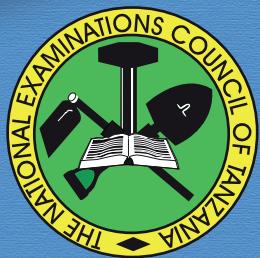


**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**EXAMINERS' REPORT ON THE PERFORMANCE  
OF CANDIDATES CSEE, 2014**

**025 ARABIC LANGUAGE  
(For School Candidates)**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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CANDIDATES CSEE, 2014**

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*Published by*

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

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## **FOREWORD**

The Examiners' Report on the Performance of Candidates in the Arabic Language subject in the Certificate of Secondary Education Examination (CSEE) 2014, was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general on the performance of candidates.

The Certificate of Secondary Education Examination marks the end of four years of Ordinary Level Secondary Education. It is a summative evaluation which among other things shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to students in their four years of Ordinary Level Secondary Education in the subject.

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind the performance of candidates in the Arabic Language subject. The report highlights some of the factors that made candidates perform well in the questions. Such factors include the ability to interpret the requirement of the questions, ability to express themselves in Arabic Language and enough knowledge on the principles and rules related to the subject. However, the reports also highlights some of the factors that made few candidates fail. The feedback provided will enable the education administrators, school managers, teachers and students to identify proper measures to be taken in order to improve candidates` performance in future examinations administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and public in general that can be used for improving future Examiners' Reports.

Finally, the Council would like to thank the Arabic Language Coordinator, Subject Teachers and others who participated in the preparation of this report. We would like also to express our sincere appreciation to all the members of staff who participated in analyzing the data used in this report.



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

## **1.0 INTRODUCTION**

The report analyses the performance of candidates in Arabic Language who sat for the Certificate of Secondary Education Examination (CSEE)-2014. The Arabic Language Examination was set according to the 1995 syllabus and the 2012 examination format.

The performance of the candidates in Arabic Language subject was categorized into three groups which are good, average and weak depending on the performance of candidates who scored 30 percent or more in a given topic. If the average percentage of performance was from 50 to 100 percent, that performance was good. It was defined as average performance from 30 to 49 percent, while it was poor from 0 to 29 percent.

The candidates were tested in the skills of Comprehension, Grammar, Composition and Response to Reading. The paper consisted of 14 questions from which the candidates were supposed to attempt 10 questions. The questions from sections A and B were compulsory while in sections C and D the candidates were required to choose one of the three questions.

A total of 10,375 candidates sat for Arabic Language Examination in 2014, whereas 63.79 percent of the candidates passed the examination and 36.21 percent failed the examination. While in 2013, 48.62 percent passed. This indicates that, the rate of performance in the year 2014 has increased by 15.17 percent.

The report highlights the requirements of each question by indicating the expected responses to the questions and how the candidates answered the questions. Extract samples of candidates' responses are presented in order to provide a general overview of how the candidates responded in view of the demands of each item.

## **2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION**

### **2.1 Section A: Comprehension**

This section was consisted of one question. The candidates were required to attempt all parts given in this question. This question carried twenty (20) marks.

#### **2.1.1 Question 1: Short Answers and Filling the Blanks**

The question required the candidates to read the passage and find the answers from the text given. The text was about the spreading of bad character of smoking among people. This question was compulsory and had two parts, (a) and (b). In part (a), the candidates were required to give short answers to five questions given. In part (b), the candidates were given five sentences to fill in the blank spaces using the given words. This question tested the candidates' ability to read and comprehend a passage.

The question was attempted by 95.9 percent of the candidates, of which 12.1 percent scored 16 marks and above, 38.2 percent scored from 11 to 15.5 marks, 37.7 percent scored from 6 to 10.5 marks, 10 percent scored from 1 to 5.5 marks, and only 2 percent of the candidates scored 0 to 0.5 mark out of the 20 marks allocated to this question. The analysis indicates that the performance on this question was good.

The candidates who performed well understood the demands of the question by providing correct answers. This indicates that they had enough skills on reading and comprehension, which enabled them to identify the answers from the passage and filled the blank spaces with appropriate information from the given words. Extract 1.1 shows a sample of a good response.

### Extract 1.1

		اجب عن الاسئلة
1	العَادَةُ الَّتِي اتَّسَّرَتْ بَيْنَ الْطَّلَابِ	عِيْدِ عَادَةِ التَّدْخِينِ.
2	أَضَارُّ التَّدْخِينِ هُنْ قَاتِلُونَ وَنَصَارٌ	العقل.
3	يَقُولُ أَحَدُ الْعَالَمَاءِ: "إِنَّ التَّكْوِينَ"	الْمَوْجُورَةُ هُنْ سِجَارَةٌ وَعَدَةٌ سَسْطِيعٌ أَنْ تَقْتُلَ أَيِّ إِسْمَانٍ قَاتِلًا سَرِيعًا لَوْ أَعْطَيْهَا بِرَاسِمَةٍ الْإِثْرَةِ فِي الْوَرْقِ"
4	تُؤكِّدُ الرِّسَامَاتُ الطَّائِبَةُ أَنَّ	خَطَطُ التَّدْخِينِ أَصْبَحَ أَكْبَرَ حَرَقَةً مَدَارِيًّا.
5	يَحْسُنُ كُلُّ كُلُّ طَالِبٍ التَّحْشِيشُ عَنْ	عِزَّةِ الْعَادَةِ السَّيِّدَةِ لَا لَهَا نَصَارُ العَقْلِ

		ب - املأ الفراغ
1	إنتشرت عادة التدخين بين طلاب	المدارس
2	اماكن السماكة التي توجد في التبغ	تشتت التكوين
3	قد أحدث الدراسات الطبية	
4	عادة التدخين تعتبر كعاده سليمه	
5	لا يستعمل في التدخين شيئاً	مشكلة البطالة والتجاربي

Extract 1.1 shows a sample of a response from a script of a candidate who provided the correct answers clearly from the given short questions as well as the filling blanks with appropriate information as required.

However, there were some candidates who performed poorly in both parts (a) and (b) because they did not comprehend what was written in the passage due to the lack of basic skills on reading and comprehension. Most of them were unable to provide correct answers from part (a) particularly in item 2 that asked “what are the disadvantages of tobacco smoking?” Most of them answered “Tobacco which is used to make cigarettes” (التبغ الذي يصنع منه السجائر) and some of them wrote the following answer “This is happening when the health information is currently giving the warning on the tobacco smoking” وهذا يحدث في الوقت الذي تتوالى فيه الأخبار الطيبة محرقة من (أضرار التدخين) which were wrong. The correct answer was supposed to be “Tobacco smoking causes mental cases and loses labour power for both family and government” التدخين أنها تضر العقل وتسبب للأسرة والدولة عامة مشكلة البطالة (والمجانين). Some of them provided their answers which were not related to the demands of the question and few left the questions unanswered. This shows that the candidates had a

poor mastery of Arabic Language. Extract 1.2 shows a sample of a poor response.

### Extract 1.2

	المُكْسِعَةُ	
١)	الْفَوَادَةُ الَّتِي تُشَرِّبُ بِهِ الْعَلَاءُ	
	اِشْتَرَتْ عَلَيْنِهِ الْمَدَارِسُ اِشْتَارَ اِشْتَقَاوَاتِهِ	
٢)	وَاحْسَنَتْ فِي الْمَائِشَةِ	
	جَاهَيْ اَفْتَرَلَ التَّلَاجِينَ	
	وَهَرَّ اَحْدَثَ فِي الْأَوْقَتِ الَّتِي يَشْوِلُهُ فِتْنَةُ اِمَانِهِ	
	وَالْمَلَكَتْهُ اَرْتَشَ وَالْمَنْهُمُ الْمَيْعَ الْبَعْلَمَ فِتْنَةُ اِلَيْهِ	
	وَالْمَكْتَنِيَّ بِلِي	
٣)	يَقُولُ اَنْجَلُ الْعَلَمَاءِ	
	اِلَهُ الْمَهَمَّ اِلَهُ اِنْهُ شَهِيْلُ الْمُرَبِّيْمِ اِلَهُ الْمَلَمَلِيْهِ	
	مَهِمُ اِلَهُ الْمُرَبِّيْمِ اِلَهُ اِنْهُ شَهِيْلُ الْمُرَبِّيْمِ	
	اِلَهُ الْمَهَمَّ اِلَهُ اِنْهُ شَهِيْلُ الْمُرَبِّيْمِ اِلَهُ اِنْهُ شَهِيْلُ اِلَهُ اِنْهُ	
٤)	يَبْرُكُ اِلَهُ اِنْهُ اِنْهُ اِلَهُ اِلَهُ	
	اِلَهُ اِنْهُ اِلَهُ اِنْهُ اِلَهُ اِنْهُ اِلَهُ	
	خَلِمُ اِلَهُ الْمَهَمَّ اِلَهُ اِنْهُ اِلَهُ اِنْهُ اِلَهُ	
	دَلِلُ اِلَهُ الْمَهَمَّ اِلَهُ اِنْهُ اِلَهُ اِنْهُ اِلَهُ	

	٦) كثيرون على كل طاولة
	السؤال رقم اثنين والسؤال رقم اثنين والسؤال رقم اثنين
	فهي اللهم لك الحمد والحمد والحمد والحمد
	هلم الله الذي انت انت انت انت انت انت
	اكل العظام واسطح على يديك يا رب العالم
	فهي اللهم لك الحمد والحمد والحمد والحمد
	٧- اعمل الفراع الاختيار ياخذ من المنشآت
	من الفرع
	٨) الشهادة على بيع طلاق المدارس
	٩) ادارة الريادة التي تدرس في الميدان سمع الميدان
	١٠) فرق كرت الريادة التي يدار

Extract 1.2 shows a sample of a response from a script of a candidate who wrote irrelevant answers due to a poor mastery of Arabic Language.

## 2.2 Section B: Grammar

This section had seven questions. The candidates were required to attempt all the questions. Each question carried five (05) marks except question 2 which carried ten (10) marks, thus making a total of forty (40) marks.

### 2.2.1 Question 2: Inflection

This question had five items. The candidates were required to identify the underlined words like subject, verb, objectives and predicate using rules of Arabic Inflection. This question tested the candidates' ability to identify and use the principles of Inflection in the sentence.

The question was attempted by 80.1 percent of the candidates, of which 22.2 percent scored from 6 to 10 marks, 22.9 percent scored from 3 to 5.5 marks, 20.9 percent scored from 1 to 2.5 marks and only 34 percent scored 0 to 0.5 mark. It is an indication that the performance in this question was average.

The candidates who scored high marks managed to identify verb, subject, object and predicate and analyze their function according to the rules of *Inflection* from the given sentences as required. This indicates that the candidates had sufficient knowledge on this topic. Extract 2.1 shows a sample of a good response.

#### Extract: 2.1

2.	(ا) <u>جاء</u> = فعل ماضٍ من ع(الفعل) زيلان = فعل ماضٍ وعلامة (فعل الألف) <u>أ</u> لأنه ماضٍ.
	(ب) <u>رأيت</u> = فعل ماضٍ من ع(السكن لـ(فعل) بتاء المثلثة والسادس المثلثة فهو <u>ي</u> ع(الضم في <u>ي</u> ) فعل الفعل فاعل.

٦) زيد = مفعول به ماضي وعلامة ظاهرة

فتحة ظاهرة على آخره.

٧) أسمى = فعل ماضي ناقص مبني على الفتح

وهو يرفع الاسم وينسخ (المعنى)

اسم ونسبة الخبر وينسخ آخره.

٨) محمد = فعل مرفوع وعلامة رفعه حركة ظاهرة

على آخره.

٩) قائمان = خبر المبتدأ مرفوع بالكاف لأنها

ثانية

Extract 2.1 shows a sample of a response from a script of a candidate who was able to identify subjects, verbs, object as well as predicate correctly and analyze their function as required.

However, there were some candidates who performed poorly. They just wrote some words that had no relation to the demands of the question. Some of them identified the underlined words as genitives instead of object or verb and others provided uncompleted answers. These candidates did not have enough knowledge on this topic. Extract 2.2 shows a sample of a poor response.

## Extract: 2.2

جـ) حـائـزـيـانـ:ـقـفـهـوـلـبـهـقـنـصـوـنـوـقـعـةـرـفـيـهـ

نـصـيـحـيـنـيـتـيـهـاـلـيـقـلـاتـهـأـسـمـاـقـنـسـتـهـ.

بـ) رـائـيـزـيـاـ:ـإـسـمـقـبـهـوـلـرـوـعـلـادـهـرـفـيـهـنـيـتـيـهـ

أـلـيـقـلـاتـهـأـسـمـاـقـنـسـتـهـ.

تـ) أـصـسـعـ:ـقـفـهـوـلـبـهـقـنـصـوـنـوـقـعـةـرـفـيـهـ

نـيـتـيـهـفـنـخـهـلـاتـهـأـسـمـاـقـنـسـتـهـ.

ثـ) مـحـيـثـ:ـإـسـمـقـبـهـوـلـرـوـعـلـادـهـقـسـوـتـهـنـيـتـيـهـالـفـهـةـ

لـاتـهـأـسـمـاـقـنـسـتـهـ.

جـ) قـائـمـانـ:ـقـفـهـوـلـبـهـقـنـصـوـنـوـقـعـةـرـفـيـهـ

نـيـتـيـهـلـسـنـوـنـلـاتـهـأـسـمـاـقـنـسـتـهـ.

Extract 2.2 shows a sample of a response from a script of a candidate who identified a word (**الب**) as genitive instead of object in item (c) due to a poor mastery of Arabic Language.

### 2.2.2 Question 3: Re-arranging Jumbled Words

This question had five items and required the candidates to rearrange jumbled words in a logical sequence to make a meaningful sentence. This question tested the candidates' ability to use appropriately the cohesive devices in rearranging the jumbled words.

The question was attempted by 89.4 percent of the candidates and their performance was generally good as 56 percent scored from 3 to 5 marks, 19.7 percent scored from 1.5 to 2.5 marks, 11.6 percent scored from 0.5 to 1 mark and only 12.7 percent scored 0 mark.

The candidates who performed well in this question understood the demands of the question and were able to use appropriately the cohesive devices in re-arranging the five jumbled words into a logical sequence to make a meaningful sentence. This good performance indicates that the candidates had a good mastery of Arabic Language. Extract 3.1 shows a sample of a good response.

### Extract: 3.1

٣.	أ) لم يفهم زيد الدرس.
	ب) خطب الإمام خطبة طويلة.
	ت) إن الذي علم بزانت الصور.
	ث) هذا هو رئيس جمهورية تنزانيا.
	ج) سألت عن الأستاذ في الفصل.

Extract 3.1 shows a sample of a response from a script of a candidate who managed to re-arrange the sentence with jumbled words into a logical sequence to make a meaningful sentence.

Regarding the candidates who scored low marks, the analysis indicates that they were unable to re-arrange the five jumbled words into a logical sequence to make a meaningful sentence as required. Most of them failed to re-arrange item (ث). Some of the candidates wrote (هو هذا رئيس جمهورية تنزانيا) and others answered (هذا جمهورية تنزانيا هو رئيس تنزانيا) that were wrong. The correct answer was supposed to be (هذا هو رئيس جمهورية تنزانيا) which meant “This is the president of the United Republic of Tanzania” This indicates that the candidates did not have enough knowledge on the uses of pronouns and demonstrative pronouns. Extract 3.2 shows a sample of a poor response.

### Extract 3.2

-3	نَفَرَ الْكَلْمَانُ إِلَيْنَا لِتُصْنِعَ جَمَالَهُ فِيَّةً
أ	زَبَدُ الدَّرْبِينُ لَمْ يَقْعُدْ
ب	أَلْحَامُ طَوِيلَةٌ خَطْلَةٌ خَطْبَ
ت	أَنَّ عَلَيْهِ بِكَارِ اللَّهِ الصَّلَوةُ
ث	هَذَا حَمْوَرِيَّةٌ هُوَ رَبِيعُ تَنَزَّانِيَا
ج	عَلَى سَلَكْتُ فِي الْفَطَرِ أَلْتَرَادُ

Extract 3.2 shows a sample of a response from a script of a candidate who re-arranged the words wrongly in the given sentences.

#### 2.2.3 Question 4: Nominal and Verbal Sentences

This question required the candidates to change the given nominal sentences (**الجمل الاسمية**) into verbal sentences (**الفعلية**). This question tested the candidates' ability to use rules of nominal sentences and verbal sentences.

The question was attempted by 78.9 percent of the candidates and their performance was good as 51.3 percent scored from 3 to 5 marks, 7.8 percent scored from 1.5 to 2.5 marks, 5 percent scored from 0.5 to 1 mark and only 35.9 percent scored 0 mark.

The candidates who scored high marks understood the requirement of the question and they were able to change the given nominal sentences into verbal sentences as required. This good performance shows that the candidates had enough knowledge on this topic. Extract 4.1 shows a sample of a good response.

### Extract 4.1

4	١) أَكْتَبْ مُحَمَّدَ كَرْسِيَّ فِي الْفَصْلِ ٢) يَنْجُحُ الطَّالِبُ فِي الْامْتِنَانِ. ٣) سَقَى اللَّهُ مَنَاجَ النَّاسِ فِي كُرْبَابَةِ. ٤) أَسْلَمَ الْمُسْتَأْذِنُ عَلَى الْمَأْمِنِ. ٥) يَحِبُّ الْوَطَنَ وَقَطِيلُ
---	--

Extract 4.1 shows a sample of a response from a script of a candidate who managed to change all the sentences into verbal sentences correctly.

On the other hand, the candidates who scored low marks failed to understand the requirement of the question. Most of them identified nominal and verbal sentences from the given sentences instead of changing nominal sentences into verbal sentences, others changed verbs into passive verb and few of them changed verbs into present tense due to lack of enough knowledge on this topic. Extract 4.2 shows a sample of a poor response.

### Extract 4.2

	١) مُحَمَّدٌ تَحْكَمَتْ تَرْهِبَةُ فِي الْفَصْلِ ٢) الطَّالِبُ يَنْجُوحُ فِي الْمُقْتَدَانِ. ٣) الْمُعْزَى يُسْتَغْشِي مَنَاجَ النَّاسِ فِي كُرْبَابَةِ. ٤) اَسْلَمَتْ اَسْلَمَتْ عَلَى الْمَأْمِنِ. ٥) يَحِبُّهُ الْوَطَنُ وَقَطِيلُ
--	---

Extract 4.2 shows a sample of a response from a script of a candidate who changed verbs into Present Tense in some items (١، ٣، ٤، ٥) instead of verbal sentences.

## 2.2.4 Question 5: Uses of Defective Verbs

The candidates were required to put some words in the given sentences by using the given words in the brackets. The question aimed at testing the candidates' ability to use rules of *Defective verbs* (كان وأخواتها وإن وأخواتها) in the grammatical patterns given.

The question was attempted by 80.3 percent of the candidates, of which 27.9 percent scored from 3 to 5 marks, 22 percent scored from 1.5 to 2.5 marks, 19.8 percent scored from 0.5 to 1 mark and only 30.3 percent scored 0 mark. This analysis indicates that the performance in this question was average.

The candidates who performed well managed to provide correct answers because they understood the demands of the question and considered all changes that should happen after using those given words as required. These candidates had sufficient knowledge on *Defective verbs*. Extract 5.1 shows a sample of a good response.

### Extract 5.1

5.	
(١).	عن الله كبير
(٤).	ما زال الطلاق نازلاً
(٦).	كان العرش نافراً
(٧).	كمار السلام رخيلاً
(٨).	ما زال الله علينا حبيباً

Extract 5.1 shows a sample of a response from a script of a candidate who managed to use the given words from “*Defective verbs*” (كان وأخواتها وإن وأخواتها) and consider the changes that would occur after inserting those words in the sentences.

The candidates who scored low marks, failed to use the given words in the grammatical patterns as required. Most of them put the given words in the sentences without making any changes. Some of them answered the questions contrary to the requirements of the question. For example, in item (ج), the candidates were required to use word (لن) instead they used word (كان) that was wrong, and few of them left the question unanswered. These candidates did not understand the demand of the question and they lacked enough knowledge on *Defective verbs* (كان وأخواتها وإن وأخواتها). Extract 5.2 shows a sample of a poor response.

### Extract 5.2

	ج) إِنَّ اللَّهُ كَيْفَ يُرِيدُ
	ب) الْمَطْعَنَاتُ كَيْفَ.
	ث) حَلَالُ الْفَوْقَى كَيْفَ.
	ج) ضَارَ السَّلْكُ رَغْدَنْ كَيْفَ.
	د) إِنَّ اللَّهَ تَعَالَى كَيْفَ.

Extract 5.2 shows a sample of a response from a script of a candidate who used a word (مازال) in item (ج) instead of word (كان) as he/she misunderstood the demands of the question.

### 2.2.5 Question 6: Prepositions

This question had five items and required the candidates to fill in the blank spaces with appropriate preposition (حرف الجر). This question tested the candidates' ability to use the suitable prepositions with verbs in the sentences.

The question was attempted by 86.3 percent of the candidates, of which 27.5 percent scored from 3 to 5 marks, 36.9 percent scored from 1.5 to 2.5 marks, 24.8 percent scored from 0.5 to 1 mark and only 10.8 percent scored 0 mark. This is an indication that the performance in this question was good.

The candidates who performed well in this question understood the requirement of the question and managed to utilize the suitable prepositions with verbs in the given sentences as required. This shows that these candidates had enough vocabularies and a good mastery of Arabic Language. Extract 6.1 shows a sample of a good response.

### Extract 6.1

	٦.
١.	يَعْتِشُ الشَّكَرُ فِي الْمَاءِ
٢.	أَذْهَبَ مِنَ الْبَيْنِ إِلَى الْمَزَرَسَةِ صَبَابَاً
٣.	فِي الْقَبْلِ أَجْلِسَ عَلَى الْمِقْدَرِ
٤.	تَوَقَّفَ الْكَذِيبُ عَنِ الْأَنْبِيَاءِ
٥.	اَشْتَرَى سَعْيَنِ الْكَرْكَلِيَّ بِمَعْ زُمَلَّهِ

Extract 6.1 shows a sample of a response from a script of a candidate who managed to fill in the blank spaces with the correct prepositions as required.

However, there were some candidates who performed poorly in this question. Most of them provided irrelevant answers, others just copied some words from items and put them in the blank spaces as their answers while few of them did not write anything. This indicates that the candidates did not understand the needs of the question due to insufficient vocabularies in Arabic Language. Extract 6.2 shows a sample of a poor response.

### Extract 6.2

	6 - (١) يعيش الملك من الماء.
	(٢) أذهب من البيت في المدرسة صباحاً.
	(٣) في الفنر مجلس عن المقعد.
	(٤) توقف اللاعب إلى اللعب.
	(٥) باشتراك سعيد الكورة ليفقد على رقمانا.

Extract 6.2 shows a sample of a response from a script of a candidate who provided irrelevant answers due to a poor mastery of Arabic Language.

#### 2.2.6 Question 7: Passive Voice

The candidates were required to change the given active voice into passive voice according to the Arabic Language grammar. The question aimed at testing the candidates' ability to use and construct the correct passive voice using Arabic Language grammar.

The question was attempted by 66 percent of the candidates and their performance was poor as 79.6 percent of them scored from 0 to 1 mark and only 20.4 percent scored from 1.5 to 5 marks.

The candidates who failed in this question were unable to change active voice into passive voice as required. Most of them did not consider the rules of changing active voice into passive whereby the subject was supposed to be removed and the objective case to take place in connection to the changes of verbs according to types of subject of the passive. Some of the candidates managed to remove objectives but they left verbs without making any change, while others made changes of the pronouns instead of passive verb and few of them left the question unanswered. This shows that the candidates didn't have sufficient knowledge on the principles of forming

passive voice sentences. Extract 7.1 shows a sample of a poor response.

### Extract 7.1

7.	١- أَبْرُو خَالِقَ الشَّكَرَ ٢- يَخْتَبِي الْوَلَدُ الْمُتَعَجِّلُ ٣- أَنْصَمَ النَّاسُ زَمَانَهُ ٤- قَدْ فَرَغَتِ الْكِتَابَ ٥- افْتَأَتُوا الْكَوَافِيْسُ الْمُؤْتَمِّنُ
----	--

Extract 7.1 shows a sample of a response from a script of a candidate who made changes of pronouns in the verbs instead of passive verb.

On the other hand, the candidates who scored high marks in this question managed to change all the given sentences from active voice into passive voice as required. This indicates that, the candidates mastered well the principles of forming passive voice sentences. Extract 7.2 shows a sample of a good response.

### Extract 7.2

7.	
(١)	يُنْجِي الشَّكَرُ .
(٢)	يُخْتَبِي الْوَلَدُ .
(٣)	يُنْصَمِّ النَّاسُ زَمَانَهُ .
(٤)	يُفَرِّغُ الْكِتَابَ .
(٥)	يُفْتَأِتُ الْكَوَافِيْسُ الْمُؤْتَمِّنُ .

Extract 7.2 shows a sample of a response from a script of a candidate who managed to change the given sentences from active voice to passive voice correctly.

### **2.2.7 Question 8: Constructing Meaningful Sentences**

This question required the candidates to construct five meaningful sentences. This question tested the candidates' ability to construct sentences using Arabic Language grammar correctly.

The question was attempted by 52.3 percent of the candidates and their performance was good as 69.6 percent of them scored 3 to 5 marks, 8.5 percent scored 1.5 to 2.5 marks and only 21.9 scored 0 to 1 mark.

The candidates who did well in this question understood the requirement of the question and managed to construct well-formed sentences. These candidates had sufficient knowledge and enough vocabularies in Arabic Language. Extract 8.1 shows a sample of a good response.

#### **Extract 8.1**

(8)	البيان هو المفهوم
	البيان هو المفهوم
	بيان هو المفهوم
	بيان هو المفهوم
	بيان هو المفهوم

Extract 8.1 shows a sample of a response from a script of a candidate who was able to construct five meaningful sentences as required, thus scoring high marks.

The candidates who got low marks in this question were unable to construct meaningful sentences as required. Some of them copied some words from the examination paper and put them as their answers, others wrote the definition of some grammatical terminologies of Arabic Language and few of them did not write anything. This indicates that the candidates had insufficient vocabularies and a poor mastery of Arabic Language. Extract 8.2 shows a sample of a poor response.

## Extract 8.2

٨

أ) المايس، دُوْقَلْ شَيْءٍ يَشْتَمِّهُ الْإِنْسَانُ أَوْ يَسْتَهِنُ بِهِ أَخْرِيٌّ

ب) الْفَعْلُ حَوْلَهُنَا وَقَعَ عَلَيْهِ فَعْلٌ وَفَلَعْلٌ

ج) الْمَعْوَلُ بِهِ تَوَلَّهُ وَقَعَ عَلَيْهِ مَعْلٌ وَفَلَعْلٌ

د) الْجِئْسُمُ

هـ) الْفَاعِلُ

Extract 8.2 shows a sample of a response from a script of a candidate who wrote the definition of noun and object in items (۱-۴) instead of constructing five meaningful sentences.

### **2.3 Section C: Composition**

This section had three questions on Essay, Article and Letter writing. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

### 2.3.1 Question 9: Essay Writing

This question was on essay writing. The candidates were required to write an essay on "the Importance of Education". This question tested the candidates' ability to write and express themselves fluently and logically using Arabic Language.

The question was attempted by only 3.3 percent of the candidates and their performance was average as 30.1 percent of them scored 0 to 0.5 mark, 33.8 percent scored 1 to 5 marks, 23.1 percent scored 6 to 10.5 marks and only 13 percent scored 11 to 17 marks out of the 20 marks allocated to this question.

The candidates who scored high marks in this question managed to explain “the Importance of Education” as required. These candidates expressed the idea in a good flow

and well-formed sentences and their points were well organized following all the principles of writing an essay such as putting an Introducion, body and conclusion. This shows that the candidates had enough vocabularies and a good mastery of Arabic Language. Extract 9.1 shows a sample of a good response.

### Extract 9.1

القسم الثالث	
9.	<p>بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ</p> <p>”بِالْعِلْمِ رُقِيَ الْأَعْرَفُ بِالْأَعْرَافِ“</p> <p>هُنَّا مُثْلِّثُونَ بِالْعِلْمِ</p> <p>وَتِلْكَ الْأَصْحَاحُ تُبَرَّقُ فِي الْجَمِيعِ</p> <p>أَذْرَقَ الْعِلْمُ بِسُطْرٍ يَسْطُرُ إِلَى إِنْسَانٍ أَنْ يَعْمَلْ</p> <p>عَادَةً لِلْأَسْوَدِ كَمَا يَعْمَلُ الْأَرْبَابُ وَالْعُلَمَاءُ</p> <p>يَعْرِفُ إِنْسَانٌ هُرْفُ فِي الْكِبَادَةِ وَهُنَّ هُرْفَيْهُ</p> <p>وَبِالْعِلْمِ يَعْلَمُ أَنَّهُ تَعَادِيُّ الْأَكْفَارِ مِنْ</p> <p>الْأَصْحَاحِ لِيَ تَعْسِيَ بِسْبِيلَ الْجَنَاحِ</p> <p>وَلِعِلْمِ الْأَصْحَاحِ يَسْقُطُ فِي مُحْسَنَاتِ الْأَكْفَارِ</p> <p>وَبِمَا إِنْسَانٌ فِي دُولَتٍ يَعْلَمُ الْفَعَالَاتِ</p> <p>وَالشَّيَاطِينَ لِنَفْلُمْ مِنْ دُولَتِيْهِ أَذْرَقَ</p> <p>هُنَّ أَعْمَاصُهُمْ يَرْبَعُونَ نَسْرَهُمْ مَا أَصْحَاهُ</p> <p>الْعِلْمُ فِي دُولَتِنَا</p> <p>وَقَدْ تَرَكَ عَالِمٌ فِي أَثْرِ مِنَ الْجَمِيعَاتِ</p> <p>أَنْ ذُوَّعَ الْعِلْمُ بِيَدِهِ لَمْ يَلْتَمِ عَلَيْهِ طَرْفُ الْعِلْمِ</p> <p>فَقَدْ أَمَّا الَّذِينَ لَمْ يَعْلَمُوا شَيْئًا وَلَمْ يَسْعُ</p> <p>لِعِلْمِهِ أَيْ شَيْءًا وَلَمْ يَهْلِكْ عَلَيْهِ أَيْ بَعْضٍ</p> <p>عَمَلٌ وَهُنَّ دَافِعُ قَوْمٍ لِيَرْجِعُوا إِلَيْهِ النَّاسُ</p> <p>لِلْعِلْمِ يَأْتِي الْمُسْتَسِنُ بِسَلَامٍ وَمَنْ دَرَدَ</p> <p>أَنْ تَخَاجِعْ مُسَايِّرَهُ مِنْ أَذْرَقَ أَذْرَقَ</p>

وَنَبِلُ الْمَاءِ وَلَوْرٌ وَنَبِلُ أَهْمَافُ  
عَلَى لَقَمَتِي شَلَّ

وَيَدْبَلْ نَطْوَرْ الْمَجْسِرْ وَلِلْوَلَةْ  
فَالْعَلْمُ بِوَرْ وَالْجَمْلُ طَامِنْ أَعْنَى لِلْهُمْ  
يَكْتَحِي لَائَقْ أَبُوبَرْ السَّمَادِ وَالْمَسَابِيَّ  
أَمَا الْجَمْلُ فَسُوفَهُ يَتَكَبَّلُ عَلَى هَامِشِ  
الْمَيَادِ بَعْثَتْ رَبِيعَانْ أَبْنَ تَلْبِيَ مَاهَانْ  
نَفْسَكْ وَبِحَمَالَتْ تَحَلَّمَ كَلْ دَعْيَفَ تَعْرِفَ  
هَيَاءَنْ

بالمعلم يمكنا أن نواجه الحياة والناس  
المعلم يحاكي علىك من المهام التي يأبه ومن المهام  
المعلم يحيي ثقائنا في أنفسنا  
المعلم يبني له ولانا سوراً عظيماً لا يهدم  
الذي لا ندري صرمه مما أستلئ من  
الذات متطوراً  
بالمعلم نتفق معنا ودولتنا وأسرتنا ونعمل  
فهي ربيتنا

فَلَذَاللَّهُ أَدْعُو الْجِبِيرَ يَا رَبِّيَّ سَمِعُوا وَأَنْتَ  
بِرَّهُوادِكَ الْعَلِمُ وَكَانَ بِجَنَّتِكَ وَفِي  
هَيَّاهِكَ وَأَنْزَاعَكَ هَيَّاهِكَ لِلْعِلْمِ مُسْتَهْجِعَ  
لِلْأَيَّارِبِ السَّيَادَةِ أَبْرَاهِيمَ الْحَمَادَةِ وَأَنْتَ  
وَنَّتَ لِلْعِلْمِ سَلِيلُوكَ لِلْأَلْلَهِ مَشَائِلَكَ  
الْيَوْمَيِّكَ وَأَكْمَلَكَ اللَّهُ قَدْ تَوَادَ  
بِالْمَرْدَابِيَّاتِ لِلْعِلْمِ مِنْ لِيَنَّا لِلْمَوْيَيِّاتِ  
الْمَعْنَى لِلْأَسْمَى مَلِيَّاتِكَ الْعِلْمُ وَأَكْثَرَكَ

وَالسَّلَامُ عَلَيْكُمْ وَرَبَّكُمُ الْأَعْلَمُ  
وَرَبِّكُنَّا

Extract 9.1 shows a sample of a response from a script of a candidate who managed to explain the Importance of Education by arranging his/her points logically and clearly.

The candidates who scored low marks were unable to give an adequate explanation on the importance of Education and failed to organize their points logically. Furthermore, their responses had a lot of grammatical errors and spelling mistakes. Others wrote ideas which were not related to the demand of the question due to the lack of enough

vocabularies and a poor mastery of Arabic Language grammar. Extract 9.2 shows a sample of a poor response.

### Extract 9.2

9.	<p><u>أهمية العلم</u></p> <p>العلم جزء الفضائل وَعَنْ مَا يَتَكَبَّرُ بِهِ</p> <p>الإِنْسَانُ وَهُوَ أَسَاسُ الْحَضَارَةِ وَعَنْوَاتٍ</p> <p>سَمِّوهَا وَتَفَقَّدُ فِي الْحَيَاةِ وَشَرَفَ الْوَازِعِينَ.</p> <p><u>أَهميَّةُ الْعِلْمِ كُلُّ كُلِّيَّلِ</u></p> <p>العلم يجتمع الإنسان في ثباته وَتَكُونُ تقويم</p> <p>الله عَزَّ وَجَلَّ يُسَبِّبُ سَوْقَ تَعْرِفُ هَذَا هُوَ/هُنَّ</p> <p>وَاجِبَةٌ عَلَى الله سُبْحَانَهُ وَعَمَالٌ.</p> <p>العلم هو أساس التطور في ثبات الإنسان</p> <p> بواسطه العلم يمكن للإنسان أن يثبت</p> <p>هُوَ بِالنِّظامِ حَتَّى يُؤْمِنُ بِالْإِيمَانِ الْحَضَارَةِ.</p> <p>العلم يثبت الإنسان من الفواعش</p>

Extract: 9.2 shows a sample of a response from a script of a candidate who arranged the third point wrongly whereby it should have been as an explanation for his/her first point.

### 2.3.2 Question 10: Article Writing

This question was on article writing. The candidates were required to write an article on "Importance of doing well for parents." The question aimed at testing the candidates' ability to express and organize idea logically using Arabic Language grammar.

The question was attempted by only 2.3 percent of the candidates and their performance was average as 31.7 percent

of them scored 0 to 1 mark, 27.2 percent scored 2 to 5.5 marks, 34.2 percent scored 6 to 10 marks and only 6.9 percent scored 11 to 17 marks out of the 20 marks allocated to this question.

The candidates who performed poorly in this question had inadequate explanation to express the idea as required. Some of them were unable to express and organize ideas in a good flow and others decided to use some words which were not related to the demand of the question. This indicates that these candidates had insufficient vocabularies and lacked enough knowledge on Arabic Language grammar. Extract 10.1 shows a sample of a poor response.

### **Extract 10.1**

10	<p>تُكَبِّ مَقَالَةً عَنْ أَهْلَكِ الْوَالِدِينَ لَا تَقْلِي عَنْ فَضْلِهِمْ مُسْعِيَةً لِمَا:</p> <p>لِلْوَالِدِينِ خِيرُ الْأَعْمَالِ أَوْ أَحَبَّ الْأَعْمَالِ إِلَيْهِمْ سِرَانَةٌ وَعَلَى</p> <p>كَمَا قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ فِي حِدَيَةِ الْمَسْئَلَاتِ</p> <p>لِصَاحَبِيِّ بْنِ عَمَّارٍ أَنَّ الْأَعْمَالَ أَنْ أَحَبَّ إِلَيْهِ اللَّهُ: قَالَ رَسُولُ</p> <p>الْحَسَنِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ لِلْوَالِدِينِ مِنْ أَجْلِ ذَلِكِ</p> <p>شَرِفٌ هَذَا الْعَطْلُ لِلْوَالِدِينِ نَبَاهِيَ لِكُلِّ كُثُرٍ لَا يَدْعُهُمَا</p> <p>كَيْفَ أَهْمِيَ النَّاسُ بِعِزْنَانِيِّ، الْوَالِدِيَّ بِغَرْحَقٍ لَلَّا فَقَدَ</p> <p>أَحْمَلَ بِهَا لَوْلَانِيَّسِيِّ</p>
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Extract 10.1 shows a sample of a response from a script of a candidate who had a good idea on article writing but he/she could not complete the article and organize his/her points due to a poor mastery of Arabic Language.

However, there were some candidates who performed fairly in this question. These candidates understood the requirement of the question well but they managed to express the ideas partially. Furthermore, there were some of grammatical mistakes and misspelling. For example, in the following sentence (يجب علينا طاعة ومساعدة والدينا إذا كان حي أو بعد الموت) the

correct sentence was supposed to be as follows: (يجب علينا طاعة) **ومساعدة والدينا في طول حياتهم والدعاء بعد مماتهم**. This shows that the candidate had an idea on this topic. Extract 10.2 shows a sample of a fair response.

## Extract 10.2

Extract 10.2 shows a sample of a response from a script of a candidate who organized his/her points clearly although there were some grammatical errors and spelling mistakes.

### **2.3.3 Question 11: Letter Writing**

The question was on letter writing. The candidates were required to "write a friendly letter to the father informing him that he had passed the Form Four Examination". This question tested the candidates' ability to use the principles of letter writing in Arabic Language.

The question was attempted by 67.4 percent of the candidates, of which 6.9 percent scored from 11 to 18 marks, 55.9 percent scored from 6 to 10.5 marks, 34.6 percent scored from 1 to 5.5 marks and only 2.6 percent scored 0 to 0.5 mark. It is an indication that the performance in this question was good.

The candidates who performed well understood the demand of the question, managed to express the main idea of a letter as required and adhered to the principles of letter writing in Arabic Language although there were some grammatical mistakes. For example, in the followig sentence **كنت الطالب الأول** ( ) **ففي جميع الوطن هذا كلها** the correct sentence was supposed to be **(كنت الطالب الأول على جميع المتفوقين لهذا الوطن كلها)**. This indicates that the candidates had enough knowledge on this topic. Extract 11.1 shows a sample of a good response.

### Extract 11.1

١١.	١٣٣ ص.
	ماليزي .
	زنجبار .
	٢٠١٤. ١١. ١٧
	إلى أبي العزيز
	السلام عليكم ورحمة الله وبركاته أكتب لك هذه الرسالة
	وأنا سعيد على السرور بقدومك وتأتيك من أقصى المشرق . كيـنـ حـالـكـ؟
	أنا أصـلـحـيـ وـلـدـ العـمـدـ .
	يـادـ عـلـيـ إـلـيـ كـاتـبـةـ هـذـهـ الرـسـالـةـ إـلـاـ غـسـفـيـ وـأـدـ الـدـوـصـانـ
	أـخـرـكـ عـنـ بـحـاجـيـ فـيـ مـسـجـدـيـ السـنـةـ الـمـكـرـرـةـ وـالـعـيـنةـ الـلـيـ قـدـ وـقـلـتـ حـيـداـ
	فـيـ مـسـجـدـيـ حـيـثـ أـسـيـ وـجـدـتـ خـيـرـةـ عـالـاـ حـتـىـ كـتـبـتـ الطـالـبـ الـأـولـ يـحـسـمـ الـرـطـنـ
	هـذـاـ كـلـعـاصـحـ حـمـصـيـ فـيـ الدـرـاسـةـ .
	حـنـيـ رـحـانـهـ الطـالـفـ يـلـمـ سـلـامـيـ إـلـيـ أـبيـ وـلـيـ حـسـمـ أـسـرـيـ
	أـنـكـ الطـافـ .

Extract 11.1 shows a sample of response from a script of a candidate who adhered to the format of letter writing in Arabic Language and his/her points were well organized.

On the other hand, the candidates who failed this question did not have an ability to write a friendly letter. Some of the candidates wrote address and date only while others just copied some words from the passage and put them in the letter as their answers. On the top of that, their responses had a lot of

grammatical errors and spelling mistakes. Extract 11.2 shows a sample of a poor response.

### Extract 11.2

الفقرة الثالثة  
٦٣٦ محرر  
فإن كان قبل  
١٠٣١/١٢  
الاستهلاك ينبع من تناول  
من الماء والغذاء  
وأي تناول آخر غير الماء  
يجب طلب أخذ الرسم ونحو  
يأخذ في العروض التي تجري  
الاستهلاك في كل الأوقات  
لذلك فالاستهلاك  
٥٣٠٠  
دينار  
دل.

Extract 11.2 shows a sample of poor response from a script of a candidate who managed to write address and date only as he/she just copied some words from the passage and wrote them in the letter.

## 2.4 Section D: Response to Reading

This section had three questions on story of the Lazy Rat, the Tortoise and Rabbit and Kingdom of Bees. The candidates were required to attempt only one question. Each question carried twenty (20) marks.

### 2.4.1 Question 12: Story of Lazy Rate

This was an essay type question. The candidates were required to answer this question according to the books they have read. The candidates were required to express and reason out why “the Lazy Rat failed to solve its problems.

The question was attempted by only 18.3 percent of the candidates and their performance was good as 16.9 percent of them scored 11 to 18 marks, 36.7 percent scored 6 to 10.5 marks, 26.7 percent scored 1 to 5.5 marks and only 19.7 percent scored 0 to 0.5 mark out of the 20 marks allocated to this question.

The candidates who performed well understood the requirement of the question and managed to interpret the reason why the Lazy Rat could not solve its problems as required. These candidates followed the principles of essay writing such as putting an introduction, a body and a conclusion. On top of that, the paragraphs were well arranged although there were few grammatical errors. Extract 12.1 shows a sample of a good response.

#### Extract 12.1

12.	الفأرة الكسلانة لم تستطع حل مشكلها، وكانت تقاضي الجميع وغيرها ممّى المشكل، والآتية هي الأسباب التي أدت إلى عدم نجاحها. التعدد، كانت الفأرة الكسلانة كثيرة التعدد ولا تتخذ قراراً واحداً و بسبب ترددها
-----	--

	في الاتحاد الفارات لم تنجح في حل مشاكلها.
	عدم العبرة لم تكن الفارة الإسلامية صابرّة، ولكنها كانت مستعجلة ونبغيت "أن في العجلة" نزامة" لذلك لم تستطع حل مشاكلها.
	الكسل، كانت الفارة الإسلامية صاحبة الكسل لما تسبّب العهر بجدد وكانت لا تحب أن تفارق فراشها الدافئه لتذهب إلى العمل.
	عدم الإدخار بسبب عدم الإدخار القوي لم تستطع الفارة الإسلامية على حل مشكلة الجوع، وهي تعانى مشكلة الجوع بسبب عدم ادخارها القوي.
	القليل دون الراسته، أينما لم تستطع الفارة الإسلامية حل مشاكلها لأنها كانت تقلد زميلاتها مثل الأرنب في زرع المطر، ومثل القردة في زرع القرفة. فهذه وغيرها أدت إلى الفارة الإسلامية إلى عدم نجاعتها في حل مشكلة مشاكلها.

Extract 12.2 shows a sample of a response from a script of a candidate who managed to interpret the concept given and organize his/her points clearly.

The candidates who performed poorly in this question were unable to explain the reason why the Lazy Rate could not solve its problems and did not follow the principles of essay writing, such as putting an introduction, a body and a conclusion. Moreover, their responses had a lot of grammatical errors and spelling mistakes. Some of them just copied some words from the passage given and put them as their answers. This indicates that the candidates lacked enough

vocabulary and skills of writing an essay. Extract 12.2 shows a sample of a poor response.

## Extract 12.2

إنهم سُرّ عِزَّةِ الْمُؤْمِنِينَ فِي الْأَيَّامِ الْحُسْنَى وَإِنَّمَا يَأْكُلُونَ مَا يَرِيدُونَ  
فِي الْأَيَّامِ الْحُسْنَى إِذَا يَرِيدُونَ طَهَّارَةً بِأَنَّهُمْ رَبِيعُونَ وَهَذَا أَيْمَانُ  
الْوَقْتِ الْمُدْعَى شَهْرُوا لِتَطْهِيرِ الْأَفْيَارِ الطَّيِّبَاتِ حَمَلَهُمْ  
أَهْرَارُ الْأَنْشَاءِ اللَّذِينَ يَتَّقَرَّبُونَ إِلَيْهِمْ مُصْلَحًا مُسْلَمًا  
يَكْتُبُونَ عَلَى صَدَارَتِهِ سَاقِهِ تَسْمِيَّةً بِالْأَقْرَبِيَّتِ فَيَقُولُ اللَّهُمَّ  
الْفَلَامِيَّاتِ الْمُكَوَّنَاتِ الْمُرْدُورَاتِ فِي سِبَارَةِ الْوَادِيَّاتِ  
تَسْتَطِعُ كُلَّ شَفَلٍ فَلَمَّا دَخَلَ إِنْسَانٌ مَمْلُوكًا سِرِّيَّةِ الْأَنْطَيْبِ  
بِقَارِبَةِ الْأَبَرِيزِ فِي الْأَقْرَبِيَّدِ  
أَتَوْكِمُ الدَّرَاسَاتِ الْأَطْبَيْبِ أَوْ كَمْ نَظَرَ اللَّهُ فِي أَضْحَى أَئْمَانِ  
بِيْلِهِرِيَا وَأَنَّ الَّذِينَ كُوْنُوقَتِبِسِيَّكَ اللَّهِ بِهِنَّ وَهَذَا طَبِيِّ  
الْأَنْدَرِيَا وَهَذَا يَلْقَعَدِيَا هُمْ إِلَيْهِ الْمُهَاجِرُونَ عَلَى غَامِمِ  
كُلِّ جَلِيلٍ طَالِبُ كِوْ طَالِبَةِ الْقَوْتِبِيَّ بَغْنَ هَذِهِ الْأَرْدِيَا الْبَيْنِيَّهِ  
لَا تَهْأَلُهُ صُورُ الْهَقْلِ وَهُنَّ بَيْبَوْ بِلَهُ بَنِرَهُ كِوْ الدَّعْلَهُ مُنْتَكَلَهُ  
الْبَطَالَهُ وَالْمَدَانِيَّهُ وَالْأَنْدَهُ هُوَرِ الْأَقْنَهِيَّهُ

Extract 12.2 shows a sample of a response from a script of a candidate who just copied some words from the passage given and put them as his/her answer.

#### **2.4.2 Question 13: Story of Tortoise and Rabbit**

This was an essay type question. The candidates were required to interpret “a bad behavior of mockery does not lead to achievement” using the story of the Tortoise and Rabbit.

The question was attempted by 29.2 percent of the candidates and their performance was good as 21.5 percent of them scored 11 to 18 marks, 42.9 percent scored 6 to 10.5 marks, 24.8 percent scored 1 to 5.5 marks and only 10.8 percent scored 0 to 0.5 mark out of the 20 marks allocated to this question.

The candidates who performed well managed to explain a bad behavior of mockery from the Rabbit against Tortoise and related to the society as required. Furthermore, they followed the principles of essay writing, such as putting an introduction, a body and a conclusion although there were some spelling mistakes and grammatical errors. For example, words (**الصخرية، وجدة**) had spelling mistakes. The correct words were supposed to be as follows: (**السخرية، وجدت**). This indicates that the candidates had enough vocabularies in Arabic Language. Extract 13.1 shows a sample of a good response

Extract 13.1

	القسـم الرابع	
13		
	أنا مازرت العالم ممتلكة وسفرى	
	الأنانى (حب النفس) يجده كل شخص يمرانه	
	افضل من غيره والحق في جميع المسائل من غيره	
	فرد اعتقد بسبب المغامرات والحرث الصلبة	
	والقتل بين الناس فهذه السفرية تهدى قصة	
	السلفاة والرثب كما يعلمون	
	عاشت السلوفاة في الغابة مع أصدقائها من	
	الحيوانات ولكل الأرض كانت سفرة متزايدة	
	بسطوة حكمتها كل فدراة السلوفاة لذاك	

وأخذت تفكّر كيف تتخلص بغيرات الأربب  
ففي يوم من أيام وحدة فكرية بدأها كيف تتخلص  
بغيرات الأربب  
فذهبت إلى الأربب وقالت لها إنك  
ستعرفه دائمًا بطيء فركته غاب عنها أنت ذاك أمامي  
الحاضر بفنون سلسلة لسرى آيتها السرع  
فذهلت الأربب مع رملته وكانت تذكر أن  
السلسلة تمزح، قالت السلفات أنها لا تمزح  
وليكوا السباق غدًا حيث هنا إلى تلك شبرة  
العثيق، ولما كلوت البومة وهي مرقبة والتعليل  
تعطى إشارة البدىء، فوقفت الأربب، فذهلت  
السلسلة إلى المتساهلة أو أعطتها الفكرة والخطوة  
ففي اليوم التالي وقفت إحدى السلفات في  
الغاية فرأت من شبرة العثيق، فعندها أعطاها  
التعليل إشارة ابتدئ، رأيت الأربب يشير إلى سرعة  
والسلسلة تسبو بطيء، فعندها غاية عن أمي

أخيراً ونات ظهرت أخته من ذبيرة العتيقة  
 وستاذ اليومة أرجع قبل انتصاف الاربعين.  
 فرحت أفت السلفات أدى مذبحة، فوصل  
 الاربعين عند الشبر العتيقة، فقالت اليومة  
 إن السلفات انتهت ورمت رأيت الاربعين  
 ترجع عند نقطت ان بدري سرع الشديدة.  
 يزيد ظهرت السلفات المتسبق عند  
 نقطة البداء من مذبحة وبها السباق.  
 فمررت الاربعين لذاك ووعدت أن لا يضر  
 دائماً.  
 الشعري ذنب لا ينفع صاحبها إلا الله  
 عز وجل قال: يا أيها الذين آمنوا لا يضر قوم  
 عن قوم إلا ما يكون في منه إلى آخر الأية  
 فالناس كيد أن يترك السفارة لأنها سبب  
 للضرر والدولت عامة مشاكل الذي يمكن أن  
 يقال بحدهم بعض.

Extract 13.1 shows a sample of good response from a script of a candidate who managed to organize and elaborate his/her points logically although there were some grammatical mistakes and spelling errors.

The candidates' responses indicates that those who scored low marks in this question were unable to interpret and relate to the society a bad behavior of mockery from the Rabbit against Tortoise. These candidates were unable to elaborate and organize the points using well-formed sentences due to a poor mastery of Arabic Language. Some of them provided answers which were not related to the demand of the question. This indicates that these candidates failed to understand the requirement of the question. Extract 13.2 shows a sample of a poor response.

### Extract 13.2

	العنوان	
١٣	العنوان	
	- كارين: أسلفنا على أطام كهشة	
	- كهشة: ولدتهم سلام ودعهم عائشة	
	- عائشة: كهشة أنا أحب كهشة	
	- كهشة: كهشة ورثي الكفر	
	- عائشة: أنا أحبك كهشة، بعدي كهشة	
	الموضوع	
	- عائشة: كهشة طبع بيتي	
	- عائشة: أنا أحب كهشة	
	- عائشة: أنا أحب كهشة	
	وتحدد الأدلة في مقدمة المقالة	
	- عائشة: هل أنت طلبي ي كهشة	
	- كهشة: سلام	
	- عائشة: أنا طلبي	
	- عائشة: أنا سلام ي كهشة	
	- كهشة: ولادي حرقايري عائشة	
	وبناء المقالة في المقدمة	

Extract 13.2 shows a sample of a response from a script of a candidate who wrote the dialogue between Aysha and Khadija instead of explaining a bad behavior of mockery from the Rabbit against Tortoise due to the misunderstanding of the requirement of the question.

### **2.4.3 Question 14: Story of "Kingdom of Bees"**

The candidates were required to discuss the importance of the unity against division using the story of "Kingdom of Bees".

The question was attempted by 18.9 percent of the candidates, of which 9.8 percent scored from 0 to 0.5 mark, 29.3 percent scored from 1 to 5.5 marks, 46.9 percent scored from 6 to 10.5 marks and only 14 percent scored 11 to 19 marks out of the 20 marks allocated to this question. It is an indication that the performance in this question was good.

The candidates who scored high marks in this question understood the requirement of the question, had a good understanding of the story of Kingdom of Bees which they used in their responses. Moreover, they were able to elaborate and organize their points in a good flow, although there were some spelling mistakes. For example, the word (کنالک) was supposed to be written (کنلک). Extract 14.1 shows a sample of a good response.

### Extract 14.1

١٤
<p>صحيح أن الوحدة قوة والزنة عذاب لأنها تكشف قصة ملكة النحل أنها لم يصب ذات يوم لأنها ترى أنها تستعمل كثيرة ولم تجد الفرز إلا قليل وأنما تبدل جهونا كثيرة في رسائل الجماعة ولم تجد ما تستحق فرداً على إحدى النساء "لأنها لا تشعر بال懋 التي تبذلها جماعة كذا الله" أشتبه غصب النحلة وقالت سأشرك لك الغلبة وسوف أرى ما تعمله من غيري وقالت النساء "إذهب كما تشاء وسوف نرى مما تعمله وحدك" فجاءت النساء أن تعمل وحدها ويندر أيام تعبت وتجربت أن تعمل وحدها ورجحت إلى زميلها فوجئت أن العقل مُشترياً ولم يتطرق وقالت نفسها "حقاً يغير الفرز أن يقوم بما يعومه الجماعة وهو يكن ولهذا أرى أن الارتكان قوة ولتفريح ضعف لأن النساء عمرت أن تعمل وحدها بغير أن تهاجر وتتحمل وحدها</p>

Extract 14.1 shows a sample of a good response from a script of a candidate who managed to arrange his points logically and interpreted them clearly due to a good command of Arabic Language.

The candidates who performed poorly in this question, failed to discuss the importance of the unity against division using the story of Kingdom of Bees due to inability to explain the concept fluently in Arabic language. Some of the candidates wrote their responses which contained a lot of grammatical errors and spelling mistakes while others provided answers which were not related to the demand of the question and few

of them just copied some words from the passage given and wrote them as their answers. This shows that the candidates had a poor mastery of Arabic Language. Extract 14.2 shows a sample of a poor response.

#### Extract 14.2

١٤	<p>عَصِبَتِ النَّحْلَةُ لَمَّا طَافَ أَنْهَا بِهِ حَدَّهَا،          وَجْهَهُوَ كَثِيرٌ، وَكَيْنَ قَاعِمٌ قَلِيلٌ، وَلَمَّا دَقَّاهُ          وَأَعْمَلَهَا بِالْعَدْلِ، وَكَانَ النَّحْلُ حَطَّى وَلَمَّا فَرَسَهَا          قَنْطَاهُ، وَكَانَ النَّحْلَةُ أَنْتَهَى بِهِ حَفْظَهُ وَلَمَّا دَرَجَاهُ          دَرَجَهُ النَّحْلَةُ أَنْ ٦ دَفَّهُوَ الْجَمَعُو فِي الْمَلِيَّةِ وَكَانَ          فِي كُلِّ الْكَلِيَّةِ حَذَّهُ، وَكَانَ الْكَذُو فِي نَيْلِ الْكَلِيَّةِ          الْكَذُو هُوَ شَرِيدَانْ شَرِيفُ الْعَنْزِلِ، إِنَّ الْكَذُو          الْكَوْدُونْ صَلَلَ رَبَابَرْ وَرَحَارْ إِنَّا شَاهِنْ أَفْوَهُ الْبَشَرْ          تَبَرَّدَ بِمَا يَحْبُبُ وَتَبَرَّدَ مَا أَعْنَى كَعْنَهُ          مَالِكُ وَمَا كَرِبْ لِلْمَلِكِ لِلْمَلِكِ وَمَنْ أَدْعَهُ          لِلْمَلِكِ          هَذَا هُوَ قِصَّةُ مَلَكَةِ الْبَخَلِ وَلَمَّا أَبْرَأَتْ أَنْشَالَ          النَّاسِ لَمْ يَكُنْ أَنْ يَحْمِلْ حَدَّهُ وَلَمَّا أَنْجَلَ          كَثِيرَةً الْفَوْسَةَ       </p>
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Extract 14.2 shows a sample of a response from a script of a candidate who had inability to explain the concept fluently in Arabic Language and decided to write some verses of Holy Quran together with words which related to the story of Kingdom of Bees.

### **3.0 CONCLUSION**

The general performance of the candidates in Arabic Language subject, in the CSEE 2014 was good. The candidates' responses indicated that they had a good performance in *Comprehension*, *Response to Reading* and *Grammar* whereby 88 percent, 59.63 percent and 56.1 percent respectively scored an average of 30 percent and/or above. This good performance could be attributed to the candidates' wide knowledge of the topics from which the questions were derived and their ability to understand the demand of the question. The candidates performed averagely in *Composition* whereby 46.66 percent scored an average of 30 percent and/or above. This might be due to lack of sufficient knowledge and enough vocabularies in Arabic Language on the topics which were tested as well as the inability to identify the task of the questions.

The summary of analysis of performance had been coloured whereby Green colour stands for good performance, Yellow colour for average performance and Red colour for poor performance. In this analysis, the performance is represented by two colours only; green and yellow as shown in the *Appendix*.

### **4.0 RECOMMENDATIONS**

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

- (a) Arabic teachers should help the students on how to identify the specific task of the question by reading the examination questions carefully before answering.
- (b) Teachers should encourage the students the importance of reading both Arabic grammar and story books to enable them to build their ability to express themselves using Arabic Language.
- (c) Teachers should guide students on how to answer the questions on essay writing by giving them enough exercises which enable candidates to have enough vocabularies.

## *Appendix*

### The performance of the candidates in 025 Arabic Language - Topic wise

S/N	Topic	Total number of questions	The percentage of candidates who scored an average of 30 percent and/or above	Remarks
1.	Comprehension	1	88.0	Good
2.	Response to Reading	3	59.63	Good
3.	Grammar	7	56.1	Good
4.	Composition	3	46.66	Average

