



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) 2022**

**ARABIC LANGUAGE**



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## FOREWORD

This report presents Candidates' Items Responses Analysis Report (CIRA) on the Certificate of Secondary Education Examination (CSEE) which was conducted in 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the candidates' performance in Arabic.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning respectively. This analysis shows justification for the candidates' performance in the Arabic Language subject. The candidates who attained high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary to use in different contexts, the ability to interpret simple stories, the ability to understand multiple choice questions and choose correct responses and to match the vocabulary with their opposites. However, candidates who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning the Arabic Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed  
**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 2022.

Arabic Language paper consisted of **12 questions**, with section A, B and C. Candidates were supposed to answer **11 questions**. In section A and B, the candidates were required to attempt all the questions. In section C, the candidates were required to choose **three (3)** of the four questions. Section A had **two (2) 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 where a candidate had to choose three **(3) questions**.

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. Furthermore, 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' and 'weak'. In this analysis, the performance ranging from 65 to 100 per cent has been categorised as 'good' and is represented by green colour; the performance ranging from 30 to 64 per cent has been categorised as 'average' and is represented by yellow colour; the performance ranging from 0 to 29 per cent has been categorised as 'weak' and is represented by red colour. The overall candidates' performance is summarised in the Appendix A.

The total number of the candidates who sat for the Certificate of Secondary Education (CSEE) in 2022 in Arabic Language was 16,602, out of which (24.6%) of the candidates passed and (75.4%) of the candidates failed. In 2021, candidates who sat for the Certificate of Secondary Education (CSEE) were 15,528; out of these, (16.7%) of the candidates passed and (83.3%) of the candidates failed. This implies that the performance of the candidates in the year 2022 has increased by 7.9 per cent compared to the year 2021.

## 2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE ON EACH QUESTION

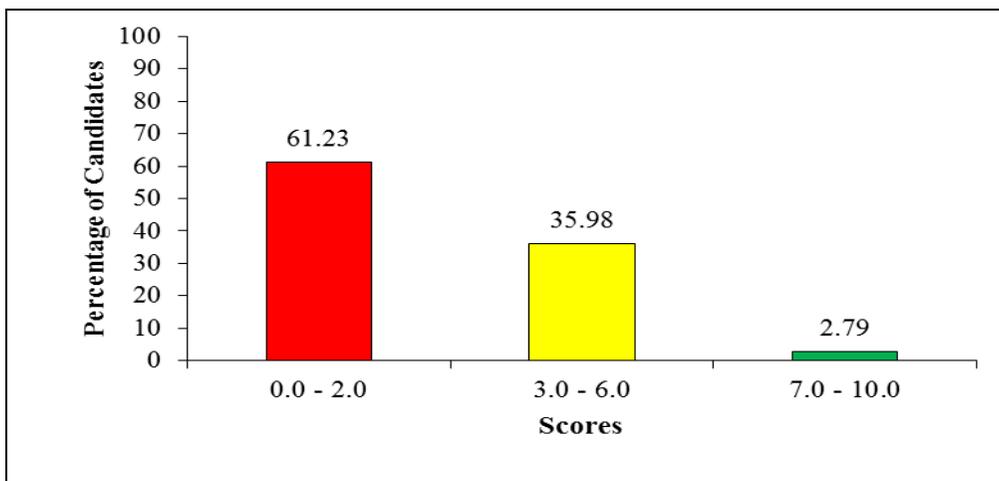
### 2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. The candidates were required to attempt all the questions. Question one (1) was a 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 most correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided.

The question was attempted by 16,602 (100.00%) candidates. A total of 464 (2.79%) candidates scored from 7.0 to 10.0 marks, which is a good performance. In addition, 5,973 (35.98%) candidates scored from 3.0 to 6.0 marks, which is an average performance. Lastly 10,165 (61.23%) candidates scored from 0.0 to 2.0 marks, which is a weak performance. The general performance in this question was average since 6,437 (38.77%) candidates scored from 3.0 to 10.0 marks. The overall candidates' performance in the question is summarised in Figure 1.



**Figure 1:** *Candidates' Performance in Question 1*

The analysis of each item in this question is as follows:

Item (1) was,

- س1) مِنَ الْجُمَلِ الْآتِيَةِ ظَرْفٌ يُبَيِّنُ الزَّمْنَ الَّذِي حَصَلَ فِيهِ الْفِعْلُ؛ وَهُوَ فِي جُمْلَةٍ:
- أ- سَقَطَتِ الشَّجَرَةُ وَسَطَ الْحَيَوَانَاتِ.
- ب- يُوجَدُ مَرَكِّزُ الشُّرْطَةِ بَيْنَ الْمَدْرَسَةِ وَالْمُسْتَشْفَى.
- ج- يَعُودُ الطَّلَبَةُ إِلَى مَنَازِلِهِمْ قَبْلَ الْمَغْرِبِ.
- د- نَامَ الْكَلْبُ تَحْتَ الشَّجَرَةِ.
- هـ- وَقَفَتِ الْمُدْرَسَةُ أَمَامَ الطَّالِبَاتِ.

The item was about Adverbs (*ظُرُوفٌ*). The candidates were required to identify Adverb of time found in among the five (5) sentences given. The item intended to measure the candidates' knowledge of adverb of time (*ظَرْفُ الزَّمَانِ*). The candidates with the knowledge of adverbs (*ظُرُوفٌ*) opted for the right answer (ج). They realised that, the option comprised a sentence with a phrase indicates an adverb of time which was 'قَبْلَ الْمَغْرِبِ' (*before maghrib*).

This indicates that, these students not only understood the adverbs of time, but they also understood the adverbs of place. This is because, the distractors given in involved adverbs of place.

On the other hand, the candidates who selected other options (أ), (ب), (د) and (هـ), they just confused between adverbs of time and that of place. This is because, the distractors they chose contained adverbs, but were adverbs of place. Moreover, the candidates did not know what the sentences meant. This shows that, the candidates were poor in both adverbs of time and adverbs of place.

Item (2) was,

س2) مِنَ الْجُمَلِ الْآتِيَةِ جُمْلَةٌ تُفِيدُ فَائِدَةً تَامَةً؛ وَهِيَ:

أ- شَرِبَ الْحَارِسُ.

ب- التَّلْمِيذُ كَتَبَ.

ج- تَكْنِسُ الْخَادِمَةُ.

د- زَارَتْ هِنْدٌ مَعَ لَيْلَى.

ه- السَّبُّورَةُ مَكْتُوبَةٌ.

This item was based on meaningful sentences (الْجُمْلُ الْمَفِيدَةُ). It demanded the candidates to identify the meaningful sentence from the options given. The candidates who had the knowledge of meaningful sentence attempted option (هـ) which was: (السَّبُّورَةُ مَكْتُوبَةٌ) (The blackboard was written). The candidates chose the sentence because they knew that, it brings complete meaning. They also understood that, it was a nominal sentence (الْجُمْلَةُ الْأَسْمِيَّةُ), whose subject (الْمُبْتَدَأُ) was (السَّبُّورَةُ) while its predicate (الْخَبَرُ) was (مَكْتُوبَةٌ). The students who performed well in this item had enough knowledge of Arabic sentences.

Meanwhile, there were some of the candidates who opted for options (أ), (ب) and (ج) which were (شَرِبَ الْحَارِسُ) (The guardian drank), (التَّلْمِيذُ كَتَبَ) (The student wrote) and (تَكْنِسُ الْخَادِمَةُ) (The maid (female) is sweeping) respectively. These candidates were wrong. This is due to the fact that, the mentioned options contained transitive verb (فِعْلٌ مُتَعَدِّيٌّ) which needed object (مَفْعُولٌ بِهِ) to complete the meaning. The options for instance, can be completed as follow: (شَرِبَ الْحَارِسُ) (The guard drank) in option (أ) can be written as (شَرِبَ الْحَارِسُ الْعَصِيرَ) (The guard drank juice), option (ب) can be written as (التَّلْمِيذُ كَتَبَ الرِّسَالَةَ) (The student wrote a letter) and option (ج) can be written as (تَكْنِسُ الْخَادِمَةُ عُزْفَةً) (The female maid is sweeping a room).

On the other hand, those who selected the option (د) (زَارَتْ هِنْدٌ مَعَ لَيْلَى) (Hind and Laila visited) were also wrong. This clause contained the word (زَارَتْ) which was transitive verb; hence it needed an object like (الْمُتَّحَفُ) (the museum) to make it meaningful.

They selected it because the option contained four (4) words. In other words, they were deceived by a number of words found in the clause which were four (4). The candidates were not aware that, number of words in a clause does not determine its meaningfulness.

Generally, students who performed poor in this item were weak in both vocabulary and Arabic sentence structure.

Item (3) was:

- س3) العِبَارَاتُ الْآتِيَةُ كُلُّهَا تَرْكِيْبُهَا النَّحْوِيُّ صَحِيْحٌ سِوَى وَاحِدَةٍ؛ وَهِيَ:
- أ- لَمْ يَشْرَبِ الْمَرِيضُ الدَّوَاءَ.
  - ب- لَا تَلْعَبُ وَأَنْتَ مَرِيضٌ.
  - ج- لَمْ يَدْعُو الطَّالِبُ زَمِيْلَهُ.
  - د- الْأَطْبَاءُ لَمْ يَرْجِعُوا مِنَ الْمُسْتَشْفَى.
  - ه- يَا بِنْتِي لَا تَذْهَبِي إِلَى الْعَمَلِ مُتَأَخِّرَةً.

The item was about 'الشَّرَاكِيْبُ الْعَرَبِيَّةُ' (Arabic sentences). The item required students to identify a sentence which was grammatically incorrect among the list provided. The candidates with the knowledge of Arabic grammar sentence chose (ج) which was (لَمْ يَدْعُو الطَّالِبُ زَمِيْلَهُ). This is because the sentence consisted of the word (يَدْعُو) which was a defective verb; hence, it becomes in accusative or jussive case by omitting defective letters (حُرُوفٌ عِلَّةٌ). As for this option *waw* was a defective letter, so it was supposed to be omitted as the word preceded by the particle *lam* which makes the verb to be in jussive case. Moreover, the students who opted for the option understood rules concerning defective verbs in Arabic language.

On the other hand, the candidates who chose other options were wrong. The students failed to understand that, those sentences did not have grammatical errors; as there was grammatical agreement of words in those sentences.

Item (4) was,

س4) إِنَّ الْكَسْرَةَ فَتَكُونُ عَلَامَةً لِلنَّصْبِ فِي:

أ- الاسم المفرد.

ب- جمع المؤنث السالم.

ج- المثنى.

د- جمع التذكير.

ه- جمع المذكر السالم.

The item was about (علامات الإعراب) (signs of inflection). The item demanded the candidates to identify type of word 'kasra' is its sign of *nasbu* (accusative case) among the options given. The candidates who had the knowledge of signs of inflection opted for (ب). The candidates knew that, (جمع المؤنث السالم) becomes in nominative case by the sign *dhamma* and becomes in both accusative and genitive case by the sign *kasra*. This indicates that, they had sufficient knowledge of declinability and indeclinability (الإعراب والبناء) in the Arabic Language.

Unlike, those who selected the option (أ) and (د) did not know when *kasra* appears as an accusative sign (علامة للنصب) and when it appears as a genitive sign (علامة للجر). They did not understand that, the *kasra* when appears at the end of singular noun (الاسم المفرد) or Broken Plural (جمع التذكير) which are not mu'talli at its last letter, represents the sign of *jarr* and not *nasbu*.

On the other hand, those who opted for (ج) and (ه) went astray. This is because there is no way whereby *kasra* can appear as a sign of any inflection whether it is nominative, accusative or genitive at the end of dual noun (المثنى) and structured masculine plural (جمع المذكر السالم). The candidates did not know that, these two kinds of nouns become in accusative case by *yaa* as their accusative sign.

In short, those who chose wrong options, they had a poor mastery of declinability and indeclinability (الإعراب والبناء) in Arabic grammar.

Item (5) was,

س5) إِنَّ مَجْمُوعَاتِ الْأَفْعَالِ الْآتِيَةِ كُلُّهَا مُعْرَبَةٌ إِلَّا مَجْمُوعَةً وَاحِدَةً؛ وَهِيَ:

أ- أَسْعَى، تَضْرِبُ.

ب- تَسْعَى، نَضْرِبُ.

ج- يَسْعِيَانِ، يَضْرِبُونَ.

د- تَسْعُونَ، تَضْرِبِينَ.

هـ- اسْعَيْنِ، يَضْرِبَنَّ.

The item was derived from declinable and indeclinable words (الْمُعْرَبُ وَالْمُنْبِيُّ). The item required the candidates to choose two words which were indeclinable (مُنْبِيٌّ) from the options given.

The candidates who had the knowledge of indeclinable words chose (هـ) which was (اسْعَيْنِ، يَضْرِبَنَّ) strive, they (third person feminine plural) beat)), since the option had indeclinable words, whereby the word (اسْعَيْنِ) was imperative verb (فَعْلُ الْأَمْرِ) and (يَضْرِبَنَّ) was present tense connected with a *nuun* of emphasis (نُونُ التَّوَكِيدِ), Moreover, the Candidates knew the *ahwaal al-iiraab* of the command verb and the *ahwaal al-iiraab* of the imperative verbs.

Meanwhile, other candidates who opted for (ج) and (د) confused them with the right answer. This is because the word (يَضْرِبُونَ) (They beat) and (تَضْرِبِينَ) (You beat) in (ج) and (د) respectively, were among special five verbs (الْأَفْعَالُ الْخَمْسَةُ) which are always among declinable verbs (الْأَفْعَالُ الْمُعْرَبَةُ). They also confused the word (تَسْعُونَ) in (د) with the right answer. The candidates were misled by the last letter *nuun* (النون) which resembled the *nuun* found in the (اسْعَيْنِ). In addition, their partial knowledge of indeclinable words convinced them to think that, the word (يسعيان) in (ج) was among the indeclinable.

There were however, some of the candidates who opted for (أ) (أَسْعَى تَضْرِبُ) and (ب) (تَسْعَى نَضْرِبُ). The candidates lacked the knowledge of both indeclinable and declinable words.

Item (6) was,

س6) يُنْصَبُ الْفِعْلُ الْمَضَارِعُ إِذَا سَبَقَهُ وَاحِدَةٌ مِنْ أَدْوَاتِ النَّصْبِ؛ مِثْلُ:

أ- كَيْ.

ب- كَمْ.

ج- إِنْ.

د- مَا.

ه- مَنْ.

Item (6) was about inflection of the imperfect verb (إِعْرَابُ الْفِعْلِ الْمَضَارِعِ). The candidate was required to identify, which word from the options given, when precedes imperfect verb, it (imperfect verb) becomes *mansuub*. The candidates who had sufficient knowledge of (إِعْرَابُ الْفِعْلِ الْمَضَارِعِ) chose (أ). This is because, the word (كَيْ) was among accusative particles (أَدْوَاتُ النَّصْبِ) which meant (in order to).

Meanwhile, the candidates who selected option (ج) 'إِنْ' (if), (د) 'مَا' and (ه) 'مَنْ' they had confused between accusative particles (أَدْوَاتُ النَّصْبِ) and jussive particles (أَدْوَاتُ الْجَزْمِ).

In addition, those who opted for option (ب) were wrong, since the word (كَمْ) (how many) was an interrogative particles (أَدْوَاتُ الْأَسْتِفْهَامِ) and not among accusative particle.

Item (7) was,

- س7) مِنَ الْجُمْلِ الْآتِيَةِ جُمْلَةٌ اسْمِيَّةٌ وَخَبَرُهَا أَيْضاً جُمْلَةٌ اسْمِيَّةٌ؛ وَهِيَ:
- أ- أَنْتَ ذَاهِبٌ إِلَى الْمَدِينَةِ.
- ب- الطَّالِبُ لَمْ يَحْضُرْ إِلَى الْفَصْلِ.
- ج- الْبَيْتُ بَابُهُ طَوِيلٌ.
- د- فِي الْقَفْصِ عُصْفُورٌ.
- هـ- هَذِهِ الْبِنْتُ تُحِبُّ الرِّحْلَةَ فِي وَقْتِ الصَّيْفِ.

The item (7) derived from nominal sentences (الْجُمْلَةُ الْاسْمِيَّةُ). The item required the candidates to choose a nominal sentence in which its predicate was a nominal sentence too. The candidates with the knowledge of nominal sentence opted for (ج). They selected this because; they understood that, the predicate of a subject (بَابُهُ طَوِيلٌ) which is nominal sentence came as a predicate of the nominal sentence.

The candidates who selected option (ب) (الطَّالِبُ لَمْ يَحْضُرْ إِلَى الْفَصْلِ) (The student did not attend the class) and (هـ) (هَذِهِ الْبِنْتُ تُحِبُّ الرِّحْلَةَ فِي وَقْتِ الصَّيْفِ) (This girl likes trip at summer season) were wrong. This is because the options comprised predicates which were verb sentences. The predicates were: (لَمْ يَحْضُرْ إِلَى الْفَصْلِ) and (تُحِبُّ الرِّحْلَةَ فِي وَقْتِ الصَّيْفِ), in (ب) and (هـ) respectively. The candidates did not know that, the item demanded predicate which was in nominal sentence state.

Apart from that, the candidates who opted for the (د) (فِي الْقَفْصِ عُصْفُورٌ) (A bird is in the cage) were wrong. This is due to the fact that, the sentence comprised predicate quasi-sentence (خَبَرٌ شَبِيهُ جُمْلَةٍ) which is (فِي الْقَفْصِ) and not predicate in the state of nominal sentence as required in the item. On the other hand, the candidates who opted for the rest option were also wrong.

Item number (8) was,

س8) الأَسْمَاءُ الْآتِيَةُ كُلُّهَا مُثَنَّى غَيْرَ وَاحِدَةٍ مِنْهَا؛ وَهِيَ:

أ- تَلْمِيذَانِ.

ب- وَلَدَانِ.

ج- عَلَيَّانِ.

د- رَمَضَانِ.

ه- زَائِرَانِ.

Item (8) was about Nouns (الأَسْمَاءُ). The item demanded the candidates to identify a non-dual noun found in the nouns given in the item. The candidates who had sufficient knowledge of Arabic nouns opted for (د) which was (رَمَضَانُ). This is because it was the right answer according to item's demand, although it resembled the state of dual noun as it ends with *alif* and *nuun*. This kind of noun is known as Nouns Prohibited from Variation (اسْمٌ مَمْنُوعٌ مِنَ الصَّرْفِ) as it always does not accept *tanween* and *kasra* at the end. Those who responded well in this item had mastered well this part of Arabic grammar.

Meanwhile, others who selected the remaining options were wrong. This is because they were dual nouns which showed two (2) entities, whereby option (أ) (تَلْمِيذَانِ) showed two students, option (ب) (وَلَدَانِ) meant two (2) boys, option (ج) (عَلَيَّانِ) meant two Alys and option (هـ) (زَائِرَانِ) meant two visitors.

The poor performance showed by the candidates by choosing the distractors indicates that, they were unable to distinguish *alif* and *nuun* found in dual nouns and *alif* and *nuun* found in some nouns which are prohibited from variation. This indicates that, they did not have knowledge of nouns prohibited from variation (مَمْنُوعٌ مِنَ الصَّرْفِ) and dual nouns.

Item number (9) was,

- س9) فِي آيَّةِ عِبَارَةٍ مِنْ الْعِبَارَاتِ الْآتِيَةِ فَاعِلُهَا ضَمِيرٌ مُتَّصِلٌ؟
- أ- الشُّرْطِيُّ يَقْبِضُ عَلَى الْمُجْرِمِ
- ب- النَّاسُ ذَهَبُوا إِلَى الْعَمَلِ
- ج- الْجَرَسُ دَقَّ ثَلَاثًا
- د- نَحْنُ نَرْفَعُ شَأْنَ مَدْرَسَتِنَا
- هـ- الْفَتَاةُ تُحْسِنُ الطَّبْخَ.

Item (9) was derived from pronouns (الضَّمَانِ). The item asked the candidates to identify a sentence in which its subject was a connected pronoun (ضَمِيرٌ مُتَّصِلٌ). The candidate with the knowledge of pronouns (الضَّمَانِ) opted for (ب) (النَّاسُ ذَهَبُوا) (إلى العمل) (People went to the working place). They realized that, the verb (ذَهَبَ) was connected with the pronoun *waw* of third person masculine plural (وَ) (الجماعة). These candidates had sufficient knowledge of verbs and pronouns in Arabic language.

The candidates who opted for other options were wrong; since all the options contained estimated pronouns (ضَمَانٍ مُقَدَّرَةٍ). In (أ) the verb (يَقْبِضُ) (he is catching) contained estimated pronoun 'هُوَ' (he) referred to 'شُرْطِي' (a policeman). In (ج) the verb 'دَقَّ' (he knocked) comprised an estimated pronoun 'هُوَ' referred to 'الْجَرَسُ' (the bell).

Moreover, the verb 'نَرْفَعُ' (we are raising) in (د) consisted of estimated pronoun 'نَحْنُ' (we) referred to 'نَحْنُ' and option (هـ) 'تُحْسِنُ' (she is doing well) consisted of estimated pronoun 'هِيَ' (she) referred to 'الْفَتَاةُ' (The girl).

Item (10) was,

- س10) فِي كُلِّ جُمْلَةٍ مِّنَ الْجُمَلِ الْآتِيَةِ مَفْعُولٌ بِهِ إِلَّا جُمْلَةً وَاحِدَةً؛ وَهِيَ:
- أ- نَظَّمَتِ الْبِنْتُ عُرْفَةً.
- ب- شَرَحَ الْأُسْتَاذُ دَرَسًا.
- ج- صَارَتْ التَّلْمِيذَةُ نَشِيطَةً.
- د- بَاعَ التَّاجِرُ سُكَّرًا.
- هـ- صَنَعَ النَّجَّارُ كُرْسِيًّا.

Item (10) was about an object (مَفْعُولٌ بِهِ). The item asked the candidates to determine a sentence which had no object (مَفْعُولٌ بِهِ). The candidates who had enough knowledge of the object opted for the correct answer (ج) 'صَارَتْ التَّلْمِيذَةُ' (The student (girl) became active). The reason that made them to choose this distractor is that, the sentence given contained the auxiliary verb 'صَارَتْ' which is among annular of kaana and its sisters (كَانَ وَأَخَوَاتُهَا). These verbs make their nouns in nominative and make their predicates in accusative case.

Meanwhile, the candidates who selected distractors, they were wrong, since the distractors contained an object (مَفْعُولٌ بِهِ). In option (أ) the sentence 'نَظَّمَتِ الْبِنْتُ عُرْفَةً' (The girl arranged a room) contained an object (مَفْعُولٌ بِهِ) which was 'عُرْفَةً' (a room). In option (ب) the sentence 'شَرَحَ الْأُسْتَاذُ دَرَسًا' (The teacher explained a lesson) contained an object (مَفْعُولٌ بِهِ) which was 'دَرَسًا' (a lesson).

In (د) the sentence 'بَاعَ التَّاجِرُ سُكَّرًا' (The businessman bought sugar) comprised an object (مَفْعُولٌ بِهِ) which was 'سُكَّرًا' (some sugar). In option (هـ) the sentence 'صَنَعَ النَّجَّارُ كُرْسِيًّا' (The carpenter made a chair) contained an object (مَفْعُولٌ بِهِ) which was 'كُرْسِيًّا' (a chair). The candidates who opted for the incorrect answers were not familiar with the object, *kaana wa akhwaatuha* and transitive verbs.

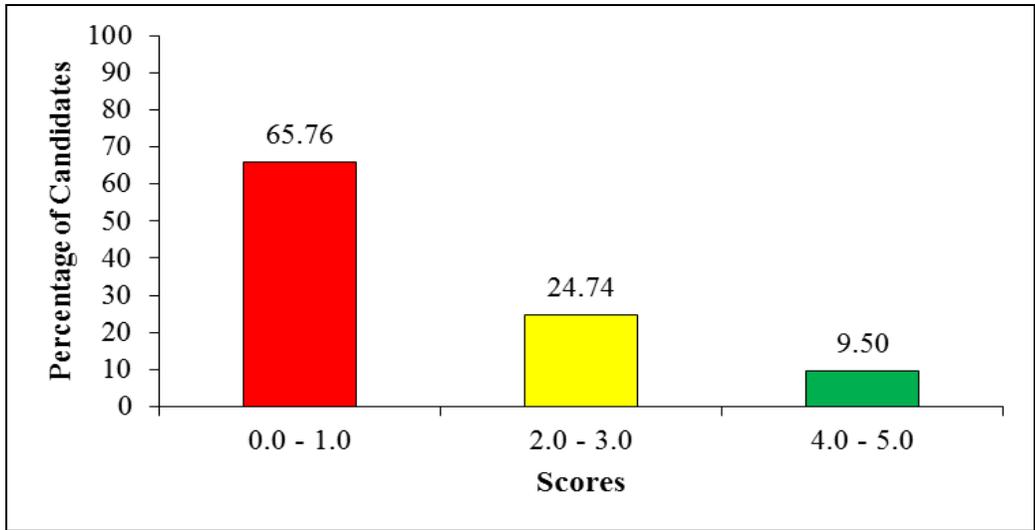
### 2.1.2 Question 2: Matching items

The question consisted of five (5) matching items. It was about nouns. List 'A' consisted of nouns while List 'B' involved their opposites. The candidates were required to match each word noun in List A with its corresponding opposite in List B by writing the letter of the corresponding response beside the item number in the answer booklet provided. The question was:

2- صِلْ كُلَّ كَلِمَةٍ مِنْ كَلِمَاتِ الْمَجْمُوعَةِ (أ) بِضِدِّهَا الْمُنَاسِبِ مِنْ كَلِمَاتِ الْمَجْمُوعَةِ (ب) بِكِتَابَةِ حَرْفِ الْإِجَابَةِ بِجَانِبِ رَقْمِ السُّؤَالِ فِي وَرَقَةِ الْإِجَابَةِ:

الْمَجْمُوعَةُ (ب)		الْمَجْمُوعَةُ (أ)	
أ	الْقُرْبُ	1س	الصُّعُودُ.
ب	الْهَبُوطُ	2س	الْقِلَّةُ.
ج	التَّعَبُ	3س	البُعْدُ.
د	السَّرْعَةُ	4س	الرَّاحَةُ.
هـ	الصَّعْبُ	5س	التَّفَقُّمُ.
و	الكَثْرَةُ		
ز	التَّأَخُّرُ		

The question was attempted by 16,602 (100.00%) candidates, out of whom 1,577 (9.50%) candidates scored from 4.0 to 5.0 marks, which is a good performance. Also, 4,108 (24.74%) candidates scored from 2.0 to 3.0 marks, which is an average performance. Lastly, 10,917 (65.76%) candidates scored from 0.0 to 1.0 mark, which is a weak performance. Therefore, the candidates' general performance in the question was average, considering that, 5,685 (34.24%) candidates scored from 1.5 to 5.0 marks. The overall candidates' performance in the question is summarised in Figure 2.



**Figure 2:** Candidates' Performance in Question 2

The data shows that, 1,577 (9.50%) candidates had a good performance. These candidates mastered Arabic Language nouns. The data shows that, the candidates who scored full marks (5.0) in this question were 578 (3.48%) candidates. They showed sufficient knowledge of Arabic Language nouns. The candidates who scored all the marks for example, matched the items of List 'A' with the correct definition from List 'B' as follows:

Item (1) which was “الصُّعُودُ” (ascending) was matched with (ب) which was “الهُبُوطُ” (descending), item (2) which was “الْقَلَّةُ” (few) matched with (و) which was “الكثْرَةُ” (many), item (3) “الْبُعْدُ” (far) with (أ) “الْقُرْبُ” (near), item (4) “الرَّاحَةُ” (rest) with (ج) “التَّعَبُ” (tiresome) and item (5) “النَّقْدَمُ” (early) matched with (ز) which was “التَّأَخَّرُ” (late). The extract 2.1 is a sample of good responses from one of the candidates

		د
	٤ - ١	
	٥ - ٢	
	١ - ٣	
	٧ - ٤	
	٦ - ٥	

**Extract 2.1:** A Sample of the Candidates' Responses to Question 2

The Extract 2.1 is a sample of responses from one of the candidates who matched Column A and B with their opposites correctly.

Although the performance was good, 4,108 (24.74%) candidates scored average marks. The analysis shows that, some of them matched correctly between two to three items. This is attributed to the candidates' partial knowledge of the subject matter.

On the other hand, 10,917 (65.76%) candidates failed in this question. Moreover, 34.99 per cent of candidates scored zero. The candidate lacked the knowledge of Arabic Language vocabulary, as the results they guessed the answers. Extract 2.2 shows a sample of the incorrect responses from one of the candidates.

		j (1.	9
		j (2.	
		ø (3.	
		j (4.	
		ø (5.	

**Extract 2.2:** A Sample of the Candidates' Responses to Question 2

The Extract 2.2 is a sample of a response from one of the candidates who scored zero. The candidate matched the items incorrectly.

## 2.2 SECTION B: Short Answers

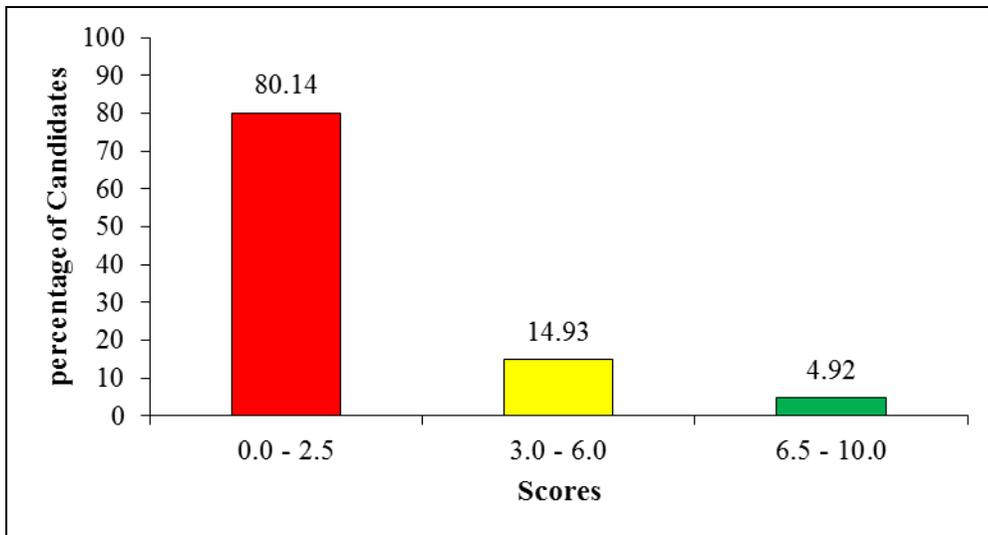
This section had six (6) questions. Each question had six items except question three that had five items. The candidates were required to answer all the questions. Each question carried six (6) marks, except question 3, which carried ten (10) marks, making a total of forty (40) marks in this section.

### 2.2.1 Question 3: Inflection (الإعراب)

This question had five items. The candidates were required to identify inflection (الإعراب) of the underlined words given. The question was:

- 3- أَعْرَبْ مَا تَحْتَهُ خَطُّ مِنَ الْجُمْلِ الْآتِيَةِ:
- أ- يَنْفَعُ الْكِتَابُ قَارِئَهُ.
- ب- رَأَى الْمُدْرَسُ الطَّالِبِينَ فِي الْفَصْلِ.
- ج- قُرِأتِ الرَّسَائِلُ قِرَاءَةً مُتَنَائِيَةً.
- د- جَاءَ عُمَّالُ الْمَدِينَةِ.
- ه- هَؤُلَاءِ أَطِبَّاءُ الْحُكُومَةِ.

The question was attempted by 16,602 (100.00%) candidates. Among them, 13,306 (80.14%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. Yet, 2,478 (14.93%) candidates scored from 3.0 to 6.0 marks, which is an average performance. Additionally, only 818 (4.93%) candidates scored from 6.5 to 10.0 marks, which is a good performance. The performance in this question was weak as 3,296 (19.85%) candidates scored from 3.0 to 10.0 marks. The overall candidates' performance in the question is summarised in Figure 3.



**Figure 3:** *Candidates' Performance in Question 3*

The analysis shows that, 80.14 per cent of the candidates performed weakly. Some of them responded to some items with incorrect and insufficient answers to some of the items. Consequently, they scored low marks which did not enable them to get either a good or an average performance. On the other hand, 56.64 per cent of the candidates scored zero. Some of these candidates provided irrelevant answers. Moreover, some of them failed to understand the demand of the question. Further analysis shows that, some of the candidates wrote meaningless sentences while others skipped the question. This shows that the candidates lacked the knowledge of word analysis of the Arabic Language. Extract 3.1 shows a sample of a weak response from one of the candidates in this question.

3	أَحْرَبَ مَا تَحْتَهُ عَلَى مِنَ الْجُمْلَةِ الْآتِيَةِ:
	ا- يَنْفَعُ قَارِئَهُ الْكِتَابُ .
	ب- رَأَى الْعَالَمِينَ الْمَلَأَتْ فِي الْفَصْلِ .
	ج- مُنَانِيَةً قُرَأَتْ قِرَامَةً الرِّسَالِ .
	د- الْمَلِيئَةُ جَاءَ مُنْمَارَ .
	هـ- هُوَ كَلَامُ الْمَنَارِ الْحُكُومَةِ .

**Extract 3.1:** A Sample of the Candidates' Responses to Question 3

Extract 3.1 above shows a sample of responses from one of the candidate who provided incorrect responses. The candidate did not understand the demand of the question. He or She, for instance, shifted the word (الكتاب) in part ((أ) to the last position instead of analyzing it.

The analysis shows that 14.93 per cent of the candidates had an average performance in the question. This performance can be attributed to candidates' partial knowledge of inflection and analysis. For example: some of them either failed to provide correct answers to some items or provided responses with excessive grammatical errors. Some of them provided incomplete answers to some items or to all items. Furthermore, some of the candidates in this category left some parts of the questions blank. There were however, some of the candidates who responded correctly to some item.

The data shows that, 4.93 per cent of the candidates had a good performance. Further analysis shows that, 0.5 per cent scored full marks. The candidates were competent in analyzing the Arabic sentences. One of the candidates for example, responded as follows:

In item (1) (يَنْفَعُ الْكِتَابُ قَارِئَهُ) wrote: وَعَلَامَةٌ رَفَعِهِ ضَمَّةٌ ظَاهِرَةٌ (يَنْفَعُ: فِعْلٌ مُضَارِعٌ مَرْفُوعٌ، وَعَلَامَةٌ رَفَعِهِ ضَمَّةٌ ظَاهِرَةٌ). Yanfau: Present tense in nominative case, and its sign of nominative is visible dhwama on the last consonant (الكتاب: فَاعِلٌ مَرْفُوعٌ، وَعَلَامَةٌ رَفَعِهِ ضَمَّةٌ ظَاهِرَةٌ). Al-Kitaab: Subject in nominative case, and its sign of nominative is visible dhwama on the last consonant.

In the item (2) رَأَى الْمُدْرَسَ الطَّالِبِينَ فِي الْفَصْلِ: الطَّالِبِينَ: مَفْعُولٌ بِهِ مَنْصُوبٌ، وَعَلَامَةٌ نَصْبِهِ (2) **Attwalibaini:** An object in accusative case and its sign of accusative is yaa because it is dual noun. (فِي: حَرْفٌ جَرٌّ مَبْنِيٌّ عَلَى السُّكُونِ لَا مَحَلَّ لَهُ مِنْ **Fii:** The genitive article structured by sukun which does not has no specific position for irab. (الْفَصْلِ: اسْمٌ مَجْرُورٌ بِ"فِي"، وَعَلَامَةٌ جَرِّهِ كَسْرَةٌ ظَاهِرَةٌ عَلَى آخِرِهِ). **Al-faswli:** The noun in genitive case caused by fii, and its sign of genitive is visible kasra on the last consonant.

In item (3) قُرِئَتِ الرَّسَائِلُ قِرَاءَةً مُتَأَنِّيَةً. الرَّسَائِلُ: نَائِبُ الْفَاعِلِ مَرْفُوعٌ، وَعَلَامَةٌ رَفْعِهِ ضَمَّةٌ (3) **Arrasailu:** Subject of passive voice in nominative case, and its sign of nominative is visible dhwama on the last consonant. (مُتَأَنِّيَةً: صِفَةٌ مَنْصُوبٌ، **Mutaaniyyatan:** Adjective in accusative case, and its sign of accusative is visible fat-ha on the last consonant.

In the item (4) (جَاءَ عَمَّالُ الْمَدِينَةِ: جَاءَ: فِعْلٌ مَاضٍ مَبْنِيٌّ عَلَى الْفَتْحِ). (4) **Jaa: Past tense structured on fat-hi.** (الْمَدِينَةِ: مُضَافٌ إِلَيْهِ مَجْرُورٌ، وَعَلَامَةٌ جَرِّهِ كَسْرَةٌ ظَاهِرَةٌ عَلَى آخِرِهِ). **Al-Madinati:** Compliment in genitive case, and its sign of genitive is visible kasra on the last consonant.

In item (5) هُؤُلَاءِ أَطِبَّاءُ الْحُكُومَةِ: هُؤُلَاءِ: اسْمٌ الْإِشَارَةِ مَبْنِيٌّ عَلَى الْكَسْرِ فِي مَحَلِّ الرَّفْعِ مُبْتَدَأٌ. (5) **Haaulai:** Demonstrative noun structured by kasr in place of nominative of the subject. ، أَطِبَّاءُ: حَبْرٌ الْمُبْتَدَأِ مَرْفُوعٌ وَعَلَامَةٌ رَفْعِهِ ضَمَّةٌ ظَاهِرَةٌ عَلَى آخِرِهِ، وَهُوَ مُضَافٌ. **Atwibbau:** Predicate of the subject in nominative case, and its sign of nominative is visible dhwama on the last consonant.

Extract 3.2 is a sample of responses from one of the candidates who analyzed the given underlined words correctly.

3	1 - يُنْفَعُ - فِعْلٌ انْفِعَالِيٌّ مِنْ فُرُوعِ وَعَلَامَةٌ رَفْعِهِ ضَمَّةٌ ظَهَرَتْ عَلَى آخِرِهِ
	- اِنْكَتَابٌ - فَاعِلٌ مِنْ فُرُوعِ وَعَلَامَةٌ رَفْعِهِ ضَمَّةٌ ظَهَرَتْ عَلَى آخِرِهِ.
	ب - الْقَالِبِيْنِ - مَفْعُولٌ بِهِ مِنْضُوبٌ وَعَلَامَةٌ رَفْعِهِ الْيَاءُ لِأَنَّهَا مَعْنَى
	- عَيْتٌ - حَرْفٌ الْجَزْ
	- الْقَضِي - اِسْمٌ مَجْرُورٌ بِعَيْنٍ
	ج - الرَّسَائِلُ - نَائِبٌ الْفَاعِلِ مِنْ فُرُوعِ وَعَلَامَةٌ رَفْعِهِ الضَّمَّةُ ظَهَرَتْ عَلَى آخِرِهِ.
	- مَتَأْتِيَةٌ - النَّفْسُ لِعِرَاءَةٍ وَالانْتَعَتْ عَلَى مَنْضُوبٍ مِنْضُوبٌ.
3	د - يَأَى - فِعْلٌ اِنْفَاعِيٌّ مِنْبَعِيٌّ عَلَى الْفَتْحَةِ ظَاهِرَةٌ عَلَى آخِرِهِ.
	- الْهَيْبَةُ - مَصْدَقٌ اِلَى مَجْرُورٍ
	هـ - هَوَ لَاءٌ - اِسْمٌ اِنْشَرَفَ لِلتَّرْتِيبِ فِي مَحَلِّ رَفْعِ التَّمْيِزِ.
	- اَلْمُبَارَاتُ - فَيِّنٌ مُبْتَدَأٌ مِنْ فُرُوعِ وَعَلَامَةٌ رَفْعِهِ وَقَوْصِفَاتٌ.

**Extract 3.2:** A Sample of the Candidates' Responses to Question 3

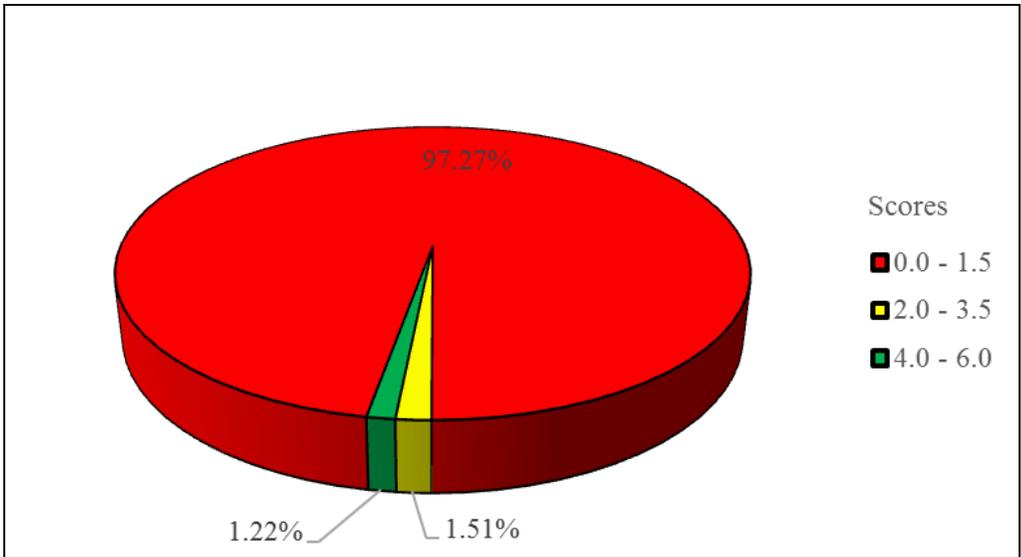
Extract 3.2: A sample of responses from one of the candidates who analyzed all the sentences correctly.

### 2.2.2 Question 4: Al-binaa'u

The question was about *Al-binaau*. It required the candidates to identify situations of *bibaai* the past tense (perfect verb) (أحوال بناء فعل الماض) and reasons for that situations from the options given. The question was:-

- 4- بَيِّنْ أحوَالَ بِنَاءِ الفِعْلِ المَاضِي مِمَّا يَأْتِي مَعَ سَبَبِ البِنَاءِ:
- أ- المَعْلَمُونَ جَاءُوا إِلَى الفَصْلِ.
- ب- أَخَذْتُ الكِتَابَ مِنَ الأُسْتَاذِ.
- ج- اشْتَدَّ البَرْدُ فِي قَاعَةِ الإِمْتِحَانِ.
- د- المَعْلَمَاتُ كَتَبْنَ الدَّرْسَ.
- هـ- رَجَعْنَا إِلَى وَطَنِنَا سَالِمِينَ.
- و- التَّلْمِيذَانِ ذَهَبَا إِلَى المَدْرَسَةِ فَجَرَأَ.

The question was attempted by 16,602 (100.00%) candidates. Also, 16,149 (97.27%) candidates scored from 0.0 to 1.5 marks, which is a weak performance. Also, 251 (1.51%) candidates scored from 2.0 to 3.5 marks, which is an average performance and 202 (1.22%) candidates scored from 4.0 to 6.0 marks, which is a good performance. The general performance of the candidates in the question was therefore weak as only 453 (2.73%) candidates scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarised in Figure 4.



**Figure 4:** Candidates' Performance in Question 4

The analysis shows that, 97.27 per cent of the candidates performed weakly, Moreover, 94.64 per cent scored zero. The candidates provided irrelevant answers to all items. This shows that the candidates lacked knowledge of Arabic verbs. Some of the candidates even skipped the question as others copied words from other questions and used them as answers in this question. Moreover, some of the candidates wrote meaningless sentences. Furthermore, some of them wrote the sentences as they are. In addition, some of them did not understand the demand of the question. Extract 4.1 is a sample of weak responses from one of the candidates.

24	أ- المتكلمون جاءوا إلى الفصل
	ب- المتكلمون جاءوا عن أموال يداو الفعل
	الترافيع هي لغة حذف منة عند التكون
	وقالوا حتى من غير العتاليم
	ب- اختار الكتاب من انه يمكن الكلمة والخلة
	قوا أموال يداو الفعل لا تارة كرفية فخر
	متنوعين
	ج- اذنت العز في قاعة الامم ميعان . الكلمة
	إذنت العز هو أموال يداو الفعل هي لغة جاء على الأعم
	د- المتكلمون كقرب الترميز . الكلمة كقرب عن أموال
	يبدأ الفعل بآنة
	هـ - رجعتنا إلى وطننا صالحين

**Extract 4.1:** A Sample of the Candidates' Responses to Question 4

Extract 4.1 is a sample of responses from one of the candidates who provided incorrect answers.

Further analysis of the candidates' responses shows that 251 (1.51%) candidates had an average performance in the question. Some of the candidates in this category were able to respond correctly to some items. However, some of them were able to give the reasons for the verbs to be indeclinable to some parts of

the question. There were, however, some of the candidates' responses which were affected by grammatical errors. This average performance implies that the candidates had a partial knowledge of *ah'waal al'binaai and i'iraab* of perfect verbs (الأفعال).

Moreover, the data show that, the candidates who performed well in this question were 202 (1.22 %). The data shows that, 0.4 per cent of the candidates scored full marks in this question. One of the candidates for example, responded as follow:

السَّبَبُ	نَوْعُ الْبِنَاءِ	الْفِعْلُ	الرَّقْمُ
لَاتِصَالِهِ بِوَائِ الْجَمَاعَةِ It was connected with pronoun <i>waw</i> for third person masculine plural	مَبْنِيٌّ عَلَى الضَّمِّ (Structured on Dhwammi)	جَاءُوا (They came)	أ
لَاتِصَالِهِ بِالتَّاءِ الْمُتَحَرِّكَةِ It was connected with pronoun <i>taa</i> with vowel	مَبْنِيٌّ عَلَى السُّكُونِ (Structured on Sukun)	أَخَذْتُ (I took)	ب
لَمْ يَتَّصِلْ بِأَحْرِهِ شَيْءٌ It was not connected with any pronoun	مَبْنِيٌّ عَلَى الْفَتْحِ (Structured on Fathi)	اشْتَدَّ (It increased)	ج
لَاتِصَالِهِ بِنُونِ النِّسْوَةِ It was connected with pronoun <i>nun</i> for third person feminine plural	مَبْنِيٌّ عَلَى السُّكُونِ (Structured on Sukun)	كَتَبْنَ (They wrote)	د
لَاتِصَالِهِ بِ "نَا" الدَّالَّةِ عَلَى الْفَاعِلِينَ It was connected with pronoun <i>naa</i> for first person plural	مَبْنِيٌّ عَلَى السُّكُونِ (Structured on Sukun)	رَجَعْنَا (We returned)	هـ

السَّبَبُ	نَوْعُ الْبِنَاءِ	الْفِعْلُ	الرَّقْمُ
لِاتِّصَالِهِ بِالْفِ الْأَتْنَيْنِ It was connected with pronoun <i>alif</i> for duality	مَبْنِيٌّ عَلَى الْفَتْحِ (Structured on Fat- hi)	ذَهَبَا (They two went)	و

The candidates managed to give a good response as they understood that, whenever a past tense connected with *taa* for first person singular (النَّاءُ الْمُتَحَرِّكَةُ) as in part (أ), *nun* for third person feminine plural (نُونُ النَّسْوَةِ) as in part (د) and *naa* for first person plural ("نا" الدَّالَّةُ عَلَى الْفَاعِلَيْنِ) in option (ه) always will be structured by *Sukuun*.

In addition, they knew that, when a past tense is connected with *waw* for third person masculine plural (وَاوُ الْجَمَاعَةِ) will be structured by *Dhwamm* and whenever either it was not connected with any pronoun or was connected with pronoun *alif* for duality (الْفِ الْأَتْنَيْنِ) will be structures by *Fat-h*.

Generally, those who correctly responded to the question understood not only the situations whereby perfect verb is *mabniyyun* (مَبْنِيٌّ) but also the reasons behind that situations. This means that they mastered well Arabic grammar. Extract 4.2 shows a sample of good responses in this question.

4 أ	جاءوا : مَبْنِيٌّ عَلَى الشُّكْرِ لِئَنَّهُ إِتَّصَلَتْ بِهِ وَأَوْ الْجَمَاعَةُ الضَّمَّةُ
ب	أَخَذَتْ : مَبْنِيٌّ عَلَى الشُّكْرِ لِئَنَّهُ إِتَّصَلَتْ بِأَخِرِهِ تَأْدُ الضَّمَّةُ عَلَى
ج	أَشْتَمَتْ : مَبْنِيٌّ عَلَى الْفَتْحِ لِئَنَّهُ لَمْ يَتَمَّ بِأَخِرِهِ شَيْءٌ
د	كَتَبَتْ : مَبْنِيٌّ عَلَى الشُّكْرِ لِئَنَّهُ إِتَّصَلَتْ بِأَخِرِهِ فَوْنُ الْخِشْقَةِ
هـ	رَجَعْنَا : مَبْنِيٌّ عَلَى الشُّكْرِ لِئَنَّهُ إِتَّصَلَتْ بِأَخِرِهِ تَأْدُ الضَّمَّةُ عَلَى الْفَاعِلِ
و	ذَقْنَا : مَبْنِيٌّ عَلَى الْفَتْحِ لِئَنَّهُ إِتَّصَلَتْ بِأَخِرِهِ أَلِفُ الْإِنْتَهَاءِ

**Extract 4.2:** A Sample of the Candidates' Responses to Question 4

Extract 4.2 is a sample of responses from one of the candidates who managed to answer the question.

### 2.2.3 Question 5: *إن و أخواتها: النواسخ (Annawaasikh: inna and its sisters)*

This question had six items about *إن و أخواتها (النواسخ) (inna and its sisters)*. The candidates were required to use the particle *inna* or one of its sisters in the nominal sentences given. They also were required to consider necessary changes that may occur after using them. The question was:

- 5- أَدْخِلْ إِنَّ أَوْ إِحْدَى أَخَوَاتِهَا عَلَى الْجُمْلَةِ الْآتِيَةِ ثُمَّ اضْبِطِ اسْمَهَا وَخَبْرَهَا بِالشُّكْلِ:
- أ- الْعَاقِلُ مُوجَّهٌ الْعَرِيْمَةَ إِلَى فِعْلِ الْحَيْرِ.
  - ب- السِّيَّارَاتُ جَدِيدَةٌ.
  - ج- السُّرُورُ دَائِمٌ.
  - د- الشَّمْسُ طَالِعَةٌ.
  - هـ- الإِمْتِحَانُ قَرِيبٌ.
  - و- البَقَرَتَانِ مَذْبُوحَتَانِ.

The question was attempted by 16,602 (100.00%) candidates and their performance was generally weak. The data shows that, 12,424 (74.83%) candidates scored from 0.0 to 1.5 marks, which is a weak performance. Also 2,374 (14.30%) candidates scored from 2.0 to 3.5 marks, which is an average performance. Lastly, 1,804 (10.87%) candidates scored from 4.0 to 6.0 marks, which is a good performance. The overall performance in this question is summarised in Figure 5.

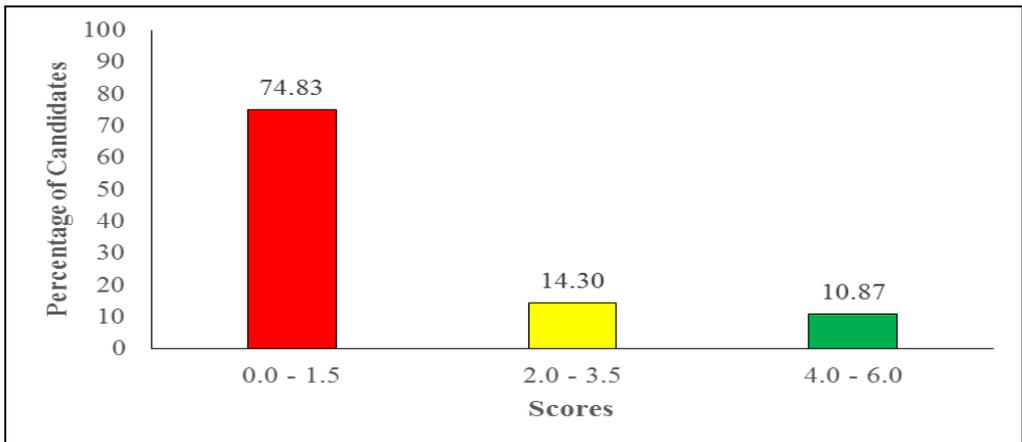


Figure 5: Candidates' Performance in Question 5

As shown above in the figure 5, the candidates who performed weakly in this question were (74.83%). On the other hand, the data shows that, 69.35 per cent of the candidates scored zero in this question. Some of these candidates failed to identify the requirement of the question. Consequently, they provided information that was not required in the question. Furthermore, some of them responded with meaningless sentences, while others skipped the question. Extract 5.1 is a sample of poor responses from a candidate who scored zero in question 5.

	كأه التزينة موجهة إلى القافل ففلا الحسير	
	بأ بيد يذو الميارات	
	ج طالع من الشمس	
	د يدالم الشروز	
	ه فريبت الامتاك	
	و مذبو فمات البقرتان	

**Extract 5.1:** A Sample of the Candidates' Responses to Question 5

The extract 5.1 is a sample of weak responses from the candidate who failed in all the question parts. The candidate failed to understand the demand of the question, consequently provided incorrect answers.

However, the data show that only 2,374 (14.30%) candidates had an average performance in this question. The candidates in this group left some parts of the question unanswered. There were, however, some of them who provided answers with grammatical errors. In addition, some of them were able to answer some of the parts, among which there were sentences with grammatical errors. This indicates that they had partial knowledge of both verbal and nominal sentences.

The candidates who performed well in this question correctly used *inna* or one of its sisters correctly. In addition, they put an appropriate vowel on the last consonant. Most of them, however, failed to score full marks in this question due to some reasons such as providing answers in some parts that were characterised by grammatical errors. Consequently, they scored from 4 to 5.5 marks. Furthermore, 1.2 per cent of the candidates scored full marks. The candidates showed competence on using *inna* and its sisters. Extract 5.2 is a sample of good responses from one of the candidates who scored all marks allocated in this question.

	5 الشؤور الذاهص
	أ- إِنَّ الْعَاقِلَ مَوْتَهُ الْعَزِيمَةُ وَالْقَوِيَّ فِعْلُ النَّبِيرِ.
	ب- إِنَّ السَّيَّارَاتِ جَدِيدَةٌ
	ج- لَعَلَّ السُّؤُورَ دَائِمٌ
	د- نَيْتِ الشَّمْسِ طَالِعَةٌ
	هـ- لَعَلَّ الْأَيْمَنَاتِ قَرِيبٌ
	و- إِنَّ الْبَغْرَيْنِ مَذْبُوتَانِ

**Extract 5.2:** A Sample of the Candidates' Responses to Question 5

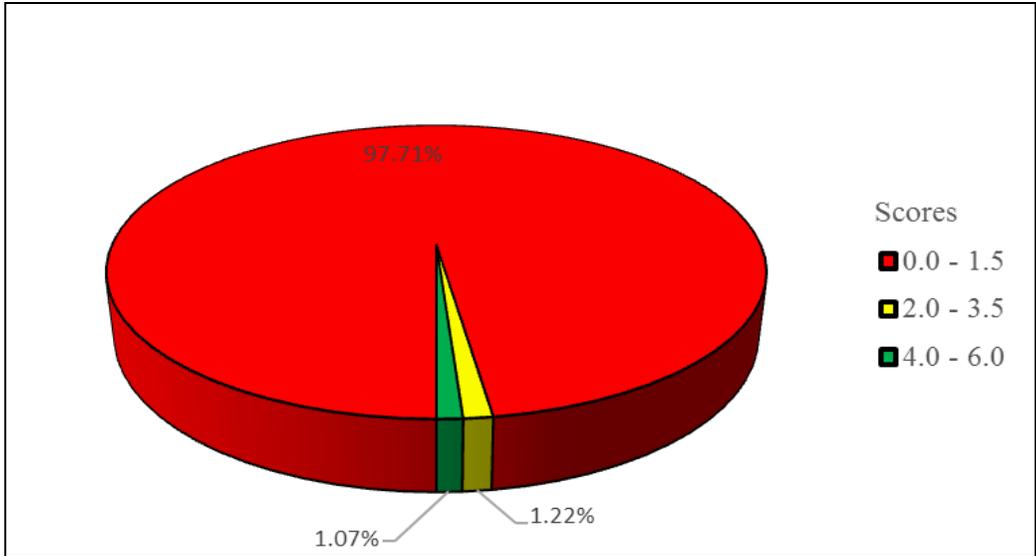
Extract 5.2 is a sample of good responses from the candidate who answered all parts of the question correctly.

#### 2.2.4 Question 6: البناء (Al-binaau)

This question was about (البناء). It had three parts. The candidates were instructed to connect *nun* for third person feminine plural (نُونُ النِّسْوَةِ) to present tense in the given sentences and make necessary changes needed. The question was:

- 6- صِلْ نُونَ النَّسْوَةِ بِأَفْعَالِ الْجَمَلِ الْآتِيَةِ ثُمَّ غَيِّرْ مَا يَلْزَمُ:
- أ- الأُمُّ تَطْبَخُ الطَّعَامَ.
- ب- الطَّالِبَةُ تَفْرِشُ البِسَاطَ.
- ج- البِنْتُ تُدِيرُ شُؤْنَ المَنْزِلِ.

The question was attempted by 16,602 (100.00%) candidates and their performance was generally weak. The data shows that, 16,222 (97.71%) candidates scored from 0.0 to 1.5 marks, which is a weak performance. Also 203 (1.22%) candidates scored from 2.0 to 3.5 marks, which is an average performance. Lastly 177 (1.07%) candidates scored from 4.0 to 6.0 marks, which is a good performance. The overall performance in this question is summarized in Figure 6.



**Figure 6:** Candidates' Performance in Question 6

The analysis shows that, 16,222 (97.71%) candidates scored from 0.0 to 1.5 marks which is a weak performance. Some of them filled in one item with the correct answer. Most of the candidates were able to connect *nuun* *nnis'wa* (نون النسوة) in some parts; however they failed to change the subject of the sentence. There were also candidates who scored half marks in some items. On the other hand, the data shows that, 92.74 per cent of the candidates scored zero. The candidates were unable to use the suffix *nuun* in the verbs. In addition, they were not able to change what was necessary. Further analysis shows that, the candidates were not knowledgeable about *nuun* for third person feminine plural (نُونُ النِّسْوَةِ). Yet, some of them copied some words from other areas in the question paper and used them as their answers. There were, however, some of the candidates who left the questions unanswered, Also there are those who did not understand the demand of the question. Extract 6.1 shows a sample of a weak response from one of the candidates in this question.

		6. النِّسْوَةُ بِأَفْعَالِ الْجَمَلِ الْأَتِيَّةِ شَرِّحِي مَا
		يَلْزِمُ.
		أ. الْأُمَّ تَلْبَسُ الثَّوْبَ
		ب. الطَّالِبَةُ تَقْرَأُ الْمَسَاطِ
		ج. الْبَيْتُ تَلْبَسُ شُرُونَ الْمَنِيرِ

**Extract 6.1:** A Sample of the Candidates' Responses to Question 6

The extract 6.1 is a sample of responses from the candidate who provided incorrect answers. The candidate wrote the sentences as they are without connecting the *nuun* and making changes required.

Further analysis of the candidates' responses shows that 1.22 per cent of the candidates had an average performance in the question. This group managed to

respond correctly, but only in some items. Some of their answers provided had grammatical errors. This average performance implies that the candidates had a partial knowledge of *nun* for third person feminine plural *nuun nni'swa* (نُونُ النَّسْوَةِ).

The analysis shows that, 1.07 per cent of the candidates had a good performance. On the other hand, 37 candidates attained full marks in this question. The candidates were able to answer this question correctly by connecting present tense with *nuun nis'wa* (نُونُ النَّسْوَةِ) and change what was necessary in the sentence. The candidates responded as follow: In part (أ) wrote: “الْأُمَّهَاتُ يَطْبِخُنَ الطَّعَامَ” (Mothers are cooking the food). In part (ب) wrote: “الطَّالِبَاتُ يَفْرَشْنَ الْبِسَاطَ” (The girl students are unfolding the mat). In part (ج) wrote: “الْبَنَاتُ يَدْرَنَ شُؤْنَ الْمَنْزِلِ” (The girls are running home activities).

The candidates in part (أ) connected the word “تَطْبِخُ” (she cooks) with *nuun nis'wa* (نُونُ النَّسْوَةِ) and came up with the sentence “الْأُمَّهَاتُ يَطْبِخُنَ الطَّعَامَ” (Mothers are cooking the food). In part (ب), they connected present tense “تَفْرَشُ” with *nun nis-wa* (نون النسوة) and came up with the following response “الطَّالِبَاتُ يَفْرَشْنَ الْبِسَاطَ” (The girl students are unfolding the mat). The candidates in part (ج) connected the verb with *nun nis-wa* (نون النسوة) and came up with the sentence “الْبَنَاتُ يَدْرَنَ شُؤْنَ الْمَنْزِلِ” (The girls are running home activities). The candidates were able to connect *nuun nis'wa* (نُونُ النَّسْوَةِ) and change what was necessary to be changed. Moreover, the candidates changed prefix *taau* in the verbs to be *yaau*. In addition, the candidates were able to change the subjects in the sentences to be plura. The extract 6.2 is a sample of good responses from one of the candidates:

	أ - الْأُمَّهَاتُ يَطْبِخُنَ الطَّعَامَ .	
	ب - الطَّالِبَاتُ يَفْرَشْنَ الْبِسَاطَ .	
	ج - الْبَنَاتُ يَدْرَنَ شُؤْنَ الْمَنْزِلِ .	

**Extract 6.2:** A Sample of the Candidates' Responses to Question 6

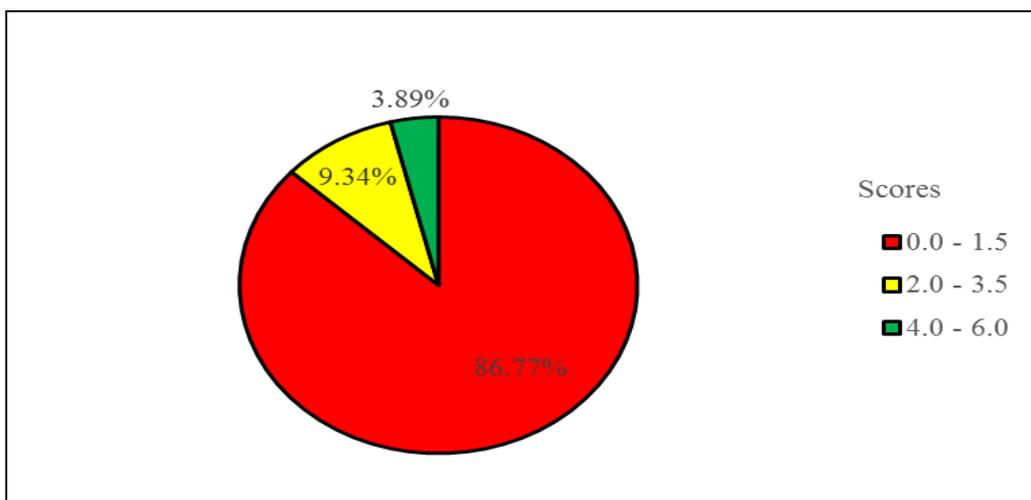
The extract is a sample of good responses from one of the candidates who was able to connect present tense with *nuun nis'wa* (نُونُ النَّسْوَةِ) and changing what was necessary in the sentence.

### 2.2.5 Question 7: Relative Pronouns (الأسماء الموصولة)

This question was about Relative Pronouns (الأسماء الموصولة). The question demanded candidates to construct sentences using Relative Pronouns given. The question was:

7- اسْتَغْمِلْ كُلَّ الْأَسْمِ الْمَوْصُولِ مِنَ الْأَسْمَاءِ الْمَوْصُولَةِ الْآتِيَةِ فِي جُمْلَةٍ مُفِيدَةٍ:  
(الَّذِي - الَّتِي - اللَّائِي - اللَّذَيْنِ - اللَّتَانِ - الَّذِينَ)

The question was attempted by 16,602 (100.00%) candidates. A total of 14,406 (86.77%) candidates scored from 0.0 to 1.5 marks, which is a weak performance. In addition, 1,550 (9.34%) candidates scored from 2.0 to 3.5 marks, which is an average performance. Lastly, 646 (3.89%) candidates scored from 4.0 to 6.0 marks, which is a good performance. The general performance in this question was weak as 2,196 (13.23%) candidates scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarised in Figure 7.



**Figure 7:** Candidates' Performance in Question 7

The data shows that, 14,046 candidates scored from 0.0 to 1.5 marks which is a weak performance. The candidates who scored some marks constructed

ungrammatical sentences. There were, however, some of them who answered one part of the question correctly and another part with ungrammatical sentences. However, 1.91 per cent of the candidates scored zero. They were unable to respond to the items as required. The candidates lacked knowledge of Relative Pronouns (أسماء الموصولة). Consequently, some of them left the question unanswered and some of them copied some words from other questions and used them as answers. Furthermore, some of the candidates copied some words from the stem of this question (*the statement of the question*) and used them as answers for this question. Additionally, some of the candidates wrote meaningless sentences. In addition, some of the candidates did not understand the demand of the question.. Extract 7.1 is a sample of poor responses.

		7
1	الَّذِي أَخْرَجَ الْكِتَابَ مِنْهُ الْأَسْتَاذُ .	
2	الَّتِي رَجَعْنَا إِلَيْهَا وَكُنَّا سَالِمِينَ .	
3	الَّذِي اشْتَرَى الْبُرْدُ فِيهَا تَأَمُّهُ الْإِسْمَاعِيلُ .	
4	الَّذِينَ امْتَعَمُّونَ جَانِحُوا إِلَى الْفَصْلِ .	
5	الَّتِي الْتَمَّ الْبُرْدُ فِيهَا ذَهَبًا وَالْمُتَمِّسَةُ فَجْرًا	
6	الَّذِينَ يَنْفَعُ الْكِتَابُ فِيهَا تَأَمُّهُ .	

**Extract 7.1:** A Sample of the Candidates' Responses to Question 7

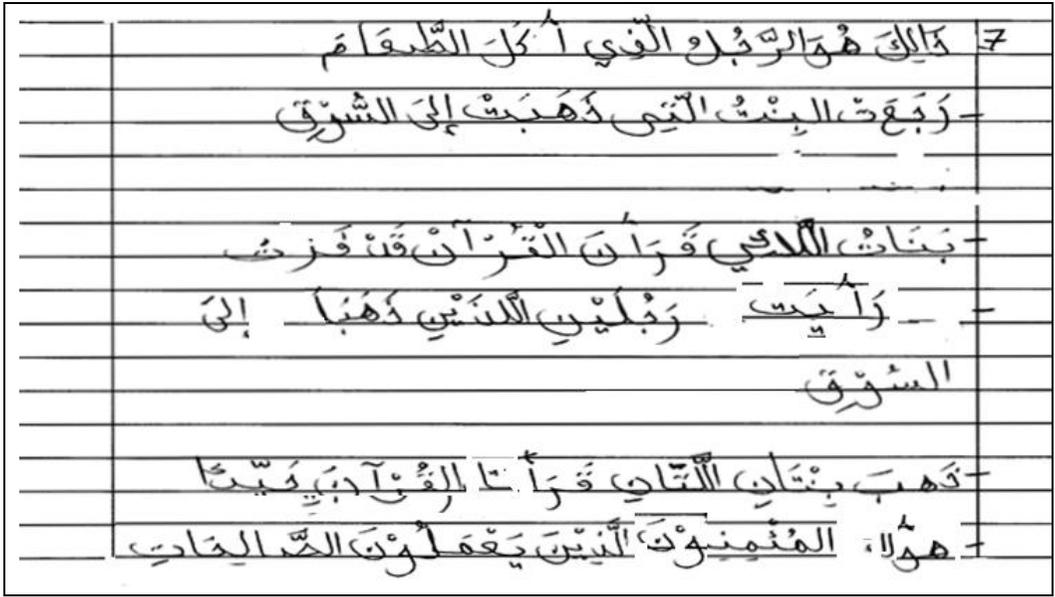
Extract 7.1 shows a sample of responses from one of the candidates who gave incorrect answers. The candidate failed to use the relative pronouns correctly. The candidate for instance, in part (ب) wrote sentence which had grammatical mistakes and the sentence was incomplete.

Further analysis of the candidates' responses shows that 1,550 (9.34%) candidates had an average performance in the question. Some of the candidates

were able to answer some parts correctly. In addition, there were some candidates who answered some parts; however, among those parts they answered, there were minor grammatical errors. This average performance implies that, the candidates had partial knowledge of Relative Pronouns.

On the contrary, the candidates who scored high marks in this question were able to construct correct sentences using relative pronoun. However, some of the candidates failed to score full marks in this category as their responses were involved either correct and incorrect answers or correct and ungrammatical sentences. On the other hand, 122 candidates scored full marks in this question. One of the candidates for instance responded as follow:

The candidate used the word (الَّذِي) to construct the sentence (حَضَرَ الطَّالِبُ الَّذِي نَجَحَ فِي الْأَمْتِحَانِ) (The student who passed the examination came). He or She used the word (الَّتِي) to construct the sentence (عَالَجَ الطَّبِيبُ التَّلْمِيذَةَ الَّتِي كَانَتْ مَرِيضَةً) (The doctor treated a girl student who was sick). He or She wrote: (نَامَتِ الْبَنَاتُ اللَّائِي تَعَبْنَ فِي الْقِرَاءَةِ) (The girls who were tired from reading slept). Furthermore, the candidate used the word (الَّذِينَ) to construct the sentence (رَأَيْتُ التَّلْمِيذِينَ الَّذِينَ حَضَرُوا فِي الْفَصْلِ مُبَكِّرًا) (I saw two boy students who came to the class early). He or She used the word (الَّتَانِ) to form the sentence (التَّلْمِيذَتَانِ اللَّتَانِ تَدْرُسَانِ فِي الْفَصْلِ مُجْتَهِدَتَانِ) (The two girl students who are studying in the class are hard workers). The student used the word (الَّذِينَ) to create the sentence (أُحِبُّ الْمُعَلِّمِينَ الَّذِينَ يُدْرِسُونَ التَّلَامِيذَ) (I like teachers who are teaching students). The Candidates were able to create sentences using relative pronouns (أسماء الموصولة). The Candidates considered gender and number to ensure grammatical agreement. Extract 7.2 is a sample of responses from the candidate who responded to the question correctly.



**Extract 7.2:** A Sample of the Candidates' Responses to Question 7

The Extract 7.2 shows a sample of good responses from one of the candidates

### 2.2.6 Question 8: Simile (التَّشْبِيهِ)

The question had three (3) items and it was about Simile. The question required the candidates to construct meaningful sentences using the (وَجْهَ الشَّبْهِ). The question was:

8- اجْعَلْ كُلَّ كَلِمَةٍ مِنَ الْكَلِمَاتِ الْآتِيَةِ وَجْهَ الشَّبْهِ فِي جُمْلَةٍ مِنْ عِنْدِكَ:

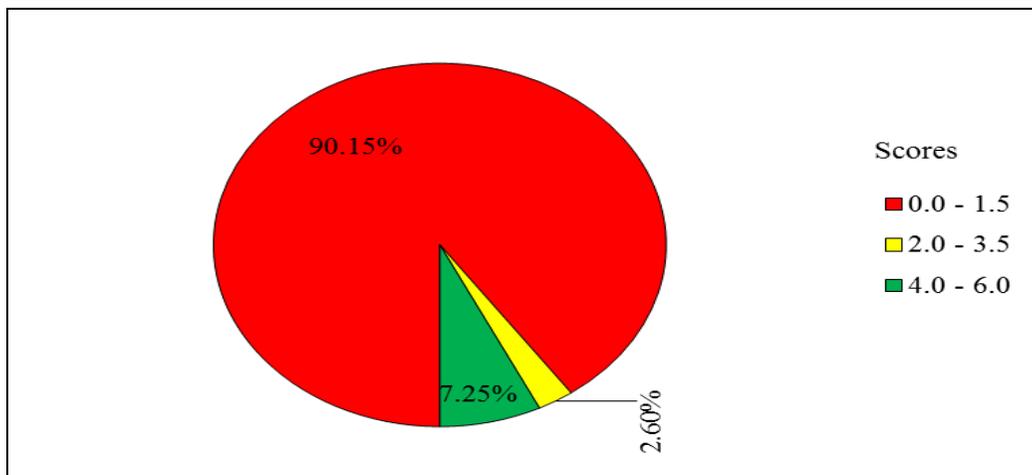
أ- فِي الشَّجَاعَةِ.

ب- فِي الْعَطْفِ وَالْحَنَانِ.

ج- فِي الْحَزَنِ.

The question was attempted by 16,602 (100.00%) candidates, out of whom 14,967 (90.15%) candidates scored from 0.0 to 1.5 marks which is a weak performance, 431 candidates (2.60%) scored from 2.0 to 3.5 marks which is an average performance; and 1,204 (7.25%) candidates scored from 4.0 to 6.0

marks which is a good performance. Therefore, the candidates' general performance in the question was weak, considering that 1,635 (9.85%) candidates scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarised in Figure 8.



**Figure 8:** Candidates' Performance in Question 8

As shown above, the candidates who had a weak performance in this question were 90.15 per cent. On the other hand, 89.71 per cent of the candidates scored zero. The candidates lacked knowledge and skills of creating meaningful sentences using *wajhu al-shabhi* (وَجْهَ الشَّبْهِ). Consequently, some of them skipped the question. There were, however, some of the candidates who copied words from other questions and used them as answers in this question. However, some of the candidates did not understand the demand of the question. This suggests that the candidates in this question lacked the knowledge of *al-tashbih* (التشبيه). Extract 8.1 shows a sample of a weak response from one of the candidates in the question.

	أ- الشَّابِغَةُ	8
	ب- العُظْمَاءُ وَالْحَمَائِي	
	ج- الجَزِي	

**Extract 8.1:** A Sample of the Candidates' Responses to Question 8

The Extract 8.1 shows a sample of responses from one of the candidates who failed to use *wajhu al-shabhi* given. The candidate wrote the words as they are without creating sentences by using them.

Furthermore, the analysis indicates that, 431 (2.60%) candidates scored from 2.0 to 3.5 marks, which is an average performance in this question. Majority of the candidates were able to answer correctly only one party of the question. Consequently, they scored two marks. This suggests that they had partial knowledge of the Arabic language and vocabulary.

As shown in the analysis, the candidates with a good performance in the question had scores ranging from 4.0 to 6.0 marks. They were able to create sentences using the words given. However, some of them failed in one part. The data analysis shows that, 7.25 per cent of the candidates scored full marks. They were able to use the words (*wajhu al-shabhi*) to create meaningful sentences. The candidates knew the pillars of *tashbih*. Moreover, they knew what the word given in this question meant. Extract 8.2 is a sample of a good answer.

	8- أ- حَسَنٌ يُشْبِهُ الْأَسَدَ فِي الشَّجَاعَةِ
	ب- فَاطِمَةٌ مِثْلُ أُمِّهَا فِي الْعَظَمِ وَالْعَنَانِ.
	ج- عَلِيٌّ مِثْلُ أَبِي نَبِيٍّ فِي الْعَبْرِي

**Extract 8.2:** A Sample of the Candidates' Responses to Question 8

Extract 8.2 shows a sample of a response from one of the candidates who was able construct sentences using *wajhu al-shabhi* given.

## 2.3 SECTION C: Composition

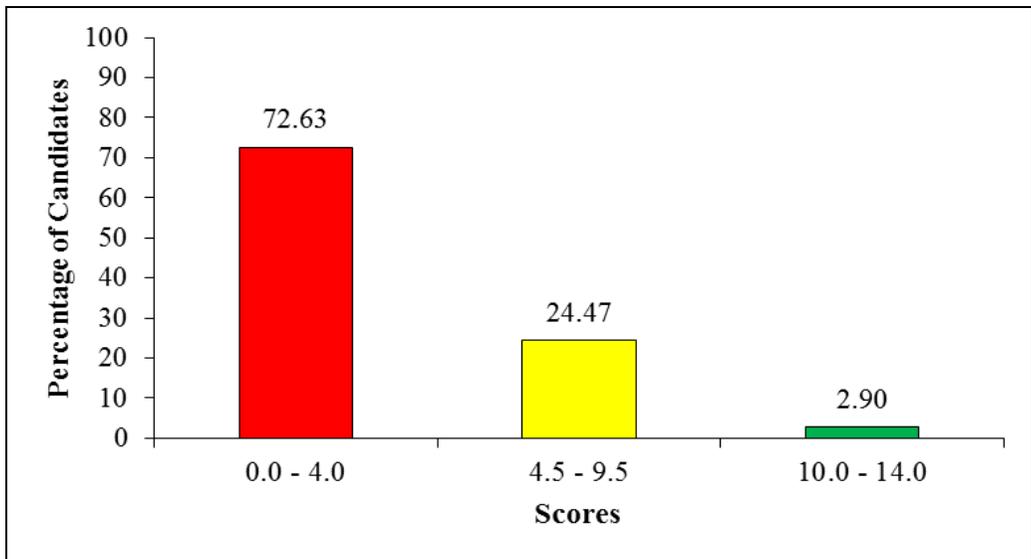
This section had four questions: one question was about writing an article and one question on letter writing. While the rest two questions were about literary works. The candidates were required to attempt only three questions in this section. Each question carried fifteen (15) marks, making a total of 45 marks.

### 2.3.1 Question 9: Literary Works

The question was about literary works. The question required the candidates to explain about challenges a person may encounter when he/she refused to cooperate with colleagues in the life. The candidates were required to use the literary book '*The Kingdom of Bee*' (مَمْلَكَةُ النَّحْلِ) to write about it in not less than one hundred and fifty (150) words. The question was:

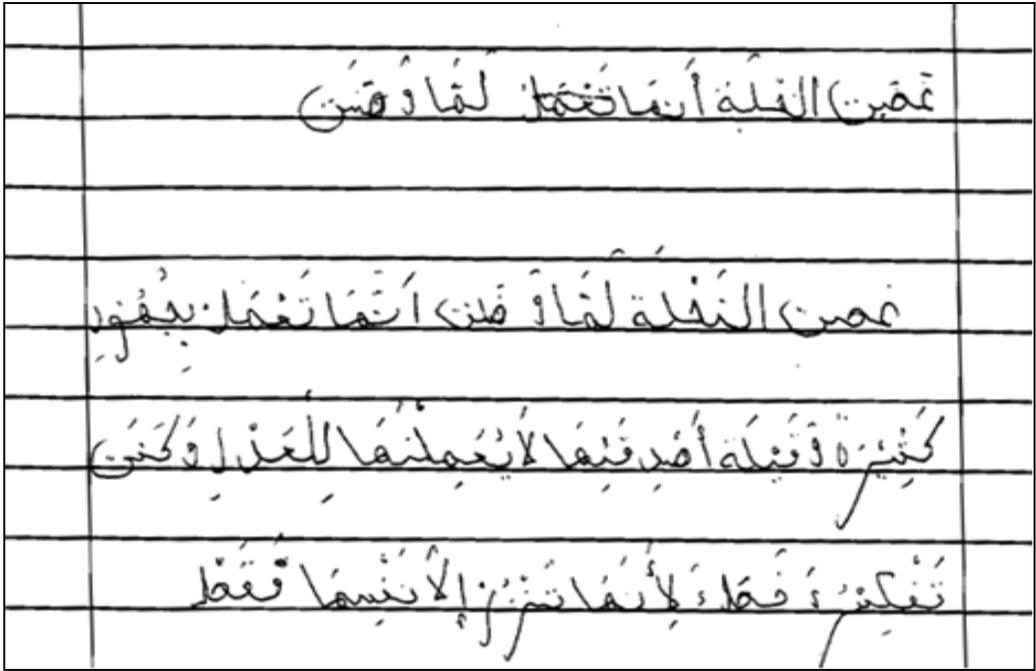
9- تَحَدَّثْ عَنِ الْمَشَاكِلِ الَّتِي تُصِيبُ شَخْصاً إِذَا رَفَضَ التَّعَاوُنَ مَعَ زُمَلَائِهِ فِي الْحَيَاةِ؛ مُسْتَعِيناً بِمَا قَرَأْتَهُ مِنْ قِصَّةِ مَمْلَكَةِ النَّحْلِ، بِمَا لَا يَقِلُّ عَنْ مِائَةٍ وَخَمْسِينَ كَلِمَةً.

The question was attempted by 7,494 (45.14%) candidates. The general performance in this question was weak as 27.37 per cent of the candidates who attempted the question scored from 4.5 to 14.0 marks. Furthermore, the analysis of the candidates who attempted the question shows that: 5,443 (72.63%) candidates scored from 0.0 to 4.0 marks, which is a weak performance, 1,834 (24.47%) candidates scored from 4.5 to 9.5 marks, which is an average performance. Yet, 217 (2.90%) candidates scored from 10.0 to 14.0 marks, which is a good performance. The performance in the question is summarised in Figure 9.



**Figure 9:** *Candidates' Performance in Question 9*

The candidates who performed weakly in this question showed weaknesses in analyzing Arabic literary books. However, some of the candidates who scored some marks in this category had a good introduction, but failed to provide satisfactory explanation in the main body. Furthermore, 35.59 per cent of the candidates who attempted the question scored zero. They were unable to write and analyze the story at all. Consequently, some of them wrote meaningless sentences. 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 the knowledge of analyzing Arabic literary works. Extract 9.1 is a sample of a candidate who performed poorly in this question.



**Extract 9.1:** A Sample of the Candidates' Responses to Question 9

Extract 9.1 shows a sample of weak responses. The candidate failed to answer the question. In addition, some of the sentences are meaningless.

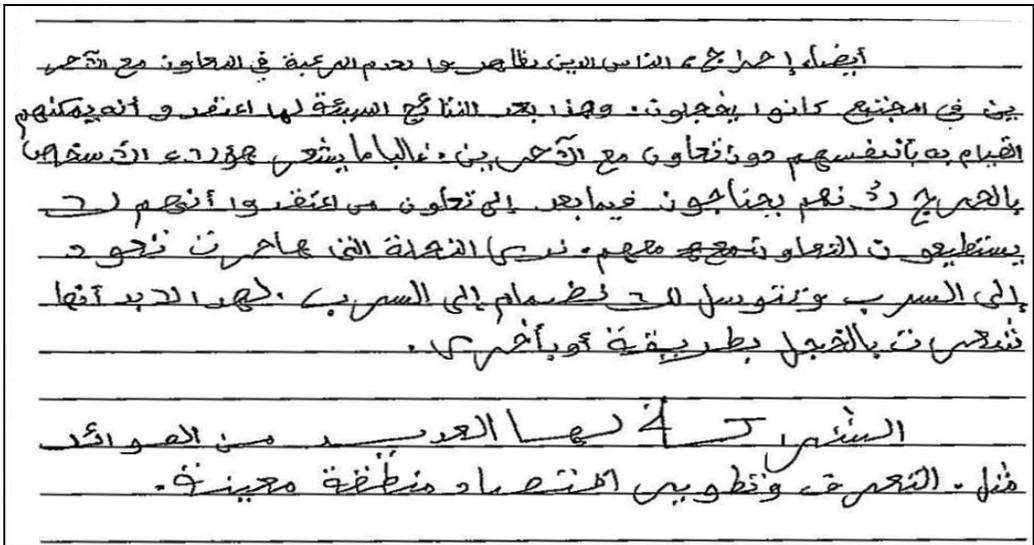
The candidates who scored from 4.5 to 9.5 marks as an average performance identified the question's requirement. The candidates were able to write introduction and conclusion but mixed correct and incorrect points in the main body. They also did not score high marks because they did not provide exhaustive elaborations.

The candidates who performed well in this question responded to the question as required. Furthermore, the candidates organized their points appropriately, starting with the introduction, main body and conclusion. The candidates' good performance shows that, they had adequate knowledge of the story of "*Bees' Kingdom*" (مملكة النحل). Moreover, they showed the knowledge of analyzing and summarizing the Arabic Language story. However, their responses had some very minor grammatical errors and spelling mistakes. Extract 9.2 shows a sample of a good response.

الرجوع هو سيء صعب جدا فسيب المجتمع. زجج الكثير  
من الناس في حياة من خذل التعاون مع المجتمع من كلهم. عابا ما يوجد  
الجديد من الأسماء الذين يديتواونون في العديد من المشكلات. استخدم  
مؤلف كتاب "مملكة الحياة" الأداة بظهور هذه المشاكل. من بين المشاكل  
التي يمكن تديتواونون لها الشخص من خلال عدم التوافق مع الناس في المجتمع  
مايلي:

تجد صعوبة في فعل الأشياء. هناك بعض الأشياء التي تحتاج  
القيام بها من قبل الجديد من الأسماء حتى يمكن إيدتها منها بسرعة  
أكثر وسهولة على سبيل المثال: ينطلب بناء الجسم وتعاوننا كبير  
من الفنيين. لا يمكن من إيدتها في الوقت الطور وبسرعة. يوضح ذلك  
مؤلف كتاب "مملكة الحياة" اللقطة كيف وجدت صعوبة في القيام  
بجعلها وقت من الأداة وتفضل. وان نظام إلى من مله على.

فهم الصعوبة. إذا قام الشخص ما في المجتمع بجدل كبير يمكن الجديد  
من الأسماء القيام به أو بالتعاون مع الآخرين. هناك احتمال كبير للأثر  
الصعبي. على سبيل المثال إذا قرر الشخص ما في الأداة باستخدام السرقة البدي  
في مسألة أخص ليست بهجته، فقد يتأثر بشكل صعب. قد  
تتأثر معرفة من جسمه، بالإد صاخبة في ذلك. إذا قام بالعمل بالخطون مع  
الأسماء من حوله فسيقوم بذلك بسرعة وكونه يرافقه معه بعد رأينا  
الجيد من المناطق الرئيسية. كثر مع الأسماء التي هي في مجموعها  
وهنا جعلها التبرعي سهل. يظهر مؤلف كتاب "مملكة الحياة" الصلة في حال  
تحت على عكس ما إذا عليها عندما كانت تحمل مع مولدنا.



Extract 9.2: A Sample of the Candidates' Responses to Question 9

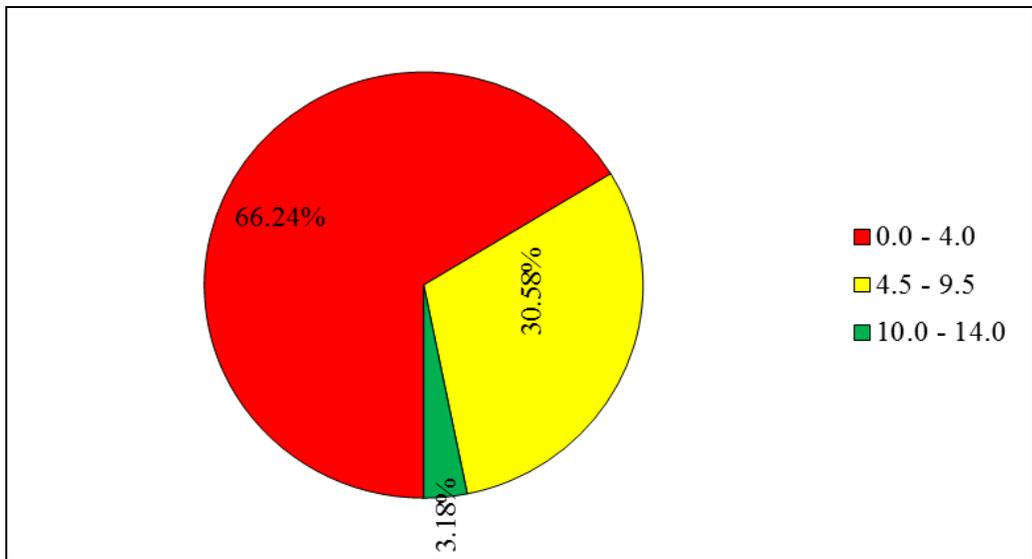
Extract 9.2 is a sample of responses from one of the candidates who performed well in this question, although he or she had a few mistakes.

### 2.3.2 Question 10: Literary Works

The question was about literary works. The question required the candidates to explain about techniques used by the old lion to catch gazelle. Thereafter they were instructed to give five lessons learnt from the story as in the book '*The Gazelle and old lion*' (الغزاة والأسد العجوز). However, the candidates were instructed to write about this in not less than one hundred and fifty (150) words. The question was was:

10- تَحَدَّثْ عَنِ الْحَيْلَةِ الَّتِي اسْتَعْمَلَهَا الْأَسَدُ الْعَجُوزُ لِيُقْتَرَسَ الْغَزَالَةُ الصَّغِيرَةَ ثُمَّ اسْتَخْرَجَ خَمْسَةَ مِنْ فَوَائِدِهَا بِمَا لَا يَقَالُ عَنْ مِائَةِ وَخَمْسِينَ كَلِمَةً.

This question was attempted by 4,467 (26.91%) candidates. The analysis of the candidates who attempted the question shows that: 142 (3.18%) candidates scored from 10.0 to 14.0 marks, which is a good performance, 1,366 (30.58%) candidates scored from 4.5 to 9.5 marks, which is an average performance. Yet, 2,959 (66.24%) candidates scored from 0.0 to 4.0 marks, which is a weak performance. The performance in the question is summarised in Figure 10.



**Figure 10:** *Candidates' Performance in Question 10*

The data shows that 3.18 per cent of the candidates who attempted the question scored high marks. These candidates answered the question correctly. Furthermore, these candidates organized 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 10.1 shows a sample of good responses.



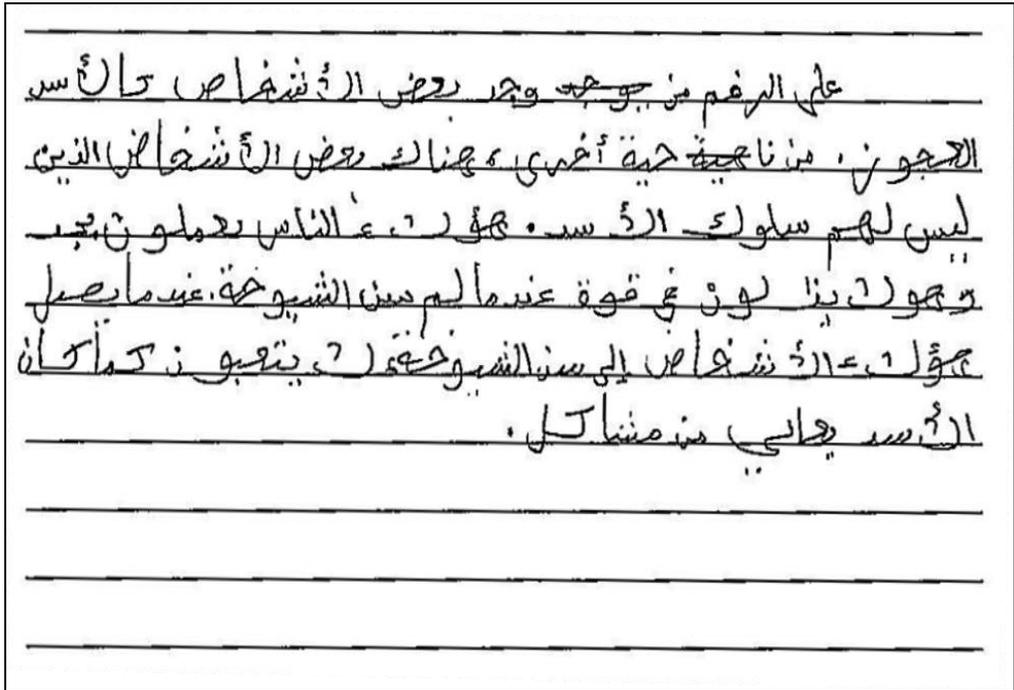
لم يتقدموا في السن. رأينا أيضا أن بعض الأثرياء يبيعون ثيابهم من طعامهم فذهب ثمنه  
كانت تبيد جميعا في السن. في الحياة الطبيعية الكثير من الناس يبيعون أنفسهم  
محقق يبالغون في السن الشيخوخة ويتذمرون أنهم بحاجة إلى المال وعند ما لم يبقوا  
عند ما لديهم قوة.

أيضا اتخذوا حذرهم مع بعض الأثرياء من أن يبيعوا ثيابهم فذهب ثمنه  
مع الأثرياء ثم تتساقط على ريوحة في الحياة هناك بعض الأثرياء في  
الدين يجب / فماذا لهم أن تكون حذرا منهم لأن بعضهم قد يفسدون  
أزواجهم في أحسن الحال.

يمكن أن يكون الجوع سبب <sup>أو الفقر</sup> موت الإنسان. صومات  
الأثرياء يجب أن يظفروا على ريوحة. كثير من الناس يبيعون أنفسهم في  
مشاكل كبيرة بسبب جوعهم ودموعهم وقتل بعضهم  
بواسطة السرقة.

محاولة القيام بأشياء / أمور في مجتمعات من الأثرياء  
ينادي العزلة بكلمة مفادتها حينما وجدها وحدها في العزلة.

د شخص يعرف الأثرياء المنخفضة (الغيب) نرى  
الأثرياء يوت بعد أن يظفروا على ريوحة. لو علم أنه سيوت  
ربما لم يظفر.



**Extract 10.1:** A Sample of the Candidates' Responses to Question 10

Extract 10.1 is a sample of good responses from a script of a candidate who wrote the good essay.

The candidates who scored averagely were able to identify the question's requirement. To some extent they had 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.

The analysis of the candidates' responses shows that the candidates who performed poorly in this question failed to answer the question properly due to 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. The poor performance

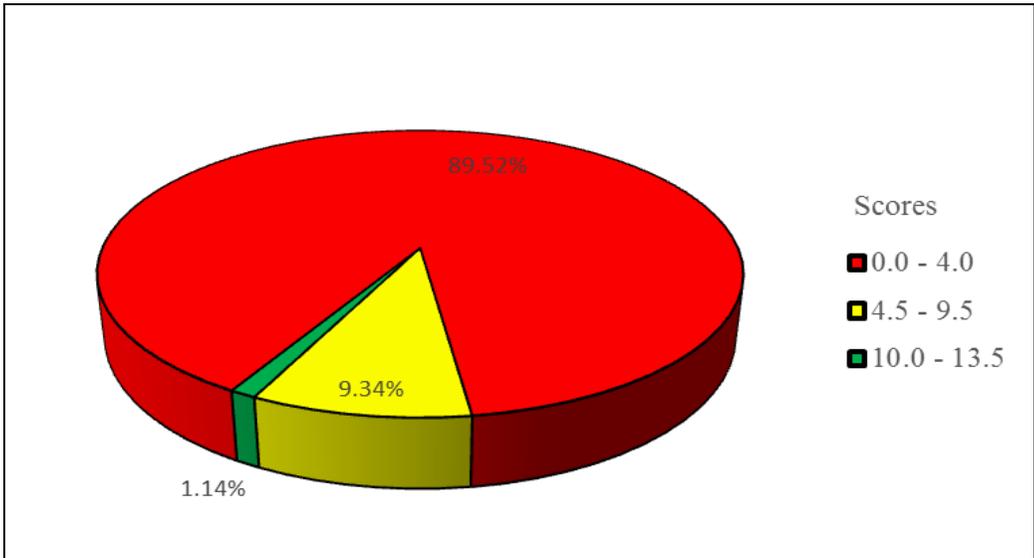


### 2.3.3 Question 11: Article Writing

The question was about Article Writing. The question required the candidates to explain about Five (5) Advantages of Transportation. The question was:

11- لِكَيْ يَتَحَرَّكَ الْإِنْسَانُ مِنْ مَكَانٍ إِلَى مَكَانٍ فَإِنَّهُ يَحْتَاجُ إِلَى وَسَائِلِ النَّقْلِ. اكْتُبْ مَقَالَةً تَتَحَدَّثُ فِيهَا عَنْ خَمْسِ أَهْمِيَّاتٍ لِيُوسَائِلِ النَّقْلِ.

The question was attempted by 2,013 (12.13%) candidates. The general performance in this question was weak as 10.48 per cent of the candidates who attempted the question scored from 4.5 to 13.0 marks. Furthermore, the analysis of the candidates who attempted the question shows that, 1,802 (89.52%) candidates scored from 0.0 to 4.0 marks, which is a good performance, 188 (9.34%) candidates scored from 4.5 to 9.5 marks, which is an average performance. Yet 23 (1.14%) candidates scored from 10.0 to 13.5 marks, which is a weak performance. The performance in the question is summarised in Figure 11.

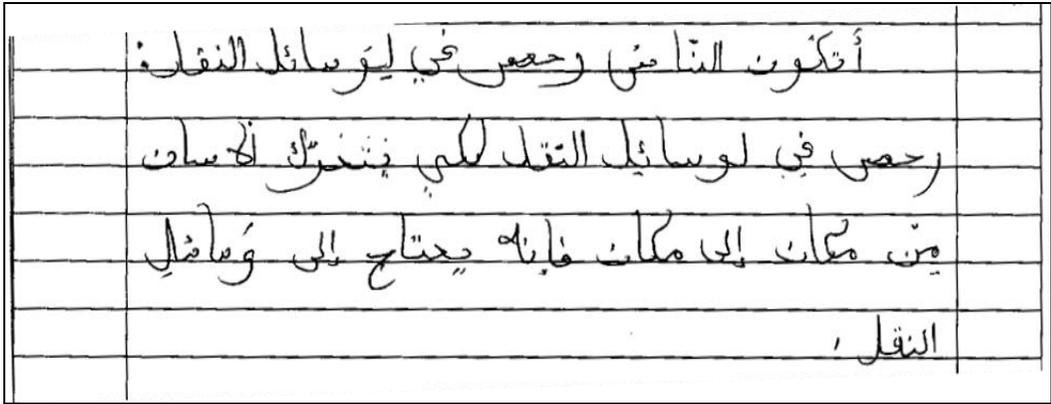


**Figure 11:** Candidates' Performance in Question 11

The data analysis shows that, Most of the candidates wrote answers which were not related to the demand of the question. Some of them just copied some words from the questions and used them as answers. A few of them composed unclear essay. This shows that most of them had poor mastery of the Arabic Language

and writing skills. Extract 11.1 is a sample of poor responses from one of the candidates.

	أصّيات لوسائل النقل .	11
	لو الوسائل : هو ذهب الناس من كل يوم	
	في الاحيان . مقالة تتحدّث فيها أصميات	
	الوسائل النقل كما يعنى :-	
	رحص من النقل : لوسائل النقل تكون	
	رحص من النقل في سفراً في كل يوم	
	الناس في المجتمع تكوت لوسائل النقل رحص	
	البيشارة لوسائل النقل : كما رأي في	
	المجتمع من الوسائل النقل البيشارة في البلد	
	تكوت في عمل قوا الحللة في البيشارة	
	من الناس في المجتمع الوسائل النقل في	
	تكوت البيشارة رحص .	
	التكوت الحللة في البلد لوسائل	
	النقل أي تكون الحللة في الشورات على التمناني	
	في كوت رحص في المصلحة الاحيات	
	في المنز مختلفه المكون الحللة في البلدي ١	



**Extract 11.1:** A Sample of the Candidates' Responses to Question 11

Extract 11.2 is a sample of responses from the candidates who had a poor performance.

There were a few candidates who had an average performance in this question. The candidates were able to write an article about advantages of transportation, although they showed some weakness in their responses such as, failing to organize the points in a good order and providing insufficient explanations. There were, however, some of them who mixed incorrect and correct responses. Generally, their responses had a lot of grammatical and spelling errors.

On the other hand, there were a few candidates who had a good performance in this question. These candidates were able to explain the benefits of transportation as the question demanded. The candidates provided good introduction, well organized points and lastly they wrote a good conclusion. Although, the candidates had a good performance in this question, their responses had very minor spelling and grammatical errors which prevented them from scoring full marks. Yet, the candidates showed high competence in explaining different issues in Arabic Language. This implies that they had sufficient vocabulary and grammar of Arabic Language. Extract 11.2 is a sample of candidates who performed well in this question.

وتلوك وسائل النقل من أهم الأشياء في حياة الإنسان هناك  
العديد من وسائل النقل مثل الطائرات والسفن والقطارات  
والسيارات من بين تلك وسائل النقل هناك التي تحمل  
المسافات الطويلة والممر سهلة والمسافات القصيرة  
كأن وسائل النقل هذه مفيدة جدا في حيات الإنسان  
من بين أهمها ما يلي :

نقل المنتجات المختلفة من أماكن مختلفة. تم نقل العديد  
من المنتجات عن طريق السفن أو القطارات، خاصة تلك التي تأخذ  
من أماكن بعيدة أو نقلها إلى أماكن بعيدة. في بعض الأحيان  
يكون النقل المستخدم هو النقل بالقطارات أو السفينة، وغالبا  
تستخدم السفينة لنقل المسافات طويلة.

نقل المسافرين بين بلج من مكان إلى آخر. سافر العديد من  
المسافرين إلى أماكن مختلفة باستخدام وسائل النقل مثل الطائرات  
أو السيارات أو القطارات، أو السفن، غالبا ما تستخدم العديد من  
الدول الجوية أو المنقوصة السفر الجوي لمسافات طويلة مقارنة  
بالعديد من الدول الأرضية أو الدول النامية.

وسائل النقل تعزز اقتصاد البلاد. يستفيد العديد من  
السياح السفر الجوي لحدود بلد معينة معين للقيام بالسياحة  
تستقبل العديد من البلدان وخاصة في أفريقيا العديد من  
السياح من مختلف البلدان للقيام بالسياح.

وسواء الناس إلى أما كان أعمالهم مبكراً : يستخدم  
 الكثير من الناس خاصة في المناطق الحضرية  
 وسائل النقل للوصول إلى أماكن أعمالهم مبكراً : معظم  
 المناطق الحضرية لديها المركبات متصلة تعمل داخل  
 المدن الحديثة.

تستخدم في المشيقات نقل المرضى إلى مستشفيات أعلى  
 العلياء في بعض الأحيان بل نقل المرضى إلى مستشفيات  
 أعلى : تستخدم الحديد من المناطق في البلدة القائمة السيارات  
 التي لها توقيت للقيادة إلى أن السيارات فيها مريض أو  
 مريضاً

على الرغم أن وسائل النقل لها أهمية كبيرة خاصة  
 في رفع اقتصاد الدولة المعززة أن أن وسائل الاتصال لها  
 دور أكبر في رفع الاقتصاد أيضاً.

**Extract 11.2:** A Sample of the Candidates' Responses to Question 11

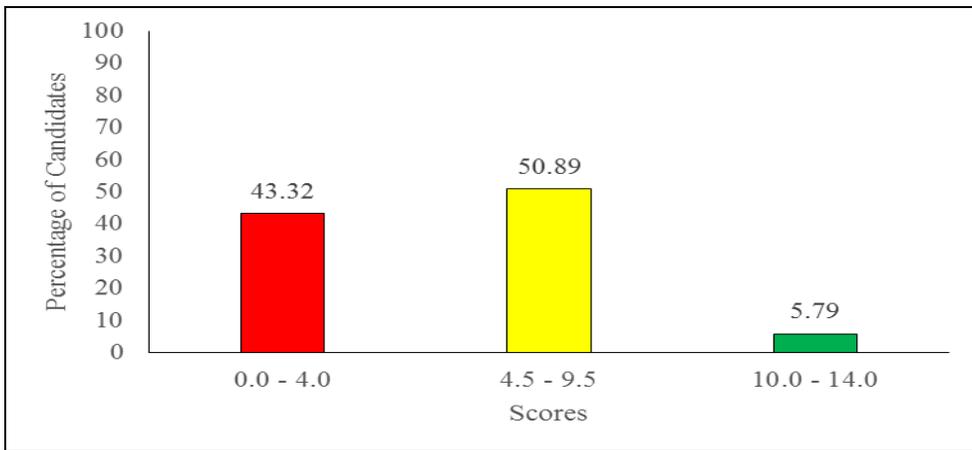
Extract 11.2 shows a sample of responses from one of the candidates who answered the question

### 2.3.4 Question 12: Letter Writing

The question was about Letter Writing. It required the candidates to write the letter using a name 'Said Juma' to thank his brother who lives in Sudan for his support. The question was:

12- اكتب رسالة إلى أخيك الذي يعيش في السودان تشكراً على مساعدته لك. فليكن اسمك "سعيد بن جمعة".

The question was attempted by 10,322 (62.17%) candidates. The general performance in this question was good, as 56.68 per cent of the candidates who attempted the question scored from 4.5 to 14.0 marks. Furthermore, the analysis of the candidates who attempted the question shows that, 598 (5.79%) candidates scored from 10.0 to 14.0 marks, which is a good performance, 5,253 (50.89%) candidates scored from 4.5 to 9.5 marks, which is an average performance and 4,471 (43.32%) candidates scored from 0.0 to 4.0 marks, which is a weak performance. The performance in this question is summarised in Figure 12.



**Figure 12:** Candidates' Performance in Question 12

The analysis shows that 5.79 per cent of the candidates who attempted the question had good marks in this question. These candidates were able to write the letter, as the question demanded. Although they arranged their ideas in a good flow, their responses had very minor spelling and grammatical errors. This implies that these candidates had both sufficient vocabulary of the Arabic

Language and good writing skills. Extract 12.1 shows a sample of good responses.

	تسعيد بن جعدة ،	12
	ص.ب ١٢٢ ،	
	العزيزيين ،	
	برنجبار ،	
	٢٠٢٢ / ٢١١ / ٢٠٢٢ .	
	إلى أخي العزيز ،	
	السلام عليكم ورحمة الله وبركاته ، أتمننا	
	أنك في العافية والسلامة ، أدام لكم الله بقاءكم	
	تتمنى فيه الررسالة أت أشكرك	
	بمساعديك . و شكرا جزيلاً	
	بلاغ سلامي على أخي و جته و جته	
	أجودك العزيز ،	
	تسعيد بن جعدة .	

**Extract 12.1:** A Sample of the Candidates' Responses to Question 12

Extract 10.1 is a sample of good responses from a script of a candidate who wrote the good letter. The candidate had the knowledge of writing Arabic letters. The candidate for instance, wrote the address and date correctly.

On the other hand, some of the candidates had an average performance in this question. The candidates managed to write the address, the greeting, the main body and conclusion, yet their response had grammatical errors. This indicates that the candidates had insufficient vocabulary.

The analysis shows that 43.32 per cent of the candidates who attempted the question scored from 0 to 4 marks out of 15 marks allocated to this question. Some of the candidates in this category, who scored some marks in this question, wrote the address of the letter and its introduction. With regard to the candidates who scored zero in the question, they completely failed to write the letter. The candidates showed weakness such as repeating the question in their responses, copying some words from other questions and using them as answers and providing unclear explanations. This shows that, the candidates had inadequate knowledge of letter writing and insufficient vocabulary. Extract 12.2 is a sample of poor responses.

		القائمة الثالث
		12 اكتب في رسالة الى اخيك الذي يقطن في السودان
		سأكون على مسأله له لك. فليكن اسمك
		سيعين لي خممعا

**Extract 12.2:** A Sample of the Candidates' Responses to Question 12

Extract 11.2 shows a sample of a weak response from one of the candidates. The candidate For instance, wrote the question as his or her answer.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The Arabic Language Examination involved the following topics: *Noun (الاسم)*; *The meaningful Sentence (الجملة المفيدة)*; *Reading for Comprehension*; *Expression*; *Inflection*; *Indeclineability*; *Relative Pronouns*; *Adverbs (الظروف)*; *Nawaasikhu*; *Attached Pronouns*; *Object of the sentence (المفعول به)*; *Literary works* and *Balagha*.

The topics with average performance were: question 1 which consisted of *Noun (الاسم)*; *Meaningful sentence (الجملة المفيدة)*; *Inflection*; *Adverbs (الظروف)*; *Indeclineability*; *Attached Pronouns* and *Object of the sentence (المفعول به)* (38.77).

Other topics with the average performance were: *Reading for Comprehension* (34.24%); *Expression* (33.59) and *Literary works* (30.57).

On the other hand, The following topics had a weak performance: *Nawaasikhu* (25.17%); *Inflection* (19.85); *Relative Pronouns* (13.23%); *Balagha* (9.85%) and *Indeclineability* (2.51).

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

### 4.0 CONCLUSION

This analysis shows that the average performance of short answer questions was lower compared to other types of questions. So, Along with the teachers to make sure that the students understand the topics properly, they also have to make sure that, they give students a lot of questions that need short answers.

### 5.0 RECOMMENDATIONS

To improve the performance of the candidates in future examinations, the following are recommended:

- (a) In order to increase the level of performance in the topic *Annawaasikh (inna wa akh-waatuha)* it is recommended that, the teacher has to present a

text which contains *inna wa akh-waatuha* and *kaana wa akh waatuha*. After that, the teacher should ask the students to read them. Thereafter, the teacher should guide the students to identify characteristics of *inna wa akh-waatuha* and *kaana wa akh waatuha*. In addition the teacher should guide the students on how to appropriately use them in sentences. Finally, the teacher has to provide a communicative task to learners so as to practice them.

- (b) In order to increase the level of performance in Inflection, teacher should give enough examples of different sentences having variety of words during the teaching and learning process. After that, the teacher should ask the students to read them. Thereafter, the teacher should guide the students to write these examples and discuss them in their groups focusing on the role of each word in the sentence. Lastly, he or she should go around the groups to see what is going on.
- (c) In order to increase the level of performance in the topic *Asmaau al-mauswuul* (Relative pronouns), it is recommended that the teacher should present to students enough examples of meaningful sentences having Relative pronouns during teaching and learning process so that the students can see how these pronouns (*Asmaau al-mauswuul*) are used in sentences. After that, he or she should explain them in detail while focusing on the topic. Thereafter, the teacher should discuss with the students on how to construct sentences by using *Asmaau al-mauswuul*. In addition, the teacher has to put the students in small groups and then, give them different relative pronouns and tells them to make sentences using them.
- (d) In order to increase the level of performance in the topic *Al-balaaghat*, it is recommended that the teacher should present enough examples of *Attashbiih* (التشبيه) sentences in the teaching and learning process, ask students to read the examples, and then ask them to determine pillars (important components) of *Attashbiih* (التشبيه) from the sentences. Also he or she should explain them in detail while focusing on the components of *simile* (أركان التشبيه). After that, the teacher should discuss with the students on how types of *simile* are formed.

(N: B, before shifting to the types of simile, the teacher should make sure that, the components of simile are familiar to students. This is because; there is a close relationship between them). Furthermore, the teacher should guide the students in their groups to construct simile sentences. Lastly, the teacher should give the students general exercise about simile.

- (e) In order to increase the level of performance in the topic al-binaau, the teacher should present to students enough examples of different verbs and nouns during the teaching and learning process. These words should include declinable and indeclinable words. Thereafter, the teacher should guide the students to identify from those words, indeclinable (mabniyy) and declinable (mu'urab) words. In addition, the teacher should give other examples of verbs that are mu'urab and show how those verbs can change and become mabniyyu. Furthermore, the teacher has to put the students in small groups and then, give them muurab verbs and tell them to explain in what circumstances those verbs can change into mabniyyu.
- (f) Along with the teachers to make sure that the students understand the topics properly, they also have to make sure that, they give students a lot of questions that need short answers.

## Appendix A

### Summary of Candidates' Performance on Each Topic

2022				
S/N	Topics	Number of Questions	The Percentage of Candidates who Scored an Average of 30% of Marks or Above	Remarks
1.	Multiple-choice question: <i>Noun (الأسم)</i> ; <i>Meaningful sentence (الجملة المفيدة)</i> ; <i>Inflection; Adverbs (الظروف)</i> ; <i>Indeclineability; Attached Pronouns and Object of the sentence (المفعول به)</i>	1	38.77	Average
2.	<i>Reading for Comprehension</i>	2	34.24	Average
3.	<i>Expression</i>	11 & 12	33.59	Average
4.	<i>Literary works</i>	9 & 10	30.57	Average
5.	<i>Nawaasikhu</i>	5	25.17	Weak
6.	<i>Inflection</i>	3	19.85	Weak

2022				
S/N	Topics	Number of Questions	The Percentage of Candidates who Scored an Average of 30% of Marks or Above	Remarks
7.	<i>Relative Pronouns</i>	7	13.23	Weak
8.	<i>Balagha</i>	8	9.85%	Weak
9.	<i>Indeclineability</i>	6 & 4	2.51	Weak

