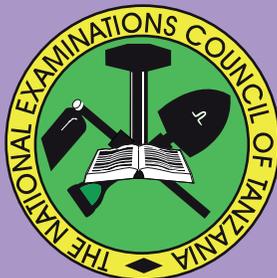


THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR THE ADVANCED CERTIFICATE OF SECONDARY
EDUCATION EXAMINATION (ACSEE) 2018**

125 ARABIC LANGUAGE

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



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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 educational system in general and 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' Items Responses Analysis Report (CIRA) in the 2018 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 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 public in general 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 focuses on the analysis of the candidates' performance in the Arabic Language subject for the 2018 Advanced Certificate of Secondary Education Examination (ACSEE). The Arabic Language Examination was set in accordance to the 2004 syllabus.

The candidates were tested in the skills of comprehension, grammar, language use, morphology, composition, rhetoric, response to readings, and literature. The examination had two (2) papers, which are Arabic Language paper 1 and paper 2. Paper 1 had nine (9) questions distributed in five (5) sections and the candidates were required to answer five (5) questions by choosing one (1) question from each section. Question one (1) in Comprehension was compulsory. Conversely, paper 2 had ten (10) questions distributed in five (5) sections and the candidates were required 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 demands 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 requirements of each item.

The rating of candidates' performance has been grouped into 'good', 'average' and 'poor' and they are represented in green, yellow and red colours. Under this analysis, good performance ranges from 60 to 100 percent and is coloured green, average performance from 35 to 59 percent and is coloured yellow and poor performance from 0 to 34 percent 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 a question. The performance is summarised in the Appendix.

A total number of the candidates who sat for the Advanced Certificate of Secondary Education Examination (ACSEE) in Arabic Language in 2018 were 412 of which 330 (80.10%) passed and 82 (19.9%) failed. In 2017, candidates who sat for Arabic Language Examination were 326 of whom 218 (66.87%) passed and 108 (33.13%) failed. This 2018 performance has increased by 13.23 percent as compared to the year 2017.

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

2.1 Section 1: Comprehension

This section comprised one compulsory question and the candidates were required to attempt all items of the question. The question carried twenty (20) marks.

2.1.1 Question 1

The question required the candidates to read the passage and respond to the questions from the given passage. The passage was about the elephant and Rabbit.

This question had two parts; (a) and (b). In part (a), the candidates were required to provide short answers to five (5) items given. In part (b), the candidates were required to fill in the blanks with appropriate information from the passage.

The question was attempted by 412 candidates (100%) whereby 22 candidates (5.3%) scored from 0 to 6 marks, 91 candidates (22.1%) scored from 7 to 11.5 marks and 299 candidates (72.6%) scored from 12 to 19 marks. The general performance of the candidates in this question was good, considering that 390 candidates (94.7%) scored an average of 35 percent and above of 20 marks allocated to this question. The overall performance of the candidates in this question is summarised in Figure 1.

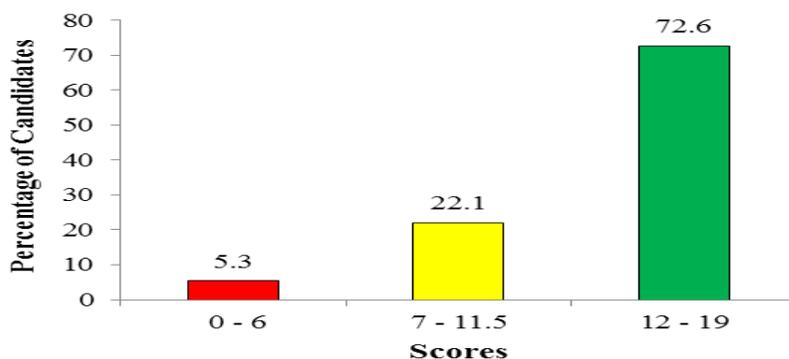


Figure 1: *Candidates' performance in question 1*

The candidates who performed well in this question were able to provide appropriate responses to the five items given and fill in the

blanks with appropriate information from the passage. This suggests that these candidates comprehended the text given and had adequate comprehension. Extract 1.1 shows a sample of a good response.

القسم الأول :	
(4)	السؤال الأول:
(6)	
1	بعد أن رأت العيون قد غار ماءها فلم تصل إليه خراطيمها الطويلة أخذت الفيلة تبحث في كل مكان حتى اهتدت إلى عيني ماءها غزيرهافا، وكانت تلك العيون في أرفق الأرنب، فلما ذهبت الفيلة للشرب منها داست في ذاهبها ورجوعها ورجوعها أمجار الأرناب فقتلت عددا كبيرا من الأرنب.
2	لما اجتمعت الأرنب لتبحث طريقة الخلاص من الفيلة قال الأرنب الأول: "أرى أن نرحل عن هذا المكان، فإننا لا نعدر على مقاومة الأفيال.
3	قال زعيم الفيلة بعد أن احتال عليه فيروز: "لن أعود إلى هذه العيني، ولن تعود الفيلة تشرب منها.
4	الذي أغضب الأرنب من الفيلة هي أن الفيلة قتلت عددا كبيرا من الأرناب
5	استطاع فيروز أن يخدع زعيم الفيل بالكذب عليه، على أنه قد أرسل من القمر أن ينهي الفيل في لحظة

5	شرب الماء في العين وإن عاد لمثل ذلك أعميت بصرة وأهلكته.
ب	
1	إن زعيم الفيلة اغتر بقوته وضخامة جسمه، وذهب إلى عين الماء التي تسمى بأسبي، فشرب منها
2	يحكم أن جماعة من الفيل كانت تعيش آمنة، مطمئنة، يأكل من النباتات ومن أغصان حولها
3	فرد أرنبا تغر كيف نترك وطننا الذي على أرضه ولدنا، وعشنا فيها
4	انطلق فيروز في ليلة مقمرة إلى أرض الفيلة وناد زعيمها من بعيد
5	أخذت الفيلة تبحث في كل مكان حتى اهتدت إلى عين ماء غزير صاف، يقال لها عين التمر.

Extract 1.1: A sample of a good response from the candidate who provided correct answers to the five items given and could fill in the blanks with correct information from the passage.

However, some candidates performed poorly in this question due to inadequate mastery of Arabic Language. Responses showed that these candidates did not understand what was written in the passage. As a result, many of them just picked some words or sentences from the passage and used them as answers without considering meaning and requirements of the question. For example in item (a-3), which asked “What did the leader of elephants say after she was cheated by Rabbit (ferouz)?” “قال زعيم الفيلة: من الذي يعمي بصري ويهلكني؟” One of the candidates wrote “قال زعيم الفيلة: من الذي يعمي بصري ويهلكني؟” This response indicates that the candidate failed to comprehend the exact meaning of *احتال* “cheated”. The correct response was *قال زعيم الفيلة: لن أعود إلى هذه العين،*

“The leader of elephants said; I will never come back to this water stream and elephants will never drink from this stream again”. Moreover, several others left the questions unanswered. Extract 1.2 shows a sample of poorly attempted items.

	النم - ان نور	
1	استرقتوه وخرطاهة	
2	اقال ان الرتب الحاكي ان جماعة	
3	قال رقيم الفيلة حرر ان الرتب الحر	
4	ان يبيد ان نكرو صخر نزاله من منظر العرو	
5	انتهتت الى عينها عرو صراف	

Extract 1.2: A sample of a poor response from the candidate who just picked some words or sentences from the passage and used them as the answers due to poor mastery of Arabic Language.

2.2 Section 2: Grammar

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

2.2.1 Question 2

This question had two parts; (a) and (b). The candidates were required to identify an adjective and substantive in the given sentences in part (a). In part (b), the candidates were required to explain meaning of passive voice, write the situation of indeclinable, explain rule of feminine verb in the sentence, provide two examples of causative object and finally mention four signs of verbs.

The question was attempted by 173 candidates (42.0%). The statistics shows that 108 candidates (62.4%) scored from 0 to 6.5 marks, 53 candidates (30.7%) scored from 7 to 11 marks and only 12 candidates

(6.9%) scored from 12 to 18.5 out of 20 marks. The general performance of the candidates in this question was average whereby 65 candidates (37.6%) scored from 7 to 18.5 marks. The performance in question 2 is summarized in Figure 2.

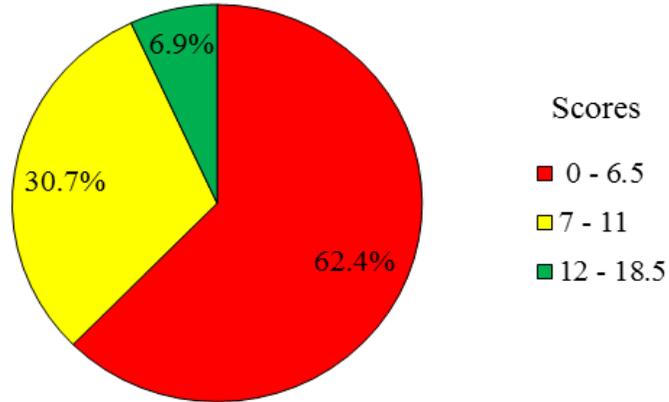


Figure 2: Candidates' performance in question 2

The candidates who performed well in this question understood the requirements of the question and were able to identify the adjective and substantive in the text. For example in item (a-5), one of the candidates wrote *حمراء* "red" as the adjective and (*وردة*) "flower" as substantive in the sentence *قطعت فاطمة وردة حمراء صباحا* "Fatma cut red flower in the morning." In part b, the candidates were able to explain the meaning of passive voice, write the situation of indeclinable, provide two examples of causative object and mention four signs of verbs. These responses show that the candidates understood the grammar of Arabic Language. Extract 2.1 shows an example of a good response.

القسم الثاني		2 السؤال الثاني
أ -		
المنعوت	الذمت	
الترجمة	البدئية	1
فعلا	مضارها	2
الصف	السادس	3
النساء	المجربات	4
ومدة	حصرا	5
ب		
1- الفعل المبني للمجهول هو الفعل الذي خُيِّقَ فاعله في الجملة.		
2- يخفض المنوع من الصو بالكسرة إذا دخل (ال) أو إذا أضيف.		
3- حكم التانيث في الجملة الآتية فاعله مؤخر لأنَّ تقدم المفعول وتأخر الفاعل والتاء التانيثية يشار إلى فاعله.		
4- مثالين لمفعول لأجلا هي (1) سَجَدْتُ شُكْرًا (2) صَبَرْتُ طَلَبًا لِلْعِلْمِ		
5- أربعة من علامات الفعل هي (1) قد (2) سَوَّقَ (3) السين (4) النون التوكيدية		

Extract 2.1: A sample of a good response of the candidate who was able to provide correct answers in all parts except item (b-3).

On the other hand, the candidates who performed poorly in this question failed to identify the adjective and substantive in the given sentences. Some of the candidates confused the adjective and substantive. Others provided irrelevant answers. For example in (a-1), one of the candidates wrote down the predicate مفيدة "Useful" as an

adjective in *الرياضة البدنية مفيدة تعطي الجسم قوة ونشاطا* “Physical exercise is useful for activating and strengthening the body.” The correct response was *البدنية* “physical” as an adjective and *الرياضة* “exercise” as a substantive.

In part (b), many of the candidates were unable to provide correct answers in item (1) wanted the candidates to define ‘passive voice’. For example, one of the candidates defined subject of the passive voice instead of the passive voice. Another candidate defined uninflected instead of the passive voice. Some of the candidates failed to write the situation of indeclinable in the case of preposition and wrote types of indeclinable in item (b-2). Others explained signs of verbs instead of describing the rule for forming the given feminine verb.

The correct answers were supposed to be as follows; *هو ما حذف فاعله وحلّ* “The passive voice is the sentence which always does not mention the subject of the verbs and the object is replaced in the subject position”, *يخفض الممنوع من الصرف بالكسرة إذا كان مضافاً أو محلى بأل مثل: صلّينا*, *في مساجد المدينة أو صلّينا في المساجد* “The situation of indeclinable will be in the case of a sign of vowel *الكسرة* (kasra) when the noun has article *ال* “the” or *المضاف* “genitive construction” and *حكمه الجواز لأنه فصل بين الفعل والفاعل* “the feminine verb in the sentence is allowable because the verb is separated from the subject”. Extract 2.2 shows a sample of a poor response from a script of a candidate who failed to provide appropriate responses.

السؤال الثاني	
1	درسنا في هذا الأسبوع فعل مضارع
3	الزعت - فعل والنعوت مضارعا كنا ندرس في الصف السادس وهذا امتحان نهايته
4	نهايته - الزعت . د امتحان - المنعوت كالتعج النساء المعجبات على ركوب السيارات .
2	ركوب . المنعوت والنعوت السيارات قطعت باطمة وردة حمراء صباحا .
	وردة حمراء - المنعوت و صباحا النعوت .
ب	
1	الفعل المبني المحصور اسم مرفوع وقع بعد حذف فاعل .
2	يخفف المتنوع من الصرف بالكسرة الذم كان للـ المصرفية . مثل إبراهيم ولا يبدل إبراهيم
3	حكم التأنيث في جملة آتية حضرت اليوم فلانة . حكمه السكون آخره . لأنه كان في محال فعل .
4	مثالين لمفعول كاجاه
*	صوم رمضان يحتاجون ثوب .
*	نام الوالد لأجله مريض .

Extract 2.2: A sample of the candidate who appointed the adjective and its substantive from the given sentences vice versa in all items from part (a).

2.2.2 Question 3

This question had two parts; (a) and (b). In part (a), the candidates were required to study the given underlined words and indicate governed noun of genitive construction, predicate of a defective verb, coupled, affirmation and an adjective. In part (b), the candidates were required to define singular with two examples, explain when past tense is constructed by **الفتحة** (Fat-ha), explain condition of its phrase, explain how plural sound is analyzed and mention types of sentence.

The question was attempted by 226 candidates (54.9%). 94 candidates (41.6%) performed poorly by scoring from 0 to 6.5 marks. 13

candidates (5.8%) scored 0 mark. However, 100 candidates (44.2%) performed on average by scoring from 7 to 11.5 marks while 32 candidates (14.2%) performed well by scoring from 12 to 19 marks. According to this data, the performance in this question was average since the percentage of candidates who scored 30 percent or above is 132 candidates (58.4%). The overall performance of the candidates in this question is summarised in Figure 3.

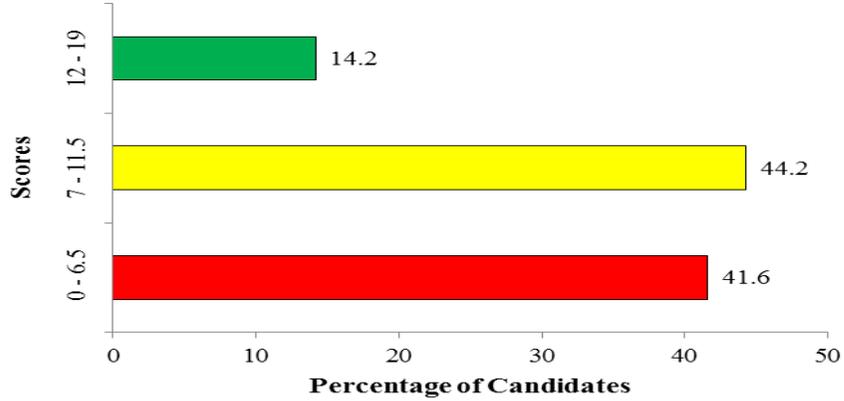


Figure 3: Candidates' performance in question 3

The analysis of candidates' responses shows that the candidates who performed well in this question were able to indicate governed noun of a genitive construction, predicate of a defective verb, coupled, affirmation, and an adjective. For example in (a-2), one of the candidates identified the underlined word *ثلاثة* "Three" as *خبر كان منصوب وعلامة نصبه فتحة ظاهرة* "predicate of defective verb is an accusative case". Moreover, the candidates managed to define the singular with two examples, explain when past tense is constructed by *الفتحة* (Fat-ha), explain condition of its phrase, explain how plural sound is analyzed and mention types of sentence. For example in (b-5), one of the candidates mentioned types of sentence as *الجملة الاسمية والجملة الفعلية* "nominal clause and verbal clause". This good performance indicates that the candidates understood the topic. Extract 3.1 shows a sample of a good response.

السؤال الثالث (3)	
1	رمضان : مضاف إليه مجرور وعلامة جرته الكسرة الظاهرة على آخره وجمله من معطوف وخبر جملة جار مجرور في محل الرفع خبر مبتدأ
2	ثلاثة : خبر كان منصوب وعلامة نصبه الفتحة الظاهرة على آخره
3	المترف : معطوف مرفوع وعلامة رفعه الضمة الظاهرة على آخره
4	أنت : التوكيد منصوب وعلامة نصبه الفتحة الظاهرة على آخره
5	جديلة : نعت منصوب وعلامة نصبه الفتحة الظاهرة على آخره
ب	
1	المفرد هو ما دلّ على واحد أو واحدة . مثالين مختلفين للمفرد هو ذهبت مريم إلى السوق ، هذا بيت
2	يبني الفعل الماضي على الفتح إذا لم يتصله بأخره شيء
3	صاحب الحال هو اسم الذي يأتي قبل الحال إما الفاعل أو مفعول به أو نائب الفاعل . شرطه الأساسي أن يكون صاحب الحال معرفة
4	يعرب جمع المذكر السالم ترفع بالواو نيابة عن الضمة وتنصب بالياء نيابة عن الفتحة وتجر بالياء نيابة عن الكسرة
5	أنواع الجملة هي الجملة الاسمية والجملة الفعلية

Extract 3.1: A sample of a good response from the candidate who was able to analyse all the underlined words correctly.

However, some candidates were unable to indicate governed noun of a genitive construction, predicate of a defective verb, coupled, affirmation and an adjective. Most of them failed to analyse underlined words in (a-1) and (a-4). For example, one of the candidates analysed رمضان "Fasting" as مفعول به "object" instead of مضاف إليه "governed

noun of a genitive construction” and أنت “You” as حرف الجر “preposition” instead of التوكيد اللفظي “affirmation”.

Furthermore, the candidates were unable to define singular with two examples, explain when past tense is constructed by الفتحة (Fat-ha), explain condition of its phrase, explain how plural sound is analyzed and mention types of sentence. Majority of the candidates could not supply correct answers in (b-2) and (b-3). For example, in (b-2), one of the candidates wrote يبني الفعل الماضي على الفتح إذا اتصل بالتاء المتحركة ونون النسوة “Past tense will be uninflected, if it joined with first person pronoun and feminine plural pronoun.”

The correct response is يبني الفعل الماضي على الفتح إذا لم يتصل بآخره شيئ، مثل: مثل: الولدان جلسا “Past tense will be uninflected; if it did not join with any pronoun at the end except dual pronoun”. In another instance, in (b-3), one of the candidates wrote that the main condition of صاحب الحال “its phrase” is to be with article (النكرة) “A” instead of article (المعرفة) “The”. Extract 3.2 illustrates a poor response in question 3.

	القسم الثاني : القواعد النحوية
	السؤال الثالث
أ	أعرب ما تحته خط :
1.	العيام في شهر رمضان
	رمضان مبتدا وخبر
2.	كنا ثلاثة في الفصل
	ثلاثة فعل المظارع مبني على الفتححة .
3.	النحو والعرفي مترابطان
	العرفي فعل الماضي مبني على سكون .
4	اجلس أنت على الكرسي
	أنتا إسم مسترف لتصاب
5.	فتحت مدارس جديدة
	جديدة خبر المبتدأ .
	ب أعجبني عما يأتي :
1.	المفرد هو ما دلّ على الفتححة في آخره
2	الفعل الماضي على الفتحح هو كل فعل يدل على
	مسير في الزمان العصبى .
3	صاحب الحال هو إسم المعراب آخره في
	المقتضا الجملة
4	يعرب جمع المذكر السالم بعد واو تاني
5	أنواع الجملة

Extract 3.2: A sample of a poor response of the candidate who provided irrelevant answers to all the questions.

2.3 Section 3: Language Use

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

2.3.1 Question 4

This question had two parts; (a) and (b). In part (a), the candidates were required to arrange words to make meaningful verbal clauses. In part (b), the candidates were instructed to change the given singular sentences into plural sentences.

The question was attempted by 200 candidates (48.5%). Statistics shows that 150 candidates (75%) scored from 0 to 6.5 marks and 40 candidates (20%) scored from 7 to 11.5 marks. Furthermore, 10 candidates (5%) scored from 12 to 20 marks. The general performance was poor since a large number of candidates scored below average as summarized in Figure 4.

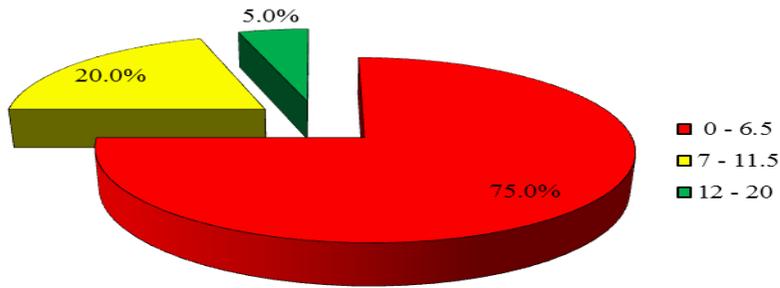


Figure 4: Candidates' performance in question 4

The candidates who performed poorly in this question were unable to arrange the given words into meaningful verbal clauses as required. Most of the candidates arranged the words into nominal clauses instead of verbal sentences. For example in (a-1), one of the candidates wrote *لماذا القطة تحب سمكة أكثر من الطعام؟* "Why the cat does prefer fish to food". The correct answer for (a-1) was supposed to be *لماذا تحب القطة سمكة أكثر من الطعام؟* "Why does the cat prefer fish to food?" Some candidates arranged the words randomly without considering the instructions. For example in (a-4), one of the candidates wrote *أحد الناس من يولد عالما فلا تعلم* "One people among is born literate it is not known" instead of *تعلم فلا أحد من الناس يولد عالما* "Learn no one among the people is born literate". In

part (b), many candidates failed to identify the changes of noun and verb in the sentence. These candidates failed to recognize changes like demonstrative pronoun or feminine case. For example, in (b-3), one of the candidates wrote "هذا الملابس نظيف" "This clothes is clean" instead of "هذه الملابس نظيفة" "these clothes are clean". Others changed sentences into dual instead of plural forms. This poor performance shows that the candidates were not familiar with plural forms. Extract 4.1 is a sample of a poor response.

القسم الثالث	
السؤال الرابع	
4.	١) لماذا نحب أكثر سمته من العظمة الطعام؟
2	هل ذهبت مع نهارا إلى السوق؟
3.	هناك لا تشرف في الطعام فإن محتجبي إليه
4.	تعلم أحد الناس من عالما فلا يولد
5.	أرغب الأخبار من الخروج فيك قراءة في المكتبة.
ب	تحول هذه الجملة إلى جمع .
١.	هذان مدرستان طبيان .
٢.	فرحت الطلاب بنجاحها .
٣.	هذان الملبسان نظيفان .
٤.	الغلام مؤخرم .

Extract 4.1: A sample of a poor response of the candidate who provided irrelevant answers in all the items except item (a-2) and changed the sentence into dual instead of plural form in item (b-1 and 3).

Despite the poor performance in this question, there were some candidates who performed well. These candidates were able to arrange

the given words and make meaningful verbal sentences as required. The candidates managed to change the given singular sentences into plural sentences as required. This good performance shows that the candidates had good mastery of Arabic Language. Extract 4.2 shows a sample of a good response.

		4
	1= لماذا نحب القطة سمكة أكثر من الطعام؟	
	2= هل ذهبت نهاراً إلى السوق؟	
	3= لا تسرف في الطعام فإن هناك محتجين اليه.	
	4= تعلم فلان أحد من الناس يولد عالماً.	
	5= ارحب في قراءة الأخبار قبل الخروج من المكتبة.	
	1= هذه مدارس طبية.	
	2= فرحت الطالبات بنجاحهن.	
	3= هذه الملابس نظيفة.	
	4= العلماء محترمون.	
	5= العاملون يشربون الفطور.	

Extract 4.2: A sample of a good response of the candidate who was able to change the given singular sentences into plural form as required.

2.3.2 Question 5

This question had two parts; (a) and (b). In part (a), the candidates were required to replace "defective verbs" **كان وأخواتها** with **إن وأخواتها** (inna wa-akh-waatiha) in the given sentences by inserting changes where necessary. In part (b), the candidates were required to fill in the blanks with appropriate relative pronouns.

The question was attempted by 212 candidates (51.5%). 125 candidates (59%) scored from 12 to 20 marks, which is a good performance. 57 candidates (26.8%) scored from 7 to 11.5 marks, which is an average performance. 30 candidates (14.2%) scored from 0 to 6.5 marks, which is a weak performance. Among the candidates with weak performance, 6 candidates (2.8%) scored 0 mark. The general performance of the candidates in this question was good considering that 182 candidates (85.8%) scored an average of 35 percent and above 20 marks allocated to this question. The overall performance of the candidates in this question is summarised in Figure 5.

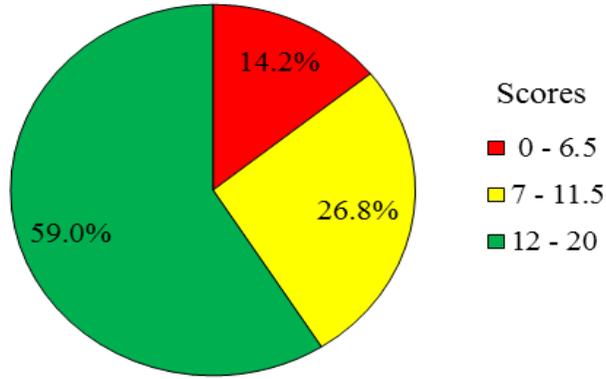


Figure 5: Candidates' performance in question 5

The majority of the candidates who performed well in this question were able to replace "defective verbs" *كان وأخواتها* with *إن وأخواتها* (inna wa-akh-waatiha) in the given sentences by making necessary changes. For example, in (a-2), *صار الكتاب معلما*, "The book has become a teacher". One of the candidates wrote *إنَّ الكتابَ معلّم* "In deed the book is a teacher" which was correct. This candidate could remember that subject of nominal sentence should take a vowel *الفتحة* (Fat-hah) and the predicate will carry a vowel *الضمة* (dhammatu) when he replaced defective verbs with *إن وأخواتها* (inna wa-akh-waatiha) in the sentence. Moreover, the candidates managed to fill in the blanks with appropriate relative pronouns. For example, in (b-5), one of the candidates wrote *نلك هو الصوت الذي سمعته* "That is the voice which I heard", which was correct. This good performance shows that the candidates had good mastery of Arabic Language and sufficient knowledge on *إن وأخواتها* (inna wa-akh-

waatiha) and "relative pronouns". Extract 5.1 shows a sample of a good response.

	5	/أ
		1- إنني خبيرٌ بالموضوع .
		2- كأن الكتابَ معلمٌ .
		3- إن المطرَ ينزل .
		4- أيت حال المريضِ جيدٌ .
		5- إن العالمَ محتومٌ .
		/ب
		1- أعطفوا على الفقراء الذين تقابلونهم معهم .
		2- قابلت المعلمات اللاتي سلمننا عليهن في العفلة .
		3- الأم التي تربي أبنائها تربية حسنة هي مدرسة .
		4- هاتان هما الورقتان اللتان تمزقناهن هذا الكتاب .
		5- ذلك هو الصوت الذي سمعته .

Extract 5.1: A sample of a good response of the candidate who was able to replace defective verbs with "inna wa-akh-waatiha" and fill in the blanks with appropriate relative pronouns as required.

On the other hand, the candidates who performed poorly in this question were unable to replace "defective verbs" *كان وأخواتها* with *إنَّ وأخواتها* (inna wa-akh-waatiha) in the given sentences and insert changes where necessary. Most of the candidates replaced "defective verbs" *كان وأخواتها* with *إنَّ وأخواتها* (inna wa-akh-waatiha) without making necessary changes which were needed after writing *إنَّ وأخواتها* (inna wa-akh-waatiha) in the sentences. For example in (a-5), one of the candidates could not make necessary changes after removing defective verbs and putting *إنَّ وأخواتها* (inna wa-akh-waatiha) in the sentence like this *كان*

الكتابُ معلما which was wrong. The correct answer was *كأن الكتابَ معلّم* “The book is like a teacher”.

In part (b), some of the candidates who failed in this part did not understand the requirements of the question because they filled in the blanks with demonstrative pronouns, pronouns and prepositions instead of relative pronouns.

For example, in (b-2), one of the candidates wrote a demonstrative pronoun *قابلت المعلمات هؤلاء سلمنا عليهن في الحفل* “I met teachers these we greeted them in the party” which was wrong. The correct response was *قابلت المعلمات اللاتي أو اللاتي سلمنا عليهن في الحفل* “I met teachers whom we greeted them in the party.”

Another example in item (b-4), one of the candidates wrote preposition *في* “In” instead of a relative pronoun *هاتان هما الورقتان في تمزقتا من هذا الكتاب* “These are two papers in get torn from this book” which was wrong. The correct response was supposed to be *هاتان هما الورقتان اللتان تمزقتا من هذا الكتاب*, “These are two papers that get torn from this book”. Other candidates wrote irrelevant responses. This poor performance implies that these candidates had insufficient knowledge on the topic of *إنّ وأخواتها* (inna wa-akh-waatiha) and relative pronouns. Extract 5.2 shows a sample of a poor response.

		القسم الثالث
		السؤال الخامس
1	أ	إن كنت تميزاً بالموضوع
2	ب	صار الكتاب معلماً
3	ج	لكين كاد الحرف ينزل
4	د	صار مالاً هريفاً جيداً
5	هـ	
		ب املأ الفراغات
1	أ	اعلموا على القراء هتان تقابلوهم معهم
2	ب	قابلت المعلمات هذا معلماً عليهن في الحفل
3	ج	الأم ما تربي أبنائها تربيته حسنة عي مدرسة
4	د	عائذ هما الورقتان على تمزقنا من هذا
		الكتاب
5	هـ	ذلك هو الصوت من سمعته

Extract 5.2: A sample of a poor response of the candidate who filled in the blanks with demonstrative pronoun in item (b-1 and 2) and preposition in item (b-3, 4 and 5).

2.4 Section 4: Morphology

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

2.4.1 Question 6

This question had two parts; (a) and (b). In part (a), the candidates were required to define the unaugmented verb with three letters **الفعل الثلاثي**

المجرد, provide the advantage of morphology, write categories of verb with three letters and sound كسرة "I" at the middle of it, mention أنواع الفعل المتعدي "the types of transitive verb" and measure the given verbs. In part (b), the candidates were required to write verbs from the given gerunds.

The question was attempted by 210 candidates (51.0%). 52 candidates (24.8%) scored from 12 to 20 marks. 74 candidates (35.2%) scored from 7 to 11.5 marks. 84 candidates (40%) scored from 0 to 6.5 marks. This shows that the candidates' performance in this question was good as illustrated in Figure 6.

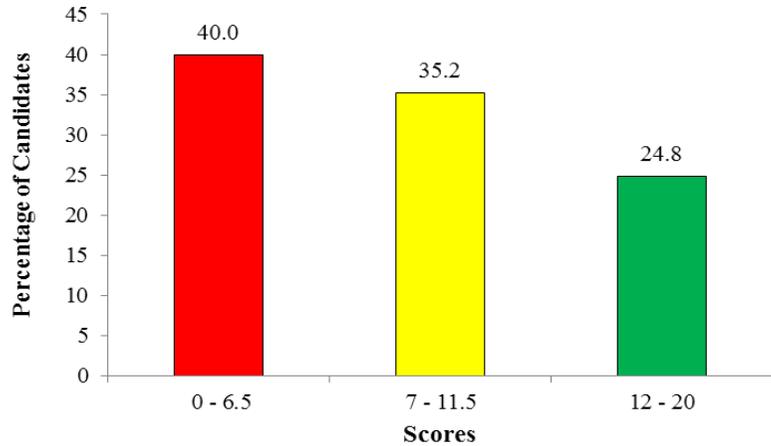


Figure 6: Candidates' performance in question 6

The candidates who scored high marks in this question were able to define the unaugmented verb with three letters *الفعل الثلاثي المجرد*, provide the advantage of morphology, write categories of verb with three letters and sound كسرة "I" at the middle of it, mention أنواع الفعل المتعدي "the types of transitive verb" and measure the given verbs. Furthermore, the candidates were able to write verbs from the gerunds. For example, one of the candidates wrote *عَلَّمَ - تعلِّم - عَلَّمَ* "educating –educated", *أهمل - أهمل* "neglecting – neglected" and *وصل - وصل* "arriving- arrived." This good performance shows that the candidates had enough knowledge on morphology. Extract 6.1 shows a sample of a good response.

	القسم الرابع : السؤال السادس : (6)
(أ)	1. المجرى الثلاثي هو ما كان جميع حروفه الثلاثي الأصلي .
2.	فائدته هي التالية : - تصحيح الكلمات . - مراعاة القياس . - صون اللسان عن الخطأ . - سهول استعمال المعاجم . - تعريف المقصود في القرآن والحدود . - زيادة
3.	أدواب "فعل" هي التالية : - فَوْحٌ - يَفْرَحُ - لَعِبَ - يَلْعَبُ . - صَبَبَ - يُصِيبُ - يُمْسِي - يُمْسِي
4.	أنواعه هي التالية : - ما ينصب مفعول به واحد . - ما ينصب مفعول به الثاني أصلها مبتدأ وخبر . - ما ينصب مفعول به الثاني أصلها ليس مبتدأ وخبر . - ما ينصب ثلاثة مفاعيل .
5.	أن أزن الأفعال الآتية : حُدَّ - عَلَّ . اختيار - افتعال . قم - فاعل . انرفح - افعلل .
(ب)	أن أكتب أفعالا لهذه المضامير : تعليم - علم . استسقاء - استسقى .
	تربوية - زكى . عمرة - حبس . إهمال - أهمل . تقدم - تقدم . مغادرة - غادر . وصول - وصل . قعود - تعد . انقطاع - انقطع .

Extract 6.1: A sample of a good response of the candidate who derived verbs from the given gerunds as required.

On the other hand, the candidates who performed poorly in this question were unable to define the unaugmented verb with three letters *الفعل الثلاثي المجرد*, to provide the advantage of morphology, write categories of verb with three letters and sound *كسرة* "I" at the middle of it, mention *أنواع الفعل المتعدي* "the types of transitive verb" and measure the given verbs. Most of them failed to write categories of a verb with three letters and a sound *كسرة* "I" at the middle of it in (a-3) instead they confused it with measurement of the verbs. For example in (a-3), one of the candidates wrote: *أكرم - أفعال - أقدم - أفعال - وسوس - أفعال - أكرم* all of which were wrong. The correct responses were *أكرم = أفعال* and *أكرم = أفعال*. Others could not provide the correct measurement of the verb *أكرم* "Take" and *أكرم* "Stand up" in (a-5). For example, one of the candidates wrote measurement of verb *أكرم* "Take" and *أكرم* "Stand up" as follows; *أكرم - أفعال* "Take" and *أكرم - أفعال* "Stand up". The correct answers were *أكرم - أفعال* "Take" because the removed letter was a letter known as *فاء* *الكلمة* (Faul-kalima) and *أكرم - أفعال* "stand up" because the removed letter was a letter known as *عين الكلمة* (Ainul-kalimah).

In part (b), majority of the candidates who performed poorly, they provided morphology measurement instead of writing verbs of the given gerunds. For example, one of the candidates measured the verbs as follows: *أكرم - أفعال - أكرم - أفعال - أكرم - أفعال* which were not related to the demand of the question. The correct responses were supposed to be *أكرم - أفعال* "became red", *أكرم - أفعال* "went" and *أكرم - أفعال* "moved forward". Moreover, many of the candidates wrote incorrect verbs *أكرم* "irrigated" *أكرم* "rained steadily" and *أكرم* "increased" in the following gerunds *أكرم* "praying for rain", *أكرم* "chastening" and *أكرم* "Neglecting" instead of *أكرم* "asked for a drink", *أكرم* "purified" and *أكرم* "neglected". This poor performance shows that the candidates had insufficient knowledge on morphology. Extract 6.2 shows a sample of a poor response.

	المسألة الرابع الصرف
	السؤال السادس
1.	المحرر الثلاثي
	فعل
	إفعل
	لِفعل
2.	فائدة علم الصرف صوت اللسان عن
	لغطاء ومراقبة في الجملة
3.	أبواب "فعل" مع التمثيل للإماتة كـ
	فَعَلَ ، يَفْعَلُ ، يَفْعِلُ ، يَفْعُلُ
	فَعِلَ ، يَفْعَلُ ، يَفْعِلُ
	فَعَلَّ ، يَفْعَلُّ ، يَفْعُلُّ
4.	هي قسمين) أنواع الفعل المتعدي .
5.	نوب الأفعال الآتية:
	تَدَّ - فَعَلَ
	اغتيار - يَفْعَلُ
	قَم - فَعَلَ
	افرنقع - افعل

	ب ا كتب أفعالاً لهذه المحادس
	تعليم - تَعَلَّم
	استسقاء - اسْتَفْعَل
	تنكية - تَفَعَّل
	حصرة - فَعَلَ
	إهمال - فَعَال
	تقدّم - فَعَلَ
	مغادرة - .
	وصول - فَعُلَ
	قعود - فَعَلَ
	انقطاع - انْفَعَلَ

Extract 6.2: A sample of a poor response of the candidate who provided incorrect categories of verb with three letters and measured the gerunds instead of the given verbs.

2.4.2 Question 7

This question had two parts; (a) and (b). In part (a), the candidates were required to define morphology, explain conjugated words as well as to explain unconjugated words, write two examples of infinitive from the word *فعلان* and *فَعِيل*, explain how present participle *اسم الفاعل* is derived from a verb with three letters *الفعل الثلاثي* and identify the strong verbs and the weak verbs from the given verbs. In part (b), the candidates were required to derive the present participle *اسم الفاعل* and passive participle *اسم المفعول* from the given verbs.

The question was attempted by 191 candidates (71.6%) and their performance was generally good. 106 candidates (55.5%) scored from 12 to 20 marks. 45 candidates (23.6%) scored from 7 to 11.5 marks. Only 40 candidates (20.9%) scored from 0.5 to 6.5 marks out of the 20

marks allocated for this question. The overall performance in question 7 is summarized in Figure 7.

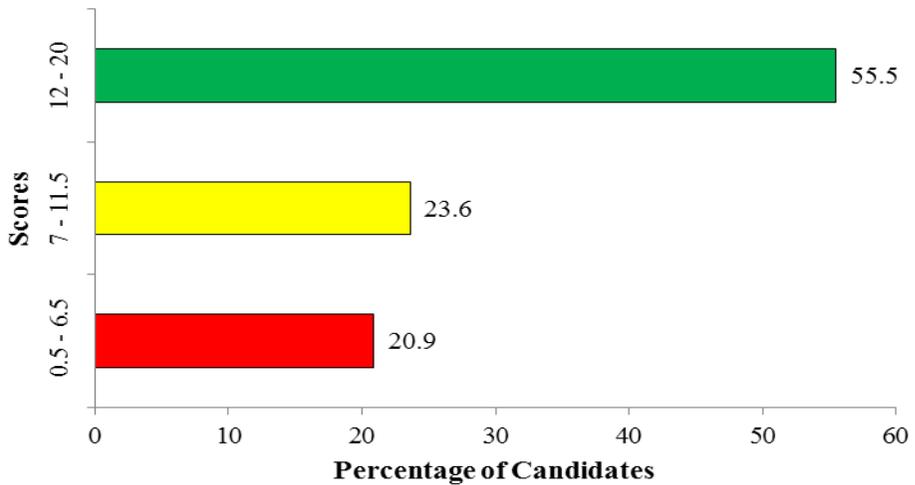


Figure 7: Candidates' performance in question 7

The candidates who performed well in this question were able to define the term morphology, explain conjugated as well as to explain unconjugated words, write two examples of infinitive from the word *فعلان* and *فعليل* explain how present participle *اسم الفاعل* is derived from a verb with three letters *الفعل الثلاثي*, identify the strong verbs and the weak verbs from the given verbs and also to derive the present participle *اسم الفاعل* and passive participle. *اسم المفعول* from the given verbs.

For instance in (a-4), one of the candidates correctly wrote *يصاغ اسم* *الفاعل من الفعل الثلاثي على زون فاعل* "The present participle is formed from the verb with three letters is *فاعل* which is correct. Another example in (b), one of the candidates correctly wrote *قاض* "Judge" as present participle from the verb *قضى* "judged" and *مقضي* "Discharged" as passive participle from the verb *قضى* "judged". This good performance shows that the candidates had adequate competence in morphology. Extract 7.1 shows a sample of a good response.

7		
السؤال السابع: (7)		
أ-		
1- الصرف لغة هو التغيير أو التحويل ، - الصرف اصطلاحاً هو العلم يعرف به أحوال بنية الكلمة قبل انتظامها في الجملة ونوعها وصيغتها وحركتها وزيادة حروفها.		
2- يدخل الصرف في أسماء المنكته وأفعال المتصرفه ولا يدخل على أسماء المبنية و الأفعال المبنية		
3- مثالين على مصدر من "فعلان" هي عطشان وجوعان ، ومثالين على مصدر من "فيعيل" هي رحيل ووحيد.		
4- يصاغ اسم الفاعل من الفعل الثلاثي على وزن "الفاعل"		
5- الأفعال	الفعل الصحيح	الفعل المعتل
سأل	سأل	وجد
وجد	أجل	هدى
أجل		
هدى		
ب		
الأفعال	اسم الفاعل	اسم المفعول
قضى	قاضي	مقضي
تألم	متألم	متألم
أسرع	مسرع	مسرع
خاف	خائف	مخوف
استحسن	مستحسن	مستحسن

Extract 7.1: A sample of a response of the candidate who provided correct answers to all the items.

However, there were some candidates who performed poorly in this question. These candidates failed to define the term morphology, explain conjugated as well as to explain unconjugated words, write two examples of infinitive from the word *فعلان* and *فعليل*, explain how present participle *اسم الفاعل* is derived from a verb with three letters *الفعل الثلاثي*, identify the strong and the weak verbs from the given verbs and derive the present participle *اسم الفاعل* and passive participle *اسم المفعول* from the given verbs.

Most of the candidates were unable to give examples of infinitive from the given words *فعلان* and *فعليل* instead the candidates wrote verbs which were not related to the demand of the question. For example, in (a-3), one of the candidates wrote *فعلان - يجلسان* and *فعليل - يريد* instead of *فعلان - غلبان* and *فعليل - قعيد*. Others just conjugated the given verbs instead of distinguishing between strong and weak verbs as in (a-5). For example, one of the candidates wrote *اسأل - يسأل - يسأل*, “to ask” *يهدي* “to guide”, which was incorrect. The correct answers were *يسأل - صحيح* “to ask- strong verb” *هدى - معتل* “to guide- weak verb”.

Furthermore, in part (b), most of the candidates wrote gerunds instead of present participle *اسم الفاعل* and passive participle *اسم المفعول*. For example, one of the candidates incorrectly wrote *خوف - خاف* “to fear- fear” and *استحسن - استحسن* “to favor- favor”. The correct answer was supposed to be *مخوف - خائف - خائف* “to fear- an afraid- feared” and *استحسن - مستحسن* “to favor- an adviser- recommended”. Some of the candidates used the given verbs to construct the sentences instead of present participle *اسم الفاعل* and passive participle *اسم المفعول*. For example, one of the candidates wrote *القاضي قضى مسألة* “The judge discharged a case” and *تألم التلميذ* “The student has been painful” instead of *مقضى = قاض - قاض* “to judge - a judge- discharged” and *متألم = متألم - متألم* “to feel pain- be painful- be caused pain”. This poor performance suggests that, these candidates had insufficient knowledge on Arabic morphology. Extract 7.2 shows a sample of a poor response.

7	السؤال السابع : (7).
1	الصرف في اللغة : هو التحويل أو التغيير
	وفي الاصطلاح : هو علم الذي يعرف به كيفية بنى الكلمة
	قبل انتظامها في الجملة.
2	في نوعين من الكلمات يدخل الصرف .
3	مثالين لكلا مصدرين " فَعَلَتْ " و " فُعِيْدَ "
	- من فَعَلَتْ :
	1 " جَلَسَات "
	2 " كَتَبَات "
	هو فُعِيْدَ :
	1 " قُرِيْبِي "
	2 " ضَرِيْبِي "
4	يضاع اسم الفاعل من الفعل الثلاثي : " إذا كان اسم مشتق للتكامل على معنى وقع منه الفعل ، "
5	الفعل الصحيح والمعتمد من هذه الأفعال :
	- سأل - سأل . - وجد - أوجد . - أجمل - أجال . - هدى - أهدي
7	ب - اسم الفاعل :
	- قضي حاجتك . - تألم التلميذ . - أسرع الكتابة . - خاف مقامه
	- حسنى فعلت .
	- اسم المفعول : يفضي حاجتك . - تألم التلميذ . - أسرع الكتابة .
	- يخاف مقامه . - يحسنى الحسناء .

Extract 7.2: A sample of a poor response of the candidate who conjugated the given verbs instead of distinguishing between strong and weak verbs in (a-5).

2.5 Section 5: Composition

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 required to write an article on the importance of infrastructure established by the government for the people.

The analysis of the candidates' responses indicates that all 412 candidates (100%) omitted this question. This implies that the candidates had insufficient vocabulary and lack of the ability to express themselves in Arabic Language.

2.5.2 Question 9

In this question the candidates were required to write friendly letter to their young brothers blaming them for not writing letters.

The question was attempted by 408 candidates (99.00%). The performance was poor as 370 candidates (90.7%) scored from 0 to 6.5 marks, 30 candidates (7.3%) scored from 7 to 11.5 marks and 8 candidates (2%) scored from 12 to 16.5 marks out of the 20 marks allotted to this question. The performance in question 9 is summarized in Figure 8.

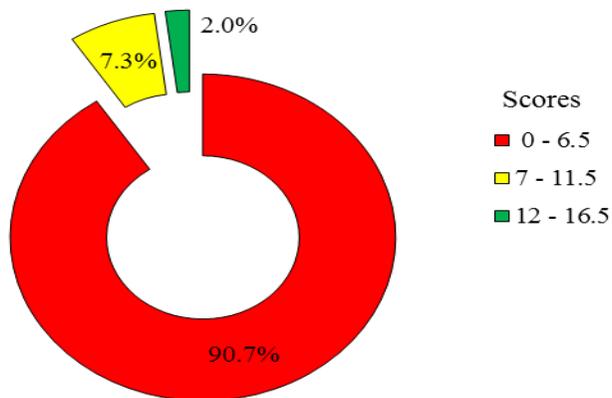


Figure 8: *Candidates' performance in question 9*

The candidates who performed poorly in this question were unable to write friendly letter to their young brothers blaming them for not writing letters. Most of the candidates could only write the address, date, greetings correctly but they failed to explain the main body of the

letter. Some of the candidates picked some words like *الصغير* “small”, *تعاتبه* “blame him” and *خطاباته* “his letters” from the question and mixed them with their own words which resulted into meaningless structures.

For example, one of the candidates expressed the main body of the letter as follows: *الغرض كتابة هذه الرسالة أخبرك الصغير تعاتبه على عدم إرسالك خطاباته إليك* “The aim writing this letter to tell you small to blame you for not sending his letters to you” which was meaningless. The correct answer was *الغرض من هذا الخطاب بعد التحية هو التعرف على ما جرى فيك حتى قطعت عني رسائلك التي كانت تصلني دون انقطاع* “The aim of this letter after greeting you is to know what happened to you until you had stopped to send me your letters as it was before”.

Other candidates did not understand the question. This caused them to write the main body of the letter contrary to the requirement of the question like *الحياة المدرسية* “Life of school” and *طلب المبلغ من والديهم لشراء المستلزمات الدراسية* “Asking for pocket money from their parents” that were not related to the question requirement. Another example, one of the candidates wrote: *الغرض ان كتابة هذه الرسالة لأخبرك أن التعب في حياتك* “The aim of this letter is to tell you that life is struggling because the almighty God enjoined it to the people and I advise you to be patient like me”. Moreover, their ideas were poorly elaborated and organized. The poor performance of these candidates shows that the candidates had inadequate vocabulary and insufficient knowledge on informal letter writing. Extract 9.1 shows a sample of a poor response.

	السؤال التاسع
	أحمد بشوقي .
	ص.ب ٥٢٢ ،
	زنجي / تنزانيا .
	٢٠١٨/٥١٧ .
	إلى أخيلر
	السلام عليكم ورحمة الله تعالى
	وبركة .
	كيف خلقكم ، أنا أشكر الله تعالى ، الحمد
	للّٰه ربّ العلمين
	الهدف هذه الرسالة أن
	تخبر أن تعاتبه على عدم إرسال
	خطاباته إليك بعد أن أكملت الإمتحان
	يا . وأنا أتشوقا بعد في كملة الامتحان
	جميل
	بلغ الناس ، وتخبر أنا سليمان
	انشاء الله تعالى ترجيع وآمه مع سلم .
	شكرات
	...

Extract 9.1: A sample of a poor response of the candidate who copied the question and used it as the answer due to lack of enough vocabulary of Arabic Language.

On the other hand, the candidates who performed well in this question were able to write good friendly letters. The candidates adhered to the format of informal letter writing by writing address, greetings, main body and conclusion in a good logical flow, clarity and organization despite some spelling mistakes and grammatical errors. For example, one of the candidates wrote the main body of the letter as follows; **الهدف** من هذا الخطاب هو التعبير عن شعوري بالوحشة من جراء عدم تسلم خطابك منذ مدة طويلة، لذلك أريد أعرف: لماذا لا تراسلني كما كان من قبل

"The purpose of this letter is to express my feelings to you that I feel lonely for not receiving

any letter from you for a long period, therefore, I would like to know why you do not send me your letters as it was before?" This indicates that the candidates had good mastery of Arabic Language, sufficient vocabulary and good writing skills. Extract 9.2 shows a sample of a good response.

	القسم الخامس	
	(9) السؤال التاسع :	
	ص. ب ٢٢١،	
	مالندي،	
	زنجبار.	
	١٧ / ٥ / ٢٠١٨ م.	
	إلى أخي العزيز،	
	يسرني كتابة هذه الرسالة إليك مُظْمِنًا	
	أَنَّكَ بخير وبأقوى الحال والعافية. الحمد لله.	
	مضمون هذه الرسالة، هي أن أعاتبك على	
	عدم إرسال خطابتك إليّ. فأنا زعلان جدا ولم أفرح	
	بفحلك هذا. فقد انتظرت كثيرا لرسالتك بدون	
	أي ثمرة. أريدك أن ترسل إلي الخطاب بسرعة	
	البرق. وأريدك أن تخبرني سبب عدم إرسال تلك	
	الخطابة. لأنك قد أغضبتمني جدا.	
	إني مشتاق إليك، اجتهد في دراستك يا	
	أخي الصغير. وأرجو أن لا تنسى إرسال الخطابة هذه	

	المرّة. فأني انتضرها مرّة أخرى.	
	سَلِّمْ عَلَى أَبِي وَأُمِّي وَالْجَمِيعِ مِنْكَ	
	وَلَا تَنْسَى تَبْلِغِ السَّلَامَ إِلَيَّ مُعَلِّمِي نَامِرٍ وَالسَّلَامَ	
	عَلَيْكُمْ وَرَحْمَةَ اللَّهِ وَطِبَّ وَبَرَكَاتِهِ.	
	أخوك العزيز.	
	أحمد شوقي.	

Extract 9.2: A sample of a good response of the candidate who wrote a friendly letter adhering to the format of informal letters.

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

3.1 Section 1: Rhetoric

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

3.1.1 Question 1

This question had two parts; (a) and (b). In part (a), the candidates were required to define the metonymy (الكناية), mention two constraints of the metonymy with its vigilantes, mention three types of metonymy with one example for each, and point out the place of metonym from the two poems given. In part (b), the candidates were required to complete sentences by filling in the blanks with appropriate expressions.

The question was attempted by 333 candidates (80.8%). Statistics show that 240 candidates (72.1%) scored from 0 to 6.5 marks. 88 candidates (26.4%) scored from 7 to 11 marks. 5 candidates (1.5%) scored from 12 to 14 marks. This implies that the candidates' performance in this question was poor. This performance is summarized in Figure 9.

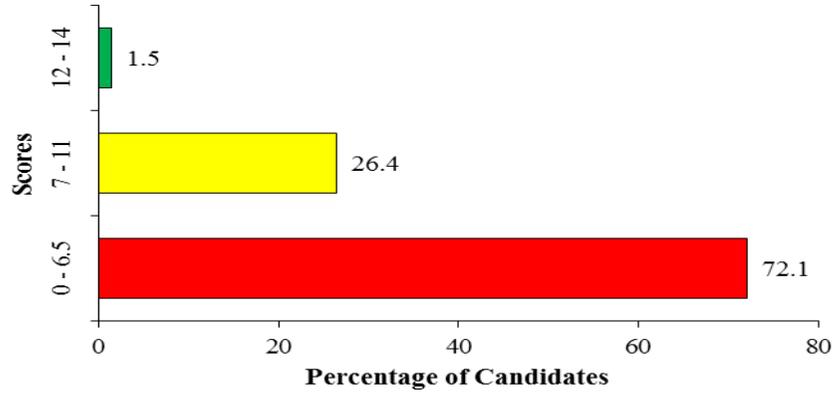


Figure 9: Candidates' performance in question 1

The candidates who scored low marks in this question were unable to define metonymy (الكناية), write two constrains of the metonymy with its vigilantes, mention three types of metonymy with one example for each, and point out the place of metonym from the two poems given. Most of the candidates failed to write two constrains of the metonymy with its vigilantes. Some of the candidates wrote; الإبهام في السمع “the obscurity in the hearing” and القوة في المعنى “the power in the meaning” instead of writing إرادة المعنى الحقيقي “Having in mind the original meaning” and جواز إرادة المعنى الحقيقي والمعنى الكناني “Possibility of having in mind the original meaning and antonomasia meaning”. Other candidates did not attempt the item. In part (b), majority of the candidates were unable to fill in blanks with correct expressions in (b-1, 2 and 3) which asked; 1- التشبيه الذي يكون وجه الشبه فيه صورة منتزعة من متعدد _____ يسمى “The simile in which a snatched picture from multifold is known as _____”, 2- التشبيه الذي لم يصرح فيه المشبه والمشبه به بل _____ يسمى “The simile which has not mentioned clearly the similarity and analogy but they are noticed in the sentence is known as _____” and 3- التركيب الذي يكون وجه الشبه فيه مدركا بالحس _____ يسمى “The simile in which the analogy is realized by sense is known as _____”. Most of the candidates filled in the blanks with التشبيه المفصل، التشبيه المجمل والتشبيه المرسل “Detailed simile”, “general simile” and “simile sender” in item (b-1, 2 and 3) respectively, which all were wrong expressions. The correct responses were التشبيه التمثيلي، التشبيه الضمني والتشبيه الحسي “Simile representation”, “implicit analogy” and “sensory analogy” in (b-1, 2 and 3) respectively. This

poor performance shows that the candidates had insufficient knowledge on metonymy. Extract 1.1 shows a sample of a poor response.

1	أ- 1- الكناية لغةً هو استعارة
	الكناية اصطلاحاً هو علم يعرف به الألفاظ الضرورية في اللفظ وفي المعنى .
	2- 1- الكناية اللفظية
	ج- الكناية المعنوية
	3- 1- الكناية المرسل
	ج- الكناية المجمل
	ج- الكناية المظهر
	4- مكان الكناية في البيت الآتي :
	قوم تترى أرباحهم يوم الوغى مشغور بمواطن الكتمان
	مكانه في "مشغور" وهي كناية المعنوية اللفظية
	5- يسمى النوع من الكناية: كناية المعنوية
1	ب- 1- التشبيه المرسل
	2- التشبيه المجمل
	3- التشبيه المرسل
	4- التشبيه المرسل
	5- التشبيه المجمل

Extract 1:1: A sample of a poor response of the candidate who provided irrelevant answers to all the questions given.

Despite the poor performance in this question, there were 5 candidates (1.5%) who performed well. Most of these candidates were able to define metonymy (الكناية), mention types of metonymy, and point out the place of metonym from the given two poems. For example, one of the candidates mentioned the types of metonymy as follows; الكناية عن النسبة، الكناية عن الموصوف والكناية عن النسبة “Metaphor for characteristics, metaphor for described and metaphor for relationship”. In part (b), many of the candidates could fill in the blanks with appropriate answers in (b-1 and 5). 1- التشبيه الذي يكون وجه الشبه فيه صورة منتزعة من متعدد يسمى (_____) “The simile in which a snatched picture from multifold is known as _____” and 5- إذا حذف من التشبيه الأداة ووجه الشبه فهذا النوع من التشبيه يسمى _____ “The simile in which the analogy and simile particle are removed is known as _____”. The answers were التشبيه التمثيلي “Simile representation” and التشبيه البليغ “deep simile” respectively. This good performance suggests that, these candidates had sufficient knowledge on rhetoric. Extract 1.2 shows a sample of a good response.

1	العواج
	1- الكناية لغةً هو ان تتكلم بشئ وانك تريد به غيره واصلاً ما هو لفظ أطلقوا به لئلا يربطوا به فالك معنى من اللفظ
	2- الكناية قبان هما (أ) لفظ أطلقوا به لئلا يربطوا به (ب) لفظ أطلقوا به لئلا يربطوا به
	3- تقسيم الكناية باعتبار المعنى المكتسب منها الى ثلاثة اقسام وهي أ) الكناية عن العظمة مثل فلان لا يستمر بسنه في فيه ب) الكناية عن الموصوف مثل وعلمانه على ذات الواح ودمر ج) الكناية عن النسبة مثل اليمز جنبه ملاه * والمجد بشئ في ركبته
	4 قوم حري اربطهم يوم الوغى * مصعوقه في واطن الكنايف - كناية عن الموصوف
	5 هذا النوع من الكناية هو الكناية عن النسبة

Extract 1.2: A sample of a good response of the candidate who defined the metonymy (الكناية) but failed to identify two constrains of the metonymy with its vigilantes.

3.1.2 Question 2

This question had two parts; (a) and (b). The candidates were required to point out *المجاز المرسل* “metaphor” and its *العلاقة* “relation” and *القرينة* “indication” from the given poems. In part (b), the candidates were required to decline the underlined *الاستعارة التصريحية* “explicit metaphor” and *الاستعارة المكنية* “implicit metaphor”.

The question was attempted by 71 candidates (17.2%) whereby 50 candidates (70.4%) scored from 0 to 6 marks, 19 (26.8%) scored from 7 to 11.5 marks and only 2 candidates (2.8%) scored 12 to 13 marks. It was further observed that there was none who scored from 14 to 20 marks. This suggests that the candidates’ performance in this question was poor as shown in Figure 10.

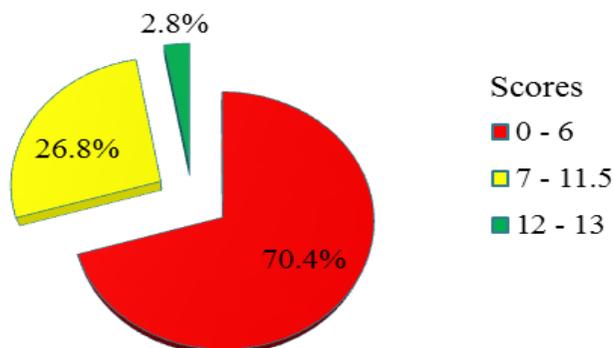


Figure 10: Candidates’ performance in question 2

Scripts of the candidates’ responses revealed that the candidates failed to answer this question appropriately due to lack of knowledge on metaphors. Most of the candidates provided irrelevant responses. For example in (a-3), *فهمت الكتاب أبر الكتاب* فسمعا لأمير العرب* “I have understood the book well and I will be obedient to leader of Arabs” one of the candidates wrote *المجاز المرسل هو العرب والعلاقة هي السببية والقرينة هي الكتاب* “the metaphor is Arabs and its relation is causation and indication is a word (book)”. This response was wrong. The correct response was supposed to be as follows; *المجاز المرسل هو الكتاب والعلاقة هي المحلية والقرينة هي كلمة فهمت* “Metaphor is the book, the relation is the position and the indication is a word (understood)”. Furthermore, many of the candidates who attempted wrote *الاستعارة التصريحية* “explicit metaphor” and *الاستعارة المكنية* “implicit metaphor” randomly without making

analysis as the question demanded. Extract 2.1 shows a sample of a poor response.

		السؤال الثاني .
		2
		ب-1- اذ المع البرق في كفه * أفاضى على الوتة ماء النعيم
		البرق - الاستعارة المكنية .
		2- كل زنجية كأن سواد ال * ليل أهدى لها سواد الإهاب
		زنجية - الاستعارة التصريحية
		3- "كان أخي يقري العين جمالا والأذت بيانا"
		العين - الاستعارة المكنية
		4- "فلات يرمي بطرفه حيث أشار الكرم"
		الكرم - الاستعارة المكنية .

5- قال تعالى: "ربّ إني وهى العظم مني واشتعل الرأس شيبا
الراس - الاستعارة المكنية .
أ- بين المجاز المرسل ووضح علاقته وقرنته في الأبيات
1- وكنت إذا كف أتك عديماً * ترحى نوالاً من سبابك بلك
المجاز المرسل - عديماً
علاقته - مشبه
قرنته - سبابك بلك
2- بلاد ديوان جارت علي عزيز * وقوهي وان ضنوا علي كرام
المجاز المرسل - جارت
علاقته - مشبه به
قرنته - ان ضنوا
3- فهمت الكتاب أبر الكتاب * فسمعا لأمير العرب
المجاز المرسل - فهمت
علاقته - مشبه
قرنته - الأمير العرب

4-	وما من يد إلا يد الله فوقها * ولا ظالم إلا سيلى بظالم
	المجاز المرسل - ظالم
	علاقته - منسباً به
	قرينته - بظالم
5-	رأيتك محض الحلم في محض قدره * ولو شئت كان الحلم منك المهند
	المجاز المرسل - محض الحلم
	علاقته - منسباً به
	قرينته - الحلم منك

Extract 2.1: A sample of response of the candidate who pointed out (المجاز المرسل) “metaphor” and its (العلاقة) “relation” and (القرينة) “indication” from the given poems incorrectly.

However, the candidates who performed well in this question were able to point out *المجاز المرسل* “metaphor” and *العلاقة* “the relation” and *القرينة* “the indication” from the given poems. And they could also explain how the underlined words *الاستعارة التصريحية* “explicit metaphor” and *الاستعارة المكنية* “implicit metaphor” had been used. For example, one of the candidates analyzed this sentence *رب آتي وهن العظم مني واشتعل الرأس شيبا* “O my Lord! Infirm indeed are my bones and the hair of my head doth glisten with grey” as follows; *شبه الرأس بالوقود ثم حذف المشبه به ورمز بشيئ من لوازمه وهو "اشتعل" على سبيل الاستعارة المكنية والقرينة إثبات الإشتعال للرأس*. This good performance shows that the candidates had sufficient knowledge on metaphors. Extract 2.2 shows a sample of a good response.

	2	(أ)
		1- كلمة (الكف) مجاز مرسل ، علاقته جزئية قرينته
		لفظ (أنتك)
		2- كلمة (بلاد ي) مجاز مرسل ، علاقته المعالية وقرينته
		لفظ (وإن جارت علي)
		3- كلمة (الكتاب) الأول مجاز مرسل ، علاقته المجاورة
		وقرينته لفظ (فهمت) .
		4- كلمة (يد الله) مجاز مرسل ، علاقته (الحالية) وقرينته اشبات
		القدرة على الله وهي الحالية .
		5- كلمة (المهندس) مجاز مرسل ، علاقته (حالية) وقرينته حالية
		أيضا .
		(ب)
		1- شبه البرق بالإنسان لأن الإنسان هو الذي له كف على
		سبيل استعارة تخريرية .
		2- شبه نزجية بالليل لأن الليل سواد على سبيل استعارة
		تخريرية .

	2	(ب)
		3- تشبه العبي بالإنسان ثم حذف المشبه به ورمز إليه
		بشيء من لوازمه على سبيل استعارة مكنية وهو (القرى) .
		4- تشبه الكرم بالإنسان لأن الإنسان هو الذي يشتر ثم حذف
		المشبه به ورمز إليه بشيء من لوازمه وهو (أشجار) على سبيل
		استعارة مكنية .
		5- تشبه الرأس بالوقوف لأن الوقود هي التي تشتعل ثم حذف
		المشبه به ورمز إليه بشيء من لوازمه وهو (الاشتعال) على
		سبيل استعارة مكنية .

Extract 2.2: A sample of a good response of the candidate who was able to point out metaphor, its relation and indication from the given poems.

3.2 Section 2: Literature (Poems and Proses)

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

3.2.1 Question 3

The question had two parts; (a) and (b). In part (a), the candidates were instructed to complete the poems with right expressions (verse) by filling in the blanks. In part (b), the candidates were required to write poems with five verses.

The question was attempted by 234 candidates (56.8%). The performance was good whereby 42 candidates (17.9%) scored from 0 to 6.5 marks, 48 candidates (20.6%) scored from 7 to 11.5 marks and 144 candidates (61.5%) scored from 12 to 20 marks. The question had 20 marks. Figure 11 illustrates candidates' performance in this question.

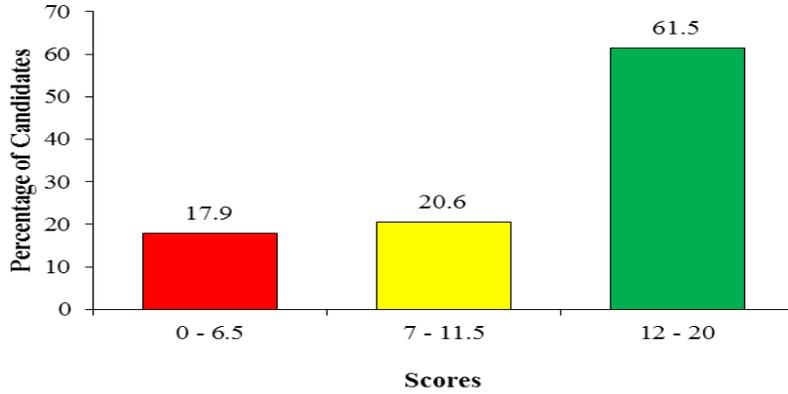


Figure 11: Candidates' performance in question 3

The majority of the candidates who performed well in this question were able to complete the poems by filling in the blanks with correct expressions. Furthermore, the candidates managed to write down five verses. This good performance shows that these candidates had sufficient knowledge on writing poems. Extract 3.1 shows a sample of a good response.

	القسم الثاني الأدب	
3	السؤال الثالث	
9	أكمل أبيات العاصم الآتية .	
	لألم تشيع لوما ماتم نغمات	
	فلا يفر بطيب العيش الإنسان	
	هي الأمور كما شاهدتها دولة	
	هي سر الزماني سائت أزمان	
	وهذه الدوا لا يبي على حد	
	ولا يدوم على حالها نشأت	
	فمسأل بلنسب ما نشأت مرسية	
	وأين نشاطت أم أين جيات	
	وأين قرطبة دار العلوم فحكم	
	هي عالم قد سالا فيما نشأت	

ب	أكتب من قول الشاعر
	وهي تجعل المعروف في غير أهله يكني حمده ذمها عليه ويذم سم وهي لم يذم عن حوضه سلاحه يهدم وهي لا يكر الناس يظلم وهي يفترب يحسب عدوا صديقه وهي لا يكرم نفسه لا يكرم ومهما تكن عند امرئ من خليقة وطرف خالها تخفي على الناس تعلم لسان الفتى نصف ونصف فؤاده علم يبني بلا صوة العم والد ولحن سفاه الشيخ لا حلم بعده وطرف الفتى بعد السفاهة لعلم

Extract 3.1: A sample of a good response of the candidate who was able to complete the poem with right expressions and write down a poem of five verses.

On the other hand, the candidates who performed poorly in this question were not able to provide five verses of poems. Some of the candidates just copied some verses of poems from the questions and used them as new responses. In part (b), most of the candidates did not manage to fill in the blanks with correct expressions. Others did not attempt the question due to insufficient knowledge on poetry. Extract 3.2 shows a sample of a poor response.

		3
	(أ) إذا طهر نقصان - يستحل إن نفى النساء .	
	(2) إن لمسة هي مودة - هي سرور هي سائرته أنظر (3) وهذه الحارة ترفى على أحمد - هي أمي هي السبا سوا .	
	(4) إن تقيير مشا طيبة - وأبي مشا طيبة أم أبي خيمان .	
	(5) وأبي قري طيبة دار العلو فكم - هي بسند بماد في للشعبي العسيون .	
	(ب) قول الشاعر: "وهي يجعل المعروف في نسي أهله" إلى قوله: "وإن النسي بعد النساء له في حاتم" تقيم الناس الز هي الحصول في المجتمع وفي المودة معمل في المجتمع .	

Extract 3.2: A sample of a poor response of the candidate who completed the poems with the wrong expression in part (a).

3.2.2 Question 4

This question had two parts; (a) and (b). In part (a), the candidates were required to write five verses of poems after one verse of poem given. In part (b), the candidates were instructed to complete the poems with correct expressions.

The question was attempted by 173 candidates (42%), 147 candidates (85%) scored from 12 to 20 marks. 11 candidates (6.3%) scored from 7 to 11.5 marks. Only 15 candidates (8.7%) scored from 0 to 6.5 marks. This shows that the candidates' performance in this question was good as illustrated in Figure 12.

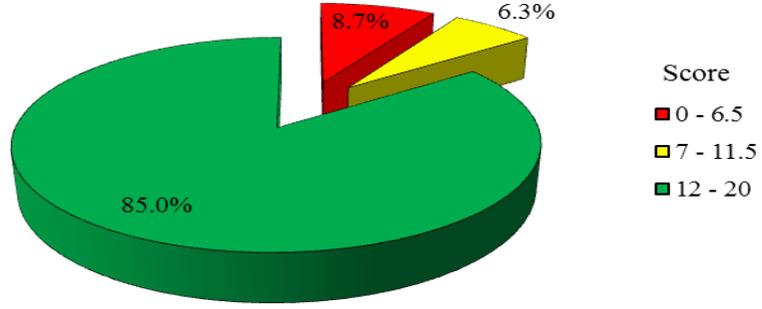


Figure 12: Candidates' performance in question 4

The candidates who performed well in this question were able to write down poems of five verses after one verse of poem given. Moreover, they were able to complete the poems by filling in the blanks with correct expressions. This good performance indicates that these candidates had sufficient knowledge on poetry. Extract 4.1 shows a sample of a good response.

	القسم الثاني	
4	أعجز ما نظراتك مناه مادقة أن تحسب القسم فيقول سموم	
	وما انتفاع أخى الدنيا بناظره إذا استنوت عنده الخنجر والظلم	
	يا هي يمز علينا أن تغارهم وجداننا كل شي بعدكم عدم	
	لأن كان سرهم ما قال ما سدا فما لجرح إذا أضاكم الم	
	وبيننا الورع عيتم ذلك معرفة إن المعاني في أهل النبي ندم	
	لذا إن حلت على في مة وهو تدرب أن لا تغارهم فالترا على نهم	
	ب. أكمل الأبيات الناقصة الآتية	
	هذا إلى فاطمة إن كنت لجملة بجزءه انيباء الله نور ختمه	
	إن أرتبه في يده قالوا قلها إلى مكارم هذا ينشئ الكرم	
	ما قال لاقط إلا في شعره لولا الشعر كانت لاه نعم	
	يعني حياء ويعني ما معايشه فلا يعلم إلا حياء يعنى	
	ينشئ في الأبي عن نهر عرته كالمشهي تنجاب وإشراقها النام	

Extract 4.1: A sample of a good response of the candidate who wrote correct verses of poem after one verse of poem given and also completed the poem with correct expressions.

Despite the good performance in this question, there were some candidates who performed poorly. These candidates were unable to write five verses of poems and fill in the blanks with correct expressions. Some of the candidates copied some verses from the questions and used them as their expressions. Others candidates wrote or filled in the blanks with verses which were not related to the requirements of the question. For example, one of the candidates filled in the blank spaces with the verses of Mutanabbi instead of Alfarazdaq, (هذا ابن فاطمة إن كنت تجهله * أن تحسب الشحم فيمن شحمه ورم). The correct expression was "هذا ابن فاطمة إن كنت تجهله * بجده أنبياء الله قد ختموا". "If you do not know him, this is a son of Fatima * the prophet hood had completed through his grandfather". A few did not attempt the question. The poor performance shows that these candidates had insufficient knowledge on poetry. Extract 4.2 shows a sample of a poor response.

	1	4
1. هذا ابن فاطمة إن كنت تجهله أن تحسب		
الشحم فيمن شحمه ورم		
2. أعيان ابن فاطمة نظرات منك صادقة *		
لبي ملكم مذاينتهي الكرم		
3. ما قاله إلا في تشبهه * أعياناً نظر		
ات منك صادقة		
4. يبغي حياء ويغضي من هوائته *		
ان تحسب الشحم فيمن شحمه ورم *		
5. أكمل الأبياب الناقصة لك كبت الجهل *		
كالشمس تنجاب عن إشرافها الظلم		

Extract 4.2: A sample of a poor response of the candidate who copied some verses from the questions and used them as the answer due to lack of enough knowledge on poetry.

3.3 Section 3: Literature (History)

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

3.3.1 Question 5

This question had two parts; (a) and (b). In part (a), the candidates were instructed to write four characteristics of pagan poems. In part (b), the candidates were required to attempt short answer questions such as to define wisdom, provide two examples of wisdom and explain in which events or wisdom is used, mention four types of Literature which make good Arabic literature, explain when did the era of paganism started and ended and also to mention one woman poet who lived through paganism and Islam.

The question was attempted by 31 candidates (7.5%). Statistics shows that 17 candidates (93.5%) scored from 0 to 6 marks and 14 candidates (6.5%) scored from 9 to 10 marks. The general performance was poor since a large number of candidates scored below average as illustrated in Figure 13.

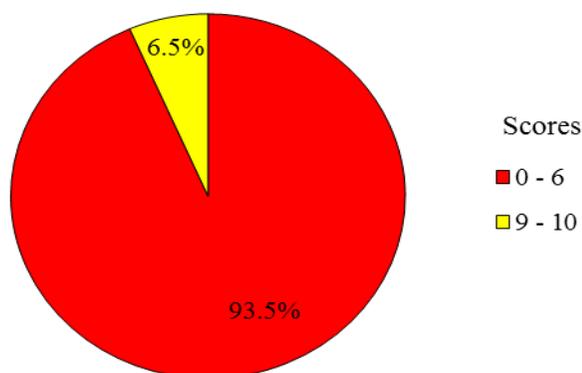


Figure 13: Candidates' performance in question 5

This question was the least attempted in this section. In part (a), most of the candidates provided wrong answers which were not related to the demand of the question. For example, one of the candidates wrote verses of a poem instead of writing four characteristics of pagan poems. The candidate wrote *تميل إلى الخشونة والفخامة، تخلو من الأخطاء والألفاظ* "To incline to luxuriousness and rudeness, to be free from errors and non-Arabic words, to be free from decoration and affectation and it was simple for pagan people and difficult in this time for us".

In part b, the majority of the candidates failed to explain meaning of wisdom and its examples. The candidates also failed to explain situations where wisdom is used. For example, one of the candidates wrote that the wisdom is one of poems' purposes instead of explaining "الحكمة هي قول موجز بليغ يحمل في طياته معناه ساميا وتجربة إنسانية عميقة" "The wisdom is the briefed speech and well-spoken which carry the deep meaning and long experience of humankind". The candidates could not mention one woman poet who lived through paganism and Islam. For example, one of the candidates wrote "حسن بن ثابت" "Hassan Thabit" as one woman poet who lived through paganism and Islam. This response was incorrect. The correct response is "الخنساء هي شاعرة من تراجم الشعراء المخضرمين" "Al-khansaa is one of the women poets who lived through paganism and Islam". Some of the candidates provided irrelevant answers in all items and others did not attempt the question. The poor performance shows that these candidates had insufficient knowledge on literature. Extract 5.1 shows a sample of a poor response.

التسم الثالوث	
5	أ
	أربعة من جنائمي الفاظ لشعر الجاهلي وهي
	- أعمدة تشعب أطيب الأرق
	- في العجب والتعريف والإرهاق
	- بين الجملة بجلالات أوافها
	- ورددتها هو وقت أنشدها
	ب
	عما يأتي هو كل لفظ لا تقدرها لجمالها وما كانت
	ولها لا يوجد بها في أول والرعيينا وهو هذه
	أنشدها
	- ماتت متأثرة بالحكمة وفيما اتقال في وحدة تقدرها
	معلقة وقلعة لم لا تقدرها معطرها
	- الجيو أربعة وهو واسم فعل حرف وفاعل
	- في وقت عيد تشمسة وحمسة في أوقاة
	لا يطهر من عنده بعد أيظها

Extract 5.1: A sample of a poor response of the candidate who provided irrelevant answers in all items.

Despite the poor performance of some candidates, there were some candidates who performed fairly well in this question. Most of them were able to mention four types of Literature which make good literature as follows *العاطفة الصادقة، الأفكار الجلية، الخيال المصور والعبارات الجميلة* "True sympathy, positive thinking, imagination and good expression" and explain when the era of paganism started and ended. For example, one of the candidates wrote *بدأ العصر الجاهلي قبل ظهور الإسلام بحوالي مائة وخمسين عاما وانتهى بظهور الإسلام* "The era of paganism started around 150 years before the advent of the Islam and ended after its advent." Others provided partial responses. This shows that few candidates were familiar with Arab literature.

3.3.2 Question 6

This question had two parts; (a) and (b). In part (a) the candidates were required to define the poem, explain why the poem was known as *المعلقات* (Al-mualaaqat), mention three types of poems, mention three Arabian Markets which had a huge impact in Arabic Literature and mention the Era which was called *المخضرمين* (AL-mukhadharamina). In part (b), the candidates were required to write down the position of the poems in the pagan Era.

The question was attempted by 374 candidates (90.8%). Their performance in this question was good as 137 candidates (36.6%) scored from 0 to 6.5 marks, 204 candidates (54.6%) scored from 7 to 11.5 marks and 33 candidates (8.8%) scored from 12 to 16 marks. The performance of the candidates in question is summarized in Figure 14.

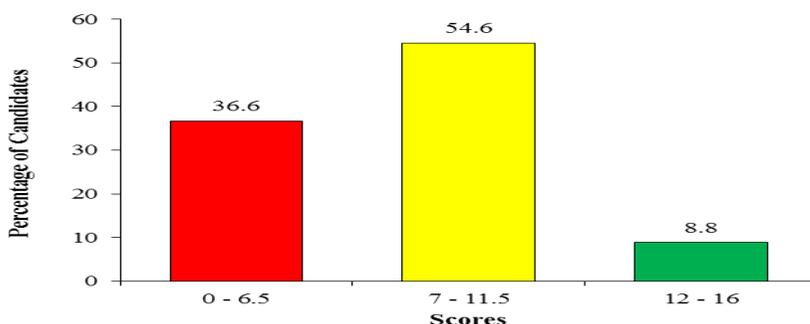


Figure 14: Candidates' performance in question 6

The analysis of the candidates' responses shows that many of the candidates who attempted this question performed well. These candidates were able to define the meaning of poem as follows; *الشعر هو* "Poem is the poetical speech which has well-known and special measures". The candidates also provided reasons which were caused to name some poems as *المعلقات* (Al-mualaaqat) for example, one of the candidates wrote that, *قيل سمي بذلك لأن العرب كتبوها بماء الذهب وعلقوها على أستار أو قيل سمي بذلك لأنهم علقوها في أذهانهم* "It said, it was called that because Arabs wrote the poem by melted gold and hanged them on the curtain of Ka'aba or It is said, it was called that because Arabs kept the poem in their minds". They also could mention three types of poems as one of the candidates wrote; *الشعر الغنائي، الشعر القصصي والشعر التمثيلي* "The songs poem, narrative poem

and drama poem. Moreover, they mentioned three Arabian Markets which had a huge impact in Arabic Literature سوق عكاظ، سوق مجنة وسوق إكادح market, Majinna market and Dhilmajaaz market and finally specified Era of المخضرمين (AL-mukhadharamina) like this هو "العصر الذي يشمل عصر الجاهلي وعصر صدر الإسلام" It is a period of paganism and Islam". Furthermore, they were able to provide the status of the poems in the pagan Era. This good performance shows that, these candidates had adequate knowledge on Arabic literature. Extract 6.1 shows a sample of a good response.

	(١)	6
	١- الشعر هو كلام منظوم على أوزان معروفة معينة .	
	٢- المعلقة هي قصائد ممتازة من أجود الشعر الجاهلي،	
	عدد ها سبع في أحد الأقوال وعشر على قول آخر. وقد	
	سُمي بالمعلقة تشبيها لها بالعمود الذي تعلّق في النجوم	
	وقيل سُمي بذلك لأن العرب كتبوها بماء الذهب ثم علّقوها	
	على استار الكعبة وقيل سُمي بذلك لأن العرب علّقوها على	
	أذنابهم أي حفظوها.	
	٣- الشعر ثلاثة أنواع . وهي :	
	- الشعر النثائي	
	- الشعر التمثيلي	
	- الشعر القصصي	
	٤- ثلاثة هي أسواق العرب التي لها آثار عظيمة في الأدب	
	العربي هي ما يلي :	
	- سوق عكاظ	
	- سوق مجنة	
	- سوق ذي المجاز	

5 - عصر صدر الإسلام هو عصر الذي يسمى عصر
المخضرمين ، وسمي بذلك لأن أدباءه وشعراءه عاشوا
في عصرين ، عصر الجاهلية وعصر صدر الإسلام .
(ب)
منزلة الشعر في الجاهلية هي : كان الشعر في الجاهلية هو
وسيلة الإعلام الوحيدة بين القبائل ، ينشر أمجادها ويسجل
للأجيال مفاخرها . ورجبيت هي الشعر مرفح قبيلة وخفص
قبيلة أخرى ،

Extract 6.1: A sample of a good response of the candidate who was able to provide appropriate answers as required.

Further analysis of the candidates' responses shows that the candidates who performed poorly in this question were unable to define the poem and also to explain why the poem was known as *المعلقات* (Al-mualaaqat), Moreover, these candidates were unable to mention three types of poems, write down three Arabian Markets which had a huge impact in Arabic Literature and explain the Era which was called *المخضرمين* (AL-mukhadharamina).

Most of these candidates failed to provide correct responses in item (a-2) which wanted the candidates to explain why the poem was known as *المعلقات* (Al-mualaaqat), many of them left the question unanswered and others provided irrelevant answers. For example, one of the candidates wrote *سمي بالمعلقات لأنه بدأ العصر الجاهلي* (Al-mualaaqat) is the period of paganism which had started", this was wrong. The correct response was *قيل سمي بذلك لأن العرب كتبوها بماء الذهب* "It is said that Arabs wrote the poem by melted gold and hanged them on the curtain of Ka'aba or "It is said, it was called *المعلقات* (Al-mualaaqat) because Arabs kept the poem in their minds". Moreover, the candidates failed to provide appropriate response in (b) which wanted the candidates to explain the position of the poems in the pagan Era. The majority of candidates provided in sufficient explanation, thus they scored low marks. For example, one of the candidates wrote some purposes of poems *المدح، الفخر، الوصف، الرثاء، الغزل والحكمة* "Praise, glory, description,

elegy, love and aphorism” instead of the status of the poems in the pagan era which could be stated as *كان الشعر في الجاهلية وسيلة الإعلام الوحيدة في القبائل، ينشر أمجادها ويشيد بأحسابها ويسجل للأجيال مفاخرها. وكان الشعر سجلا صادقاً للحياة الجاهلية بكل ما كان فيها من عادات وأخلاق وعصبيات وحروب* “The poem was only communication media for tribes in the paganism to spread their prides, praise and dignity. It was a true logbook for the life of paganism in which included ethics, tribalism and battles”. This poor performance shows that these candidates had inadequate knowledge of Arabic Literature. Extract 6.2 shows a sample of a poor response.

القسم الثالث	
6	السؤال السادس
أ	
1	الشعر هو كلام عيس من زوم على أوزن معرفة معنى
2	سوي بالمعلقات
3	- الشعر الغني - الشعر التميل
4	ثلاث شعراء أسواق العرب التي لها أثار عظيمة في الأدب العربي هي: - سوق العرب - حبيش، حبيش - حبيش جورفية
5	يسمى عصر المنصرمين إلى ٥٣٦م
ب	منزلة الشعر في الجاهلية هو زهر بن سلمي

Extract 6.2: A sample of a poor response of the candidate who wrote the name of a poet Zuheyri Sulmah instead of the status of the poems in the paganism in part (b).

3.4 Section 4: Literature (Analysis of Poems and Proses)

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

3.4.1 Question 7

This question had three parts; (a), (b) and (c). In part (a), the candidates were required to explain the meaning of the poem. In part (b) the candidates were instructed to explain in which occasion the poet stated the poem. In part (c), the candidates were required to explain the meaning of the given words.

This question was attempted by 44 candidates (10.7%). The statistics shows that 26 candidates (59.1%) scored from 0 to 5 marks, 9 candidates (20.4%) scored from 7 to 11 marks and 9 candidates (20.5%) scored from 12 to 19 marks. The general performance of the candidates in this question was average whereby 18 candidates (40.9%) scored from 7 to 19 marks. Figure 15 summarizes the performance in question 7

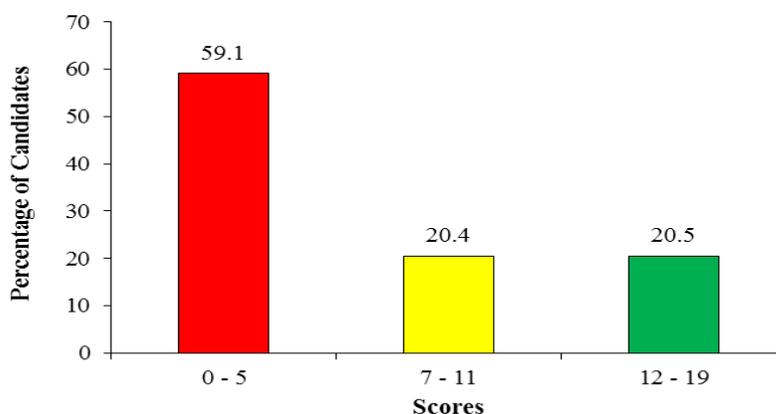


Figure 15: *Candidates' performance in question 7*

Most of the candidates who performed well in this question were able to explain in details the meaning of the given poem, mention the occasion in which the poem was stated, and explain meaning of the given words. The good performance shows that these candidates had sufficient knowledge on Arabic Literature and good mastery of Arabic Language. Extract 7.1 illustrates a sample of a good response.

	القسم الرابع
أ ١٠	أما الأم مدرسة إذا أعددتها * أعددت شعبا طيب الأعراق . أنت الشاعر يعلن في هذا البيت أن المرأة إذا أعددتها جيداً تكن عوناً لشعبها الذي هو اعتماد المجتمع و ذلك يصلح الاجتماع بأخلاق الكريمة من النساء .
٢	أنا لا أقول دعوا النساء سوفروا بين الرجال ، بل لنرى الأوقات وكذلك يعلن حافظ إبراهيم أنه لا أذعنكم أن نترك النساء سافرات يتجلون ، الأسوان والشوارع .
٦	٣- كلا ولا أذعنكم أن تسرفوا في العجب والتضييق والإرهاق وقد نعت الشاعر في هذه البيت عن الإسراف في التضييق المرأة والعجب فيه فإنه يريد المراعاة الجميلة .
٤	٤- فتوسطوا والمخاتين وانصفوا * والشرف التقييد والابطاح حافظ إبراهيم يعلن أن المرأة في احتياج إلى الجميل متوسطاً بين الأسرافات والتضييق والإحصاف .
ب	قال الشاعر هذه الأبيات في المناسبة التي لعلم أنها حافظ إبراهيم في الفترة التي عاشها في فترة البلاء كثير والقضايا الإصلاحيّة والاجتماعية وكذلك عزم أن يدعو النساء إلى أخلاقاً حسن .
ج	ج - المحاسن المفردات الأثنية لا يخفى - لا يميل نظيره ولا يحفظه الصريح - المستخيث سئم - مل السرد - الشرفا دول - متحولة

Extract 7.1: A sample of a good response of the candidate who correctly explained the meaning of the given words.

On the other hand, the candidates who attempted part (c) performed poorly. Most of the candidates provided irrelevant responses. For

example, one of the candidates provided incorrect meaning of the words 1- لا يغضي- لا يذهب بصفاته 2- الصريخ- السيف 3- سئم- لا تقل حتى المغرب 4- السوداء- 1- He does not neglect- he does not take clearness away. 2-Shouting- the sword 3- Bored with- don't say until sunset 4- Honor- unseen 5-Inconstant-the king". The correct answers were لا يغضي- لا يتجاهل 2- الصريخ- المستغيث 3- سئم- ملّ وتعب 4- السوداء- الشرف 5- دول- متحوّل 1- He does not neglect- he does not ignore. 2-Shouting- to call for the help 3- Bored with- become tired 4- Honor- dignity 5- Inconstant-changeable". The poor response shows that these candidates had inadequate vocabulary and insufficient knowledge on Arabic Literature. Extract 7.2 shows a sample of a poor response.

7	(أ) قول الشاعر ما أظن أيرا هيمر في الأبيات الأنتية بشرها
	(1) هو المشاعر التي يبغتها في طلب العلم (2) قول الشاعر أن يظلم الناس في المجتمع في الو قت عمل
	(3) هو المشاعر التي تبغها في المجتمع بعد أن تسببها في العمل
	(4) هو المشاعر التي تبغها على الناس أن تبغها 158 في فعلتي هذا كثر يرا
	(ب) مناسبة قول الشاعر هذه الأبيات السابقة مجتمعة على الناس،
	(ج) معاني المفردات الأنتية: لا يغضي: لا يكتب، الصريخ: السهل، سئم: شمس، السوداد: عداد، دول: حجرة،

Extract 7.2: A sample of a poor response of the candidate who incorrectly explained the meaning of the given poem.

3.4.2 Question 8

This question had three parts; (a), (b) and (c), In part (a), the candidates were required to explain the meaning of the given poem. In part (b), the candidates were required to explain in which occasion the poet

stated the poem. In part (c), the candidates were instructed to explain the meaning of the given words.

This question was attempted by 352 candidates (85.4%). 77 candidates (21.9%) scored from 12 to 20 marks, 110 candidates (31.2%) scored from 7 to 11.5 marks and 165 candidates (46.9%) scored from 0 to 6.5 marks. Thus, the general performance for the question was average, because 187 candidates (53.1%) scored 35 percent and above of the allocated 20 marks. Figure 16 illustrates this analysis.

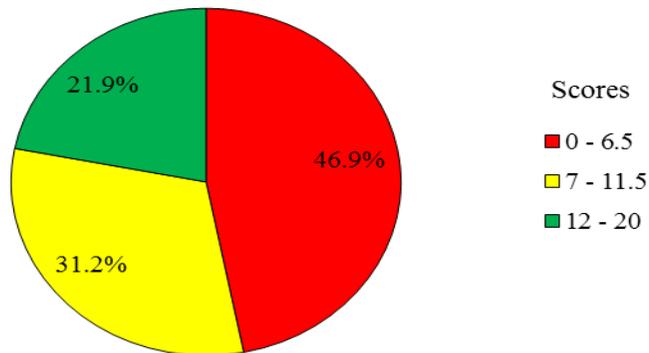


Figure 16: *Candidates' performance in question 8*

The candidates who performed well in this question were able to explain the meaning of the given poem in detail, mention the occasion in which the poet stated the poem and explain the meaning of the given words. This good performance shows that these candidates had enough vocabulary and sufficient knowledge on Arabic Literature. Extract 8.1 shows a sample of a good response.

(1)8	يقول الشاعر في هذه الأبيات مخاطبا المشركين في مكة:
	إنا إذا أتينا إلى مكة فأعرضتم وأدبرتم عن القتال فسنعتهم
	ويكون الفتح والإفعل عليكم بانظار يوم ذي اشتباك عنيف
	مرهيب الحكم فيه ^{العليم} الخبير . ونفخر عليكم بأفئدة إذا انتصب القتال
	فأنت جبريل الذي لا تعادل قوته قوة أي إنسان يكون
	إلى جانبنا ولا يمشك عندكم أنتم الذين أمركم الله بالتباعد
	مرسوله الصادق المصدوق فأبیتم وخسرتم في ذلك الإبتلاء .
	(ب) المناسبة التي قال الشاعر هذه المفيدة هي مايلي:
	لما اشتد هجاء المشركي أمثال أبي سفيان وابي الزبير على
	الرسول صلى الله عليه وسلم ، أذن النبي على حساد من ثابت
	أن يرد ذلك بشعره حين قال (اهجمهم وروح القدس معك
	وسل ابا بكر) فنظم حساد في هذا الأمر عدة قصائد منها
	تلك التي أبيتنا السابقة منها ، وهي في هجاء المشركي
	المشركي وذكر فتح مكة قبل وقوعها .
(ج)	- تعيظوا - تفرّوا وتستسلموا عن القتال .
	- جراد - مصابرة في القتال
	- روح القدس - جبريل .
	- البلاء - الذكرى التي هي ابتلاء واختبار للعباد .
	- لا يكدر . - لا يذهب بصنائع .

Extract 8.1: A sample of a good response of the candidate who explained correctly the meaning of the given poem.

However, the candidates who performed poorly in this question were unable to explain in detail the meaning of the given poem, were unable

to explain in which occasion the poet stated the poem and were unable to provide the meaning of the given words. Most of the candidates failed to explain in detail the meaning of the given poem due to insufficient vocabulary. Some of the candidates did not attempt the question, while others provided unclear statements meaning on the given text.

Furthermore, the responses of these candidates had a lot of spelling mistakes. For example, one of the candidates wrote (*وإلا فاصبروا لجلاد يوم*) قال الشعر حسان بن ثابت هذه البيت في المعنى التي * يعز الله فيه من يشاء كل إنسان شرب الموت وذلك ولد، شاب، صديق، ثم في المجتمع لا ظلم لكل النفس واحد “The poem said Hassan Thabit this verse in the meaning which everybody drunk death therefore child, young man, friend, after that in the society no oppression for everyone”.

The above explanation is poorly formed. The correct answer was *وإلا* فعليكم بانتظار يوم اشتباك عنيف رهيب يحكم فيه العليم الخبير “If not, you have to wait till the day of fierce and terrible fight and God will give the victory to whom He wishes”. Moreover, there were some candidates who failed to explain the occasion in which the poet stated the poem. Many of the candidates wrote the answers which were not related to the requirement of the question. For example, one of the candidates explained about the poet Zuheri Abysulma instead of Hassan Thabit. The poor responses show that the candidates had insufficient knowledge on Arabic literature and a poor mastery of Arabic Language. Extract 8.2 shows a sample of a poor response.

	اشرح قوله الشاعر في الابيات الآتية شرحاً وافياً	
(i)	خُيَما تعرّضوا عنا اعترنا * وكان الفتح وبكشف العطاء	
	قال الشعر حاسن بن ثابت هذا البيت والمعصود الذي لكل الانبياء في البليغ الحافل اللهم ذهب في مكة من أجل في أحد الجاه الوديع الحصة في لاسلامية الناس	
(ii)	والا فلا صبر والحلاد يوم * يعذ الله فيه من يتشا .	
	قال الشعر حاسن بن ثابت هذه البيت في المعنى اللثي كل الانبياء شرب السموت وذلك ولد، شايء، صديق وجديء، ثم في المجتمع لا ظلم لكل النفس واحد .	
(iii)	وجبريل أمين الله فينا * وروج القدس ليس له كفاء .	
	وللذالك كل نفس في لذييا أخذ عمل صلح جبريل كتب من أجل القيام وهناك وكل شايء حذف العمل صلح جبريل كتاب في المذغثله من أجل اليوم القيام ومقصود ودخل إلى النبي وقد حل إلى الفردوس نزل .	
	وقال الله قد أرسلت عبد * يقول الحق إن نفع البلاد .	
	ولذالك الثلح حاسن بن ثابت قال هذه البيت من أجل يساعده الناس المجتمع . قال الله رسول الله صل الله عليه وسلم " من سلام المسلمون ستم الله يوم لقيامته .	
ب	مناسبة قال الشاعر هذه القصيدة السابقة . هي المنفلو ط عاس في العصر الحديث ومستحيين أو وحب المهرين في المجتمع ولذلك أحب السلام في مختلف الو الله .	

Extract: 8.2: A sample of a poor response of the candidate who provided unclear explanations on the given poem.

3.5 Section 5: Response to Readings

This section comprised two questions and the candidates we required to attempt only one. Each question carried twenty (20) marks.

3.5.1 Question 9

In this question, the candidates were required to explain obstacles did Bursha face until she got married and the lesson we get from the story of Bursha.

The question was attempted by 222 candidates (53.9%). 206 candidates (92.8%) scored from 0 to 6.5 marks. 14 candidates (6.3%) scored from 7 to 11 marks. Only 2 candidates (0.9%) scored from 12 to 15 marks. According to this data, the performance in this question was poor since the number of the candidates who scored below 35 percent was 206 candidates (92.8%). Figure 17 summarizes the performance of the candidates in question 9.

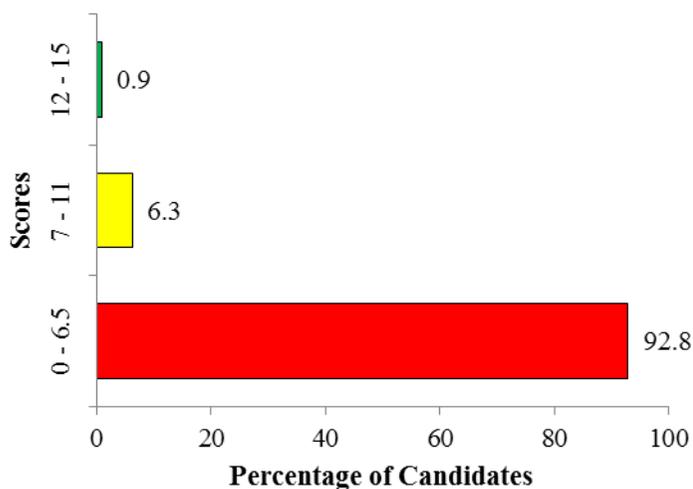


Figure 17: *Candidates' performance in question 9*

The analysis of the candidates' responses shows that most of the candidates who performed poorly in this question provided answers which were not related to the requirements of the question. For example, one of the candidates provided the story of Ali Koja instead of Bursha. Some of the candidates wrote unclear explanations and others did not attempt the question. The poor performance shows that these candidates had insufficient vocabulary to express themselves. Extract 9.1 shows a sample of a poor response in question 9.

	السؤال التاسع:	
		٤
	هذه عصاة الحميلة كتب كمالا وكيلا الذي سبق في مدينة بندقية.	
	هذه عصاة تستعمل صدقات حبان وهما انطيفرو وجاسينو وكذلك برشا وسيلوك، اما منسبه هذه مسئل سأل تأحدث العقبات التي مرت عليها برشا حتى تم زواجها كما يلي - بعد شيلوك طاب مثل اللحم من انطيفرو بعد عدم الدفع المال التي قد مرض من	

شيلوك .
عذبه شيلوك الى الحكمة ليأخذ
حقه الذي يريد من انطينو وصي اللحم
في وقت مشتكلا. جاء شخص الذي يلبس
تعبثيب طول الحاكم والذي كان في كلية
انطينو وصي برشا)
برشا يلجس ليست ثياب حتى لا يرونها
الناس كما هي برشا وبعد وصلت
الحليته وهو القاضي قالت برشا لشيلوك
أنت كنت قلت تعهد تريد لعل نزل
من اللحم من انطينو لفدية مالك . ولكن
أنت لا تكل نوع اللحم ونحن سننطق لحم
خيون كما أنت تريد نزل من اللحم
سأعطك مثلها:
فأقبل القاضي هذه عتو وأمره انطينو
ان يدفع نزل من اللحم ، وانطينو فعل ذلك

Extract 9.1: A sample of a poor response of the candidate who explained on the crisis of wealth between Shayluk and Un-ton-yo instead of the story of Bursha obstacles related to her marriage.

Further analysis of the candidates' responses indicates that there were few candidates who were able to explain in detail all obstacles that Bursha faced until she was married to Basinyu. Few candidates also mentioned the lessons which are learned from the story. Furthermore, the candidates arranged and organized their points well, though there were some grammatical and spelling errors.

For example, one of the candidates wrote *قال أبو برشا لبنتها أنها: لا تكوني متزوجة بأي أحد إلا بعد اختياره الصندوق الذي فيه صورتك، فصبرت مدة طويلة ولم تتزوج* "Bursha's father told her بأحد لأن كل شاب يختار الصندوق الذي ليس فيه صورتها.

that, you will not marry anyone until the person who wants to marry you could select a box which contains your picture, she waited for a long time without marrying anyone because no one of the young men could select the box which contains her picture”.

In another example, one of the candidates wrote one of the lessons as follows; “It is a nice thing for children to have obedience to their parents, and the tolerance is a key of good in case of misfortune” This good performance implies that, these candidates had sufficient knowledge on the story and good mastery of Arabic Language. Extract 9.2 shows a sample of a good response.

	إِنَّمَا كَانَتْ هَذِهِ الْحَالَةُ عَذَابًا لِّهَا . عَتَى يَوْمَ هـ	
	الْأَيَّامِ تَكَلَّمَ بِمَعْنَى مَا دَخَلَهَا مِنْ هَذَا الْعَالِ . أَنَّمَا لِأَنْ تَقْدِرَ	
	أَنْ تَصْبِرَ بِوَصِيَّةِ الَّتِي أَوْصَى أَبَاكَ إِلَيْهَا . لَكِنَّهَا إِنَّمَا	
	كَانَتِ الْمَرْأَةُ الْمُطِيعَةَ لِوَالِدَيْهَا ، لِذَلِكَ حَبَّرَتْ .	
	فِيَوْمٍ مِنْ الْأَيَّامِ سَبَعَةٍ تَمَّ زَوْجُهَا بِرِشَاءٍ فَتَزَوَّجَتْ	
	بِابْنِ سَيُولِ الَّذِي هُوَ صَدِيقُ أَنْطُونِيو . إِنَّمَا بَاسْتِنُو أَنْتَارَ	
	صَنْدُوقِ الَّذِي فِيهِ صُورَةُ بِرِشَاءٍ ، فَتَزَوَّجَهَا . وَفَرَّقَا فِرَاقًا	
	لَا يُوصَفُ .	
	هذه القصة نستنتج أن الصبر نسيء مفيد.	
	فقد رأينا في الكتاب أن برشأ صارت صبر طويلاً ثم	
	تزوجت برجل كريب . وهذا هو الحق لأن الله تعالى يقول	
	” ويصبر الصابرين “	
	أيضاً من هذه القصة نستنتج أن الطاعة	
	للوالدين واجب على كل مسلم . رأيتنا في الكتاب أن	

	برشا أطاعت والدَيْهَا واشتغرت بما قَالَا . كما قال
	تعالى " وقضى ربك أن لا تعبدوا إلا إياه وبالوالدين
	احساناً " .
	أبْظَلَّتْ مِنْ هَذِهِ الْقَعْمَةِ نَسْتَنْجِ أَنْ كَلَّ أَحَدٌ
	مِنَّا عَلَيْهِ أَنْ يَخْتَارَ زَوْجَةً صَالِحَةً . كما يقول صلوات الله
	عليه وسلم " تُنْجِحُ الْمَرْءَ بِالزَّيْعَةِ ، بِالْحَالِمِ ، وَبِالنَّسِيبِ ،
	وَبِالْمَاءِ ، وَبِزَيْنَمَاءَ ، فَزَفَضَ بِذَاتِ الْوَالِدَيْنِ تَرْتِبَ بِإِلَى "
	فَقَدَرْنَا أَنْ يَأْسِنُوا بِفِتْنَةِ زَوْجَةٍ صَالِحَةٍ ،

Extract 9.2: A sample of a good response of the candidate who explained obstacles did Bursha face until she was married to Basinyu and mentioned some lessons.

3.5.2 Question 10

In this question, the candidates were required to explain how the Sindbad Albahri appeared before King Mahraja.

This question was attempted by 141 candidates (34.2%). The performance on this question was poor since 118 candidates (83.7%) scored below average. The data analysis indicated that 6 candidates (4.3%) scored from 12 to 16.5 marks, 17 candidates (12%) scored from 7 to 11.5 marks and 118 candidates (83.7%) scored from 0 to 6 marks out of 20 marks. Figure 18 summarizes the performance of the candidates.

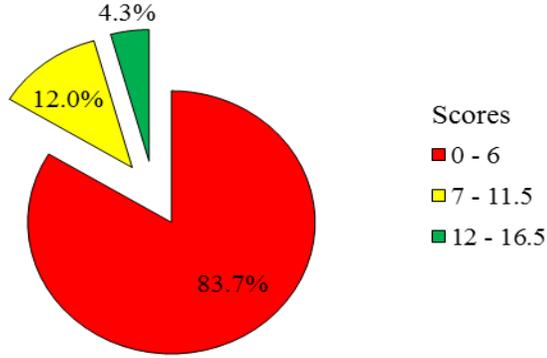


Figure 18: *Candidates' performance in question 10*

According to the analysis of candidates' responses, most of the candidates who performed poorly in this question were unable to explain how Sindbad appeared before King Maharaja. Some of them provided incorrect and unclear responses. Moreover, their responses had a lot of grammatical mistakes. For example, one of the candidates wrote *وفي يوم من أيام ربّ سندباد أخذت إلى مكان الفيل. وهذه مكان كان خطر شديد في الإنسان.* The correct grammar was supposed to be written as follows; *وفي يوم من الأيام طلب السندباد البحري من الناس أن يأخذوه إلى مكان الفيل ولكن كان هذا المكان خطيرا شديدا للإنسان* "Once upon a time, Sindbad wanted the people to take him to Elephants' place but that place was dangerous for mankind". This poor performance implies that these candidates had poor mastery of Arabic Language and insufficient knowledge of Sindbad's story. Extract 10.1 shows a sample of a poor response.

	القسم الخامس .	
	السؤال العاشر	
	هذه قملة جميلة وقعت في المدينة بين	
	السندبار البحري واطلق المهرجا . وأريد هنا	
	أن تحدث كيف وصل السندبار البحري في حفرة	
	الملك المهرجا .	
	كان السندبار البحري يريد أن يذهب	
	إلى الملك حفرة المهرجا . في يوم من الأيام	
	كان السندبار البحري وصل إلى في حفرة	
	الملك المهرجا .	
	وهذه الكيفية هي التي استعملت	
	السندبار البحري حتى وصل في حفرة	
	الملك المهرجا .	

Extract 10.1: A sample of a poor response of the candidate who failed to explain on how did Sindbad appeared before King Mahraja.

On the other hand, the candidates who performed well in this question were able to provide correct details of how Sindbad appeared in the presence of King Mahraja.

For example, one of the candidates wrote that: (بعد أن نجا السندباد من الغرق، التجأ إلى الجزيرة فالتقى بخدم الملك المهرجا صاحب هذه الجزيرة. وأخيرا أركبوه معهم إلى أن وصلوا إلى بلاد الهند حيث قدموه إلى ملكهم المهرجا فسأله عن قصته فأخبره بكل ما حدث له "After Sindbad saved from sinking, he fled to the Island where he met the servants of the king of the Indian country called Maharaja who was also the owner of that Island. The servants submitted him to the king. The King asked him to narrate all events which made him to reach the Island. Sindbad narrated everything to the King."

Furthermore, the candidates arranged and organized their points well, even though there were some slight grammatical errors. This suggests that the candidates had enough knowledge on Sindbad's story and

sufficient vocabulary to narrate the story in Arabic Language. Extract 10.2 shows a sample of a good response.

10	السؤال العاشر.
	سندباد مؤ رجل البحر وسُمِّيَ بسندباد
	البحري يكثره رحلاته في البحر وسأحدث
	كيف وصل سندباد إلى الملك مهراجا
	كما يلي ÷
	في زمن خليفة مارون الرشيد كان
	منك تاجرا تبحر في بلاد بحدان وكان
	يسافر للتجارة من بلو إلى بلاد
	في يوم من الأيام في رحلته الأولى
	خرج مع بعض التجار في بحدان إلى
	بصرة وبأوروبا منهم منك حتى انتهى
	وقامت السفينة إلى بلاد أخرى
	وبينما كانوا في الطريق إذ التفتت
	بالجزيرة ورست السفينة في ذلك
	الجزيرة ونزلوا بعضهم يلهوت ومنهم
	سندباد

حَتَّى إِذَا وَصَلَتْ وَتُّهُ الْعَدَا
أَخَذُوا الْأَعْمَشَابَ وَأَوْقَدُوا النَّارَ فِي
تِلْكَ الْجَزِيرَةِ فَأَمْتَزَّتِ الْجَزِيرَةُ وَ
نَمَاصَتْ فِيهِ الْبَحْرُ وَلَكِنْ لِلنَّاسِ
الشَّدِيدِ قِلَّةٌ الْجَزِيرَةُ لَيْسَ حَقِيقِي
بَلْ كَانَ حُوتًا كَثِيرًا نَامَ عَلَى سَطْحِ
وَعَرِقَ مِنْ غَرِقٍ وَتَجَلَّى مَنْ نَجَا
أَمَّا سِدْبَادُ فَنُغِرِقَ وَلَكِنْ لِحُسْنِ
حُظِّهِ رَأَى نَوْحًا فَأَمْسَكَهُ حَتَّى أَتَى ذَلِكَ
اللَّوْحَ أَخَذَهُ فِي الْجَزِيرَةِ آخِرُ وَنَجَى
سِدْبَادُ مِنَ الْغَرِقِ وَبَعَدَ أَنْ كَانَ
مُسْتَرْحًا فِي تِلْكَ الْجَزِيرَةِ بَدَأُ يَجُولُ
فِي تِلْكَ الْجَزِيرَةِ وَكَانَ يَمْشِي
حَتَّى رَأَى الْعِصَانَ وَالنَّاسَ يَخْرُجُونَ
فِي بَيْتِ دَابِ فَسَأَلَهُمْ سِدْبَادُ مَنْ مُمْ
فَاصِبُهُمْ خَدَمٌ مَهْرَجًا

حَتَّى إِذَا وَصَلَتْ وَتُّهُ الْعَدَا
أَخَذُوا الْأَعْمَشَابَ وَأَوْقَدُوا النَّارَ فِي
تِلْكَ الْجَزِيرَةِ فَأَمْتَزَّتِ الْجَزِيرَةُ وَ
تَمَاصَّتْ فِيهِ الْبَحْرُ وَلَكِنْ لِلنَّاسِ
السَّيِّئِ قِلَّةٌ الْجَزِيرَةُ لَيْسَ حَقِيقِي
بَلْ كَانَ حَوْثًا كَثِيرًا نَامَ تَمَى سَطْحِ
وَعَرِقَ مَنْ عَرِقَ وَنَجَّى مَنْ نَجَّى
أَمَّا سَيْدِيَادُ فَعَرِقَ وَلَكِنْ لِحُسْنِ
حُظِّهِ رَأَى نَوْحًا فَأَمْسَكَهُ حَتَّى أَتَى ذَلِكَ
اللَّوْحَ أَخَذَهُ فِي الْجَزِيرَةِ آخِرُهُ وَنَجَّى
سَيْدِيَادُ مِنَ الْعَرِقِ وَبَعْدَ أَنْ كَانَ
مُسْتَرْحًا فِي تِلْكَ الْجَزِيرَةِ بَدَأَ يَجُولُ
فِي تِلْكَ الْجَزِيرَةِ وَكَانَ يَمْسِي
حَتَّى رَأَى الْعِصَانَ وَالنَّاسَ يَخْرُجُونَ
فِي سِرْدَابٍ فَسَأَلَهُمْ سَيْدِيَادُ مَنْ مُمْ
فَاضُوا إِلَيْهِمْ خَدَمٌ مَهْرَجًا

10	وَأُخْبِرَ مِنْ سِنْدِبَادَ مَا أَحْبَبَهُ.
	وَآخِرًا أَنْتَوَمَا أَخَذُوهُ عَلَى مَلِكٍ
	مَهْرَجًا فَسَلَّمَ عَلَيْهِ سِنْدِبَادٌ وَقَرَّحَ
	الْمَلِكُ مَهْرَجًا بِذِلَّةٍ وَمَا عَنِ الطَّرِيقِ
	الَّتِي وَحَمَلَ سِنْدِبَادٌ إِلَى الْمَلِكِ مَهْرَجًا

Extract 10.2: A sample of a good response of the candidate who correctly narrated Sindbad's story.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' responses in each topic shows that the candidates had good performance in *Comprehension* (94.7%), *Poems and Proses* (86.7%) and *Morphology* (69.55%). These candidates performed well in these topics because they had sufficient knowledge and skills. This indicates that the candidates scored an average of 35 or above in these topics. The candidates had average performance in *Language use* (55.4%), *Grammar* (48%) and *Analysis of Poems and proses* (47%). These candidates performed on average because they mastered some topics partially. However, the candidates had poor performance in *History of Literature* (34.95%), *Rhetoric* (28.75%), *Response to Readings* (11.75%) and *Composition* (4.65%) because they lacked adequate knowledge and skills on these topics.

5.0 CONCLUSION

The general performance of the candidates in Arabic Language in the ACSEE 2018 was average. The analysis of candidates' performance indicates that the weak performance could be attributed by insufficient knowledge on *Composition and Rhetoric*, failure to identify the demands of the questions, lack of vocabulary and ability to express themselves in Arabic Language.

However, the candidates had shown good performance in reading comprehension and poems. This could have been attributed to having good skills in reading for comprehension and poem which enabled them to understand and identify the requirements of the questions.

Moreover, the analysis of the candidates' performance in *Comprehension*, *Poems and Proses*, *Grammar*, *History of literature*, *Analysis of poems and proses*, *Language use and Morphology* in the year 2018 has increased by (2.1%), (7.95%), (5, 7.5%), (5.55%), (23.95%) and (21.45%) respectively when compared to the performance in 2017. On the other hand, the candidates' performance has decreased by (21.05%), (21.65%) and (9.4%) in *Response to Readings*, *composition* and *Rhetoric* respectively in the 2018 when compared to the performance in 2017 respectively.

6.0 RECOMMENDATIONS

In order to improve the performance of the candidates in the future, the following are recommended.

- (a) Teachers should guide the students to understand the parts of speech such as nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. This will enable them to understand the tasks of the questions and write clear and correct explanations.
- (b) Teachers should guide the students to pay attention in listening to other Arabic speakers and repeat what has been said. This will help them to understand how sentences are formed and to expand their vocabulary.
- (c) Teachers should guide the students to improve writing skills in Arabic Language by encouraging them to write different sentences, stories as well as articles. This will help them to write well answers in their examination.
- (d) Teachers should guide the students to know and practise Arabic grammar in their daily speaking and writing so as to improve writing of essays, articles and letters. This will help them to write correct answers.
- (e) Teachers should guide the students to strengthen their efforts in studying the topics on *Rhetoric* and *Response to Readings* in order to perform well in the examination.

Appendix A

Comparison of Summary of Candidates' Performance in Each Topic

125- ARABIC LANGUAGE

S/N	Topic	Total Number of Questions	2017		2018	
			The Percentage of Candidates who Scored 35 an Average Marks or Above	Remarks	The Percentage of Candidates who Scored 35 an Average Marks or Above	Remarks
1.	Comprehension	1	92.6	Good	94.7	Good
2.	Literature (Poems and Proses)	2	78.75	Good	86.7	Good
3.	Morphology	2	48.1	Average	69.55	Good
4.	Grammar	2	43	Average	48	Average
5.	Literature (Analysis of Poems and Proses)	2	41.45	Average	47	Average
6.	Rhetoric	2	38.15	Average	28.75	Poor
7.	Response to Readings	2	32.8	Poor	11.75	Poor
8.	Language Use	2	31.45	Poor	55.4	Average
9.	History of Literature	2	27.05	Poor	34.95	Poor
10.	Composition	2	26.3	Poor	4.65	Poor

Comparison of Summary of Candidates' Performance in Each Topic

125- ARABIC LANGUAGE

