بِحَسَبِ مَوْقِعِهِ فِي الْحَرْفِ. The candidates who matched the item with this statement failed to differentiate الحرف from الجملة. Additionally, the candidates were confused the statement بِحَسَبِ مَوْقِعِهِ فِي الْحَرْفِ with the correct answer, as there is a slight difference between them.

Item (3) required the candidates to match the statement which says يجر الْمُضَافُ with the correct explanation from list B. The item intended to measure the candidates' ability in determining a reason for the second part of genitive construction (الْمُضَافُ إِلَيْهِ) to be in the genitive case (مجرور). The correct answer was (هـ). The candidates who matched the question correctly were aware of the inflection of *al-mudhaafu ilaihi*.

However, the candidates who matched the item with (ح) بِالْوَاوِ did not know that the second part of the genitive construction is always in the genitive case by (الإضافة). The candidates who chose it were fascinated by the grammatical connection without considering the meaning. Since in reality (الْمُضَافُ إِلَيْهِ) cannot be *majruuru* by waau (الواو).

Some of the candidates opted for (و) بِحَسَبِ مَوْقِعِهِ فِي الْجُمْلَةِ This is not the correct answer but an explanation for الْمُضَافُ. The candidates confused item (2) with item (3) in this question.

The item (4) was about things that are dropped from الْمُضَافُ during the genitive construction. The candidates with the knowledge of genitive construction matched the item with (د). The candidates realised that if the مُضَاف *mudhaaf* 'the

annexed' is dual or plural in (جمع مذكر سالم) (*jam-u mudhakkari saalim*), the rule is to drop its final ن *nuun* in both cases.

However, the candidates who chose **(ط)** were wrong since the *alfu* of dual is untouchable during the genitive construction. Also the candidates were not aware that (جمع مذكر سالم) (*jam-u mudhakkari saalim*) does not have *alfu* of plural like dual nouns.

Item (5) was الْمُضَافُ إِلَيْهِ. It required the candidates to match it with the correct definition. The candidates with adequate knowledge matched it with **(ب)** اسْمٌ يَأْتِيْ بَعْدَ الْمُضَافِ because the noun that appears immediately after *al-mudhwaafu* is the *mudhaafu ilaihi*.

Furthermore, the candidates who matched the item with (أ) and (ز)**;** which are اسْمٌ نُسِبَ إِلَى اسْمٍ بَعْدَهُ and يَأْتِي بَعْدَ حَرْفِ الجَرِّ فَقَطْ respectively were wrong. The candidates who matched the item with **(ز),** for instance, confused الْمُضَافُ إِلَيْهِ with الْمُضَافِ since they work together to form the genitive construction.

Hence the candidates who performed well in this question were proficient in the topic of genitive construction. Consequently, they matched items (1), (2), (3), (4) and (5) with (ز), (و), (هـ), (د) and (ب) respectively. The candidates who failed to match the correct answers had little understanding of the Arabic genitive construction.

2.2   SECTION B: Short Answers

This section had six (6) questions. 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 question 3, which carried ten (10) marks, making a total of forty (40) marks.

2.2.1 Question 3: Dialogue

This question was about dialogue. The candidates were required to complete the dialogue by writing questions that correlate with answers provided in the dialogue. The question tested the candidates' ability to express themselves in a simple Arabic language. The dialogue was:

أ– الْمُوَظَّفُ   : ....؟

الْمُسَافِرُ : أُرِيدُ غُرْفَةً مِنْ فَضْلِكَ.

ب–الْمُوَظَّفُ   : ....؟

الْمُسَافِرُ : اسْمِيْ جُوْجِي.

ج– الْمُوَظَّفُ : ....؟

الْمُسَافِرُ : أَنَا مِنْ تَنْزَانِيَا.

د– الْمُوَظَّفُ   : ....؟

الْمُسَافِرُ : هَا هُوَ جَوَازُ السَّفَرِ.

هـ– الْمُوَظَّفُ   : ....؟

الْمُسَافِرُ : سَأَبْقَى هُنَا أُسْبُوْعًا تَقْرِيْبًا.

The question was attempted by 16,933 candidates (100%). 13,842 candidates (81.7%) scored from 0.0 to 2.5 marks, which is a weak performance, 2,438 candidates (14.4%) scored from 3.0 to 6.0 marks, which is an average performance and 653 candidates (3.9%) scored from 6.5 to 10.0 marks, which is a good performance. The overall performance on the question is summarised in Figure 3.
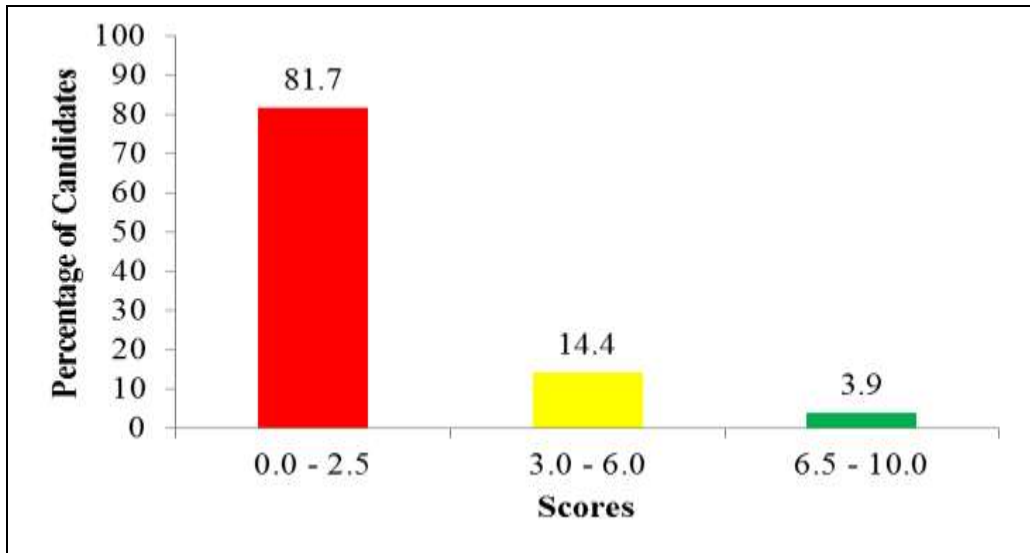
Figure 3: *Candidate' Performance on Question 3.*

The analysis shows that 13,842 candidates (81.7%) scored below 3 marks. The candidates in this category demonstrated shortcomings such as skipping some items and writing ungrammatical sentences.

On the other hand, the candidates who scored zero marks on this question supplied wrong answers in all items of the question. One of the candidates, for example, in item (أ) wrote: " ما هو أريد "instead of تفضل ماذا تريد؟. The candidate was wrong because this question does not correlate with the answer given by المسافر in this dialogue. In Item (ب), the candidate wrote, " مَا هُوَ إِسْمُ" instead of ما اسمك؟ (What is your name?). Since this statement is used to know some one's name, the candidate failed to use the next sentence in this conversation to formulate the question that correlates with the answer given by the traveller in this dialogue. In item (ج), the candidate wrote "أَعِنَّ" which is meaningless, instead of writing من أين أَنْتَ؟ (Where do you come from?), since the following sentence gives information about where the traveller comes from. Thus, the candidate lacked the skills of formulating questions.Consequently, he or she wrote something meaningless.

Furthermore, the candidate skipped item (د), likely because he/she did not know the next sentence in a series of conversations or failed to formulate the question about that statement. In the last item, the candidate wrote " مَا هُوَ أَسْبُوْعًا تَقْرِيْبًا" instead of إلى متى ستبقى هنا؟ (for how long will you stay here?). Since the following sentence in this item correlates with it. Some of these candidates just picked some words from the question and used them as their answers. Others skipped items, and others did not understand the requirement of the question. Furthermore, some of the students wrote meaningless words. This suggests that the candidates had low competence in the Arabic language, especially on the use of the interrogative particles to create the question. Extract 3.1 is a sample of poor responses from the candidates in this question.

Extract 3.1: A sample of poor responses in question 3

The extract is a sample of responses from the candidates who failed to complete the dialogue. The candidate changed the sentences in the dialogue, that is, he or she has taken the last words in the sentences and made them the first, which is not correct for this question.

Moreover, some of the candidates had an average performance on this question, scored from 3.0 to 6.0 marks. The analysis shows that they only completed some items of the dialogue correctly. This indicates that they had a partial knowledge of Arabic grammar and a partial understanding of interrogative particles in the Arabic language.

Moreover, the analysis reveals that 653 candidates (3.9%) scored from 6.5 to 10.0 marks, out of which 141 candidates (0.8%) scored full marks on the question. These candidates completed all items of the dialogue with the required information. For example, they realised that item (أ) should be filled in with تفضل ماذا تريد: here they correctly used the Arabic interrogative particle ماذا (what), to formulate the question which correlates with the answer given in the item as they understood the meaning of the statement given in the next sentence in this item.

They also realised that the correct question for the statement in item (ب) is ما اسمك؟ (What is your name?) since the statement seeks to know someone's name. As in the next sentence in this conversation, where the traveler mentioned his/her name. They also realised that the correct question for the statement in item (ج) is من أين أنْتَ؟ (Where do you come from?) since the next sentence gives information about where the traveller comes from. Besides, the candidates realised that the correct sentence for the item (د) in this conversation is أين جواز السفر (Where is the passport?) because in the next statement in this dialogue the traveller showed his passport to الْمُوَظَّفُ. Further, the candidates determined the

correct statement for the next sentence in the item (هـ) as **إلى متى ستبقى هنا** (*for how long will you stay here?*) since the next sentence in this item correlates with it contextually.

Therefore, these candidates knew Arabic vocabulary, which enabled them to correctly determine questions that match the statements provided. Likewise, they were knowledgeable of interrogative particles and their use in a sentence. Extract 3.2 is a sample of good responses from one of the candidates.

Extract 3.2: A sample of good responses in question 3

The above extract is a sample of good responses from one of the candidates who completed the dialogue correctly.

2.2.2 Question 4: Jumbled Words in Sentences

In this question, the students were instructed to re-arrange the given words logically to make meaningful sentences. The question tested the candidates' ability to organise words to make meaningful sentences. The question was,

٤- رَتِّبِ الْكَلِمَاتِ الْآتِيَةَ لِتُكَوِّنَ بِهَا جُمَلًا مُفِيْدَةً:

أ-   جَاءَ- اللَّذَانِ — فِي — نَجَحَا – الطَّالِبَانِ – الْإِمْتِحَانِ.

ب-الْمَدْرَسَةِ – فَتَحَ – صَبَاحًا – الْمُعَلِّمُ – بَابَ.

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ج– أَضْرَارٌ — فِي — الْمُجْتَمَعِ — لِلتَّدْخِينِ — كَثِيرَةٌ.

د– يَسْرِقُ — الْبُيُوتِ — الْمَتَاعَ — فِي — اللِّصُّ.

هـ– وَطَنَهُ — الْمُوَاطِنُ — يُحِبُّ — بِهِ — وَيَعْتَزُّ.

و– الْبُسْتَانُ– جِدًّا– جَمِيلٌ

The question was attempted by 16,933 candidates (100%), out of which 1,468 candidates (8.7%) scored from 4.0 to 6.0 marks, which is a good performance; 3,839 candidates (22.7%) scored from 2.0 to 3.5 marks, which is an average performance, and 11,626 candidates (68.6%) scored from 0.0 to 1.5 marks, which is a poor performance – out of which, 6,159 candidates (36.4%) scored 0.0 mark. Therefore, the candidates' general performance on the question was average, considering that 5,307 candidates (31.3%) scored from 2.0 to 6.0 marks. The overall candidates' performance on the question is summarised in Figure 4
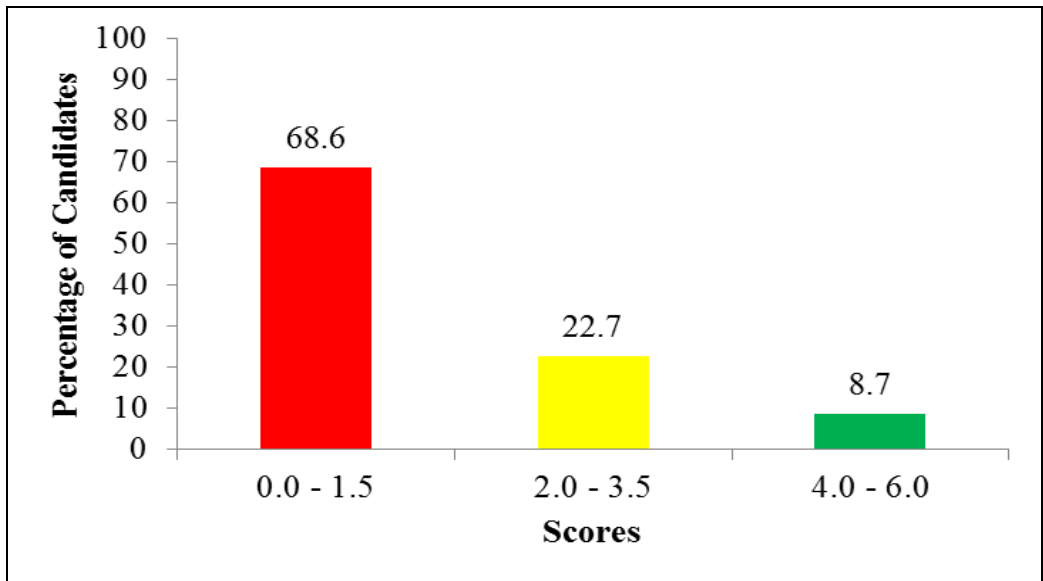
Figure 4*: Candidates' Performance on Question 4.*

The analysis shows that some of the candidates performed well on this question. The data shows that 0.7% of the candidates scored full marks. Such candidates were aware of the types of Arabic sentences. They correctly re-arranged the words to make meaningful sentences. One of such candidates who scored full

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marks wrote the following: in item (أ) *جَاءَ الطَّلِبَانِ اللَّذَانِ نَجَحَا فِي الِامْتِحَانِ* (*The two students who passed the exam came*).

Furthermore, in item (ب) the candidates wrote *فَتَحَ المُعَلِّمُ بَابَ المَدْرَسَةِ صَبَاحًا* (*The teacher opened the door of the school in the morning*) as a good arrangement of the words in this item, in item (ج) he or she wrote *لِلتَّدْخِينِ أَضْرَارٌ كَثِيرَةٌ فِي المُجْتَمَع* (*Smoking has many harmful effects in the society*), in item (د) *يَسْرِقُ اللِّصُّ المَتَاعَ فِي* *البُيُوتِ*. In item (هـ) he or she wrote *يُحِبُّ الْمُوَاطِنُ وَطَنَهُ وَيَعْتَزُّ بِهِ.* and in the last item, she/he wrote *البستان جميل جد.* This suggests that they knew the Arabic syntax. Extract 4.1 is a sample of a good response from one of the candidates.

Extract 4.1 is a sample of good responses in question 4

Extract 4.1 is a sample of responses from the candidates who managed to re-arrange the jumbled words into meaningful sentences as required.

Furthermore, the analysis indicates that 3,839 candidates (22.7%) scored from 2.0 to 3.5 marks, which is an average performance on the question. The majority of these students managed to answer two or three items out of five items. This suggests that they had partial knowledge of the Arabic language, especially the Arabic language syntax. This weakness caused them to re-arrange some items wrongly.

The analysis further shows that the candidates who performed poorly in this question did not have Arabic sentence structure skills, but only relied on guessing answers. One of such candidates with zero marks, for example, wrote: "*جَاءَ الِامْتِحَان نَجَحَا فِي اللَّذَانِ الطَّلِبَانِ*" instead of "*جَاءَ الطَّلِبَانِ اللَّذَانِ نَجَحَا فِي* the item (أ) for the item (أ). In item (ب) the candidate wrote "*المُعَلِّمُ فَتَحَ صَبَاحًا بَابَ المَدْرَسَةِ*" instead of *الِامْتِحَانِ*.

صَبَاحًا، المُعَلِّمُ فَتَحَ بَابَ or المُعَلِّمُ فَتَحَ بَابَ المَدْرَسَةِ صَبَاحًا or فَتَحَ المُعَلِّمُ بَابَ المَدْرَسَةِ صَبَاحًا instead of المَدْرَسَةِ. In item (ج) the candidate wrote "كَثِيرَةٌ أَضْرَارٌ فِي المُجْتَمَعِ لِلتَّدْخِيْنِ" instead of البُيُوْتِ المَتَاعَ فِي اللِّصُّ" (د) the candidate wrote in item لِلتَّدْخِيْنِ أَضْرَارٌ كَثِيرَةٌ فِي المُجْتَمَعِ اللِّصُّ يَسْرِقُ المَتَاعَ فِي البُيُوْتِ or يَسْرِقُ اللِّصُّ المَتَاعَ فِي البُيُوْتِ instead of يَسْرِقُ"

Furthermore, the candidate wrote "المُوَاطِنُ وَيَعْتَزُّ بِهِ وَطَنَهُ يُحِبُّ" for item (هـ) instead of يُحِبُّ الْمُوَاطِنُ وَطَنَهُ وَيَعْتَزُّ بِهِ or المُوَاطِنُ يُحِبُّ وَطَنَهُ وَيَعْتَزُّ بِهِ. In the last item, the candidate wrote: "جد جميل البستان" instead of جد جميل البستان. This suggests that the candidates in this category did not have adequate knowledge of the Arabic language, especially skills to rearrange words in a given disarranged-words. In addition, the candidates lacked an understanding of the types of Arabic sentences. Extract 4.2 is a sample of poor responses from the candidates.

Extract 4.2: A sample of poor responses in question 4

The extract is a sample from the candidates who was not able to re-arrange the jumbled words into meaningful sentences. The candidate wrote meaningless sentences.

2.2.3 Question 5: التَّشْبِيه (At-Tashbiihu)

This question had six items about التَّشْبِيه (at-Tashbiihu). The candidates were required to identify المُشَبَّهَ بِهِ and المُشَبَّهَ from the given sentences. The question intended to test the candidates' ability in Arabic simile. The question was,

٥- بَيِّنِ الْمُشَبَّهَ وَالْمُشَبَّهَ بِهِ فِيمَا يَأْتِي:

أ- كَأَنَّ الْكِتَابَ أُسْتَاذٌ.

ب- أَخُوكَ مِثْلُ أَبِيكَ فِي الْأَخْلَاقِ الْكَرِيمَةِ.

ج- كَلَامُكَ عَسَلٌ فِي الْحَلَاوَةِ.

د- الْمُعَلِّمُ كَالنُّورِ فِي الْإِضَاءَةِ.

هـ- كَأَنَّ الدَّرْسَ شَمْسٌ فِي الْوُضُوحِ.

و- أُسْتَاذُنَا مِثْلُ الْبَحْرِ فِي الْكَرَمِ وَالْجُودِ.

The question was attempted by 16,931 candidates (99.9%). Further analysis shows that 13,167 candidates (77.8%) scored from 0.0 to 1.5 marks, which is a weak performance, 1,430 candidates (8.4%) scored from 2.0 to 3.5 marks, which is average performance and 2,334 candidates (13.8%) scored from 4.0 to 6.0 marks, which is a good performance. The general performance on the question was weak since 3,764 candidates (22.2%) scored from 2.0 to 6.0 marks. The overall performance on the question is summarised in Figure 5.
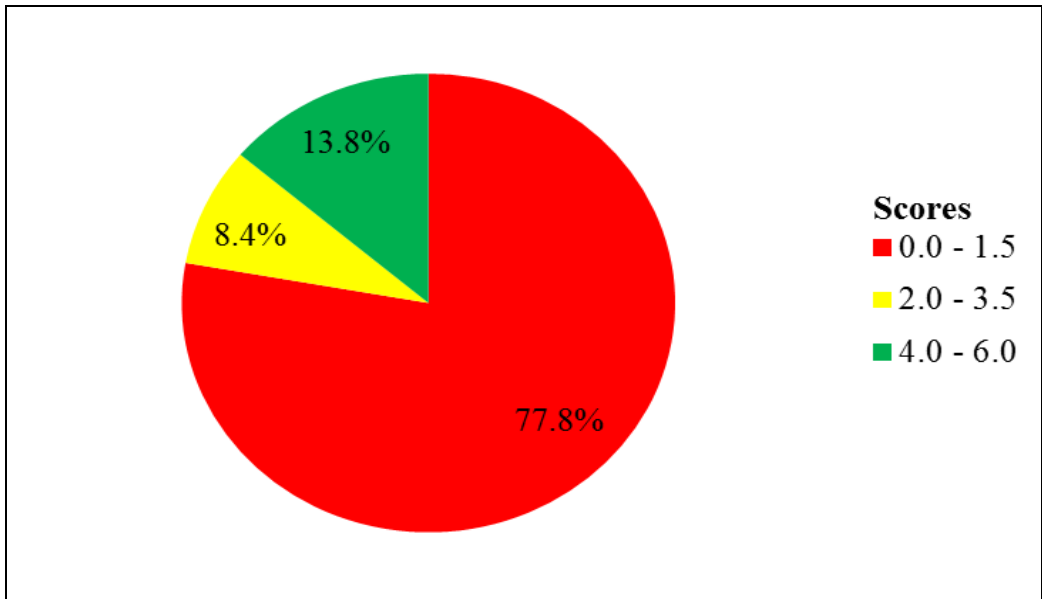
Figure 5: *Candidates' Performance on Question 5.*

The analysis of the candidates' responses shows that the candidates who performed poorly in this question were 13,167 (77.8%); among these, 70.7 percent scored a 0.0 mark. Some of these candidates failed to identify the

requirement of the question. Consequently, they provided information that was not required in the question. One of the candidates for example, in item (أ) كَأَنَّ أَسْتَاذُ: الْمُشَبَّهُ بِهِ and الْكِتَابَ: الْمُشَبَّهُ: instead of "أَسْتَاذُ كَأَنَّ الْكِتَابَ" wrote أَسْتَاذُ الْكِتَابَ. The candidate in this item thought that changing the position of the words in the sentence was the correct answer. Hence, he or she moved the word أَسْتَاذُ from the last position to the beginning. In item (ب) أَخُوكَ مِثْلُ أَبِيكَ فِي الْأَخْلَاقِ الْكَرِيمَةِ the candidate cut the word أَخُوكَ from the sentence instead of writing the correct answer which is أَخُوكَ: الْمُشَبَّهُ while أَبِيكَ: الْمُشَبَّهُ بِهِ. In item (ج) كَلَامُكَ عَسَلٌ فِي الْحَلَاوَةِ and كَلَامُكَ: الْمُشَبَّهُ instead of الْحَلَاوَةِ the candidate wrote "الْحَلَاوَةِ فِي عَسَلٌ كَلَامُكَ" عَسَلٌ: الْمُشَبَّهُ بِهِ. The candidate changed the position of the words. In item (د) الْمُعَلِّمُ كَالنُّورِ فِي الْإِضَاءَةِ the candidate wrote "الْمُعَلِّمُ كَالنُّورِ فِي الْإِضَاءَةِ" without indicating *al-mushabbahu* and *al-mushabbahu bihi*. In item (هـ) he or she removed the word كَأَنَّ from the sentence, instead of writing الْمُشَبَّهُ: الدَّرْسَ and شَمْسٌ: الْمُشَبَّهُ بِهِ. In the last item which was أُسْتَاذُنَا مِثْلُ الْبَحْرِ فِي الْكَرَمِ وَالْجُودِ, the candidate responded by changing the position of the words after removing أُسْتَاذُنَا. This shows that the candidate did not only lack knowledge of *al-mushabbahu* and *al-mushabbahu bihi* but also did not understand the question's requirement. Furthermore, some of them responded to the items with meaningless sentences, while others skipped the question. Extract 5.1 is a sample of poor responses from a student who scored 0 marks on question 5.
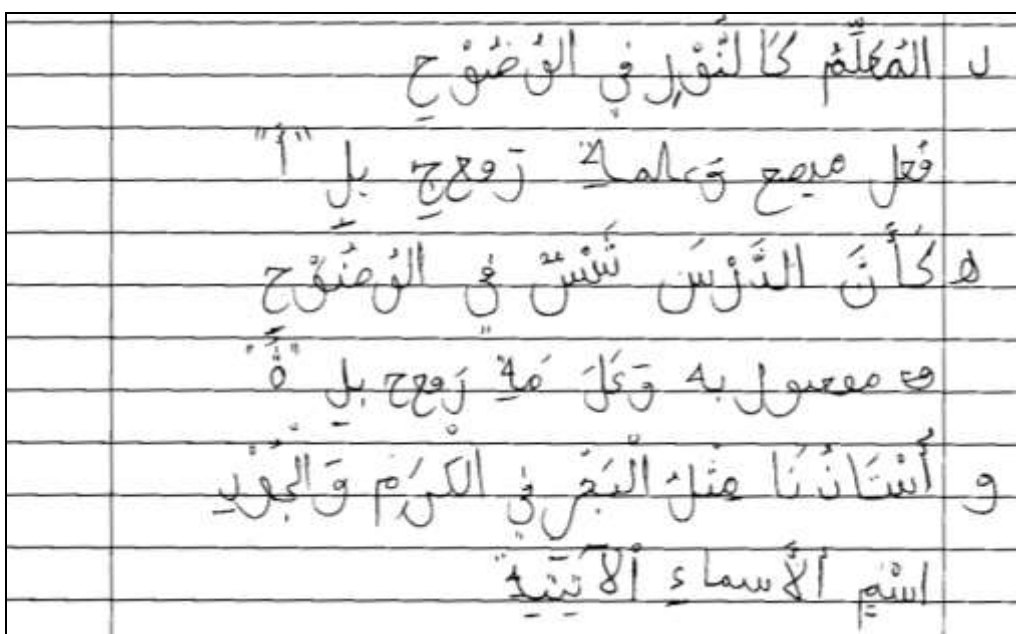
Extract 5.1: A sample of poor responses in question 5

The extractn5.1 is a sample of poor responses from the candidates who failed in all the question items. The candidate failed to understand the demand of the question, consequently analysed the words although he or she was wrong too.

Further analysis shows that 1,430 (8.4%) candidates scored from 2 to 3.5 marks, which is an average performance on question 5. The candidates in this group left some items unanswered, while others only showed *al-mushabbahu* or *al-mushabbahu bihi*. Furthermore, they only got two to three items right. This indicates that they had partial knowledge of the Arabic language simile, specifically *al-mushabbahu* and *al- mushabbahu bihi.*

The candidates who performed well in this question correctly identified both *al-mushabbahu* and *al-mushabbahu bihi* in four or all items of the question. The candidates who scored full marks on this question demonstrated a high level of competence. They successfully distinguished *al-mushabbahu* from *al-mushabbahu bihi* in the given simile sentences. One of the candidates who performed well in all items, for example, responded to the question as follows: In item (أ) كَأَنَّ الْكِتَابَ أَسْتَاذٌ, he or she wrote الْكِتَابَ as *al-mushabbahu* and أَسْتَاذٌ as *al-mushabbahu bihi*. In item (ب) أَخُوكَ مِثْلُ أَبِيْكَ فِي الْأَخْلاقِ الْكَرِيْمَةِ, the candidate wrote أَخُوكَ as *al-mushabbahu* and أَبِيْكَ as *al-mushabbahu bihi*. In responding to the item (ج) كَلامُكَ عَسَلٌ فِي الْحَلاوَةِ he or she wrote كَلامُكَ as *al-mushabbahu* while عَسَلٌ as

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al-mushabbahu bihi. Furthermore, in item **(د)** الْمُعَلِّمُ كَالنُّورِ فِي الإِضَاءَةِ , the candidate wrote الْمُعَلِّمُ as *al-mushabbahu* and النُّورِ as *al-mushabbahu bihi,* while in item **(هـ)** كَأَنَّ الدَّرْسَ شَمْسٌ فِي الوُضُوْحِ , the candidate identified الدَّرْسَ as *al-mushabbahu* and شَمْسٌ as *al-mushabbahu bihi*. In the last item he/she wrote أُسْتَاذُنَا مِثْلُ الْبَحْرِ فِي الْكَرَمِ وَالْجُوْدِ , he or she wrote أُسْتَاذُنَا as *al-mushabbahu* and الْبَحْرِ as *al-mushabbahu bihi*. These responses suggest that the candidates had adequate knowledge of simile and its pillars. Extract 5.2 is a sample of good responses from a candidate who scored all marks allotted to the question.

Extract 5.2: A sample of good responses in question 5

Extract 5.2 is a sample of good responses from the candidates who answered all parts of the question correctly.

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2.2.4 Question 6: Pronouns

This question was about pronouns. It had six items. The candidates were instructed to rewrite the sentences by filling in the given spaces with correct pronouns. The question tested the candidates' ability to use the Arabic pronouns, specifically the detached pronouns. The question was,

6- أَعِدْ كِتَابَةَ الْجُمَلِ الآتِيَةِ ثُمَّ ضَعْ ضَمِيرَ الرَّفْعِ الْمُنْفَصِلِ الْمُنَاسِبِ في أَوَّلِ كُلِّ جُمْلَةٍ:

أ- ....أَقُومُ مِنَ النَّوْمِ مُبَكِّرًا.

ب-.........تَمْشِطُ شَعْرَهَا كُلَّ يَوْمٍ.

ج-.........يُسَاعِدُونَ الْفُقَرَاءَ.

د- ....تَشْكُرُ مَنْ يُسَاعِدُكَ.

هـ-.........تَتَّبِعِيْنَ بَرْنَامَجَ الصِّحَّةِ.

و- ....نُكْرِمُ الضُّيُوْفَ.

The question was attempted by 16,933 candidates (100%). The statistical analysis shows that 14,813 candidates (87.5%) scored from 0.0 to 1.5 marks, which is a weak performance; among them, 72.4 percent of the candidates scored a 0.0 mark. Furthermore, 1,476 candidates (8.7%) scored from 2.0 to 3.5 marks, which is an average performance and only 644 candidates (3.8%) scored from 4.0 to 6.0 marks, which is a good performance. The candidates' general performance on this question was weak, considering that only 2,120 candidates (12.5%) scored from 2.0 to 6.0 marks. Figure 6 summarises the performance on question 6.
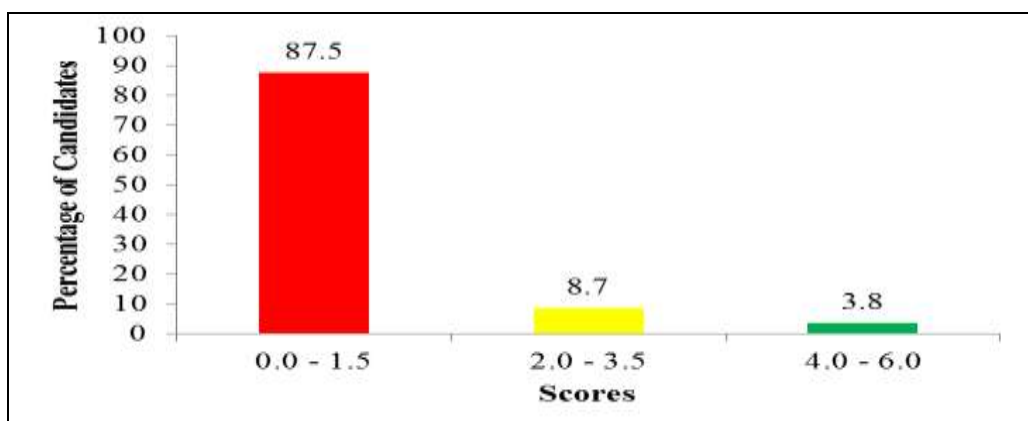
Figure 6*: Candidates' Performance on Question 6.*

The analysis shows that 14,813 candidates (87.5%) scored from 0.0 to 1.5 marks, which is a weak performance; among them, 72.4 percent of the candidates scored a 0.0 mark. These candidates provided answers which contradicted the requirement of the question in any item. One of the candidates for example in item (أ) ".........., أَقُومُ مِنَ النَّوْمِ مُبَكِّرًا" wrote "نحن أَقُومُ مِنَ النَّوْمِ مُبَكِّرًا" instead of أَنَا أَقُومُ مِنَ النَّوْمِ مُبَكِّرًا. The candidates did not use the first letter of the present verb أَقُومُ effectively to determine the correct answer, as it stands shoulder to shoulder with أَنَا. In item (ب) he or she wrote .... تَمْشِطُ شَعْرَهَا كُلَّ يَوْمٍ . هِي تَمْشِطُ شَعْرَهَا كُلَّ يَوْمٍ instead of "أَنَا تَمْشِطُ شَعْرَهَا كُلَّ يَوْمٍ" . This implies that the candidate did not recognise clues for determining the right pronoun in that sentence. The clues are (ت) and (ها) in the verb and noun, respectively. They all refer back to the pronoun هِي . In item (ج) .... يُسَاعِدُونَ الْفُقَرَاءَ , the candidate wrote "أنتَ يُسَاعِدُونَ الْفُقَرَاءَ" instead of هم يُسَاعِدُونَ الْفُقَرَاءَ . Therefore, the candidate was not aware of the indicators الواو and الياء for plural in the verb يُسَاعِدُونَ which needs to be used with هم . In item (د) .... تَشْكُرُ مَنْ يُسَاعِدُكَ the candidate wrote "أَنَا تَشْكُرُ مَنْ يُسَاعِدُكَ" instead of أنت تَشْكُرُ مَنْ يُسَاعِدُكَ . The candidate did not realise that the pronoun أنا is for the first person singular while the verb in the sentence has the verb تَشْكُرُ with the hidden second person singular masculine pronoun in nominative case which needs to be used with a pronoun أنتَ. In item هـ (..........تَتَّبِعِينَ بَرْنَامَجَ الصِّحَّةِ), he or she wrote "أنتم تَتَّبِعِينَ برنامج الصِّحَّةِ" instead of أنتِ تَتَّبِعِينَ برنامج الصِّحَّةِ . This implies that he/she was not aware of the verb تَتَّبِعِينَ that contains the signs *taau* at the beginning of the verb, which used with the *yaau almukhwaatwabati*) in the verb; thus, the right pronoun should have been أنتِ which is the second person singular (female). In the last item .... نُكْرِمُ الضُّيُوفَ, the candidate wrote: "أنتن نُكْرِمُ الضُّيُوفَ" instead of نحن نُكْرِمُ الضُّيُوفَ , suggesting the failure to determine that the first letter in the present verb نُكْرِمُ is an essential indicator for him or her to determine the right pronoun. Extract 6.1 is a sample of poor responses from the candidates who failed to provide appropriate responses.

|		
ب	تَمْشِطُ شَعْرَ كُلَّ يَوْمٍ	الْبِنْتُ
ج	يُسَاعِدُونَ الْفُقَرَاءَ	الْبِنْتُ
د	تَشْكُرُ مَنْ يُسَاعِدُكَ	الْقَمَرُ
هـ	تَتْبِعِينَ بَرْنَامَجَ الصِّحَّةِ	الْمَاءُ
و	تَكْرَمُ الضُّيُوفَ	النَّمْلُ

Extract 6.1 is a sample of poor responses in question 6

The extract is a sample of responses from the candidates who provided incorrect answers. The candidate copied words from question number seven and used them as answers to question number six.

The analysis of the students' responses shows that the candidates who performed well in this question mostly filled in the blank spaces with correct pronouns.Those who attained full marks realised that the blank space in the item (أ) had to be filled in with a pronoun (أَنَا) *(I);* the first person singular pronoun in nominative case. The first letter in the verb أَقُومُ signaled him/her to use that pronoun. They also realised that the blank space in the item (ب) had to be filled in with a pronoun هِيَ ; third person singular feminine pronoun in the nominative case since the sentence contains a verb (تَمْشِطُ) which relates to that pronoun.

Moreover, they realised that the blank space in the item (ج) had to be filled in with a pronoun هم *(They);* third person plural masculine pronoun in nominative case. The candidates realised that the sentence contains a verb يُسَاعِدُونَ with the indicator *yaau* and *waau* which helped him to determine the correct answer. Furthermore, they realised that the blank space in the item (د) had to be filled in with a pronoun أَنتَ second person singular masculine pronoun in nominative case because the sentence contains a verb تَشْكُرُwith the letter تَ at the begenning and the verb يُسَاعِدُكَ with the pronoun كَ as the indicators for the answer. Additionally, they realised that the blank space in the item (هـ) had to be filled in with pronoun أَنتِsecond person singular feminine pronoun in nominative case, since the candidates singled by the verb تَتْبِعِينَ with the second person singular

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feminine pronoun in nominative case as the indicator for the answer. Lastly, the candidates realised that the blank space in item (و) should be filled in with نَحْنُ which is the first person plural masculine pronoun in nominative case, since the sentence contains the verb (نُكْرِمُ) with the hidden first person plural masculine pronoun in nominative case. This shows that the candidates had enough skills in the Arabic pronouns and how to use them in sentences. Extract 6.2 is a sample of correct responses from one of the candidates.
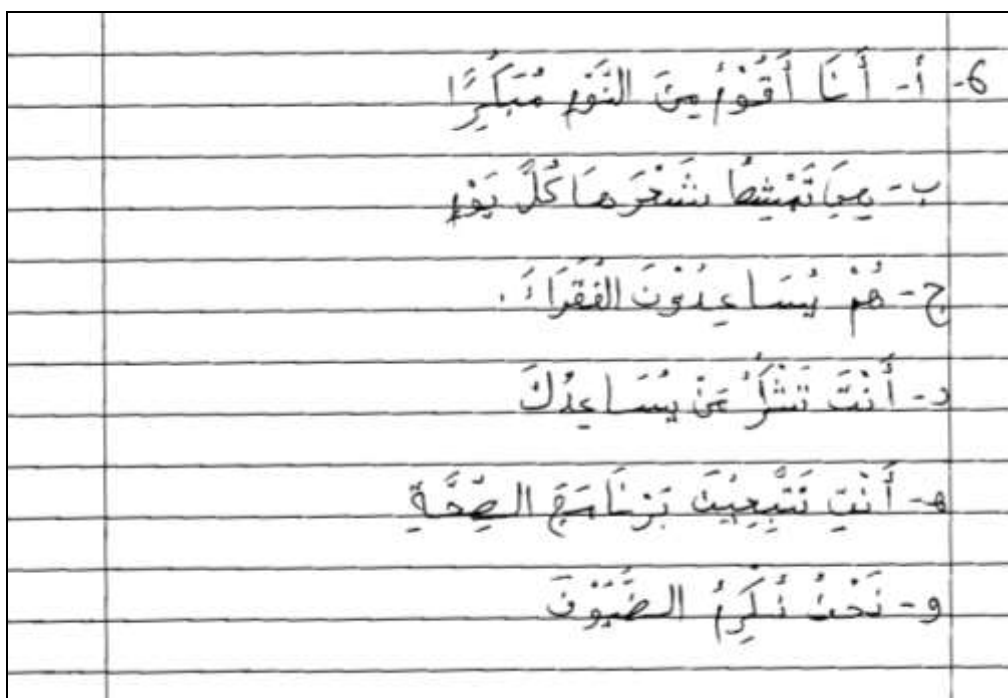
Extract 6.2 is a sample of good responses in question 6

The extract is a sample of good responses from the candidates who were able to fill in the blanks with appropriate pronouns.

2.2.5 Question 7: الأفعال (Verbs)

This question had six items about past tense. The candidates were required to place before each given noun an appropriate past tense of the verb which correlates with the noun and to change what is necessary to ensure concordance. The question intended to test the candidates' ability to use past tenses in the Arabic language. The question was,

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7- ضَعْ قَبْلَ كُلِّ اسْمٍ مِنَ الْأَسْمَاءِ الْآتِيَةِ فِعْلًا مَاضِيًا يُلَائِمُهُ وَغَيِّرْ مَا يَلْزَمُ:

أ- الْبَيْتُ.

ب- السَيَّارَةُ.

ج- الْقَمَرُ.

د- الثَّمَرُ.

هـ- الْمَاءُ.

و- الْبَرْدُ.

The question was attempted by 16,933 candidates (100%), out of which 14,668 candidates (86.6%) scored from 0.0 to 1.5 marks, which is a weak performance, 1,682 candidates (10.0%) scored from 2.0 to 3.5 marks, which is an average performance and 583 candidates (3.4%) scored from 4.0 to 6.0 marks, which is a good performance. Therefore, the candidates' general performance on the question was poor, considering that 2,265 candidates (13.4%) scored from 2.0 to 6.0 marks. The overall candidates' performance on the question is summarised in Figure 7.
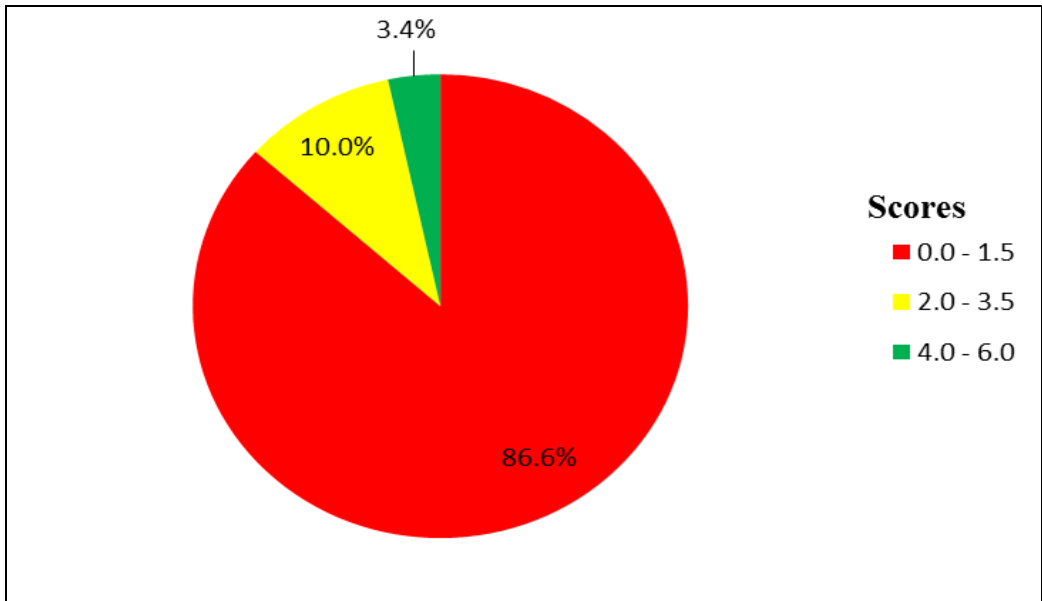
Figure 7*: Candidates' Performance on Question 7.*

The analysis shows that 14,668 candidates (86.6%) scored from 0.0 to 1.5 marks, which is a weak performance, and among them, 9.9 percent of the candidates scored a 0.0 mark. These candidates provided irrelevant answers to the question. One of the candidates, for example, wrote " **ٱلبَيَت نضيفَ** " in item (**أ**). The candidate was wrong because he or she used the predicate instead of the past tense verb. Moreover, the sentence is grammatically wrong due to *fatha* on the last letter instead of *dammah*. Some of the appropriate verbs which could have been used for this noun are **سقط** and **بنيت** to formulate the sentences **بُنِيَ البيتُ** and **سقط البيتَ** , respectively. Another candidate in item (**ب**) wrote **المُعَلِّمُ فِيْ السَّيَارَةُ** instead of writing the past verb form at the beginning of the word **السيارة**, he or she wrote the subject. The noun **السيارة**, could be used with the past verb forms such as **اشتريت** in the sentence **اشتريت السيارَةَ** or **اصطدمت** in the sentence **اصطدمت السيارَةُ** . Another candidate wrote **هذا القمَ** in item (**ج**). The candidate responded to the item by using a demonstrative pronoun (**اسم الإشارة**) contrary to the requirement of the question. Some of the verbs which could have been used in this item are **شرب** and **تدفق** in the sentences **شربت الماء** and **تدفق الماء** respectively. Another candidate from the group which scored zero marks wrote **الثمر** in item (**د**). The candidate did not add the past tense before the noun; rather, he/she rewrote the word as it is.

Moreover, another candidate in this category wrote in item (**هـ**) **الماء** without constructing a sentence by using a verb which correlates with the noun in this item. In item (**و**) another candidate wrote **البرد** instead of creating a sentence by using it as the question required him or her to do. The candidates' responses in this question show that the candidates had little understanding of past tense verbs in sentences. Some of the candidates even skipped the question as others copied words from other questions and writing them as answers to the question. Extract 7.1 is a sample of poor responses.

Extract 7.1: A sample of poor responses in question 7

Extract 7.1 shows a sample of response from the candidate who was unable to give the correct answer. The candidate failed to determine the requirement of the question. The candidate also escaped one item.

Further analysis of the candidates' responses shows that 2,265 candidates (13.4%) had an average performance on the question. This group managed to formulate meaningful sentences using appropriate verb forms before the nouns, but only in some items. Some of sentences they constructed were affected by grammatical errors. This average performance implies that the candidates had a partial knowledge of verbs (*الأفعال*) specifically past verb forms.

Contrarily, the candidates who scored high marks on this question managed to construct meaningful sentences using the given nouns in each item. The candidates mostly wrote appropriate verbs before the nouns given and correctly made necessary changes to ensure concordance in their constructions. The candidates who scored full marks on the question exhibited a high understanding of the Arabic verbs. One of the candidates for instance, wrote *بنيت البيتَ* in item (أ). The candidates therefore, realised the meaning of the noun given in this item, which is *the house*. Hence, he correctly chose the verb *بنى* and used it in constructing the sentence because the verb can be used to mean *building*. The candidate attached the verb with the first person singular to make the sentence (*بنيت البيتَ*) (*I built the house*). In Item (ب), the candidate wrote *اشتريت السيارةَ*. The candidate added the verb (bought) in past tense with the first person singular to make the sentence *اشتريت السيارةَ* (*I bought the car*).

Moreover, he or she demonstrated sufficient knowledge of Arabic vocabulary. In item (ج), the candidate wrote *رأيت القمرَ* (*I saw the moon*), which has a

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correlation with the noun given in this item. This suggests that he or she knew the meaning of the word *القمر* which is (the moon). In (د), the candidate wrote *نضج الثمرُ* because he/she comprehended the meaning of the noun in this item and how to use the past tense form correctly. In (هـ), the candidate wrote *تدفق الماء* . The candidate realized that; the appropriate verb which correlate with the noun is this item was *يتدفق* as he or she was aware of Arabic vocabulary specifically verbs. Lastly, in item (و), the candidate correctly used the verb *اشتد* before the noun *البردُ* to create a sentence *اشتد البردُ*, implying that he/she was aware of the meaning of the noun used in this item. This shows that these students had mastered well the Arabic vocabulary, specifically past tense verbs. Extract 7.1 shows a sample of a good response from one of the candidates in this question.

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

The Extract 7.2 shows a sample of a response from one of the candidates who was able to use past tense verbs before the nouns given in each item and make necessary changes where needed.

2.2.6 Question 8: Analysing the Underlined Words

This question had five items which about inflection (الإعراب). 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 words in a sentence by using inflection (الإعراب). The question was:

٨- أَعْرِبْ مَا تَحْتَهُ خَطٌّ مِمَّا يَأْتِي:

أ- نَجَحَ الْمُجْتَهِدُوْنَ.

ب- نُكْرِمُ الْفَلَّاحِيْنَ.

ج- نُسَلِّمُ عَلَى الْمُسَافِرِيْنَ.

The question was attempted by 16,919 candidates (99.9%), out of which 14,232 candidates (84.1%) scored from 0 to 1.5 marks, which is a weak performance, 1,483 candidates (8.8%) scored from 2 to 3.5 marks, which is an average performance; and 1,204 candidates (7.1%) scored from 4 to 6 marks, which is a good performance. Therefore, the candidates' general performance on the question was weak, considering that 2,687 candidates (15.9%) scored from 2 to 6 marks. The overall candidates' performance on the question is summarised in Figure 8.
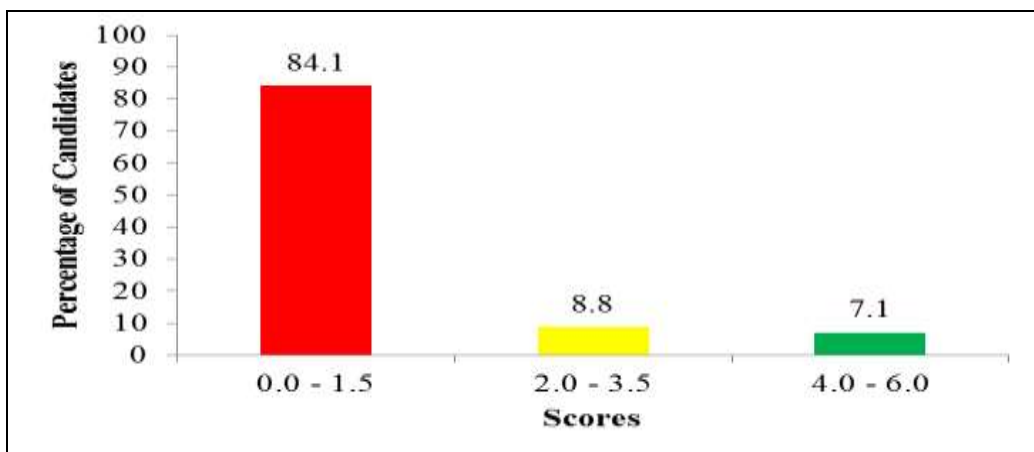
Figure 8*: Candidates' Performance on Question 8.*

As shown above, the candidates who performed poorly in this question were 14,232; among them, 12,800 candidates (75.7%) scored 0 marks. These candidates who scored low marks or zero marks failed to analyse the underlined

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words as required. Most of them provided irrelevant answers. One of the candidates, for example, analysed item (أ) نَجَحَ الْمُجْتَهِدُوْنَ as the predicate in the accusative case. However, the candidate was wrong because the correct answer would be Al-(الْمُجْتَهِدُوْنَ: فاعل مرفوع بالواو نيابة عن الضمة لأنه جمع مذكر سالم *mujtahiduuna*: *subject in the nominative case by the letter wau on behalf of dammah, since it is* (جمع مذكر سالم) *jam-u mudhakkari saalim*). This suggests that the candidate lacked an understanding of جمع مذكر سالم (*jam-u mudhakkari saalim*). In item (ب) نُكْرِمُ الْفَلَّاحِيْنَ, he or she analysed the word الْفَلَّاحِيْنَ as the doer of the subject in the nominative case instead of الْفَلَّاحِيْنَ: مفعول به منصوب وعلامة نصبه الياء نيابة عن الفتح لأنه جمع مذكر سالم *Al-fallaahiina: object in the accusative case and its sign of nasbu is the letter yaau on behalf of fatha,* since it is (جمع مذكر سالم) *jam-u mudhakkari saalim*). Therefore, the candidate failed to differentiate between the doer and the *maf-uulun bih* in the sentence. Consequently, he or she analysed the underlined word in this sentence as the doer, which is incorrect. In item (ج) نُسَلِّمُ عَلَى الْمُسَافِرِيْنَ the candidate analysed the underlined word as the object in the accusative case, which is wrong. The correct answer was supposed to be الْمُسَافِرِيْنَ: مجرور بعلى و علامة جره الياء نيابة عن الكسرة لأنه جمع مذكر سالم (على) *Al-musaafiriina: Genitive noun by the preposition* (جمع مذكر سالم) *and its sign of jarr is the letter yaau on behalf of kisra, since it is jam-u mudhakkari saalim)*. The candidates were not aware that the noun preceded by the preposition and should be *majruurun*. Furthermore, other students who performed poorly in this question wrote meaningless sentences, while others skipped the question. This shows that the students lacked techniques and knowledge of analysing words in the Arabic language. Extract 8.1 showsis a sample of a poor response from one of the candidates in the question.
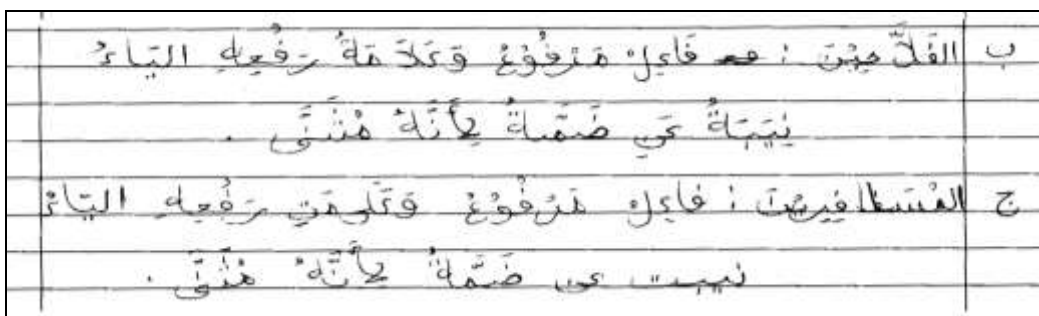
Extract 8.1: A sample of a poor response to question 8.

The Extract 8.1 shows a sample of a response from one of the candidates who was unable to analyse the underlined words in the given sentences. For example the candidate analysed the word in item one as the verb instead of the doer.

The analysis of the candidates' responses shows that 8.8 percent of the candidates had an average performance on the question. Most of them failed to provide correct answers to all items, or their responses were full of grammatical errors. Others in this category provided incomplete answers to some items or to all items. Furthermore, some candidates in this category left some parts of the questions blank. This performance can be attributed to candidates' partial knowledge of analysing sentences.

As shown in the analysis, the students with a good performance on the question had scores ranging from 4 to 6 marks. The students who scored full marks analysed all underlined words correctly. One of such students in item (أ) نَجَحَ
Al- "الْمُجْتَهِدُوْنَ: فاعل مرفوع بالواو نيابة عن الضمة لأنه جمع مذكر سالم wrote الْمُجْتَهِدُوْنَ
mujtahiduuna: *subject in the nominative case by the letter wau on behalf of dammah since it is* (جمع مذكر سالم) *jam-u mudhakkari saalim)* ". The candidate was aware that the (جمع مذكر سالم) *jam-u mudhakkari saalim*) is analysed as in the nominative case (mar-fuu-u) by the letter *wau* which is clearly before the last letter *nuun*. In item (ب), he or she wrote: "الْفَلَّاحِيْنَ: مفعول به منصوب وعلامة نصبه
الياء نيابة عن الفتح لأنه جمع مذكر سالم (*Al-fallaahiina: object in accusative case and its sign of nasbu is the letter yaau on behalf of fatha since it is* (جمع مذكر سالم)
jam-u mudhakkari saalim). This suggests that she/he understood the indicator of the (جمع مذكر سالم) *jam-u mudhakkari saalim*) as when it is in accussative case is the letter *yaau* which represents *nasbu*. In item (ج) نُسَلِّمُ عَلَى الْمُسَافِرِيْنَ he or she
wrote "الْمُسَافِرِيْنَ: مجرور بعلى و علامة جره الياء نيابة عن الكسرة لأنه جمع مذكر سالم" *Al-*
musaafiriina: Genitive noun by the by the preposition (على) *and its sign of jarr is*

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the letter yaau on behalf of kisra since it is (جمـع مـذكر سـالم) jam-u mudhakkari saalim). The candidate realised that the (جمع مذكر سالم) *jam-u mudhakkari saalim)* is in the genitive case (مجرور) when preceded by a preposition. They also determined that the sign of *jarr* is represented by the letter *yaau* in this case.

Conclusively, the candidates who scored high marks on this question had sufficient knowledge of the Arabic language and were proficient in analysing the Arabic sentences. Extract 8.2 is a sample of responses from the candidates who correctly analysed the given underlined words.

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

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.

2.3   SECTION C: Composition

This section had four questions: one on the article writing, the second on letter writing, two questions on response to readings based on the stories of "The Lazy Rat" and "The gazelle and the old lion". 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 question was about Corona virus, The Candidates were required to write an article about the Coronavirus, including its symptoms, how it spreads and how someone can protect him or herself and others from it. The question tested the candidates' ability to write an article and express themselves in the Arabic language. The question was:-

9- اُكْتُبْ مَقَالَةً تَتَحَدَّثُ فِيهَا عَنْ فيرُوْسِ كُوْرُوْنَا، أَعْرَاصُهُ، كَيْفَ تَنْتَشِرُ وَكَيْفَ تَحْمِي نَفْسَكَ وَالآخَرِيْنَ مِنْهُ. بِمَا لَا تَقِلُّ كَلِمَاتُهَا عَنْ مِائَةٍ وَخَمْسِيْنَ كَلِمَةً.

The question was attempted by 3,456 candidates (20.4%). The statistical analysis of the candidates who attempted the question shows that 3,086 candidates (89.3%) scored from 0 to 4 marks, which is a weak performance and 355 candidates (10.3%) scored from 4.5 to 9.5 marks, which is an average performance. Furthermore, 15 candidates (0.4%) scored from 10 to 14 out of 15 marks allocated to the question, which is a good performance. This question's general performance was poor, considering that many candidates scored below average. Figure 9 summarises the performance on the question.
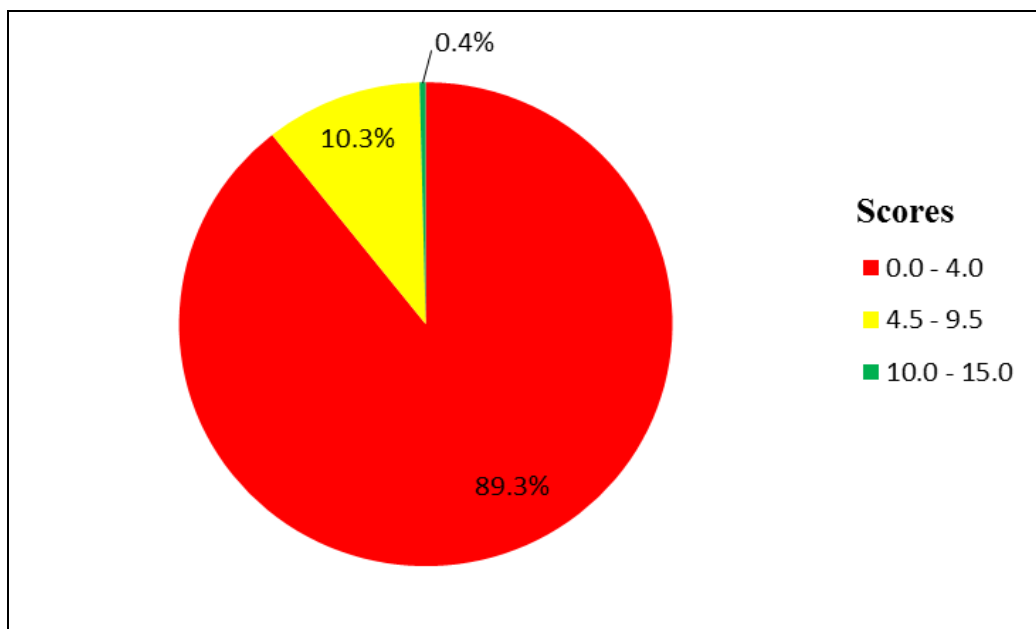
Figure 9: *Candidates' Performance on Question 9.*

The candidates who performed poorly in this question exhibited weakness in the Arabic language. However, some of the candidates who did not score zero marks were able to introduce Covid 19 but provided weak points about it. Simultaneously, the candidates who scored zero marks were not able to explain something about the Covid 19. Consequently, some of them wrote meaningless sentences, while others did not attempt the question. On the other hand, some of the candidates copied words or passages from other questions and put them as their answers. These incorrect answers show that these candidates lacked enough vocabulary and skills to express themselves in the Arabic language about the Covid 19. Extract 9.1 is a sample of a candidate who performed poorly in this question.

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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, a few candidates had an average performance on this question. These candidates were able to write an article about Covid 19. However, most of the candidates failed to organise 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 Covid 19, including its symptoms, how it spreads and how someone can protect themselves and others from it as the question required. Although they arranged their ideas in a good flow, their responses had minor spelling mistakes and grammatical errors. Additionally, some of them escaped some parts of the question although they scored high marks since they showed high understanding in explaining cross-cutting issues. This implies that these candidates had sufficient vocabulary in the Arabic Language. Extract 9.2 shows a sample of a good response.

فيروس كورونا طوروبا: هي الفيروس

الخطيرة التي وقعت في عصر ياهل في

العام ٢٠٢٠ مكان الناس يعيشون في هذا

في هذا الفيروس (طوعن ٩) قد فعل

أن حلقة المرضى اشتدت في الصحي في منطقة

سمين (رمضان). ثم انتشر الى البلاد

أخرى كالسلام والامارات

ونشر ذلك. وهذا الفيروس للبشر

على خلق الله.

ينتشر المرضى بسرعة من

رجل الى رجل أخرى بالضحك ...

47

لقد قمعة دون أن يطبع فوقي

شكلتني من دل البيضي وططبق.

ينتشر حق المرضى بالعصبي

دون أن يوضح القول شوقا مريحي

عكس الشخصي

ممكن على الشخصي أن يكون

مؤثر بأن يقبلوا وأن يصالحوا

مع رجل الذي يحصل القيروسي.

هكذا ينتشر حق لا القيروسي

بسرعة بسبب كثير من الازدحام

إذا انتشر الدز دحام عن المنطقة

صعبة حصلا المرضى يكون مؤسس

سريفق الذي يوحد من ذلك المكان

أساس كثيرون من بلد المختلفة

هي ما منع المؤثرون أهل المرضى.

يمكن عليها أن نحمي نقو

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

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Extract 9.2 is a sample of responses from one of the candidates who performed well on this question, although he or she had a few mistakes.

2.3.2 Question 10: Letter writing

The question was about letter writing. The candidates were required to write an official letter to the director of the University of Dodoma asking him or her for a diploma scholarship in teaching the Arabic language. The question tested the candidates' ability to write an official letter and express their thoughts fluently, logically and appropriately in the Arabic Language. The question was,

10- اكْتُبْ رِسَالَةً إِلَى مُدِيرٍ جَامِعَةِ دُوْدُوْمَى تَطْلُبُ مِنْهُ مِنْحَةً دِرَاسِيَّةً لِمَرْحَلَةِ الدِّبْلُوْمَ فِي تَعْلِيْمِ اللُّغَةِ العَرَبِيَّةِ. فَلْيَكُنْ اسْمُكَ "جِبْرِيْل بن جُنَادَة".

The question was attempted by 9,416 candidates (55.6%). The performance on this question was poor as 1,485 candidates (15.8%) scored from 4.5 to 13.5 marks. Further analysis shows that; 7,931 candidates (84.2%) scored from 0 to 4 marks, which is a poor performance, 1,475 candidates (15.7%) scored from 4.5 to 9.5 marks, which is an average performance, and only 10 candidates (0.1) scored from 10 to 13 marks. Performance on question 10 is summarised in Figure 10.
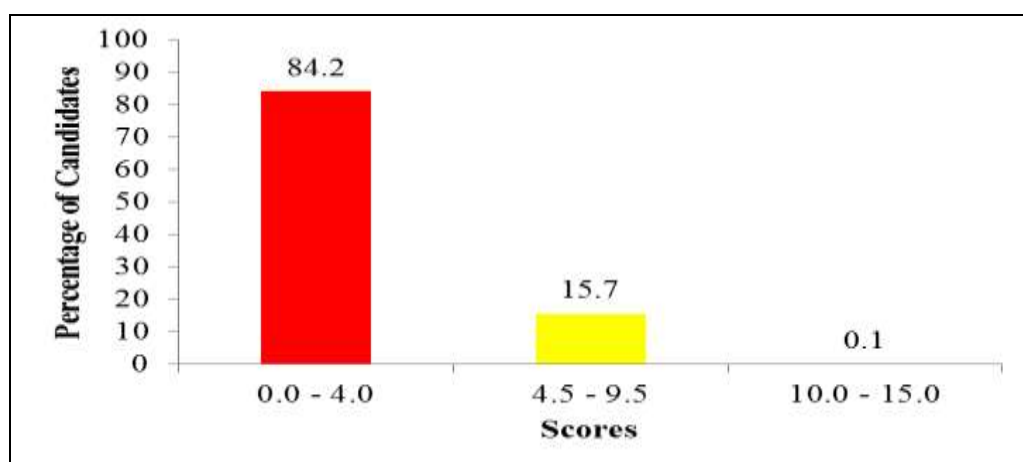

Figure 10: *Candidates' Performance on Question 10.*

The analysis shows that 7,931 (84.2%) scored from 0 to 4 marks out of 15 marks allocated to the question. Some of the candidates who scored marks on this category correctly wrote the address of the letter and its title, while others could only write the address. With regard to the candidates who scored zero marks on

question, they completely failed to write an official letter. Some of them, for example, repeated the question, and others just copied some words from other questions and used them as their answer. A few of them provided unclear explanations because they had inadequate knowledge of letter writing and poor mastery of the Arabic language. Extract 10.1 is a sample of a poor response.
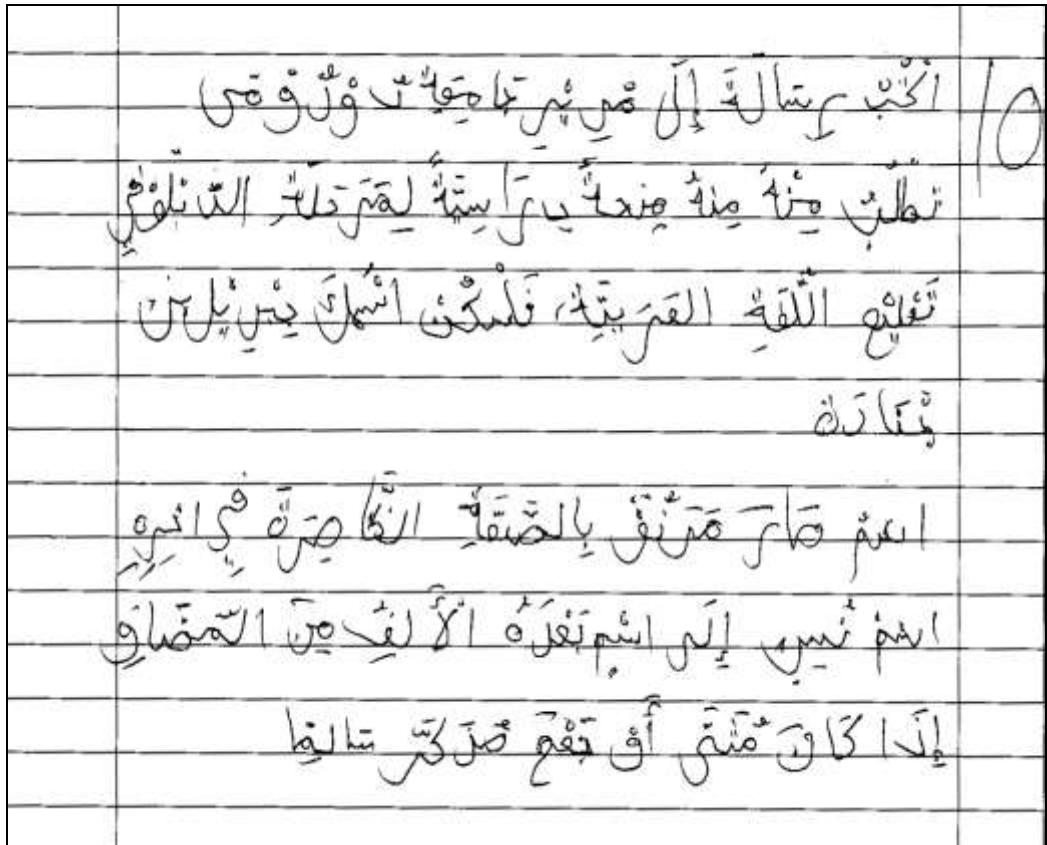
Extract 10.1: A sample of a poor response to question 10.

The Extract 10.1 shows a sample of a response from one of the candidate who was not able to answer the question besides he or she copied the question and some sentences from other items.

The candidates who got average performance managed to write the address, the title of the letter and the conclusion – although with grammatical errors. This indicates that the candidates had not only insufficient vocabularies but also partial knowledge of letter writing skills.

A few candidates managed to write an official letter to the director of the University of Dodoma. They adhered to the principles of formal letter writing in the Arabic Language. The candidates' good performance on letter writing shows that they had adequate knowledge of letter writing and a good command of the Arabic language. Although, their explanations in the main body had minor grammatical errors they met the requirement of the question. Extract 10.2 shows a sample of a good response.

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

Extract 10.2 is a sample of good responses from a script of a candidate who wrote a formal letter to the director of the University of Dodoma asking him for a diploma scholarship in teaching the Arabic Language. However, she or he made some grammatical and spelling mistakes and some minor mistakes.

2.3.3 Question 11: 'The Lazy Rat'

The question was about the theme of regret. The candidates were required to explain how the theme of regret has been raised using the story of 'The Lazy

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Rat'. This question set out to test the candidates' ability to build strong arguments and express themselves in the Arabic language. The question was,

١١- بِاسْتِخْدَامِ ثَلَاثَةِ أَدِلَّةٍ مِنْ قِصَّةِ الْفَأْرَةِ الْكَسْلَانَةِ، اشْرَحْ كَيْفَ ظَهَرَ حَالُ النَّدَمِ عَلَى الْفَأْرَةِ

الْكَسْلَانَةِ وَلَمْ تَجِدْ طَعَامًا يَنْفَعُهَا.

The question was attempted by 6,257 candidates (37.0%). The statistical analysis shows that 5,800 candidates (92.7%) scored from 0 to 4 marks, which is a poor performance, 442 candidates (7.1%) scored from 4.5 to 9.5 marks, which is an average performance, and 15 candidates (0.2%) scored from 10 to 13.5 marks indicating a good performance. This question's general performance was poor since 457 candidates (7.3) scored from 4.5 to 13 marks. The performance on question 11 is summarised in Figure 11.
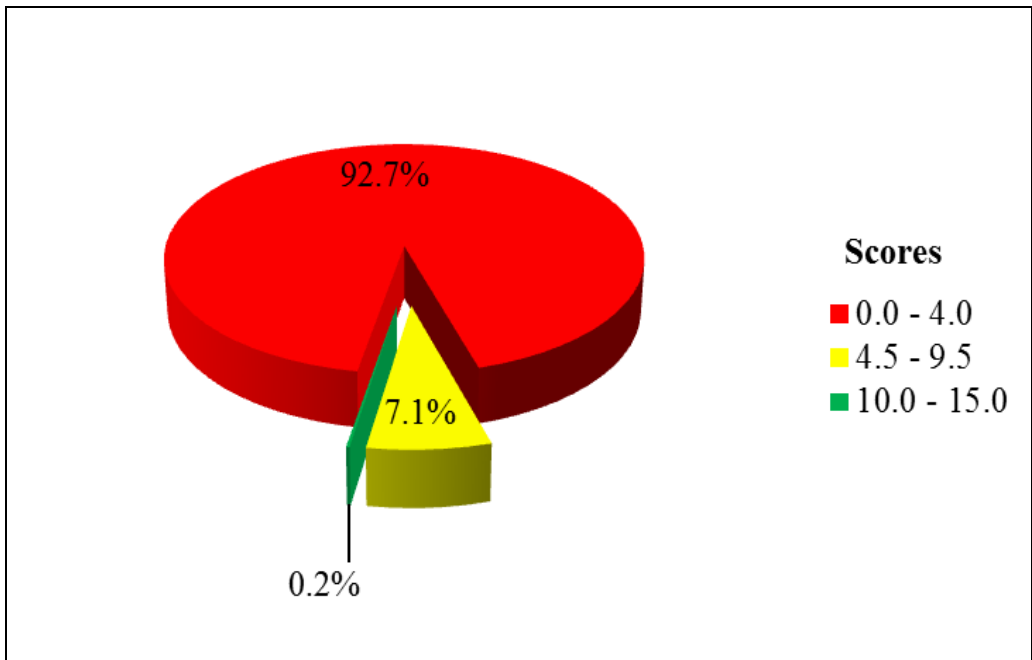

Figure 11*: Candidates' Performance on Question 11.*

The analysis shows that 5,800 candidates (92.7%) scored from 0 to 4 marks; among them, 3,235 candidates (51.7%) scored 0 marks. These candidates largely failed to use the story of 'The lazy rat' to respond to the question. The majority of such candidates provided unclear explanations or copied some words from the question paper and presented them as responses to this question. Others narrated

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the story of 'The lazy rat' without elaborating the statement given. The poor performance shows that the candidates lacked adequate knowledge of the story of "the lazy rat" and 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.

Extract 11.1 is a sample of responses from the candidates who provided unclear elaboration of the theme of regret in relation to the story of "The lazy rat"

The candidates who scored from 4.5 to 9.5 marks gave the correct interpretation of the question and demonstrated knowledge of the subject matter. Further, they demonstrated the mastery of essay writing skills. However, grammatical errors affected the level of their achievement. A few provided a mixture of correct and incorrect responses, while others correctly explained the theme of regret but failed to relate their explanations with the story of "The lazy rat". Some repeated

points severally, as some failed to observe principles of writing an essay such as good introduction and conclusion.

A few candidates who performed well in this question provided an appropriate elaboration of the theme of regret and perfectly related it with the story of 'The lazy rat'. Such candidates also organised their points according to essay writing principles although, their responses had some spelling and grammatical errors. The good performance on this question shows that the candidates had sufficient knowledge of the story of 'The lazy rat' and had a good mastery of the Arabic language. Extract 11.2 shows a sample of a good response.

الفأرة الكسلانة هي قصة التي تخص الفأرة

التي كانت كسلانة جدا، كانت لا تريد أن تفارق

فراشها حتى كادت تموت من البرد والجوع منها

أقبل الشتاء بسبب كسلانتها لم تدخر الطعام في

الصيف تنفعها في الشتاء وبشدة البرد والجوع لا

بد الفأرة أن تشتغل في البحث عن الطعام، فبدأت في بحثه

الفأرة اشتغال البحث عن الطعام لكن أجرها ندم

حينما جمعت القأرة الكسلانة لا جارتها الأرنب، القأرة

الكسلانة زرعت البطاطس في حقلها وفي يوم

زارت جارتها الأرنب وسألت عن نوع الزرع التي

تزرع فأجابها فقالت: لم أين الغرس زرعتها

وكما ترين أنها تنمو بسرعة لما تسمعين القأرة قولت

وتدربت وكل وكانت تسأل نفسها لماذا

لا أزرع الجزر لأنها تنمو بسرعة

. حياة هيئة الفأرة الكسلانة إلى جارتها الوزة، وفي ذات
العام
يقرأ مرارت المستحقات جارتها الوزة، ورأت لو
أوراقاً خضراء ظهرت على سطحا الأرض، وسألت عن نوع
الزرع الذي تزرع، فأجابها: إنها هي الذرة (منقوع
لا لنفسها) وكما ترين أنها تنمو بسرعة، وعي
الثانية
كثرة ومفيدة، ثارة أخرى هزت المستحقات، ونديمى
وبعدها ترمي الذرة.

حين هبت الرياح الباردة وبذلك أوراق
النبات، وماتت الزروع، ولما سمعت الفأرة كلام جارتها
الوزة، زرعت الذرة في حقلها، وما مضت أيا أكبر
إلا هبت الرياح الباردة، وبدلت أوراق النبات، وماتت
الزرع، فلما رأت الفأرة هذه، حزنت، ونديمت رجعت
مرة أخرى (ثالثا).
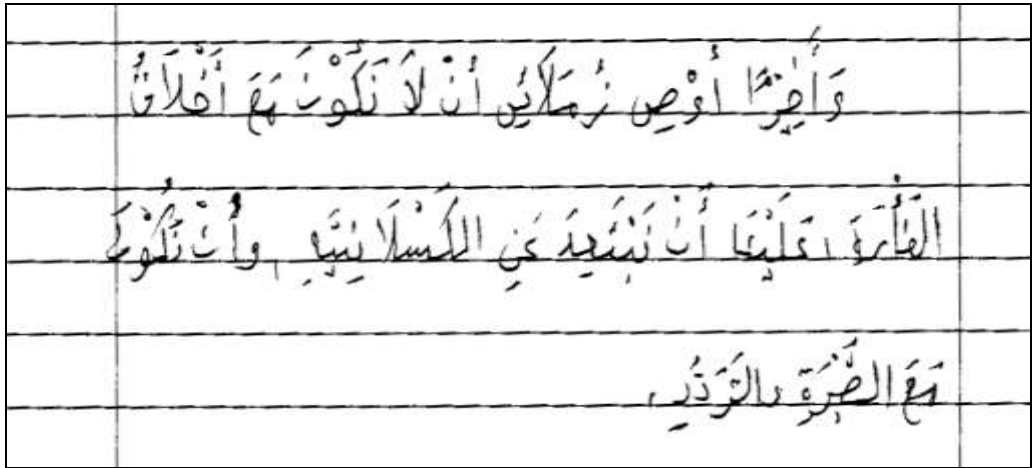
Extract 11.2: A sample of a good response to question 11.

The Extract shows a sample of a response from a script of the candidate who showed the theme of regret in relation to the story of 'The lazy rat.'

2.3.4 Question 12: The Gazelle and The Old Lion

In this question, the candidates were required to elaborate the statement, "authors use various books to educate the community" by using the story of 'The gazelle and the old lion'. The question intended to test the candidates' ability to build convincing arguments and expressing themselves in the Arabic Language. The question was,

12- "يَسْتَخْدِمُ الْمُؤَلِّفُوْنَ الْقَصَصَ الْمُخْتَلِفَةَ فِي تَعْلِيْمِ الْمُجْتَمَعِ" وَضِّحْ هَذَا الْقَوْلَ بِخَمْسِ نُقَاطٍ مُسْتَنِداً مَا قَرَأْتَهُ مِنْ قِصَّةِ الْغَزَالَةِ وَالْأَسَدِ الْعَجُوْزِ.

The question was attempted by 2,658 candidates (15.7%). The performance on this question was poor, as 341 candidates (12.8%) scored from 4.5 to 13.5 marks. Further analysis shows that 2,317 candidates (87.2%) scored from 0 to 4, which is a poor performance, 313 candidates (11.8%) scored from 4.5 to 9.5 marks, which is an average performance and 28 candidates (1.0%) scored from 10 to 13.5 marks, which is a good performance. The performance on this question is summarised in Figure 12.
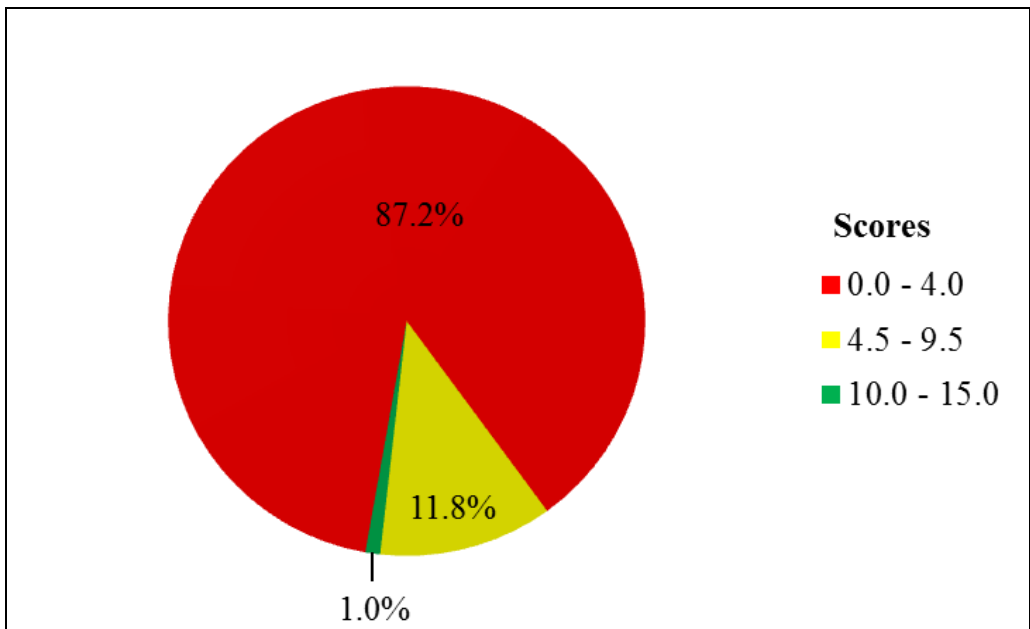
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Figure 12*: candidates' Performance on Question 12.*

The analysis of the candidates' responses shows that the candidates who performed poorly in this question failed to answer the question properly due to the poor command of the Arabic Language. The candidates who scored zero marks on this question provided unclear explanations. Some of them did not understand the question's requirement. Others copied words from other questions and used them as responses. Some of the candidates just narrated the story as it is without interpreting the given statement.

Furthermore, their responses had a lot of spelling mistakes and grammatical errors. The poor performance implies that the candidates did not have adequate knowledge of the story of 'The Gazelle and The Old Lion'. Extract 12.1 shows a sample of a poor response.

مَمْلَكَةٌ نَخْل

يُعَدُّ / نَخْل

مَمْلَكَةٌ نَخْل ١٢

يُعَدُّ نَخْل أَخَذَ أَنْوُعُلْ حَشَرَة ، حَيْنَا
يَنْتَصِفُ بِعِكَ ضِفَةٍ خَبْطَئَنْ لَهُا كَثِرَ مُجْنَا
مَعَ بَعِكَ صِفَةٍ وَأَنَ لَهُمْ كَثِبَرَ سَبَبَلَكَ لَذِبْ بَدِرهَا
لَمْكَا وَالْحَمْدَ لِيَبْلُوَهُمْ أَيُّكُمْ أُحْسَنُ عَمَلً وَهُوَ
الْعَزِيزُ الْغَفُوْرُ

عَالَى تَعَلِّ لِلْمَمْلَكَا، اَلَّذِي خَلَقَ سَبْعَ سَمَوَ
بِسْتِطَى قَ مَتَرَ فِى خَلْقِ رَحْمَنِ مِنْتَفَىْكُ وَرْجِعِ
أَبْصَرَى خَرَتَيْنِ يَنْقَلِبْ اَلْيَكَ الْبَصَرُ حَسِاً وَهُوَ كَسِيرٌ
وَلَقَدْ زَيَنَّاذْبَى نِمَصَّ دوجعَكْى رجو
لَسْطِي، وَاَعِدِدنَا لَهُمْ عَذْبَ سَعِرَ وَلِلْذَيْبِ
كَفَرُوبِهِم عَذْبُ جهنم

مِبِنُسَلِ مَصِيرٌ أَذَ ٱلْقَفُ مَاسِمعَلَه وهو لَطُفٌ
لكِبِيرٍ اَذَ ٱلْكَفُ مَاسِمعَ اَم وهو لَطُفٌ وَلَخَبِيرُ أَوَلِمْ يِرَ
اَلْطَيِرُ صِفَةً وِيَقْبِزَبْ مِيمسِكُنِ اِلَى رَحْمِنِ لَهُمْ
مِخِفَرَةً عَاجِلِ كَبِيرٍ وَاسِرِ كُولَكُمْ أَوِهُرَبْ إِنَّكُمْ
لِصَلِ جَحِيمٍ

اَتْسِجِمْ عَلاكَبِلَة عند لِبُولِ ولِهِدِ لِتَقَرِوِي بِرَى
المَلحِرِم لَقِدِ تَنِكَرَة بِمَبِبلَابِ وَمِنِ سَلِ كَرَة سَبَدِ
كِرَةُ أَدِبِلَ قَصِي أَحِجَا وهِل فِى أَيِطَا ٱلْتَقْطَحِحَافِي
طَرَقِ أَبِطَرِقِ أَطَرِقِ لِذِ يِمُورِ بِهِ مِن نِسِ أَحِسنَةً
يُعَدُّ نَحِلِ أَحَدِ أَنِوعِ لِحَشِ حَيِطِائِنِصِ فَابِعِدَة
صِفَةً حِيِنَائِي بِعِدَة صِفَةً وَلَقِد ذَيِنِ سِمَكَا أَدِبِ بِم
صِيحا وِجِعِل بِهِ رِجِومَ لِشَبِطِابِي وَاعِنِدَ بِلِهِمْ عَذْبِ
سَعِيرِ وَالله لِلْذِيِبِ كِفَرُ

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

The Extract 12.1 shows a sample of a poor response from one of the candidates who did not understand the requirement of the question.

The candidates who scored from 4.5 to 9.5 marks as an average performance were able to identify the question's requirement. They had sufficient knowledge of the subject matter. Some of them provided a relevant introduction but failed to provide good conclusions. Additionally, some of them mixed correct and incorrect responses. They also did not score high marks because of the failure to provide exhaustive elaborations.

A few candidates performed well in this question. These candidates were able to interpret the statement that says, "the authors use a variety of books to educate the community" as required. Furthermore, these candidates organised their points appropriately, starting with the introduction, main body and conclusion. These candidates' good performance shows that they had adequate knowledge of the story of 'The gazelle and the old lion'. Moreover, they showed a mastery of the Arabic language. However, their responses had some minor grammatical errors and spelling mistakes Extract 12.2 shows a sample of a good response.

مقال" يستخدمه المؤلفون القصص للخيالة

في تعليم المجتمع ، المؤلفون القصص يكونو كانوا

كالمعلمون في المجتمع لأنهم من يقصون يتعلمون

المجتمع ، إنهم يستفردمون في تعليم المجتمع ، إذ الناس

اعتبروا عن هذه القصص سيجدون كثيرا من الأمور التي

لها فوائد كبيرا . النقاط الأتية . توضح كيف المؤلفون

يتعلمون المجتمع .

علينا أن نصاحب بين جنسيتنا في

مجنسنا لا بد من الصحابية ، لكن عند تلك الصحابية

علينا أن نصاحب بني جنسيتنا لأنها ستكون ،

رخيص في تشريع الأمور ، كما رأينا في قصة الغزالة

كالأسد العجوز لما رجعت الغزالة . وتقصد بين

شيء التي لغيبتها ، وصيبن أن تصاحب بين جنسيتها

علينا أن لا نصاحب غيرنا ، وكذلك في

التضييب ، علينا أن لا نصاحب غيرنا لأن لا ندري

أخبار التي ستجيب عنه ما نصاحب غيرنا ، وكذا

١٢. لا نَفِسِى أَخْلَاقَ غَيْرِنَا قَلِيلًا لا بُدَّ عَلَيْنَا أَنْ لا

نُصَاحِبَ غَيْرَنَا كَمَا وَقَعَ فِي قِصَّةِ الغَزَالَةِ وَالأَسَدِ

الحَقُوفِ حِينَا أُمُّ الغَزَالَةِ أَوْصَى إِلَى ابْنَتِهَا أَنَّهَا

أَنْ لا تُصَاحِبَ غَيْرَهَا

عَلَيْنَا أَنْ نَلْتَزِمَ بِالسَّمَاعِ إِلَى وَصِيَّةِ

الوَالِدَيْنِ هَذَا شَيْءٌ مُهِمَّةٌ جِدًّا فِي مُجْتَمِعِ الإِنْسَانِ

الوَالِدَانِ هُمَا أَوْلَى النَّاسِ فِي الاسْتِمَاعِ مِنْهُمَا

وَصِيَّةٌ مِنْهُمَا لَهَا فَوَائِدُ كَبِيرَةُ، فِي قِصَّةِ الغَزَالَةِ

وَالأَسَدِ الحَقُوفِ رَأَيْنَا أَنْ بَعْدَ رُجُوعِ الغَزَالَةِ إِلَى

أُمِّهَا قَصَّتْ لَهَا عَلَى مَا حَدَثَتْ عَلَيْهَا وَأَوْصَى أُمُّ

الذُّرِّيَّةِ إِلَى ابْنَتِهَا وَلا بُدَّ لَهَا مِنَ السَّمْعِ إِلَى أُمِّهَا.

عَلَيْنَا أَنْ لا نَقْبَلَ الخِدَاعَةَ وَأَنْ نَبْتَعِدَ

مِنْهَا فِي حَيَاتِنَا اليَوْمِيَّةِ هُنَاكَ أُمُورٌ مُخْتَلِفَةٌ مِنْهَا

الخِدَاعَةُ بَيْنَ النَّاسِ فَعَلَيْنَا أَنْ لا نَقْبَلَهَا وَأَنْ

نَبْتَعِدَ مِنْهَا كَمَا وَقَعَ فِي قِصَّةِ الغَزَالَةِ وَالأَسَدِ الحَقُوفِ

فَوَقَعَتِ الخِدَاعَةُ لِغَزَالَةٍ حِينَ كَانَتِ الأَسَدُ تَخْدَعُهَا

١٢. أ- تَقْطينه الماءَ للشُّرْبِ، وحينئذٍ قَرِيَتْ الأسدُ اجْتَمَعَتْ

قوتِهِ إلَى أَنْ يَذْهَبَ الغَزَالَةَ غَلِيظًا عَلَيْنَا أَنْ نَدْفَعِي

أَنْفُسَنَا عَنِ الحَيَوَانَاتِ.

عَلَيْنَا أَنْ نَشْتَغِلَ إِلَى أَنْ نُقَابِلَ التَّصَاعُدَ

عَنِ الجَوِّ، هذه الَّذِي كَذَلِكَ مُهِمَّةٌ جِدًّا، عَلَيْنَا أَنْ

نَشْتَغِلَ وَأَنْ لَا تَكُونَ مَعَ الكَسْلَانِيَّةِ فِي وَقْتِهِ.

مَا بَيْنَا الأُسَدُ مَعَ عَجْبَائِهِ كَانَتْ نَشْتَغِلُ لِكَنْ تَجَاءَ

الجَوِّ.

وَأَخِرًا أُغْرِضِ مَهَمَّتِهِا الإنْسَانِ أَنْ لَا يَبْخَلُ

هذه القَصَصُ وَأَنْ يَلْتَمِسُنَا قِرَائَتَها لَهُ لَهَا فَوَائِدُهُ

كَثِيرُهُ، وَكَذَا أُقَرِّبُ النَّقْرِيرَ إِلَى المُؤَلِّفُونَ القَصَصِ كُل

أَنَّهَا اسْتَخْدِمُوا فِي تَعْلِيمِ المُجْتَمَعِ.

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

The Extract 12.2 shows a sample of a response from one of the candidates who was able to interpret and discuss the statement provided although his or her responses affected by some mistakes.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The analysis of the candidates' performance on each topic in 2021 indicates that, question number one (multiple choice) had an average performance, since 7,376 candidates (43.6) scored from 3 to 10 marks. This question comes from the following topics: Verb sentence, Inflection and Uninflected, Defective verb, Nouns, Verbal clause, Adjective and Verbs. The candidates also had an average performance on question number four from the topic of Meaningful sentences, considering that 5,307 candidates (31.3%) scored from 2 to 6 marks.

All other questions from different topics had a poor performance. The questions were: number five from the topic of *simile*, in which (22.2%) of the candidates scored from 2 to 6 marks; question number two, which was the matching items from the topic of *genitive construction,* in which 20.5 percent of the candidates scored from 2 to 6 marks; question number three from the topic of *expression,* in which 18.3 percent of the candidates scored from 3 to 10 marks. Other questions were number eight from the topic of *inflection*, in which (15.9%) of the candidates scored from 2 to 6 marks and question number seven from the topic of *verbs*, in which 13.4 percent of the candidates scored from 2 to 6 marks

Furthermore, in *composition,* 13.3 percent of the candidates scored from 4.5 to 14 marks. Moreover, the candidates had a poor performance on *pronouns* since 12.5 percent of the candidates scored from 2 to 6 marks. Lastly, in *response to readings*, 10.1 percent of the candidates scored from 4.5 to 15 marks.

The candidates' performance on the topics is summarised in Appendix A, whereby yellow colour indicates average performance on the topics, and red colour, a weak performance on the topics.

4.0 CONCLUSION

The general performance of candidates in Arabic language in the CSEE 2021 was poor although the performance was average on question number one and four. The poor performance implies that the candidates lacked enough vocabulary and skills to express themselves in the Arabic language. The candidates also had inadequate knowledge of Arabic grammar and composition. Conclusively, the candidates did not master well Arabic language subject.

5.0   RECOMMENDATIONS

To improve the performance of the candidates in future examinations, 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 the Arabic language.

(b) Students should be encouraged to read more grammar books and other related materials like newspapers and journals to widen their knowledge of the subject.

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

Summary of Candidates' Performance on Each Topic

	2021			
S/N	Topic	Total Number of Questions	The Percentage of Candidates in the Topics	Remarks
1.	Multiple choice questions from various topics	1	43.6	Average
2.	Meaningful sentence	1	31.3	Average
3.	Simile	1	22.2	
4.	Matching items from the topic of Genetive Construction	1	20.5	Average
5.	Expresion	1	18.3	Poor
6.	Inflection	1	15.9	
7.	Verbs	1	13.4	Poor
8.	Composition	2	13.3	Poor
9.	Pronous	1	12.5	Poor
10.	Response to Readings	2	10.1	Poor