EXAMINERS’ REPORT ON THE PERFORMANCE OF CANDIDATES CSEE, 2014

025 ARABIC LANGUAGE
(School Candidates)
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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.
<table>
<thead>
<tr>
<th>رقم</th>
<th>السؤال</th>
<th>الجواب</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>العامة التي انتشرت بين الطلاب</td>
<td>عين عادة التدخين</td>
</tr>
<tr>
<td>2</td>
<td>أصل التدخين في فنون وحضور العقل</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>يقال: أحد العلماء: &quot;إن التدخين من الموجب في سبعة وعشرة&quot;</td>
<td>تستطيع أن تُثبت أي إنسان قنبلة تُشعلها أو أطلِقها بواسطة الأدلة في اليد</td>
</tr>
<tr>
<td>4</td>
<td>تركز الدراسات الطبية أن حظر التدخين أصبح أكثر</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>تجربة على كل طالب يكتب عن كئير العلاقة العادلة للناس تضر العقل</td>
<td></td>
</tr>
</tbody>
</table>
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” and some of them wrote the following answer “This is happening when the health information is currently giving the warning on the tobacco smoking” which were wrong. The correct answer was supposed to be “Tobacco smoking causes mental cases and loses labour power for both family and government”. 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**
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

<table>
<thead>
<tr>
<th>2</th>
<th>أ. جاءَ فعل ماضى مبني على الفعل.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ذوِنَ فعل ماضى وعلامة رفعه الألفاء لأنْهُ مبني.</td>
</tr>
<tr>
<td>2</td>
<td>أُتِت فعل ماضى مبني على السكون لا يعدل له.</td>
</tr>
<tr>
<td>2</td>
<td>بناء المركزة والثاء المترسبة مفردة</td>
</tr>
<tr>
<td>2</td>
<td>على الجم في ختم صلة الفاعل.</td>
</tr>
</tbody>
</table>
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 shows a sample of a response from a script of a candidate who identified a word (دش) as genitive instead of object in item (ب) 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 re-arranging 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

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 (٣). Some of the candidates wrote (هو هذا رئيس جمهورية تنزانيا) (This is the president of Tanzania) and others answered (هذه جمهورية تنزانيا هو رئيس تنزانيا) (This is the president of Tanzania) 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

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 (الجملة الإسمية) into verbal sentences (الجملة 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 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 shows a sample of a response from a script of a candidate who changed verbs into Present Tense in some items (ت،ث،ث،ث) 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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
| (أ) | إن الله كم عَسَ
| (ب) | مَ ن عَ نازِ ن أ
| (ج) | كَ ن يفْي نم
| (د) | أَ ن الْمَيْتِ رَفْهَ
| (ه) | مَن الْأَلْبَاءِ عَلَى

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 interring 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 (ُ)، the candidates were required to use word (إن) 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**

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>إن الله كِيسين</td>
</tr>
<tr>
<td>2</td>
<td>باب المَكآيتُ كَاثِرًا</td>
</tr>
<tr>
<td>3</td>
<td>كتاب نَعتُهُ انْعِمًا</td>
</tr>
<tr>
<td>4</td>
<td>طَالِبَة الْجَبَّاَلَةِ زَاحفًا</td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Extract 5.2 shows a sample of a response from a script of a candidate who used a word (مَال) in item (ت) 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**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>في ATM</td>
</tr>
<tr>
<td>2</td>
<td>إلى المدرسة صباحًا</td>
</tr>
<tr>
<td>3</td>
<td>للمعلم على المعلم</td>
</tr>
<tr>
<td>4</td>
<td>على اللغة</td>
</tr>
<tr>
<td>5</td>
<td>سعيد المرأة يلبس معهما نماذج</td>
</tr>
</tbody>
</table>

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

| 1 | عمتري المبتك عن الماء. |
| 2 | أهرب من البيت في النور صاحبا. |
| 3 | في النقل أليس من المعد. |
| 4 | تزف إلى الملعب. |
| 5 | أتسرب الكرة لسبليق على رملية. |

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

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

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**

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 shows a sample of a response from a script of a candidate who wrote the definition of noun and object in items (تأ،) 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 Introduction, 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
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**

<table>
<thead>
<tr>
<th>لغة العلم</th>
<th>العلم</th>
<th>أهداف العلم</th>
<th>التعليم</th>
<th>العلم</th>
<th>العلم</th>
<th>العلم</th>
<th>العلم</th>
<th>العلم</th>
</tr>
</thead>
<tbody>
<tr>
<td>العلم</td>
<td>بعض النصائح</td>
<td>التي يلتزم بها</td>
<td>الإنسان</td>
<td>يقوم</td>
<td>بتعليم</td>
<td>الإنسان</td>
<td>تعلم</td>
<td>العلم</td>
</tr>
<tr>
<td>العلم</td>
<td>يقوم الإنسان بتعليم النفس</td>
<td>في تلك المراحل</td>
<td>العلم</td>
<td>كما كتبه يلي</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>العلم</td>
<td>العلم هو أداة للإنسان في أوقات الفناء</td>
<td>بدءًا من النحو</td>
<td>كيف</td>
<td>في الكلمة</td>
<td>في الكلمة</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>العلم</td>
<td>العلم هو أداة للإنسان في أوقات الفناء</td>
<td>بدءًا من النحو</td>
<td>كيف</td>
<td>في الكلمة</td>
<td>في الكلمة</td>
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<tr>
<td>العلم</td>
<td>العلم هو أداة للإنسان في أوقات الفناء</td>
<td>بدءًا من النحو</td>
<td>كيف</td>
<td>في الكلمة</td>
<td>في الكلمة</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>العلم</td>
<td>العلم هو أداة للإنسان في أوقات الفناء</td>
<td>بدءًا من النحو</td>
<td>كيف</td>
<td>في الكلمة</td>
<td>في الكلمة</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 ideas 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

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: (واجب علينا طاعة ومساندة والدنا 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 (أنت أول الطالب يا الوطن كلها) the correct sentence was supposed to be as follows: (أنت الطالب الأول على جميع المتفوقين لهذا الوطن كله). This indicates that the candidates had enough knowledge on this topic. Extract 11.1 shows a sample of a good response.
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**

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 Rate 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**

| الفأرة الكليسة لم تستطيع حل مشاكلها، وكانت تتلاعب البوب وكذب  | الشخصية: الفأرة الكليسة
| رفض الحفر، وانتقمت نهاية ضعيفة  | السبب ان أخذت إلى عدم تجاهلها.
| الردود كانت الفأرة الكليسة كبيرة  | 
| لا تأخذ القرارات ولا يكون ترددًا  |
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**

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 (وَجِدتَ الصُخْرَةَ، وَجَدَتَ) had spelling mistakes. The correct words were supposed to be as follows: (وَجِدْتِ الصُخْرَةَ، وَجَدْتِ). This indicates that the candidates had enough vocabularies in Arabic Language. Extract 13.1 shows a sample of a good response.
| 13 |
|---|---|
| انطلاقاً من العالم مشاكلة وسفرها | الانتماء (للذين) يعوض كل تجربته بذكرائه | 
| أنظمة تعاطي واعتصام وجميع المسائل معبرة عن طرق مدببة والسياسات العقلية والتعاونية للمملكة هذه المتزامنة بقائمة | السلحفاة والنَّارب كما يقول | 
| عاشت السلحفاة ذات المغامرة مع إصداراته من | الحيوانات وليست الأرنب كانت تعود مسبباً بشراً | 
| بُسطت حركاتها على سطح السلحفاة لذا نكت |
والمدح نطفة تركيب سائل في مجرى الربيع.
ففي يوم يبدأ وحده فكرهب بحده كيك تنعلم
مفرغات الأرض
فذ صح النصارى وвшейب لها أنك
نسره إذ ناست شركه بإيام انذاك الكامام
الاسم ينثر النسيم في السفر
فتعلقت الاسم، مع رماده، ومقدست نفلان
استلمها صحب، نالت السلفات السماك التصرح
وهيكون السباق عدا سباق النبات تلك السورة
العلمي ومكولون اليوم، مزيج مرح وبتعل
ص URI، إمساك الابد، توفيق النصير دقيقة،
السلفاة إلى أدنى، وأعمق النكرة والخطوة
فخ اليواء الشاب، وتفنن اسم السلفات في
الغابة قريب من سكة العينية، وعندما أعطا
التعليم نشارة أفضل، ركبت الأرض بعيدة السيرة
ولم يغفر لنا يوم، بسبب تعودنا عليك، عن أعيين
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**

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 (کذالک) was supposed to be written (کذالک). Extract 14.1 shows a sample of a good response.
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**

<table>
<thead>
<tr>
<th>بعثت النملة أن تنبت أنثى سبع رحلات</th>
</tr>
</thead>
<tbody>
<tr>
<td>في غرفتها، بلادنا انشداني التاريخ</td>
</tr>
<tr>
<td>وكان النملة سعى فيหาها بعدما</td>
</tr>
<tr>
<td>قتلت وكان النملة لم تطيح بها</td>
</tr>
<tr>
<td>فجعل النملة أن نبت أنثى سبع رحلات في الغابة وكن</td>
</tr>
<tr>
<td>في غرفتها أن تنبت وأنثى سبع رحلات</td>
</tr>
<tr>
<td>الذي موجه من الله للغابة. إذا تعلم</td>
</tr>
<tr>
<td>الكون فصل رياضاته لوقت ما تنبت أنثى سبع رحلات</td>
</tr>
<tr>
<td>وانتظم هذا من كتب الله مالك الحمام</td>
</tr>
<tr>
<td>مالك حمام السبع أنثى سبع رحلات</td>
</tr>
<tr>
<td>لشئته.</td>
</tr>
<tr>
<td>هذا من نبت أنثى سبع رحلات للنملة شئتها أن تنبت</td>
</tr>
<tr>
<td>السبع أنثى سبع رحلات للنملة شئتها أن تنبت</td>
</tr>
<tr>
<td>كنواية</td>
</tr>
</tbody>
</table>

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

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