



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) 2023

ARABIC LANGUAGE



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025 ARABIC LANGUAGE

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is delighted to issue the Candidates' Items Response Analysis (CIRA) report on the Certificate of Secondary Education Examination (CSEE), which was done in November, 2023. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the candidates' performance in Arabic Language.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation that intends to provide feedback to all educational stakeholders on the factors that affected the candidates' performance in the Arabic Language subject. The report highlights their performance on each question from the topics in which they were tested. Analysis shows that the candidates with good performance on different questions demonstrated competence and knowledge of grammatical rules, *Balagha*, *Swarfu*. Moreover, they had sufficient basic vocabulary to use in different contexts as well as the ability to interpret simple stories. However, candidates who scored low marks faced difficulties in responding to the questions due to lack of such attributes.

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 also help teachers to identify the challenging areas and take appropriate measures during the teaching and learning processes.

The National Examinations Council of Tanzania expects that all education stakeholders will use the feedback and recommendations provided in this report to improve teaching and learning as well as candidates' performance in the future examinations administered by the Council.

The National Examinations Council of Tanzania appreciates the contribution of all who participated in preparing 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 2023.

Arabic Language subject paper consisted of 11 questions, with sections A, B and C. Candidates were supposed to answer 10 questions in total. In section A and B, the candidates were required to attempt all the questions. In section C, the candidates were required to answer **two (2)** out of three 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 six (6) items that carried six (6) marks, making a total of 16 marks. Section B had six (6) questions; each question carried nine (9) marks, making a total of 54 marks. Section C had three optional questions, each carrying 15 marks.

The total number of the candidates who sat for the Certificate of Secondary Education Examination (CSEE) in 2023 in Arabic Language subject was 14,681. Among them, 3,919 (26.83%) candidates passed and 10,762 (73.17%) candidates failed. In 2022, candidates who sat for the Certificate of Secondary Education (CSEE) were 16,602. Among them, 4,054 (24.58%) candidates passed and 12,548 (75.42%) candidates failed. This implies that the performance of the candidates in 2023 has increased by 2.25 per cent compared to the year 2022.

The analysis of the performance for the Certificate of Secondary Education Examination Examination (CSEE) in Arabic Language subject delineates the requirements of each question and the expected responses. Additionally, it illustrates how candidates answered the questions. However, samples of both good and weak responses obtained from the scripts of the candidates on each question are attached to this report to verify the cases presented.

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; and 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.

2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of **two (2)** questions. The candidates were required to attempt **all** the questions. Question **one (1)** was multiple-choice question with **ten** items. Each item correctly answered, carried 1 mark, making a total of **10** marks. Question **two (2)** was matching items with **six (6)** items. Each item correctly answered carried **one (1)** mark, making a total of **six (6)** marks. Therefore, the total marks in this section was **16** marks.

2.1.1 Question 1: Multiple Choice Items

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 14,681 (100.00%) candidates. A total of 708 (4.83%) candidates scored from 7.0 to 10.0 marks, which is a good performance. In addition, 5,362 (36.52%) candidates scored from 3.0 to 6.0 marks, which is an average performance. Lastly 8,611 (58.65%) candidates scored from 0.0 to 2.0 marks, which is a weak performance. The general performance in this question was average since 6,070 (41.35%) candidates scored from 3.0 to 10.0 marks. The overall candidates' performance in the question is summarised in Figure 1.

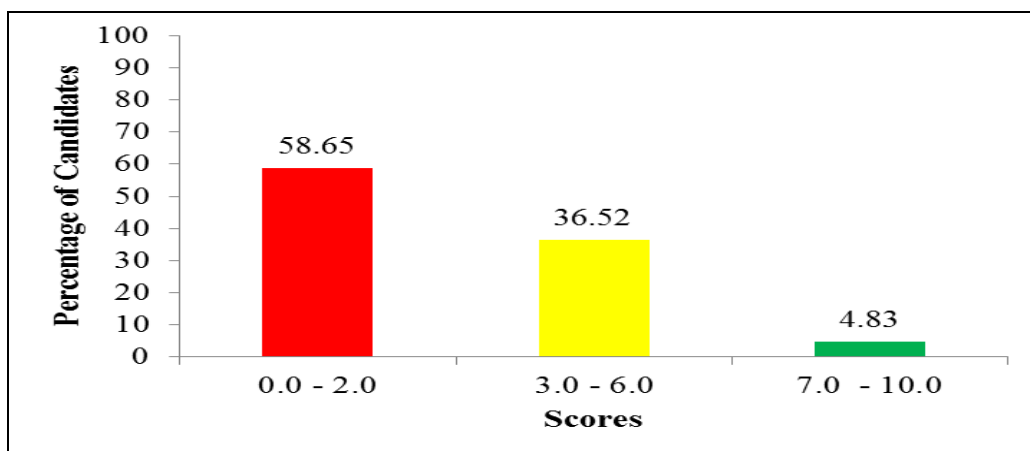


Figure 1: *Candidates' Performance in Question 1*

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

Item (1) was,

س1) بِنَاءٌ عَلَى دِرَاسَتِكَ لِمَوْضُوعِ الظَّرْفِ، أَيُّ ظَرْفِ الزَّمَانِ مِنْ بَيْنِ الْكَلِمَاتِ
الآتِيَةِ:

أ- أَمَامَ
ب- وَرَاءَ
ج- حِينَ
د- خَلْفَ
ه- فَوْقَ

The item was about Adverbs (الظَّرْفُ). In this item, the candidates were required to identify adverb of time found in the alternatives. The item intended to recognize the ability of the candidates regarding the types of adverbs. The correct answer was حِينَ in (ج). The Candidates who were knowledgeable of adverbs (الظَّرْفُ) opted for the right answer (ج). The candidates were aware that, among the options provided it was only option (ج) which was an adverb of time (ظَرْفُ الزَّمَانِ). In addition, these candidates demonstrated the ability to distinguish between two types of adverbs. Also, they understood the meaning of each word among the adverbs provided in the item.

However, the candidates who selected other distractors were wrong. This is because, the remaining alternatives were adverbs of place and not time. These candidates were incompetent in Adverbs. Furthermore, they failed to distinguish between the two types of adverbs among the given alternatives. In addition to that, they failed to understand the meaning of this distractor.

General analysis of the candidates' performance on this item shows that, the candidates who opted for the correct answer demonstrated higher ability of using الظَّرْفُ (Adverbs), whereas those who chose other alternatives showed incompetence in using الظَّرْفُ (Adverbs).

Item (2) was,

س2) عَطَفَ الْمُعَلِّمُ بَيْنَ جُمْلَتَيْنِ: "نَامَ عُثْمَانُ" وَ "نَامَ عُمَرُ" لِتُصْبِحَا جُمْلَةً
وَاحِدَةً، فَأَيُّ شَكْلِ مِنَ الْأَشْكَالِ الْآتِيَةِ صَحِيحٌ بَعْدَ الْعَطْفِ؟

أ- نَامَ عُثْمَانُ وَعُمَرُ
ب- نَامَ عُثْمَانُ وَعُمَرِ
ج- نَامَ عُثْمَانِ وَعُمَرِ
د- نَامَ عُثْمَانُ وَعُمَرِ
ه- نَامَ عُثْمَانِ وَعُمَرُ

This item was from the Conjunction (الْعَطْف). The candidates were required to demonstrate correct result of connecting two sentences by *wawu al-atwfu* (وَ) (الْعَطْف) by choosing the correct answer from the given alternatives. The item examined the candidates' ability to use conjunctions. The candidates who were knowledgeable on conjunction chose the correct answer (أ) نَامَ عُثْمَانُ وَعُمَرُ (*Othman and Omar slept*). These candidates understood that attracting noun (مَعْطُوفٌ عَلَيْهِ) always follows the condition of attracted noun's inflection (إِغْرَابٌ) (الْمَعْطُوفِ). This means that, when attracted noun is in nominative, accusative or genitive cases then the attracting ones should follow the inflection of the attracted one. In Arabic syntax, these kinds of nouns are under umbrella of *the Followers* (التَّوَابِعُ).

However, some of the candidates, selected distractor (ب) نَامَ عُثْمَانُ وَعُمَرِ were wrong. Those who selected this distractor thought that the verb (نَامَ) (he slept) was transitive verb (الْفِعْلُ الْمُنْعَدِي) in which its subject is latent personal (مُسْتَتِرٌ). Therefore, the nouns (عُثْمَانُ وَعُمَرُ) are objects and not subject of the verb. That is why they both were in accusative case with sound /a/ (مَنْصُوبٌ).

In addition, the candidates who selected the distractor (ج) نَامَ عُثْمَانِ وَعُمَرِ were wrong. However, some of them thought that, the verb نَامَ changes the word after it to be in genitive case. However, they failed to know that, the words عُثْمَانِ and عُمَرِ are among the un-swarf nouns.

Furthermore, those who chose the distractor (د) **نَامَ عُثْمَانُ وَعُمَرُ** were also wrong. The candidates incorrectly thought that, the word **و** was among the words that change the word that follows it to genitive case. However, they failed to know that, the correct sign for the word **عُمَرُ** if the word **نَامَ** could be *harf al-jarr* was *kasra*.

On the other hand, some of the candidates opted for the distractor (هـ) **نَامَ عُثْمَانُ** **وَعُمَرُ**. The candidates, incorrectly thought, that, the word **عُثْمَانُ** was dual noun whose sign of *raf'u* is letter *alif*.

Generally, the candidates who identified the correct answer in this item were familiar with coordination (**الْعَطْفُ**) in Arabic syntax, while those who failed lacked such knowledge.

Item (3) was:

س3) أَصْبَحَ الْوَلَدُ مَرِيضًا. إِذَا أَرَدْتَ أَنْ تُبَلِّغَ هَذَا الْخَبَرَ إِلَى بَعْضِ أَقْرَبَائِكَ
مُسْتَحْدِمًا أَسْلُوبَ الْحَالِ فَسَوْفَ تَقُولُ:

أ- الْوَلَدُ مَرِيضٌ
ب- صَارَ الْوَلَدُ مَرِيضًا
ج- الْأَبُ وَلَدُهُ مَرِيضٌ
د- كَانَ الْوَلَدُ مَرِيضٌ
هـ- اسْتَيْقَظَ الْوَلَدُ مَرِيضًا

The item was about Arabic state adverb (**الْحَالُ**). The candidates were required to identify the sentence that is in *isluub al-haal* (*haal* style) (**أَسْلُوبَ الْحَالِ**). The item measured the candidate's knowledge of using *isluub al-haal* (*haal* style) (**أَسْلُوبَ**). Some of the candidates successfully determined the correct answer (هـ) **اسْتَيْقَظَ الْوَلَدُ مَرِيضًا** (The boy woke up while he was sick). The context of the sentence clarified the state of the boy when he woke up. In other words, the sentence answered the question of interrogative "how" (**كَيْفَ**). The indicator which led candidates to select the right option was the verb (**اسْتَيْقَظَ**). All of these facts indicate that candidates had sufficient knowledge of Arabic syntax. As a

result, they realized the appropriate sentence in the *isluub al-haal* (haal style) ((أسلوب الحال) among the options provided.

Unlikely, the candidates who chose both distractors (أ) الْوَلَدُ مَرِيضٌ (The boy is sick), (ج) الْأَبُ وَلَدُهُ مَرِيضٌ (The Father his son is sick) and (د) كَأَنَّ الْوَلَدَ مَرِيضٌ (As if the boy is sick) were wrong. This indicates that they lacked knowledge of state adverb (أَحَالٌ).

Those who selected both distractors (ب) صَارَ الْوَلَدُ مَرِيضًا (The boy became sick) and (ج) الْأَبُ وَلَدُهُ مَرِيضٌ (The Father his son is sick) were also wrong. The candidates who opted for the (ب) صَارَ الْوَلَدُ مَرِيضًا (The boy became sick) focused on meaning of sentences in Swahili language and ignored the functions of words in sentence. These candidates focused on the meaning of the verb (صَارَ) (he became) and forgot its core function; which is to make the first noun in a sentence to be in nominative case (مَرْفُوعٌ) and second one to be in accusative case (مَنْصُوبٌ). The first noun is called (اسْمُ صَارَ) and the second one is called (خَبَرٌ) (صَارَ). These candidates did not understand that, the deficient verb (صَارَ) do not operate the status (أَحَالٌ) .

Item (4) was,

س4) مِنَ الْأَدَوَاتِ الْآتِيَةِ أَدَاةٌ تَرْفَعُ الْمُبْتَدَأَ وَتَنْصِبُ الْخَبَرَ، وَهِيَ:

أ- أَنْ

ب- إِنَّ

ج- لَيْسَ

د- لَيْتَ

ه- لَعَلَّ

The item was about النَّوَاسِخُ (Annulars). In this item, the candidates were required to identify the word which makes the first noun (*al-mubtadau*) to be in nominative case (مَرْفُوعٌ) and the second noun (*al-khabar*) to be in accusative case (مَنْصُوبٌ). Those who were knowledgeable of النَّوَاسِخُ (Annulars) opted for the right answer (ج). They knew that, among the options provided it was only the word in option (ج) which makes the first noun to be in nominative case

(أَنَسَ) and the second noun to be in accusative case (مَنْصُوبٌ). This annular (أَنَسَ) is under umbrella of *Kaana and its counterparts* (كَانَ وَأَخَوَاتُهَا). The candidates who responded correctly to this item had sufficient knowledge on Annulars.

On the other hand, the candidates who chose distractors (أ) أَنَّ and (ب) إِنَّ were wrong. They failed to distinguish between them and the correct answer (ج) أَيْسَ. This indicates that they had insufficient knowledge about Annulars.

In addition to that, those who selected both distractors (د) أَيْتَ and (هـ) أَيْتَلَّ were also wrong. This is due to the fact that, they are both among *Inna and its counterparts* (إِنَّ وَأَخَوَاتُهَا) which make the first noun to be in accusative case (مَنْصُوبٌ) and the second noun to be in nominative case (مَرْفُوعٌ). The candidates were distracted by the resemblance of both distractors and the correct answer in terms of number of letters and the first letter.

In nutshell, those who selected wrong alternatives lacked sufficient knowledge of Annulars (النواسخ), hence failed to distinguish *Kaana and its counterparts* (كَانَ وَأَخَوَاتُهَا) and *Inna and its counterparts* (إِنَّ وَأَخَوَاتُهَا) and their effects on nominal sentences.

Item (5) was,

س5) قَالَتْ أُمُّ لَوْلَدِهَا: "اَذْهَبْ إِلَى الْمَدْرَسَةِ مُبَكِّرًا" الْفِعْلُ "اَذْهَبْ" هُوَ الْفِعْلُ:

أ- الْمَاضِي
 ب- الْمُتَعَدِّي
 ج- الْمُضَارِعُ
 د- اللَّازِمُ
 هـ- الْمُعْتَلُّ

The item was about verbs. It required the candidates to identify the category under which the verb (اَذْهَبَ) fell among the given options. The candidates who opted for the correct answer (د) had sufficient knowledge of verbs. They realized that, the mentioned verb fell in intransitive verb group (الْفِعْلُ اللَّازِمُ). The

only indicator led them to choose this option was that the verb did not demand an object (مَفْعُولٌ بِهِ).

The candidates who chose both distractors (أ) الْمَاضِي and (ج) الْمُضَارِع were wrong. This is because these distractors did not have any relation with the verb (أَذْهَبَ). The candidates confused them with the correct answer because some times الفعل الْمَاضِي (past verb) and الفعل الْمُضَارِع (present verb) have sign *sukuun* on their last consonants.

In addition to that, those who selected the distractor (ب) الْمُتَعَدِّي (transitive verb) were also wrong. This is because a transitive verb (الْفِعْلُ الْمُتَعَدِّي) is that one which demands an object (مَفْعُولٌ بِهِ), while the verb (أَذْهَبَ) does not demand an object. The candidates confused the definition of الْمُتَعَدِّي (transitive verb) and (الْفِعْلُ الْأَنْزِم) (intransitive verb). This indicates that, the candidates had partial knowledge on Arabic verbs.

Furthermore, those who chose item (هـ) الْمُعْتَلَّ (defective verb) were wrong. This is due to the fact that, the verb (الْمُعْتَلَّ) (defective verb) is a verb that ends with defective letters (حُرُوفُ الْعِلَّةِ); namely, *alif*, *waw* and *yaa*, but the verb (أَذْهَبَ) was not like that. The candidates thought that, the verb, (أَذْهَبَ) was the defective verb because of the letter *alifu* in the beginning of the verb. This is because the candidates had partial knowledge of defective verb.

Item (6) was,

س6) مِنْ بَيْنِ الضَّمَائِرِ الْآتِيَةِ ضَمِيرٌ يَصْلُحُ اتِّصَالُهُ بِكَلِمَةِ "كُتِبَ" فِي هَذِهِ
الْجُمْلَةِ (الطَّالِبَاتُ كُتِبَ _____ جَدِيدَةً) هُوَ:

أ- كُمْ
ب- هُ
ج- هُنَّ
د- هُمَا
ه- هُمْ.

This item was about attached pronouns (الضَّمَائِرُ الْمُتَّصِلَةُ). The candidates were instructed to identify an appropriate possessive pronoun which can be affixed

with the noun (كُتُب) (books). The candidates who were knowledgeable in this topic, selected the option (ج). They realized that, the possessive pronoun (هُنَّ) (their (female plural)) would fit to the given sentence since it refers to subject (الطَّالِبَات) (female students) which is also a noun for feminine plural. Therefore, by choosing that pronoun would bring concordization between the noun and the pronoun. This is to show that, this group of candidates are competent enough in this topic.

Contrary to that, those who went for other alternatives, were simply incompetent in affixed pronouns. For instance, in the distractor (أ) the word (كُم) refers to plural masculine noun and in the distractor (ب), the pronoun (هُ) refers to singular masculine noun. Therefore, choosing one of the distractors will cause to lack concordization between the noun (الطَّالِبَات) and possessive pronouns.

Item (7) was,

(س7) إِذَا كَانَتْ الْجُمْلَةُ مُثْبِتًا وَالْمُسْتَنْتَى مِنْهُ مَذْكُورًا، أَيُّ جُمْلَةٍ صَحِيحَةٍ مِنَ الْجُمَلِ الْآتِيَةِ؟

أ- رَجَعَ الضُّيُوفُ إِلَّا وَاحِدًا

ب- رَجَعَ الضُّيُوفُ إِلَّا وَاحِدٌ

ج- رَجَعَ الضُّيُوفُ إِلَّا وَاحِدِ

د- رَجَعَ الضُّيُوفُ إِلَّا وَاحِدُ

هـ- رَجَعَ الضُّيُوفُ إِلَّا وَاحِدٍ

This question was about exception (الاستثناء). The candidates were given a task of choosing a suitable *al-istithnaai* sentence (جُمْلَةُ الْإِسْتِثْنَاءِ) from among the given alternatives. Those who had a good understanding on exceptions opted for the option (أ) "رَجَعَ الضُّيُوفُ إِلَّا وَاحِدًا" (All guests returned except one). The candidates understood that, inflection of included noun (مُسْتَنْتَى مِنْهُ) depends on its position in a sentence. Hence, they determined that, in this sentence, it was in nominative case (مَرْفُوعٌ), because it is in a position of subject (فَاعِلٌ). On the other hand, the candidates understood that, according to the sentence structure, the excluded noun (مُسْتَنْتَى) should be in accusative case (مَنْصُوبٌ).

Contrary to the above, those who selected distractors (ب) (رَجَعَ الضُّيُوفُ إِلَّا وَاحِدًا) and (د) (رَجَعَ الضُّيُوفُ إِلَّا وَاحِدًا) were wrong. The candidates incorrectly thought that, if the sentence is not in the negative and the *muthtathnaa minhu* is mentioned, then the word *illaa* does not change *muthtathnaa*.

In the other hand, the candidates who selected distractors (ج) (رَجَعَ الضُّيُوفُ إِلَّا) and (و) (رَجَعَ الضُّيُوفُ إِلَّا وَاحِدًا) incorrectly thought that, if the sentence is not in the negative and the *muthtathnaa minhu* is mentioned, then the word *illaa* changes the noun after it to be in genitive case.

Therefore, those who managed to choose the correct option were competent enough in Exclusion, while those who opted for other alternatives lacked that skill.

Item number (8) was,

س8) يُقَسَّمُ الْأَدَبُ فِي اللِّغَةِ الْعَرَبِيَّةِ إِلَى قِسْمَيْنِ، هُمَا:

أ- الشِّعْرُ وَالْعَاطِفَةُ
ب- الشِّعْرُ وَالنَّقْدُ
ج- التَّشْبِيهُ وَالْخَيَالُ
د- الْأُسْلُوبُ وَالنَّقْدُ
ه- النَّثْرُ وَالشِّعْرُ

The item was about literary texts (النصوص الأدبية). It tasked candidates to identify two types of Arabic literature among the given alternatives. The candidates who opted for the correct answer (هـ) النَّثْرُ وَالشِّعْرُ (prose and poem) understood that, Arabic literature has two types. This means that, these candidates possessed enough knowledge of this area of literature in their level.

Conversely, candidates who chose the distractor (أ) (الشِّعْرُ وَالْعَاطِفَةُ) (poem and inner feelings) and (ب) (الشِّعْرُ وَالنَّقْدُ) (poem and literature analysis) were wrong. The thing distracted them from choosing the correct option was the existence of a word (الشِّعْرُ) which was among the two (2) types of Arabic literature. They

forgot to consider the second word mentioned in those distractors. This indicates that these candidates had partial knowledge of the Arabic literature.

On the other hand, candidates who chose other alternatives: (ج) التَّشْبِيهُ وَالْحَيَالُ (simile and imagination) and (د) الْأُسْلُوبُ وَالنَّقْدُ (style and literature analysis) were wrong. This is to say that, they lacked knowledge on Arabic literature.

Item number (9) was,

س9 عَيْنِ الْجُمْلَةِ الْمَجَازِيَّةِ فِيمَا يَأْتِي:
أ- أَبْصَرْتُ الْأَسَدَ يُطَارِدُ الْغَزَالَه
ب- هَذَا الْأَسَدُ يَسْكُنُ غَابَةً قَرِيبَةً مِنَ الْقَرْيَةِ
ج- هَذَا الْأَسَدُ يَنَامُ تَحْتَ تِلْكَ الشَّجَرَةِ
د- هَذَا الْأَسَدُ يَتَكَلَّمُ بِالْعَرَبِيَّةِ الْفُصْحَى
ه- هَذَا الْأَسَدُ يَشْرَبُ مَاءَ هَذَا النَّهْرِ

The item was about *Al-hakiikat* and *Al-majaaz* (الحقيقة والمجاز). The candidates in this item were required to determine a *majazi* sentence among the given alternatives. Those who attempted the item correctly opted for option (د) "هَذَا" (هَذَا) (This lion is speaking the standard Arabic). The indicator made them to choose this option is 'الْقَرْيَةُ' (alqariinat) 'يَتَكَلَّمُ'. This is because there is no any lion in the world, which speaks as a human being. The intention of the sentence was to make a comparison between a person who has the attributes of lion such as courage and strength.

Moreover, after looking at other distractors, candidates realized that, all the mentioned attributes were related to a lion. For example, the option (أ) the attribute was (يُطَارِدُ الْغَزَالَه) (is chasing gazelle). In option (ب), there was (يَسْكُنُ غَابَةً) (lives in a forest), in option (ج) the attribute was (يَنَامُ تَحْتَ تِلْكَ الشَّجَرَةِ) (is sleeping under the tree) and in option (هـ) there was (يَشْرَبُ مَاءَ هَذَا النَّهْرِ) (is drinking water of the river). All these attributes are normal to the lion. This indicates that, they had sufficient knowledge of 'المجاز' (personification) in Arabic rhetoric for their level, plus they were rich in vocabulary.

Contrarily, the candidates who chose distractors (أ), (ب), (ج) and (هـ) were wrong. This is due to the fact that, they generalized that when a word 'lion' appears in a sentence it denotes the "الْمَجَازُ" (personification).

Item (10) was,

س10) الْجُمْلَةُ الْفِعْلِيَّةُ هِيَ كُلُّ جُمْلَةٍ ابْتَدَأَتْ بِـ:

أ- اسْمٍ

ب- اسْمٍ ثُمَّ فِعْلٍ

ج- فَاعِلٍ ثُمَّ مَفْعُولٍ

د- فِعْلٍ

هـ- مَفْعُولٍ

The item was about meaningful sentence (الْجُمْلَةُ الْمَعْنِيَّةُ). This item instructed candidates to determine form of a verbal sentence. The candidates with sufficient knowledge of verbal sentence opted for option (د) "فِعْلٍ" (verb). Contrastingly, the candidates who alternated for the distractor (أ) (اسْمٍ) (noun) and (ب) (اسْمٍ ثُمَّ فِعْلٍ) (noun then verb) were wrong. This is because of the requirement of the item instructed candidates to determine form of a verbal sentence and not a nominal sentence. The aspect distracted them from choosing right option, was focusing only on the word (الْجُمْلَةُ) (sentence) from the stem of the item.

For candidates who chose distractors (ج) (فَاعِلٍ ثُمَّ مَفْعُولٍ) and (هـ) (مَفْعُولٍ) were wrong. This is due to the fact that, they lacked adequate knowledge on verbal sentences.

Summing up the analysis on the question, the candidates who scored full marks in this question were knowledgeable about various topics such as adverbs (الظَّرْفُ), attraction (الْعَطْفُ), status (الْحَالُ), annulars of subject and predicate (النَّوَاسِخُ), verbs, pronouns (الضَّمَائِرُ), exclusion (الاستِثْنَاءُ), literature (الآدَبُ) and

verbal sentences (الْجُمْلَةُ الْفِعْلِيَّةُ). However, the candidates who scored less, showed incompetence on those topics.

2.1.2 Question 2: Matching items

The question consisted of six (6) matching items. It was about interrogative particles (أَسْمَاءُ) (أَسْمَاءُ الاستفهام). List 'A' consisted of interrogative particles (أَسْمَاءُ) while List 'B' involved statements to be matched with the interrogative particles (أَسْمَاءُ الاستفهام). The candidates were required to match each interrogative particle (أَسْمَاءُ الاستفهام) in List A with its corresponding statement in List B by writing the letter of the corresponding response beside the item number in the answer booklet provided. The question was:

مَجْمُوعَةٌ (ب)	مَجْمُوعَةٌ (أ)
أ- بِالطَّائِرَةِ تُسَافِرُ أَمْ بِالْبَاحِرَةِ؟	س1 مَا
ب- بَلَدٍ أَوْ رُوبِيَّةٍ زُرْتُ؟	س2 مَنْ
ج- يَوْمًا فِي السَّنَةِ؟	س3 مَتَى
د- الطَّبِيبُ الَّذِي عَاذَكَ؟	س4 أ
هـ- الَّذِي تَسْتَفِيدُ مِنَ الْمَذَاكِرَةِ؟	س5 أَيُّ
و- إِذَا تَكَلَّمْتُ مُدَرِّسَكَ؟	س6 كَمْ
ز- الرَّجُوعُ مِنَ الدِّرَاسَةِ؟	
ح- مُخْلِصُونَ فِي عَمَلِكُمْ؟	

The question was attempted by 14,681 (100.00%) candidates, out of whom 717 (4.89%) scored from 4.0 to 6.0 marks, which is a good performance. Also, 3,625 (24.69%) candidates scored from 2.0 to 3.0 marks, which is an average performance. Lastly, 10,339 (70.42%) 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, 4,342 (29.58%) candidates scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarised in Figure 2.

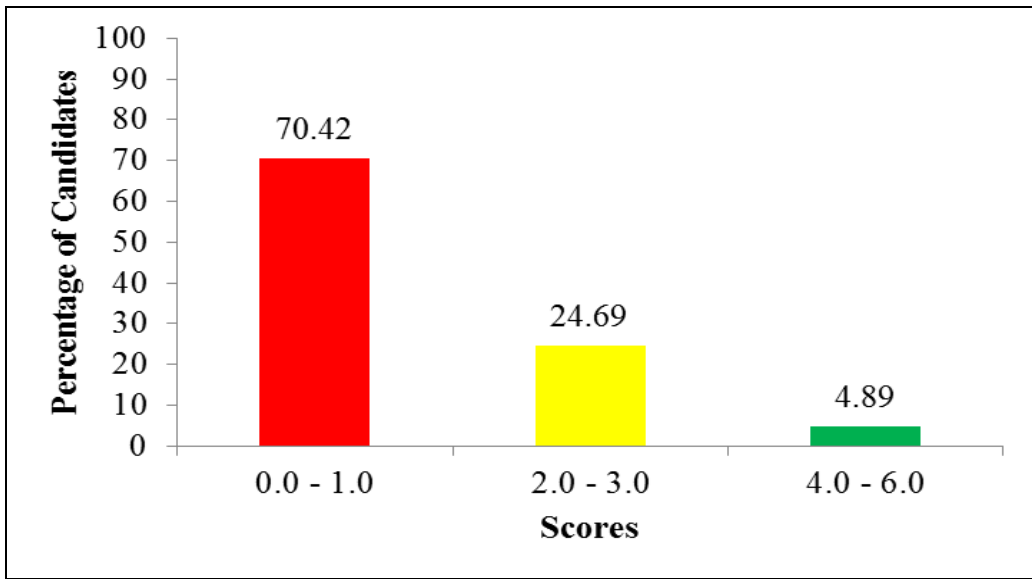


Figure 2: *Candidates' Performance in Question 2*

The data shows that, the candidates (4.89%) mastered well Arabic Language interrogative particles. The candidates, who scored full marks in this question, had enough knowledge of Arabic interrogative particles and their use in the sentences. They also, understood the meaning of all interrogatives particles and their use in the questions. Further analysis shows that, 84.80 percent of the candidates who had a good performance scored from 4.0 to 5.0 marks while 15.20 per cent of the candidates who had a good performance scored full marks in this question. The candidates matched the items correctly as follow:

In item (1) (مَا) (What) with (هـ) (do you benefit from revision?). The candidates were aware that, the interrogative (مَا) is always used to ask about things and not humans. In addition, the candidates understood that the statement was on something that one benefits from doing revision.

Moreover, the candidates matched item (2) مَنْ (who) with (د) (الطَّبِيبُ الَّذِي عَاذَكَ؟) (the doctor who visited you?). The interrogative (مَنْ) used for humans only. The sign that made candidates to opt for the option is a noun (الطَّبِيبُ) (the doctor). This is because the sentence was talking about him.

The candidates also matched item (3) مَتَى (when) with (ز) (الرَّجُوعُ مِنَ الدَّرَاسَةِ؟) (do you return from school?). They realized that, the interrogative (مَتَى) (when) is used to ask about time. The candidates understood that this sentence when combined with the word (الرَّجُوعُ) (to return) makes sense.

Furthermore, the candidates recognized that, the interrogative (أ) in item (4) should be matched with (أ) بِالطَّائِرَةِ نَسَافِرُ أَمْ بِالْبَاحِرَةِ؟ (travelling by aeroplane or ship?). The candidates were directed by a conjunction (أَمْ) (or) which always gives a listener an option to select one between two. Therefore, the only option they saw appropriate for the item was (أ) (do we?).

The candidates also, matched item (5) (أَيُّ) (Which) with (ب) بَلَدٍ أَوْرُوبِيَّةٍ زُرْتِ؟ (European country did you pay a visit?). The candidates directed by a noun (بَلَدٍ) (a country), which is post modifier in genitive case ended by sound /i/ (مُضَافٌ إِلَيْهِ / (مَجْرُورٌ بِالْكَسْرِ), as the interrogative (أَيُّ) is always followed by post modifier in genitive case (مُضَافٌ إِلَيْهِ مَجْرُورٌ).

Furthermore, the candidates matched the item (6) (كَمْ) (how many) with (ج) يَوْمًا (days). The indicator directed them is a noun (يَوْمًا) (days), which is singular noun in accusative case (اسْمٌ مَفْرَدٌ مَنْصُوبٌ), as always the interrogative (كَمْ) followed by such kind of noun. Extract 2.1 is a sample of good responses from one of the candidates.

02.	6	5	4	3	2	1	أ	مَقْصُودٌ
	ج	ب	أ	ز	د	هـ	ب	مَقْصُودٌ

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 correctly.

Although the performance was good, 4,108 (24.69%) 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.

In the other side, (70.42%) candidates had a weak performance. This is because they scored from 0.0 to 1.0 mark. Additionally, 32.25 scored zero. The candidates failed to provide the appropriate responses by matching the items incorrectly. Simply, they did not understand the meaning of Arabic interrogative

performance. Yet, 785 (5.35%) candidates scored from 3.0 to 4.5 marks, which is an average performance. Additionally, only 149 (1.01%) candidates scored from 6.0 to 9.0 marks, which is a good performance. The performance in this question was weak as 934 (6.36%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 3.

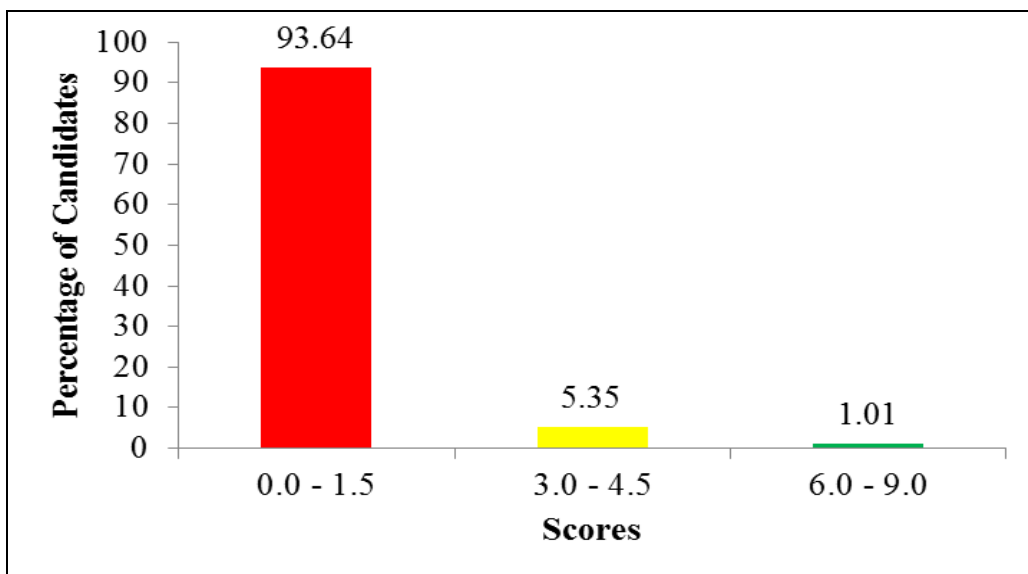


Figure 3: *Candidates' Performance in Question 3*

The candidates who performed poorly in this question lacked knowledge and skills about Arabic sentence structure. Some of the candidates failed to understand the demand of the question. Further analysis shows that, some of the candidates skipped the question. There were also some candidates who relied on guessing.

This analysis indicates that the candidates who failed in this question did not know the Arabic Language sentence structure, hence; they re-arranged the sentences incorrectly. Extract 3.1 shows a sample of a weak response from one of the candidates in this question.

3		
ب	الْمُعَلِّمِ كِتَابَ أَخَذَ مَنْ فَوْقَ الْمَنَشِيِّ	
پ	الْمُعَلِّمِينَ سَالِمِينَ يَحْتَفِلُونَ لِمُنَاسِبَةٍ	
٤	الْمُبَشُورِ بِطَارَةِ قُلُودٍ يَضْرِبُ ضَرْبَ	
٥	الْفَقِيرِ الرَّبْلِ غَيْرِيًّا ظَلَّ بِفَعْدِهِ يَفْضَلُ	
٥	لَا يَعْلَمُونَ مَعَهُمْ كَمْ يَتَشَفَعُونَ بِعَالَمِ	

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 candidates who provided incorrect responses. The candidate arranged the words incorrectly.

The data shows that, (5.35%) candidates scored averagely. Most of them correctly rearranged two sentences out of six jumbled sentences given in this question. Furthermore, some of the candidates in this category left some parts of the questions blank. This suggests that they had partial knowledge of the Arabic Language sentence structure.

On the other hand, the candidates (1.01%) who mastered well Arabic syntax were able to re-generate types of Arabic sentences. They managed to re-arrange the given words correctly into meaningful sentences. One of the students who scored full marks for example, wrote "الطُّلَابُ يَحْتَفِلُونَ لِمُنَاسِبَةٍ عَوْدَةِ الْمُعَلِّمِينَ سَالِمِينَ" (The students are celebrating because of returning of their teacher safely) for the item (1) which was: عَوْدَةِ - الْمُعَلِّمِينَ - لِمُنَاسِبَةٍ - سَالِمِينَ - الطُّلَابُ - يَحْتَفِلُونَ

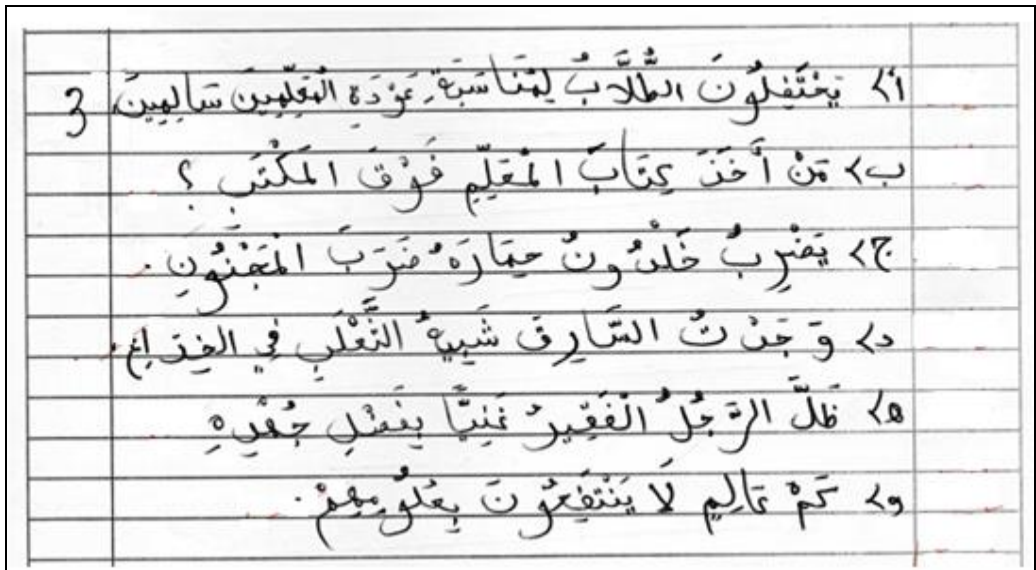
In addition to that, the candidates wrote "مَنْ أَخَذَ كِتَابَ الْمُعَلِّمِ فَوْقَ الْمَكْتَبِ؟" (Who took teacher's book on the desk?) in re-arranging the item (2) كِتَابَ - أَخَذَ - الْمَكْتَبِ - الْمُعَلِّمِ - مَنْ - فَوْقَ؟

The candidates wrote, "يَضْرِبُ خُلْدُونُ حِمَارَهُ ضَرْبَ الْمَجْنُونِ" (Khaldown is beating his donkey severely) for item (3) which was: حِمَارَهُ - ضَرْبَ - خُلْدُونُ - الْمَجْنُونِ - يَضْرِبُ

Also, the candidates wrote "وَجَدْتُ السَّارِقَ شَيْئَهُ الثَّغْلَبِ فِي الْخِدَاعِ" (I found the thief like a fox in tricks) to make the jumbled sentence in item (4) into a meaningful sentence.

Moreover, the candidates arranged the sentence in item (5) as "ظَلَّ الرَّجُلُ الْفَقِيرُ غَنِيًّا بِفَضْلِ جُهِدِهِ" (The poor person became rich because of his efforts) and finally in item (6) they wrote: "كَمْ عَالِمٍ لَا يَنْتَفِعُونَ بِعُلُومِهِمْ؟" (How many scholars do not benefit with their knowledge?).

This suggests that, the candidates knew very well the arrangement of different kinds of Arabic sentences in different forms. In addition, they understood the meaning of words found in sentences. Extract 3.2 is a sample of responses from one of the candidates who arranged the words correctly.



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

Extract 3.2 is a sample of responses from one of the candidates who managed to re-arrange correctly the jumbled words into meaningful sentences as required.

2.2.2 Question 4: Conditions of *Al-binaai* and *Al-i'iraab* (أحوال البناء والإعراب)

The question was about conditions of *al-binaai* and *al-i'iraab* (أحوال البناء والإعراب). This question had three (3) items. It required the candidates to describe the conditions of imperfect verb to be structured (مبني) by *fat'ha* and *sukuun* in item one and two respectively. The candidates also were required to describe the conditions of imperative verb to be structured (مبني) *sukuun* in item

three. Furthermore, the candidates were required to add suitable examples in their responses. The question was:

4- أَجِبْ عَمَّا يَأْتِي مَعَ الْأَمْثَلَةِ فِي جُمْلَةٍ مُفِيدَةٍ:

أ- مَتَى يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى الْفَتْحِ؟

ب- مَتَى يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى السُّكُونِ؟

ج- مَتَى يُبْنَى فِعْلُ الْأَمْرِ عَلَى السُّكُونِ؟

The question was attempted by 14,681 (100.00%) candidates. The data shows that, 14,309 (97.47%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. Also, 153 (1.04%) candidates scored from 3.0 to 5.5 marks, which is an average performance and 219 (1.49%) candidates scored from 6.0 to 9.0 marks, which is a good performance. The general performance of the candidates in the question was therefore weak as only 372 (2.53%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 4.

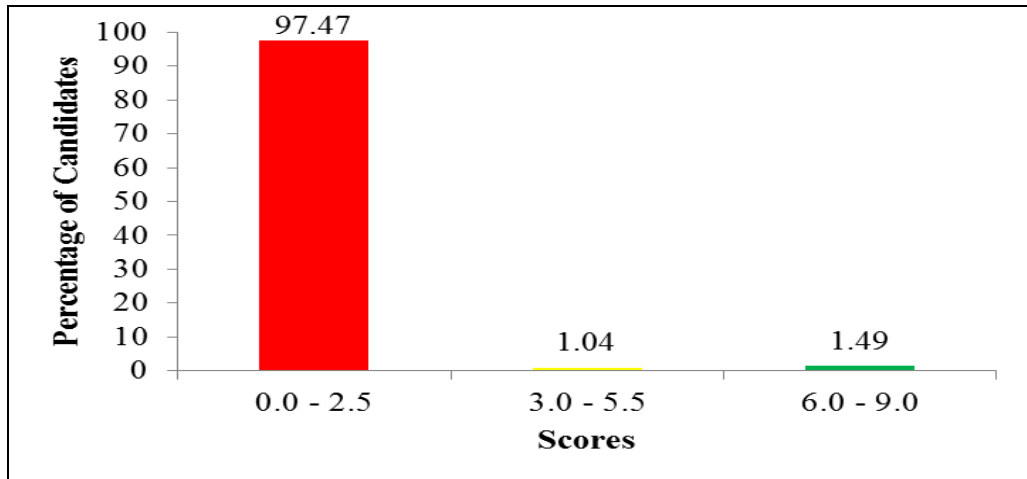


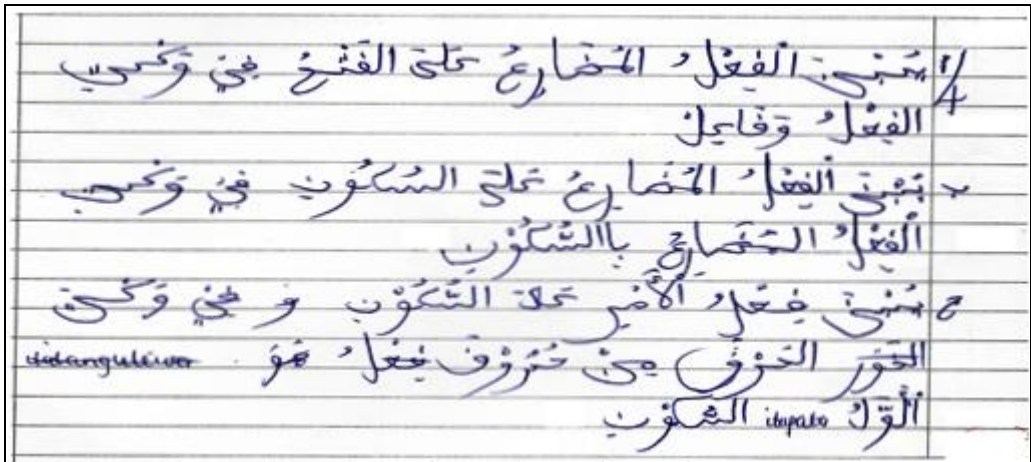
Figure 4: Candidates' Performance in Question 4

The data shows that, 97.47 per cent of the candidates had a weak performance in this question as they scored from 0.0 to 2.5 marks. Further analysis shows that, (0.11%) candidates scored 2.5 marks while (91.57%) candidates scored zero. Some of these skipped the question. Also, some of them failed to identify the requirements of the question. Consequently, they provided information that

was not required in the question. One of the candidates for example, in item (1) wrote: "يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى الْفَتْحِ" instead of "يُبْنَى الْفِعْلُ الْمُضَارِعُ قَبْلًا أَنْتِ مِنْ الْجُمْلَةِ". The candidate was wrong since it does not correlate with the appropriate answer.

In item (2), the candidate wrote, "يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى السُّكُونِ بَعْدَ ذَهَبِ الْفِعْلِ" instead of "يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى السُّكُونِ إِذَا اتَّصَلَتْ بِهِ نُونُ النَّسْوَةِ". The candidate failed to provide appropriate response.

In item (3), the candidate wrote "يُبْنَى فِعْلُ الْأَمْرِ عَلَى السُّكُونِ قَبْلًا فَعْلٌ مَرْفُوعٌ بِضَمَّةٍ" instead of "يُبْنَى فِعْلُ الْأَمْرِ عَلَى السُّكُونِ إِذَا لَمْ يَتَّصِلْ بِآخِرِهِ شَيْءٌ أَوْ اتَّصَلَتْ بِهِ نُونُ النَّسْوَةِ". Extract 4.1 is a sample of weak responses from one of the candidates.



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 failed to provide responses appropriately and mixed them with some Swahili words.

Further analysis of the candidates' responses shows that, (1.04%) candidates had an average performance in the question. Some of the candidates in this category were able to respond correctly to one item. Some of the candidates answered correctly one item while in other items responded with grammatical errors. There were, however, some of the candidates' responses which were affected by grammatical errors in all items. This average performance implies that, the candidates had a partial knowledge of conditions of *al-binaai* and *al-i'iraab* (أحوال البناء والإعراب).

On the other hand, some of the candidates (1.49%) performed well in this question. The candidates who scored full marks for example, responded correctly to the question.

In item (1), candidates were required to describe the conditions for the present tense to be structured in *fat-h* (مَتَى يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى الْفَتْحِ؟). The candidates who answered this item appropriately wrote:

يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى الْفَتْحِ إِذَا اتَّصَلَتْ بِهِ نُونُ التَّوَكُّيدِ then they gave appropriate example on it.

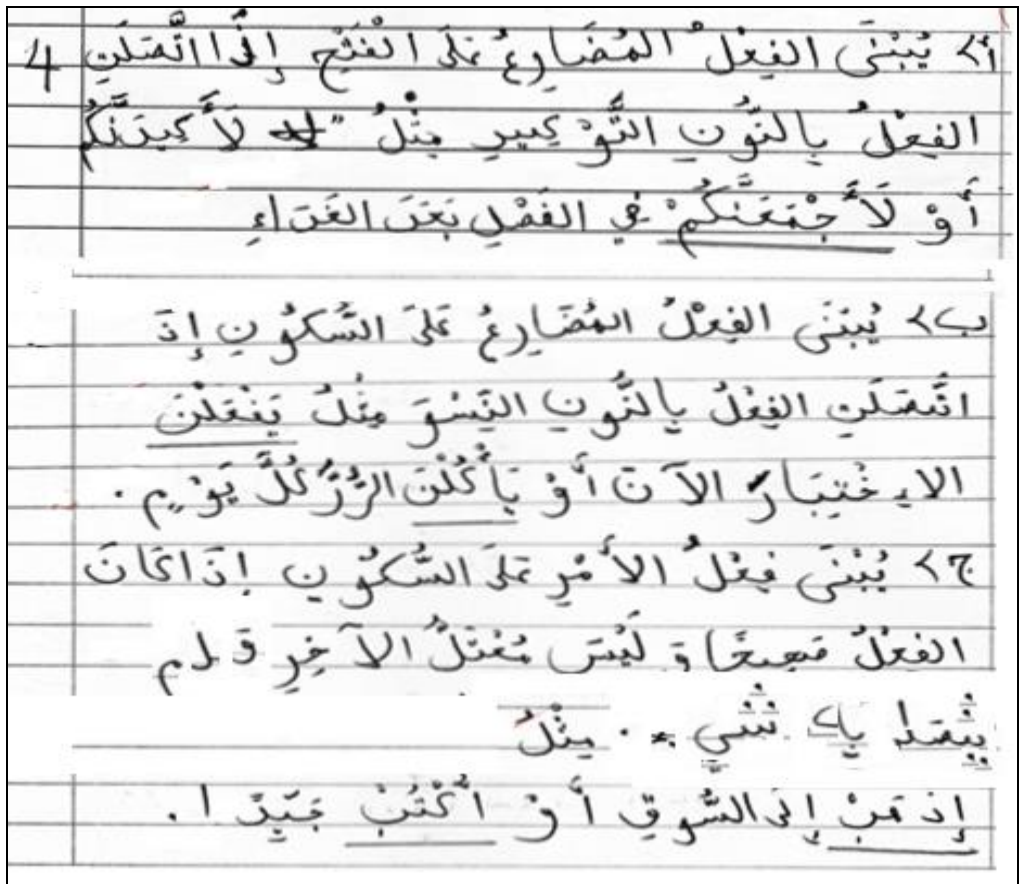
Item (2) required candidates to describe the conditions for the present tense to be structured in *sukun* (مَتَى يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى السُّكُونِ؟). The candidates who answered this item appropriately wrote:

يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى السُّكُونِ إِذَا اتَّصَلَتْ بِهِ نُونُ التَّنْوِينِ then, they gave appropriate example on it.

Item (3) required candidates to describe the conditions for the imperative verb to be structured in *sukun* (مَتَى يَبْنَى فِعْلُ الْأَمْرِ عَلَى السُّكُونِ؟). The candidates who were able to answer this item appropriately responded:

يُبْنَى فِعْلُ الْأَمْرِ عَلَى السُّكُونِ إِذَا لَمْ يَتَّصِلْ بِأَخْرِهِ شَيْءٌ then, they gave appropriate example on it.

Therefore, these candidates in this category had sufficient knowledge on the conditions for the tenses to be structured (أَحْوَالُ بِنَاءِ الْأَفْعَالِ). Extract 4.2 shows a sample of good responses to this question.



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: Exception (الاستثناء)

This question had six items about exclusion (الاستثناء). In this question, the candidates were instructed to change the sentences given to be in exclusion style (أسلوب الاستثناء). Also, the candidates were required to consider an appropriate vowel at the end of the excluded word (مُسْتَقْتَى) after that changes. The question was:

5- بِمُوجِبِ فَهْمِكَ لِمَوْضُوعِ الْإِسْتِثْنَاءِ، غَيِّرِ الْجُمْلَةَ الْآتِيَةَ إِلَى أُسْلُوبِ الْإِسْتِثْنَاءِ مَعَ التَّشْكِيلِ:

- أ- نَجَحَتْ طَالِبَاتٌ وَرَسَبَتْ طَالِبَةٌ.
- ب- رَجَعَ الْأَوْلَادُ وَلَمْ يَرْجِعْ سَالِمٌ.
- ج- عَادَتِ الْأَبْقَارُ وَلَمْ تَعُدْ بَقَرَةٌ.
- د- حَضَرَ التَّلَامِيذُ فِي الْمَوْعِدِ وَتَأَخَّرَ تَلْمِيذٌ.
- هـ- فَهَمَ الطُّلَابُ الدَّرْسَ وَلَمْ يَفْهَمْ إِبْرَاهِيمُ الدَّرْسَ.
- و- أَنْصَرَفَتِ التَّلْمِيذَاتُ وَبَقِيَتْ فَاطِمَةُ.

The question was attempted by 14,681 (100.00%) candidates and their performance was generally weak. The data shows that, 13,556 (92.34%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. Also, 217 (1.48%) candidates scored from 3.0 to 5.5 marks, which is an average performance. Lastly, 908 (6.18%) candidates scored from 6.0 to 9.0 marks, which is a good performance. The overall performance in this question weak as summarised in Figure 5.

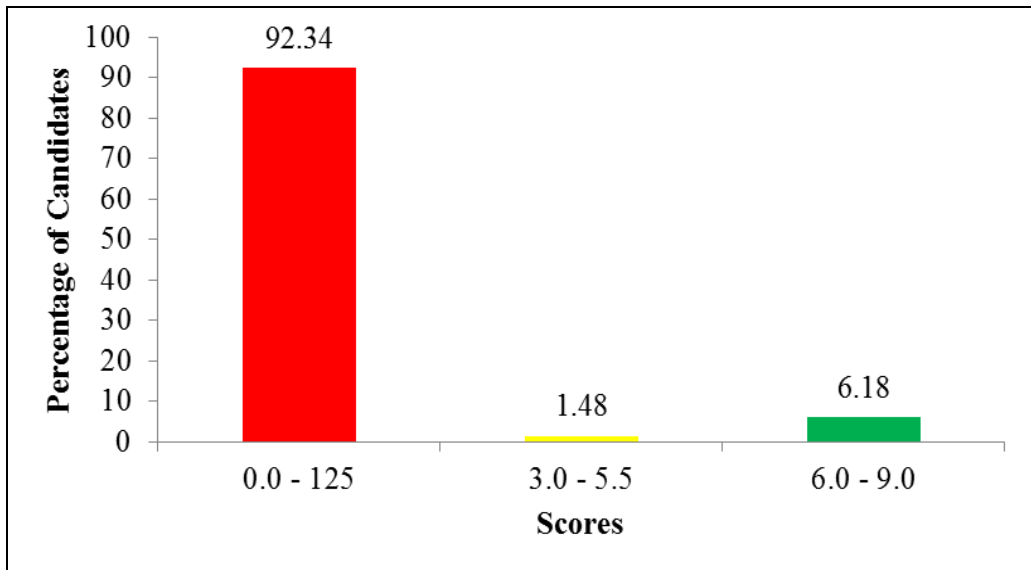


Figure 5: Candidates' Performance in Question 5

The data shows that, the candidates who scored from 0.0 to 2.5 were weak in exclusion (الاستثناء). Consequently, they provided information that was not required in the question. Furthermore, some of them took some words from other questions and presented them as correct responses to this question, while others skipped the question.

Extract 5.1 is a sample of weak responses from a candidate who scored zero in question 5.

5:	تَبَقَّتْ طَالِبَاتٌ وَرَسَبَتْ
ب	رَجَعَ الْأَوْلَادُ وَلَمْ يَسَلِمَ
ج	عَادَتِ الْأَبْقَارُ وَلَمْ تَعُدْ
د	حَضَرَ السَّلَامِيُّ فِي الْمَوْعِدِ وَتَأَخَّرَ
هـ	عَمِيَ الطُّلُبُ وَلَمْ يَنْقُصْ إِلَّا رَاسُ الدَّارِ
و	انْصَرَفَتْ وَتَبَقَّتْ عَالِمَةٌ

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

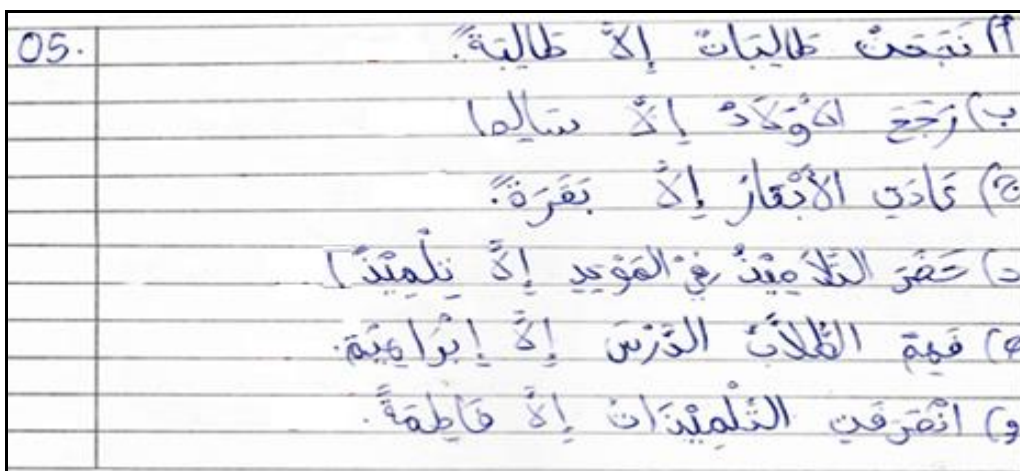
The extract 5.1 is a sample of weak responses from the candidate who failed to change sentences given into exclusion style.

However, the data show that (1.48%) candidates had an average performance in this question. The candidates in this group left some parts of the question unanswered. In addition, some of them were able to answer some of the parts. This indicates that they had partial knowledge of exclusion (الاستثناء).

On the other hand, some of the candidates had a good performance in this question as they scored from 6.0 to 9.0 marks. Among the candidates who scored from 6.0 to 9.0 marks, 40.13 per cent scored full marks in this question. One of the candidates for example, answered the question correctly as follows:

In item (1) wrote "نَجَحَتْ طَالِبَاتٌ إِلَّا طَالِبَةً" (All female students passed except one), in item (2), they wrote "رَجَعَ الْأَوْلَادُ إِلَّا سَالِمًا" (All boys came back except Salim), in item (3) "عَادَتِ الْأَبْقَارُ إِلَّا بَقْرَةً" (All cows returned except one), in item (4) "حَضَرَ"

التَّلَامِيذُ فِي الْمَوْعِدِ إِلَّا تَلْمِيذًا" (All students attended according to the appointment except one), in item (5): "فَهُمُ الطُّلَابُ الدَّرَسَ إِلَّا إِبْرَاهِيمَ" (All students understood the lesson except Ibrahim) and in item (6) they wrote: "انْصَرَفَتِ التَّلْمِيذَاتُ إِلَّا فَاطِمَةُ" (All female students left except Fatma). Extract 5.2 is a sample of good responses from one of the candidates who scored all marks allocated to this question.



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 changed sentences into exclusion style in all parts of the question correctly.

2.2.4 Question 6: Morphological Balance (Word patterns) (الْمِيزَانُ الصَّرْفِيُّ).

This question was about Morphological Balance (الْمِيزَانُ الصَّرْفِيُّ). It comprised six items. The candidates were instructed to give patterns of provided verbs (أَوْزَانُ الْأَفْعَالِ) in the question. The question was:

6- مِنْ فَوَائِدِ الْمِيزَانِ الصَّرْفِيِّ مَعْرِفَةُ الْمُجَرَّدِ وَالْمَزِيدِ مِنَ الْكَلِمَاتِ. بِنَاءً عَلَى مَا تَعَلَّمْتَهُ مِنْ هَذَا الْمَوْضُوعِ، زِنْ الْكَلِمَاتِ الْآتِيَةَ مَعَ ضَبْطِ الْمِيزَانِ بِالشَّكْلِ:
أ- دَرَسَ ب- نَامَ ج- تَكَلَّمَ د- دَخَرَ ه- اسْتَطَابَ و- تَقَابَلَ.

The question was attempted by 14,681 (100.00%) candidates and their performance was generally weak. The data shows that, 12431 (84.67%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. Also, 1,356 (9.24%) candidates scored from 3.0 to 5.5 marks, which is an average

performance. Lastly, 894 (6.09%) candidates scored from 6.0 to 9.0 marks, which is a good performance. The overall performance in this question is summarized in Figure 6.

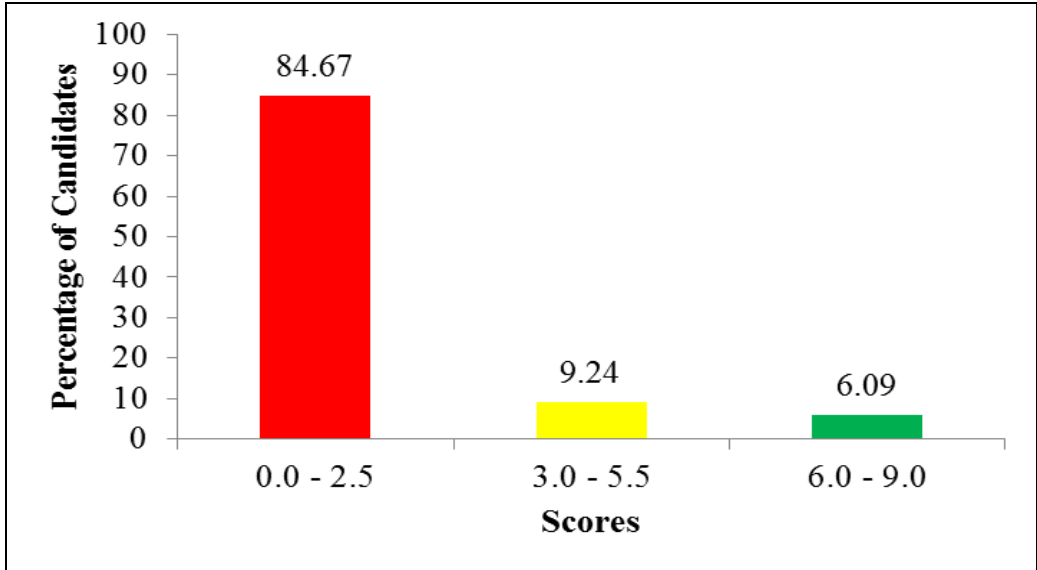
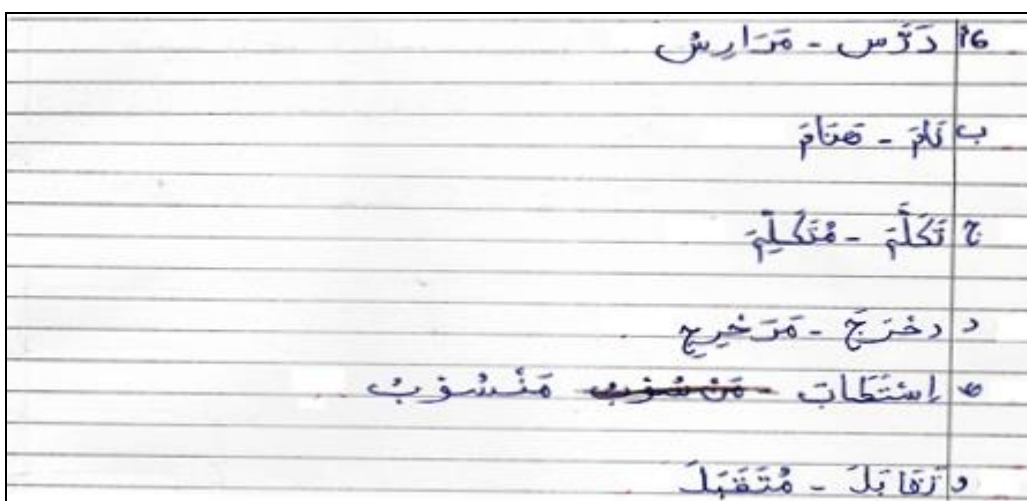


Figure 6: *Candidates' Performance in Question 6*

The analysis shows that, (84.67%) candidates had a weak performance in this question. However, (4.69%) candidates scored from 0.5 to 2.5. The data analysis shows that, 79.99 per cent of the candidates scored zero in this question. They failed to provide appropriate patterns for the verbs given. 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 were those who did not understand the demand of the question. One of the candidates, for example, in item (أ) wrote: (دَرْس - نُروس - اِدْرَس), in item (ب) wrote: (نَام - نِفَتْ - تَنَام), in item (ج) wrote: (تَكَلَّمَ - تَكَلَّمَ - اَكْلِم). In item (د) wrote: (دُخِرَج - نُخِرَج). Also, in item (هـ), the candidate wrote: (اَسْتَطَب - يَسْتَطَاب - تَسْتَطَاب) and finally in item (و) wrote: (تَقَابَل - يَقَابَل - اَقَابَل).

Extract 6.1 shows a sample of a weak response from one of the candidates in this question.



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. From item one to three for example, the candidate changed the verbs to noun.

Further analysis of the candidates' responses shows that, 9.24 per cent of the candidates had an average performance in the question. The candidates scored from 3.0 to 5.5 marks. However, the largest group in this category scored 4.5 marks. This average performance implies that the candidates had a partial knowledge of morphological balance (word patterns) (الْمِيزَانُ الصَّرْفِيُّ).

On the other hand, competent candidates were aware of the Arabic words' patterns. They managed to write appropriate patterns of the verbs as per Arabic morphology rules (عِلْمُ الصَّرْفِ). The candidates understood that, the main pattern of any verb in Arabic Language is balanced by three letters (فَعَلَ); in which the first letter of a verb is called (فَاءُ الْفِعْلِ), the second one is called (عَيْنُ الْفِعْلِ) and the last one is (لَامُ الْفِعْلِ). However, they understood whether the word is simple or complex verb (فِعْلٌ مُجَرَّدٌ أَوْ مُزِيدٌ). On the other hand, they were aware of a number of letters found in a verb consisting of three, four, five or six letters. In addition, they were aware about vowels (حَرَكَاتٌ) and *sakinaat* found in the verbs.

The candidates who scored full marks in this question, for example, understood that, the appropriate patterns (الْوَزْنُ الْمُنَاسِبُ) in the item (1) was (فَعَلَ), in item (2) (فَعَلَ), in item (3) (تَفَعَّلَ), in item (4) (فَعَّلَلَ), in item (5) (اسْتَفْعَلَ) and in the last item

(6) was (تفاعل). Extract 6.2 is a sample of good responses from one of the candidates:

أ -	ذَرَسَ - فَعَلَ
ب -	نَامَ - فَعَلَ
ج -	كَتَبَ - تَفَعَّلَ
د -	ذَخَرَ ج - فَعَّلَ
هـ -	اِسْتَلَبَ - اِسْتَفْعَلَ
و -	تَوَابَلَ - تَفَاعَلَ

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 managed to write pattern of the given verbs correctly.

2.2.5 Question 7: Noun

This question was about Noun (Types of nouns in terms of singular, duality and plural). It had six items. The candidates were required to convert underlined plural nouns into singular form and to consider changes that may occur. It measured the candidates' knowledge of types of nouns in terms of singular, duality and plural. The question was:

- 7- بَنَاءٌ عَلَى فَهْمِكَ لِمَوْضُوعِ أَقْسَامِ الْإِسْمِ مِنْ حَيْثُ الْإِفْرَادِ وَالتَّثْنِيَةِ وَالْجَمْعِ، رُدِّ الْأَسْمَاءَ الَّتِي تَحْتَهَا خَطٌّ فِي الْجُمْلِ الْآتِيَةِ إِلَى الْمُفْرَدِ مَعَ تَغْيِيرِ مَا يُلْزَمُ:
- أ- نَاصَحَ الْمُدَرِّسُونَ الطُّلَابَ.
 - ب- تَعَطَّفَ الْأُمّهَاتُ عَلَى الْأَبْنَاءِ.
 - ج- رَأَيْتُ طُلَابًا فِي الْفَصْلِ.
 - د- فِي جَزِيرَةِ زَنْجَبَارٍ مَدُنٌ جَمِيلَةٌ.
 - هـ- شَاهَدْنَا دَكَكِينَ فِي كَرِّيْكَو.
 - و- هَذِهِ بُرْتُقَالَاتٌ.

The question was attempted by 14,681 (100.00%) candidates. A total of 13,109 (89.29%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. In addition, 1,236 (8.42%) candidates scored from 3.0 to 5.5 marks, which is an average performance. Lastly, 336 (2.29%) candidates scored from 6.0 to 9.0 marks, which is a good performance. The general performance in this question was weak as 1,572 (10.71%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 7.

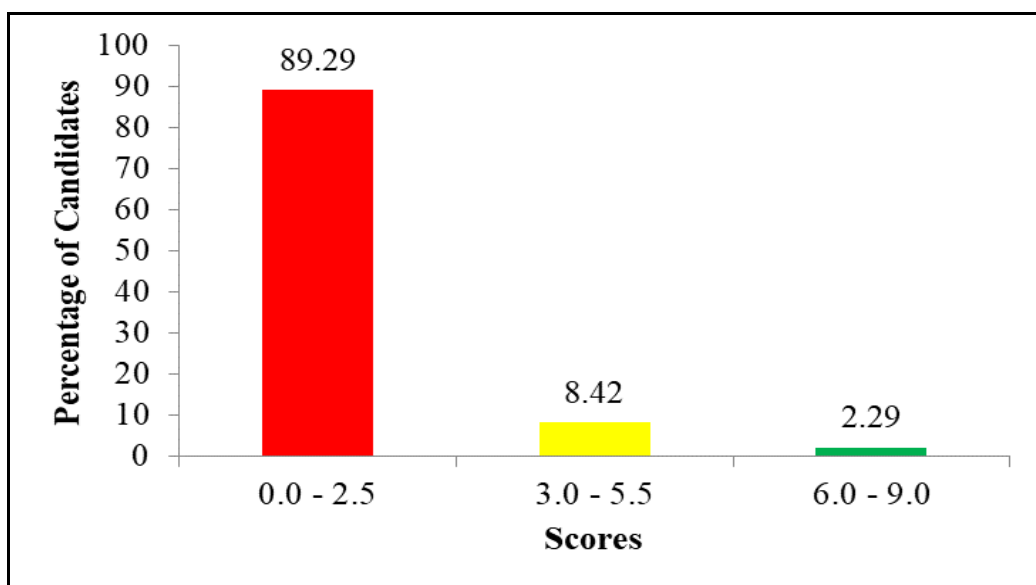
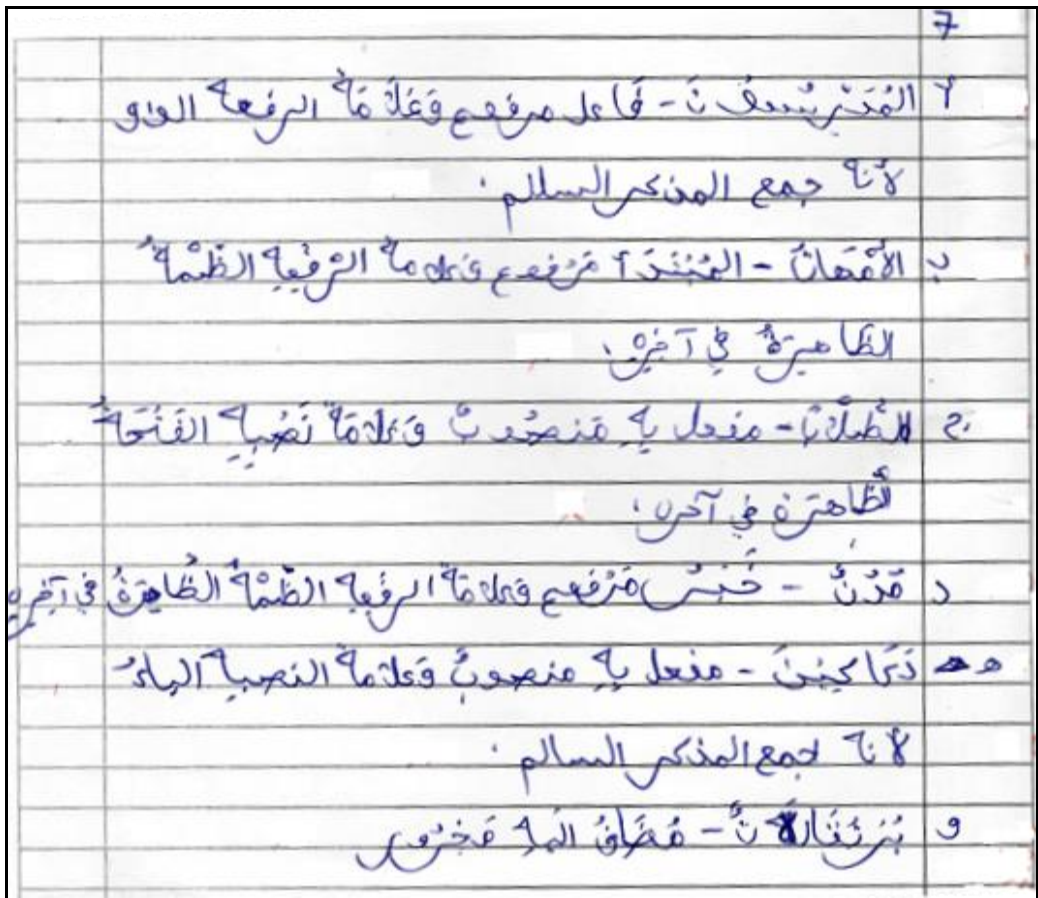


Figure 7: *Candidates' Performance in Question 7*

The data analysis shows that, the candidates (89.29%) had a weak performance in this question. They were incompetent in the types of nouns according to number (أقسام الاسم من حيث العدد). 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. In addition, some of the candidates did not understand the demand of the question. Extract 7.1 is a sample of weak responses.



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

Extract 7.1 is sample of responses from a candidate who failed in this question.

Further analysis of the candidates' responses shows that, (4.42%) 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 some grammatical errors. Some of the candidates responded to all items with some minor grammatical errors. This average performance implies that, the candidates had partial knowledge of the topic.

On the contrary, some of the candidates (2.29%) had a good performance in this question. The data shows that, 0.33 per cent of the candidates scored full marks in this question. The candidates were able to respond to the question as follow:

In item (1); they wrote: (نَاصَحَ الْمُتَرَسِّعُ الطَّلَابَ) (The teacher gave advice to students), in item (2); they wrote: (تَعَطَّفَ الْأُمُّ عَلَى الْأَتْبَاعِ) (Mother is interacting

politely with children), in item (3); they wrote: (رَأَيْتُ طَالِبًا فِي الْفَصْلِ) (I saw a student in the class), in item (4); they wrote: (فِي جَزِيرَةِ زَنْجِبَارٍ مَدِينَةٌ جَمِيلَةٌ) (In Zanzibar Islands there is a beautiful city), in item (5); they wrote: (شَاهَدْنَا دُكَّانًا فِي كَرِيكُو) (We saw a shop at Kariakoo) and in item (6); they wrote: (هَذِهِ بَرْتَقَالَةٌ) (This is an orange). The candidates managed to respond correctly because they understood how to convert plural nouns to singular and to change what was necessary. Extract 7.2 is a sample of responses from the candidate who responded to the question correctly.

7	أ- ناصح المدرّس الطالب
	ب- تَعْطِفُ الأُمُّ على الأبناء
	ج- رَأَيْتُ طَالِبًا فِي الْفَصْلِ
	د- فِي جَزِيرَةِ زَنْجِبَارٍ مَدِينَةٌ جَمِيلَةٌ
	هـ- شَاهَدْنَا دُكَّانًا فِي كَرِيكُو
	و- هَذِهِ بَرْتَقَالَةٌ

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 who answered the question.

2.2.6 Question 8: Comprehension

The question was about reading for comprehension. It had six items. The candidates were required to read the passage and answer the questions from the given passage. The main content of this passage was about responsibilities of a teacher and students. The question was:

8- إقرأ النَّصَّ الْآتِيَّ ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ الَّتِي تَلِيهِ:
 أَحِبُّ أَسْتَاذَنَا وَأَطِيعُهُ وَأَعْمَلُ وَاجِبَ الْمُدَرِّسِينَ، أَسْتَاذُنَا يُعَلِّمُنَا اللُّغَةَ الْعَرَبِيَّةَ،
 وَالْقِرَاءَةَ وَالكِتَابَةَ وَيُعَلِّمُنَا الرِّيَاضِيَّاتِ، وَالْعُلُومَ مِنَ الْفِيزِيَاءِ وَالْإِحْيَاءِ، وَيُرَبِّينَا
 عَلَى الْأَخْلَاقِ الْفَضِيلَةِ وَالْكَرِيمَةِ، وَيَتَعَبُ كَثِيراً مِنْ أَجْلِ فَائِدَتِنَا، وَإِذَا أَخْطَأْنَا
 نَاصِحَنَا وَأَرْشَدَنَا إِلَى الصَّوَابِ، وَإِذَا سَيَّمْنَا مِنَ الدِّرَاسَةِ قَصَّ عَلَيْنَا قِصَصاً
 مُفِيدَةً مُسَلِّيَةً، سَوْفَ أَظَلُّ مُطِيعاً لِأَسْتَاذِنَا وَسَوْفَ أَدْعُو لَهُ بِالصِّحَّةِ وَالسَّعَادَةِ
 وَالتَّوْفِيقِ فِي حَيَاتِهِ.

الْأَسْئَلَةُ:

- أ- هَلْ تُحِبُّ أَسْتَاذَكَ وَلِمَاذَا؟
- ب- مَنْ الَّذِي يُرَبِّيكَ عَلَى الْأَخْلَاقِ النَّبِيلَةِ فِي الْمَدْرَسَةِ؟
- ج- أَيُّ مَادَّةٍ مِنَ الْمَوَادِّ تُحِبُّهَا أَكْثَرُ؟
- د- مَتَى يَقْصُ الْمُدَرِّسُ تَلَامِيذَهُ قِصَصاً مُسَلِّيَةً؟
- ه- لِأَيِّ سَبَبٍ يَتَعَبُ الْمُدَرِّسُ؟
- و- مَاذَا يَعْمَلُ الْمُدَرِّسُ إِذَا أَسَاءَ أَوْ أَخْطَأَ الطَّالِبُ؟

The question was attempted by 14,682 (100.00%) candidates. Among them 10,551 (71.87%) candidates scored from 0.0 to 2.5 marks which is a weak performance. Also, 3,031 candidates (20.65%) scored from 3.0 to 5.5 marks which is an average performance. Yet, 1,099 (7.49%) candidates scored from 6.0 to 9.0 marks, which is a good performance. Therefore, the candidates' general performance in this question was weak, considering that 4,130 (28.13%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 8.

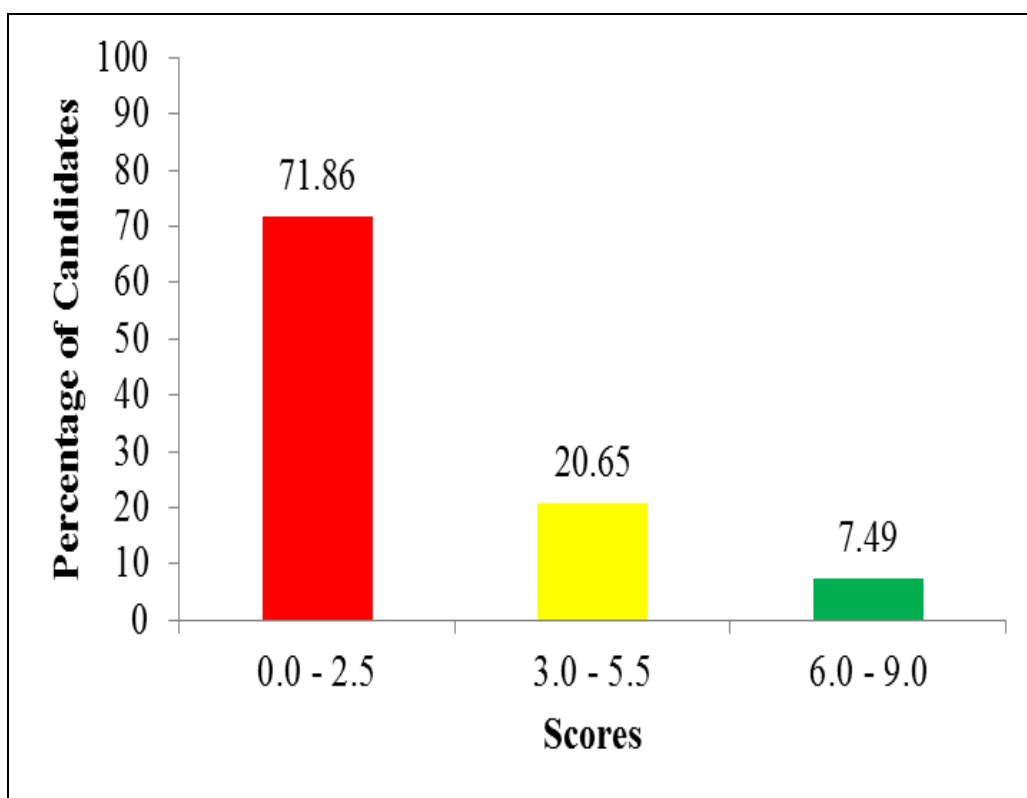


Figure 8: *Candidates' Performance in Question 8*

The data shows that, 71.86 per cent of the candidates performed weakly. Those who scored from 1 to 2 marks understood something from the passage. Further analysis shows that, 38.63 per cent of the candidates scored zero. These candidates did not understand the message of the passage completely. There were, however, some of them who did not recognize the demand of the question due to poor mastery of the Arabic Language. On the other hand, some of the candidates copied words from other questions and used them as answers in this question. These candidates had inadequate reading for comprehension skills. Consequently, they provided incorrect responses to all items in this question. Extract 8.1 shows a sample of a weak response from one of the candidates in this question.

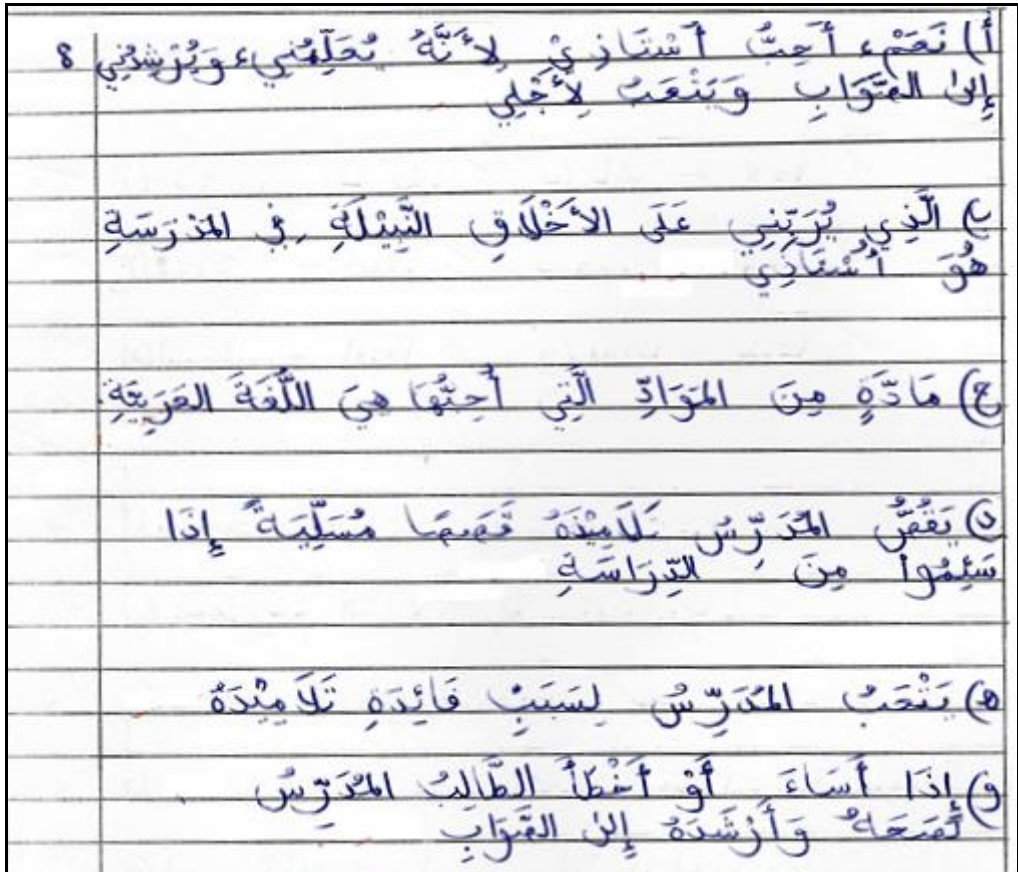
١٨	أَشَارَكَ وَلَمَّاذَا الْمَرْسِينَ
	ب أَشَارَتَا يُعَلِّمَنَا اللُّغَةَ الْعَرَبِيَّةَ
	ج مِنْ الْمَوَازِينُهَا أَكْثَرَ مِنْ أَجْلِ فَائِدَتِنَا
	د سَوْفَ الْكُلِّ مُطِيعًا لِأَشَارَتِنَا وَسَوْفَ أَذْهُولُهُ
	هـ بِالرَّسَبِ يَتَحَبَّبُ الْمَرْشُ وَالْقِرَادَةُ وَالْكِتَابَةُ
	و يُعَلِّمُنَا الرِّيَاضِيَّاتِ
	ز كُلُّ الْأَخْلَاقِ الْفَضِيلَةُ وَالْكَرِيمَةُ

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 answer the question correctly. He/she lacked ability of reading for comprehension skills, thus led them to guess and copy some words found in the passage.

Furthermore, the analysis indicates that, 431 (2.60%) candidates scored from 3.0 to 5.5 marks, which is an average performance in this question. Majority of the candidates (6.70%) were able to answer correctly only two parts of the question. Consequently, they scored three 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 6.0 to 9.0 marks. The data shows that, 1.29 scored full marks in this question. They were able to provide the appropriate responses to the items given according to the passage. Also, they had enough skills in reading for comprehension. Extract 8.2 is a sample of a good answer.



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 provided correct answers.

2.3 SECTION C: Composition

This section had three questions: one question was about letter writing. While the rest two questions were about literary works. The candidates were required to attempt only two questions in this section. Each question carried fifteen (15) marks, making a total of 30 marks.

2.3.1 Question 9: Letter Writing

The question required the candidate to write a letter to the employer to ask for an increase of the salary after being in the job for a long time. The question was:

9- اكتب رسالة إلى صاحب العمل تطلب منه زيادة مرتبة بعد دوايمك في العمل زمناً طويلاً. وليكن اسمك "أنطنيو".

The question was attempted by 10,851 (73.91%) candidates. The general performance in this question was average, as 31.96 per cent of the candidates who attempted this question scored from 4.5 to 14.5 marks. Furthermore, the analysis of the candidates who attempted the question shows that, 732 (6.75%) candidates scored from 10.0 to 14.5 marks, which is a good performance, 2,735 (25.21%) candidates scored from 4.5 to 9.5 marks, which is an average performance and 7,384 (68.04%) candidates scored from 0.0 to 4.0 marks, which is a weak. The performance in this question is summarised in Figure 9.

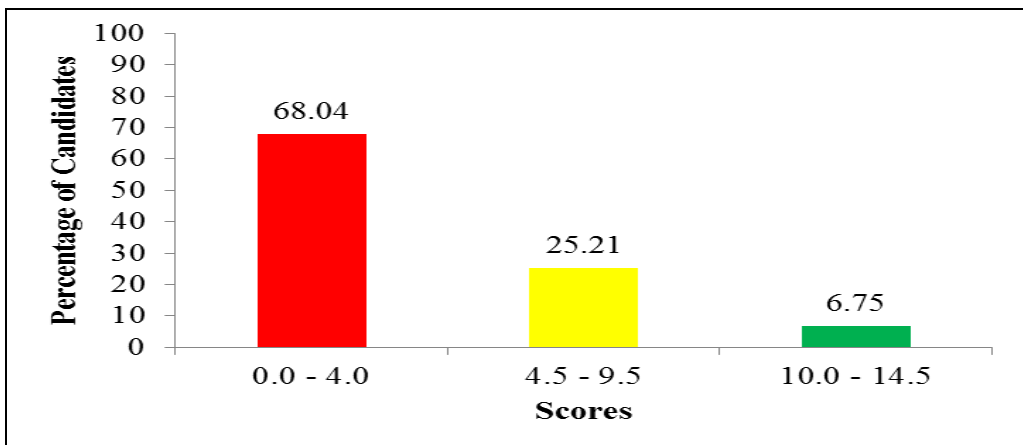


Figure 9: Candidates' Performance in Question 9

The analysis shows that 6.75 per cent of the candidates who attempted this question scored from 0.0 to 4.0 marks out of 15.0 marks allocated to this

question which is a weak performance. Some of the candidates in this category, 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 weaknesses 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 9.1 is a sample of weak responses.

٩	الْمَدْرَسَةُ السَّلَامُ
	ص.ب. ٢٠٣
	كُنْدُ بِنَا
	٢٠٢٢/١١/٢٣
	إِلَى صَاحِبِ الْعَزِيزِ
	السَّلَامُ عَلَيْكَ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ كَيْفَ عَالِمُ
	فَنَفْتُ جَمِيعَ بَيْتِي وَفَلَمَنْدِيلِي .
	أَكْتَبْتُ إِلَيْكَ هَذِهِ الرِّسَالَةَ أَسْتَعِثُّهُ الْيَمْلَةَ
	وَأَنْتَ تَتَمَلَّحُ بِمِثْلَةِ جَمِيلَةٍ . أَنَا أُرِيدُ أَنْتَعِثُّهُ
	إِلَيْكَ فِي الْعَمَلِ فِي زِيَادَةِ مَرْثِيَةٍ بَعْدَ دَوَامِكَ
	فِي الْعَمَلِ رَمَنًا طَوِيلًا . وَكَذَلِكَ أَنَا أَحِبُّ
	أَسْتَعِثُّهُ إِلَيْكَ فِي عَامِدَةِ الْبَيَادَةِ الْخَمِيعِ بَعْدَ .
	أَسْتَعِثُّهُ بِسَبَبِ الصُّوْعِ وَتَتَعَبُو وَالذَّالِكُ
	أَنَا تَتَمَلَّحُ بِمِثْلَةِ الْيَمِيلَةِ جِدًّا وَ أَحِبُّ
	أَسْتَعِثُّهُ الْبَرَاتِ فِي الْمَنْزِلِ
	الصَّاحِبِ الْعَزِيزِ
	أَنْظَنِيَّو

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

Extract 9.1 shows a sample of a weak response from one of the candidates who provided unclear explanation.

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

The analysis shows that 6.75 per cent of the candidates who attempted the question had a good performance 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 9.2 shows a sample of good responses.

٩٠	<p>أُنْطُنِيُو ٤ ص. ب. ٤١١ زنجبار ٤ تنزانيا.</p> <p>١٤٢٣/١١/٢٣ م</p> <p>مُحَابِبِ الْعَمَلِ ٤ ص. ب. ٤٢٢٢ زنجبار ٤ تنزانيا.</p> <p>يَعْمَلُ : طَلَبُ زِيَادَةِ مُرْتَبَةٍ</p> <p>تَعْظَمُ كُنْ رَاجِعُ لِهَذَا الْعُنْوَانِ .</p> <p>أَنَا سَابَّ تَنْزَانِيَّ وَعَامِلٌ لَكَ بِتَقَرُّبٍ ثَلَاثَ سَنَوَاتٍ حَتَّى الْآنَ . وَقَدْ كُنْتُ عَامِلًا مُجْتَهِدًا جَدًّا .</p> <p>هَدَيْتُ لِرِكَابِكَ هَذِهِ الرِّسَالَةَ إِلَيْكَ يَا سَيِّدِي لِأُطَلِّبَ مِنْكَ زِيَادَةَ مُرْتَبَةٍ بَعْدَ دَوْرِي فِي الْعَمَلِ زَمَنًا طَوِيلًا .</p> <p>أَرْجُو أَنَّكَ سَتَقْبَلُ طَلْبِي بِقَبْلِ رَحْمَةٍ وَسَدَادٍ عَظِيمٍ .</p> <p>لَكَ فِي الْعَمَلِ ٤</p> <p>بِس أُنْطُنِيُو أُنْطُنِيُو</p>
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Extract 9.2: A Sample of the Candidates' Responses to Question 9

Extract 9.2 is a sample of good responses from a script of a candidate who wrote a good letter. The candidate adhered to the format of writing formal letters.

2.3.2 Question 10: Literary Works

The question was about literary works. The question required the candidates to prove the fact that mocking, underrating and arrogance are among characteristics that lead to a shameful end through the book of (الملك عادل) (The King Adil). Further, the candidates were instructed to write about this in not less than one hundred and fifty (150) and not more than two hundred words. The question was:

10- الاستهزاء والاستهانة والتكبر من الصفات التي تؤدي إلى نهاية مخزية. بقراءتك في كتاب الملك عادل أثبت ذلك بما لا يقل عن مائة وخمسين كلمة ولا تزيد على مائتي كلمة.

This question was attempted by 12,825 (87.36%) candidates. The analysis of the candidates who attempted the question shows that: 11,120 (86.71%) candidates scored from 0.0 to 4.0 marks, which is a weak performance, 1,402 (10.93%) candidates scored from 4.5 to 9.5 marks, which is an average performance. Yet, 303 (2.36%) candidates scored from 10.0 to 15.0 marks, which is a good performance. The performance in this question is summarised in Figure 10.

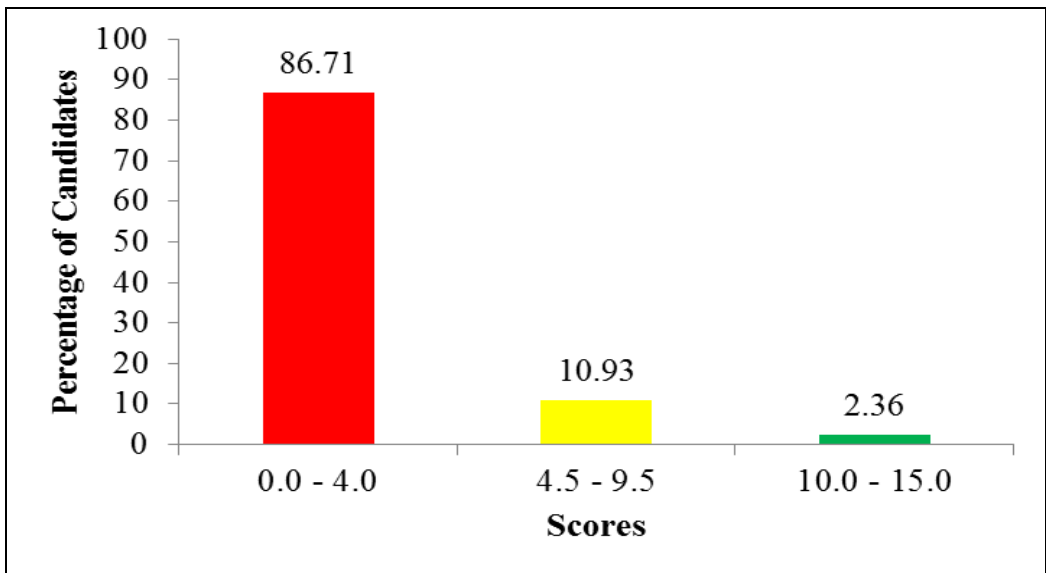


Figure 10: Candidates' Performance in Question 10

The analysis of the candidates' responses shows that the candidates who performed poorly in this question failed to answer the question properly. The candidates who scored zero marks in this question provided unclear explanations. Some of them did not understand the requirement of the question. Other candidates copied some words from other questions and used them as their responses. Some of the candidates just narrated the story as it is without interpreting the given statement. The weak performance implies that the candidates did not have adequate knowledge of the story. There were, however, some of the candidates who explained about lessons of the book which is contrary to the requirement of question. Extract 10.1 shows a sample of a weak response.

10	<p> مَنْ فَقَدَ الْأَدَبَ فَقَدَ الْوَعْدَ، هَذِهِ بَعْنِي مَنْ كَانَ خَيْرَ الْمُؤَدِّبِ فَقَدْ خَفَى شَرُّهُمَا فِي - قَبِيلِهِ - وَنَشْهَدُ ذَلِكَ بِعَدِّ الْأَمِيرَةِ الَّتِي لَمْ تَقْتَرَمْ أَعَدَّ الشُّوْرَ أَدْبَارًا فَغَامَتِ السُّوْرَةُ الْعَالِيَةُ - أَمَلُ مَا يَنْبَغِي كَمَا تَحِبُّ شَدَائِدَ الشُّوْرِ وَالنَّارِ تَعِدُّ وَتَتَعَلَّمُ مِنَ الْمَوْجُودَاتِ فِي هَذِهِ الْقِصَّةِ أَنَّ الْإِنْسَانَ مَعَهَا فَاحِشٌ وَعَمَلُ الْإِنْفِيزَاتِ يَتَجَرَّبُ فِي الشُّغْلِ بِغَزَائِرِ عَمَلِ النَّاسِ قَدْ يَعْمَلُ - إِنَّ الْعَمَلَ دَلِيلٌ عَلَى الدَّبَاقَةِ، وَأَنَّ الْإِنْسَانَ كَمَا يَسْتَطِيعُ أَنَّ الْعَالِيَةَ يَدُونَ عَمَلِهِ - أَهْمِيَّةُ الْعَمَلِ الْإِنْفِيزَاتِ، وَمِمَّا نَسْتَفِيدُ فِي هَذِهِ الْقِصَّةِ أَنَّ بَعْضَ عَلَى الْوَلِيِّ أَنَّ يَنْتَفِعَ أَثَرًا فِي مَا فِي الْمَسْتَحْلِمِينَ وَنَشْهَدُ ذَلِكَ بِعَدِّ الْعَمَلِ نَطَاقِ يَنْتَفِعُ أَنَّ طَبِيعَ تَرْوُجَتِ كُلِّ مَا يَنْتَفِعُ مَا وَكَذَلِكَ عَمَلُ الْأَمِيرَةِ كَانَ بِحَسَبِ تَرْوُجَتِ مَرَاتِرِ عَلَى أَهْمِيَّةِ الْعَمَلِ - وَالشُّخْرُ وَالْأَهْمِيَّةِ عَلَى الْفِ الْتَفَافِ - </p>
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Extract 10.1: A Sample of the Candidates' Responses to Question 10

Extract 10.1 is a sample of responses from one of the candidates who had a weak performance. The candidate was trying to explain about teachings from the story instead of responding to the question.

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 mixed correct and incorrect responses in the main body. Moreover, they failed to provide exhaustive elaborations.

The data shows that, 2.36 per cent of the candidates who attempted the question had a good performance. These candidates answered the question correctly. Furthermore, they 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 ' (الملك عادل) (The King Adil)'. Moreover, they showed a mastery of the Arabic Language. However, their responses had some minor grammatical errors and spelling mistakes. Extract 10.2 shows a sample of good responses.

10

الْمَلِكُ عَادِلٌ وَفِيهِ تَتَجَدَّثُ عَنْ الْحَمِيَّةِ

الْكَبَارُ مِنْ الْأُمَرَاءِ وَالْأُمَمَاتِ وَالْمُلُوكِ وَكَثَرَتْ

حَيَاتُهُمُ الْيَوْمِيَّةُ مَعَ أَخْلَاقِهِمْ فَقَدِ الْفَقِيرُ

تُحْكَمُ كَالْأَنْبِيَاءِ:

كَانَ رُفُو الزَّمَانِ فِي مَكَانٍ مَلِكٍ

أَتَى وَحَقَّرَ حَفْلَةً عَظِيمَةً وَدَعَى النَّاسَ مِنْ

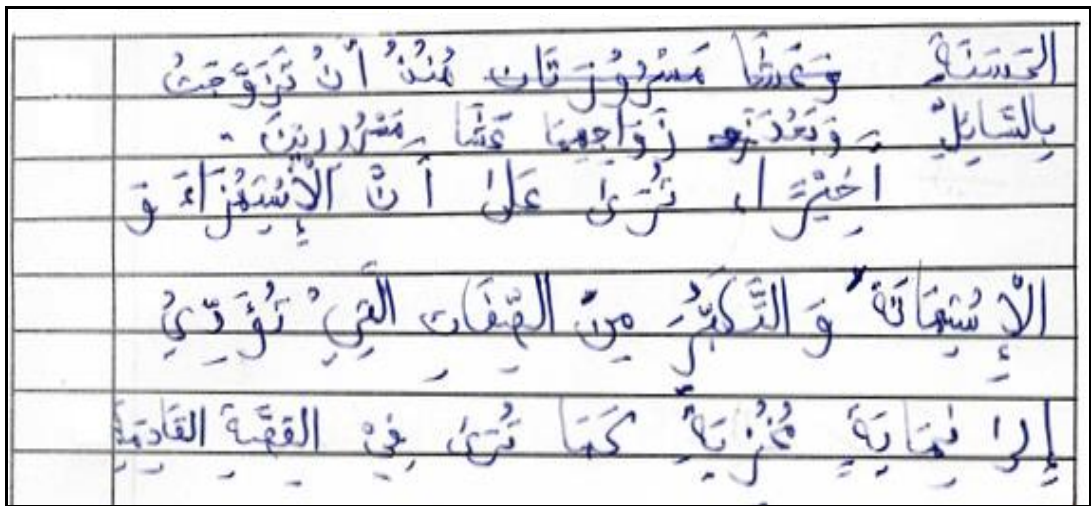
الْأُمَرَاءِ وَالْمُلُوكِ وَلِكُلِّ مَنْ أَرَادَ خُطْبَةً

حَطَبَهُ الْهَيْئَةُ فَفِي ذَاتِ يَوْمٍ سَفَرَ كَثِيرٌ	
مِنَ النَّاسِ فِي مِلَّةِ الْغُلَاةِ وَمِنَ عَظَمَاءِ	
الْمُلُوكِ وَالْأُمَرَاءِ وَالتَّجَارِ وَالْأَنْشِيَاءِ مَعْلَمًا	
حَفَرِيَّةَ الْأَمِيرَةِ الَّتِي كَانَتْ ذَاتَ مَوَرَةٍ جَمِيلَةً	
وَحُلُقًا سَيِّئَةً لِإِخْتِيَارِ مَنْ تَوَيْدَ أَنْ يَكُونَ	
رَوْحًا لَهَا زَوْجًا لَهَا اسْتَمَرَّ شَيْءٌ اسْتَحْرَتْ	
مِنْهُمْ وَأَعْطَى أَتَمَلَّتْ كُلَّ حَطَبٍ اسْمُهَا فَصَبَّحَ	
فِيهِ الدُّنْيَا اسْتَمَرَّ شَيْءٌ بِعَمِّ مَلِكٍ عَادِلٍ الَّذِي كَانَ ذَا	
أَحْسَنِ حَفِيٍّ وَالشَّخْصِيَّةِ وَحَسَنِ تَفَكُّرٍ وَالتَّشْدِيدِ نَفَا	
فَعَلَبَ أَبُوهَا وَأَخْرَجَهَا مِنَ الْخَلْفِ وَاعْتَمَرَ عَلَى	
سُوءِ أَخْلَاقٍ يَشْتَهَرُ فَخَرَنَتْ أَمِيرَةً لَطَرِيَةً مِنَ الْغُلَاةِ	
لَمَّا غَطِبَ أَبُو الْأَمِيرَةِ لِسُوءِ أَدَبِهَا	
(الْأَمِيرَةُ) نَذَرَ أَنْ تُوْزَّجَهَا بِأَوَّلِ سَائِلٍ	
يَدْخُلُ الْقَهْرُ تَأْدِيبًا لَهَا فَذَمَّ النَّاسُ	
وَكَلَّسَ الْأَمِيرَةَ عَلَى أَنَّ أَبَا لَهَا لَا يَسْتَلِيمُ	
فَعَلَّ مَا عَوَّدَ وَلَمْ تَرْجَعْ عَنْ قَوْلِهَا (أَبُو الْأَمِيرَةِ)	

فَفِي يَوْمِ الظَّلِّ الثَّالِثِ بَعْدَ الْعَقْلِ أَتَى
 الْمَائِلُ الزَّمَانُ وَهُوَ قَبْلُ الْمَلِكِ يُخْفِي فَأَعْجَبَ الْمَلِكُ
 فِي حَمَالِ غِنَاهُ وَنَحْلًا تَادَاهُ ثُمَّ أَمَدَاهُ وَمَدِينَهُ
 كَانَتْ تَزْوِجُ الْأَمِيرَةَ فَتَكَبَّرَتِ الْأَمِيرَةُ وَاعْتَدَتْ
 إِلَى أَبِيهَا وَأَرَادَهُ أَنْ لَا يُزَوِّجَهَا بِالْعِلَالِ لِأَنَّ الْمَلِكَ
 وَفَى الْعَدَّةَ وَأَمَرَ الزَّوْجِينَ أَنْ يَذْهَبَا لِحُفْنٍ لِعَشْرِ مَعًا
 وَنَهَعَتْ ابْنَتَهُ أَنْ تُلْمِعَ زَوْجَهَا
 فَبَدَأَ الشَّيْخُ فِي الْأَمِيرَةِ وَزَوَّجَهَا
 الزَّمَانُ وَلَمْ يُكَلِّمَهُ بِشَيْءٍ حَتَّى وَهَلَ إِلَى الْغَابَةِ
 الْكَبِيرَةِ وَإِلَى الْعَدْنَةِ الْجَمِيلَةِ وَإِلَى مَدِينَةِ
 مَدُونَةِ الْعُلَمَاءِ فَكَانَتْ تَسْأَلُ عَنِ الزَّيْنِ
 الْأُمِّ بَنَاتِهَا فَأَجَبَ حُزْنُهَا عَلَى أَنَّهَا
 لِمَلِكٍ الْعَادِلِ فَتَدِيمَتْ وَكَانَتْ بِأَيْمٍ وَبِهَا
 فَعَلَتْ حَتَّى وَهَلَ إِلَى كُوخٍ قَبِيحٍ فَلَمَّا قَالَ
 الزَّوْجُ الزَّوْجَةُ لِمَنْ هَذَا الْكُوخُ الْفَيْحُ فَأَجَبَتْ لَنَا
 فَعَدَّ قِسْطَ وَسَأَلَتْ عَنِ الْخُطْبِ الْخَادِمُونَ فَهَبَلَتْ لَهَا مَا فِي الْعِلْمِ

فَتَأْتَمَتِ وَلَمْ تُغْنِ عَنْهَا عَمَلُ أَثَرٍ عَمَلٍ وَلَا كَيْ
رَوْحُهَا فَلَمَّا وَسَّاعَدَهَا فِي طَبْعٍ وَتَنَطَّقُ الْبَيْتِ
وَوُجْهُ التَّجَارَةِ وَالْكَثْمَا أَخْبَرَا فَوَلَّتْ كُلَّهُ فَخَرَسَتْ
وَتَأْتَمَتِ لِكُونِهَا جَوْلُ فِي كُلِّ عَمَلٍ .

فَعَبَّ رَوْحُهَا لِيَفْتَقِرَ لَهَا الْعَمَلُ فِي الْقَرْ
الْعَالِيَةِ الْعَادِلِ فَوَجَدَ فَكَانَتْ تَذَمُّ وَتُنَطِّقُ الْقَوَائِدَ
أَمَّا كَيْ الطَّبْعِ ثُمَّ تَزَجُّعُ مَعَ الطَّعَامِ إِلَى الْبَرْزِ حَالًا
حَتَّى سَمِعَتْ عَنْ حَفْلَةٍ لَتَرْوِيحِ مَالِ عَادِلٍ فَتَأْتَمَتِ
كَثْمَةً فَلَمَّا كَانَتْ تَزَجُّعُ فَوَسَّعَتْ مَعَ مَعْيَا الطَّعَامِ لِقَى هَيُولَانَ
الْعَادِلِ فَأَرَادَ الْعَالِيَةُ أَنْ تَذَمَّ (الْأَمِيرَةَ) مَعَهُ وَلَا كَيْ تَارَفَتْ
فَأَجْبَرَهَا الْعَالِيَةُ وَسَّعَتْ الْأَمِيرَةَ وَضَجَرَ الْعَامِرُونَ
فَتَأْتَمَتِ بِذَلِكَ ثُمَّ أَدْخَلَ غُرُفَةَ الْحَفْلَةِ فَفَعِلَتْ الْحَامِلَةَ
مِنَ الْأُمَرَاءِ وَالْمُلُوكِ مِنْهُمْ أَبُومَا ثُمَّ اعْتَذَرَتْ
بِمَا فَعَلَتْ وَقَالَتْ مَالُ عَادِلٍ قَبْلَ كَيْ كَيْ عَلَى أَنْ هُوَ
رَوْحُهَا ثُمَّ قَالَ لَهَا " أَتَقْبَلِي أَنْ أَكُونَ رَوْحًا لَكَ " .
فَقَبِلَتْ وَتَغَيَّرَتْ أَخْلَقُهَا مِنَ السَّيِّئَةِ إِلَى



Extract 10.2: A Sample of the Candidates' Responses to Question 10

Extract 10.2 shows a sample of responses from one of the candidates who responded that mocking, underrating and arrogance are among characteristics that lead to a shameful end.

2.3.3 Question 11: Literary Works

The question was about literary works. The question required the candidates to show how the children of the King saved from death in the forest in unexpected way through the book of (أطفال الغابة) (Forest children). The candidates were required to write about it in not less than one hundred and fifty (150) and not more than two hundred words. The question was:

11- فِي كِتَابِ أَطْفَالِ الْغَابَةِ قِصَّةٌ تُشِيرُ إِلَى نَجَاةِ أَطْفَالِ الْغَابَةِ مِنَ الْمَوْتِ بِطَرِيقٍ لَمْ يَكُنْ فِي خَاطِرِهِمْ حِينَمَا تَرَكْتَهُمْ عَمَّتُهُمُ الشَّرِيرَةُ نَائِمِينَ تَحْتَ الْأَشْجَارِ، وَانْصَرَفَتْ ظَنًّا مِنْهَا أَنَّ الْحَيَوَانَاتِ سَتَأْتِي وَتَأْكُلُهُمْ. أَخْبَرْنَا عَنْ كَيْفِيَّةِ نَجَاتِهِمْ مِنَ الْمَوْتِ، بِمَقَالٍ لَا تَقِلُّ كَلِمَاتُهَا عَنْ مِائَةٍ وَخَمْسِينَ كَلِمَةً وَلَا تَزِيدُ عَلَى مِائَتَيْ كَلِمَةٍ.

The question was attempted by 5,686 (38.73%) candidates. The general performance in this question was weak as 11.92 per cent of the candidates who

attempted the question scored from 4.5 to 15.0 marks. Furthermore, the analysis of the candidates who attempted the question shows that, 5,008 (88.08%) candidates scored from 0.0 to 4.0 marks, which is a weak performance. Yet, 566 (9.95%) candidates scored from 4.5 to 9.5 marks, which is an average performance. Also, 112 (1.97%) candidates scored from 10.0 to 15.0 marks, which is a good performance. The performance in the question is summarised in Figure 11.

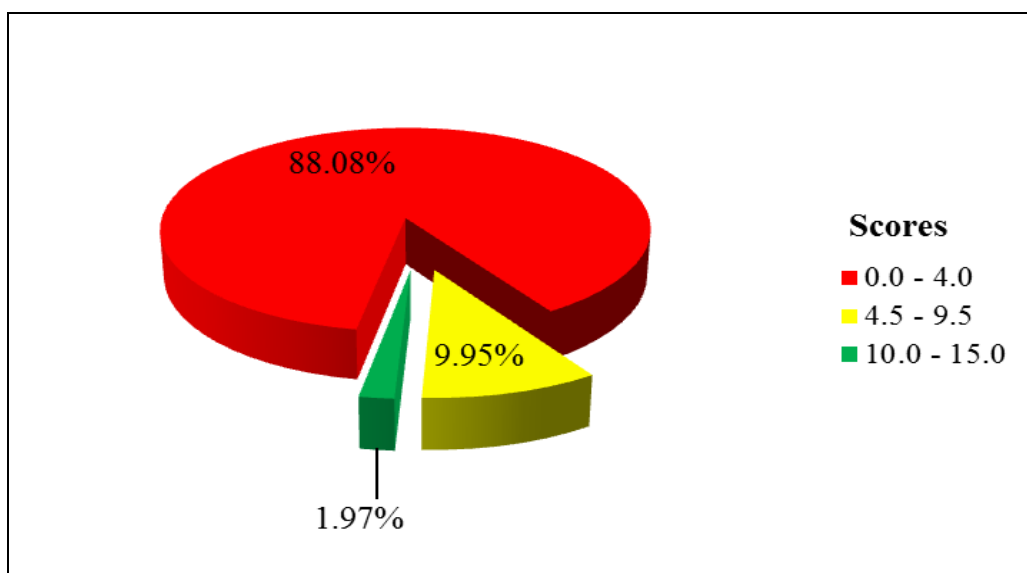


Figure 11: *Candidates' Performance in Question 11*

The data analysis shows that, most of the candidates who failed 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 their answers to this question. There were, however, some of them just explained lessons of the book of (*أطفال الغابة*) instead of correlating with the question's demand. 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.

11 الدُّرُوسُ الْقِيَمَةُ فِي هَذِهِ كِتَابِ الْأَطْفَالِ النَّابِ:

أَهْمِيَّةُ الْمَنِيَّةِ وَالْمَوْدُوَّةِ الرَّقْمَةِ، نُسَخَايِدُ قَدْرِهِ

عِنْدَ الْمَلِكِ فَيَنْدَمَا لَا يَأْكُلُ الطَّلْعُ وَنَعْدُهُ دُونَ أَوْلَادِهِ

الْحَبْرُ مُوْمِنَةٌ الْفَيْيُورِ. نَحْنُ الْمَلِكُ الْأَطْفَالُ -

النَّابَةُ الْفَيْيُورِ الْفَيْيُورِ جَبْنُ الْإِمِينِ لَمَّا أُفْعِدَةُ -

عَمَّاتُ مَرْزُومِي أَصْمِي.

إِعْتِمَادِ إِيمَانِ السُّمْلَةِ، لِقَاءُ الْمَلِكِ أَوْلَادُهُ

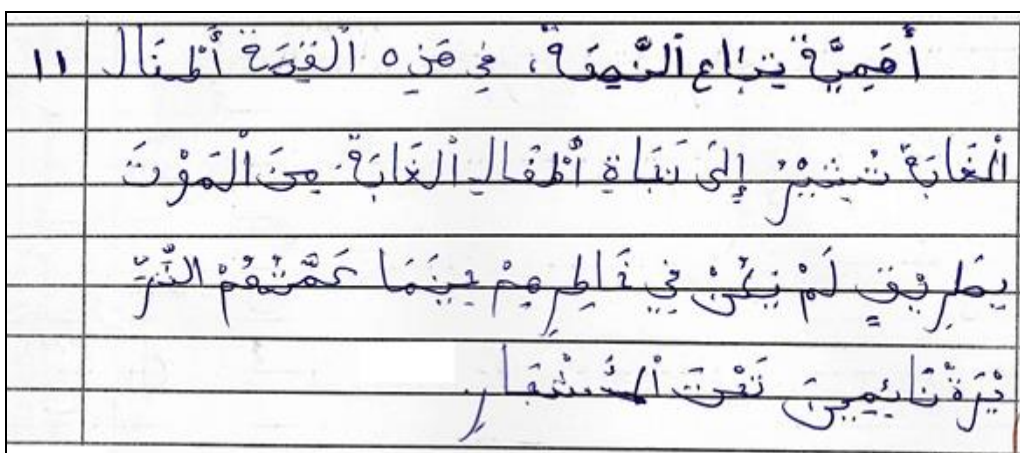
تَغْدُ فَعْدَتِ طَلِيلًا، رَجُلًا صُلُحَ النَّوْ دَلِيلَةٍ إِلَّا أَصْمِيَّةُ

وَنَشْرُفُ وَالْإِسْتِدِلَالِ عَلَيْهَا.

وَنَفِي الشُّكْرِ لَمَّا يُسْعِدُكَ، أُمَّا هَذِهِ يُشْمَعُ

فِي وَقْتِ لَا تُقْلِلُ لَمْ أُفْعِدْتُ عَمَّاتُ مَرْزُومِي الْمَلِكُ لَا

يَأْكُلُ الطَّلْعُ وَنَعْدُهُ ذَلِكَ مِنَ الْأَنْسَبِ الْأُنْيَةِ.



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

Extract 11.1 is a sample of responses from the candidates who had a weak performance. The candidate explained about lessons from the story instead of answering what was asked in this question.

However, few candidates had an average performance in this question. These candidates showed how the children of the king saved from death in the forest in unexpected way through the book of (أطفال الغابة) (*Forest children*). However, most of them failed to organize their points in a good order and did not provide sufficient explanations. Additionally, their responses had a lot of grammatical mistakes and spelling errors.

The candidates who performed well in this question responded to the question as required. Furthermore, they 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 (أطفال الغابة) (*Forest children*). Moreover, they had sufficient knowledge of analyzing and summarizing the Arabic Language story. However, their responses had slight grammatical errors and spelling mistakes. Extract 11.2 shows a sample of part of candidate's answer who had a good performance.

(11)	الأطفال الغابة هذ أطفال الثلاثة الذنن كانوا
	أطفال الملك الذنن صاتت زوجة . الأطفال الغابة كانوا
	يعيشوا مع أبهم وعمتهم الذنن كانت الشريرة وتركهم
	في الغابة نائمين تحت الشجرة وانصرفت ظنا منها
	أن الحيوانات ستأني رؤاهم . بعد ططالعت القصة

Extract 11.2: A Sample of Part of Candidates' Answer to Question 11

Extract 11.2 shows a sample of part of candidate's answer who had a good performance.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The Arabic Language Examination involved the following topics: *Adverb (Adverbs of Time and Place) (الظرف)*; *Conjunction (العطف)*; *Adverb of State (الحال)*; *Nawaasikh: Kaana and their Partners (النواسخ (كان وأخواتها))*; *Types of Verbs in terms of time (أقسام الفعل من حيث الزمن)*; *Pronouns (الضمائر)*; *Signs of Origin and Unorigin vowels (علامات الإعراب الأصلية والفرعية)*; *Al-adabu (الأدب)*, *Al-haqiiqatu and Al-majaaz (الحقيقة والمجاز)*; *Meaningful sentence (الجملة المفيدة)*; *Letters (الرسائل)*; *Interrogative Particles (أدوات الاستفهام)*; *Reading for Comprehension (قراءة للفهم)*; *Patterns of Words (الميزان الصرفي)*; *Selected Story Books (الكتب المختارة)*, *Noun (الاسم)*; *Exceptionality (الاستثناء)* and *The State of Al-binaa and I'iraab (أحوال البناء والإعراب)*.

The topics with average performance were: *Adverb (Adverbs of Time and Place) (الظرف)*, *Conjunction (العطف)*, *Adverb of State (الحال)*, *Nawaasikh: Kaana and their Partners (النواسخ (كان وأخواتها))*, *Types of Verbs in terms of time (أقسام الفعل من حيث الزمن)*, *Pronouns (الضمائر)*, *Signs of Origin and Unorigin Vowels (علامات الإعراب الأصلية والفرعية)*, *Al-adabu (الأدب)*, *Al-haqiiqatu and Al-majaaz (الحقيقة والمجاز)*, *Meaningful Sentence (الجملة المفيدة)*, in question question 1 (41.35%). On the other hand, other topics with the average performance were: *Letters (الرسائل)* (31.95%) and *Interrogative Particles, (أدوات الاستفهام)* (29.58%)

Furthermore, the following topics had a weak performance: *Reading for comprehension (القراءة للفهم)* (28.13%), *Patterns of Words (الميزان الصرفي)* (15.33%), *Selected Story Books (الكتب المختارة)* (12.61%), *Noun (الاسم)* (10.71%), *Exceptionality (الاستثناء)* (7.66%), *Meaningful Sentence (الجملة المفيدة)* (6.36%) and *The State of Al-binaa and I'iraab (أحوال البناء والإعراب)* (2.53%).

4.0 CONCLUSION

The general performance of Arabic Language subject was weak. This has been contributed by a poor performance in the topics *Reading for Comprehension (القراءة للفهم)* (28.13%), *Patterns of Words (الميزان الصرفي)* (15.33%), *Selected Story Books (الكتب المختارة)* (12.61%), *Noun (الاسم)* (10.71%), *Exceptionality (الاستثناء)* (7.66%), *Meaningful Sentence (الجملة المفيدة)* (6.36%) and *The State of Al-binaa and I'iraab (أحوال البناء والإعراب)* (2.53). However, there were some of the students who had an average and a good performance in these topics. The deliberate efforts are needed to raise the level of performance in those topics.

5.0 RECOMMENDATIONS

- (a) Provision of enough exercises to students: The exercises should involve every aspect of the topic taught. This will help the students to understand the topic in detail.
- (b) Acquisition of sufficient vocabulary. Although both words and sentences structures in the Arabic Language subject are important, having sufficient vocabulary is also important. Teacher should prepare a program to enable students to acquire new vocabulary.
- (c) Response to essay questions: Students should be taught how to respond to essay question, including how to write good introduction, main body and conclusion. In the main body for example, the students should be taught basic things to consider such as how to start a new paragraph, how to organize sentences in a paragraph and how to close the paragraph.
- (d) Drills on grammar. Teachers should guide students to study a given grammar text. Students should identify the grammar practice and give examples based on that grammar.
- (e) Teachers should guide students to study *Swarfu* books. This will help them to understand *Patterns of Words* (الميزان الصرفي).
- (f) Learning oral skills. Teachers should guide students to express their daily routine and past events using simple sentences to enable them to express themselves in Arabic Language.

Appendix:

SUMMARY OF CANDIDATES' PERFORMANCE IN ARABIC LANGUAGE SUBJECT IN 2023

2023					
S/N	Topics	Number of Questions	Percentage of Candidates who Scored an Average of 30% of Marks or Above	Candidates' Performance by Topic	Remarks
1	Adverbs (Adverbs of Time and Place) (الظرف), Conjunction (العطف), Adverb of State (الحال), Nawaasikh: Kaana and their Partners (النواسخ (كان) وأخواتها), Types of Verbs in terms of time (أقسام الفعل من حيث الزمن), Pronouns (الضمائر), Signs of Origin and un Origin vowels (علامات الإعراب الأصلية والفرعية), Al-adabu (الأدب), Alhaqiqatu and Al-majaaaz (الحقيقة والمجاز), Meaningful Sentence (الجملة المفيدة),	1	41.35		Average
	Letters (الرسائل)	9	31.96	31.95	Average
2	Interrogative Particles (أدوات الاستفهام)	2	29.58	29.58	Average

2023					
S/N	Topics	Number of Questions	Percentage of Candidates who Scored an Average of 30% of Marks or Above	Candidates' Performance by Topic	Remarks
	<i>Reading for Comprehension</i> (القراءة للفهم)	8	28.13	28.13	Weak
3	<i>Patterns of Words</i> (الميزان الصرفي)	6	15.33	15.33	Weak
4	<i>Selected Story Books</i> (الكتب المختارة)	10	13.29	12.61	Weak
		11	11.92		
5	<i>Noun</i> (الاسم)	7	10.71	10.71	Weak
8	<i>Exceptionality</i> (الاستثناء)	5	7.66	7.66	Weak
9	<i>Meaningful Sentence</i> (الجملة المفيدة)	3	6.36	6.36	Weak
10	<i>The State of Al-binaai and I'iraab</i> (أحوال البناء والإعراب)	4	2.53	2.53	Weak

