

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT
FOR THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2016**

125 ARABIC LANGUAGE

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125 ARABIC LANGUAGE

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FOREWORD

The Advanced Certificate of Secondary Education Examination marks the end of two years of Advanced Secondary Education. This is a summative evaluation which, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. More specifically, the candidates' responses to the examination questions is a strong indicator of what the educational system was able or unable to offer to students in their two years of education.

The Candidates' Item Response Analysis report (CIRA) in the 2016 Arabic Language subject in the Advanced Certificate of Secondary Education Examination (ACSEE), has been prepared in order to provide feedback to teachers, students and all education stakeholders on the performance of the candidates.

This report is intended to enhance understanding of the reasons for the candidates' responses in Arabic Language subject. The report highlights the factors that made the candidates perform well in the examination. Such factors include ability to interpret the requirements of the questions and to follow instructions as well as adequate knowledge on the concepts related to Arabic Language. On the other hand, the report highlights the factors that made some of the candidates fail to score high marks including failure to identify the demands of the questions, inability to express oneself in Arabic Language and insufficient knowledge about the concepts, principles and rules related to the subject.

The feedback provided in this report will enable the education administrators, school managers, teachers, students and other education stakeholders to identify proper measures to be taken in order to improve the teaching and learning in secondary schools, and therefore improve the candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and in general public that aimed at improving future reports.

Finally, the Council would like to thank the Examiners, Coordinator and all who participated in preparing and analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the analysis of the candidate's performance in the Arabic Language subject who sat for the 2016 Advanced Certificate of Secondary Education Examination (ACSEE). The Arabic language examination for both School and Private candidates was set in accordance to the 2004 syllabus and the 2012 examination format.

The candidates were tested in the skills of comprehension, grammar, morphology, composition, rhetoric, response to readings, poetry and prose and history of literature. The examination had two papers, which are Arabic language paper 1 and paper 2. Paper 1 had nine questions distributed in five (5) sections and the candidates were instructed to answer five questions by choosing one (1) question from each section. Question one (1) in Comprehension was compulsory. Conversely, paper 2 had ten questions distributed in five (5) sections and the candidates were instructed to answer five (5) questions by choosing one (1) question from each section. Each question carried twenty (20) marks.

The candidates' performance in each question is presented by indicating the requirements of the question, the expected responses to the questions and how the candidates answered the questions. Extracts of sample responses from the candidates' scripts have been inserted in order to illustrate how the candidates responded to the demands of each item.

The rating of candidates' performance has been categorized into 'good', 'average' or 'poor' and they are represented in different colours. Under this analysis, if the performance ranges from 60 to 100 percent, it is considered as good and is coloured green, from 35 to 59 percent, it is average and is coloured yellow and from 0 to 34 percent, it is poor and is coloured red. This analysis is based on the average percentage of the candidates who scored 35 percent or above of the total marks allocated to the question. This performance is summarised in the Appendix.

The candidates who sat for the 2016 Advanced Certificate of Secondary Education Examination were 655, 539 (82.29%) of whom passed and 116 (17.71%) failed.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ARABIC LANGUAGE PAPER 1

2.1 Section 1: Comprehension

This section composed of question 1 as a compulsory question and the candidates were required to attempt all parts of the question. The question carried twenty (20) marks.

2.1.1 Question 1

The question instructed the candidates to read the passage and provide the answers from the given passage. The passage was about hunting wild animals.

This question had parts, (a) and (b). In part (a), the candidates were required to provide short answers to the five items given. In part (b), the candidates were instructed to fill in the blank spaces using the right information from the passage.

The question was attempted by 99.8 percent of the candidates and their performance was good, as 40.4 percent scored from 12 to 19.5 marks, 44.4 percent scored from 7 to 11.5 marks and only 15.2 percent scored from 0 to 6.5 marks out of the 20 marks allocated for this question. Figure 1 summarises this performance.

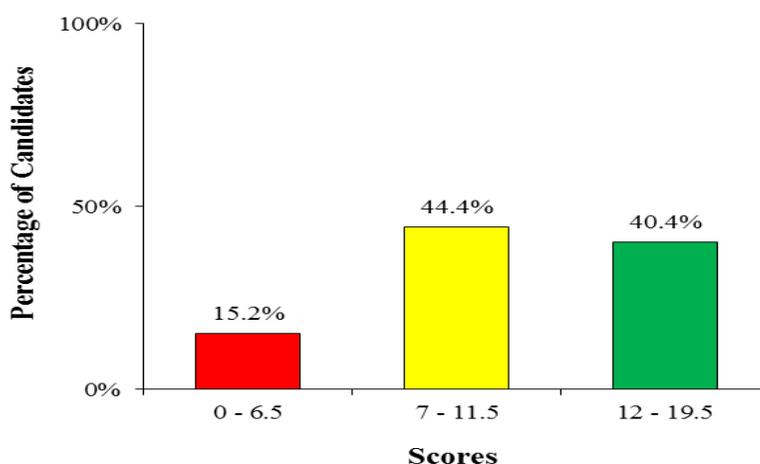


Figure 1: Candidates' Performance

The candidates who performed well in this question provided correct responses to the five short answers and were able to fill in the blank spaces with appropriate information from the passage. This indicates that the candidates comprehended the text given and had enough skills on reading for comprehension. Extract 1.1 shows a sample of a good response.

Extract: 1.1

القسائم	1
1- تصاد الحيوانات المتوحشة في الغابات والصحارى	
2- الدب القطبي يصاد بالطرق والمبال ذات الأنشطة	
3- نعم يستطيع التعيين الكبيرة أن تبيع الحروف كلها	
4- يصطاد الصيادون المعامة بركوب الخيل وأستعمال الخيل ذات الأنشطة.	
5- لأن الزرافة الكاملة النمو تصل ارتفاعها إلى ستة أمتار فيصعب نقلها إلى مسافات بعيدة. فهي أطول من أن تمر من تحت جسر أو غيره	
ب -	
1- عنوان القصة هو كيفية صيد الحيوانات	
2- يتمكن الإنسان بعقله وحيلته من صيد الحيوانات كالأسود والنمر ويجعلها تحت حمايته	
3- يبيع الصيادون الحيوانات المتوحشة لجذائق الديوان بأثمان عالية	
4- تدخل المحرض والطير في الأقطاص بعد صيدها	
5- تحتاج التعيين الكبيرة إلى عشرة أيام حتى توضع جبينها	

Extract 1.1 is a sample of a response from a candidate who provided correct answers to the given short questions and could fill in the blank spaces with appropriate information from the passage.

However, there were also a few candidates who performed poorly. Most of these were unable to provide the correct answer in item (a-1), which asked: “Where are the wild animals being hunted?” (أين تصاد الحيوانات المتوحشة؟). The majority of the candidates provided the answer “ The wild animals are being hunted in the garden” (تصاد الحيوانات المتوحشة في الحديقة) instead of “The wild animals are being hunted in the forest and in the desert” (تصاد الحيوانات المتوحشة في الغابات والصحارى). Another example is item (b-1), which asked: “The heading of this passage is -----” (عنوان هذه القطعة هو-----), most of them provided answer: “The heading of this passage is zoo” (عنوان هذه القطعة هو حديقة الحيوان) instead of “Heading of this passage is *The Hunting of Wild Animals*” (عنوان هذه القطعة هو صيد الحيوانات المتوحشة). Others just copied some sentences from the passage and used them as answers. This indicates that these candidates could not comprehend the passage due to lack of adequate knowledge about reading skills for comprehension. Extract 1.2 shows a sample of a response from a script of a candidate who failed to provide correct responses.

Extract: 1.2

القسم الأول	
السؤال الأول	
١	نقاد الحيوانات في حديقة .
٢	صيد الحيوانات المتوحشة ، تمكنوا من صيدها بطرقهم الخطرة الجريئة .
٣	
٤	فإذا وقعت الشراك تعاون الصيادون كإدخالها
٥	في الأقفاس ، فالأسود والنور والنفوس تنص لهما شارك فيها الحورقينة .
ب	أكمل الفراغ الآتية بوضع الكلمة المناسبة
١	عنوان العصفور طيرت الحيوانات والطيور التي
	تتبعها في حديقة الحيوان .
٢	يتمكن الإنسان
٣	يبيع الصيادون الحيوانات المتوحشة ، تمكنوا من
	صيدها بطرقهم الخطرة الجريئة ، ثم باعوها
	لحدايق الحيوان بأثمان عالية .
٤	تتغل الوعوش والطيور في

Extract 1.2 is a sample of a response from a candidate who provided incorrect answers and filled in the blank spaces with inappropriate information.

2.2 Section 2: Grammar

This section had two questions and the candidates were instructed to answer one. Each question carried twenty (20) marks.

2.2.1 Question 2

The question consisted of ten sub questions. The candidates were instructed to analyse the inflection of the underlined words given by indicating the subject, object, adjective, present tense and defective verbs together with their noun and its predicate.

The question was attempted by 46.5 percent of the candidates, 42.1 percent of whom scored from 0 to 6.5 marks, 36.8 percent scored from 7 to 11.5 marks and only 21.1 percent scored from 12 to 20 marks. This implies that the candidates' performance in this question was good. This performance is summarised in Figure 2.

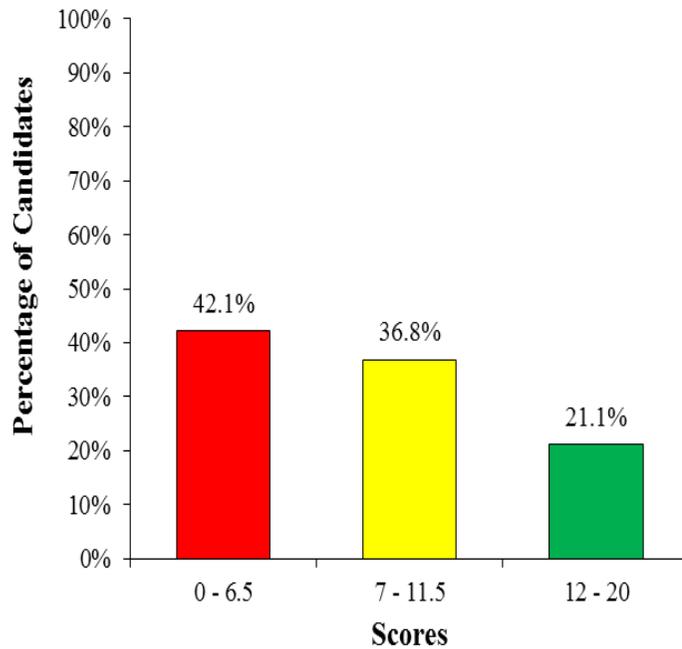


Figure 2: Candidates' Performance

As indicated in Figure 2, most of the candidates who attempted this question performed well. They could analyse the underlined words by indicating the subject, object, adjective, present tense and defective verbs together with their noun and it's predicate. For example in item (1), the following were the underlined words: Man (الرجل) as first object (مفعول به الأول منصوب) and sleeping (نائما) as second object (مفعول به الثاني منصوب). This good performance indicates that the candidates had understood the instructions of the questions and had enough competence on the *inflection*. Extract 2.3 shows a sample of a good response.

Extract: 2.3

	القسم الثاني
2	السؤال الثاني
١-	الرجل = مفعول به الأول منصوب بفتح "ر" نائماً = مفعول به الثاني منصوب بفتح "أ".
٢-	عاقلاً = نعت منصوب بفتح "أ". أبو = اسم من الأسماء الخمسة مرفوع بالواو وهو مضاف والهاء ضمير مبني على الفهم في محل الجر مضاف إليه.
٣-	الواو = واو المحل مبني على الفتح. نورين = مفعول معه منصوب بفتح "ن" وهو مضاف. الشمس = مضاف إليه محمور بكسرة.
٤-	الواو = واو العطف مبني على الفتح. تجربون = فعل مضارع مرفوع بثبوت النون والواو الجماعة الثانية ضمير مبني على السكون في محل الرفع فاعل. حيناً = مفعول مطلق منصوب بفتح "ح".
٥-	استشرت = فعل ماضٍ مبني على الفتح وواو علامة التأنيث. كنايماً = ضمير منصوب بفتح "ك".

٦- <u>أجره</u> = مفعول به مقدم وهو منصوب بفتحة رب = فاعل مؤخر مرفوع بضممة، وهو مضاف والهاء ضمير مبني على الرفع في محل جر مضاف إليه.
٧- منع = فعل ماضٍ مبني على الفتح، وهو مبني للمجهول الطلاب = تائب الفاعل مرفوع بضممة.
٨- يريد = فعل مضارع مرفوع بضممة أن = حرف نصب وسند مبني على السكون يسافر = فعل مضارع منصوب بأن وعلامة نصبه حذف النون لأن من الأفعال الخمسة. وألف الاثنين ضمير مبني على السكون في محل الرفع فاعل.
٩- الزارع = فاعل مرفوع بضممة. مبارا = حال منصوب بفتحة.
١٠- كانت = فعل ماضٍ ناقص مبني على الفتح، وتأنيده سبورة = اسم كانت مرفوع بضممة، وهو مضاف، نظيفة = خبر كانت منصوب بفتحة.

Extract 2.3 is a sample of a response from a candidate who correctly analysed the underlined words.

Further analysis shows that many candidates who scored low marks in this question were unable to provide the correct answer in item (2). For example, one of the candidates analysed the word (عاقلا) as a subject or object instead of an adjective (الذمت ال سد بي). Some of them just wrote words like nominative case (مرفوع) or subjective case (منصوب) in front of the underlined words. Others left the questions unanswered. This poor performance is a sign some candidates lacked competence on *Inflection* (الإعراب). Extract 2.4 shows a sample of a response from a script of a candidate who performed poorly in this question.

Extract: 2.4

	القسم الثاني
	أعرب ما تحنا خط
	1. الرجل - حبر وعلما رفيعا ضمنا
	نائما
	1. الرجل - المبتدأ وعلما رفيعا ضمنا في آخره
	نائما - حبر وعلما رفيعا فتحة في اخيريه
	2. عاقلا - فاعل
	أبوه - مفعول به
	3. وعروب - فاعل
	الشمس - مفعول به
	4. وتحبون - فاعل مرفوع
	حبا - مفعول به مصروب
	5. اثننت - فعل مضارع
	حبايا - اسم مرفوع
	6. ابراهيم - اسم مرفوع
	مربع -

Extract 2.4 is a sample of a response by a candidate who analysed the underlined word "like" (تحبون) as subject (فاعل) instead of verb (فعل) in item (4).

2.2.2 Question 3

This question had parts (a) and (b). In part (a), the candidates were instructed to fill in the blank spaces with appropriate pronouns and in part (b), to use the words from the brackets in the given sentences.

The question was attempted by 53.2 percent of the candidates, 55.2 percent of whom scored from 0 to 6.5 marks, 30.7 percent scored from 7 to 11.5 marks and only 14.1 percent scored from 12 to 20 marks. This shows that the candidates' performance for this question was average. This performance is summarised in Figure 3.

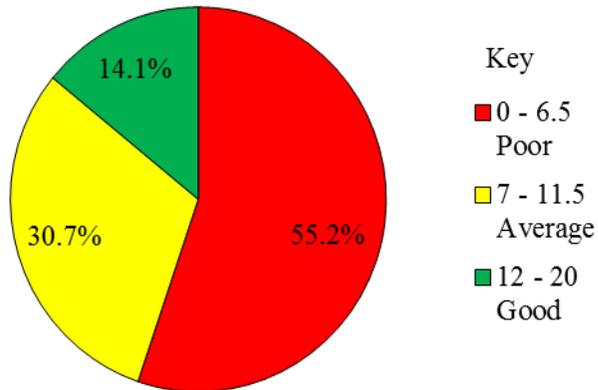


Figure 3: Candidates' Performance

The analysis of the candidates' responses shows that the candidates who scored high marks in this question understood the requirements of the question and were able to fill in the blank spaces with appropriate pronouns and could use the words from the brackets in the given sentences. This shows that the candidates had a good mastery in this area of Arabic Language. Extract 3.5 is a sample of a good response.

Extract: 3.5

السؤال الثالث .	
1	أخيبة هي أم فاضلة أعبت أولادها
2	هم زلا مبرد ما هرون في دراستنا
3	هو والد كريم يربي أولاده
4	هما مخلصان في عملهما
5	هم صادقون في أفوالهم
6	أنتم نتصدقون على الفقراء
7	أنتي أديتني الفريضة
8	هي خادمات أمينات في عملهن
9	هي فتاة متعلمة
10	هم يزورون المنحى
ب	
1	العلي ناجح
2	أنت تشربين اللبن
3	ليتني ليت لي مالا فأصدق به
4	هذا الطالب ذكي لكنه كسلان
5	لا تفتنن سكرًا عن هذه المقالة

Extract 3.5 is a sample of a response by a candidate who provided correct answers in part (a) and (b).

On the other hand, the candidates who performed poorly in this question provided answers which were not related to the demands of the question. For example, one of the candidates used demonstrative pronouns (أسماء الإشارة) instead of pronouns (الضمائر) and others provided incorrect answers due to insufficient knowledge of pronouns. In part (b), most of the candidates were able to put the given words in the sentence but could not consider the changes which are expected to occur after using those words. For example, in item (4) the candidates were required to use the conjunction “but” (لكن) in the following

sentence (هذا الطالب ذكي. هو كسلان) “This student is clever. He is lazy. The correct answer was supposed to be; (هذا الطالب ذكي ولكنه) “This student is clever but he is lazy”. However, the candidates answered; (لكن الطالب ذكي. هذا هو كسلان) “But student is clever. This he is lazy” or (لكن هذا الطالب ذكي. هو كسلان) “But this student is clever. He is lazy” which were incorrect. Extract 3.6 shows a sample of a poor response.

Extract: 3.6

3 (أ)	هذه ام فاضلة أمبت أولادها
2	هذا تلاميذ ماهرين في دراستنا
3	هذا والدكريم يربي أولاده.
4	هناك كلمات في عملنا.
5	هؤلاء صادقون في أقوالهم.
6.	هؤلاء تتمدقون في الفقراء.
7	هاتين أختي الفريضة.
8	هذه ندمان أميات في عملنا :
9	هذه فتاة متعلمة.
10	هذان يزورون المتحف.

	ب أدخل ما بين القوسين في جملة ثم غير ما يلزم .	
1	لعل أنا ناجح لعل ناجح .	
2	أنت يشربون اللبن .	
3	ليت مالاً فأصدق به .	
4	لكي الطالب ذكي هدا هو كسلان .	

Extract 3.6 is a sample of a response by a candidate who failed to correctly use the words from the brackets in the given sentences.

2.3 Section 3: Language Use

This section had two questions from among which the candidates were instructed to answer only one. Each question carried twenty (20) marks.

2.3.1 Question 4

This question had parts (a) and (b). In part (a), the candidates were required to re-arrange the jumbled words in a grammatical order to form a meaningful sentence for each item. In part (b), the candidates were instructed to convert the given sentence into singular of feminine, singular of masculine, dual of masculine and finally the masculine and feminine.

The question was attempted by 66.7 percent of the candidates, 66.7 percent of whom scored from 0 to 6.5 marks, 22.5 percent scored from 7 to 11.5 marks and only 10.8 percent scored from 12 to 20 marks. This shows that the candidates' performance for this question was poor. This performance is summarized in Figure 4.

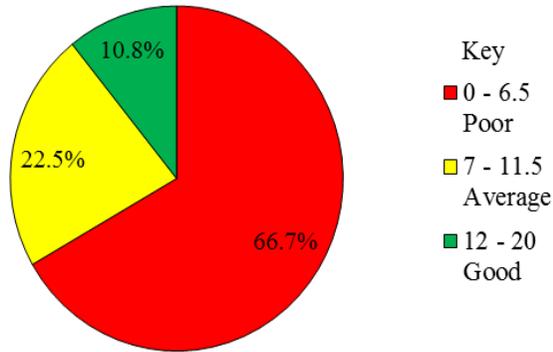


Figure 4: Candidates' Performance

The majority of the candidates who performed poorly in this question provided meaningless sentences by incorrectly arranging the given words in part (a). For example, one of the candidates re-arranged the sentence in item (5) as: “Haruna was a swimmer skillful” (كان هارون ماهر را سباحا) instead of “He was a skillful swimmer” (كان هارون سباحا ماهر). In part (b), most of the candidates understood the demands of the question but they confused the uses of pronouns and hence they used the incorrect pronouns in the sentences. For example, one of the candidates used dual pronoun instead of plural pronouns in this sentence; (الطلاب المجتهدون يحبهما المعلم ويساعدهما في دراستهما). The correct answer should be (الطلاب المجتهدون يحبهم المعلم ويساعدهم في دراستهم) “The teacher loves hardworking students and helps them in their studies”. This poor performance suggests that the candidates lacked adequate vocabulary in Arabic Language and they did not know the uses of pronouns. Extract 4.7 shows a sample of a poor response from a script of a candidate.

Extract: 4.7

	4
1	انتشرية ساعة جميلة لي أبي.
2	السابعة اساعة صباح اذهب الى المدرسة.
3	نومي جميل مفروشة ببساط حجرة.
4	أنا ربي طفلة صغيرا الأمواج.
5	كان مارون مامرا سباحا.
	(ب) أعدل العبارة للمفرد من ذكر للمفرد مؤنث، ثم للمثنى مذكرا. والجمع مذكرا.
	(- للمفرد مذكرا:
	الطالب الطالبان المجهدان جميعهما اطعم
	وساعدهما في دراستهما.
	(- للمفرد مؤنث:
	الطالبتان المجهدتان جميعهما اطعم
	وساعدهما في دراستهما.
	(- للمثنى مذكرا:
	الطالب الطالبين المجهدين جميعهما
	اطعم وساعدهما في دراستهما
	(- للجمع مذكرا:
	الطالبهما المجهدا جميعهما اطعم وساعدا
	هما في دراستهما.

Extract 4.7 is a sample of a response by a candidate who incorrectly re-arranged all the sentences.

Despite the poor performance in this question, there were a few candidates who performed well. These candidates were able to re-arrange the jumbled words in a grammatical order to form meaningful sentence and could convert the given sentences into singular of feminine, singular of masculine, dual of masculine and finally the masculine and feminine. This shows that the candidates had a good mastery of Arabic Language. Extract 4.8 shows the sample of a good response.

Extract: 4.8

	القسم الثالث
4	السؤال الرابع
أ	
1-	أبى اشترى لى ساعة جميلة
2-	أزهد إلى المدرسة الساعة الساعة صباحاً.
3-	حجرة نومي مفروشة ببساط جميل.
4-	رأى زبيد طفلاً صغيراً بين الأصابع.
5-	كان هارون صباحاً "مقراً".
ب	
	المفرد مذكراً:
	- الطالب المجتهد يحب العلم ويساعده في دراسته.
	المفرد مؤنثاً:
	الطالبة المجتهدة تحب العلم وتساعدنا في دراستها.
	المثنى مذكراً:
	- الطالبان المجتهدان يحبان العلم ويساعدهما في دراستهما.
	المثنى مؤنثاً:
	- الطالبات المجتهدات يحبن العلم ويساعدهن في دراستهن.
	الجمع مذكراً:
	- الطالبون المجتهدون يحبهم المعلم ويساعدهم في دراستهم.
	الجمع مؤنثاً:
	- الطالبات المجتهدات يحبنهم المعلم ويساعدهن في دراستهن.

Extract 4.8 is a sample of a response by a candidate who was able to convert with pronouns to the given sentences as required.

2.3.2 Question 5

This question consisted of parts (a) and (b). In part (a), the candidates were required to define the meaning of object and pronoun, mention five types of phrases and two verbs that make two verbs in the subjunctive case. In part (b), the candidates were required to construct meaningful sentences by using infective noun, the thing excepted, defective noun, governed noun of genitive construction and adverb of place.

The question was attempted by 66.8 percent of the candidates and their performance was good, as 39.6 percent of them scored from 12 to 20 marks, 32.8 percent scored from 7 to 11.5 marks and only 27.6 scored from 0 to 6.5 marks out of the 20 marks allocated for this question. This performance is summarized in Figure 5.

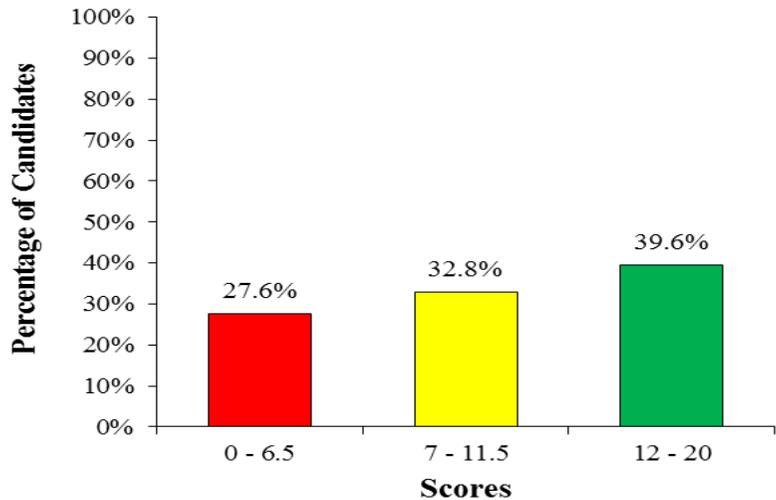


Figure 5: Candidates' Performance

The analysis of the candidates' performance for this question shows that most of the candidates who scored high marks were able to define the meaning of object and pronoun, mention five types of phrase and two verbs which make two verbs in the subjunctive case and they could construct meaningful sentences using infective noun, the thing excepted, defective noun,

governed noun of genitive construction and adverb of place. Extract 5.9 shows the sample of a good response from a script of a candidate.

Extract: 5.9

	السؤال الخامس: القسم الثالث
أ- (1)	ظننتُ الامتحان سهلاً .
	جعلتُ الفرس مسرعاً .
	أوصلتُ المسافرين القطار .
(3)	المنعول المطلق هو اسم منصوب موافق للفعل في لفظه ويجيء بعد الفعل لتأكيده أو لبيان نوعه أو عدده . مثال:- قرأتُ عليّ قرأعتُ جميلةً . ركع المصلي ركعتين .
(4)	الضمير المستتر هو الضمير الذي لا يظهر في اللفظ بل يكون مقدراً .
(5)	أنواع الحال هي:-
(أ)	حال المفرد .
(ب)	حال الجملة الإسمية .
(ج)	حال الجملة الفعلية .
(د)	حال شبه جملة - ظرف الزمان أو المكان .
(هـ)	حال شبه جملة - الخبر والمجرور .
ب- (1)	فتح خالد الكتات .
(2)	غار المجتهدون إلا كسلان .
(3)	جاء عيسى من مكة .
(4)	حضر معلمي إلى الفصل .
(5)	وقع الرجل أمام الفصل .

Extract 5.9 is a sample of a response by a candidate who was able to construct meaningful sentences by using the given phrases as required.

On the other hand, the candidates who scored low marks in this question were not conversant with the grammatical terms like the meaning of object, pronoun, types of phrase, inflective noun, the thing excepted, defective noun, governed noun of genitive construction and adverb of place, hence could not provide correct answers. For example in (a-5), one of the candidates wrote five derivatives of verb; (**الفعل- الفاعل- المفعول به- اسم الفاعل-)** (**اسم مفعول**) instead of five types of phrase. Another example is item (b-1) which required the candidates to construct a sentence with inflective noun but the candidates provided the command sentence: “read” (**اقرأ**). Extract 5.10 shows a sample of a poor response.

Extract: 5.10

	السؤال الخامس
1	أجب على الأسئلة التالية:-
1	البتشات جميل
2	أفغاة خلقاً
4	الضمير المستتر هو الضمير الذي وقع بعد
5	أنواع الجمل الخمسة.
	الفعل، الفاعل، المفعول به، أو جعل اسم الفاعل واسم مفعول
ب	كود، جمل صفيين التي تشتمل صاياتي:-
1	اسم معرب - اقرأ.
2	المستثنى - كتابت كلتي جميل.
3	الاسم المحتل الآخر - وقسم الله.
4	المظاوير جاء المتكلم - كانت سبورة الفهل نظيفة.
5	طرفي المكان - كتم كتم؟

Extract 5.10 is a sample of a response by a candidate who constructed sentences by using the five phrases incorrectly.

2.4 Section 4: Morphology

This section consisted of two questions and the candidates were instructed to answer only one. Each question carried twenty (20) marks.

2.4.1 Question 6

This question had parts (a) and (b). In part (a), the candidates were instructed to define etymology, distinguish between grammar and morphology, and also explain how to realize gerunds created by the verbs which are composed by three letters and mention weak letters. In part (b), the candidates were instructed to give measures of verbs that are composed by three letters with examples.

The question was attempted by 42.8 percent of the candidates, 33.6 percent of whom scored from 0 to 6.5 marks, 35.7 percent scored from 7 to 11.5 marks and only 30.7 percent scored from 12 to 19 marks. This shows that the candidates' performance for this question was good. This performance is summarised in Figure 6.

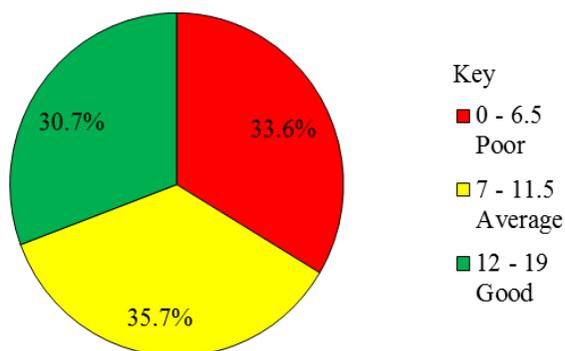


Figure 6: Candidates' Performance

The candidates who performed well in this question were able to distinguish between grammar and morphology, explain how to realize gerunds created by the verbs which are composed by three letters and mentioned weak letters and provided measures

of the verbs that are composed by three letters with examples. However, most of them were unable to explain the meaning of etymology. Extract 6.11 shows the sample of a good response.

Extract: 6.11

		القسم الرابع:
		السؤال السادس
	6	أ-
		(2) الفرق بين علم الصرف والنحو هي:
		(أ) الصرف يدرس الكلمة لكن النحو يدرس الجملة
		(ب) الصرف يختص بأفعال منصرفة والأسماء المتمكنة
		لكن النحو يختص بالكلمات العربية كلها.
		(ج) الصرف ليس له إعراباً ولا بناءً لكن النحو
		له إعراباً وبنائاً
		(د) الصرف ليس له علاقة بأواخر الكلمات لكن
		النحو له علاقة بأواخر الكلمات
		(3) أول واضع علم النحو هو أبو أسود الدؤالي

4) مصادر الأفعال الثلاثية هو مصدر سباعية الهمزة	
يحتصر بالأفعال الثلاثية، المثال: نَزَرَ عَنِ زُرْعَةٍ	
دَارَ عَنِ دَوَارَةٍ وَرَقَلَ عَنِ رَحِيلَةٍ	
5) حروف العلة هي ا - ي - و (الألف والياء والواو)	
ب -	
أوزان الفعل الثلاثي المجرد هي:	
أوزان	المثال
فَعَلَ - يَفْعُلُ	نَفَرَ - يَنْفِرُ
فَعَّلَ - يَفْعِلُ	ضَرَبَ - يَضْرِبُ
فَعَّلَ - يَفْعِلُ	فَتَحَ - يَفْتَحُ
فَعَّلَ - يَفْعِلُ	كَرَّمَ - يَكْرِمُ
فَعَّلَ - يَفْعِلُ	فَرَحَ - يَفْرَحُ
فَعَّلَ - يَفْعِلُ	حَسِبَ - يَحْسِبُ

Extract 6.11 is a sample of a response by a candidate who analyzed the measurement of the verbs that are composed by three letters.

Further analysis shows that most of the candidates who performed poorly in this question were unable to provide correct answers in (a-1) which required to define the meaning of "etymology" (الإشتقاق). For example, one of the candidates defined "etymology" (الإشتقاق) as gerund (المصدر), another one defined as object (المفعول به) instead of explaining that, "Etymology is to change word into various situations together with meaning without losing its origin" (الإشتقاق هو أخذ الكلمة من)

(أخرى، مع تناسب بينهما في المعنى وتغيير في اللفظ). Some of the candidates, probably due to inadequate knowledge about the subject matter, did not write anything. The candidates also did not respond well in item (a-4) that asked: “How can you realize gerunds created by verbs which are composed by three letters” (كيف تعرف مصادر الأفعال الثلاثية). Most of them said that you can realize by doing comparison (تعرف مصادر الأفعال الثلاثية بالقياس). The correct answer was supposed to be; “Gerunds created by verbs which are composed by three letters are realized by hearing and quoting from Arabs” (تعرف مصادر الأفعال الثلاثية بالسماع) (والنقل عن العرب).

In part (b), most of the candidates provided measures of the gerund like (فعالة- فعلان-فعال) instead of measures of verb that are composed by three letters like (فعل- يفعل- فتح – يفتح), others provided measures of the verbs that are composed by more than two letters. For example, one of the candidates provided the following verbs composed by more than two letters: (انفعل- انكسر) (– افعول- احدودب). This implies that the candidates did not have enough knowledge about morphology. Extract 6.12 shows a sample of a poor response.

Extract: 6.12

6	السؤال السادس
7	
1	الإشتقاق هو اسم يدل للأصل من مصدر أو
	شرو نسيا .
2	والفرق علم الصرف والفرق بين اللفظة من بي، وانمو
	ولمثل حروف وضمة في اللفظة عربية
3	أول واضح علم النحو نسر بن بصير
4	تصرف مطبا مصدر، هو قل للفظ لا فعل على
	حدث نصح من .
5	حروف العلة هو قل حروف من العلة على ية
	مثل، فتح، كسر، و نيقون، أنظمة
	ب) أوزان الفعل الثلاثي
1	مفعلة مثل زراع
2	مفعلة مثل إباء
3	مفعلة مثل حفات
4	مفعلة مثل حبل
5	مفعلة مثل بقاء
6	مفعلة مثل حمرة
7	مفعلة مثل دوار

Extract 6.12 is a sample of a response by a candidate who gave measures of the gerund instead of measures of the verbs that are composed by three letters.

2.4.2 Question 7

This question had parts (a) and (b). In part (a), the candidates were instructed to change the given verbs into active participle, passive participle and gerund from the given verbs according to the given instructions in the brackets. In part (b), the candidates were required to measure the given verbs.

The question was attempted by 55.0 percent of the candidates, 43.1 percent of whom scored from 12 to 20 marks, 38.3 percent scored from 7 to 11.5 marks and only 18.6 percent scored from 0 to 6.5 marks. This shows that the candidates' performance for this question was good, as illustrated in Figure 7.

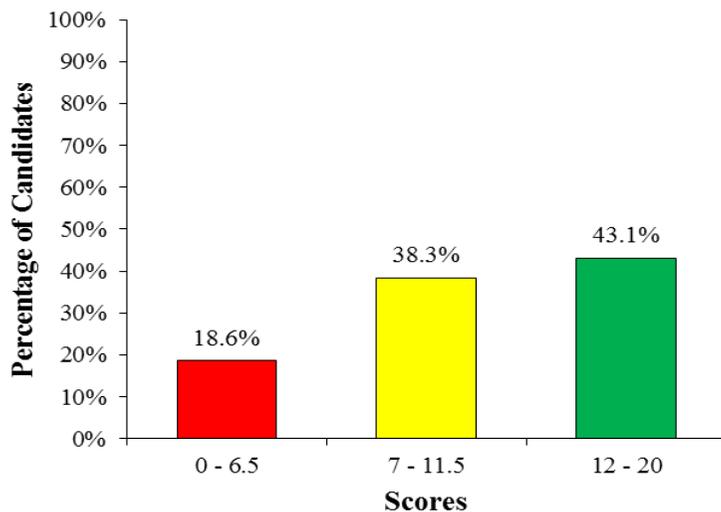


Figure 7: Candidates' Performance

The analysis of the candidates' performance shows that, most of the candidates were able to change the given verbs into active participle, passive participle and gerund according to the given instructions in the brackets and could measure the given verbs. This shows that the candidates had adequate competence in the topic of morphology. Extract 7.13 shows the sample of a good response.

Extract: 7.13

	القسم الرابع	
	السؤال السابع:	7
	أ-	
	- قال = مقول / مقال	
	- أخطر = أختار	
	- رأى = رأى	
	- دمر = دمر	
	- انقلب = منقلب	
	- يحس = جاء	
	- رضى = مرضى	
	- قاتل = مقاتلة	
	- انظر = انظر	
	- أدخل = ادخل	
	ب-	
	انصل على وزن افعل	
	انزل على وزن انقل	
	قل على وزن قل	
	تكلم على وزن تكلم	
	استعمل على وزن استعمل	
	أظلم على وزن أظلم	
	يسمع على وزن يسمع	
	تسامح على وزن تسامح	
	حاول على وزن حاول	
	ززل = على وزن ززل	

Extract 7.13 is a sample of a response by a candidate who was able to change the given verbs according to the instructions given in the brackets.

Further analysis shows that the candidates who performed poorly in this question failed to change the given verbs into active participle, passive participle and gerund, according to the instruction given in the brackets due to lack of sufficient knowledge or misconception of the question. Some of them just named the given words instead of measuring them. Others constructed sentences using words. In part (b), most of the candidates did not measure the given verbs; instead, they indicated the types of tenses and some of them changed the given verbs into present tense or past tense, command sentence or gerund. Extract 7.14 shows a sample of a poor response.

Extract: 7.14

	السؤال السابع (٧)	٧-
	أ قال - وايت المعلم قلت بالمس .	٦
	راي - رايت المعلم .	
	انتظر - احذاراة عظلة .	
	تخرج - تخرج في المدرسة .	
	انقلب - انقلبت التلميذة .	
	يجيء - يجيتت أستاذ في المدرسة .	
	ترضى - رضى الله عنهم ورضوتهم .	
	قاتل - قاتل محمد دين .	
	انتظر - انتظر علىكم .	
	أدخل - أدخل في الفصل .	
	ب واوت الأفعال الآتية .	
	اتصل - فعل قاصص .	
	انزلق - فعل أمر .	
	قل - فعل قاصص .	

	٧٠ - تكلم - فعل ماضري	
	استعمل - فعل ماضري	
	آظلم - فعل أمر	
	يدعو - فعل ماضري	
	تسبح - فعل ماضري	
	حول - فعل ماضري	
	زائل - فعل ماضري	

Extract 7.14 is a sample of a response by a candidate who mentioned the types of the given verbs instead of measuring them.

2.5 Section 5: Article and Letter Writing

This section had two questions and the candidates were instructed to answer only one. Each question carried twenty (20) marks.

2.5.1 Question 8

In this question, the candidates were instructed to write an article on the importance of the public services.

The question was attempted by only 1.4 percent of the candidates and their performance was poor, as 100 percent of them scored from 0 to 5.5 marks out of the 20 marks allocated for this question.

Most of the candidates did not opt for this question and those who attempted it performed poorly. This poor performance indicates that the majority of the candidates did not meet the requirements of the question due to inability to express themselves in Arabic Language which was caused by insufficient vocabulary. This caused them to write two or three

lines or an introduction only. Others provided points which were not relevant to the requirements of the question due to misconception and mistook the word (مرافق) for the word (رفق). For example, one of the candidates mistook the word (مرافق) which means public services with word (رفق) that means kindness for writing an article on kindness instead of the importance of the public services. Extract 8.15 shows a sample of a poor response.

Extract: 8.15

القسم العام	
السؤال الثامن، ٤	
أهمية مرافق العامة	
العهد لله والصلوة والسلام بالرسول عليه وسلم وعلم آله وأصحابه ومن تابعهم بأحسن ما كان في يوم الدين عز وجل اسم ورسوله فقد يرسل ومن يرسل ويرسله فقد يرسل ومن يرسله أيضاً الخصم، أنا أكتفهم حول أهمية مرافق العامة لا بد أن يكون عندنا قنده مرافق لأن اسم يحيى الرفق ورسوله كذا كان اسم لا يرسله يحسنه لا يرسله شعره ورسوله الرفق العامة كما في حديث الدين في الرسول عليه الصلاة والسلام قال عليكم بالرفق وهذا هو جيد يصح فيه الصلاة في بلادنا يكون أيضاً مطعم حتى في بلادنا يكون ما فيه الأصوص دلالة الحرفين في بلادنا يكون في الجماعة واحدة كما قال عليه الصلاة والسلام "عليكم بالجماعة صفة اسم يضع يد على الجماعة وهذا مثل في النار" لذا أيها الخوف في إسماء لا يرسله من المرافق العامة يعني رسول عليه الصلاة والسلام كأنه مثل ذلك حتى حوى يموت كان يقول "أنا أذهب بالرفق أعلمي كما قال اسم "لقد كان لكم في رسول اسم أوصوه حصة لذا الرسول هم أوصوا لولا أن يتبع شيئنا بعد رسول الله لولا أن يرسله بالحق اسم أن يكون عند المرافق العامة في بلادنا انتهم كلامي وبهذا أقول لكم السلام عليكم ورحمة الله وبركاته وكل عام وكنتم بخير	

Extract 8.15 is a sample of a response by a candidate who wrote an article on kindness instead of the importance of the public services.

2.5.2 Question 9

In this question, the candidate was instructed to write a friendly letter to his/her mother on her birthday appreciating her about her kindness to him/her and showing his/her obligation towards her.

The question was attempted by 98.0 percent of the candidates, 61 percent of whom scored from 2.5 to 6.5 marks, 36.8 percent scored from 7 to 11.5 marks and only 2.2 percent scored from 12 to 17 marks. This shows that the candidates' performance for this question was average. This performance is summarised in Figure 8.

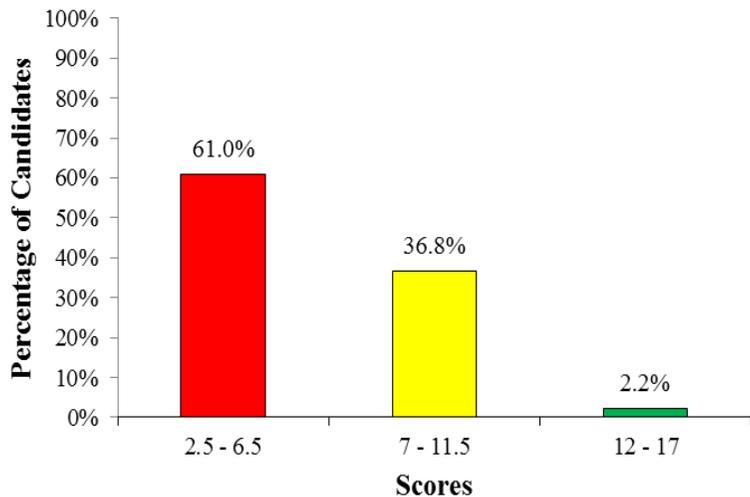


Figure 8: Candidates' Performance

The candidates who performed well in this question were able to write a friendly letter adhering to the format of informal letter writing in Arabic Language by writing the address, greetings, body and conclusion in a good flow and their points were well organized. In the main body, they were able to elaborate how mother had been kind and promised to take care on her. This indicates that the candidates had a good mastery of Arabic Language and sufficient knowledge about informal letter writing. Extract 9.16 shows the sample of a good response.

Extract: 9.16

	القسم الخامس	
9	السؤال التاسع	
	٢٠	
	دار السلام	
	١٢ - ٥ - ١٦	
	أخي الحنون،	
	السلام عليك وبرحمة الله وبركاته	
	أخبرني أن التي هذه الرسالة تطبخنا مطبخاً أنك	
	خير والحمد لله مستمرة بحركات اليمينية. أما أنا فبغير كذا	
	أشقر حبراً كالي الرسالية هنا في دار السلام.	
	أما هدف كتابة هذه الرسالة أريد أن أهنئك بمناسبة	
	عيد صلابك. أقي الحسرة أنت عندي جوهرية عظيمة الثمن	
	فلا يسألني في العالم. حصلت نسبة أشقر في أحشاءك	
	من حيث لا يحل أحد وأنت تعلمين كل أنواع المتاعب حتى	
	أخبرني طفلاً صغيراً.	
	أخي الحسرة كسرتني حيث لا كساء لك وأخبرني	
	حين لا نزل لك حين من كل أنواع الأذى التي بلغت سن المرشد.	
	أخي الحنون لأنني أنك كنت معلقة عظيمة لي حيث علمتني	
	ما لم أعلم في الميعة إلى أن طلبت وجدت لي مطبخاً أضر بعد	
	أن بلغت سن المرشد.	
	أخي المارة قلبي بأن في صلابك مستبد ولواء طيت الأذى	
	ذهياً على أن أبدأ لدها ما نزلت قط أبداً.	
	وفي الختام أسأل الله تعالى أن يطيل بقائك وأن يجعل بقائك	
	خيراً ودامت له.	
	إبنك المسبي عيالو	
	سيف الدولة	

Extract 9.16 is a sample of a response by a candidate who adhered to the format of informal letter writing in Arabic Language and organised the points in a good flow.

Despite the good performance in this question, there were a few candidates who performed poorly because they did not have enough vocabulary to express themselves. These candidates failed to explain how kind mother had been and their obligation towards her. Most of the candidates could only write the address, date and greetings. For example, one of the candidates

wrote the address, date, greetings correctly but provided explanations about celebrating Edil-ulfitri (عيد الفطر) instead of birthday (عيد الميلاد) because he/she mistook the word (عيد) which means feast day with the word birthday. Some of these candidates just copied the question and used it as an answer. Extract 9.17 shows a sample of a poor response.

Extract: 9.17

	السؤال التاسع: (٩)	
	ص. ب. ١٣١	
	زنجبار	
	١٢ - ٥ - ٢٠١٦	
	إلى أبي عزيز	
	السلام عليكم ورحمة الله وبركاته أرجو أنه	
	بصحة جيداً أنا أشكر الله الكريم	
	للمنوع في هذه الرسالة أن أخبرتك	
	في يوم العيد واجبك أن أخرج الزكاة الفطر	
	أتمنى أفضل عليك ويشترط في يوم عيد أن يأكل	
	طعام لذيذ،	
	أسلموني أبي وأخي وجدي .	
	تسليم	
	والدك عزيز،	
	سيف الدولة .	

Extract 9.17 is a sample of a response by a candidate who mistook (عيد الميلاد) “birthday” for (عيد الفطر) Edil-ulfitri.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN ARABIC LANGUAGE PAPER 2

3.1 Section 1: Rhetoric

This section had two questions and the candidates were instructed to answer only one. Each question carried twenty (20) marks.

3.1.1 Question 1

This question had parts (a) and (b). In part (a), the candidates were instructed to point out *Majaz mursal* (المجاز المرسل) and mention the types of *Alaqa* (العلاقة) and *Qarina* (القرينة) which were used in the five given sentences. In part (b), the candidates were instructed to point out the metaphor (الإستعارة) and mention its types from the given sentences.

The question was attempted by 9.8 percent of the candidates and their performance was poor, as 92.2 percent scored from 0 to 6.5 marks, 3.1 percent scored from 7 to 11 marks and only 4.7 percent scored from 12 to 16 marks out of the 20 marks allocated for this question. This performance is summarised in Figure 9.

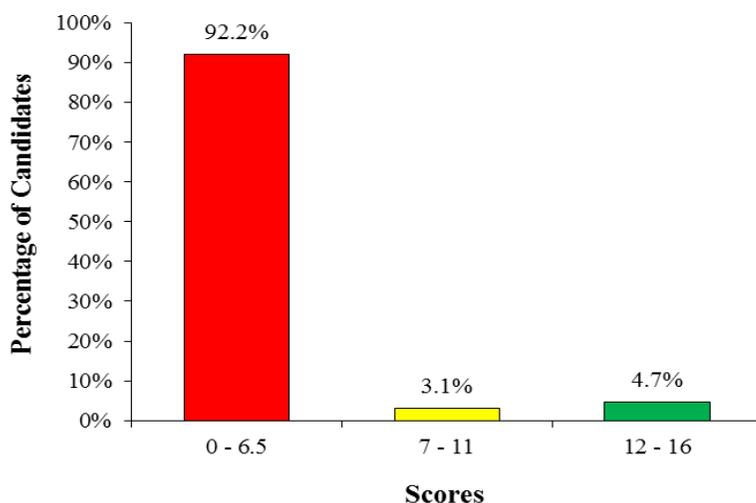


Figure 9: Candidates' Performance

The analysis of the candidates' responses shows that, the candidates who performed poorly in this question were unable to point out *Majaz mursal* (المجاز المرسل) and failed to mention the types of *Alaqa* (العلاقة) and *Qarina* (القرينة) which were used in the given sentences and they could not mention the metaphor (الإستعارة) and its types from the five sentences given, thus providing incorrect responses. The analysis shows that, most of the candidates mentioned incorrect types of *Alaqa* (العلاقة) in the sentences. Some of them provided the source of *Alaqa* (العلاقة) in the *Majaz mursal* (المجاز المرسل) known as “un simile” (غير متشابهة), and others wrote the answers which were not related to the demands of the question. For example, one of the candidates mentioned the basic elements of metaphor (الإستعارة) instead of the types of this metaphor (الإستعارة). There were also and a few candidates who left the items in the question unanswered. Extract 1.1 shows a sample of a poor response.

Extract: 1.1

القسم الأول	
السؤال الأول	
1	علاقته غير ممتثة وقربيته حالية
2	علاقته الممتثة وقربيته الفضية
3	علاقته الممتثة وقربيته الفضية
4	علاقته الممتثة وقربيته الفضية
5	علاقته غير ممتثة وقربيته حالية
ب	
1	ادواة الممتثة
2	الممتثة
3	الممتثة
4	وجه الشبة
5	الممتثة

Extract 1.1 is a sample of a response by a candidate who mentioned types of simile instead of types of metaphor from the given sentences.

Despite the poor performance in this question, there were a few candidates who performed well. They were able to answer part (a) by pointing out some of the *Majaz mursal* (المجاز المرسل) and its *Alaqa* (العلاقة) as well as its *Qarina* (القرينة) which were used in the five sentences. Moreover, they were able to answer part (b) pointing out the metaphor (الإستعارة) from the given sentences and then mention its types. Extract 1.2 shows a sample of such a response from a script of a candidate.

Extract: 1.2

		القسم الأول
		السؤال الأول
		1. عمت أياربوك الورى ، قريناً عمت علافاً
		السبب
		2. شربنا ماء البن علافاً الكلياً ، شربنا
		شربنا .
		3. اربنا الله ووجهم على حين علافاً الجنيئاً
		قريناً اربنا الله .
		4. قال تعالى: " طيبع نادياً " . علافاً الملية .
		قريناً طيبع .
		5. وكسم علمنا نظم العوافي
		علمنا "خال" قافياً هجائياً
		العلافاً الألية وقريناً علمنا

ب	
1	لا تعجبي يا سلم متى يرحل ضغلة المشي براسه فبكن . استعارة المكنية .
2	انا سميت المال ممنول المعروف استعارة المكنية
3	انا لعمع البرق في كفاه اغاض على الوجع ماء النعيم الإستعارة التصريحية
4	احصم الخمسة سيرفهم الا تضيق حالهم الإستعارة المحسر المكنية .
5	رب اذني وحن العظم مني وشتعل الراس ثيبا استعارة المكنية .

Extract 1.2 is a sample of a response by a candidate who was able to point out *Majaz mursal* (المجاز المرسل) and could mention the types of *Alaqa* (العلاقة) and *Qarina* (القرينة) which were used in three sentences (a-2, a-3 and a-4) but failed to provide correct answers in sentences (a-1 and a-4). Moreover, the candidate was able to point out metaphor (الإستعارة) and its types from the given sentences as required in part (b).

3.1.2 Question 2

This question had two parts (a) and (b). In part (a), the candidates were instructed to define real meaning, mention types of phraseology, imperfection from purity of language and distinguish between *Majaz mursal* (المجاز المرسل) and metaphor (الإستعارة). In part (b), the candidates were required to define the meaning of prohibition in rhetoric, point out real meaning and metaphor among the given sentences and finally explain the intended meaning from the given imperative sentences.

The question was attempted by 88.2 percent of the candidates, 37.2 percent of whom scored from 12 to 17 marks, 41.2 percent scored from 7 to 11.5 marks and only 21.6 percent scored from 0 to 6.5 marks. This shows that the candidates' performance for this question was good. This performance is summarised in Figure 10.

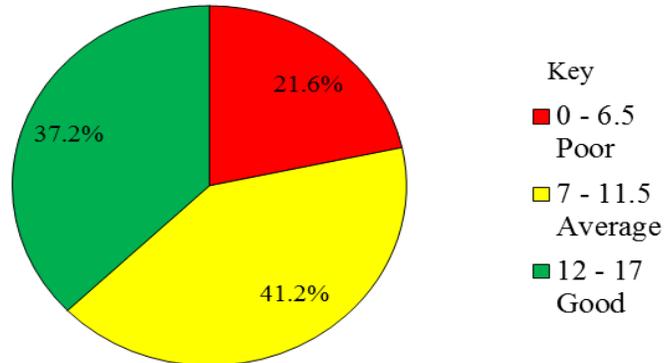


Figure 10: Candidates' Performance

The candidates who scored high marks in this question were able to define real meaning, mention types of phraseology, imperfection from purity of language and distinguish between *Majaz mursal* (المجاز المرسل) and metaphor (الإستعارة) and they could define the meaning of prohibition in rhetoric, point out real meaning and metaphor from the given sentences. However, many of these candidates could not explain the intended meaning from the given imperative sentences; instead, they left the question unanswered. Extract 2.3 shows a sample of such a response from a script of a candidate.

Extract: 2.3

2	2-1) الحقيقة هي اللفظ المستعملة في معناها الحقيقية .
	2) هما احصوا إنشاء الطلبى وإنشاء غير الطلبى ، فالطلبى ما يستدعى المطلوب غير حاصل وقت الطلب ، وأما غير الطلبى ما لا يستدعى المطلوب .
	3) المجاز المرسل هو مجاز علاقته غير المشابهة - مثل «وأنتو اليتيم أحوالهم» - والاستعارة هو مجاز علاقته المشابهة - مثل «يجعلون أصابعهم في أذانهم» .
	4) العيوب التي تخرج الكلمة عن الفصاحة هي : - تنافر الحروف - مثل : طش - مخالفة القياس كخروج الكلمة عن القانون المرصى - نحو : جمع بوق بوقيات . - الغرابية : كون الكلمة غير ظاهرة المعنى - نحو : تكا كذا بمعنى اجتمع .
	5) - ضعف التأليف كرجوع الضمير على متأخر نحو : جمعة هذا رأيتته . - تنافر الكلمات ، نحو : وقبر حرب بمكان ففر وليس قرب قبر حربين - تعقيد اللفظ ، نحو : ما قرأ إلا واحدا معتمد مع كتابا أخيه . - تعقيد المعنوي ، نحو : أرسل الملك أسنته إلى المدينة .
2	ب- 1) النهي هو طلب الكف عن الفعل على وجه الاستعلاء ، نحو : لا تسرق مال الأخرين .
	2) هو تنافر الكلمات .
	3) أ- في هذه العبارة كلمة بحر هو الحقيقة لأنه أستعمل في معناه الحقيقي وكذلك ليل - ونهارا .
	ب- في هذه العبارة كلمة بحر هي مجاز لأنها مستعملة في غير ما وضع لها لقرينة ما قبلها وإنما أريد به الشخص المنفق .

Extract 2.3 is a sample of a response by a candidate who was able to define the meaning of prohibition in rhetoric and could provide real meaning and metaphor from the given sentences.

On the other hand, most of the candidates who scored low marks in this question failed to answer item (b-5) which asked: “Explain the intended meaning from the following imperative sentences” (بين ما يراد من صيغ الأمر في التراكيب الآتية). “A- God said: be stones or iron” (قال تعالى: كونوا حجارة أو حديدا). B- God said: do as you want to do, he knows well everything you are doing” (قال تعالى: اعملوا ما شئتم، إنه بما تعملون بصير). The correct answers were supposed to be; A- “indignity” (الإهانة). B- “Threatening” (التهديد). Some of the candidates left the item unanswered; others repeated the question and others provided irrelevant answers. There were also a few candidates who mistook types of phraseology for imperfection from purity of language and therefore switched the responses between items (a-4) and (a-5). This shows that the candidates had insufficient knowledge of rhetoric. Extract 2.4 shows a sample of a poor response.

Extract: 2.4

2	ينقسم الإيثار إلى قسمين، الإيثار الوصف والإيثار الحج.
4	العيوب التي تخرج الكلمة عن الفصاحة
	- ضمن التأليف مثل: حافر الأوامر محمد مع كتاب أخيه،
	- كثيرة التكرار مثل: لو كنت كتمت مشركت كما كن
	- التعقيد اللفظي مثل: وفربا عرب فببببب
	- التعقيد المعنوي مثل: تسمى الملك ألسنة في المدينة.
	- تناقض الكلمة مجمعة مثل:
	- تناقض الإضافة كما في
5	أربعة من العيوب التي تخرج الكلام عن الفصاحة
	- تناقض الحروف مثل: مستشيرة.
	- مخالفة النهاض مثل: مؤرد - مؤرد.
	- غمراية الإسماعيل مثل: رخاخ - ساعة
	- كراهة في التمع مثل: الفرش - النفس

ب	
1	الذهبي عند علماء البلاغة هو تأدية المعنى واضح عبارته مؤثر في النفوس مناسبا للحال الذي يقال فيه والأشعار الذين يخاطبون
2	المعيب الذي يوجد في هذا البيت: وغير حين يمكننا فخر ** وليس عرب عيب عيب قيس هو التعقيد اللغوي
3	أن بين الحقيقة والمجاز في العبارتين الآتيتين أ ساغر الناس في البهلا وبهال "ساغر الناس" هي الحقيقة "ولهلا وبهال" هي المجاز.
ب	أريت بصل في المسجد يعظ للناس "أريت بصل" الحقيقة "ويعظ الناس" المجاز.
4	أن أذكر العيب الذي في هذه التركيب: "ما حل إلا ما دم مع كتاب أظبه" الضمير التاليف.
5	أن بين ما يرد من صبع الأمر في التركيب الآتية: أ قال تعالى "كونوا حجارة أو حديد"
ب	قال تعالى "اعملوا ما سمعتم إنه بها عسلون بصيب"

Extract 2.4 is a sample of a poor response by a candidate who mistook types of phraseology with imperfection from purity of language and, as a result exchanged the answers between items (a-4) and (a-5).

3.2 Section 2: Literature (Poem)

This section had two questions and the candidates were instructed to answer one question. Each question carried twenty (20) marks.

3.2.1 Question 3

The question had parts (a) and (b). In part (a), the candidates were instructed to write five verses of poems after the given one. In part (b), the candidates were required to relate the given poem to its poet after which they were to write a short history of poet.

The question was attempted by 44.0 percent of the candidates and their performance was good, as 37.2 percent scored from 12 to 19 marks, 30.2 percent scored from 7 to 11.5 marks and 32.6 percent scored from 0 to 6.5 marks out of the 20 marks allocated for this question. This performance is summarised in Figure 11.

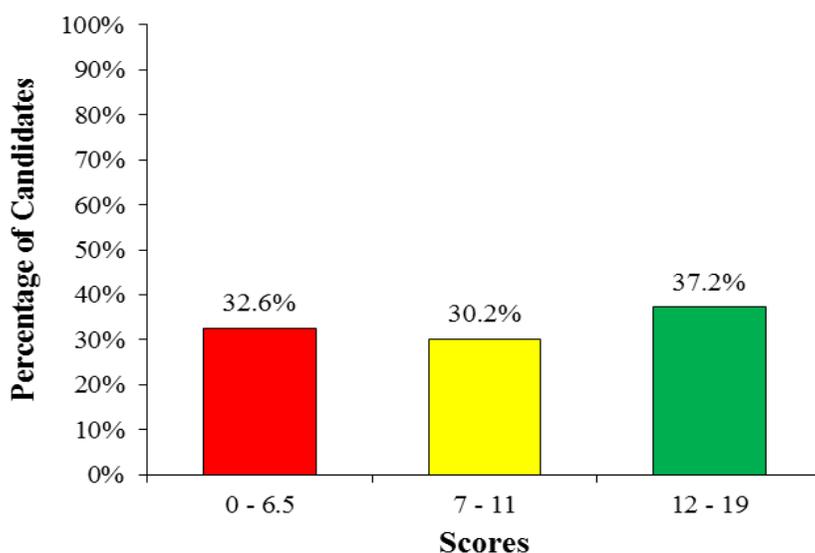


Figure 11: Candidates' Performance

The majority of the candidates who performed well in this question were able to provide five verses of poems after the one given and they could relate the given poem to its poet. They also

provided a short history of the poet by mentioning the name of the poet, the date of birth and death, the place where he was born and some of his characteristics. Extract 3.5 shows a sample of a good response.

Extract: 3.5

	القسم الثاني .	
	السؤال الثالث .	
3	أ- خمسة أبيات بعد البيت المذكور هي .	
	يأمن بعز علينا أن نفارقم * وحدنا كل شبر بعدكم مدم إن كان ستركم ما قلا حاسدنا * فما يرج إذا أرضاكم الم وبيننا لور عيتم ذالك معرفة * إن المعارف في أهل النهم ذم إذا ترحلت عن قوم وقد قدروا * إن لا نفارقم غابرا حلون هم شتر البلاد ما كان لا صديق به * وشرا ما يلبس الإنسان ما يصم	
	ب) اقاتل هذا البيت هو الفرزدق .	
	كلمة موجزة عن الشاعر	
	هو همام بن غالب من أشرف بيوت تميم وأمه لينة . ولد بكاطمة أتمام خلاوة عمر رضي الله عنه ، ونشاء بدويًا كريم الأسماء والأموال تفبح صفات الخليفة حتى لقب بالفرزدق لقب وجه .	
	وكان الفرزدق ثالث ثلاثة حملوا لواء الشعر في العصر الأموي . توفي الفرزدق سنة ١١٠هـ	

Extract 3.5 is a sample of a response by a candidate who was able to provide five verses of poems after the one given and could provide a brief history of the poet.

Further analysis shows that the candidates who performed poorly in this question provided answers which were not related to the demands of the question. For example, one of the candidates provided five verses of Al-farzdaq's poem instead of Mutanabi. Some of the candidates just copied some poems from the questions and used them as answers. In part (b), most of the candidates were unable to write a short history of the poet due to poor mastery of Arabic Language, particularly lack enough vocabulary. A few left the questions unanswered. Extract 3.6 shows a sample of a poor response.

Extract: 3.6

القسم الثاني السؤال الثالث (3)	
أ	وما انتفاع أخي الدنيا بناطره * إذ استوت عنده الأنوار الظالم ومن يغترب بحسب عدا صديقه * يكن حمده ذمها عليه ويدينه أعينها نظرات منك صادق * أن تحسب الشجم فيمن يشجبه ورد وإن سفاه الشيخ لاحد بعده * وإن الفتي بعد السفاهة يجعل ينشق ثوب الدجى عن نور غرتك * كالشمس تنجاب عن إشرتها الظالم
ب	- انسب البيت التالي لكل فاعله . ينشق الثوب الدجى عن نور غرتك * كالشمس تنجاب عن إشرتها الظالم . هذا الذي تعرفه الطلاء وطائه * والبيت يعرفه والحل والحرم . هذا ابن خبي عباد الله كلهم * هذا الذي ذق طاهر العلم . وليس قولك هو هذا طائر * العب تعرضه من أنكف والحرم هذا ابن فاطمة إن كنت تجعله * بجده أنبياء الله قد ختم لذا برأته قريش خال طائفا * على مكارم هذا ينهى الكم . حاطال لا حظ للأبي تشاهده * كولي تشهد كانت لأه نعم يغضى حياء ويغضى هو ما يتاه * فلا يكلم لأبي بيتسم ينشق ثوب الدجى عن نور غرتك * كالشمس تنجاب عن إشرتها الظالم .

Extract 3.6 is a sample of a response by a candidate who provided verses of poems instead of giving a short history of the poet as required in item 3b.

3.2.2 Question 4

This question had parts (a) and (b). In part (a), the candidates were instructed to complete the poems with right information by filling in the blank spaces. In part (b), the candidates were required to write about the missed verses from the given poem and explain the occasion on which this poem was said.

The question was attempted by 51.3 percent of the candidates, 36 percent of whom scored from 0 to 6.5 marks, 27.7 percent scored from 7 to 11.5 marks and only 36.3 percent scored from 12 to 19 marks. This shows that the candidates' performance for this question was good. This performance is summarised in Figure 12.

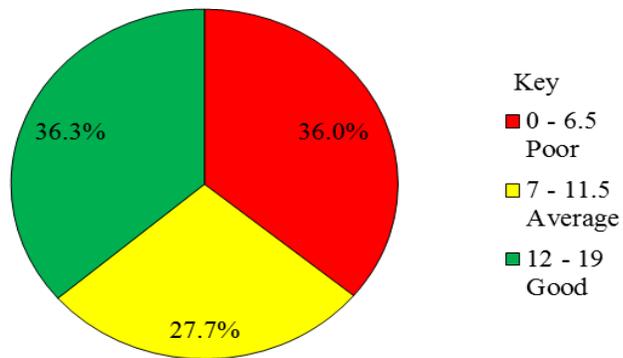


Figure 12: Candidates' Performance

The candidates who scored high marks in this question were able to complete the poems with the right information by filling in the blank spaces, providing the missed verses from the given poem and could explain the occasion on which the given poem was composed. This shows that these candidates had sufficient knowledge of poem. Extract 4.7 shows a sample of a good response.

Extract 4.7

	التسم الناظر
	السؤال الرابع
	أ. اكمل الأبيات الناقصة
1	إني لتطمئني الحلال الذريمة ** طرب العريب بأوبة وثلقا
2	وتعزني ذكرى المروعة والندى ** بين الشاعل هزة المشاق
3	فأذا برقت خليفة محمودة ** فقد اصطناك مقم الأخرقا .
	ب. وان سناه الشيخ لا حلم بعده ** وان الفتي بعد السناه بحلم
1	ترجمة الشاعر لهذا البيت هي: هو زهير بن أبي سلمى ينسب إلى قبيلة مزينة وأمه ديانبة وكان شاعراً من شعراء الجاهلية المحدثين ومن أصحاب المعلقات، نشأ محبا للسلام الذي ثبتت نيرانها بين عيسى وذيبيان، وكانت هذه الضيفات تتيباً لثمارها الطويل وكافاً الأصيل ومنها الطنة لأهل الحكمة والشأن، عاش زهير حتى بلغ من عمره تسعون سنة وتوفي قبل الهجرة، وقد أيدى من أعماله الأدب نبية المجموع في ديوانه .
2	مناسبة لهذا البيت هي: هذه الأبيات التي بين أيدينا مختارة من معلقة زهير والذي ورد بها الحرم بن سنان والحارث بن عوف الذين أصلا بين عيسى وذيبيان دامت بينهما عشرات سنين بين حرب دا- دس والغمامة وعرفت في أيام خليفة. وهذه القصيدة نظم زهير بعد حرب بينها.

Extract 4.7 is a sample of a response by a candidate who was able to complete the poems with the right information by filling in the blank spaces.

3.3 Section 3: Literature (History)

This section comprised of two questions and the candidates were instructed to answer one question only. Each question carried twenty (20) marks.

3.3.1 Question 5

This question had parts (a) and (b). In part (a), the candidates were instructed to define the meaning of literature and narrative poem literature, mention types of Arabs and classification of Arabs before Islamic era and two names of good poets of pre-Islamic time. In part (b), the candidates were instructed to mention the authors of the five poems given.

The question was attempted by 72.5 percent of the candidates and their performance was average, as 40.2 percent scored from 0 to 6.5 marks, 27.4 percent scored from 7 to 11.5 marks and only 32.4 percent scored from 12 to 19.5 marks out of the 20 marks allocated. This performance is summarised in Figure 13.

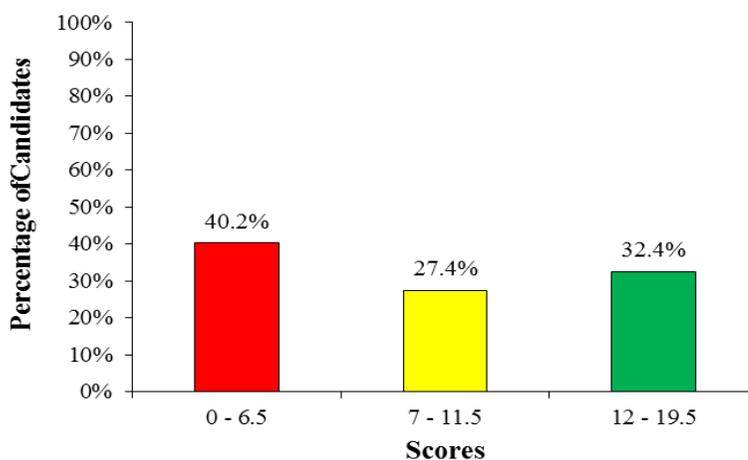


Figure 13: Candidates' Performance

The candidates who performed well in this question were able to define the meaning of literature and narrative poem literature, mention the types of Arabs and classification of Arabs before

Islamic era and two names of good poets of pre- Islamic time and could mention the authors of the given poems. Moreover, they were able to mention the authors of the five poems given. Extract 5.9 shows a sample of a good response.

Extract: 5.9

	القسم الثالث	
5:		
	١ الشعر القصصي هو الذي يروي سيراً و بطولات العقيدة أو مبادئ.	
	٢ ينقسم العرب كما هو الحال في الأسماء إلى قسمين، وهي:-	
	(١) العرب العاربة	
	(٢) العرب المستعربة	
	٣ كانت العرب البجاهلية فرقتين، وهي:- (١) أهل العضر (٢) أهل البادية.	
	٤ اسمها من أصعب المعلقات في العصر الجاهلي هما:- (١) زهير بن أبي سلمى (٢) عمرو بن كلثوم	
	ب: ١ الذي قالها هذا البيت هو زهير بن أبي سلمى. ٢ الذي قالها هذا البيت هو زهير بن أبي سلمى	
	٣ الذي قال هذا البيت هو:- عسان بن ثابت	
	٤ الذي قال هذا البيت هو "الندي"	
	٥ الذي قال هذا البيت هو "المتنبي"	

Extract 5.9 is a sample of a response by a candidate who was able to mention the authors of the given poems.

Further analysis shows that, many of the candidates did not understand the requirements of the question in part (b) where requiring them to mention the authors of the given poems. Most of them copied the given poem instead of mentioning the authors of the given poems and others explained the meaning of the given poems. Moreover, some of them wrote a poem against the given poems and a few of them left the question unanswered. Extract 5.10 shows a sample of a poor response.

Extract: 5.10

القسم الثالث	
5	أ (10) ادب اللغة هو التمتعوا بالاحلام قارىصة
2	التعب القصصى طبو التعب الذي حدث قصة في المجتمع الا تشلة القصة نبي عبد بن او تبية
4	العرب في الجاهلية فبقين وهذا لوصو و خنرج في وقت الجاهلية
3	طسبي هي أمجان السلقان في العصر الجاهلية هذا زهور ابي سلمى و حاصيت شاجت
	ب صنابي لكل بيتي لورا قولتي هي -
10	وهي يغتري حسب عدوا صريقة ويكن حده ناما عليه ويندوم . قال شاعر في هذه الذبيات لوت الناسي كما يحتمم ولا يلتم في المجتمع .
2	وهي ان ذا غطر فيخل وفضله على قنوه يستغني عنه ويزم قال الشاعر ان الناسي كما يحتمم فطر اعلى كل قيسى وان يحتاج فحصل لوت كما يحتاج
3	فيان افي تي والاه وعضو لعرض صمد منكم وبلان قال المشاعر فوهنا الاصبان وتعلم ان حقي في العمد مهدة والناق

Extract 5.10 is a sample of a response by a candidate who explained the meaning of the given poem instead of mentioning the authors of the poems.

3.3.2 Question 6

This question had parts (a) and (b). In part (a), the candidates were instructed to mention three famous poets in Umayyah empire as well as time when the Abbasiyah Empire took over the state, explain the situation of poetry in the first era of Islam, explain three attitude of poetry in Umayyah Empire and mention the two pillars of literature. In part (b), the candidates were instructed to write four verses of poems that talk about the woman (mother) from the poet Hafidh Ibrahim.

The question was attempted by 25.6 percent of the candidates, 74.4 percent of whom scored from 0 to 6.5 marks, 16.7 percent scored from 7 to 11.5 marks and only 8.9 percent scored from 12 to 15.5 marks. This shows that, the candidates' performance for this question was poor. This performance is summarised in Figure 14.

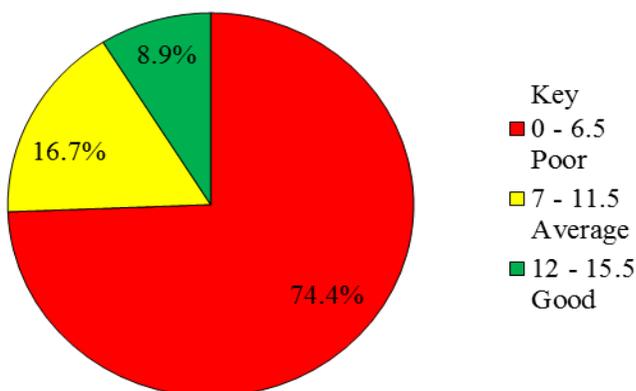


Figure 14: Candidates' Performance

As indicated in the data, most of the candidates who attempted this question performed poorly. These candidates were unable to provide the correct answer to item (a-3) which asked: “How was the situation of poetry in the first era of Islam (كيف كان حال الشعر (في صدر الإسلام؟). The correct response was supposed to be; “poetry faced stagnancy in the first era of Islam” (تعرض حال الشعر (لفترة من الركود في صدر الإسلام). On the contrary, most of them

answered by writing: “to reply polytheism poetry against Muslims” and others responded by writing; “to defend Islam against polytheists”, all of which were incorrect. The candidates also failed to provide the correct response to item (a-4) which asked: “Which were three attitude of poets in Umayyah Empire?” (ما هي اتجاهات الشعر الثلاثة كانت في العصر الأموي؟). The correct response was supposed to be; ‘Political poetry, love poetry and defamatory poetry’ (الشعر السياسي، شعر الهجاء وشعر الغزل). Instead, many of them mentioned names of poets, while others wrote the periods of Arabic literature which were wrong and a few of them left the questions unanswered. This indicates that, the candidates had inadequate knowledge about Arabic Literature. In part (b), most of the candidates provided the content of Hafidh Ibrahim poem on good manners instead of on a woman (mother). Others just copied some verses of poem from one given and used them as answers. Extract 6.11 shows a sample of a poor response.

Extract: 6.11

	القسم الثالث
	السؤال السادس
أ	مكتوم التمشدي
٢	فقد قامت الدولة العباسية فتن بدأ الخوارج العباسية في سنة ٤٠ وندمى في سنة ١٣٢.
٣	كان في صدر الإسلام فتن بدأ قبل الإسلام وندمى ابظهور الإسلام.
٤	مخانت الشعر الثلاثة في بدأ ابظهور الإسلام وندمى من لمزها اليونان
٥	ركنان كبيران وهي:- الفرجة وَالْفَمْلَة وَالرَثَلَة وَالْمَدَمَا
ب	امرئها أبيات التي تتعلق بقضية المرأة ابني لا تطربني فلا تكريم طرب الغريب بأدبه وتلاقي ونعزني فكم المرءة والندى بين الشملا بمنزلة المشاتق وإذ ركز فليقتنه معجود فقد السطفا المتسما المرزق لا يسبني العلم ينفخونك ما لم يتوهموا به بخلق

Extract 6.11 is a sample of a response by a candidate who provided the content of Hafidh Ibrahim poem on good manners instead of a poem on a woman (mother).

However, there were a few candidates who performed this question well. These candidates managed to mention three famous poets like "Jariry, Alfarazdaq and Alkumeyti" (جرير، الفرزدق والكميت) in Umayyah Empire as well as time when the Abbasiyah Empire took over the state, provided the two pillars of literature (الشعر والنثر) mean "poetry and prose" and could provide verses from the given poem on a woman (mother) from

the poem of Hafidh Ibrahim as required. However, the candidates failed to provide correct responses in item (a-3) and item (a-4). Extract 6.12 shows the sample of such a response.

Extract: 6.12

16	ثلاثة من الشعر شعراء في العصر الأموي هي أبو الصمغ القرظي خارنوب واختلار
2	قامت الدولة العباسية في سنة 132 هـ و انتهت في سنة 656 هـ
3	عان حال الشعر في صدر الإسلام ليبدأ بجاء المسلمين على المسلمين و كذا لك الذكر فتنح مكنة قتل و قتلها
4	انجازات الشعر الثلاثة كانت في العصر الأموي هي الاستعداد الحكيم في عدل الناس
5	للأدب ركبان كبيران وهي الشعر هي كالم منظوم على اوزان معروفة معينة والشعر هي كلام لا يتقيد بالوزن
6	اربعه ابيات التثا تتعلق بقضية المرأة من الشاعر حافظ ابراهيم هي
7	الأم ملزومة اذا أعدتها - أعدت المنعجب الطيب الاعرابي
8	انا لا اتول دعوا النساء سواهما - بين الرجال جملنا في الأسواقي
9	كلا ولا ادعوكم ان تسرفوا - في الحجب والتزييف والارهاقي
10	فتوسط في الخلتين وانصفوا - خالشر في التثبير والأطراقي

Extract 6.12 is a sample of a response by a candidate who managed to provide verses of the poem on which the content of Hafidh Ibrahim poem on a woman (mother).

3.4 Section 4: Literature (Poetry & Prose)

This section had two questions and the candidates were instructed to choose one. Each question carried twenty (20) marks.

3.4.1 Question 7

This question had parts, (a) and (b). In part (a), the candidates were instructed to explain the meaning of the given text of the poetry. In part (b), the candidates were instructed to explain the meaning of the given words (phrases).

The question was attempted by 50.5 percent of the candidates and their performance was poor, as 79.8 percent scored from 0 to 6.5 marks, 14.5 percent scored from 7 to 11.5 marks and only 5.7 percent scored from 12 to 18 marks out of the 20 marks allocated for this question. This performance is summarised in Figure 15.

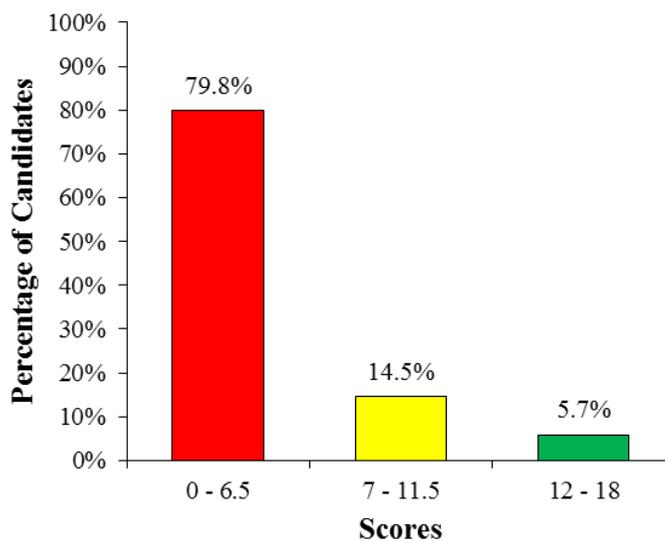


Figure 15: Candidates' Performance

The analysis of the candidates' responses in this question shows that most of them were unable to express themselves in Arabic Language, as their explanations were not clear. Moreover, they

were unable to organise their ideas in a good flow and their responses had a lot of grammatical errors. Extract 7.13 shows a sample of a poor response.

Extract: 7.13

	التتم الرابع	
7	السؤال السابع	
	كل شيء في الإنسان بسببه	
	الأمور ملح في الإنسانية	
	الإنسان يدوم علم في كل شيء	
	أل استمرر ليس رأى في الإنسان	
	العلم هو الفزينة في كل مسلم	
ب	فني - علم	
	سئم - سئل	
	الن جانبك - يفتح	
	أبسط وجهك - أغسل يدك	
	لا تتأثر - لا تفهم	
	الصريح - شيء العبد	
	سئ - لا شيء	
	السودر - سئل	
	لا يجدوه - لا دليل	

Extract 7.13 is a sample of a response by a candidate who provided unclear meaning of the given text of the poem and provided incorrect meaning of the given words or phrases.

Despite the poor performance in this question, there were a few candidates who were able to explain the meanings of the given text of the poem and could explain the meaning of the given words or phrases. For example, the meaning of the following words: (فنى- باد وانتهى) mean "pass away", (صن- احفظ) mean "protect" and (السؤدد - الشرف) mean "dignity". This shows that, these candidates had a good mastery of Arabic Language. Extract 7.14 shows the sample of a good response.

Extract: 7.14

6	السؤال السابع
أ	لكل شيء إذا ما تم نقصان فلا يغيب بطيب العيش الإنسان إن كل شيء يميل إلى آخر هذا لمسمع ويزيد له فلا يكون له إلا أن يبدأ فلتعسان ولمسحلا ومما منا فلا يتدع للعيش خياره تتعالم فيها نظرية كمالك
	همي الأمور كما شاهدتها بول صن صنه زهي صنه أزمان ومنه همي الغار لا تبقى على أحد ولا يدوم على حال العاشقان فإن الواقع المشاهد أن الأصور والأصول عقله الدنيا لا تستغفر لها حال واحدة بل لا تدوم فإن ما عني في تحول المستسرحين أما ما يسره فساتني ما يعزبه نمل
	فاسأل ببلسية ما شئت منسية وأين نشاطية أم أين جبان فم يستغفر النفع منه الإستغفات الذلة على الأس والتعسر على سوء شغل صنه لا تنلس
	وأين قرعلية دار العلوم حكيم صن عالم قد سما له فيها شأن عنده المدن كانت تنبع خير حميم ومقل علماء الفضلاء فم يلتفت في أمم المسندة منها وداعيا إلى تدبيرك الأمور
ب	فنى = باد ونشقى صنم = صن ألن جانبك - كما لمع بفتح طيب ابسل وجعد - كن طلمع المعبد لأشقى صن - احفظ السؤدد - شرف

Extract 7.14 is a sample of a response by a candidate who was able to explain the meaning of the given text of the poems and could provide the meaning of the given words or phrases.

3.4.2 Question 8

This question had parts, (a) and (b). In part (a), the candidates were instructed to explain in details the meaning of the given text. In part (b), the candidates were instructed to explain meaning of the given words.

The question was attempted by 39.5 percent of the candidates and their performance was poor, as 67.6 percent scored from 0 to 6.5 marks, 29.3 percent scored from 7 to 11.5 marks and only 3.1 percent scored from 12 to 14 marks out of the 20 marks. This performance is summarised in Figure 16.

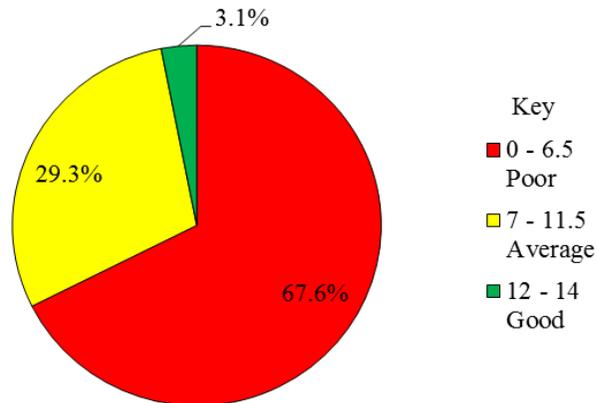


Figure 16: Candidates' Performance

The candidates who scored low marks in this question had insufficient vocabulary. Some of them left the questions unanswered and others provided unclear meaning on the given text. Moreover, their responses had a lot of spelling mistakes. In part (b), many of these candidates gave incorrect meaning of the given words and some provided unclear meaning. For example, one of the candidates provided the meaning of the given word (يصم) as “count” (يعد) instead of "disgrace" (يغيب). Extract 8.15.1 and 8.15.1.2 are samples of poor responses from the scripts of candidates.

Extract: 8.15.1

8	وإن الجبهة العالية لا تنحاز إلى شئينها،
	وإن الصدر من مطقة الملوي بالشرف
	والفضيلة . لا ينفصه ولا ينفصه وسلم
	بالإمتبار كاذل يذبح مال ما يفتقرهم
	ويديهم كما داهى هذه النص .
	لكل اعتبر كاذل و زهيم و مناصبهم
	أما الشرف فحسب . والنفس مكمنة .
	قوم النفس مكمنة عليهم كذالك يذبح
	الناس كما يذبح مال بينها ويفقرهم
	اجتمع اللتي كان يقرض المال الجليل
	ويعدون النفس نفس مكمنة
	وشوب نقي أبيض ، لم تعلق به ذرة
	من نمار العار ، ولم يتلونه شائبة
	هي شوائب الرذالة .

Extract 8.15.1 is a sample of a response by a candidate who provided unclear meaning of the given text due to a poor mastery of Arabic Language.

Extract: 8.15.2

	السؤال الثامن	
ب	أحيدها - أرحله الشجر	
	الورعر - ما تشدقاي جسم السنأ	
	لعرز - لعرى	
	لعر - لعر	

Extract 8.15.2 is a sample of a response by a candidate who provided incorrect meaning of the given words.

On the other hand, the candidates who scored high marks in this question were able to provide the meaning of the given text, though their responses had some spelling mistakes. For example, one of the candidates used the word (زنى) which means “criminal conversation” instead of the word (زينة) which means “decoration”. This shows that the candidate omitted the letter (ة) from the word (زينة) as seen in the following sentence (أن الوجه) (جميل لا يحتاج إلى نوع من زنى يزينه). This sentence should be: “A good face does not need any type of decoration so as to decorate it indeed” (إن الوجه الجميل لا يحتاج إلى نوع من زينة تزينه). They also provided the meaning of the words given. For example, the words (الناظر- العين) mean "seer", (النهى- العقل) mean "intelligence", (سرهم- أدخل الفرح) mean "made happy" and (الراطلون- الغادرون) mean "emigrants". This shows that the candidates had a good mastery of Arabic Language. Extract 8.16 shows a sample of such a response.

Extract: 8.16

	القسم الرابع	
	السؤال الخامس	5
	أ- تأق بشرف، فلا يساوي، شبي، بل إن الفخر	
	الحقيقي هو أن يفتر المرء لأن نظيف اليد	
	يكسب بالجلال ولا يظلم أحداً، والله يكون هكذا	
	هو الشخص الشريف الحقيقي وإن كان لا يملك	
	إلا لبسة نظيف وكسبه الجلال. وهذا يجعل هذا	
	الإنسان لا يخاف ولا يشعر بالجل أمام الناس.	
	ب- أعينها = أطلب الحِصن والأصم والعصاة	
	الشحم = ما أبيض وخف من اللحم	
	الورم = ما انتفخ من الجسم مرصاً	
	الناظر = العيون	
	يعز = يشق	
	وجران = من وجد يجد وجران أي شمر وحس	
	النمى = جمع النهرة ويعنى العقل	
	سركم = جعلكم فرحانيين يعنى أفرحكم أدخل لكم سرور	
	الراحلون = اسم فاعل لفاعل رجل بمعنى	
	أضاح شخصي من مكان إلى آخر	
	ما يعرف بترحيل، يعنى تجمل واحداً	
	يسافر اجباراً وعمرة.	
	يعص = يعيب، يخدش للشرف.	

Extract 8.16 is a sample of a response by a candidate who provided the meaning of the given text and could provide meaning of the given words.

3.5 Section 5: Response to Readings

This section had two questions and the candidates were instructed to choose only one. Each question carried twenty (20) marks.

3.5.1 Question 9

In this question, the candidates were instructed to explain how the first judge pronounced between Aliy Koja and the businessman Hassan and what Aliy Koja did after the judgment.

The question was attempted by 91.0 percent of the candidates, 62.8 percent of whom scored from 0 to 6.5 marks, 32.7 percent scored from 7 to 11.5 marks and only 4.5 percent scored from 12 to 16.5 marks. This shows that the candidates' performance for this question was poor. This performance is summarised in Figure 17.

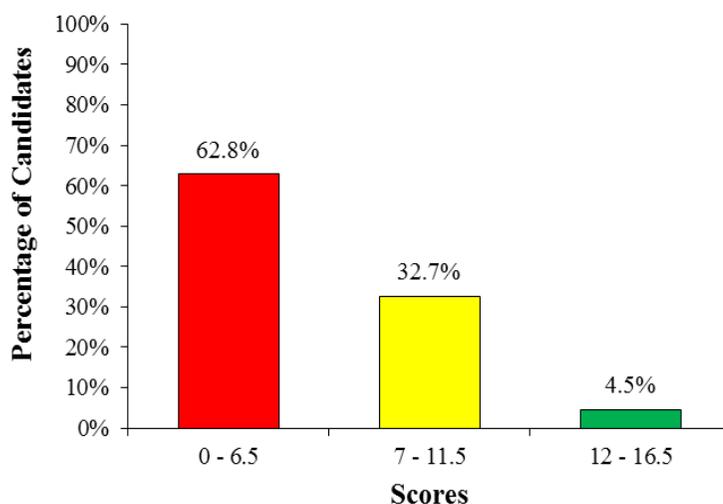


Figure 17: Candidates' Performance

The candidates who performed poorly in this question provided incorrect explanations about the judgment which was pronounced by the judge of children due to misunderstanding or insufficient knowledge of the story of Aliy Koja and the businessman Hassan. Some of them were unable to express

themselves in Arabic Language and, as a result expressed their ideas in few sentences and their explanations were unclear and had a lot of spelling mistakes. Others copied some words from the question and used them as answers. A few of them provided answers which were not related to the requirements of the question. For example, one of the candidates provided the story of a tortoise instead of the story of Aliy Koja and the businessman Hassan. Extract 9.17 shows a sample of a poor response.

Extract: 9.17

	القسم الخامس (العبارة الخامسة)	
	تاجر حسن	
	فلما ارفض التاجر حسن ان ياكل يعلم ما كان في الجرت	
	واراد ان يقدم بالله علي ذلك فقال له قاضي الاطفال وليس	
	محتاجين الي قسمل :	
	وبعد ذلك قال له قاضي الاطفال تريد ان اري جرت	
	الزيتون فامر بفتحها لفتحها لينظر ما فيها او ت وقت وقها .	
	وقال هذا الزيتون لنين جرت فكيف يبقي سبعة سموا	
	ولم يفتق فاجاب اننا نتطيع ان ننظر الي عالم الثالث	
	مما ان تبدل الجهد فقال كم ممكن في هذه الجرت	
	فطلب القاضي ان يحضر وتجار الزيتون فقال له اما	
	انظر الي هذا الزيتون فتا انه قد وضع في الجرت منذ	
	الزمان قريبا	
	وبعد ذلك وقا القاضي الاطفال فثبت علي التاجر حسن	
	خيانتة فثبت القاضي الاطفال الخاب في جوار خيانتة	
	التاجر حسن .	

Extract 9.17 is a sample of a response by a candidate who provided the explanations on the second judge instead of the explanations from the first judge between Ali koja and Hassan.

The candidates who performed well in this question were able to explain how the first judge pronounced between Aliy Koja and the businessman, Hassan, and what Aliy Koja did after the judgment. For example, one of the candidates explained; "After hearing the explanation from the businessman, Hassan, the first judge pronounced that the businessman Hassan was innocent of accusation. After that, Ali koja appealed against that judgment by writing a letter to the caliph, Haruna Rashidi, as the victims of injustice had been doing in that time" (ولما سمع القاضي من التاجر) حسن برآه من التهمة، فكتب علي كوجيا شكواه ليرفعها إلى الخليفة هارون راشيد (كما كان يفعل المظلومون في ذلك الزمان Furthermore, they arranged and organised their points well, though there were some grammatical errors. Extract 9.18 shows a sample of a good response.

Extract 9.18

﴿٥٩﴾	السؤال التاسع
بعد قرائتي لقصة التاجر بعد ما سألتك حول حكم القاضي الأول بين علي كوجيا والتاجر حسن وما فعل علي كوجيا بعد إهدار الحكم من القاضي .	
أولاً قرأت علي كوجيا قصته فيما جرى بينه وبين صاحبه التاجر حسن . وبعد أن انتهى علي كوجيا عن ذلك سأل القاضي لتاجر حسن حول التهمة لكن التاجر حسن أتى وقال ما أخذ أي شيء في ذلك الحيرة . وقال لا يعرف ماذا كان في الحيرة سوى الزيتون الذي قال لها التاجر علي كوجيا . وبعد ذلك القاضي قال القاضي لتاجر حسن أنت يقسم بالله إذا كنت ما أخذ أي شيء في الحيرة . ثم قسم التاجر حسن بالله . وبعد أن قسم علي كوجيا بالله القاضي برآه عن التهمة . بعد أن حكم القاضي بما لم يقضيه علي كوجيا . كتب علي كوجيا شكواه ليرفعه الخليفة هارون الرشيد ولما جاء يوم الجمعة صلى علي كوجيا في المسجد الذي كان يهلي الخليفة ليعطيه شكواه . وبعد أن تهازل الهللة خرج علي كوجيا في المسجد ووقف في الطريق	

<p> يذهب مسافرة الخليفة . وعندما وصل المسافرة رفح علي كوجيا بيده وأعطي الشرطي الرسالة التي كانت فيه شكواه ليحضر الخليفة عند وصوله في بيته . </p> <p> وفي يوم من الأيام من الخليفة في الطريق وهو مع وزيره جعفر وهم ليسوا ملابس التلار ثم سمعوا أصواتا عالية ونصوا لينظروا ماذا يجري ورأى الأطفال يمثلون قهقهة علي كوجيا وهلمبه التاجر حسن . وبعد أن نظروا الخليفة إلى الأطفال دهش بذلك ثم أمر أن يأتي قاضي الأطفال والقاضي الحقيقي إلى قهقهة ليحكم بما جرى بين علي كوجيا وهلمبه . </p> <p> وأمر الخليفة لقاضي الأطفال أن يحكم كما حكم في وقت اللعب . ثم حكم الطفل كما حكم في وقت اللعب . وبذلك وفق التهمة علي كوجيا بالتهمة لهلمبه التاجر حسن . ثم سأور الخليفة أن يذهب علي كوجيا التاجر حسن جزاء قيامته وكذبه وليكون غيره لمن كان مثله . </p>
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Extract 9.18 is a sample of a response by a candidate who could explain how the first judge pronounced between Aliy Koja and the businessman Hassan.

3.5.2 Question 10

In this question, the candidates were required to explain how Sindbad met the captain after hopelessness.

The question was attempted by 5.6 percent of the candidates and their performance was poor, as 86.5 percent scored from 0 to 6.5 marks, 10.8 percent scored from 7 to 11.5 marks and only 2.7 percent scored from 12 to 13.5 marks out of the 20 marks. This performance is summarised in Figure 18.

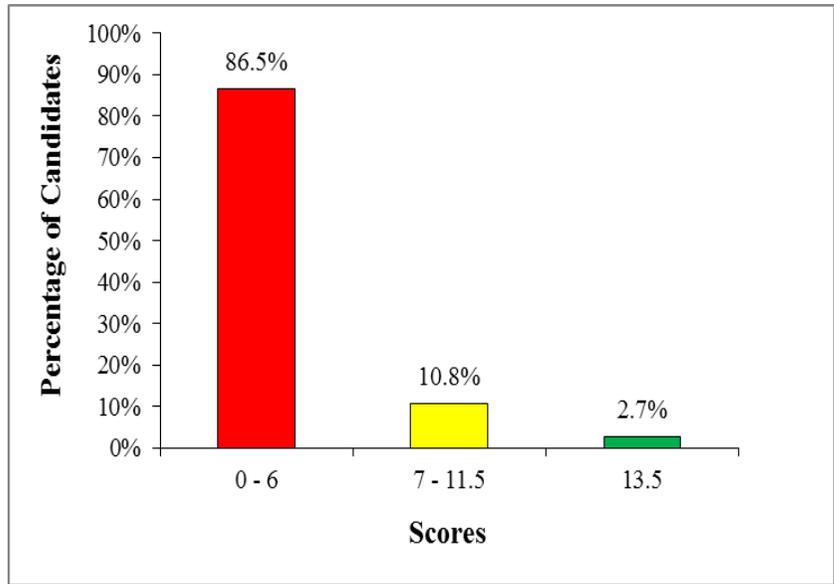


Figure 18: Candidates' Performance

However, most of the candidates omitted this question and those who attempted it performed poorly. The majority of these candidates were able to provide introduction but could not explain how Sindbad met the captain after hopelessness. Furthermore, their responses were unclear and had a lot of grammatical errors and spelling mistakes. This shows that the candidates had a poor mastery of Arabic Language. Extract 10.19 shows a sample of a poor response.

Extract: 10.19

	القسم الخامس	
	السؤال العاشر	
	كان في زينة عاروا الرشيدون كان رجل يسمى سندباد	
	باد وكان في زينة نزلت تجرو يسفر في البلاد كثير	
	في التجار	
	بعد سفرة كثير ذات يوم سئل باد	
	في سفرة بعد جبر ويكمرهها اجلس في جزيرة	
	من رأيت ماء كثير في جزيرة قرب في اجلس	
	أيضى سئل باد رجح الى السفينة أيضى	
	سئل باد خذ كعب الى وجد من أحد رجله	
	في جزيرة التي لا يعيش الناس الا لسان	
	عاش في الى جزيرة رأيت الشيخ اسمهم سوكجوخ	
	الذي	

Extract 10.19 is a sample of a response by a candidate who could not explain how Sindbad met the captain.

Further analysis shows that, there were some candidates who performed averagely in this question. These candidates provided insufficient explanations on how Sindbad met the captain after hopelessness. In addition, their responses had some of grammatical and spelling mistakes. For example, one of the candidates provided the following sentence: (وهزم أن تتخذ هذه) (الفرسة لتتكل طعام) "He intended to take advantage of resting so as to get food". This sentence is incorrect because the candidates used the second person pronoun (أنت) instead of third person pronoun (هو). The letter (هـ) in the first word (هزم) should be (ع) and the letter (س) in the second word (الفرسة) should be (ص). Therefore, the correct sentence was supposed to be; (وعزم أن يأخذ) (هذه الفرسة للراحة أن يأكل طعاما) "He intended to take this advantage of resting to get food". Extract 10.20 shows a sample of a poor response.

القسم الخامس	
السؤال العاشر	
<p>أنا فهمت من هذه القصة، السندباد البحرى على كعبه التقى السندباد مع ريان السفينة بعد اليأس، هو في السفر الطويل إلى السندباد تركب البحر لتحل التماريح وفي ذلك سفر واري رهبان يتقن المكات الذي كان عالما من الهام وعرف هو بذلك المكان هو جزيرة فأقام السفينة ليحل ليستريح في مدة قليل، فكانت سندباد منهم الذي ذهب إلى الجزيرة ليستريح بعد السفر طويل في البحر وهم أن يتخذ هذه الفرصة لتتكل طعام ووظف على جزيرة النار فكان جزيرة بدأ زلزالا بقديدا وغرق من غرق ونجا من نجا.</p> <p>وكان سندباد بعيدا من السفين فيجب أن يقع التعب لشدة التي رآه في البحر إلى أن جزيرة التي كان بعيدا فيها، حتى قابل السندباد الأخريرة وكان في الحال النوم بشدة التي وقع في البحر إلى الجزيرة وسيقض السندباد من النوم وبدأ أن تذهب إلى جزيرة، كان ثرا الناس فرأى الحيتان وكان معه الناس الذي جاء في المصراع، وسمع الذي وقع في السندباد وذهب معه إلى الملك المحرم وفرح الملك له وذهب وكان يعيش كالفى البيت السندباد كان يذهب في الجزيرة إلى كما الريان السفين الذي تحببها قد وصل، وفي إحدى أيام واري السندباد الحلم في السفين التي معه كلمة السندباد واري ريان وكان يعرفه وذهب السندباد إلى الريان السفين وقال له على أنه هو الصحاح لهذا الحلم في الريان كان يعرف السندباد قد مات في البحر وكان رأى كمال الحسب الرجل الذي قال أنا هذا الحلوم هو عمك كصاحب كالحسب، وعرف أنه هو السندباد الحقيقي وليس العصف بعد تحدث السندباد كل ما كانت في ذلك اليوم فرح الريان وقبض السندباد بضعه، سالهم.</p>	

Extract 10.20 is a sample of a response by a candidate who was able to explain how Sindbad met the captain, but the sentences provided had grammatical errors and a lot of spelling mistakes.

4.0 PER TOPIC ANALYSIS OF CANDIDATES' PERFORMANCE

The analysis of the candidates' responses in each topic shows that, the candidates had a good performance in *Comprehension*, whereby 84.8 percent scored an average of 35 percent or above, followed by *Morphology*, whereby 73.9 percent scored an average of 35 percent or above and *Poem*, whereby 65.7 percent scored an average of 35 percent or above. The candidates had average performance in *Language use*, *Grammar*, *Rhetoric* and *History of literature*, whereby 52.85 percent, 51.35 percent, 43.1 percent and 42.7 percent scored an average of 35 percent or above. However, the candidates had a poor performance in *Poetry and Prose* (26.3%), *Response to Readings* (25.35%) and *Composition* (19.5%) where the percentage of candidates who scored an average of 35 percent or above is shown in the respective brackets.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The general performance of the candidates in Arabic Language in ACSEE 2016 was Average. This average performance is a result of some candidates performing well and others performing poorly in the tested topics. As indicated above, majority of the candidates performed well in the topics of *Comprehension*, *Morphology* and *Poetry*. The good performance in those topics could be influenced by adequate vocabulary and sufficient competence in reading and analysis skills which enabled the candidates to read and understand the given passage and poem and also to identify the measures of the given verbs. On the other hand, the candidates' poor performance in *Poetry and Prose*, *Response to Readings* and *Composition* could be attributed by their failure to identify the tasks of the questions, inability to express themselves in Arabic Language and inadequate knowledge of the concepts related to the topics. The summary of the candidates' performance is presented in the *Appendix A*.

5.2 Recommendations

In order to improve the performance of prospective candidates it is recommended that:

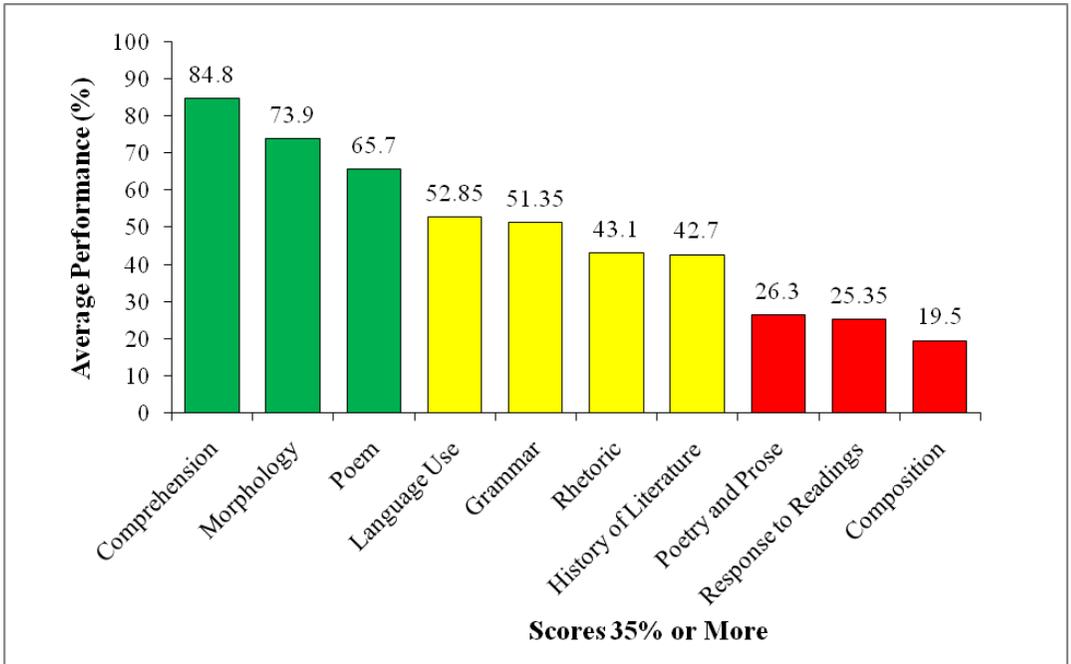
- (a) Students should be encouraged to extensively read Arabic books to improve their vocabulary and grammar. This will eventually enable them to use correct spelling and grammatically correct sentences.
- (b) Students should also be advised and guided to put more effort in studying the topics of *Rhetoric* and *Poetry* and *Prose* in order to perform well in the examination.
- (c) Students should be provided with enough tasks to enable them speak, write, read and listen to various Arabic texts and conversation.
- (d) During teaching Arabic prose, all parts of story in Arabic Language should be given equal importance to enable students to answer examination questions.

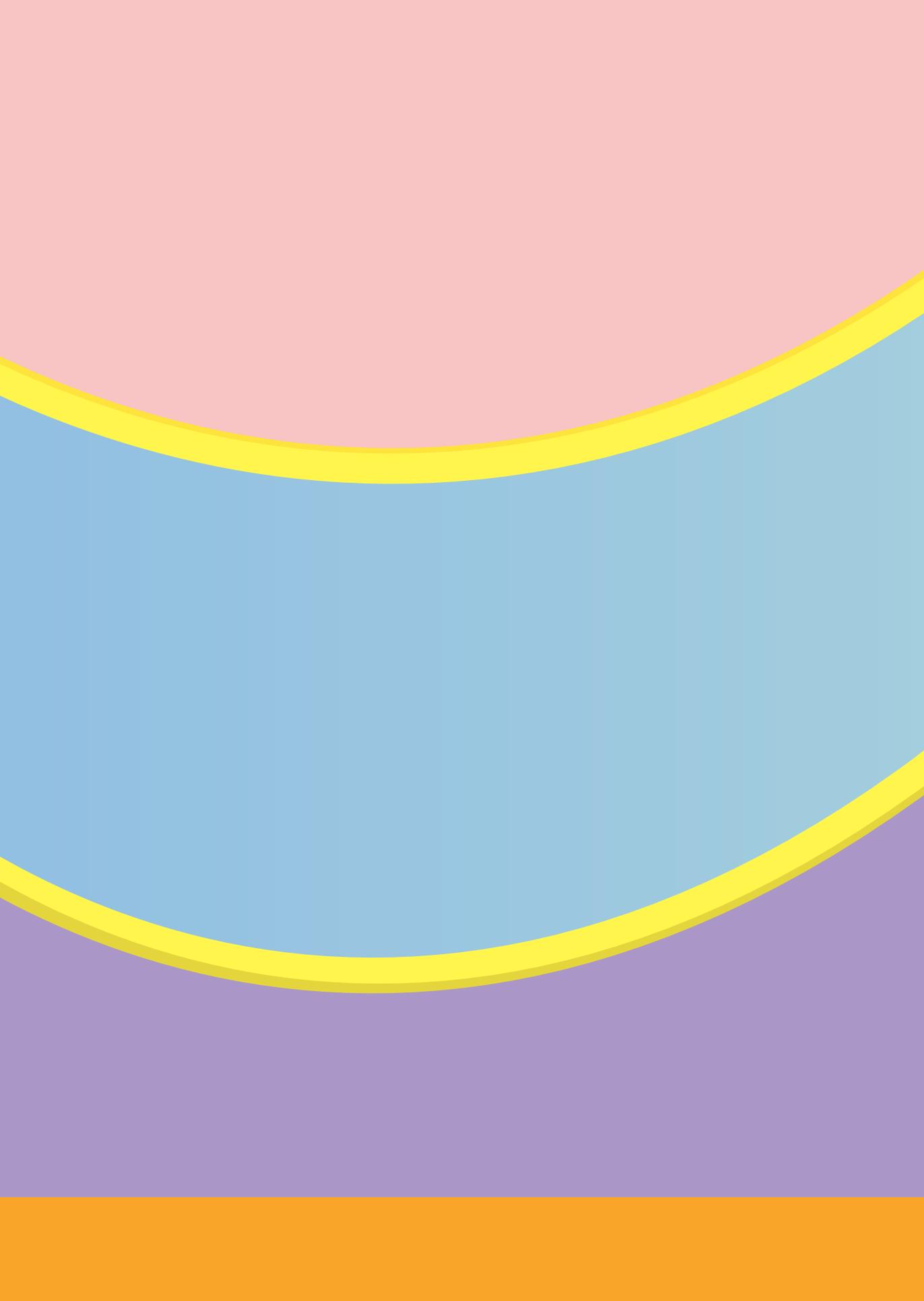
The Candidates' Performance Topic-wise in ACSEE 2016

125- ARABIC LANGUAGE

S/N	Topic	Total Number of Questions	The Percentage of Candidates who Scored 35 and Above	Remarks
1.	Comprehension	1	84.8	Good
2.	Morphology	2	73.9	Good
3.	Poem	2	65.7	Good
4.	Language use	2	52.85	Average
5.	Grammar	2	51.35	Average
6.	Rhetoric	2	43.1	Average
7.	History of literature	2	42.7	Average
8.	Poetry and Prose	2	26.3	Poor
9.	Response to Readings	2	25.35	Poor
10.	Compositon	2	19.5	Poor

**The Candidates' Performance Topic-wise in ACSEE 2016
125- ARABIC LANGUAGE**





THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT
FOR THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2016**

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