

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT  
FOR THE ADVANCED CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (ACSEE) 2019**

**125 ARABIC LANGUAGE**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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REPORT FOR THE ADVANCED CERTIFICATE OF  
SECONDARY EDUCATION EXAMINATION**

**(ACSEE) 2019**

**125 ARABIC LANGUAGE**

*Published by:*

The National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania.

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## FOREWORD

The Candidates' Items Responses Analysis Report (CIRA) in the 2019 Arabic Language subject for the Advanced Certificate of secondary Education Examination (ACSEE) has been prepared in order to provide feedback to educational administrators, school managers, teachers and other stakeholders on candidates' abilities in the Arabic Language subject.

The ACSEE is a summative evaluation which, among other things, shows the effectiveness of the education system in general and the educational delivery system in particular. Essentially, the candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to candidates in their two years in Advanced Secondary Education in the Arabic Language subject.

The analysis presented in this report intends to enhance understanding of candidates' responses in Arabic Language subject. The report highlights the factors that made the candidates to score both high and poor marks in the National Examination. The factors for higher marks include the ability to interpret the requirements of the questions, the ability to follow instructions as well as their adequate knowledge on the concepts related to Arabic Language. The factors attributed to poor performance are failure to identify the demands of the questions, inability to express themselves in Arabic Language and inadequate knowledge of the concepts, principles and rules related to the subject.

The feedback provided in this report intends to enable education administrators, school managers, teachers, candidates and other education stakeholders to identify appropriate measures to improve teaching and learning in secondary schools. Consequently, this will improve candidates' performance in future examinations administered by the National Examinations Council of Tanzania.

Finally, the council would like to thank the Examination Officers, Examiners and all those who participated in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**

## **1.0 INTRODUCTION**

This report is intensive analysis of the performance of candidates who sat for the Advanced Certificate of Secondary Education Examination (ACSEE) in the Arabic Language subject in May 2019.

The candidates were tested in such skills as 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) 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 analysis of the ACSEE in Arabic Language presents the requirements of each question and indicates the expected responses from candidates' questions. Samples obtained from candidates' responses are presented in order to provide a general picture of how the candidates responded to the questions.

The rating of candidates' performance has been grouped into 'good', 'average' or 'poor' and is represented in different colours. In this analysis, if the performance ranges from 60 to 100 percent is categorized as 'good' and is coloured green; 35 to 59 percent is categorized as 'average' and is coloured yellow; and 0 to 34 percent is deemed 'poor' and is shown by red colour. The overall candidates' performance is summarised in the Appendix.

A total number of the candidates who sat for the (ACSEE) in Arabic Language in 2019 were 233, of which 188 (80.69%) passed and 45 (19.31%) failed. In 2018, candidates who sat for the same were 412, of whom 330 (80.10%) passed and 82 (19.9%) failed. This year's performance has increased by 0.59 percent as compared to the year 2018.

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

### 2.1 Section 1: Comprehension

This section had one question which was compulsory. 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 child judge.

This question had two parts (a) and (b). In part (a), the candidates were required to provide short answers to five (5) items given.

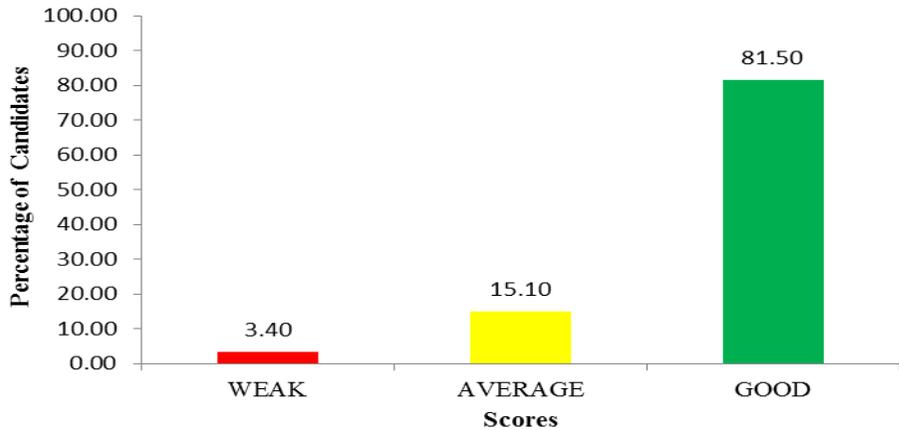
- 1- How was the story of Ali Koja and Hassan the merchant who stole his dinars?
- 2- When did the child judge announce that the meeting had begun?
- 3- What did Ali Koja do when the judge asked him to express his complaint?
- 4- What did Hassan the merchant say when the child judge asked him why did not he return to Ali Koja the dinars he left as deposit to him?
- 5- What did the traders say when they were asked: How many years can you preserve olives from damage.

In part (b), the candidates were required to fill in the blanks with appropriate information from the passage.

- 1- ----- and steadfast to play this role perfectly.
- 2- Then the judge turned to Ali Koja and said to him: -----  
-----, did you bring with it?
- 3- ----- and then pretended that he was looking at it and said: This olive is good!
- 4- Tell me, traders, -----from the damage?

5- -----: How long has it stayed in this jar?

The question was attempted by 233 (100%) candidates. A total of 182 (81.5%) candidates scored from 12 to 20 marks, 43 (15.1%) candidates scored from 7 to 11.5 marks, while 8 (3.4%) candidates scored from 0 to 6 marks. This shows that the candidates' performance in this question was good. Figure 1 shows:



**Figure 1:** The Percentages of the Candidates' Performance in Question 1.

The candidates who performed well in this question were able to provide appropriate responses to the five items given. They filled in the blanks with appropriate information from the passage. For example in item (a-4), one of the candidates wrote that ( *قال له التاجر حسن: أنا لم أر ( دنانيره، وأنا لا أعلم ما كان في الجرة لأنني لم أفتحها وأنا أقسم بالله على ذلك إن شئت* ) “The merchant Hassan said to him, I have not seen his dinars, and I do not know what was in the jar, because I did not open it, and I swear to God on that If you want”.

Another example is item (b-5), where one of the candidates wrote by filling in the blank with right information as follows; ( *فقال لهما، انظرا الى ( هذا الزيتون وأخبراني، كم مكثت في هذه الجرة؟* ) “And he said to them, look at this olive and tell me: How long has it stayed in this jar”. These examples suggest that these candidates comprehended the text given

and had adequate comprehension skills. Extract 1.1 shows a sample of a good response.

القسم الأول	
1أ	السؤال الأول:
1	لأخت قصة علي كوفي والتاجر حسن الذي هرب منه دنائره مشهوراً جداً وعرفها الناس جميعاً رجالاً ونساءً كباراً وصغاراً.
2	أعلن القاضي الأطفال أن الجلسة قد بدأت للأفزع من تقسيم الأدوار على أصحابه.
3	اغتنى علي كوفياً أيام القاضي امصراً ودعا له ثم قس عليه قصة كذا من غير أن يترك شيئاً مما طلبه القاضي أن يظهر شكواه.
4	قال التاجر حسن ما سأله القاضي الاطفال لماذا لم يرد إلى علي كوفياً دنائره التي تركها وديعة عنده أنا لم أر دنائره وأنا لا أعلم ما حل في الجرة لأنني لم أفتحها وأنا أقسم بالله على ذلك لمن شئت.
5	قال التاجر حسن ما سأله القاضي الاطفال لماذا لم يرد إلى علي كوفياً دنائره التي تركها وديعة عنده أنا لم أر دنائره وأنا لا أعلم ما حل في الجرة لأنني لم أفتحها وأنا أقسم بالله على ذلك لمن شئت.
1ب	تملاء الفراغ:
1	لأفزع من تقسيم الأدوار على أصحابه جلس بينهم ثم أعلن أن الجلسة قد ابتدأت وكان الطفل يتظاهر بالرهافة والشباب حتى لا يثقن تشيول دور.

1	ثم التفت القاضي إلى علي كوجيا وقال له: أنا أريد أن أرى جرة الزيتون، فهل أخذتها معك.
3	فأصر القاضي بفتح الجرة، ثم تظاهر بأنه ينظر فيها وقال: ما أحسن هذا الزيتون!
4	أخبرني أيها التاجر كم سنة تستطيع أن تحفظ الزيتون من التلف.
5	فقال لهما: انظرا إلى هذا الزيتون وأخبراني: كم مكثت في هذه الجرة.

Extract 1.1: A sample of a good response from the candidate who filled in the blanks with correct information from the passage.

However, there were some candidates who performed poorly in this question, particularly in part (a) due to inadequate mastery of Arabic Language. Responses showed that these candidates did not understand what was written in the passage.

Many of the candidates 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-2) which asked: “متى أعلن قاضي الأطفال أن الجلسة قد بدأت؟” “When did the child judge announce that the meeting had begun?” One of the candidates wrote “أعلن قاضي الأطفال أن الجلسة قد بدأت وكان الطفل يتظاهر بالرزانة والثبات ليتقن تمثيل ( دوره )” “The child judge announced that a meeting had begun and the child was pretending to be arrogant and steadfast to perfect this role”, which was wrong. The correct answer was supposed to be “أعلن قاضي ( الأطفال أن الجلسة قد بدأت لما فرغ من تقسيم الأدوار على أصحابه )” “The child judge announced that a meeting had begun when he had decided to divide the roles”.

Another example is item (a-3), which asked: “ماذا فعل علي كوجيا لما طلبه ( القاضي أن يظهر شكواه؟ )” “What did Ali Koja do when the judge asked him to express his complaint?”. One of the candidates responded that “قاضي الأطفال من الحاجب أن يحضر التاجر حسنا وعلي كوجيا، فنادهما الحاجب فحضرهما

“Then the child judge asked the eyebrow to bring the merchant Hassan and Ali Koja, then the eyebrow called them and they came” which was wrong. The expected answer was supposed to be ( انحنى علي كوجيا امام ) القاضي احتراماً ودعا له ثم قصّ عليه قصته كلها، وذكر كل ما حدث له مع التاجر حسن من (غير أن يترك شينا Ali Koja bowed in front of the judge with respect and prayed for him, and then he told him his entire story with merchant Hassan and reminded all that happened to him without leaving anything. Extract 1.2 shows a sample of a poor response.

١	لثلاثه وساكون الذي يتكلم في القضية
٢	التاجر تس عامسكوه بعنف صطاهر بيا بانهم
	سيصديقه كما امر القاضي
٣	انا اريد ان اري بزه الريثون
٤	بعد ذهبي إلى القاضي
٥	بعد على كوجيا تشقواه في التمهه الى
	القاضي

Extract 1.2: A sample of a poor response from the candidate who provided irrelevant 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

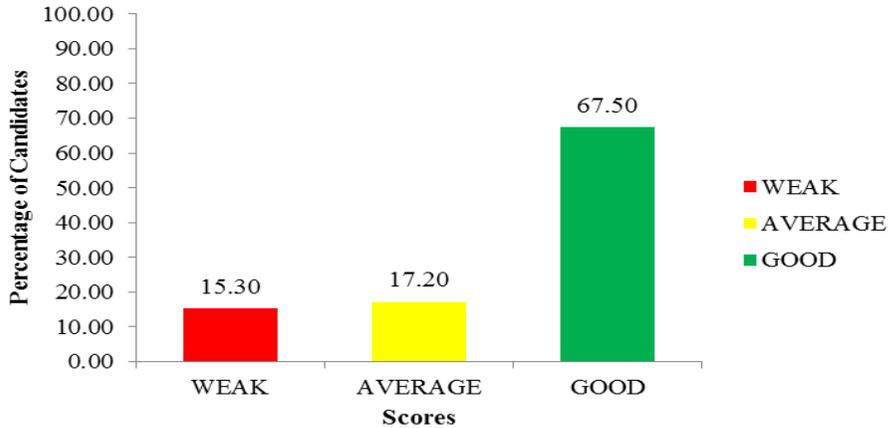
This question had two parts (a) and (b). In part (a), the candidates were required to identify types of object in the following sentences:

- 1- I give charity to the poor and the needy for a desire to please God.
- 2- The parade commander stands in front of all the rows.
- 3- No, when the earth will be demolished a total demolition.
- 4- We have done the examination and harvested of clothes.
- 5- I opened the book to make sure if the answers were correct.

In part (b), the candidates were required to provide answers for the following short answer questions:

- 1- Explain the meaning of passive voice by giving examples.
- 2- What is the *Mamnuwi minaswarf* (الممنوع من الصرف)?
- 3- What is demonstrative pronoun? Mention two of them.
- 4- Mention two of the accusative particles which make present tense in the accusative case themselves.
- 5- When will the past tense be built on *dhamma* (الضمة)?

The question was attempted by 157 (67.4%) candidates and their performance was good, as 106 (67.5%) candidates scored from 12 to 20 marks, 27 (17.2%) candidates scored from 7 to 11.5 marks and only 24 (15.3%) candidates scored from 0 to 6.5 marks. The candidates' performance is summarised in Figure 2.



**Figure 2:** The Percentages of the Candidates' Performance in Question 2

The candidates who performed well in this question understood the requirements of the question and were able to identify all types of objects in the given sentences. For example, one of the candidates provided correct answers as follows: 1- (المفعول لأجله) "Causative object" 2- (المفعول فيه) "Adverbial object 3- (المفعول المطلق) "Unrestricted object" 4- (المفعول معه) "Concomitant object and 5- (المفعول به) "Direct object.

In part b, the candidates were able to explain meaning of the subject of the passive voice, non-inflected noun (الممنوع من الصرف), demonstrative

pronoun with two examples, mention two of the accusative particles which make present tense in the accusative case themselves and the situation where the past tense is formed by *dhamma* (الضمّة). For example, one of the candidates wrote; 1- (نائب الفاعل هو اسم مرفوع يحل محل) “Subject of the passive voice is a nominative that replaces the subject after deleting it”. For example: (فُتِحَ الباب) “The door was opened”. 2- (الممنوع من الصرف هو اسم لا يأخذ التنوين ويجزّ بالفتحة) “Non-inflected noun (الممنوع من الصرف) is a name which takes preposition and does not take *Tan-wini* (التنوين)”. 3- (الإشارة هو ما دل على معناه بواسطة) “Demonstrative pronoun is a word that points to specific things. For example: this is a girl and these are pens”. 4- (الأدوات التي تنصب المضارع بنفسها هي أن- ولن- وكي- وإنن) “The accusative particles which make present tense in the accusative case themselves are to - will not - so that – then”. 5- (يبنى الفعل الماضي على الضم إذا اتصلت به) “Past tense is formed by *dhamma* (الضمّة) when it is connected with plural pronoun”. These responses show that the candidates had adequate knowledge of Arabic grammar. Extract 2.1 shows a sample of a good response.

القسم الثاني	
السؤال الثاني	
2 أ	كتابة الجمل مرة أخرى ثم بيان ما تحته الخط نوع المفعول:
1	أُتُصِدَّقُ عَلَى الْفُقَرَاءِ وَالْمَسْكِينِ وَرَغْبَةً فِي مَرْضَاةِ اللَّهِ - رَغْبَةً : المفعول لأجله
2	يَقِفُ تَأْتِدُ الطَّابُورِ أَطْعَمَ جَمِيعَ الصُّبُوفِ - أَمَامَ : المفعول فيه
3	كَلَّا لِنَا دَلَّتِ الْأَرْضُ دَكَدَكَ - دَكَ : المفعول المطلق
4	عَمَلْنَا الْإِسْتِطَانَ وَدَعَدَ الْقَرْنِظِلَ - وَدَعَدَ الْقَرْنِظِلَ : المفعول معه
5	فَضَعْتُ الْكِتَابَ لِأَنَّكَ لَا تَمْنَعُ صِحَّةَ الْأَهْوِيَّةِ - الْكِتَابَ : المفعول به

2	إجابة سايلجى:
1	ثائب الفاعل هو اسم مرفوع ثاب ثاب الفاعل بعد دونه المثال: أَغْلَقَتِ الْمَدْرَسَةُ وَتَبِعَتْ النَّاسُ كَلِمَهُ.
2	يعني الممنوع من الصرف: الاسم المعرب الذي لا يلحق آفؤه التنوين ولا التثنية مثل مطابع وعائشة
3	اسم الإشارة هو اسم معرفة يتعين مسماه بواسطة الإشارة إليه مثالان هما: هَذَا رَسُولُ اللَّهِ هَذِهِ نِسَاءُ
4	انسان من الأدوات التي تنصب الضارع بنفسها هما أَنْ وَلَنْ مثل أريد أن أكتب الرسالة ولن يفوز الأكلان
5	يبني الفعل الماضي على الضم إذا اتصلت به واو الجماعة مثل نَعَلُوا وَنَظَرُوا

Extract 2.1: A sample of a good response of the candidate who provided correct answers in all parts of the question.

On the other hand, there were some candidates who performed poorly in this question. Most of them did not answer correctly in part (a) due to inadequate knowledge of Arabic grammar. In part (b), the majority of them failed to provide the meaning of non-inflected noun (الممنوع من الصرف) and also could not write the situation where the past tense is formed by *dhamma* (الضممة).

For example in item (b-2), one of the candidates wrote the meaning of the morphology after being confused with word (الصرف) morphology: (الصرف هو علم يعرف به أبنية الكلمة) “A science which deals with how words are formed” instead of (الممنوع من الصرف هو اسم لا يأخذ التنوين ويجز بالفتحة) “Non-inflected noun (الممنوع من الصرف) is a name which takes preposition and does not take *Tan-wini* (التنوين)”. Another example in item (b-5), one of the candidates wrote; (يبني الفعل الماضي على الضم إذا) (اتصلت به ألف الإثنين) “Past tense is formed by *dhamma* (الضممة) when it is connected with dual pronoun instead of plural pronoun.

Extract 2.2 shows a sample of a poor response from a script of a candidate who failed to provide appropriate responses.

القسم الثاني		
1- نأبت الماعل: عوق الأنعم كنصنور	2	ب
عوق عليك الفعد		
2- المصوع من الصرف وغيره أظ		
واحد إلى أمثلة ضئيلة لمعات		
القيس		
3- الاسم الأشاره، يئس به الأنسا		
ت أو قياوت أو ساءة أو جمند		
أواب شيني أخت		
4- المعد الماض: موكد ففعا يد		
عان مقور كمد غير نصيب الماعل		

Extract 2.2: A sample of incorrect answers from one of the candidates.

### 2.2.2 Question 3

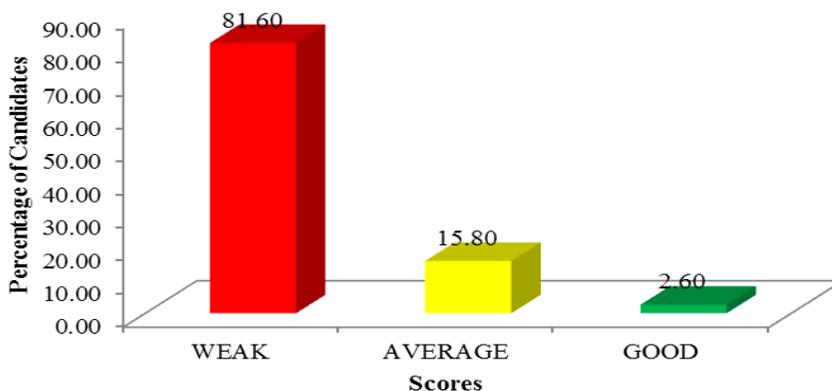
This question had two parts (a) and (b). In part (a), the candidates were required to analyse the following underlined words:-

- 1- Muslims fast in Ramadhan.
- 2- The man ate delicious food.
- 3- The provision of greeting is an act of good faith.
- 4- Fatma: distribute all the prizes and gifts.
- 5- There are forty students in the classroom.

In part (b), the candidates were required to provide answers for the following short answer questions:-

- 1- When the non-inflected noun is analysed by original sign of inflection?
- 2- How is imperative formed?
- 3- What type of analysis is noun-specific? and what type of analysis is verb-specific?
- 4- Mention one place where the object may come before the subject.
- 5- What is the condition of using defective verbs?

This was the worst performed question in this section. It was attempted by 76 (32.6) candidates and their performance was poor, as 62 (81.6%) candidates scored from 0 to 6.5 marks, 12 (15.8%) candidates scored from 7 to 11 marks and only 2 (2.6%) scored from 12.5 to 15 marks. The candidates' performance is summarised in Figure 3.



**Figure 3:** The Percentages of the Candidates' Performance in Question 3

The analysis of candidates' responses shows that the candidates who performed poorly in this question were unable to analyse the given underlined words like subject, object, subject of a nominal sentence, coupling and specification. Most of them failed to analyse the given underlined words particularly in item (a-3, 4 and 5).

For example, one of the candidates wrote as follows; 3- (إفشاء: فعل) "The providing is present tense" instead of (مضارع مرفوع وعلامة رفعه ضمة مبتدأ مرفوع وعلامة رفعه ضمة وهو مضاف) a subject of nominal sentence in

the nominative case and same time is a governing word. 4- (وزعي: فعل ) "Distribute is past tense" instead of an imperative is built by deleting particle at the end of a word and (الواو: حرف العطف ) "منصوب بالفتحة المقدرة على الألف منع من ظهورها التعذر" and is connector and gifts as joined". 5- (أربعون: عدد ) "Forty as number" instead of (مبتدأ مؤخر مرفوع بالواو وطالبا: تمييز منصوب بالفتحة) is a subject in the nominative case and candidates as object instead of specification".

On the other hand, there were many candidates who failed to explain when indeclinable is constructed by original sign, explain how imperative with weak letters is constructed, mention place of the subject goes before object and mention condition of defective verbs due to insufficient knowledge. For example in item (b-1), one of the candidates wrote; (يعرب الممنوع من الصرف بالحركات الأصلية، إذا كان فعل ) (المضارع) "Non inflection is analysed by original sign, If it will be a present tense. The correct answer was supposed to be; (يعرب الممنوع من ) (الصرف بالفتحة المقدرة على الألف منع من ظهورها التعذر) "Non inflection ( الممنوع من ) (الصرف) is analysed by original signs, If it will be a governing word or will have an article (the)". Another example in item (b-5), one of the candidates wrote; (شرط عمل أفعال الاستمرار من أخوات كان هو ينصب المبتدأ ويرفع ) (الخبر) "the condition of using defective verbs is that it a subject in a nominal sentence and accusative case to the predicate". The correct answer was supposed to be, (شرط عمل أفعال الاستمرار من أخوات كان هو أن ) (يتقدمها نفي أو شبهه) "the condition of using defective verbs should be preceded by negation or similarity". This shows that the candidates had adequate knowledge of Arabic grammar. Extract 3.1 illustrates a poor response in question 3.

2	القسم الثاني :-
1-	المسلمون : فاعل مرفوع وعلامة رفعه الضمة نبتت عن الواو لأنه جمع جمع المذكر السالم . رمضان : مفعول به منصوب وعلامة نصبه - الفتحة ظاهرة على آخره .
2-	طالما : مفعول به منصوب وهو مضاف لذيذا : مضاف إليه اليه
3-	إفشاء : فعل الأمر مبني على السكون السلام : الفاعل مرفوع وعلامة رفعه الضمة صهر على آخره ،
4-	التميز : اربعون وهو مضاف وطلباً مضاف اليه .
4-	وَزَعِي : فعل الماض منصوب وعلامة نصبه الفتحة نبتت عن الياء . والهدايا : هو تابع

	ب:
1-	يعرب الممنوع من السرف الحركات اذا - لم يتمل آحره شئى .
2-	ينى فعل الأمر المعتل الآخر باقبل الياء أو الواو بالفاء .
3-	الذى يئى بالإسم هو الإعراب ظهر والذى يئى بالفعل هو الإعراب المضممر
4-	تقدم الفعل الفاعل على المفعول فى جملة - فعلية
5-	شرف عمل أفعل الاستمرار من أخوات كان هى ترفع الإسم وتنسب الفبره .

Extract 3.1: A sample of a poor response from the candidate who provided irrelevant answers to all the items except item (a-1 and 2), where he/she wrote partial correct responses.

Further analysis of candidates' responses shows that there were some candidates who performed well in this question. These candidates were able to analyse the given underlined words as required.

For example, one of the candidates analysed as follows: 1- (فاعل مرفوع ) - علامة رفعه الواو نيابة عن الضمة لأنه جمع المذكر السالم ورمضان اسم مجرور وعلامة (جره الفتحة نيابة عن الكسرة لأنه اسم لا ينصرف Muslims is a subject in the nominative case and Ramadhan is a noun came after a preposition". 2- (طعاما: مفعول به منصوب وعلامة نصبه فتحة ظاهرة ولذيذا: نعت منصوب بالفتحة) "Delicious is an adjective in the accusative case and food is an object in the accusative case". 3- (إفشاء: مبتدأ مرفوع وعلامة رفعه ضمة وهو مضاف ) - (والسلام: مضاف إليه مجرور بالكسرة) "The providing is a subject of nominal

sentence in the nominative case and same time is a governing word and a greeting is a governing word of genitive construction”. 4- ( *وَرَعِي: فعل* ) الأمر مبني على السكون، الواو: حرف العطف والهدايا: معطوف منصوب وعلامة نصبه (الفتحة المقدرة على الألف) “Distribute is an imperative which is built by deleting particle at the end of a word and the word (and) is connector and gifts as joined”. 5- ( *أربعون: مبتدأ مؤخر مرفوع بالواو نيابة عن الضمة لأنه* ) ( *ملحق بجمع المذكر السالم* ) “Forty is a subject in the nominative case and candidates as specification”.

Furthermore, the candidates were able to explain when indeclinable is constructed by original signs, explain how imperative with weak letters is constructed, mention place of the subject goes before object and mention condition of defective verbs. For example, one of the candidates wrote: 1- ( *يعرب الممنوع من الصرف بالحركات الأصلية إذا كان مضافا أو* ) ( *محلا بآل* ) “Non inflection (الممنوع من الصرف) is analysed by original signs, If it will be a governing word or will have an article (the). 2- ( *يبني فعل* ) “The imperative which has a weak letter is formed by deleting a weak”. 3- ( *الجر هو نوع الإعراب الذي يختص* ) ( *بالاسم أما الجزم نوع الإعراب الذي يختص بالفعل* ) “Genitive case refers to nouns and imperative case refers to verbs”. 4- ( *يجب تقديم الفاعل على المفعول إذا خيف* ) ( *اللبس الذي لا يمكن تمييز الفاعل والمفعول به، إذا كان الفاعل ضميرا متصلا والمفعول به اسما ظاهرا، إذا كان كل من الفاعل والمفعول به ضميرا متصلا ولا حصر لأحدهما وإذا كان* ) ( *المفعول به محصورا بإلا أو إنما* ) “The object should come before the subject If:

- a) the subject cannot be distinguished from the object.
  - b) subject is connected with pronoun and object is an apparent noun
  - c) the object is limited to either or not or the subject.
  - d) object are connected with pronoun and do not have limit to either”.
- 5- ( *شرط عمل أفعال الاستمرار من أخوات كان هو أن يتقدمها نفي أو شبهه* ) “the condition of using defective verbs should be preceded by negation or similarity”. This good performance indicates that the candidates had adequate knowledge of the topic. Extract 3.2 shows a sample of a good response.

السؤال الثالث	
1	الضممة لأنه جمع مذكر سالم رَمَلْتَنَ : اسم مجزوم يني وعلامة جزمه فتحة نائية عَنِ الْكُسْرَى لِأَنَّهُ اسْمٌ لَا يَنْصَرِفُ .
2	طَعَامًا! مفعول به منصوب وعلامة نصبه فتحة ظاهرة عَلَى آخِرِهِ . لذِيذًا : تحت منصوب وعلامة نصبه فتحة ظاهرة على آخِرِهِ
3	بِإِسْنَاءٍ : مبتدأ مرفوع وعلامة رفعه ضمة ظاهرة عَلَى آخِرِهِ وَهُوَ مَصْدَرٌ السَّلَامِ : مصداف إليه مجزوم وعلامة جزمه كسرة ظَاهِرَةٌ عَلَى آخِرِهِ .
4	وَزَعِي : فاعل الأمر مبني على الكسرة للتصاليه ياء المخاطبة الْيَاءُ : ضمير بارز متصل مبني على السكون في محل رفع فاعل تقديره أَنْتَ .

السؤال الثالث	
4	الواو: حرف العطف مَبْنِيٌّ عَلَى الْفَتْحَةِ الهدايا: مَعْطُوفٌ عَلَى الْجَوَازِزِ وَالْمَعْطُوفُ عَلَى الْمَجْرُورِ مَجْرُورٌ.
5	أربعون: مُبْتَدَأٌ مَرْفُوعٌ وَعِلَامَةٌ رَفَعَهُ الْوَاوُ نِيَابَةً عَنِ الضَّمَّةِ لِأَنَّهُ جَمَعَ مَذَكَّرَ السَّلَامِ طَلِبًا: تَمْيِيزٌ مَنْصُوبٌ وَعِلَامَةٌ نَصَبَهُ فَتْحَةٌ ظَاهِرَةٌ عَلَى آخِرِهِ.
ب	إذا دخل عليه الألف والألف أو إذا كان مضافاً.
2	يُنْبِي عَلَى حَذْفِ حَرْفِ الْعِلَّةِ.
3	نَوْعُ الْإِعْرَابِ الَّذِي يُخْتَصُّ بِالْإِسْمِ هُوَ الْكُسْرَةُ وَنَوْعُ الْإِعْرَابِ الَّذِي يُخْتَصُّ بِالْفِعْلِ هُوَ السُّكُونُ.
4	إِذَا كَانَ الْفَاعِلُ ضَمِيرًا بَارِزًا مُتَّصِلًا بِالْفِعْلِ.
5	أَنْ تَدْخُلَ عَلَى الْمُبْتَدَأِ وَالْخَبَرِ.

Extract 3.2: A sample of a good response from the candidate who analysed correctly all the underlined words except short answers in item (4 and 5) which are incorrect.

### 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

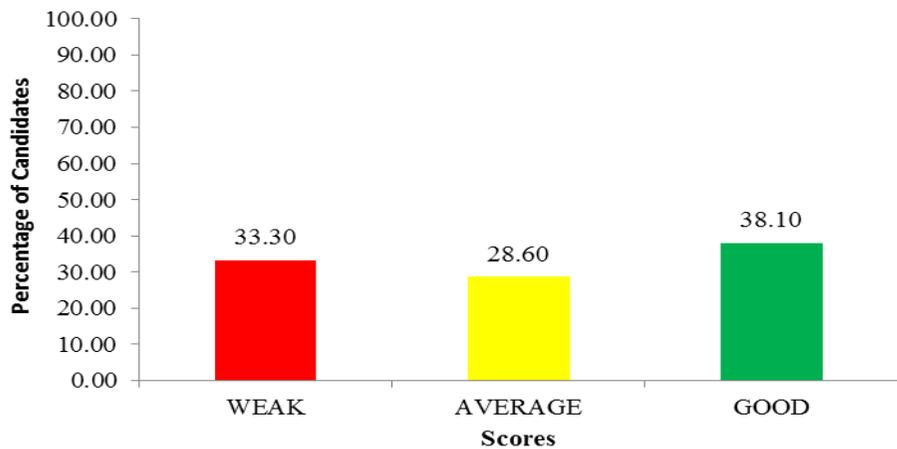
This question had two parts (a) and (b). In part (a), the candidates were required to put (إلا) "exception" in the following sentences:-

- 1- The candidates passed and the neglected did not pass.

- 2- We received the books and did not receive a book.
- 3- The planes returned and the two planes did not return.
- 4- The candidates attended on time and the candidate was late.
- 5- The boy cleaned the clothes and did not clean a hat.

In part (b), the candidates were instructed to change the demonstrative pronouns in the given sentences into singular feminine, dual masculine, dual feminine, plural masculine and plural feminine.

The question was attempted by 126 (54.1%) candidates. 48 (38.1%) candidates scored from 12 to 20 marks, which is a good performance. 36 (28.6%) candidates scored from 7 to 11.5 marks, which is an average performance. 42 (33.3%) candidates scored from 0 to 6 marks, which is a weak performance. Among the candidates with weak performance, 6 candidates 8 (6.3%) scored 0 mark. The general performance of the candidates in this question was good, because 84 (66.7%) candidates scored an average of 35 percent. The overall performance of the candidates in the question is summarised in Figure 4.



**Figure 4:** *The Percentages of the Candidates' Performance in Question 4*

The analysis of candidates' responses indicates that the majority of the candidates performed poorly in this question. These candidates were unable to put ( *يُ* ) "exception" in the given sentences particularly in item (a-4).

For example, the item was; (تأخر التلميذ وحضر التلاميذ في الميعاد) “The candidates attended on time and the candidate was late”. One of the candidates wrote; (تأخر التلميذ إلا في الميعاد) “the candidate was late except on time” which was wrong. The correct answer was supposed to be; (حضر التلاميذ في الميعاد إلا تلميذا) “The candidates attended on time except one candidate. Another example is item (a-1), which was; (نجح التلاميذ ولم ) (ينجح المهمل) “The candidates passed and the neglected one did not pass”. One of the candidates wrote; (نجح التلاميذ إلا ينجح المهمل) “All the candidates passed except the neglected one passes”. The correct answer was supposed to be; (نجح التلاميذ إلا المهمل) “All the candidates passed except the neglected one”.

Moreover, they could not change demonstrative pronoun in the given sentence into singular feminine, dual masculine, dual feminine, plural masculine and plural feminine as required. Most of these candidates failed to use pronouns properly in the sentences. For example, one of the candidates incorrectly changed the sentence into plural masculine as follows; (هذان الولد أخلاقه حسنة) “These is children of good manner” which was wrong. The correct answer was supposed to be; (هؤلاء الأولاد ) (أخلاقهم حسنة) “These boys have good manners”. This poor performance shows that the candidates were not familiar with the pronouns tested. Extract 4.1 is a sample of a poor response.

القسم الثالث	
السؤال الرابع :	
أ	1 نجح تلميذوا إلا تنجح المفضل .
	2 تسلمنا الكتب إلا تسلم كتابا .
	3 عرت الطائرات إلا تعد طائرتان .
	4 أجت تلميذوا الأخصر التلاميذ في الميعاد .
	5 نظف الولد الملابس إلا ينظف الطاقية .
ب "هذا ولد أخلاقه حسنة"	
للمفردة المؤنثة هو :	
هذان ولد أخلاقه حسنة .	
للمثنى المذكور هو :	
هذه الولد أخلاقه حسنة	
للمثنى المؤنثة هو :	
هاتين ولد أخلاقه حسنة	
للجمع المذكور هو :	
هاتان ولد أخلاقه حسنة .	
للجمع الإناث هو :	
هاتان ولد أخلاقه حسنة .	

Extract 4.1: A sample of a poor response from the candidate who provided irrelevant answers in all the items.

Despite the poor performance in this question, there were some candidates who performed well. These candidates were able to put (إلا) "exception" in the given sentences as required. For example, one of the candidates provided correct responses as follows; 1- ( نجح التلاميذ إلا ) "All the candidates passed except the neglected one". 2- ( تسلمنا ) (الكتب إلا كتابا) "We received all the books except one book". 3- ( عادت ) (الطائرات إلا طائرتين) "All the planes returned except two planes". 4- ( حضر ) (التلميذ في الميعاد إلا تلميذا) "All the candidates attended on time except one candidate". 5- ( نظف الولد الملابس إلا الطاقية ) "The boy cleaned all the clothes except the hat". They also managed to change the demonstrative

pronouns in the given sentences into singular feminine, dual masculine, dual feminine, plural masculine and plural feminine as expected.

For example, one of the candidates changed sentence correctly like this; 1- هذان الولدان ( هذان الولدان ) "This girl has good manners". 2- هذه البنت أخلاقها حسنة ( هذان البناتان أخلاقهما حسنة ) "These two boys have good manners. 3- هتان البناتان أخلاقهما حسنة ( هؤلاء الأولاد أخلاقهم حسنة ) "These two girls have good manners". 4- هؤلاء الأولاد أخلاقهم حسنة ( هؤلاء البنات أخلاقهن حسنة ) "These boys have good manners". 5- هؤلاء البنات أخلاقهن حسنة ( هؤلاء البنات أخلاقهن حسنة ) "These girls have good manners". This good performance shows that the candidates had a good mastery of Arabic Language. Extract 4.2 shows a sample of a good response.

السؤال الرابع (٥٤)	
أ-	أن أدخل الأشتين (أنا) فأطعمها المناسبة وأن أغرسها بلثم
١-	نبيح التلاميذ بالآ الموصلاً
٢-	تسلمنا الكتب بالآ كناية
٣-	عادت الطائرات بالآ طائر تبيح
٤-	حضر التلاميذ في الميعاد بالآ تلميذاً
٥-	ذوق الولد الملابس بالآ الطافية
ب-	أن جعل اسم الإشارة في هذه الجملة " هذا ولد أخلاقه حسنة" للمفردة المؤنثة . هذه بنتي أدخلتها حسنة . للمثنى المذكر . هذان ولدان أدخلتهما حسنة . للمثنى المؤنث . هتان بناتان أدخلتهما حسنة . للجمع الذكور . هؤلاء أولاد أدخلتهم حسنة . للجمع الإناث . هؤلاء بنات أدخلتهن حسنة .

Extract 4.2: A sample of a good response from the candidate provided correct answers in all the sentences as required.

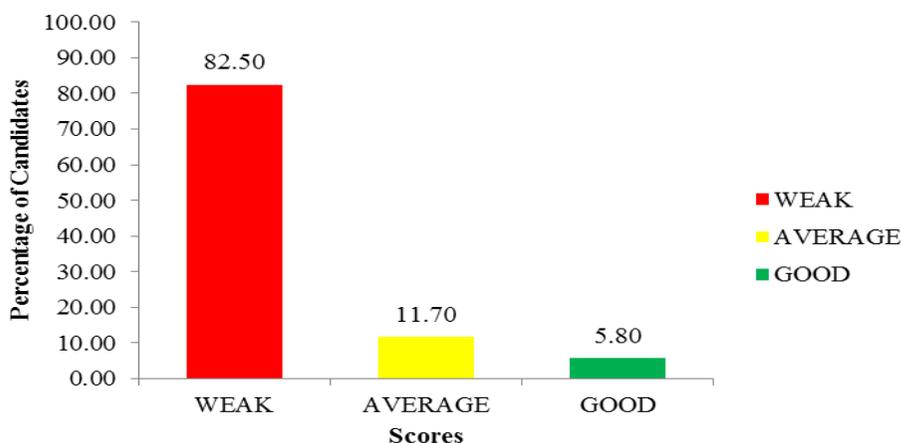
### 2.3.2 Question 5

This question had part (a) and (b). In part (a), the candidates were required to complete sentences by putting suitable words “*Al-halu*” (الحال) in the following sentences:-

- 1- I arrived at station \_\_\_\_\_
- 2- I drank the juice \_\_\_\_\_
- 3- I ate the orange \_\_\_\_\_
- 4- I saw the train \_\_\_\_\_
- 5- The soldiers returned \_\_\_\_\_

In part (b), the candidates were required to change the following singular nouns (man, woman, newspaper, mother and the neglected person) into plural form and use them in the meaningful sentences.

This was the worst performed question in this section. It was attempted by 103 (44.2) candidates and their performance was poor. This is because 85 (82.5%) candidates scored from 0 to 6.5 marks, 12 (11.7%) candidates scored from 7 to 11 marks and only 6 (5.8%) scored from 13 to 16 marks. The candidates’ performance is summarised in Figure 5.



**Figure 5:** *The Percentages of the Candidates’ Performance in Question 5*

The majority of the candidates performed poorly in this question. These candidates failed to complete the sentences by filling suitable words “*Al-halu*” (الحال) in the blanks. Some of them completed with nouns in the sentences. Others completed with adverbial of time or place. For

example in item (a-2), one of the candidates wrote; (شربت العصير صباحا) “I drank juice in the morning” instead of (شربت العصير واقفا) “I drank the juice while standing up”. Another example is item (a-3), where one of the candidates wrote (أكلت البرتقالة فاطمة) “Fatma ate an orange” instead (أكلت البرتقالة حامضة) “She ate an acidulous orange”.

In part b, the candidates were given the task of changing singular nouns into plural form. However, the candidates did not provide the plural forma as required. They were also unable to use them meaningfully in the sentences. Yet most of them used the given nouns without clarifying them into plural form. This shows that they failed to understand the demands of the question. For example in item (b-1), one of the candidates wrote (قتل الرجل الأسد) “The man killed the lion” which was incorrect. The correct answer was supposed to be (قتل الرجال الأسد) “Men killed the lion”. Extract 5.1 shows a sample of a poor response.

<u>القسم الثالث</u>	
<u>السؤال الخامس</u>	
أ	أكمل العمل الآتي وضع بالخط
1	وصلت إلى المحطة <u>راكبا</u>
2	شرب <u>العصير</u> <u>لحادي</u>
3	أكملت البرزخ <u>صعبا</u>
4	أبصرت الثمار <u>كثيرة</u> <u>كثيرة</u>
5	عاد الجنود <u>العمل</u>
ب	إيجه الكلمات الأتية
1	وقتل <u>الرجل</u> <u>الغير</u>
2	رجعت <u>المرأة</u> <u>إلى</u> <u>الترسيمة</u>
3	جاءت <u>الأمر</u> <u>إلى</u> <u>التسويق</u>
4	لمح <u>التلاميذ</u> <u>ولم</u> <u>بجميع</u> <u>العمل</u>
5	عاد <u>الجنود</u> <u>الصعيدة</u>

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

Despite the poor performance, there were some candidates who performed well in this question. These candidates completed sentences by filling suitable words “Al-halu” (الحال) in the blanks. For example in item (a-1), one of the candidates wrote; (وصلت إلى المحطة راكبا) “I arrived at the station by riding”. They could also provide the plural of the given nouns and use them correctly in the sentences as required. For example in item (b-1), one of the candidates wrote; (هؤلاء الرجال جاءوا من أروشا) “These men came from Arusha”.

Moreover, they were able to provide the plural of (الأم) “Mother” as (الأمهات) “Mothers” and (المرأة) “woman” as (النساء/النسوة) “Women” and used them in the sentences as required. This shows that the candidates

had a good mastery of Arabic Language. Extract 5.2 is a good response by one of the candidates.

	القسم الثالث
	السؤال الخامس
1	وصلت طلي المحطة راكباً
2	التدريبت العميق قائماً
3	أكلت البتقالة جالسة
4	أبصرت القطار يتبرجاً
5	عاد الجنود ميّتاً.
1	الرجل: الرجال الرجل القواموف على النساء.
2	المراة: المراة وتهنني نك المراة والذى
3	المحيفة: صحف صحف بطهيم وموسى
4	الأم: الأمهات الجنات تحت أقدام أمهاتكم
5	المهمل: المهملون جمع المهملون التي مكانتهم.

Extract 5.2: A sample of a good response from the candidate who provided correct answers to all the items except items (a-5) and (b-2).

## 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

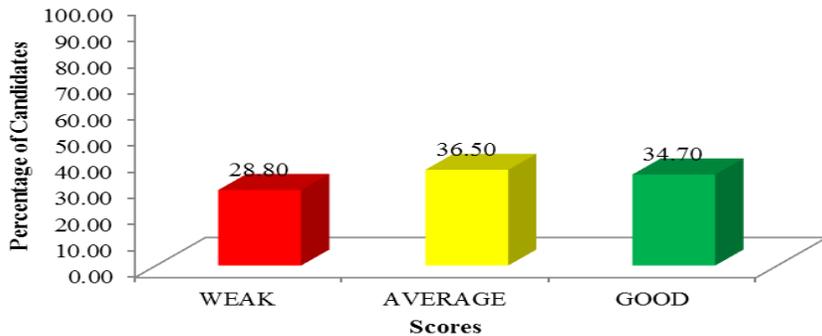
This question had two parts (a) and (b). In part (a), the candidates were instructed to answer the following questions:-

- 1- What is defective verb?
- 2- In which part does the defective verb come with letters “Al-wawu and al-yau (الواو والياء)“?

- 3- How will the gerund of verb (فعل) be, if it has a letter “Hamza” (الهمزة) at the end?
- 4- Give the meaning of a *verb mithali* with examples.
- 5- How many types of *Al-mujarrad* (أنواع المجرد)? Provide an example for each.

In part (b), the candidates were required to derive the passive participle from the following verbs given ( استحب - أكل - كشف - مهّد - سمح - أعد - ) (وهب - عاقب - استعان - قوي - *Istahabba* - Find nice - *Akala*- eat - *Kashafa*-reveal - *Mahhada* - facilitate *samaha*- allow - *Agh-dda* - prepare - *wahaba* - donate - *gh-aqaba*- punish - *Ista-gh-ana* - get help from - *Qawiya* - strengthen”.

The question was attempted by 118 (50.6%) candidates and their performance was generally good, as 41 (34.7%) candidates scored from 12 to 17 marks. 43 (36.5%) candidates scored from 7 to 11.5 marks. Only 34 (28.8%) candidates scored from 0 to 6.5 marks out of the 20 marks allocated for this question. The overall performance for this question is summarised in Figure 6.



**Figure 6:** The Percentages of the Candidates' Performance in Question 6

The candidates who scored highly in this question defined defective verb correctly. They explained the position where the defective verb appears with letters (الواو والياء) “Al-waa-wu and al-yaa-uw”. They also explained how the gerund may be formed by verbs with letter “Hamza” (الهمزة) at the end. Further, these candidates defined correctly the *verb mithali* with appropriate examples. Lastly, the candidates correctly

identified types of “*Al-mujarrad*” (أنواع المجرد) and provide appropriate example for each type as required.

For example, one of the candidates wrote; 1- (الفعل الناقص هو ما كانت لامه ) - (حرف علة) “The defective verb is a verb which has one of these letters *alifu*, *al-yaauw* and *al-waa-wu* at the end of the verb. 2- (الناقص الواوي ) (يأتي في باب فعل يفعل أو نصر ينصر ويأتي الناقص اليائي في باب فعل يفعل أو ضرب يضرب) “The defective verb with letter *al-wawu* which comes with the measurement *fagh-ala* - *yaf-gh-u-lu* or *nasara* - *yan-suru* and the defective verb with letter *al-yaauw* which comes with the measurement of *fagh-ala* - *yaf-gh-ilu* au *dharaba* - *yadh-ribu*. 3- (إذا كانت لام "فعل" ألفا ) (حذفت يا "تفعيل" و عوض عنها تاء في آخره) “If the verb is in the measurement of (فعل) and its verb ends with *aliyf*, its gerund will be added with letter *at-taau* at the end and letter *al-yaa-uw* will be deleted”. 4- (الفعل المثال هو ) (ما كان فآؤه حرف علة. مثل: وجد- يمن) “The verb *mithaali* is all the verbs will have one of these letters *al-waa-wu* and *alyaa-uw* at the beginning of the verb”. For example (المجرد نوعان، مثل: خرج والمجرد الرباعي ) (مثل: زعزع) “*Al-mujarrad* (أنواع المجرد) is categorized into two types, “*Al-mujarrad*” (أنواع المجرد) with three letters (خرج) and “*Al-mujarrad*” (أنواع المجرد) with four letters (زعزع)”.

Additionally, the candidates were able to derive the passive participle from the given verbs ( استحبّ - مستحبّ، أكل - مأكول، كشف - مكشوف، مهّد - معاقب، استعان - مستعان، ممهّد، سمح - مسموح، أعدّ - معدّ، وهب - موهوب، عاقب - معاقب، استعان - مستعان، قوي- مقوي) “*Istahabba- Mustahabbu* Find nice - be found nice, *Akala - Maakuw-lu* eat - be ate, *Kashafa- makshuw-fu* reveal - be revealed, *Mahhada- mumahhaddu* facilitate - be facilitated, *samaha- masmuw-h* allow - be allowed, *Agh-dda- Mugh-addu* prepare - be prepared, *wahaba- mawhuw-bu* donate - be donated, *gh-aqaba- Mugh-aqabu* punish - be punished, *Ista-gh-ana- Mustagh-anu* - get help - be gotten help from, *Qawiya- Maq-wiyyu* strengthen - be strengthened” as required. Extract 6.1 shows a sample of a good response from one of the candidates.

القسم الرابع

السؤال السادس

أ (1) الفعل الناقص هو ما كان لامه حرف العلة .

(2) يأتي الناقص الواوي في باب نَصَرَ - يَنْصُرُ (فَعَلَ - يَفْعَلُ)

(3) يأتي مصدر فَعَلَ إذا كانت لام الفعل ألفاً على وزن تفعيل

مع قلب الألف ياءً .

(4) المثال هو ما كان فائه حرف العلة مثل وَجَدَ .

(5) أنواع المجرّد إثنين وهما :

أ) المجرّد الثلاثي مثل ذَهَبَ ، قَالَ ، أَكَلَ .

ب) المجرّد الرباعي مثل ، وَسَّوَسَ ، دَخَرَ ، زَلَزَلَ .

اسم مفعول

ب الأفعال

مُسْتَعَبٌ .

استعب

مَأْكُولٌ .

أكل

مَكشُوفٌ .

كشَفَ

مَمَّهَدٌ .

مَمَّهَدَ

السؤال السادس	
ب	الأفعال
اسم مفعول	
سَمِعَ	سمع
أَعَدَّ	أعدَّ
مُؤْتَبَرٌ	وهبَ
مُعْتَقَبٌ	تأقَّبَ
مُسْتَعَانٌ	استعانَ
مَقْوِيٌّ	عوي

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

On the other hand, candidates who performed poorly in this question failed to define defective verb. They also failed to the position where the defective verb appears with letters (الواو والياء) “Al-waa-wu and al-yaa-uw”. They also failed to explain how the gerund may be formed by verbs with letter “Hamza” (الهمزة) at the end. Moreover, they did not identify all “types of “Al-mujarrad” (أنواع المجرد) and provide appropriate example for each type.

Most of them provided irrelevant answers. For example in item (b-2), one of the candidates wrote (الناقض الواوي يأتي في باب ضرب- يضرب) “The defective verb with letter Al-wawu comes with the measurement *Dharaba - yadh-ribu*” which was wrong. The correct answer was supposed to be (الناقض الواوي يأتي في باب فعل- يفعل أو نصر- ينصر) “The defective verb with letter Al-wawu comes with the measurement “*Nasara-yan-suru* or *fagh-la- yaf-ghulu*”. Others left the question unanswered.

In part (b), the majority of the candidates who performed poorly failed to derive the passive of the given verbs as required. Many of the candidates provided irrelevant answers. For example, one of the candidates used the formation of (مفعول) “Maf-uul” for example, (سمح - مسموح) “Samaha- mas-muuh” allow – be allowed” in all the verbs and he/she did not realise that some verbs needed to use the formation of the present tense and the last one letter should be with a vowel “Al-fat-ha” for example, (استعان - مستعان) “help – be gotten help” and not (استعون - مستعون). Extract 6.2 shows a sample of a poor response.

السؤال السادس	
5 أ	أنواع المجزء الستة وهي
(i)	فَعَلَ يَفْعَلُ مشد دَعَلَ يَدْعُلُ
(ii)	فَعَلَ يَفْعَلُ مشد جَعَلَ يَجْعَلُ
(iii)	فَعَلَ يَفْعَلُ مشد جَلَسَ يَجْلِسُ
(iv)	فَعَلَ يَفْعَلُ مشد
(v)	فَعَلَ يَفْعَلُ مشد سَمِعَ يَسْمَعُ
1	الفعل الناقص هي ما كان جميع حروفه أصلية هي الكلام قبل المصروف .
2	باب المجزء هي ما كان جميع حروفها أصلية قبل المصروف .
3	فَعَلَ مصدره هي فعلا
4	المثال مع التمثيل هي تَجَرَّعَ ، جَلَسَ ، دَفَعَ
ب	فعل
	اسم مفعول
٥ (أ)	استُجِبَ
٦ (ب)	أُكِلَ
٧ (ج)	كُشِفَ
	مُكْتَشَفًا

ص (vi) مَنَحَر	مَحَادِم
ص (v) مَسَح	مَسَح
ص (iv) أَعَدَّ	أَعْدَلُو
ص (iii) وَهَبَ	مَتَّحِبِرِب
ص (ii) عَاقَبَ	مَعَاقِبَ
ص (i) اسْتَعَانَ	مَسْتَعِين
ص (x) قَوَى	مَقَوْم

Extract 6.2: A sample of a poor response from the candidate who provided irrelevant answers in all the items.

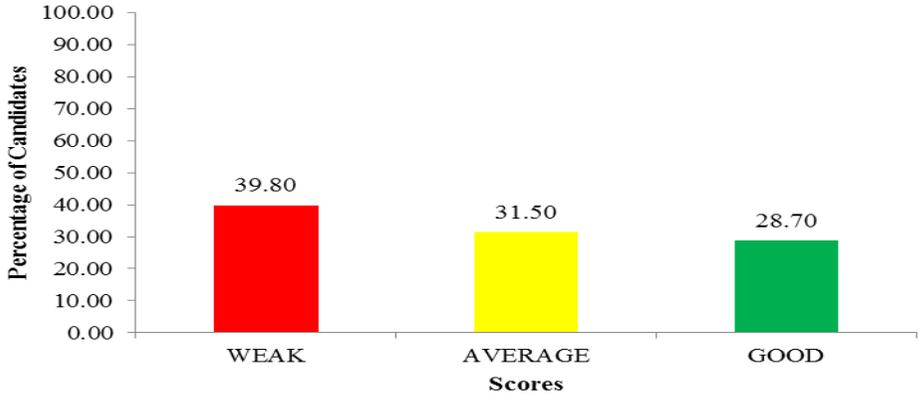
#### 2.4.2 Question 7

This question had parts (a) and (b). In part (a), the candidates were instructed to answer the following questions:-

- 1- What is “Masdar”?
- 2- Define active participle *اسم الفاعل* and give two examples.
- 3- Give one of example of: a) increase by repeating a letter b) increase by adding a letter.
- 4- Mention the purpose of forming passive form *اسم المفعول*.
- 5- With examples, write four - letters measurement with examples.

In part (b), the candidates were required to delete additional morphemes in the following verbs. ( *استرضاء - احرنجام - اعوجاج - اشمازاز - مرتفع - تسائل - ارتحال - احلدوب - احماز - احتفظ - ارتحال - Istir-dhau - Conciliating, Ihran-jama - gathering, Igh-wajaju - bending, Ish-mii-zazi - disgusting, Mur-tafiu - raising, Tasa-ala - asking, Ih-daudaba -feeling, Ih-maa-rra - red coloring, Ih-tafadha - keeping and Ir-tahalu- leaving*”

The question was attempted by 108 (46.4%) candidates and their performance was good. 31 (28.7%) candidates scored from 12 to 20 marks, 34 (31.5%) candidates scored from 7 to 11.5 marks and 43 (39.8%) candidates scored from 0 to 6.5 marks. The candidates’ performance is summarised in Figure 7.



**Figure 7:** The Percentages of the Candidates' Performance in Question 7

The candidates who performed well in this question defined correctly gerund and the active forms *اسم الفاعل*. They were also able to provide one example of the increase by repeating a letter and adding a letter. They were able to clarify the purpose of forming the passive participle *اسم المفعول*. The candidates further correctly wrote measurement of four letters with examples.

For example, one of the candidates wrote 1- (المصدر هو ما دلّ على حدث ) (مجرد من الزمان "The "Masdar" gerund is an indicative of an event without time". 2- (اسم الفاعل هو اسم يصاغ للدلالة على من وقع منه الفعل أو قام به ) (على وجه الحدث والتجدد لا الثبوت والدوام. مثل: قاضٍ ومستمع "The active participle is a noun derived from a verb and it does not show the permanent or continuity of the event acted" for example: judge and listener. 3- (الزيادة بتكرير حرف: مثل: رتب) (الزيادة بإضافة حرف: مثل: شاهد) "An example of the increase by repeating a letter "Rattaba" -Arrange and (الزيادة بإضافة حرف: مثل: شاهد) "Witness. 4- (الغرض من صياغة اسم المفعول هو الدلالة المقصودة مع الإيجاز) "The purpose of forming passive participle is to provide the meaning in brief". 5- (أوزان ) (الرباعي مع الأمثلة "The measurements with four letters with examples": (فعل- دحرج، افعل- اقشعر، تفعل- تنزل وافعلل- افرققع).

These candidates were also able to delete additional morpheme in the given verbs as required. For example, one of the candidates wrote (استرضاء - رضي، احرنجام - حرجم، اعوجاج - عوج، اشمأزاز - شمأاز، مرتفع - رفع، (تسائل- سأل، احدوب - حدب، احماز- حمر، احتفظ - حفظ وارتحال- رحل

“Istir-dhau = Radhiya - Conciliating, Ithran-jama = Har-jama gathering, Igh-wajaju = Ghi-waja - bending, Ish-mii-zazi = sham-aza - disgusting, Mur-tafiu = Rafaa - raising, Tasa-ala = Saala - asking, Ih-daudaba = Hadiba -feeling, Ih-maa-rra = Hamira - red coloring, Ih-tafadha = Hafidha - keeping and Ir-tahalu= Rahila - leaving”. Extract 7.1 shows a sample of a good response.

السؤال السابع (07)	
أ-1-	المصور هو ما حل على حدث المجرى من زمن
2-	اسم الفاعل هو اسم يضاف على الفعل ويدل على ما فعل منه الفعل أو قام به الفعل مثال ذاهب ذاهب راكب ركب
3-	مثال واحد للزيادة بتكرير حرف هي : كُنْ كُنْ ومثال واحد بالاضافة حرف الزيادة هي : تُدحرج
4-	العرض من صياغة اسم المفعول هي : مفعول
5-	أوزان الرباعي هي : فعلل بفعلل زئزل بزئزل مثل
ب-	أن أحد الكلمات الآتية :
	الكلمات
رضى	استرضاء
حرجم	احرجام
عرج	اعرجاج
شماز	اشمازار
رفع	مررفع
سأل	نساءل
حدث	احدوحدث
حفظ	احماز
زحل	احتفظ
	ارنحال

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

Despite the good performance observed, there were some candidates who performed poorly in this question. These candidates failed to define the “Masdar” gerund and active participle *اسم الفاعل*. They were unable to provide an example for the increase by repeating and by adding letters respectively. They were also unable to clarify the purpose of forming passive participle *اسم المفعول*. Furthermore, the candidates failed to write measurement of four letters with examples

Most of them provided irrelevant answers in items (a-1 and 2). For example in item (a-1), one of the candidates wrote ( *المصدر هو اسم الذي* ) ( *يبحث عن الكلمة* ) “The “Masdar” gerund is the name that searches for the word” instead of ( *المصدر هو ما دل على حدث مجرد من الزمان* ) “The “Masdar” gerund is an indicative of an event without time”.

Another example is item (a-2), where one of the candidates wrote ( *اسم* ) ( *الفاعل اسم يصاغ من فعل معه فعل* ) “the present participle is the name formulated from the verb with verb” which was wrong. The correct answer was supposed to be ( *اسم الفاعل هو اسم يصاغ للدلالة على من وقع منه* ) ( *الفعل أو قام به على وجه الحدوث والتجدد لا الثبوت والدوام. مثل: قاض ومستمع* ) “The active participle is a noun derived from a verb and it does not show the permanent or continuity of the event acted”. In item (a-3), most of the candidates were confused with ( *الزيادة بتكرير حرف* ) “The increase by repeating a letter” and ( *الزيادة بإضافة حرف* ) “The increase by adding a letter” instead they wrote their answers *vis a versa*. For example, one of the candidates wrote ( *قَطَعَ* ) “Cut” as the increase by adding a letter instead of the increase by repeating a letter and ( *تدحرج* ) “Roll” as the increase by repeating a letter instead of the increase by adding a letter.

In item (a-4 and 5), many of the candidates provided the answer which were not related to the demands of the question. For example in item (a-4), one of the candidates wrote ( *أوزان الفعل الثلاثي المزيد* ) “Triple verb weights more” instead of ( *أوزان الفعل الرباعي* ) four-verb weights. Another example is item (a-5), where one of the candidates wrote the definition of ( *الغرض من صياغة اسم* ) “the passive participle” instead of ( *الغرض من صياغة اسم* ) “the purpose of forming passive participle”.

Furthermore, they were unable to delete additional morpheme from the given verbs as required. Most of the candidates wrote weights or measurement of those given verbs instead of deleting additional morphemes. For example, one of the candidates wrote (تسأل- تفاعل) “Ask” and (احتفظ- افتعل) “Keep” instead of (سأل- تسأل) and (احتفظ- حفظ). This poor performance suggests that, these candidates had insufficient knowledge of Arabic morphology. Extract 7.2 shows a sample of a poor response.

القسم الرابع	
7.2	جرد هذه الكلمات الآتية:
	استرضاء = استعمل
	احرنم = اعلم
	اعوجاج = اعلم
	اشمأزال = اعلم
	فرقع = معل
	تسائل = تفاعل
	احسوب = اعول
	امار = افعل
	احتفظ = افعل
(1)	المصدر هو القسم الثاني في الوزن
(3)	لزيادة بتكرير حرف ومثال هي ذ
	ذهب - اذهب - كتبت - اكتب

3	والأطعمة حرف الزيادة هي
	كتب - كوث
	جلس - جالس
5	اوزان الرباعي هي ما زاد حرفاً في
	التمثيل هي
	جلس محال
	جلس جالس

Extract 7.2: A sample of a poor response from the candidate who provided weights of the given verbs instead of deleting additional morphemes.

## 2.5 Section 5: Composition

This section had two questions; questions 8 and 9. The candidates were instructed to write essay about the advantages of being a manufacturer and farmer in the development of the country in question 8 or to write friendly letter to their friend so as to congratulate him/her for completing his/her certificate course in question 9. Each question carried twenty (20) marks.

### 2.5.1 Question 8

Q8: Write an essay on the advantages of being a manufacturer and farmer in the development of the country.

Data analysis shows that only one candidate attempted this question and his performance was good. For example, the candidate wrote, ( من آثار ) الفلاح في النهوض بالبلاد أنه هو يقدم لنا اللبن الذي ينتفع به البلاد من شرابه النفيسة وما فيه من الصحة والعافية. وأما من آثار الصانع في النهوض بالبلاد أنه يصنع لنا الكراسي (والمناضد التي تستعمل في المدارس والأماكن المختلفة "One of the advantages of farming in the development of the country is that it provides with us some milk. Milk is advantages in that, farms sell it and it is healthy as well. As for industry, it is advantages in that it produces us with various

places". This shows that the candidate had a good command of Arabic Language.

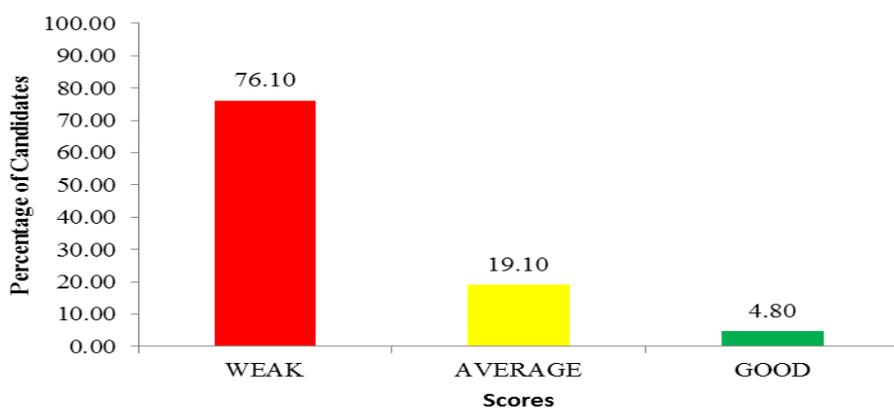
	القسم الخامس:
	السؤال الثاني:
8	كثافة الإنشاء:
	أثر الصانع والفلاح في النهوض بالبلاد
	الصانع هو الذي يعمل في المصنع وينتج عنه المنتجات المختلفة حسب صنعته وأما الفلاح هو الذي يُزجج الأنعام - وقد تكون هذه الأنعام جميلة أو بقرة أو غنما كما لا يخفى على ذي عقل سليم أن الصانع والفلاح لهما أثر عظيم في المجتمع - أعني في حياتنا اليومية - وليس الأثر مكتفياً بهما فحسب وإنما هي من متعددة إلى غيرهما وهنا نحن في هذا المقام نتحدث حول <del>أثرهما</del> أثرهما العظيم في النهوض بالبلاد:
	أما الفلاح فهو سبب في وجودان أو وجود اللبن الذي هو من الشرب النفيسة، وينتفع البلد أو تنتفع البلاد بهذا اللبن فإنه ينتقل من بلد إلى بلد أخرى ولا يخفى ما فيه من الصحة والعافية.
	ومن الفلاح أيضاً نجد الجلد من الأنعام وهذه الجلود تستعمل في تصنيح الخفاف والأحذية وتساعد بهذه الخفاف وبهذه الأحذية من بلد إلى بلد أخرى فيستفيد البلد منهم ينمو لسببها وتستفيد البلاد أخرى باستعمال تلك الخفاف وتلك الأحذية فيكون هو سبب النهوض في البلاد.
	وفي النامية الثانية: الصانع من أثره في النهوض بالبلاد صنع الأشياء المختلفة التي فيها فائدة للناس كصنعه الكرسي والمناضد التي تستعمل في المدارس وفي الأماكن المختلفة، وتستعمل هذه الأشياء الناتجة عن الصانع كالمقعد وتستعمل المنضدة الأكل في أعلاها بدلاً من استخدام البلد الناتج لهذه الأشياء إذا باعها لبلاد أخرى فيكون ذلك سبباً لنهوضها في اقتصادها وهكذا فائدة في بلاد أخرى باستعمالها فتنهض البلاد بسبب الصانع.
	وأخيراً أتت البلاد جميعاً باصتهام بأثر الصانع والفلاح فإنهما أثر عظيم في النهوض بالبلاد كما رأينا بعضها في هذا الإنشاء.

Extract 8.1: A sample of the best response on essay writing about the advantages of industry and farming in the development of the country.

### 2.5.2 Question 9

In this question the candidates were required to write friendly letter to his friend congratulating him for getting his certificate.

This was the worst performed question in this section. It was attempted by 230 (98.7) candidates and their performance was poor. This because as 175 (76.1%) of the candidates scored from 0.5 to 6.5 marks. Also 44 (19.1%) candidates scored from 7 to 11.5 marks and only 11 (4.8%) scored from 12 to 17 marks. The candidates' performance is summarised in Figure 8 as follows:



**Figure 8:** *The Percentages of the Candidates' Performance in Question 9*

On the one hand, the candidates who performed poorly in this question failed to write friendly letter to their friends congratulating them for getting their certificates. Most of the candidates managed to write correctly the address, date and greetings. They failed to express the intentions of letter. Some of the candidates repeated the question. Some of them provided unclear explanation while a few of them copied some words from the passage and used them as the answers.

For example, one of the candidates wrote ( موضوع هذه الرسالة أرجو صديقي ) (تهنئه لنيل شهادته الدراسيه) "Subject of this letter, I wish my friend to congratulate him for receiving his certificate". This candidate repeated the words (تهنئه لنيل شهادته الدراسيه) "to congratulate him for receiving his certificate" from the question as they were and used them as the answer. This poor response shows that the candidates had inadequate

vocabulary and insufficient knowledge of informal letter writing and general knowledge of Arabic Language. Extract 9.1 shows a sample of a poor response.

	القسم الخامس	9
	جمال الدين الافغاني، ص.ب. 515، ننجايا ننجايا 15   05   2015	
	الى صديقي العزيز السلام عليكم ورحمة الله وبركته. أنا أشكر الله تعالى في العافية فنقول الحمد لله وأطقت أنت صديقي هكذا عرض هذه الرسالة هي تعرفي أننا نعتنق لنيل شهادتي الراسية. إنني أريد أن يجعل زيارة البيت لك أنا أشكر الله عز وجل أنت في سلام ولاشك لأ أصير ثمرة في الامتحان. إلا الله سبحانه وتعالى اجلاني أقوم في هذا الامتحان فون عظيما. لا نريد إلى أتمنى خيري. أبلغ السلام أهل القريب وكلها يعرفني.	
	صديقك العزيز جمال الدين	

Extract 9.1: A sample of a poor response from the candidate who provided unclear explanation due to lack of poor mastery of Arabic Language.

On the other hand, the candidates who performed well in this question were able to write good friendly letters. These candidates adhered to the principles of informal letter writing. They correctly wrote the address, greetings, main body and a conclusion. They also managed to write their letters in a good logical flow, clarity and organization despite some spelling mistakes and grammatical errors. For example, one of the

candidates wrote a good response as follows ( يسعدني غاية السعادة أنني تمكنت على عجلة أن أحرر بصنعة أسطر، أهناك لنيلك شهادتك الدراسية. بالتأكيد أنا فرحان جدًا "I am very happy that I was able to hastily edit my work with line. I congratulate you for your studies. I am certainly very happy to know that you have received your certificate and you are one of the best". This indicates that the candidates had a good command of Arabic Language. Extract 9.2 shows a sample of a good response.

		السؤال التاسع (٩)
		الرسالة إلى هديتي :
		قرية نونعوي ، ص ب ١٥٠ ، تاغر - زنجبار
		٠٣٠١٩ / ٥ / ١٥
		إلى هديتي العزيزة ،
		السلام عليكم ورحمة الملائكة وبركاتة . أتسنى أن تصل إليك رسالتي وأنت مع أسرتك على مايرام . يسعدني غاية السعادة أنني تمكنت على عجلة أن أحرر بصنعة أسطر - أهناك لنيلك شهادتك الدراسية . بالتأكيد أنا فرحان جدا على بعد ما عرفت أنك قد نلت شهادتك الدراسية وكننت من المتفوقين . بارك الله فيك . ما لدي إلا أن أدعو الله أن يجزيك من عمر الحاسدين والجاهدين . ولا يفوتني إلا أن أطلب أن تدعولي الله أن يجعلني من المتفوقين .
		ما لدي المزيد وبذا يكفي . بلغ تحياتي الحارة إلى والدك وإلى جميع الأصدقاء خاصة مصطفى وعبد العزيز قل لهم قد فخرتهم جدا .
		أحسنت . وإلى اللقاء .
		هديتك الخلى ،
		جمال الدين الأبخاني .

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

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

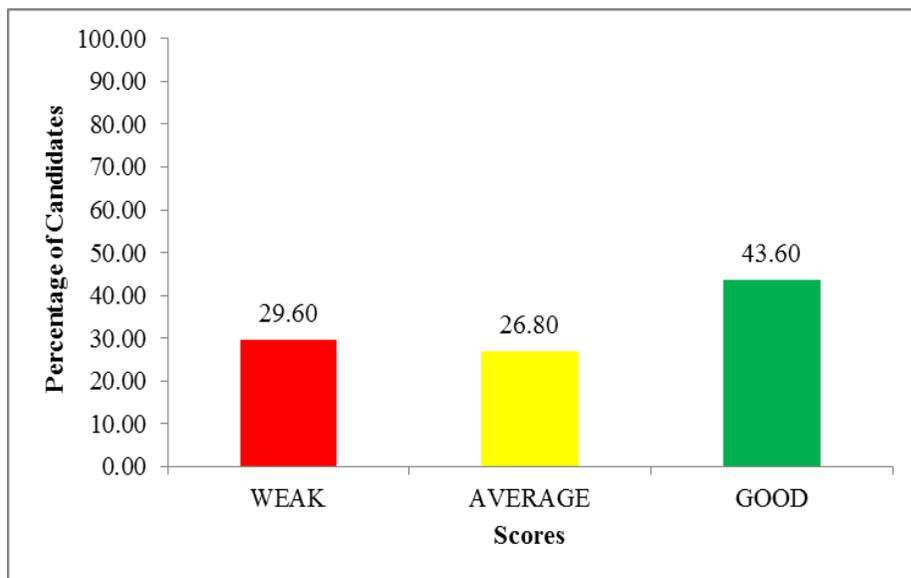
#### 3.1 Section 1: Rhetoric

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 complete the given sentences with appropriate words of standard language “*Fasahatul-kalimati*” (فصاحة الكلمة). In part (b), they were required to define the simile given with examples.

The question was attempted by 179 (76.8%) candidates. Among these 78 (43.6%) candidates scored from 12 to 20 marks, 48 (26.8%) candidates scored from 7 to 11.5 marks and 53 (29.6%) candidates scored from 0 to 6 marks. This shows that the candidates' performance in this question was good. The performance is summarised in Figure 9.



**Figure 9:** *The Percentages of the Candidates' Performance in Question 1*

The candidates who scored high marks in this question completed the sentences with appropriate words of “*Fasahatul-kalimati*” (فصاحة الكلمة). For example, one of the candidates wrote; 1- (وصف في الكلمة يدعو) “*Tanafuri-al-herufi*” (إلى ثقلها على اللسان وعسر النطق بها (تنافر الحروف) (The repentance of letters) a word which is characterized by difficulties in pronouncing it”. 2- (وصف في الكلمة يجعلها غير واضحة المعنى ولا بينة المراد) “*Al-gharaba*” (ولا مألوفة الاستعمال (الغرابية) (The strange) is word whose meaning is not clear and it is not commonly used”. 3- (صفة في الكلمة تجعل) “*Mukhalafatu-al-qiyasi*” (صيعتها على خلاف القواعد اللغوية (مخالفة القياس) (Measurement violation) is a word whose formation process is against the rules of the particular language”. 4- (مجيء الكلام على غير القواعد النحوية) “*Dhaafu-taalifi*” (المطرده (ضعف التأليف) (The weak authorship) is a word which violates grammatical rules in a particular language”. 5- (فصل بين) (الكلمات التي يجب أن تتجاوز أو تأخيرها عن مواطنها الأصلية مما يؤدي إلى خفاء المعنى (التعقيد المعنوي) “*Taaqidu-al-maanawiyyu*” (Complexity) is separating words which were supposed to be adjacent in a sentence”.

In addition, they managed to provide definitions of simile given with examples as required. For example, one of the candidates wrote: 1- (التشبيه المرسل هو ما ذكر فيه أداة التشبيه. مثل: أنت كالأسد) “*Tash-bihu-almursalu*” is phrase which compare dissimilar things using words such as like. For example: You are like a lion”. 2- (التشبيه المؤكد هو ما لم يذكر فيه) “*Tash-bihu-almuakkadu*” (أداة التشبيه. مثل: أنت شمس في الضياء) is phrase which compare dissimilar thing without using comparative words. For example: You are the sun in terms of brightness”. 3- (التشبيه المفصل هو ما) “*Tash-bihu-al-mufassswalu*” (ذكر فيه وجه الشبه. مثل: أنت كالورد لونا) is comparing things by mentioning what makes them a like. For example: You are like a flower in terms of colour”. 4- (التشبيه المجمل هو ما حذف منه) “*Tash-bihu-al-muj-malu*” (وجه الشبه. مثل: شعر فاطمة كالفحم) is comparing things without mentioning why they are similar. For example: Fatima’s hairs are like charcoal”. 5- (هو ما حذف منه أداة التشبيه ووجه الشبه. مثل: أنت) “*Tash-bihu-al-balighu*” (قمر) is comparing things without comparative phrase and reason why they are similar. For example: You are the moon”. This good performance shows that the candidates had sufficient knowledge of metonymy. Extract 1.1 shows a sample of a good response.

1	أ. أكمل الفراغات . القسم الأول
	1- وصف في الكلمة تدبيراً على نقلها على اللسان وعسر النطق بها تنافر الحروف.
	2- وصف في الكلمة يجعلها غير واضحة المعنى ولا يبين المراد ولا الموفرة الاستعمال غرابة الاستعمال.
	3- صفة اللامة تجعل صيغتها على خلاف الوعد اللغوي مخالفة القياس.
	4- مجيء الكلمة على غير القواعد النحو المطروقة صفة التليق.
	5- فصل بين الكلمات التي يجب أن تجاورها أو تأخير عن موطئها الأصلية مما يؤدي إلى خفاء المعنى التعقيد اللفظي.
	ب. أعرف ما يلي:
	1- التشبيه المرسل هو ما ذكر فيه أداة التشبيه، مثل: أعلن كالبحر في العطاء.
	2- التشبيه المؤكد هو ما حذف منه أداة التشبيه، مثل: أحمد بحر العطاء.
	3- التشبيه المفصل هو ما ذكر فيه وجه التشبيه، مثل: أعانته لابليل في حسن الصوت.
	4- التشبيه المجمل هو ما حذف منه وجه التشبيه، مثل: ماهر كالأسد.
	5- التشبيه البليغ هو ما حذف أداة التشبيه ووجه التشبيه، مثل: أعلن أسد.

Extract 1.1: A sample of a good response from the candidate who completed sentences with suitable terminology of purity of language and defined simile given with examples as required.

Conversely, the candidates who scored lowly in this question were unable to complete the sentences with appropriate words “*Fasahatul-kalimati*” (فصاحة الكلمة). They failed to provide the definitions of simile with its examples. Most of them wrote their answers randomly. For example in item (a-3), one of the candidates wrote; (صفة في الكلمة تجعل) (صيغتها على خلاف القواعد اللغوية (التعقيد اللفظي) “*Taa-qidulafdhiiyyu*” (Word complexity) is a word that characterized by morphological structure which is against the rules of language” which was incorrect. The correct answer was supposed to be; (صفة في الكلمة تجعل صيغتها على خلاف القواعد) (اللغوية (مخالفة القياس) “*Mukhalafatu-al-qiyasi*” (Measurement violation) is a word that characterized by morphological structure which is against the rules of language”.

Other candidates wrote terminology of clearance of speech instead of terminology of clearance of the word. For example in item (a-1), one of the candidates wrote (وصف في الكلمة يدعو إلى ثقلها على اللسان وعسر النطق بها) (تنافر الكلمات) “*Tanafuri-al-kalimati*” (The dissonance of words) a description in words leads to a description in words leads to be difficult and hard of pronouncing them” which was incorrect. The correct answer was supposed to be; (وصف في الكلمة يدعو إلى ثقلها على اللسان وعسر) (النطق بها (تنافر الحروف) “*Tanafuri-al-herufi*” (The dissonance of letters) a description in words leads to be difficult and hard of pronouncing them”.

There were also some candidates who provided irrelevant answers. For example in item (a-5), one of the candidates wrote; 5- (فصل بين الكلمات) التي يجب أن تتجاوز أو تأخيرها عن مواطنها الأصلية مما يؤدي إلى خفاء المعنى (الاستعارة) “*Al-isitiara*” (Metaphor) the separation between words that were adjacent or delayed from the original places. This leads to the disappearance of the original meaning” which was incorrect. The correct answer was supposed to be; 5- (فصل بين الكلمات التي يجب أن تتجاوز أو) (تأخيرها عن مواطنها الأصلية مما يؤدي إلى خفاء المعنى (التعقيد المعنوي) “*Taaqidu-al-maanawiiyyu*” (Complexity) the separation between words that were supposed to be adjacent and delayed from the original places, which leads to the disappearance of meaning”.

In part (b), most of the candidates were confused with definitions of types of similes given in the sentences. For example in item (b-1), one of the candidates wrote; (التشبيه المرسل هو ما يذكر فيه أداة التشبيه). “Tash-bihu-almur-salu” (The transmitter simile) is that the particle of the simile was not mentioned in the simile” instead of writing; (التشبيه المرسل هو ما ذكر فيه أداة التشبيه. مثل: أنت كالأسد) “Tash-bihu-almur-salu” is phrase which compare dissimilar things using words such as like. For example: You are like a lion”.

Other candidates failed totally to provide the definitions of types of simile whereby they used the word simile instead of the particle of the simile. For example in item (b-1), one of the candidates wrote; (التشبيه المرسل هي تشبيه ذكر مشبه وحذف مشبه به. مثل: أنت كالأسد) “Tash-bihu-almur-salu” (The transmitter simile) is that the simile was mentioned and the simile to it was skipped” which was incorrect. The correct answer was supposed to be; (التشبيه المرسل هو ما ذكر فيه أداة التشبيه. مثل: أنت كالأسد) “Tash-bihu-almur-salu” is phrase which compare dissimilar things using words such as like. For example: You are like a lion”. This poor performance shows that the candidates had insufficient knowledge of metonymy. Extract 1.2 shows a sample of a poor response.

	السؤال الأول	1
	وصف في الكلمة يدعو إلى نقلها على اللسان وحسب النطق بها البلاغة	1
	وصف في الكلمة يجعلها غير واضحة المعنى وبيناه	2
	المراد ولا ما لوفية الاستعمال <u>اليدان</u>	
	صفة في الكلمة تجعل صيغتها على خلاف القواعد اللغوية	3
	<u>علم البالغ</u>	

4	مجيبى الكلام على غير القواعد النحوية المطردة
8	مجاز مرسل
5	فصل بين الكلمات التي يجب أن تتجاوز أو تأخيرها
	عن مواطنها الأصلية مما يؤدي إلى خفاء المعنى
	المعنى استعارة
	ب) التشبيه المرسل هي تشبيه ذكر مشبه وخرف
	مشبه به .
2	التشبيه المؤكّد هي تشبيه خرف مشبه ومشبه به
3	التشبيه المفصل هي تشبيه ذكر مشبه ومشبه
	به ووجه شبه .
4	التشبيه المجهول هي تشبيه خرف مشبه وذكر
	مشبه .
	التشبيه البليغ هي تشبيه ذكر مشبه ومشبه به
	وإذا تشبه ووجه شبه

Extract 1:2: A sample of a poor response from the candidate who provided irrelevant answers to all the questions given.

### 3.1.2 Question 2

This question had two parts (a) and (b). The candidates were required to point out metaphor and its *العلاقة* "relation" and *القرينة* "indication" from the given sentences. In part (b), they were required to show the area of metonymy and intended meaning from the given sentences.

This was the worst performed question in this section. It was attempted by 51 (21.9) candidates and their performance was poor. This is because 49 (96.1%) candidates scored from 0.5 to 6.5 marks and only 2 (4.8%) scored from 7.5 to 11 marks.

Data analysis shows that most of the candidates did not attempt this question. Many of the candidates who attempted this question performed poorly. These candidates failed to point out metaphor and their proper sense. Also, they failed to mention its *العلاقة* “relation” and *القرينة* “indication” from the given sentences. Some of them provided irrelevant answers. For example in item (a-1), one of the candidates wrote; *(الحقيقة: تطرد الفقر والعلاقة هي المشابهة)* “The bounty expels poverty and drought as a truth and its relation is to expel”. The correct answer was supposed to be; *(المجاز: تطرد الفقر والجديبا والعلاقة هي المشابهة والقرينة هي )* “The bounty expels poverty and drought is a metaphor, its relation is a similarity and the word bounty and drought are an indication because they cannot be expelled”.

Majority of them failed to point out the intended meaning from the given sentences. Some of them wrote types of metonyms such as metaphor of an adjective. They explained relation instead of identifying the position of metonyms in the sentences given. Others provided irrelevant answers. For example in item (b-4): *(كبرت سن فلان وجاءه النذير)* “Someone became old age and precursor came to him”. One of the candidates responded as follows; *(كناية عن الصفة والمقصود الموت)* “The metaphor is adjective and its meaning is death” which was wrong. The correct answer was supposed to be; *(مكان الكناية كلمة: النذير والمقصود به ) (الشيب)* “The area of metonymy is the prognostic and it means the gray hairs”. This suggests that the candidates had inadequate knowledge of metaphor and metonymy. Extract 2:1: A sample of a poor response from the candidate.

## القِسْمُ الأوَّل.

### 1. الشُّرُوكُ الثَّانِي :

1- فيوما يبخل تطرب الروم عنهم ،

تطرب - الحقيقيه .

2- ويوما يحدو تطرب الفقر والحدابا .

تطرب - القريينه .

3- فلوزالت الشمس التي في سمانه .

الشمس - المجاز .

4- مطاعلة الشمس في ثامه .

الشمس - الحقيقيه .

5- إذا اعتل سيف السوله اعتلت الأرض .

اعتل - مجاز ، اعتلت ، الحقرينه .

6- كان خالد بن الوليد إذا سار سار النصر تحت لوائه

سار سار - الحقيقيه .

7- ما يفعل الصمصام بالصمصام .

الصمصام - القريينه ، بالصمصام - العارقه

ب- بيت مكان الكناية والموصوف المقصود بما في كل بيت.
ية هي الكناية الآتية:
1- وبتبت، في موطيت العلم علة.
الموطيت العلم، الكناية الموصوف.
لها كالصلاة الرقشيت نثر ديبيت
2- "أوينشاد في الحلية وهو في الخصام فيد مبيد"
هي الكناية المقصود.
3- الضاربت بكل أبيضى هخدم هي الكناية المرسل.
4- كبرت ساء فلان وجاده النديس هي الكناية المقصود.

Extract 2.1: A sample of a poor response from the candidate who pointed out metaphor and its relation from the given poems incorrectly.

However, there were some candidates who had an average performance in this question. These candidates were able to provide correct answers particularly in part (a). For example in item (a-3), one of the candidates wrote; المجاز: اعتلت الأرض والعلاقة المشابهة والقرينة هي كلمة الأرض لاستحالة (The land became sick: metaphor: its relation that it is an association by Seif dolla and Land. The indicator of the metaphpr is that land cannot become sick."

In part (b), many of the candidates were able to identify metaphor in the given sentences but they failed to write the intended meanings. For example in item (b-5), one of the candidates identified the metaphor but he did not write its meaning as follows 5- (سئل أعرابي عن سبب اشتعال شيبه ) "The Arab was asked why his hair caught fire. He replied that this "Ragh-watu-ashababi". (مكان الكناية كلمة: رغوة الشباب) "The metaphor is "this young froth". The correct answer was supposed to be; (مكان الكناية كلمة: رغوة الشباب والمقصود به الشيب بمعنى الشيخوخة) "So,

the metaphor is the word *Ragh-watu-ashababi* and intended meaning is being aged or getting gray hairs.

9	من معه وبذكائه وعه وبكلمه - فلما جاز العدا حكم قاضي
	الأطفال حقيقياً عنه المرة في خص الأليفه وأطعم أكل
	جيباً .
	القيم الدول
12	السؤال الثاني (2)
1	فيوما بجيل تطرد الروم منهم مدويوما بيود تطرد الفرس وايديا
	في هذه الجملة كلمة تطرد هو المجرار والعلاقتة .
	المشابهة والقرينة فيوما بجيل .
2	فلما رأت الشمس التي في سوائه مطالعة الشمس التي في لثامه .
	كلمة الشمس المجرار وعلاقتة المشابهة والقرينة التي
	في لثامه .
3	عيب عليك ترعد بسيف في الوغى ما يفعل الصواع بالصواع .
	كلمة الصواع المجرار علاقتة المشابهة والقرينة الجارية .
4	إذا اعتل سيف السولة اعتلت الأرض .
	كلمة اعتلت مجاز علاقتة المشابهة والقرينة الأرض
5	كان خالد بن الوليد إذا سار سار المنصر تحت لوائه .
	كلمة سار المجرار وعلاقتة المشابهة والقرينة تحت لوائه

Extract 2.2: A sample of a good response from the candidate correctly identified the metaphor and its relation in sentences given. However, he/she did not explain correctly the indication in items (a-1, 2 and 5).

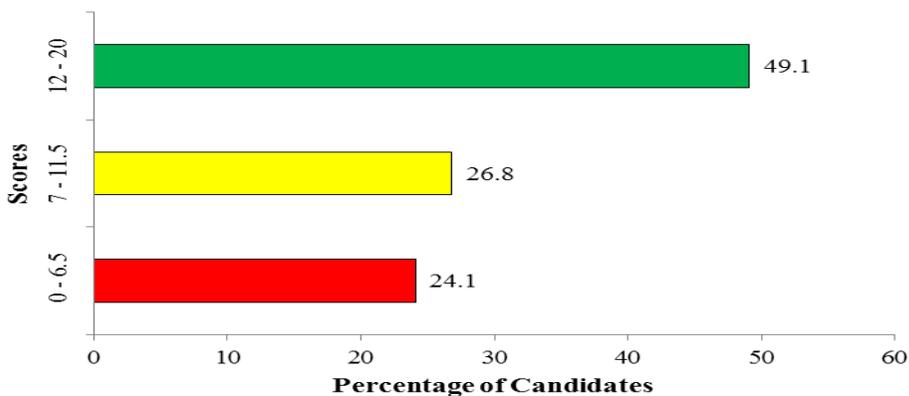
## 3.2 Section 2: Poems and Prose

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 parts (a) and (b). In part (a), the candidates were required to complete the verses of the poem with right expressions by filling in the blanks. In part (b), they were required to write the prose from (يا بني إن أباك قد فني) “My son, your father has been exhausted” until (أعن من استعان بك) “support that he helped to you”.

The question was attempted by 108 (46.4%) candidates. Among these, 53 (49.1%) candidates scored from 12 to 20 marks, 29 (26.8%) candidates scored from 7 to 11.5 marks and only 26 (24.1%) candidates scored from 0 to 6.5 marks. This shows that the candidates’ performance in this question was good. The performance is summarised in Figure 10.



**Figure 10:** *The Percentages of the Candidates' Performance in Question 3*

The majority of the candidates who performed well in this question were able to complete verses of the poem by filling in the blanks with correct expressions. Furthermore, they were able to write the prose correctly from (يا بني إن أباك قد فني) “My son, your father has been exhausted” to (أعن من استعان بك) “support that he helped to you”. This good performance suggests that these candidates had mastered poem and prose well. Extract 3.1 shows a sample of a good response.

	التسم الثاني:
3	السؤال الثالث:
أ	أكمل العبارات الزاخرة الآتية -
	1- وهي يجعل المعروف في دون، غفلة، يفوه وهي لا يتق التسم يشم
	2- وهي بكذا أفضل فيدخل به فله، على قومه يستعانته ويذم
	3- وهي يجعل المعروف في نهر أمه، يكن حده إذا عليه ويذم
	4- وهي لم يزد عن خوفه بسلا حته يعدم وهي لا يظلم الناس يظلم
	5- وهي يغتر بحدس عرو مديته، وهي لا يلزم ففته لا يلزم
ب	يا بنوع من أباك قد نفي وهو عني عايش حتى
	بشم العيش، وثاني هو بك بما حنظله بانته
	ما بلغت فحفظ عني، أن جانبك اقوماه يجهوا
	وتوافع لهم يرفهوك، ويسط لهم وجهك
	يلجوا، ولا تستأثر عليهم بشيع يسودوا
	وكم مغارهم كما يلزم كبارهم، يكرمك
	كبارهم ويكبر على مودتنا مغارهم، واسمح
	بمالك وحم حرمك، وعز حمارك، واعني -
	هي استعان بك

Extract 3.1: A sample of a good response from the candidate completed the poem with appropriate expressions.

On the other hand, the candidates who performed poorly in this question were unable to complete verses of the poem with right expressions by filling in the blanks. They also failed to write speech from (يا بني إن أباك قد فني) “My son, your father has been exhausted” until (أعن من استعان بك) “support that he helped to you”. Most of them wrote irrelevant answers due to lack of adequate knowledge of poem and prose. A few of them just copied some words or verses from the questions and used them as answers. Extract 3.2 shows a sample of a poor response.

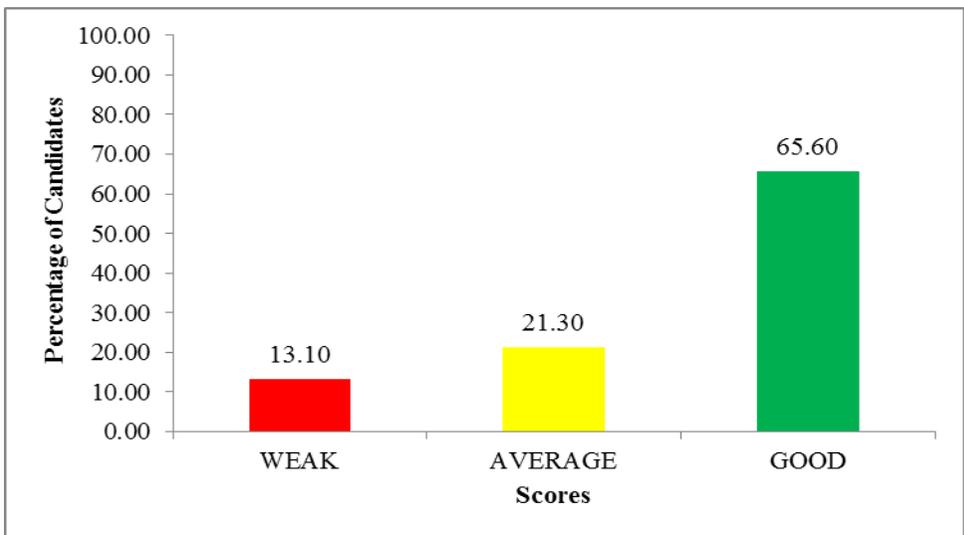
	القسم الثاني	
	(3) السؤال الثالث (3)	
	أ- سهرت به فقوموا سدقوه.	
	2- وهم حة وينصره سوا.	
	3- فإن أبي والره وعرضي.	
	4- وأجر لا تكدره الرأ.	
	5- وإن سفاه الشيخ لا حلم بعده.	
		(3)
		(ج)
	وهما تكن عند امرئ من خليفة	
	وإن ذالها تخفى على الناس تعلم	
	لسان الفتى زهيف ونهيف فؤاده	
	فلم يبق إلا صورة اللحم واللحم.	
	وإن سفاه الشيخ لا حلم بعده	
	وإن الفتى بهر السفاهة يكلم.	

Extract 3.2: A sample of a poor response of the candidate who copied verses of the poems in questions 7 and 8 used them as answers.

### 3.2.2 Question 4

The question had two parts (a) and (b). In part (a), the candidates were required to complete verses of the poem by filling in the blanks with appropriate phrases. In part (b), they were required to write the verses of the poem from (لا تحسبن العلم ينفع وحده) “Do not think that the education can serve alone” until (فالشر في التقييد والإطلاق) “The evil in restriction and release”.

The question was attempted by 122 (52.4%) candidates. Among these, 80 (65.6%) candidates scored from 12 to 20 marks, 26 (21.3%) candidates scored from 7 to 10 marks and only 16 (13.1%) candidates scored from 0 to 6 marks. This shows that the candidates’ performance in this question was good. The performance is summarised as seen in Figure 11.



**Figure 11:** *The Percentages of the Candidates’ Performance in Question 4*

The candidates who performed well in this question were able to complete the verses of poem by filling in the blanks with correct expressions. Moreover, they were able to write verses of the poem correctly from (لا تحسبن العلم ينفع وحده) “Do not think that the education can serve alone” until (فالشر في التقييد والإطلاق) “The evil in restriction and release”. This good performance indicates that these candidates had

mastered the poems well. Extract 4.1 shows a sample of a good response.

القسم الثاني	
4	السؤال السابع
أ	أكمل الأبيات الناقصة الآتية
1	وهذه هي الدار لا تبقى على أحد * ولا يدوم علم حال له شأن
2	ناسأل بالنسبة ما شأنا مرسية * وأين شأ طبة أم أين جيان
3	وأين قرطبة دار العلوم فكم * من عالم قد سما له فيها شأن
4	يا غافلا وله في الدهر موعظة * إن كنت في سنة فالدهر يقظان
5	لخل هذا ينوب القلب من كمد * وإن كان في القلب عسلا م وبجان
4A	كتابة من قول الشاعر "لا تحسبن العلم ينفع وحده" إلى قوله: "فالشر في التقيد والإطلاق"
	لا تحسبن العلم ينفع وحده مالم يتوحد ربه بخلاق الأثم هدرسة إذا أددتها أعددت شعبا طيب الأعراق أنا لا أقول دعوا النساء سوافر بين الرجال يجلقن في الأسواق للا ولا أدعوكم أن تسرفوا في المحب والتطهيق والإرهاق
	فتوسطوا في طلبن وانهموا فالشر في التقيد والإطلاق

Extract 4.1: A sample of a good response from the candidate who completed filling in correctly the missing verses of the poems.

Despite the good performance so far identified, there were some candidates who performed poorly in this question. These candidates failed to complete the poems by filling in the blanks. Furthermore, they failed to write the verses of the poems from (لا تحسبن العلم ينفع وحده) "Do not think that the education can serve alone" until (فالشر في التقيد والإطلاق) "The evil in restriction and release". Some of the candidates just copied some verses of poem from the questions and used them as responses.

Others wrote verses of the poem which were not related to the demand of the question. For example, one of the candidates wrote a traditional

Islamic poem that people of Medina sang for Muhammad (peace be upon him) upon his arrival at Medina as follows; ( 1- طلع البدر علينا \* من ) 1- The moon appeared on us \* from the valley of wada 2- وجب الشكر علينا \* ما دعى الله داع where the call is to Allah” instead of Hafidh Ibrahim poem. The poor performance indicates that the candidates were not familiar with the poems tested. Extract 4.2 shows a sample of a poor response.

4	<p>القسم الثاني السؤال الرابع :-</p>	
	<p>1- ومن يك ما فضل بوصحل بفضل ولا يدوم على حال له شأن</p>	
	<p>2- فدا سأل بلنسية ما سأل مرية فمن يعمل في كل له شأن</p>	
	<p>3- ومن له يزد عن حوضه بسلاحة من عالم قد سما له عما شأن</p>	
	<p>4- يا عالم اوله في الدر موعظة ان اعلم ما تقون له شأن</p>	
	<p>5- ومن لي يند على حوضه بسلاحة ومن لا يكرم نفسه لا يكرم</p>	

	السؤال الثاني	
	(ب)	
	الثاني	
	السؤال	
	طلع البدر علينا منسى على الورع	
	وبها الشكر علينا مدعا لله داع	
	وبها يبعث علينا منسى على الورع	
	وبها يبعث علينا منجم الوان الورع	
	عاشر في التقييد والاطلاق	

Extract 4.2: A sample of a poor response from the candidate who wrote a traditional Islamic poem that people of Medina sang for Muhammad (peace be upon him) instead of Hafidh Ibrahim poem in part (b).

### 3.3 Section 3: History of Literature

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

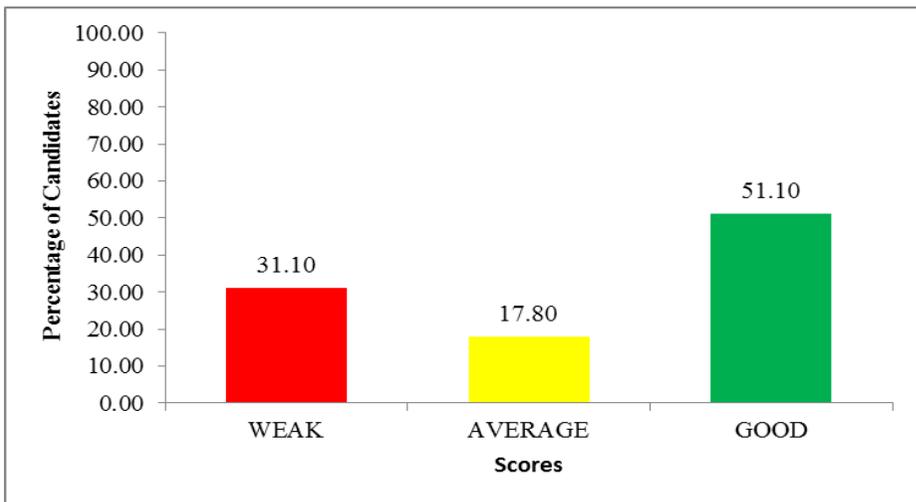
#### 3.3.1 Question 5

This question had two parts (a) and (b). In part (a), the candidates were instructed to answer the following questions.

- 1- What is prose?
- 2- Give the meaning of "Jahali" (ignorance) according to the given text (Our ignorant ignorance effectively transcends ignorance).
- 3- Write the biography of any two poets during the era of "Jaahiliyya" (ignorance).
- 4- How is one who lived in both era of paganism and Islam called?
- 5- Who was authorised by the messenger of Allah (S.A.W) to respond to the satire of the polytheists.

In part (b), the candidates were required to explain five factors which affected paganism literature.

The question was attempted by 225 (96.6%) candidates. Among these, 115 (51.1%) candidates scored from 12 to 20 marks, 40 (17.8%) candidates scored from 7 to 11.5 marks and 70 (31.1%) candidates scored from 0 to 6.5 marks. This shows that the candidates' performance in this question was good. The performance is summarised in Figure 12.



**Figure 12:** *The Percentages of the Candidates' Performance in Question 5*

The analysis of the candidates' responses shows the candidates who performed well in this question were able to define prose correctly. They were able provide meaning of the word "Jahli" ignorance. Additionally, they were able to write correctly the biography of two poets who lived during the era of ignorance (Paganism) and Islam. Lastly, they stated correctly the person who was authorised by the prophet Muhammad (S.A.W) to respond to the satire of the polytheists. Furthermore, they were able to write five factors which affected paganism literature. This shows that the candidates were familiar with Arab literature. Extract 5.1 shows a sample of a good response.

15	اجابة مايلي:
1	النثر هو كلام مرسل ولا يتقيد بهوزن ولا قافية
2	معنى كلمة الجهل مسبب لهذا النص " ويفوق جاهلنا نعال الجهل " هو ضد العلم
3	اثنان من تراجم الشعراء الجاهليين هما: - الترجمة الأولى ترجمة زهير بن أبي: أما اسمه فهو زهير بن أبي سلمي من قبيلة مزينة رأسه زهيرية كان زهير بن أبي سلمي من أشهر الشعراء في العصر الجاهلي ومن المجيدين وهكذا كان من أصحاب المعانيات. نشأ زهير محبا للسلام كاره للمحروب التي كانت قد نشبت ناهيا في زمنه. وقد عاش زهير حتى بلغ من العمر تسعين وتوفي قبل بعثة النبي - صلى الله عليه وسلم -.
	- الترجمة الثانية ترجمة امرؤ القيس: هو امرؤ القيس بن حمر الكندي وهو من قبيلة كندة. نشأ امرؤ القيس في عمالة غنية فلما أباه كان ملكا في قومه. ولقد كان امرؤ القيس يبيع الصفات الخلقية وكان من أعظم صفاته شرب الخمر حتى إنه جاده فخر وفاة أبيه وهو يشرب الخمر وطاسح امرؤ القيس فخر وفاة أبيه أراد القصاص ولكنه لم يجد من يعزوه وذلك لعناده حتى إنه قتل كما قتل أبوه بعد أن فرج عن بلده.
4	يسمى من عاصر الجاهلية والإسلام بـ ( المخضرم )

5-	الذي أذن له رسول الله - صلى الله عليه وسلم - في رد هجاء المشركين هو عسان بن ثابت الخزرجي رحمه الله تعالى
ب	خمس من العوامل التي أثرت في الأدب الجاهلي هي - هجاءهم السياسية - وهجاءهم الدينية - وهجاءهم العقلية (بعض) علومهم ومعارفهم - وبيئتهم الجغرافية - وأسواقهم

Extract 5.1: A sample of a good response from the candidate who provided correct answers in all items.

On the other hand, the candidates who scored low marks in this question failed to define correctly the concept of prose. They also failed to explain meaning of “*Jahli*” ignorance as used in the text given. They were also unable to explain biography of two poets who lived in both state of ignorance and mention the one who lived in both eraa of paganism and Islam. Lastly, these candidates did not mention a person who was authorized by the prophet (S.A.W).

Moreover, the candidates could not write five factors which affected paganism literature. Most of them provided irrelevant answers due to insufficient knowledge of Arabic literature. For example in item (a-1), one of the candidates provided the meaning of figures of speech instead of the prose. Another example is part (b), where one of the candidates wrote the purposes of poem (المدح، الحماسة، الهجاء، الغزل والوصف) “Praise, enthusiasm, elegy, love and attribute” instead of five factors which affected paganism literature like ( طبيعة السلالة العربية، بيئة العرب الجغرافيا، حياة العرب الاجتماعية والأخلاقية، حياتهم السياسية، حياتهم الدينية، أسواقهم واقتصادهم، (حياتهم العقلية والمعلقات) “The nature of the Arabic dynasty, Arab geography, Arab social and moral life, their political life, their religious life, their markets and economy, their mental life and *mualaqaati*”. This indicates that the candidates had insufficient knowledge of Arabic Literature. Extract 5.2 shows a sample of a poor response.

## القسم الثالث

5

### السؤال الخامس

(1)

(1) النثر هو علم يعرف به وجوب تحسين

الكتابة بعد رعايته على المعنى المراد

(2) "ويفوق جاهلنا فعال الجول"

هذا النص معناه و اللغة العربية -

(3) تراجم الشعراء الجاهليين هو كافي -

أ: حسان ابن ثابت

ب: كعب ابن زهير

(4) عامر الجاهلية سمي بهذا الاسم

لأن العرب في هذه الزمان

كانوا يعبدون الأصنام كثير

وكانوا يقتلون أولادهم خصوصاً

بنات حتى ظهر عليهم العلم

من الله ولكن بعضهم أبا وبشرون

514	ان تفعل هكذا .
	وعامر الإسلام سمى بهذا الاسم
	لأن العرب ظهر عليهم العلم أن
	يعرف الله لأن الله تعالى أرسل
	إلى العرب نبيا منهم من قبيلة
	قريش وهو محمد رسول الله الذي
	دعا و قتل للناس الذين كانوا يعبدون
	الأصنام . في هذا العصر الله جعل
	العرب هو رسول الله أن يحمد الله .
	(ب) الله تبارك وتعالى .
	(ب) المدح
	(ج) المباشرة
	(د) الغنى
	(هـ) الرثاء
	(و) الوصف

Extract 5.2: A sample of a poor response from the candidate who provided irrelevant answers in all items.

### 3.3.2 Question 6

This question had two parts (a) and (b). In part (a) the candidates were required to answer the following questions:-

- 1- Define "Al-maqala" (News article).
- 2- At what era did the speech grow?
- 3- Mention a new purpose that emerged in the Umayyad poem.
- 4- Write down the approach of the paganism poem.
- 5- In which era did Amrul-Qais live?



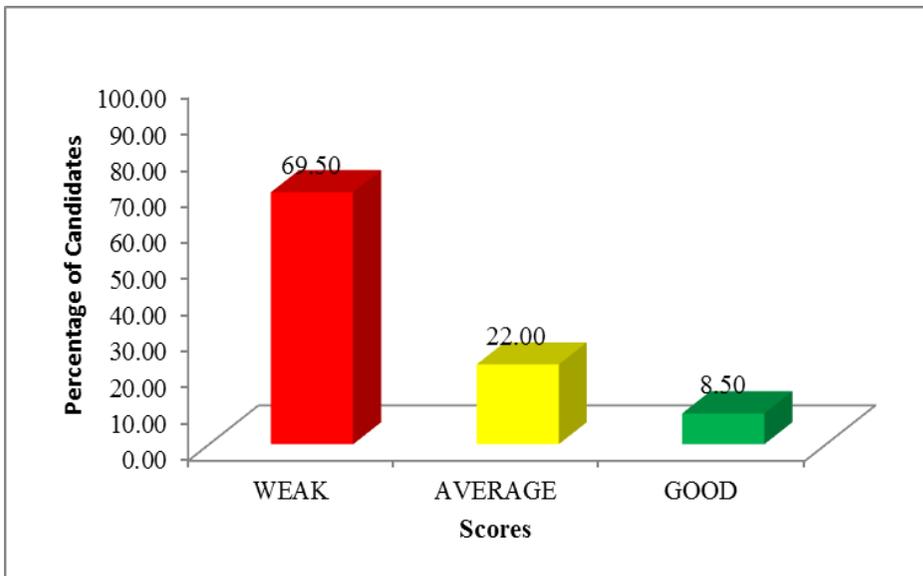
### 3.4 Section 4: Analysis of Poems and Prose

This section comprised of 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 two parts (a), (b) and (c). In part (a), the candidates were required to analyse the given poem. In part (b), the candidates were required to explain the event that the poet recited the verses. In part (c), they were required to explain the meaning of the given words.

The question was attempted by 59 (25.3%) candidates. Among these, 41 (69.5%) candidates scored from 0 to 6 marks and 13 (22.0%) candidates scored from 7 to 10 marks. Furthermore, 5 (8.5%) candidates scored from 12 to 19 marks. The candidates' performance in this question was poor since a large number of candidates scored below average. The performance is summarised in Figure 13.



**Figure 13:** *The Percentages of the Candidates' Performance in Question 7*

Many of the candidates who attempted this question performed poorly. These candidates repeated the poem given instead of explaining the meaning of the poem. Some of them provided unclear explanations. The poor response shows that these candidates had inadequate

vocabulary and insufficient knowledge of Arabic poems. Extract 7.1 shows a sample of a poor response.

7	أشرح قول الشاعر في الأبيات الآتية شرحاً وافياً.
	1- شهدت به فقوم امدقوه * فقلتم لا تقوم ولا نشاء أثار رسول الله (ص) قام في قيامة الملك بعد المشركين عباد الإسلام وقلت رسول الله (ص) لأنما لا تقوم ولا نشاء
	2- فمن يمج رسول الله منكم * ويمدحه وينزهه سواء وأبى أن المشركين إذا مجور رسول الله (ص) منكم جميع أفوا رسول الله حمده وينزهه
	3- فإن أبي ووالده وعرضي * لعرض محمد منكم فداء أبو طالب تكلم إله أمه أن محمد صلو الله عليه وسلم لم يأنى بي في إليكم في عرضي وأبي ولشقي وإني لمحمد فداء:
	4- لسانى صارم لا تميب فيه * ويجري لا تكبره الدلاء الشاعر حسان بن ثابت أن شعره مثل البحر في الدلاء وأبى في كل شعره لا خرف في الناس وسكت شعره في كل

	7	1/
		شيء الذي وقع في المدينة.
		ب - مناسبة في هذه الأبيات السابقة هو:
		حسان ابن ثابت تستعمل في حال مكة / أهل مكة
		الذي يربو محمد رسول الله صلى الله عليه وسلم ولكن
		أهل مكة لا فوز في هذا الموضوع ورسول الله صلى الله
		عليه وسلم لا تقوم ولا تلبس لا تلبس
		وأما أبي رسول الله صلى الله عليه وسلم في عهد فداء
		ولا يستعمل المشركين في طبر محمد صلى الله عليه وسلم

Extract 7.1: A sample of a poor response from the candidate who incorrectly explained the meaning of the given poem.

Despite the poor performance noted, there were some candidates who performed well in this question. These candidates were able to analyse correctly and in details the given poem. They mentioned correctly the occasion in which the poem was recited. Also, they explained the meaning of the given words. This good performance shows that the candidates had sufficient knowledge of Arabic poems and good mastery of Arabic Language. Extract 7.2 shows a sample of a good response.

7	(1) يشرح قول الشاعر في الأبيات الآتية شروا وفيها:
1-	يقول الشاعر في البيات البيت الأول ولا يشد عنكم أنتم التين أمركم الله بتباع رسول فأبئتم ورفقتم وفسرتم ويغبر ويقبح العشركين بأنهم لم يستجيبوا دعوة محمد كما أمرهم بذلك
2-	وبما أنكم لم تؤمنوا بالرسول فيما دعوتموه منكم الذي يهجو والذي يهجو
3-	وفي مقابل عصيانكم فأرسلني آجلا عريضا وأبني رهيبا رهضا رسول (ص)
4-	ثم يقول الشاعر إن شعثي كالبحر العميق الزائر يساكن كسيف الغاطع

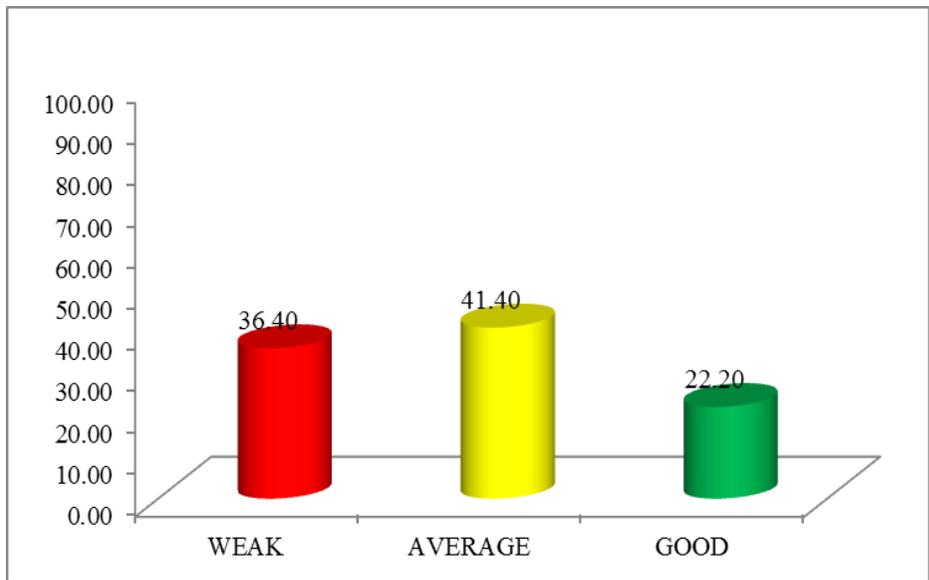
7	(ب) وأما مناسبة كما يأتي
	تظم حسان هذه الشعر بعد التند
	عجاء الشعراء المثرخين على رسول (ص)
	أنتما أتما النبي لحسان أن يرد نالك
	بشعره حين قال "أهجم وروح القدس
	معاك ومعال آبا بكر ونكر فتح مكة قبل
	وقوعها
	1. حسب المراد - يكفيه
	مفوف - رفيقاً منظم
	لا يفضى - لا يتجامل
	شائبة - قدر

Extract 7.2: A sample of a good response from the candidate who correctly explained the meaning of the given words.

### 3.4.2 Question 8

This question had two parts (a), and (b). In part (a), the candidates were required to explain the meaning of the given poem. In part (b), they were required to explain the meaning of the given words.

The question was attempted by 162 (69.5%) candidates. Among these, 36 (22.2%) candidates scored from 12 to 20 marks, 67 (41.4%) candidates scored from 7 to 11.5 marks. Also, 59 (36.4%) candidates scored from 0 to 6 marks. This shows that the candidates' performance in this question was good. The performance is summarised in Figure 14.



**Figure 14:** *The Percentages of the 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. They explained the meaning of the given words too. This good performance shows that these candidates had sufficient knowledge of Arabic poems. Extract 8.1 shows a sample of a good response.

١٨	السؤال الثالث
	شرح قول الشاعر شرحاً وافياً
	- يقول الشاعر: وجهها كانت في واضنان من تملق سوائاً
	كانت حميدة أوسيةً ولون حسبها - أي - تلك الخلق -
	خافية عند الناس فهي معلومة لدى الناس.
	- وفي هذا البيت يدرك الشاعر أن حقيقة الإنسان
	مكون من تشينين هما اللسان والقلب وأما ما بقي
	فهو الهيكل فحسب لا يقينم له ولا ثمن
	ويدرك الشاعر في هذا البيت صعوبة تحويل الشيء من
	عالمه الذي اعتاده إلى عالم آخر حتى ولو كان هو سفيهاً
	مثلاً ولو أن علقته يبق مع سفيهه لا يتحول ولا يتغير
	وفي جانب الثاني سهولة تعلم الفنى أو شب غلظه ولو أن
	كان سفيهه - لا أنه سيحلم بعد سفيهه
	ب ذكرك معاني الفقرات:
	- تنجيب: تتكشف وتنتزع
	- البلاء: الأرض الممسطة بمكة
	- الناظر: العيني
	- النهي: العقل
	- رصم: يعجب
	- العلم: السيرة في القوم أو الجيل
	- المهابة: الهيبة والوقار
	- يجر: يثقل عليه
	- وبيان: يصرح ويذكر بمعنى الوجود
	- العرض: ما يردح ويذم من الإنسان.

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

However, there are candidates who performed poorly in this question. They failed to analyse the poem given and thus unable to give the meaning of the poem. These candidates also failed to explain the meaning of the words provided. Instead, Most of them repeated the words given which was not the requirement of the question.

Other candidates gave vague meaning of the text making such meanings unclear and thus lacked clarity. As for words given to provide

the meaning, the candidates provided incorrect meaning of the words given. For example, one of the candidates wrote ( العرض - كلام لين، وجدان - ) "The honor means soft words and the word getting means killing" which were incorrect. The correct respond was supposed to be ( العرض - ) "The honor means what praises and denigrates man and the word getting means to acquire" This poor response shows that the candidates had poor mastery of Arabic Language. Extract 8.2 shows a sample of a poor response.

	القسم الرابع :
	السؤال الثالث :
	١. ومما تأكد عند امرئ من خليفة،
	ولن خالما تخفى على الناس تعلم -
	هذا بيانه يقصد عن صفة رسول الله صلى الله
	عليه وسلم .
	٢. لسان الفتى نصف ونصف فؤاده، تشده عند الكرم
	يقصد عن قول رسول الله لسانه كمثل حد
	قتاله هو العلم والتم .
	ب- تنجيب - استعجاب .
	العلم - العلم .
	يعز - قوي .
	يصم - القوي .
	العرض - فلام لينا .
	المهابة - الخج .
	النهى - العريق .
	وجدان - قتال .

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

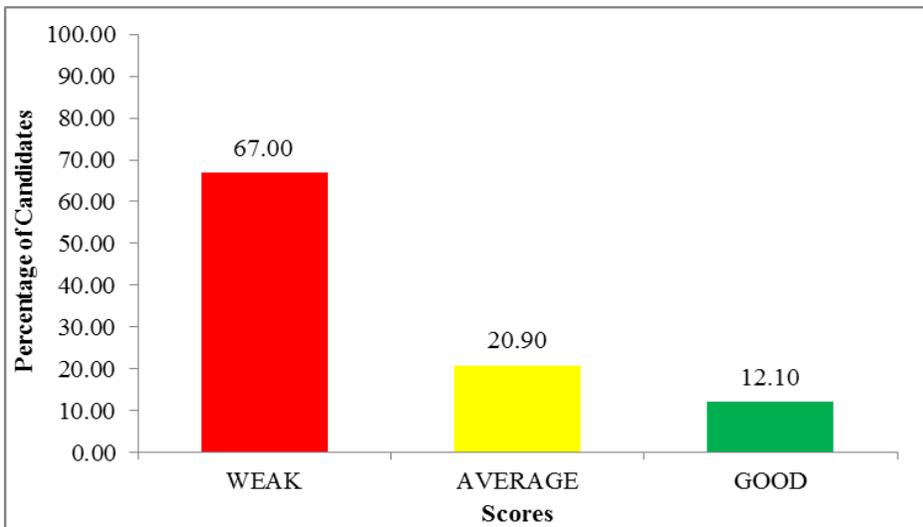
### 3.5 Section 5: Response to Readings

This section comprised of two questions and the candidates were 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 about Ali Koja and the reason that led to his trip for pilgrimage and the place where he put his tractor.

This question was attempted by 182 (78.1) candidates and their performance was poor. 122 (67.0%) candidates scored from 0 to 6.5 marks and 38 (20.9%) candidates scored from 7 to 11.5 marks. Only 22 (12.1%) scored from 12 to 18 marks. The candidates' performance is summarised in Figure 15.



**Figure 15:** *The Percentages of the Candidates' Performance in Question 9*

The analysis of the candidates' responses shows that most of the candidates performed poorly in this question. These candidates were able to write the introduction but they could not explain about Ali Koja. They were unable to give the reason that led to his trip for pilgrimage and the place where he put his tractor. Instead they explained about the child judge with Ali Koja and his friend the merchant Hassan who stole his dinars due to misunderstanding of the question. Some of them wrote unclear explanations and a few of them left the questions unanswered.

The poor performance shows that these candidates had insufficient vocabulary to express themselves in Arabic Language. Extract 9.1 shows a sample of a poor response in question 9.

9	السؤال التاسع
	هذه القصة جميلة التي وقعت في مدينة بغداد بين التاجرين هما علي كوجيا وتاجر حسن. في يوم من الأيام حصل بينهما الجفوة حينما سرق تاجر حسن ألف دينار لعلي كوجيا وقال تاجر حسن أنه لم يسرق وذهب علي كوجيا إلى القاضي المحكماً لينال حقه ولكن أقسام تاجر حسن أمامه أنه لم يسرق وهذا هو الشاهد أن علي كوجيا الإعرار كلامه
	أما السبب الذي أدى إلى قيامه برحلته للحج لأنه عنده كثير المال وكذلك هي طاعة بما أمر الله سبحانه وتعالى كما نعرف في الدين الإسلامية أن هذا من أركان الإسلام لمن استطاع
	موتسبة المكان الذي وضع فيه جرنه الزيتون في جزيرة تاجر حسن
	ها هي السبب والمكان الذي وضعت جرنه.

Extract 9.1: A sample of a poor response from the candidate who explained in the first paragraph about Ali Koja and his friend merchant Hassan in the court and second paragraph about the reason led to trip for pilgrimage but their explanations were unclear.

Further analysis of the candidates' responses indicates that there were some candidates who were able explain to about Ali Koja and the reason that led to his trip for pilgrimage and the place where he put his tractor. They arranged and organised their points in a good flow, though their explanations had some grammatical and spelling errors. 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.

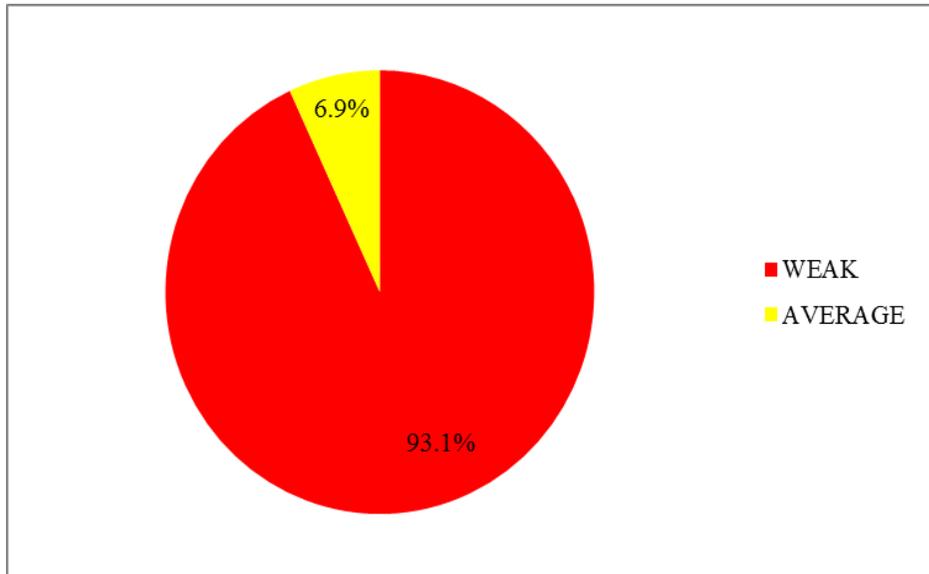
9	<p>كان في مدينة بغداد في زمن الخليفة هارون الرشيد  رحمه الله تعالى - تاجر مشهور اسمه علي كوجيا.  ولم يكن علي كوجيا فقيراً جداً وكان غنياً جداً ولم يكن  أيضاً متزوّجاً، وكان معه أي ولد.  ولقد كان لعلي كوجيا صديق اسمه حسن وهو أيضاً  كان من التجار في مدينة بغداد.  ففي ذات يوم رأى علي كوجيا في مناجاة رغبة  عجيبة وهي أنه رأى في المنام شيخاً يأمره بالسفر من  بغداد، ورأى في يوم الثاني مثل ما رآه في يوم الأول  وبعد أن تكررت الرؤية من علي كوجيا عزم الترحيل  وذلك لما سمع أن في بغداد أناس مسافرين إلى الحج فعزم  الترحيل معهم إلى الحج في مكة المكرمة فحتمت  وقد تم ما أراد علي كوجيا فلبثه سافر مع  أولئك العزم الحج  فهذا هو السبب الذي أدى إلى قيامه - يعني علي كوجيا -  بمرادته للحج.  أما السبب الذي أدى إلى الذهاب إلى مكان الذي وضع فيه  جرته فهو كما يلي:  علاّم سفر علي كوجيا باع الكثير من بضائعه لئلا يبيته  فلما لم يبيعه  وكان معه ألف دينار فوضعتها في جرتّه مع الزيتون  ووضع الجرة إلى صاحبه تاجر حسن ووديعاً.  فلما رجع إلى بغداد ووصل في أهد الغدائق وفي يوم  الثاني ذهب إلى مكان الذي وضع فيه جرتّه ليأخذ أمانته  فجرت هناك ما جرى...  وهذا هو السبب الذي أدى إلى قيامه بالذهاب إلى مكان  الذي وضع فيه جرتّه.</p>
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Extract 9.2: A sample of a good response from the candidate who explained about Ali Koja and the reason led to his trip for pilgrimage and the place where he put his tractor as required.

### 3.5.2 Question 10

In this question, the candidates were required to answer the following question: What did say Shailok when he came to ask him to lend him three thousands dinars to his friend Basniyo and what did Antoniyo replied?

This was the worst performed question in this section. It was attempted by 29 (12.4) candidates and their performance was poor, as 27 (93.1%) candidates scored from 0 to 6.5 marks and only 2 (6.9%) scored from 8 to 9 marks. The candidates' performance is summarised in Figure 16.



**Figure 16:** *The Percentages of the Candidates' Performance in Question 10*

According to the analysis of candidates' responses, most of the candidates who attempted this question performed poorly. Majority of the candidates provided insufficient and unclear explanations. Also their responses had a lot of grammatical and spelling mistakes. Some of them wrote the story of Ali Koja and his friend merchant Hassan instead of the story of Shailok and his friend Basniyo. This poor performance suggests that the candidates had poor mastery of Arabic Language and insufficient knowledge on the story of Shailok and his friend Basnio. Extract 10.1 shows a sample of a poor response.

القسم الخامس	
10	كان في القرية كتبها كاملا كبلان من القمه جميعه التي وقعت في عديدها البندقية في العصور السابقه. تشتمل هذه القمه صادفان حبان مما بأسينو وأنطينو وكذلك شيلوك وبرشا أما بالنسبة هذا السؤال سأحدث سأحدث عن شخصية شيلوك ويعامل مع الناس كما يلي كان شيلوك في شخصيته رجل قبيح الشكل وقد عرفه الناس بصيفه بظيل، قاس القلب شربها وأصابه الهابسه وله الأضفار المغترس مثل الحيوان والطيور وكذلك العاجر يتعامل بالتربا كان شيلوك في شخصيته يطلب من الناس المال ويطلبهم من التربع الطائل يريد منهم كما ثبت ذلك، لما ذهب بأسينو وأنطينو إلى بيته طاب منه المال وكذلك يدفع الناس المال وأنطينو حيثما حو له رطل طلب كندد كندد من الدفع دينه

Extract 10.1: A sample of a poor response from the candidate who provided insufficient and unclear explanations due to poor mastery of Arabic Language.

Further analysis shows that, there were a few candidates who had an average performance. These candidates did not provide exhaustive explanations on what didi Shilok say when Antoniyo came to borrow three thousands dinars from his fiend Basniyo and explain what Antoniyo replied. Extract 10.2 shows a sample of such a response.

10	شيلوك هو تاجر من تجار مدينة البندقية، الذي قرض أهل البندقية بالربح والذي كان سبب الفقر ويعذبهم في حياتهم. وأنظنيو أيضا كان تاجر من - تاجر في نفس المدينة التي عاش فيها شيلوك، لكن - كان أنظنيو عكس شيلوك في حياته لأنه كان - يتصدق أهل البندقية من ماله من دون الربح. لما حدث أنظنيو "من حديث صديقه بامسيو" أنه كان حاجة للزوجة اسمها "برشا" التي كانت - تعيش بعيدة منهما، حينئذ كان أنظنيو ليس له عتة - نصف من دينار، وأخذ الوعد ليذهبا إلى شيلوك - ليقرض منه ثلاثة آلاف دينار لصديقه بامسيو - كتب كاتبنا (كامل كيلني) لما دخل أنظنيو وبامسيو إلى شيلوك، ثم طلبنا طلبهما، قال - شيلوك بلعبة الخبيثة حتى انظرط أنظنيو قائل "إذا تأخر أربو ماله (الدين) في وقت المعينة - بي سيطع من مرطلا من لحمه من جسمه فداو -
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١٥	فداء للذبي " ثم ردّ أنظيو قَبيل أن يقبل شرط شيلوك
	تأمل بلهجة التمجيز جميلة، وأخيراً قَبيل تلك الذين -
	لصديقه باسنيو كمي يكمل مطلقاً ما يشعروا نفسه
	ومحل الشاهد عن هذا هو في الكتاب صفحة (١٨-٢١)
	سوف نرى ماذا قال شيلوك وماذا ردّ أنظيو،
	الآن نعرف ماذا قال شيلوك لما دخل عليه -
	أنظيو طالباً أن يقرضه ثلاثة آلاف دينار لصديقه -
	باسنيو وماذا ردّ أنظيو، ولماذا كليهما قال -
	بلهجة التمجيز جميلة، ويجب علينا أن نستعمل لساننا
	بالحيث كمي نفوز إن شاء الله،

Extract 10.2: A sample of a good response from the candidate who explained about Shilok said to his friend Basniyo when he came to ask him to lend him three thousands dinars.

#### 4.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of candidates' responses in each topic shows that candidates had good performance in *Comprehension* (96.6%), *Poem and Prose* (81.4%), *Morphology* (65.7%) and *Grammar* (51.55%). These candidates performed well in the following sub topics: reading for comprehension, poem and prose, measurement, gerund, defective verbs, passive voice and types of objects because they had adequate knowledge and skills. The candidates had average performance in *Analysis of Poem and Prose* (47.05%), *Language Use* (42.1%) and *Rhetoric* (37.15%). This shows that they had partial knowledge of the sub topics; such as poems, "Al-istith-nau" (exception), "Fasahatul-kalimati" (purity of language) and types of simile. The candidates had poor performance in *Composition* (19.2%), *Response to Readings* (19.95%) and *History of Arab literature* (34.45%) because they lacked adequate vocabulary and had no skills in letter writing to express themselves well in the Arabic Language.

## 5.0 CONCLUSION

The general performance of candidates in Arabic Language in the ACSEE 2019 was average. This performance could be attributed to the candidates' good skills in reading for comprehension and adequate knowledge of poem and prose, morphology and grammar. These skills enabled them to understand and identify the requirements of the questions.

The analysis of candidates' performance in *Rhetoric, Response to readings, composition, grammar and comprehension* topic in the year 2019 has increased by (8.4%) (8.2%) (7.3%) (3.55%) and (1.9%), respectively compared to their performance in 2018. Contrary the candidates' performance has decreased by (13.3%), (3.85%), (5.3%) and (0.5%) in *Language use, Morphology, Poem and Prose* and *History of Arab literature*, respectively in 2019 compared to their performance in 2018.

## 6.0 RECOMMENDATIONS

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

- (a) Teachers should put more emphasis on teaching the history of Arab literature and metaphor.
- (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 expand their vocabulary and understand how sentences are formed.
- (c) Teachers should guide the students to improve writing skills in Arabic Language by encouraging them to write different stories and articles. This will help them to write correct answers in their examination.
- (d) Students should be encouraged to read the recommended readings including text books and reference books so as to acquire more knowledge, vocabulary and skills in Arabic Language use.

- (e) Students should be encouraged to read inflection widely in order to improve their grammar competences. This will eventually improve their writing and speaking skills.

**Appendix A**

**Comparison of Summary of Candidates' Performance in Each Topic**

**125- ARABIC LANGUAGE**

S/N	Topic	Total Number of Questions	2018		2019	
			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	94.7	Good	96.6	Good
2.	Literature (Poems and Proses)	2	86.7	Good	81.4	Good
3.	Morphology	2	69.55	Good	65.7	Good
4.	Grammar	2	48	Average	51.55	Average
5.	Literature (Analysis of Poems and Proses)	2	47	Average	47.05	Average
6.	Language Use	2	55.4	Average	42.1	Average
7.	Rhetoric	2	28.75	Poor	37.15	Average
8.	History of Arab Literature	2	34.95	Poor	34.45	Poor
9.	Response to Readings	2	11.75	Poor	19.95	Poor
10.	Composition	2	4.65	Poor	11.95	Poor

Comparison of Summary of Candidates' Performance in Each Topic

125- ARABIC LANGUAGE

