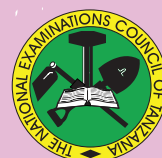THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2021

ARABIC LANGUAGE

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025 ARABIC LANGUAGE

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FOREWORD

The Candidates' Items Responses Analysis Report (CIRA) on the Certificate of Secondary Education Examination (CSEE) 2021 has been prepared to provide feedback to educational administrators, school managers, teachers and other stakeholders about candidates' abilities in the Arabic Language subject.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation that, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, candidates' responses in the examination questions are strong indicators of what the education system is able or unable to offer candidates in their four years of Ordinary Level of Secondary Education in the subject.

The analysis presented in this report intends to contribute towards the understanding of possible reasons behind the candidates' performance in each question. The report highlights the factors that made the candidates score high marks in this examination. Some of the factors include; the ability to interpret the questions' requirements, the ability to follow instructions, and adequate knowledge of the concepts in the Arabic Language. The report also highlights factors that led to weak performance among some candidates. Some of the factors are failure to identify the questions' requirements, inability to express oneself in the Arabic Language and inadequate knowledge of concepts, principles and rules related to the Arabic language.

The feedback provided in this report intends to enable education administrators, school managers, teachers, candidates and other education stakeholders to identify proper measures for improving the teaching and learning of the Arabic language in secondary schools in Tanzania. It is expected that the insights given by this report will enhance the performance of forthcoming candidates in future examinations administered by the National Examinations Council of Tanzania.

The Council would like to thank all examinations officers, examiners, and everyone who, in one way or another, participated in preparing and analyzing data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyzes the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in Arabic Language subject in December 2021.

Arabic Language paper consisted of twelve (12) questions, with section A, B and C. Candidates were supposed to answer eleven (11) questions. In section A and B, the candidates were required to attempt all the questions. In section C, the candidates were required to choose three of the four questions. Section A had two questions, in which question one (1) had ten (10) items that carried 10 marks and question two (2) had five (5) items that carried five (5) marks, making a total of 15 marks. Section B had six (6) questions, in which question three (3) carried 10 marks; question 4, 5, 6, 7 and 8 carried 6 marks each, making a total of 40 marks. Section C had four optional questions, each carrying 15 marks.

The analysis of the Certificate of Secondary Education Examination (CSEE) in Arabic Language presents what the requirements of each question were; and what was expected as the responses in each question. Furthermore, it shows how the candidates answered the questions. Samples obtained from the candidates' responses are presented to provide a general picture of how the candidates responded to the questions.

The rating of candidates' performance has been grouped as 'good', 'average' and 'weak'. In this analysis, the performance ranging from 65 to 100 per cent has been categorised as 'good' and is represented by green colour; the performance ranging from 30 to 64 per cent has been categorised as 'average' and is represented by yellow colour; the performance ranging from 0 to 29 per cent has been categorised as 'poor' and is represented by red colour. The overall candidates' performance is summarized in the Appendix A.

The total number of the candidates who sat for the Certificate of Secondary Education (CSEE) in December 2021 in Arabic Language was 15,528, out of which (16.65%) of the candidates passed and (83.35%) of the candidates failed. In 2020, candidates who sat for the Certificate of Secondary Education (CSEE) were 16,933; out of these, 2,614 candidates (15.46%) passed and (84.54%) of the candidates failed. This implies that the performance of the candidates in the year 2021 has increased by 1.19 per cent compared to the year 2020.

2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. The candidates were required to attempt all the questions. Question one (1) was a multiple-choice question and had ten (10) items that carried 10 marks. Question two (2) was matching items and had five (5) items, each carrying 1 mark, making a total of fifteen (15) marks for this section.

2.1.1 Question 1: Multiple Choice Question

This was a compulsory question. It consisted of 10 multiple choice items derived from various topics of the syllabus. The candidates were required to choose the correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided.

The question was attempted by 15,528 candidates (100.00%). A total of 9,967 candidates (64.19%) scored from 0.0 to 2.0 marks, which is a weak performance. In addition, 5,308 candidates (34.18%) scored from 3.0 to 6.0 marks, which is an average performance. Lastly 253 candidates (1.63%) scored from 7.0 to 10.0 marks, which is a good performance. The general performance in this question was average since 5,561 candidates (35.81%) scored from 3.0 to 10.0 marks. The overall candidates' performance in the question is summarized in Figure1.
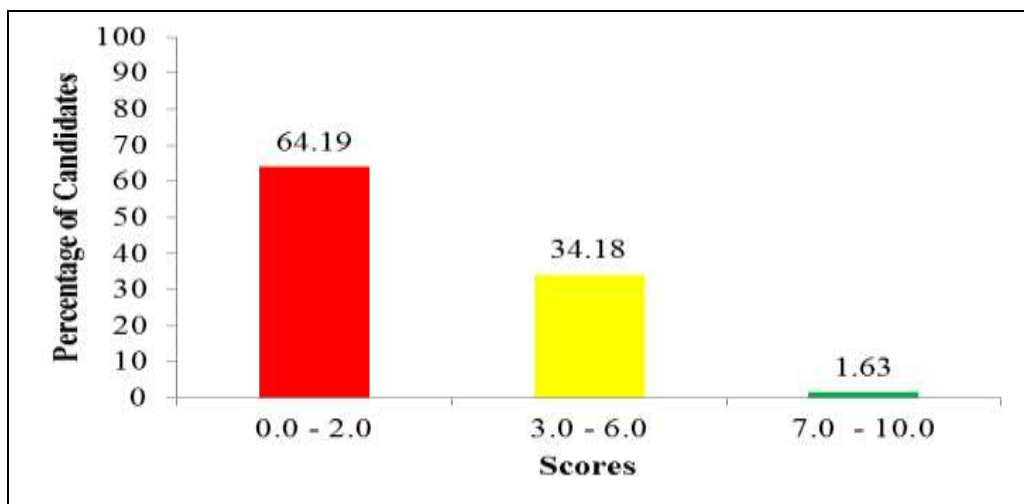

Figure 1: *Candidates' Performance in Question 1*

The analysis of each item in this question is as follows:

Item (1) was,

س1) يُبْنَى الْفِعْلُ الْمُضَارِعُ عَلَى الفَتْحِ إذا اتَّصَلَتْ بِهِ:

أ– تَاءُ الْمُتَحَرِّكَةِ.

ب– نُونُ النِّسْوَةِ.

جـ– أَلِفُ الاثْنَيْنِ.

د– نُونُ التَّوْكِيْدِ.

هـ– "نَا" الفَاعِلِ.

The candidates were required to identify in which circumstance imperfect tense نُونُ التَّوْكِيْدِ (فعل الْمُضَارِع) is cemented (مبني) on *fat-ha*. The correct answer was (د) نُونُ التَّوْكِيْدِ. The candidates who opted for the correct answer (د) نُونُ التَّوْكِيْدِ had the knowledge of (أحوال البناء المضارع) (*The situation in which the imperfect tense becomes unchangeable*). The candidates knew that, the imperfect tense will be static (مبني) in two circumstances: it is cemented (مبني) on *sukuun* when the *nuun* of *nis'wa* (نون النسوة) is connected directly to its last radical and it is cemented (مبني) on *fat-ha* when the *nuun* of emphasize (نون التوكيد) heavy or light is attached directly to it.

The candidates who chose (أ) تاء المتحركة were wrong. This is because; the vowelled consonant '*taau al-mutaharrika*' (تاء المتحركة) are pronouns of the doer which are used with the past tense (فعل الماض). The candidates who opted for this distractor confused it with heavy *nuun* of emphasize, since both of them are attached at the last consonant of verb. Furthermore, both of them affect the verb. That is, '*taau al-mutaharrika*' (تاء المتحركة) can change the past tense to be cemented on sukuun (مبني على السكون) while (نون التوكيد), can change the verb to be cemented on fat-ha (مبني على الفتح)

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However, some of the candidates were attracted by the distractor **(ب)** *نون النسوة*. This was not the correct answer because when the nuun of feminine *(نون النسوة)* is attached directly to present verb *(الفعل المضارع)* makes it to be cemented *(مبني)* on *sukuun*. The candidates who opted for this distractor confused it with heavy *nuun* of emphasise *(نون التوكيد الثقيلة)*, since both of them are vowelled particles.

Furthermore, the candidates who opted for the **(ج)** *ألف الاثنين* were wrong. The candidates with insufficient knowledge chose this answer because the letter that precedes the *alifu* of dual *(ألف الاثنين)* in the verb is vowelled with fat-ha. However, when the *alifu* of dual *(ألف الاثنين)* is attached to the present verb, it (verb) presents the duality.

In addition, some of the candidates chose the distractor **(هـ)** *"نا" الفاعل*. The candidates were not aware that, the *"نا" الفاعل* is the pronoun which stands for the first person plural. The candidates also did not realize that, the pronoun cannot be attached to the present verb *(الفعل المضارع)*. The candidates who opted for this incorrect answer, confused the pronoun *naa* of doer *("نا" الفاعل)* with the heavy *nuun* of emphasize *(نون التوكيد الثقيلة)*. This is because somehow it relates with the particle of emphasize in the statement of the correct answer. This is seen clearly when they are used with verbs.

The candidates who opted for the correct answer had the knowledge of *(أحوال البناء المضارع)* *(The situation in which the imperfect tense becomes unchangeable)*. While the candidates who chose the rest options lacked such knowledge.

Item (2) was,

س2) مِنَ العِبَارَاتِ الآتِيَةِ فِيهَا تَرْكِيبٌ جَاءَتْ كِلمَةُ "أَبٍ" صَحِيْحَةً:

أ– أُحِبُّ أَبُوكَ وَأَحْتَرِمُهُ.

ب– سَلَّمْتُ عَلَى أَبُوكَ.

جـ– عَادَ أَبُوكَ مِنَ العَمَلِ.

د– رَأَيْتُ أَبُوكَ فِي الحَدِيْقَةِ.

هـ– إِنَّ أَبُوكَ مُسَافِرٌ.

This item was based on *al-asmaau al-khamsa* الأَسْمَاءِ الْخَمْسَة (*five nouns*). The candidates were required to discover in which sentence the word *abun* was used grammatically correctly. The candidates who got the correct answer (جـ) had enough knowledge of *asmaau al-khamsa*. These candidates knew the grammatical structure of the *asmaau al-khamsa* when stands as a subject and when stands as an object in a sentence. Also, the candidates knew the structure of the *asmaau al-khamsa* when occurs in the position of *majruurun* in a sentence. Furthermore, the candidates determined that, *asmaau al-khamsa* being a doer in a sentence becomes *mar-fuun* by sign *wau* (الواو), if it is an object, it becomes *mansuubun* by the sign *alifu* (الألف) and when it is *majruurun* its sign of *jarri* is yaau (الياء). The candidates knew that this principle is applied to the *asmaau al-khamsa* that are *mudhwaaf* (the first part of the genitive construction), not attached to the yaau al-*mutakallim* and are neither dual nor plural nouns.

On the other hand, there were some candidates who chose (أ) أحب أبوك وأحترمه. The candidates were wrong because the noun *abun* in the sentence is the object and should have the *alifu* as its sign of *nasbu*. This is due to the fact that the noun is *mudhwaaf* (the first part of the genitive construction), not attached to the *yaau al-mutakallim* and is not dual or plural noun. The candidates were confused by the *fat-ha* on the second person masculine pronoun. This is because, the candidates generalised that, the sign of all objects in a sentence is *fat'ha*. However, the *fat'ha* is not of the noun.

Some of the candidates who chose (ب) سلمت على أبوك were wrong. The candidates failed to identify that, the noun *abun* has to be *majruurun* since it was preceded by the preposition (على). However they failed to determine that, the noun *abun* is among the *asmaau al-khamsa,* thus, its *nasbu* sign should be *yaau*. The candidates were confused by the *fat-ha* on the letter *kaaf*. This is because, the candidates generalised that, the sign of all objects in a sentence is *fat'ha*

There were however, some of the candidates who opted for (د) رأيت أبوك في الحديقة. These candidates failed to recognize that, the verb (رأيت) includes subject of the sentence whose object is the noun *abuuka*. So, this noun should be *mansuubun* by sign *alifu* not the sign *wau* as appeared in the noun. Hence, they assumed that the subject of the verb *ra-a'itu* (رأيت) was *abuuka*.

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Additionally, some candidates chose (**إِنَّ أَبُوكَ مُسَافِر**)(هـ). These candidates were fascinated by the pronoun (كَ) having *fat-ha* on it. This is because, after *Inna* or one of its sisters, the subject of the nominal sentence (اسم إِنَّ) becomes accusative (منصوب); and the predicate (خبر إِنَّ) remains nominative (مرفوع). Hence they incorrectly thought that, the *fat-ha* as the sign of *nasb* is of that word. On the other hand, the candidates failed to recognize that the noun *abun* should have the *alifu* in that position as its sign of *nasb* because it is among the *asmaau al-khamsa*.

The Analysis of this item shows that, the candidates who opted for the correct answer were aware of both the structure and the rules of the *asmaau al-khamsa*. These candidates had the knowledge that, the letter *wau*, *alifu* and *yaau* are attached to the noun *abun* when it is *mar'fuun*, *mansuubun* and *majruurun* respectively.

Item (3) was:

س3) يُرْفَعُ الاسْمُ بِالحَرَكَةِ الأَصْلِيَّةِ إِذَا كَانَ:

أ‌- مُثَنَّى، جَمْعَ التَكْسِيرِ وَجَمْعَ مُؤَنَّثٍ سَالِمٍ.

ب‌- جَمْعَ مُذَكَّرٍ سَالِمٍ، جَمْعَ التَكْسِيرِ وَجَمْعَ مُؤَنَّثٍ سَالِمٍ.

ج‌- مُفْرَداً، مُثَنَّى وَجَمْعَ مُذَكَّرٍ سَالِمٍ.

د‌- مُثَنَّى، جَمْعَ التَكْسِيرِ وَجَمْعَ مُذَكَّرٍ سَالِمٍ.

هـ‌- مُفْرَداً، جَمْعَ التَكْسِيرِ وَجَمْعَ مُؤَنَّثٍ سَالِمٍ.

This item required the candidates to determine when a last consonant of a noun is vowelled by an original vowel. The candidates who had sufficient knowledge **مفردا، جمع التكسير و** (هـ) of Arabic vowels were able to choose the correct answer **جمع مؤنث سالم**. These candidates were aware that, the types of nouns: *mufradun*, **جمع التكسير** (*jam-u ttakseeri*) and (**جمع مؤنث سالم**) (*jam-u muannath saalim*) are vowelled on the last consonant by using original vowel. These candidates were

not only familiar with the types of original vowels such as *fat-ha kisra* and *dhamma* but also types of *far'iyya* vowels such as *wau, yau* and *alifu*.

In addition, some of the candidates chose (أ), (ب), (جـ) and (د). The candidates failed to recognize that, in these options, there were types of nouns that are not vowelled by the original vowels. Those types of nouns were *muthannaa* (مثنى) and (جمع مذكر السالم) (*jam-u mudhakkari saalim*). The candidates who chose (أ) **مثنى، جمع التكسير و جمع مؤنث سالم** failed to determine that, the type of noun *muthannaa* مثنى was included in this option, this noun cannot be vowelled by the original vowel. The candidates confused the nouns that are *muthannaa* such as *kitaabaan, kalamaan* and *yadaan* with nouns that have a structure of *faalaan* such as *atwshaan, shab'aan* and *rayyaan* which are vowelled by the origin vowels. These candidates failed to distinguish between the *i'irabu* of *muthannaa* and the nouns with the *faalaan* structure. On the other hand, the candidates who opted for (ب) failed to determine that, the type of noun which was (جمع مذكر السالم) in this option, is vowelled by *waau* in nominative case. However, those who chose (جـ) and (د) failed to determine that, in both options; there were nouns that are not vowelled by the original vowel.

The candidates who chose the correct answer had the knowledge of the types of nouns and its inflections while those who chose the wrong answers lacked that knowledge.

Item (4) was,

س4) تَمْيِيزُ العَدَدِ في العِبَارَاتِ الآتِيَةِ كُلُّهَا صَحِيْحَةٌ إلاَّ في العِبَارَةِ الوَاحِدَةِ وَهِيَ:

أ- عِنْدِي سِتَّةَ عَشَرَ كِتَاباً.

ب- عِنْدِي أَحَدَ عَشَرَ بِنْتاً.

جـ- عِنْدِي اثْنَتَا عَشْرَةَ دَجَاجَةً.

د- عِنْدِي ثَلاثَ عَشْرَةَ كُرَّاسَةً.

هـ- عِنْدِي تِسْعَةَ عَشَرَ قَلَماً.

Item (4) was about *at-tam'yiiz al-adad* (describer of number). In this item the candidates were required to identify sentence which was not grammatically correct in accordance with the numerical principles and what is being counted (المعدود). In this item all the sentences were grammatically correct except one sentence. This item aimed at measuring candidates' ability to use *at-tam'yiiz al-adad* in sentence. The candidates with the knowledge of *at-tam'yiiz al-adad* opted for the (ب) عندي أحد عشر بنتا . These candidates understood that, from number eleven to twelve must have the same gender as the describer. Consequently, they determined that, the sentence (ب) could not be the correct answer because the number did not correspond in gender to what is being counted (المعدود) which was (بنت).

In addition, the candidates who chose (أ) and (هـ) failed to realise that, the sentence structures in these options were grammatically correct according to principles of *at-tam'yiiz al-adad*. The candidates failed to determine that, Arabic numbers from thirteen to nineteen, the first part (ones) goes against what is numbered (describer of number) while the second part (tens) goes the same as what is numbered (describer of number) in agenda. The candidates who opted for (هـ) for example, thought that, the word *tis-ata* (تسعة) was supposed to be the same as both *ashrata (عشرة)* and *qalaman* (قلما) in gender.

In addition, some of the candidates opted for (ج). The candidates failed to realize that, this sentence is grammatically correct, thus disqualified to be the correct answer according to the instruction given in this item. The candidates did not know that, the number and its describer must be the same in gender according to the principle of numbers from eleven to twelve. The candidates thought that, the sentence was grammatically incorrect. This is because they expected to see *taaun marbuutwatun* as the sign of feminine in the word *ithnataa* (اثنتا) . The candidates thought that, the only sign of feminine is the *taaun marbuutwatun.*

On the other hand, some of the candidates chose distractor (د). The candidates failed to realise that, this structure is correct due to the principle of numbers ranging from thirteen to nineteen. This is because the word *thalaatha (ثلاث)* differs from the describer while the word *ash'rat (عشرة)* is the same as the describer word *(المعدود)* in gender. These candidates mixed the principles of numbers from thirteen to nineteen with that of eleven and twelve when are used

with the describer *(التمييز)* . This is because the number from eleven to twelve must be the same in gender as their describer.

The candidates who chose the correct answer realized that, the sentence structures of (أ), (جـ), (د) and (هـ) were correct grammatically, because they followed the rules of *tam'yiiz al-adad*. On the other hand, the candidates determined that, the sentence structure of (ب) was incorrect grammatically. In addition, the candidates who opted for the distractors had insufficient knowledge of the *tam'yiiz al-adad*.

Item (5) was,

س5) تُوْجَدُ فِي العِبَارَاتِ الآتِيَةِ تَرْكِيبٌ نَحْوِيٌّ غَيْرَ صَحِيْحٍ؛ وَهِيَ:

أ- أَنْتِ تَذْهَبُ إِلَى السُّوْقِ.

ب- هُمَا يَذْهَبَانِ إِلَى الْمَلْعَبِ.

جـ- هُنَّ يَذْهَبْنَ إِلَى الْمَعْمَلِ.

د- أَنْتُمْ تَذْهَبُوْنَ إِلَى العَمَلِ.

هـ- أَنْتُمَا تَذْهَبَانِ إِلَى الدُّكَانِ.

Item (5) was about a meaningful sentence. The candidates were required to identify the sentence with grammatical error in the given sentences. The candidate who had enough knowledge of the meaningful sentence opted for (أ) *أَنْتِ تَذْهَبُ إِلَى السُّوْقِ*. The candidates determined that the sentence did not adhere to grammatical rules. In addition, the candidates recognized that, there was no grammatical relationship between the pronoun *anti* (أَنْتِ) and its verb. This is because they knew that, the pronoun *anti* (أَنْتِ) is the second person feminine singular pronoun in nominative case, while the verb (تَذْهَبُ) contains the second person masculine singular pronoun in nominative case. The disagreement

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between the pronoun (أَنتَ) (you) and the verb (تَذْهَبُ) made the sentence to be grammatically incorrect.

There were however, some of the candidates who opted for (ب) هما يذهبان إلى الملعب. The candidates did not understand that, the sentence is grammatically correct. This is due to the fact that, there was grammatical agreement between the pronoun (هما) (*the second person dual pronoun in nominative case)* and its verb (يذهبان) which has the second person masculine dual pronoun. Furthermore, the preposition (إلى) and the word (السوق) (market) were correctly used. The candidates who opted for this distractor, thought that, the pronoun (هما) is only employed to female, thus its verb was supposed to be (تذهبان) having the letter *taau* (تاء) at the beginning instead of (يذهبان) having the letter *yaau* (ياء) at the beginning. This implies that, the candidates did not realise that, the word (هما) is employed to both masculine and female.

In addition, some of the candidates chose the distractor (ج) هنَّ يذهبن إلى المعمل . The candidates did not understand that, there were no grammatical errors in this sentence. As such, there were no reasons for excluding it from grammatically well-formed sentences. This is because, the pronoun هنَّ (*the third person feminine plural pronoun in nominative case)* grammatically correlates with the verb (يذهبن) having *the third person feminine plural pronoun.* On the other hand, the preposition (إلى) and the word (المعمل) were correctly used. The word (إلى) was the (حرف الجر) while the word (المعمل) was the *majruurun* by(إلى) . The candidates thought that, for the sentence to be grammatically correct, the verb(يذهبن) in this sentence was supposed to be connected with the heavy nuun of emphasize (نون التوكيد الثقيل). The candidates thought that because, heavy *nuun* of emphasize (نون التوكيد الثقيل) has the sign shadda as the last consonant of the pronoun (هنَّ) used in the sentence.

The candidates who opted for (د) أنتم تذهبون إلى العمل were wrong. This is because the sentence is grammatical correct. The candidates did not realize that, there were grammatical agreements of the words in this sentence. He or she for example, did not realize that, the pronoun (أنتم) (*the second person masculine plural pronoun in nominative case)* correlates with its verb grammatically. This is due to the reason that, the verb (تذهبون) in the sentence is expressing the second person masculine plural in nominative case. The candidates thought that, for the sentence being correct, the verb should be only written as (ذهبتم) because the two last letters are the same as that of the two last letters of the pronoun

(*أنتم*). The candidates did not realize that, the verb also can be written as (*تذهبون*) in the present tense.

The option (هـ) (*أنتما تذهبان إلى الدكان*) was chosen by the candidates who did not understand how to connect the dual pronouns with its verbs in the sentence and how the preposition can be used with its noun (*مجرور*). The candidates failed to realize that, this had no grammatical error. The candidates also failed to realize that the pronoun (*أنتما*) (*the second person dual pronoun in nominative case)* was correctly used with the verb in the sentence. This is because this sentence is about two people. On the other hand, the candidates were not aware about *jaar wa majruur* (*جار ومجرور*). The candidates thought that, the sentence was incorrect because it was used with the verb (*تذهبان*) instead of (*ذهبتما*). Since the last two letters of the verb and those of the pronoun (*أنتما*) are the same. The candidates did not know that, both are used with that pronoun, the difference is in the tense, as the word (*ذهبتما*) and (*تذهبان*) is the past tense and imperfect tense respectively.

The candidates who had both sufficient vocabulary and the knowledge of Arabic grammar recognized that, the sentence أَنْتِ تَذْهَبُ إِلَى السُّوقِ in (أ) was incorrect grammatically, while the sentences أنتم , هنّ يذهبن إلى المعمل , هما يذهبان إلى الملعب and تذهبون إلى العمل and أنتما تذهبان إلى الدكان in (ب), (ج), (د) and (هـ) respectively were grammatically correct.

Item number (6) was,

س6) مِنَ الكَلِمَاتِ الآتِيَةِ كُلُّهَا يَصِحُّ وُقُوعُهَا ظَرْفاً سِوَى كَلِمَةٍ مِنْهَا وَهِيَ:

أ- لَحْظَةً.

ب- حُجْرَةً.

جـ- سَاعَةً.

د- وَسَطَ.

هـ- قَبْلَ.

Item (6) was about Adverbs (الظروف). The candidate was required to identify a word that cannot be used as (الظرف) in the list of given words. The candidates who had sufficient knowledge of *dhwarfu* determined the correct answer (ب) (حجرةً). The candidates understood that, in order for a word to be used as an adverb (*dhwarfu*) in a sentence, it must be able to provide information on the time or the place of a particular event while in *mansuub* (in accusative case). For this reason they determined that the word (حجرةً) was the answer according to the requirement of this item.

In addition, some of the candidates chose (أ), (ب) and (هـ). The candidates failed to realize that, the words can be used as (الظروف) (adverbs) to provide information about time of a particular event while in *mansuub* (in accusative case). Moreover, the candidates who opted for (د) failed to realize that, the word can be used to provide information on the place of a particular event while it is in *mansuub* (in accusative case). This analysis indicates that, the candidates who opted for the distractors were not aware about both adverb of time (ظرف الزمان) and adverb of place (ظرف المكان) .

Item (7) was,

س7) الْجُمَلُ الآتِيَةُ كُلُّهَا لَا تُفِيْدُ فَائِدَةً تَامَّةً إلاَّ جُمْلَةً وَاحِدَةً، وَهِيَ:

أ– يَقْرَأُ صَامِتًا.

ب– إذَا فَهِمْتَ الدَّرْسَ جَيِّدًا.

جـ– بَاتَ أَحْمَدُ.

د– اذْهَبْ إلَى الْفَصْلِ.

هـ– كِتَابُ الطَّالِبِ الْجَدِيْدِ.

Item (7) was about meaningful sentences. The candidate was required to choose the meaningful sentence from the five options given. The candidates with the knowledge of meaningful sentences were able to determine a sentence that gives complete information among the sentences provided. The candidates chose the

correct answer (د) اِذْهَبْ إِلَى الْفَصْلِ. The candidates knew the correct order of sentences in the Arabic language.

On the other hand, some of the candidates chose (ب) إِذَا فَهِمْتَ الدَّرْسَ جَيِّدًا (*If you understand the lesson well*). The candidates were wrong since this sentence did not give a complete meaning. These candidates failed to realize that, this sentence is a protasis and required apodosis in order to give a complete meaning. The candidates who chose this distractor thought that, the word *jayyidan* (جيدا) was the apodosis of protasis in this sentence. This shows that they did not even understand the meaning of this sentence.

However, some of the candidates chose (هـ) كتاب الطالب الجديد. These candidates were wrong. This sentence does not give a complete meaning to the reader / listener. The candidates thought that the word *al- jadiidu* is the predicate of the *mudhwaafu* and *mudhwaafu ilaihi* in the sentence. They also were not aware of the meaning of this sentence.

In addition to that, there were some of the candidates who opted for the distractor بَاتَ أَحْمَدُ in (جـ). The candidates were not aware that, the sentence required a predicate to complete it. The candidates wrongly knew that a verb *baata* (بات) is complete verb that can make this sentence a complete one. In addition, there were, however, some of the candidates who opted for the distractor (أ).

Item number (8) was,

س8) وَاحِدَةٌ مِنَ الكَلِمَاتِ الآتِيَةِ تُعْتَبَرُ مِنْ أَخْوَاتِ إِنَّ؛ وَهِيَ:

أ– لَعَلَّ.

ب– ظَلَّ.

جـ– أَصْبَحَ.

د– بَاتَ.

هـ– لَيْسَ.

Item (8) was about *(نواسخ)*. The candidate was required to identify a particle which is among *(أخوات إنَّ)* (*Akh-waati inna*) in a list of given words. The candidates who had enough knowledge of *(نواسخ)* recognized that, the particle *(لعلَّ)* in (أ) was the correct answer.

On the other hand, the candidates who chose (ب) ظَلَّ were wrong. These candidates were confused by the letter *lam* of the word *(ظَلَّ)* *dhwalla* having the sign *shadda* on it with the *lam* of *(لعلَّ)* *la'alla (the correct answer)* having the sign *shadda* on it. The candidates lacked the ability to distinguish between the particles **إنَّ وأخواتها** (*Inna and its sisters*) and **كان و أخواتها** (*Kaana and its sisters*).

However, some of the candidates chose (ج) أصبح, (د) بات and (هـ) ليس . The candidates did not have enough knowledge of identifying both **إن و أخواتها** (*Inna and its sisters*) and **كان و أخواتها** (*Kaana and its sisters*). This is because some of the **كان و أخواتها** (*Kaana and its sisters*) somehow relate with **إن و أخواتها** (*Inna and its sisters*) in some aspects. For example, some of them relate in number of letters while others relate in some letters.

Item number (9) was,

س9) فِي أَيَّةِ عِبَارَةٍ مِنَ العِبَارَاتِ الآتِيَةِ يُوجَدُ نَائِبُ الفَاعِلِ؟

أ- تَقَدَّمَتْ البِنْتُ إِلَى الغُرْفَة

ب- يُسَافِرُ النَّاسُ إِلَى أَمْرِيكَا

جـ- يُبَاعُ السُّكَرُ يَوْمِيّاً

د- يَزُوْرُ الرَّئِيسُ البِلاَدَ غَداً

هـ- تَفَتَّحَتْ الأَزْهَارُ.

Item (9) was about representative of doer (نائب الفاعل). The candidate was required to identify the sentence in which there is the representative of doer (نائب الفاعل). The candidates who had knowledge of the representative of doer (نائب الفاعل) determined the correct answer (ج) يُبَاعُ السُّكَّرُ يَوْمِيًّا They recognized that, the noun السُّكَّرُ in the sentence is the representative of doer (نائب الفاعل).The candidates realized that, the representative of doer (نائب الفاعل) is an object of the sentence that replaced the doer (الفاعل) after being removed.

In addition, some of the candidates chose (أ) تقدمت البنت إلى الغرفة The candidates were not aware that, this is an active sentence whose subject is clearly mentioned. They were not aware that, the subject (doer) of this sentence was بنت The candidates were deceived by the sentence structure which contained a verb known as الفعل اللازم (intransitive verb) which does not require an object to make it meaningful. The candidates thought that, the doer in this sentence was the representative of doer, since the object was not mentioned.

On the other hand, some of the candidates chose (ب) يُسافرون الناس إلى أمريكا The candidates were wrong since it was the active sentence whose subject was (الناس). The candidates were deceived by the sign *dhwamma* on the letter *yaau* in the verb يُّسافرون The sign led them to assume that, the word يُّسافرون was the passive voice of the verb and that, it required the representative of doer (نائب الفاعل) which they thought was the noun (الناس)in this sentence.

Furthermore, some of the candidates chose (د) يزور الرئيس البلاد غدا The candidates had no enough knowledge of the representative of the doer (نائب الفاعل). This is because; in this sentence the verb يزور was the active voice of the verb which required the doer. The candidates did not know that, the representative of the doer (نائب الفاعل) should be used with the passive voice of the verb (فعل مبني للمجهور).

On the other hand, there were some of the candidates who chose (هـ) تفتحت الأزهار These candidates were impressed by the structure of the sentence which contained a verb with the form of *tafa'ala* (تفعَّل). In this sentence the word (الأزهار) was self-sufficient due to the type of verb that preceded it. The candidates thought that, the word (الأزهار) was the representative of the doer (نائب الفاعل)since there was no object mentioned in this sentence.

The analysis shows that, the candidates who chose the correct answer in this item, had enough knowledge of both the passive voice of the verb and the representative of doer (نائب الفاعل). Moreover the candidates knew what each

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sentence meant. On the other side, the candidates who failed to determine the correct answer lacked sufficient knowledge of the representative of the doer (نَائِب الفَاعِل). This made them to be misled by some of the techniques used in the distractors.

Item (10) was,

س10) وَاحِدَةٌ مِنَ الْكَلِمَاتِ الْآتِيَةِ لَيْسَتْ مِنْ أَرْكَانِ التَّشْبِيهِ وَهِيَ:

أ‌- مُشَبَّةٌ.

ب‌- مُشَبَّةٌ بِهِ.

جـ- أَدَاةُ التَّشْبِيهِ.

د‌- صِفَةُ الْمُشَبَّهِ.

هـ- وَجْهُ الشَّبَهِ.

Item (10) was about simile. The candidates were required to identify a non-pillar of (tashbiih) simile from the list given. The candidates who had enough knowledge of simile (التشبيه) identified the statement (د) صِفَةُ الْمُشَبَّهِ to be the correct answer. The candidates realized that, the simile in the Arabic language has four pillars which are المشبه به ، المشبه ، أداة التشبيه and وجه الشبه.

In addition, the candidates who chose the distractors (أ) المشبه (ب) المشبه به (جـ) and (هـ) وجه الشبه and أداة التشبيه did not have enough knowledge of simile. Moreover, the candidates did not know that, these are the pillars of *at-tashbiih* (simile).

2.1.2 Question 2: Matching items

The question consisted of five (5) matching items. It was about nouns. List 'A' consisted of plural nouns while List 'B' involved definitions. The candidates were required to match each plural noun in List A with its corresponding definition in List B by writing the letter of the corresponding response beside the item number in the answer booklet provided. The question was:

2- صِلْ كُلَّ مُصْطَلَحٍ مِنْ مُصْطَلَحَاتِ الْمَجْمُوعَةِ (أ) بِمَا يُنَاسِبُهَا مِنْ عِبَارَاتِ الْمَجْمُوعَةِ (ب) بِكِتَابَةِ حَرْفِ الإِجَابَةِ بِجَانِبِ رَقِمِ السُّؤَالِ فِي وَرَقَةِ الإِجَابَةِ:

المَجْمُوعَةُ (ب)		المَجْمُوعَةُ (أ)	
مَا يَدُلُّ عَلَى الكَثِيرِ عَلَى وَزْنِ فَعِيلٍ	أ	الجَمْعُ.	س1
مَا يَدُلُّ عَلَى ثَلَاثَةِ أَشْيَاءَ أَوْ أَكْثَر	ب	جَمْعُ التَكْسِيرِ.	س2
مَا يَدُلُّ عَلَى الكَثِيرِ مَعَ زِيَادَةِ الأَلِفِ والنُّونِ	ج	جَمْعُ الْمُؤَنَّثِ السَّالِم.	س3
مَا يَدُلُّ عَلَى الكَثِيرِ بِزِيَادَةِ الوَاوِ أَوِ اليَاءِ وَالنُّونِ	د	جَمْعُ مُنْتَهَى الجُمُوعِ.	س4
مَا يَدُلُّ عَلَى الكَثِيرِ مَعَ تَغَيُّرِ صُورَةِ الْمُفْرَدِ	ه	جَمْعُ الْمُذَكَّرِ السَّالِم.	س5
مَا يَدُلُّ عَلَى الكَثِيرِ على وزن مَفَاعِلِ أَوْ مَفَاعِيلَ	و		
مَا يَدُلُّ عَلَى الكَثِيرِ بِزِيَادَةِ الأَلِفِ وَالتَّاءِ	ز		

The question was attempted by 15,528 candidates (100.00%), out of whom 1,628 candidates (10.48%) scored from 3.5 to 5.0 marks, which is a good performance. Also, 3,627 candidates (23.36%) scored from 1.5 to 3.0 marks, which is an average performance. Lastly, 10,273 candidates (66.16%) scored from 0.0 to 1.0 mark, which is a weak performance. Therefore, the candidates' general performance in the question was average, considering that, 5,255 candidates (33.84%) scored from 1.5 to 5.0 marks. The overall candidates' performance in the question is summarized in Figure 2.
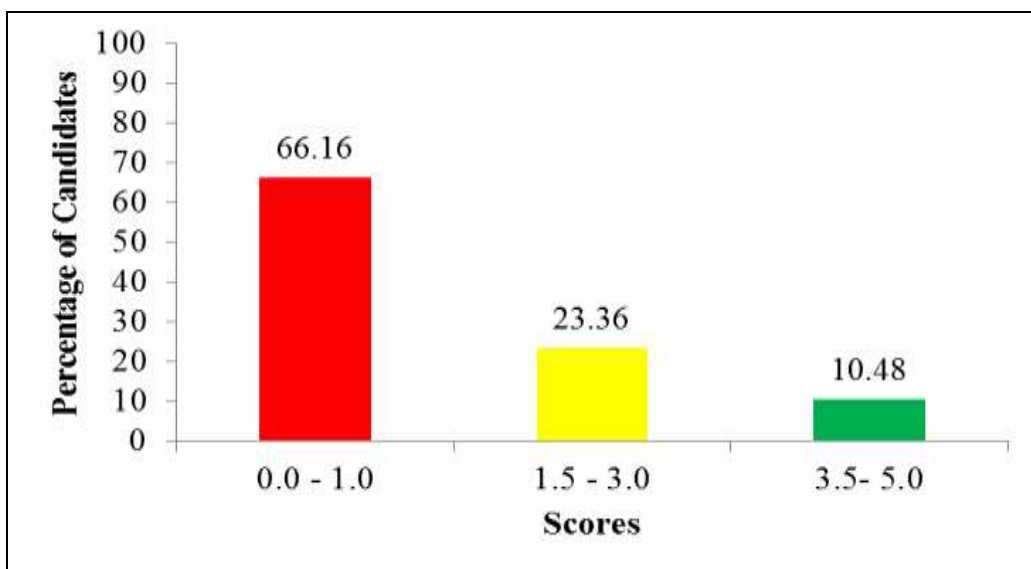
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Figure 2*: Candidates' Performance in Question 2*

The data analysis shows that, 1,628 candidates (10.48%) had a good performance. These candidates mastered Arabic Language nouns. The data shows that, among of the candidates who had a good performance in this question, 718 candidates (44.10%) got all 5 marks. The candidates showed sufficient knowledge of Arabic Language nouns. The candidates who scored all the marks for example, matched the items of List 'A' with the correct definition from List 'B' as follows: the candidates matched the item (1) *الجمع* with (**ب**) **ما**. *يدل على ثلاثة أشياء أو أكثر*. The candidates knew that, the plural in the Arabic language starts from three. However, the candidates were able to match item (2) **جمع**. *ما يدل عل الكثير مع تغير سورة المفرد* (**هـ**) with. The candidates were familiar with *جمع التكسير* (broken plural) structure. The candidates realized that (**جمع التكسير**) *jam-uttakseeri* is made by changing the structure of its noun in a singular form.

The candidates were also able to match item (3) *جمع المؤنث السالم* with (**ز**) **مَا يدل**. *عَلَى الكثير بِزِيَادَةِ الأَلِفِ وَالتَّاءِ جمع المؤنث*. The candidates knew that, the plural noun *السالم* **جمع** is formed by adding the letters *alifu* and *tau*. They matched item (4) *ما يدل على الكثير على وزن مفاعل أو مفاعيل* (**و**) with *منتهى الجموع*. They also matched *مَا يد عَلَى الكثير بِزِيَادَةِ الوَاوِ أو الياء والنُّوْنِ* (**د**) with *جمع المذكر السالم* item (5). This shows that, the candidates had sufficient knowledge of types of plurals. Extract 2.1 shows a sample of the correct responses from one of the candidates.

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Extract 2.1: A Sample of Correct Responses in Question 2

The Extract2.1 is a sample of responses from one of the candidates who matched Colum A and B correctly.

Although the performance was good, 3,627 candidates (23.36%) scored average marks. The analysis shows that, some of them matched correctly between two and three items. This is attributed to the candidates' partial knowledge of the subject matter.

On the other hand, 10,273 candidates (66.16%) failed in this question. Moreover, 54.38 per cent of candidates who failed scored zero. One of the candidates for example, Matched item (2) **جمع التكسير** (*broken plural*) with **مَا (ز)** **جمع المؤنث** . The candidates confused the definition of (**يد عَلَى الكثير بِزِيَادَةِ الأَلِفِ وَالتَّاءِ** **السالم)** *jam-u muannath saalim* with **جمع التكسير** (*broken plural*). This is because there are some of nouns in the group **جمع التكسير** (*broken plural*) whose plural is slightly similar to that of (**جمع المؤنث سالم)** *jam-u muannath saalim*. The nouns are like **أوقات** from **وقت** , **جلساء** from **جليس** and **أقوياء** from **قوي** . In this type of pronoun there is a letter *alifu* which is added as in (**جمع مؤنث سالم)** *jam-u muannath saalim*. Since the candidate could not properly distinguish between **(جمع المؤنث سالم)** (*broken plural*) and **(جمع التكسير)** led him or her also to match **(جمع** *jam-u muannath saalim* in item (2) with the definition of **المؤنث سالم)** **(التكسير)** (broken plural). Extract 2.2 shows a sample of the incorrect responses from one of the candidates.

Extract 2.2: A sample of Weak Responses in Question 2

The Extract 2.2 is a sample of a response from one of the candidates who scored zero. The candidate matched the items incorrectly.

2.2 SECTION B: Short Answers

This section had six (6) questions. Each question had six items except question three that had five items. The candidates were required to answer all the questions. Each question carried six (6) marks, except question 3, which carried ten (10) marks, making a total of forty (40) marks in this section.

2.2.1 Question 3: Inflection (الإِعْرَابُ)

This question had five items. The candidates were required to determine inflection (الإِعْرَابُ) of the underlined words given. The question was:

3- أَعْرِبْ مَا تَحْتَهُ خَطٌّ:

أ- إِنَّ فَضْلَ الأُسْتَاذِ عَظِيْمٌ.

ب- يَرْعَى الكَرِيْمُ حَقَّ الجَارِ.

جـ- لَنْ يَعُودَ الْمُسْتَعْمِرُ إِلَى أَرْضِنَا.

د- رَأَيْتُ الْمُتَخَاصِمَيْنِ فِي الحَفْلَةِ.

هـ- اقْتَرَبْتُ إِلَى ذِي مَالٍ.

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The question was attempted by 15,528 candidates (100.00%). Among them, 13,406 candidates (86.33%) scored from 0.0 to 2.5 marks, which is a weak performance. Yet, 1,257 candidates (8.10%) scored from 3.0 to 6.0 marks, which is an average performance. Additionally, only 865 candidates (5.57%) scored from 6.5 to 10 marks, which is a good performance. The performance in this question was weak as 2,122 candidates (13.67%) scored from 3.0 to 10.0 marks. The overall candidates' performance in the question is summarized in Figure 3.
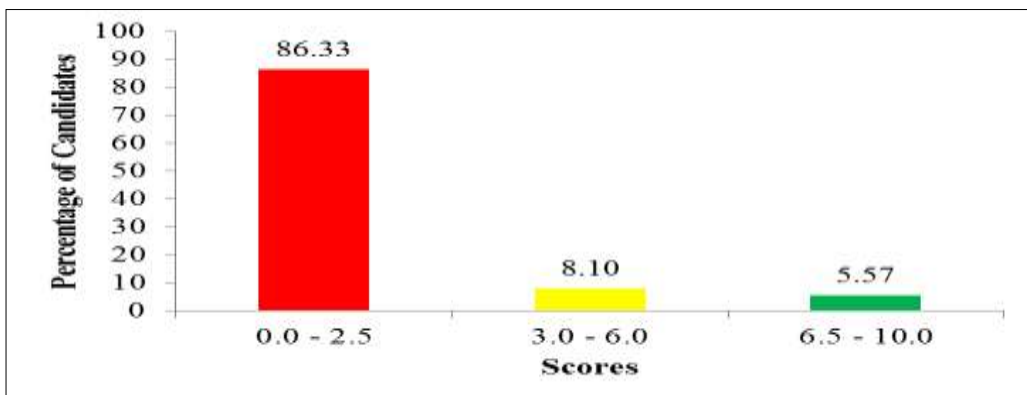
Figure 3: *Candidates' Performance in Question 3*

The analysis shows that, 23.06 per cent of the candidates who performed weakly scored from 0.5 to 2.5 marks. Some of them responded to some items with incorrect and insufficient answers to some of the items. Consequently, they scored low marks which did not enable them to get either a good or an average performance. On the other hand, 76.94 per cent scored zero. Some of these candidates provided irrelevant answers. Moreover, some of them failed to understand the demand of the question. One of the candidates for example, in item (2) which was يرعى الكريم حق الجار responded that, "الكريم يرعى حق الجار". The candidate changed the sentence from verbal to nominal sentence instead of analyzing it. This shows that the candidates lacked the knowledge of analyzing words in the Arabic language. The analysis shows that, some of the candidates wrote meaningless sentences while others skipped the question. This shows that the candidates lacked the knowledge of analyzing words in the Arabic language. Extract 3.1 shows a sample of a weak response from one of the candidates in this question.

	٣ (أ) إنَّ فَضْلَ: وإنتم العَشَرَة بِالإضْفِل	
	كَظِيْم: المَفْضُوْل بِهِ بِالإسْم	
	ب) يَرْتَقِى: الفِضْل مَاضٍ، الفِئَتَه	
	التَارِ، إسْم مَجْرُوْن	
	ب) لَنْ يَصُوْدَ:	
	المُسْتَفِمِن: إسْم مَرْفُوْع بِالضَّمَّة	
	د) الغِنْتَاصِمِي: إسْم مَرْفُوْع بِالكَسْرَة	
	فِي التَّظَلُّك: المَفْعُوْل بِهِ	
	ه) اِفْتَرَبَتْ: فِعْل الأَمْر بِالضَّمَّة	
	ذِي مَال: المَفْعُوْل بِهِ	

Extract 3.1: A sample of Weak Responses in Question 3

Extract 3.1 above shows a sample of responses from one of the candidate who provided incorrect responses.

The analysis shows that 8.10 per cent of the candidates had an average performance in the question. This performance can be attributed to candidates' partial knowledge of inflection and analysis. For example: some of them either failed to provide correct answers to some items or provided responses with excessive grammatical errors. Some of them provided incomplete answers to some items or to all items. Furthermore, some of the candidates in this category left some parts of the questions blank.

The data shows that, 5.57 per cent of the candidates had a good performance. Among them 89.17 per cent did not get full marks, while 10.83 per cent scored full marks. The candidates were competent in analyzing the Arabic sentences. One of the candidates for example, responded as follows:

In item (1) wrote إِنَّ: "حرف توكيد ونصب، وفضل اسم إنَّ منصوب وعلامة نصبه فتحة ظاهرة وهو مضاف" (*Inna: the particle for emphasising and making*) and (*Fadhwla: The noun of inna in accusative case and its sign of nasbu is the visible fatha on the final consonant and it (Fadhwla) is the first part of the genitive construction*) while عظيم : "خبر إنَّ مرفوع وعلامة رفعه ضمة ظاهرة" (*Adhwiimun*: *is the predicate of inna in nominative case and its sign of raf'yu* (رفع) *is the visible dhwamma on the last consonant*). In item (2) responded that, يرعى : "فعل مضارع مرفوع وعلامة رفعه ضمة مقدرة على الألف منع من ظهورها التعذر" (*yar'aa= Imperfect verb in nominative case and its sign of rafyu is the estimated dhawamma in the letter alif, what prevented it (dhwamma) from appearing is the atta'adhur* (التعذر). الجار: "مضاف إليه مجرور وعلامة جره كسرة ظاهرة" While *al-jaari: the second part of the genitive construction in genitive case, and its sign of jarr is the visible kasra on the last consonant)*. In item (3) he or she responded that, لن :"حرف نفي ونصب" (*lan:The particle for nafyu and nasb*) while يعود : "فعل مضارع منصوب بلن وعلامة نصبه فتحة ظاهرة" (*Yauuda : Imperfect verb in accusative case by lan and its sign of nasb is the visible fat-ha on the last consonant*) and المستعمر: "فاعل مرفوع وعلامة رفعه ضمة ظاهرة" (*al-mustaamaru: the doer in nominative case and its sign of raf'yu is the visible dhwamma on the last consonant*) . In item (4) he or she responded that, المتخاصمَيْن : "مفعول به منصوب وعلامة نصبه الياء نيابة عن الفتحة لأنه مثنى" (*al-mutakhaaswimaini: the object in accusative case and its sign of nasb is the letter yaa on behalf of the sign fat-ha since it is the dual noun*) while في: "حرف الجرّ مبني على السكون لا محل له من الإعراب،" (*Fii: the preposition for jarr cemented on sukuun, it has no specific position for i-raab*) and الحفلة: "اسم مجرور بفي وعلامة جره كسرة ظاهرة" (*al-haflati: noun in genitive case by fii, and its sign of jarr is the visible kasra*). In the last item he or she responded that, اقتربت: "فعل الماضي مبني على السكون لاتصاله بالتاء المتحركة مبني على الضم في محل رفع فاعل" (*Iqtarabtu: past tense cemented on sign sukuun by being connected with the vowelled taau which it is cemented on dhwamma in the place of raf'u* (رفع), *the doer),* ذِي : "اسم مجرور بإلى وعلامة جره الياء نيابة عن الكسرة لأنه من الأسماء الخمسة وهو مضاف،" (*Dhii: noun in genitive case by fii, and its sign of jarr is the yaau on behalf of kasra because it is among of the five nouns, and it is mudhwaaf*) and وَمَالٍ: "مضاف إليه مجرور وعلامة جره كسرة ظاهرة" (*maali: the second part of the genitive construction and is majruurun and its sign of jarr is the*

visible kasr). The candidates who scored high marks in this question had sufficient knowledge of the Arabic language and were competent in analyzing the Arabic sentences. Extract 3.2 is a sample of responses from one of the candidates who analyzed the given underlined words correctly.

3. أ- إنَّ نَضَّ: حرف التوكيد مبني على الفتح.

فَضْلُ: اسم إنَّ منصوب وعلامة نصبه الفتحة

ظاهرة في آخره.

عظيمٌ: خبر إنَّ مرفوع وعلامة رفعه الضمة الظاهرة

في آخره.

ب- بُرْئِي: فعل مضارع مرفوع بضمة مقدرة على الألف

منع من ظهورها التعذر.

الجَرِّ - مضاف إليه مجرور بالكسرة ظاهرة في آخره.

ح - لَنْ - حرف النَّصب مبني على السُّكون.

يَعُودَ - فعل مضارع منصوب بلَنْ وعلامة نصبه الفتحة

الظَّاهرة في آخره.

المُسْتَعِمرُ - فاعل مرفوع وعلامة رفعه ضمّة ظاهرة في آخره.

د - المُتَخاصِمَيْنِ - مفعول به منصوب وعلامة نصبه الياء نيابة عن

الفتحة لأنَّه مُثَنَّى.

في - حرف جرّ مبني على السُّكون.

الحَفلةِ - اسم مجرور بفي وعلامة جرّه الكسرة الظَّاهرة

في آخره.

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ه | اَقْتَرَبَتْ - فِعْلٌ مَاضٍ مَبْنِيٌّ عَلَى السُّكُونِ لِتَّصَالِهِ بِالْمُتَحَرِّكَاتِ وَتَاءُ مُتَحَرِّكَةٌ،

نُونٌ مَبْنِيٌّ عَلَى الضَّمِّ فِي مَحَلِّ رَفْعِ فَاعِلٍ،

ذِي • اسْمٌ مَجْرُورٌ بِإِلَى وَعَلَامَةُ جَرِّهِ الْيَاءِ نِيَابَةً عَنِ الْكَسْرِ

لِأَنَّهُ مِنَ الْأَسْمَاءِ الْخَمْسَةِ وَهُوَ مُضَافٌ،

قَالَ - مُضَافٌ إِلَيْهِ مَجْرُورٌ بِالْكَسْرَةِ.
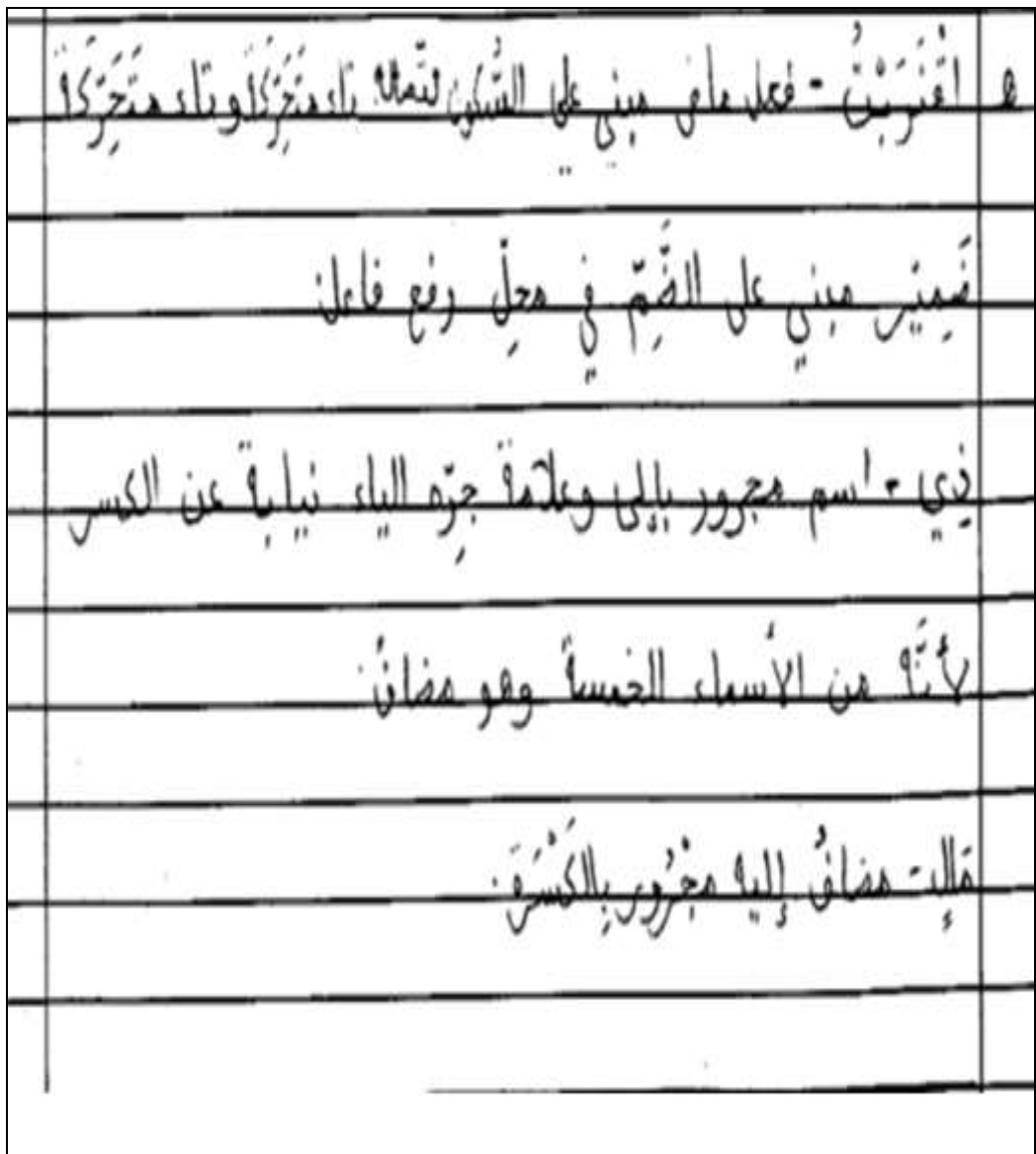
Extract 3.2: A Sample of Correct Responses in Question 3

Extract 3.2: Is a sample of responses from one of the candidates who analyzed all the sentences correctly.

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2.2.2 Question 4: Verbs

This question required the candidates to re-write the sentences given and change their verbs from past tense to present tense. The question was:-

٤- أَعِدْ كِتَابَةَ الجُمَلِ الآتِيَةِ، ثُمَّ حَوِّلْ كُلَّ الفِعْلِ الْمَاضِي إِلَى فِعْلِ مُضَارِعٍ:

أ- صَادَ الصَّيَّادُ أَرْنَبًا.

ب- البَنَاتُ نَظَّفْنَ الغُرْفَةَ.

جـ- أَكَلَتِ الفَتَاةُ التُّفَّاحَةَ.

د- الفَلَّاحُونَ زَرَعُوا القَمْحَ.

هـ- سَافَرْنَا إِلَى تَنْغَا.

و- هَذَانِ الوَلَدَانِ زَارَا الْمَتْحَفَ.

The question was attempted by 100.00 per cent of the candidates. 13,682 candidates (88.14%) scored from 0.0 to 1.5 marks, which is a weak performance. Also, 1,320 candidates (8.50%) scored from 2.0 to 3.5 marks, which is an average performance and 521 candidates (3.36%) scored from 4.0 to 6.0 marks, which is a good performance. The general performance of the candidates in the question was therefore weak as only 1,841 candidates (11.86%) scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarized in Figure 4.
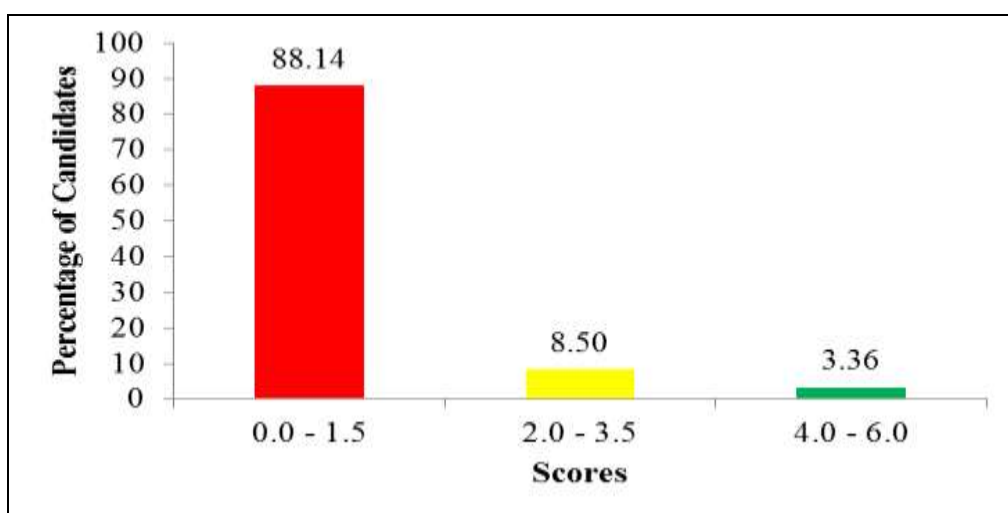
Figure 4: *Candidates' Performance in Question 4*

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The analysis shows that, 8.19 per cent of the candidates who performed weakly scored from 0.5 to 1.5 marks, while 91.81 per cent scored zero. The candidates provided irrelevant answers to all items. One of the candidates for example, in item (1) صَادَ الصَّيَّادُ أَرْنَبًا (*The hunter hunted a rabbit*) wrote "الصَّيَّادُ أَرْنَبًا صَادَ" instead of (يَصِيدُ الصَّيَّادُ أَرْنَبًا) (*The hunter is hunting a rabbit*). In item (2) البَنَاتُ نَظَّفْنَ الغُرْفَةَ (*The girls cleaned the room*) wrote "الغُرْفَةَ نَظَّفْنَ البَنَاتُ" instead of (البَنَاتُ يُنَظِّفْنَ الغُرْفَةَ) (*The girls are cleaning the room*). In item (3) أَكَلَتُ الفَتَاةُ التُّفَاحَةَ (*The girl ate the apple*) wrote "أَكَلَتُ الفَتَاةُ التُّفَاحَةَ" instead of (تَأْكُلُ الفَتَاةُ التُّفَاحَةَ) (*The girl is eating the apple*). In item (4) الفَلَّاحُونَ زَرَعُوا القَمْحَ (*The farmers sowed the wheat*) wrote "القَمْحَ زَرَعُوا الفَلَّاحُونَ" instead of (الفَلَّاحُونَ يَزْرَعُونَ القَمْحَ) (*The Farmers are growing the wheat*). In item (5) سَافَرْنَا إِلَى تَنْغَا (*We traveled to Tanga*) wrote "سَافَرَ إِلَى تَنْغَا" instead of (نُسَافِرُ إِلَى تَنْغَا) (*We are traveling to Tanga*). In item (6) هَذَانِ الوَلَدَانِ زَارَا الْمَتْحَفَ (*These two boys visited the museum*) wrote "هَذَانِ وَالوَلَدَانِ زَارَا الْمَتْحَفَ" instead of (هَذَانِ الوَلَدَانِ يَزُورَانِ الْمَتْحَفَ) (*These two boys are visiting the museum*). This shows that the candidates lacked knowledge of Arabic verbs. Some of the candidates even skipped the question as others copied words from other questions and used them as answers in this question. Moreover, some of the candidates wrote meaningless sentences. Furthermore some of them wrote the sentences as it is without changing the verb as instructed. Extract 4.1 is a sample of weak responses from one of the candidates.

Extract 4.1: A Sample of Incorrect Responses in Question 4

Extract 4.1 is a sample of responses from one of the candidates who provided incorrect answers. The candidate omitted some words from the sentences. The

candidate for example omitted the subject of the sentence in item (1) while in item (5) omitted the preposition.

Further analysis of the candidates' responses shows that 1,320 candidates (8.50%) had an average performance in the question. This group managed to change the past tense to present tense but failed in some items. Some of the candidates' responses were affected by grammatical errors. This average performance implies that the candidates had a partial knowledge of verbs (*الأفعال*) specifically imperfect verb forms.

Moreover, the data show that, the candidates who performed well in this question were 521 (3.36 %), among them 5.76 per cent of the candidates scored full marks in this question. These candidates were able to re-write the sentences given and change their verbs from past tense to present tense as required. One of the candidates for example, in item (1) wrote (*يَصِيدُ الصَّيَّادُ أَرْنَبًا*) (*The hunter is hunting a rabbit*), in item (2) he or she wrote (*البَنَاتُ يُنَظِّفْنَ الغُرْفَةَ*) (*The girls are cleaning the room*). In item (3) he or she wrote (*تَأْكُلُ الفَتَاةُ التُّفَاحَةَ*) (*The girl is eating the apple*). In item (4) he or she wrote (*الفَلَّاحُونَ يَزْرَعُونَ القَمْحَ*) (*The Farmers are growing the wheat*). In item (5) he or she wrote (*نُسَافِرُ إِلَى تَنْغَا*) (*We are traveling to Tanga*). In item (6) he or she wrote (*هَذَانِ الوَلَدَانِ يَزُورانِ المَتْحَفَ*) (*These two boys are visiting the museum*). This shows that these candidates were familiar with the Arabic verbs. Extract 4.2 shows a sample of good responses in this question.

Extract 4.2: A Sample of Correct Responses in Question 4

Extract 4.2 is a sample of responses from one of the candidates who managed to re-write the sentences given and change their verbs from past tense to present tense as required.

2.2.3 Question 5: Meaningful Sentence

This question had six items about Meaningful Sentences. The candidates were required to change the nominal sentences given to verbal sentences. The question was:

<div dir="rtl">

5 – غَيِّر الجُمَلَ الاسْمِيَّةَ الآتِيَةَ إِلَى جُمَلٍ فِعْلِيَّةٍ:

أ – النَّاسُ مُسَافِرُونَ إِلَى دَارِ السَّلَامِ.

ب – الوَلَدُ نَائِمٌ عَلَى السَّرِيرِ.

ج – الحِمَارُ مَضْرُوبٌ.

د – الطَّالِبَانِ ذَاهِبَانِ إِلَى الْمَدْرَسَةِ.

هـ – الشَّجَرَةُ مَقْطُوعَةٌ.

و – التَّلَامِيْذُ نَاجِحُونَ فِي الامْتِحَانِ.

</div>

The question was attempted by 100 per cent of the candidates and their performance was generally weak. The data shows that, 14,744 candidates (94.96%) scored from 0.0 to 1.5 marks, which is a weak performance. Also 410 candidates (2.64%) scored from 2.0 to 3.5 marks, which is an average performance. Lastly, 372 candidates (2.40%) scored from 4.0 to 6.0 marks, which is a good performance. The overall performance in this question is summarized in Figure 5.
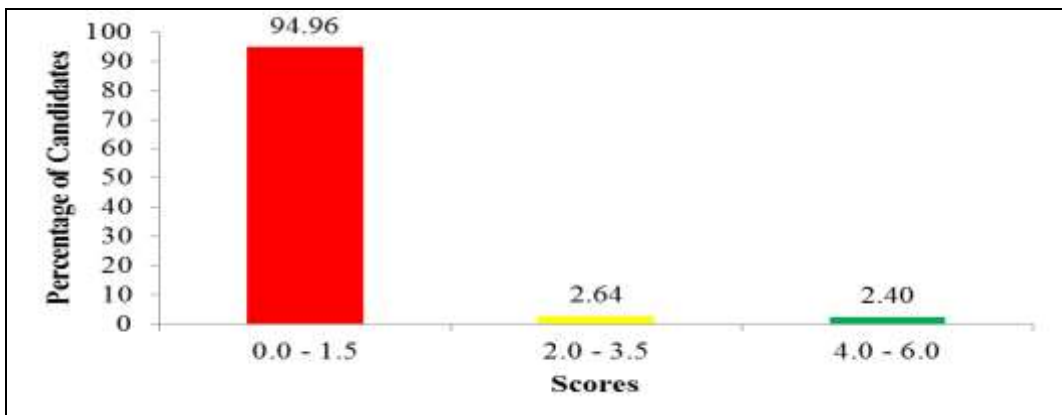
Figure 5*: Candidates' Performance in Question 5*

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As shown above in the figure 5, the candidates who performed weakly in this question were (94.96%); among the candidates who failed in this question, 70.7 per cent scored zero. Some of these candidates failed to identify the requirement of the question. Consequently, they provided information that was not required in the question. One of the candidates for example, in item (1) wrote *"النَّاسُ*. In item (2) he or she wrote *"الوَلَدُ يَنَامُ عَلَى السَّرِيرِ"* . In item *يُسَافِرُونَ إِلَى دَارِ السَّلاَمِ"* (3) he or she wrote *"الحِمَارُ يُضْرَبُ بِهِ"* . In item (4) he or she wrote *"الطَّالِبَانِ يُذْهَبَانِ إِلَى* *الْمَدْرَسَةِ"*. Furthermore, some of them responded to the items with meaningless sentences, while others skipped the question. Extract 5.1 is a sample of poor responses from a candidate who scored zero in question 5.

Extract 5.1: A sample of weak responses in question 5

The extract 5.1 is a sample of weak responses from the candidate who failed in all the question items. The candidate failed to understand the demand of the question, consequently provided incorrect answers.

However, the data show that only 410 candidates (2.64%) had an average performance in this question. The candidates in this group left some items unanswered. There were, however, some of them who provided answers with grammatical errors. Furthermore, some of them got two to three items right. This indicates that they had partial knowledge of both verbal and nominal sentences.

The candidates who performed well in this question correctly changed the nominal sentences to verb sentences. Some of them, however, failed to score full marks in this question due to some reasons such as providing answers in some items that were characterised by grammatical errors. Consequently, they scored from 4 to 5.5 marks. Furthermore, 18.28 per cent of the candidates who had a good performance scored full marks. The candidates showed competence in both nominal and verbal sentences. One of the candidates for example, responded as follow, in item (1) wrote "يُسَافِرُ النَّاسُ إِلَى دَارِ السَّلَامِ" (*People are traveling to Dar es salaam*) . In item (2) he or she wrote "يَنَامُ الوَلَدُ عَلَى السَّرِيرِ" (*The boy sleeps on the bed*). In item (3) he or she wrote "يُضْرَبُ الحِمَارُ" (*The donkey is beaten*). In item (4) he or she wrote "يَذْهَبُ الطَّالِبَانِ إِلَى الْمَدْرَسَةِ" (*The two students go to school*) . In item (5) he or she wrote "تُقْطَعُ الشَّجَرَةُ" (*The tree is cut down*) and in item (6) he or she wrote "يَنْجَحُ التَّلَامِيْذُ فِي الامْتِحَانِ" (*The students passed the exam*). These responses suggest that the candidates had adequate knowledge of Meaningful sentences in both nominal and verbal sentences. Additionally, the candidates had the knowledge of sentence structure of both nominal and verbal sentences. Extract 5.2 is a sample of good responses from one of the candidate who scored all marks allocated in this question.

Extract 5.2: A sample of Good Responses in Question 5

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Extract 5.2 is a sample of good responses from the candidate who answered all parts of the question correctly.

2.2.4 Question 6: Adjectives

This question was about Adjectives. It had six items. The candidates were instructed to fill in the blanks of the sentences given with appropriate vowelled adjective (الصِّفَةُ) after re-writing them. The question was,

6- أَعِدْ كِتَابَةَ الْجُمَلِ الآتِيَةِ، ثُمَّ ضَعِ الصِّفَةَ الْمُنَاسِبَةَ فِي الْمَكَانِ الْخَالِي فِيْمَا يَأْتِي وَاضْبِطْهَا بِالشَّكْلِ:

أ- التَّاجِرُ ------------------- مَحْبُوبٌ.

ب- جَلَسَتْ فِي الْحَدِيْقَةِ -----------------.

ج- لَبِسْتُ يَوْمَ العِيْدِ قَمِيْصاً -------------.

د- أَرْسَلَ الطَّالِبُ --------------------- اعْتِذَاراً.

هـ- الأَسَدُ حَيَوَانٌ ------------------------.

و- سَقَطَتِ الطَّائِرَةُ ------------- عَلَى الأَرْضِ.

The question was attempted by 15,528 candidates (100.00%) and their performance was generally weak. The data shows that, 14,542 candidates (93.65%) scored from 0.0 to 1.5 marks, which is a weak performance. Also 736 candidates (4.74%) scored from 2.0 to 3.5 marks, which is an average performance. Lastly 250 candidates (1.61%) scored from 4.0 to 6.0 marks, which is a good performance. The overall performance in this question is summarized in Figure 6.
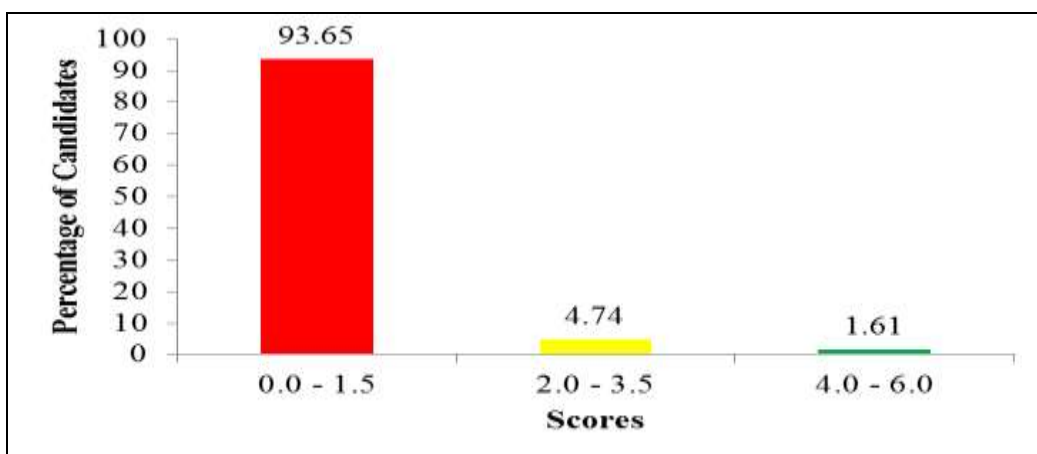
Figure 6: *Candidates' Performance in Question 6*

The analysis shows that, 14,542 candidates (93.65%) scored from 0.0 to 1.5 marks which is a weak performance. Some of them filled in one item with the correct answer. There were also candidates who scored half marks in some items. On the other hand, the data shows that, 91.47 per cent of the candidates who failed scored zero. The candidates who got zero in this category were unable to fill in even one adjective correctly. Further analysis shows that, the candidates were not knowledgeable about adjectives. Yet, some of them copied some words from other areas in the question paper and used them as their answers.

One of the candidates for example, in item (1) wrote *"التَّاجِرُ"*, in item (2) wrote *"جَلَسَتْ"*, in item (3) wrote *"لَبِسْتُ"*, in item (4) wrote *"أَرْسَلَ"*, in item (5) wrote *"الأَسَدُ"*, however, the candidate skipped item (6). Furthermore, some of them responded to the items with meaningless sentences, while others skipped the question. Extract 6.1 shows a sample of a weak response from one of the candidates in this question.

Extract 6.1: A Sample of Weak Responses in Question 6

The extract 6.1 is a sample of responses from the candidate who provided incorrect answers. The candidate copied words from question number 3 and used them as answers in this question.

Further analysis of the candidates' responses shows that 4.74 per cent of the candidates had an average performance in the question. This group managed to respond correctly, but only in some items. Some of their answers provided had grammatical errors. This average performance implies that the candidates had a partial knowledge of Adjectives (النعت).

The analysis shows that, the candidates who had a good performance in this question filled in the blanks with correct vowelled adjectives. The analysis shows that, 17.60 per cent of the candidates who had a good perfomance attained full marks in this question. One of the candidates for instance, responded to the question as folow: In the item (1) he/she wrote *"التَّاجِرُ الأَمِيْنُ*
مَحْبُوبٌ" (The faithful trader is well-liked), in the item (2) he/she wrote *"جَلَسَتْ فِي*
الحَدِيْقَةِ الخَضْرَاءِ" (She sat in the green garden), in the item (3) he/she wrote *"لَبِسْتُ*
يَوْمَ العِيْدِ قَمِيْصاً جَدِيْداً"(I wore a new dress (qamiisun) in the Eid day), in the item (4) he/she wrote *"أَرْسَلَ الطَّالِبُ الغَائِبُ اعْتِذَاراً"* (The absent student sent an apology) Additionally, he/she wrote in item (5) *"الأَسَدُ حَيَوَانٌ مُفْتَرِسٌ"* (The lion is a predatory animal) while in the lastly item (6) wrote *"سَقَطَتْ الطَّائِرَةُ القَدِيْمَةُ عَلَى*
الأَرْضِ"(the old airplane fell on the ground)

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This shows that the candidates had enough skills in the Arabic adjectives and how to use them in sentences. Extract 6.2 is a sample of correct responses from one of the candidates.

Extract 6.2: A Sample of Good Responses in Question 6

The extract is a sample of good responses from one of the candidates who was able to fill in the blanks with appropriate vowelled adjectives.

2.2.5 Question 7: Comprehension

This question was about reading for comprehension. The candidates were required to read the passage and answer the questions from the given passage. The passage was about patriotism toward our beloved country Tanzania. The question was:

٧- اقْرَإِ النَّصَّ الْآتِيَ ثُمَّ أَجِبْ عَنِ الْأَسْئِلَةِ الَّتِي تَلِيهَا:

إِنَّا التَّنْزَانِيِّينَ رِجَالٌ وَنِسَاءٌ، مُسْلِمُونَ وَمَسِيحِيُّونَ، شُيُوخٌ وَأَطْفَالٌ، نَتَشَرَّفُ بِوَطَنِنَا تَنْزَانِيَا،

تَنْزَانِيَا الْعَزِيزَةُ الَّتِي تَشْتَهِرُ بِالْأَمْنِ وَالسَّلَامَةِ فَنَالَتْ مَكَانَةً وَاضِحَةً فِي أَفْرِيقِيَا خُصُوصًا، وَفِي

الْعَالَمِ عُمُومًا. وَهَذِهِ الْمَكَانَةُ تَجْعَلُنَا نَفْتَخِرُ بِانْتِمَائِنَا إِلَيْهَا، وَنَحْرِصُ عَلَى التَّعْبِيرِ عَنْ حُبِّنَا لَهَا،

وَالْحِفَاظِ عَلَيْهَا بَيْنَ الْأُمَمِ.

الْأَسْئِلَةُ:

أ- لَخِّصِ النَّصَّ الَّذِي قَرَأْتَهُ بِسَطْرَيْنِ مَعَ مُرَاعَاةِ الْمَعْنَى.

ب- مَا هُوَ وَاجِبُكَ نَجَاةَ وَطَنِكَ الْعَزِيزِ؟

جـ- ضَعْ كَلِمَةَ "أَطْفَال" فِي جُمْلَةٍ مُفِيدَةٍ مِنْ عِنْدِكَ.

The question was attempted by 15,528 candidates (100.00%). A total of 13,568 candidates (87.38%) scored from 0.0 to 1.5 marks, which is a weak performance. In addition, 1,629 candidates (10.49%) scored from 2.0 to 3.5 marks, which is an average performance. Lastly, 331 candidates (2.13%) scored from 4.0 to 6.0 marks, which is a good performance. The general performance in this question was weak since 1,960 candidates (12.62%) scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarized in Figure 7.
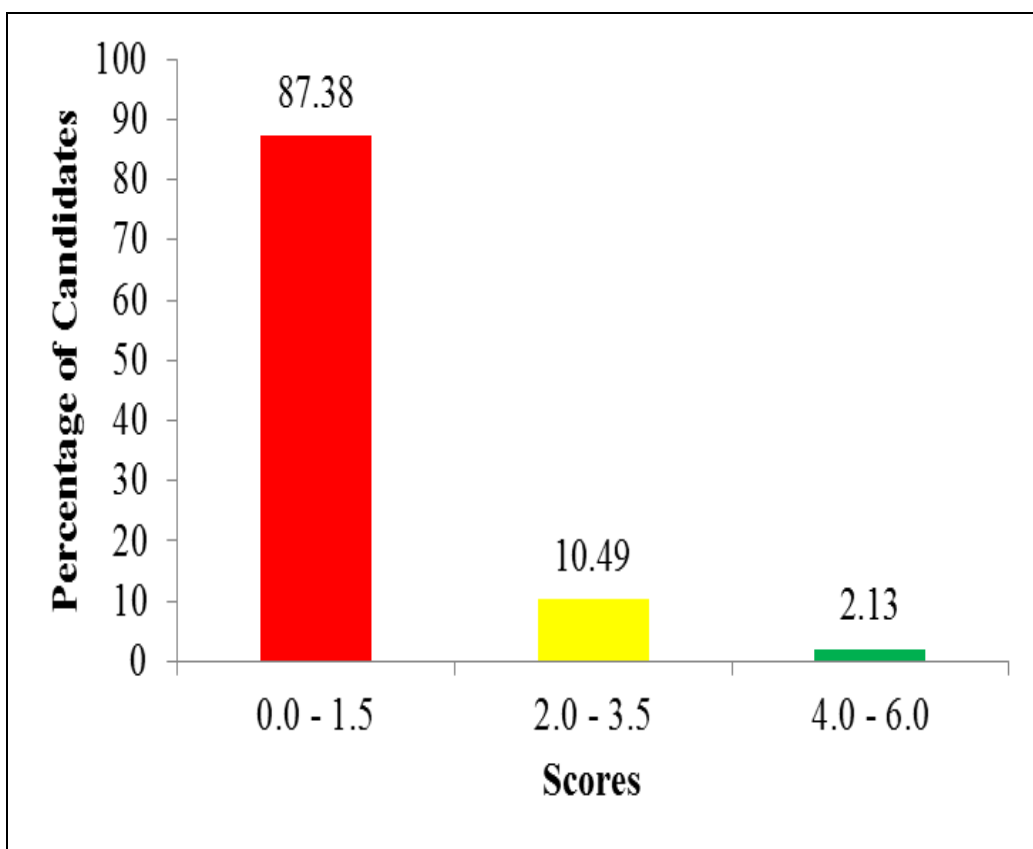
Figure 7*: Candidates' Performance in Question 7*

The data shows that, 13,568 candidates scored from 0.0 to 1.5 marks which is a poor performance. Among them 69.61 per cent of the candidates scored zero. They were unable to respond to the items as required. The candidates had insufficient vocabulary. Consequently, some of them left the question unanswered and some of them copied some words from other questions and used them as answers. Furthermore, some of the candidates copied some words from the stem of this question (*the statement of the question*) and used them as answers for this question. Additionally, some of the candidates wrote meaningless sentences. One of the candidates for example, in item (1) wrote *"النص"*instead of summarizing the passage and in item (3) he/she wrote *شيوخ و* *أطفال"*. The candidate used the word (*أطفال*) in the incomplete sentence instead of using it to make a meaningful sentence. The candidate failed to use it in the meaning sentence. Extract 7.1 is a sample of poor responses.

Extract 7.1: A sample of Poor Responses in Question 7

Extract 7.1 shows a sample of responses from one of the candidates who gave incorrect answer. The candidate for instance, wrote the short statement in item (1) instead of summarizing the passage.

Further analysis of the candidates' responses shows that 1,629 candidates (10.49%) had an average performance in the question. Some of them managed to respond to all items but their responses had grammatical errors. However, some of them responded correctly to one item but failed in other items. Also there were some candidates who responded correctly to one item while in one of the two rest items provided insufficient response. This average performance implies that, the candidates had partial knowledge of comprehension.

Contrarily, the candidates who scored high marks in this question summarized the given passage and responded correctly to the rest two items. However, some of them showed some weaknesses. Some of the candidates for instance, were unable to summarize the given passage correctly. On the other hand 13.60 per cent of the candidates who had a good performance scored full marks in this question. The candidates showed competence in comprehension and had sufficient vocabulary. One of the candidates for example, in item (1) لَخِّص النَّصَّ (*Summarize the passage which you read within* الَّذِي قَرَأْتَهُ بِسَطْرَيْنِ مَعَ مُرَاعَاةِ الْمَعْنَى *two lines by considering the meaning*). He/She wrote, نَحْنُ التَّنْزَانِيُّوْنَ رِجَالٌ وَنِسَاءٌ، مُسْلِمُوْنَ وَمَسِيْحِيُّوْنَ، شُيُوْخٌ وَأَطْفَالٌ نَتَشَرَّفُ بِوَطَنِنَا الْمُشْتَهِرِ بِالْأَمْنِ وَالسَّلَامَةِ فِي الْعَالَمِ، وَنَفْتَخِرُ بِهَا

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عَلَيْهَا. **وَنُحَافِظُ** (*We Tanzanians men and women, Muslims and Christians, elders and children we are delighted by our country which is identified by peace and harmony in the world and we are proud of her and we are preserving her),*in item (2) **مَا هُوَ وَاجِبُكَ تُجَاهَ وَطَنِكَ الْعَزِيزِ؟** (*What is your duty towards your beloved country?*). He/She wrote **(وَاجِبِيْ تُجَاهَ وَطَنِي الْعَزِيزِ هُوَ الْحُبُّ لَهُ وَالدَّفَاعُ عَنْهُ مَعَ الْمُحَافَظَةِ عَلَى مَكَانَتِه)** (*My duty towards my beloved country is to love, defend and preserve her dignity*). In item (3) **ضَعْ كَلِمَةَ ''أَطْفَال'' فِيْ جُمْلَةٍ مُفِيْدَةٍ مِنْ عِنْدِكَ** (*Make your own sentence using the word "Children"*). The candidates who answered correctly in this item responded: **(أَطْفَالُنَا أَذْكِيَاءٌ)** (*Our children are intelligent).*The candidates who responded correctly in this question had sufficient vocabulary and the knowledge of comprehension. Extract 7.2 is a sample of responses from the candidate who responded to the question correctly.

Extract 7.2: A Sample of Good Responses in Question 7

The Extract 7.2 shows a sample of good responses from one of the candidates

2.2.6 Question 8: Jumbled Sentences

In this question, the candidates were instructed to re-arrange the five sentences into a logical sequence to make a meaningful paragraph. The question tested the candidate's ability to organize the sentences into a meaningful paragraph. The question was:-

٨- رَتِّبِ الْحِوَارَ الْآتِي:

أ- شَخْصٌ: عَشَرَةُ شِلْنَاتٍ بِالْبَرِيدِ الْعَادِي.

ب- شَخْصٌ: أُرِيدُ أَنْ أُرْسِلَ هَذَا الْخِطَابَ إِلَى دَارِ السَّلَامِ.

جـ- شَخْصٌ: تَصِلُ بَعْدَ أُسْبُوعٍ تَقْرِيبًا.

د- شَخْصٌ: هَلْ كَتَبْتَ الْعُنْوَانَ؟

هـ- شَخْصٌ .: تَفَضَّلْ، هَذِهِ عَشَرَةُ شِلْنَاتٍ، مَتَى تَصِلُ إِلَى دَارِ السَّلَامِ؟

و- شَخْصٌ: نَعَمْ، كَم الْأُجْرَةُ؟

The question was attempted by 15,513 candidates (100.00%), out of whom 13,752 (88.65%) scored from 0.0 to 1.5 marks which is a weak performance, 942 candidates (6.07%) scored from 2.0 to 3.5 marks which is an average performance; and 819 candidates (5.28%) scored from 4.0 to 6.0 marks which is a good performance. Therefore, the candidates' general performance in the question was weak, considering that 1,761 candidates (11.35%) scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarized in Figure 8.
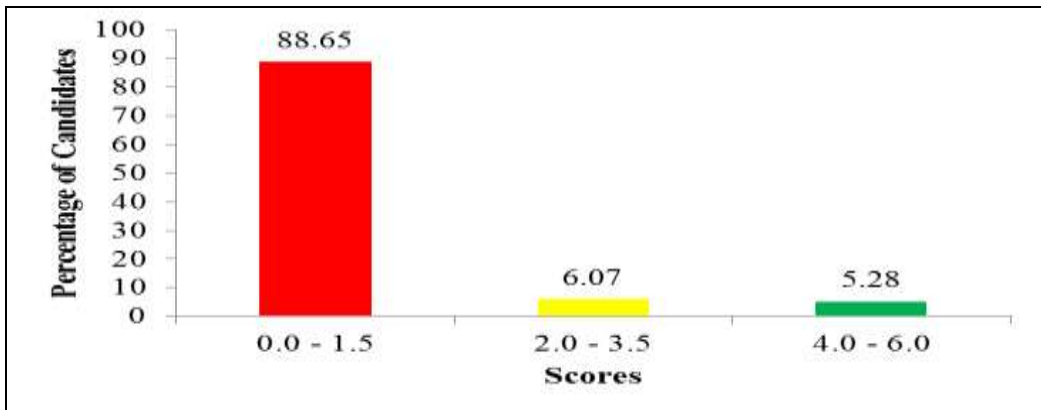

Figure 8: *Candidates' Performance in Question 8*

As shown above, the candidates who had a weak performance in this question were 88.65 per cent; among them, 82.76 per cent of the candidates scored zero. The candidates lacked knowledge and skills of rearranging jumbled sentences correctly. Consequently, they seemed to have guessed answers. Furthermore,

some of the candidates skipped the question. Among the candidates with zero for example, picked the sentence **(تصل بعد أسبوع تقريبا)** (*It arrives after a week*), as the first sentence , **(نعم، كم الأجرة؟)** (*Yes, how much is it?*) as the second sentence. Furthermore, the candidate chose the sentence **،تفضل، هذه عشرة شلنات)** **متى تصل إلى دَارِ السّلامِ؟)** (*Here are ten shillings, when will it arrive in Dar es Salaam?*) as the third sentence. He or she chose **(هل كتبت العنوان؟)** (*Did you write the address?*) as the fourth sentence. Moreover, the candidate picked the sentence **(عشرة شلنات بالبريد العادي)** (*Ten shillings by normal post*), as the fifth sentence in the given paragraph. Finally, the candidate selected the sentence **(أريد أن أرسل هذا الخطاب إلى دَارِ السّلامِ)** (*I want to send this letter to Dar es Salaam*), as the sixth sentence.

This suggests that the candidates in this category lacked the knowledge of organizing information in the order that brings meaning. Extract 8.1 shows a sample of a poor response from one of the candidates in the question.

Extract 8.1: A sample of Weak Responses in Question 8

The Extract 8.1 shows a sample of responses from one of the candidates who re-arranged the sentences incorrectly.

Furthermore, the analysis indicates that, 942 candidates (6.07%) scored from 2.0 to 3.0 marks, which is an average performance in this question. Majority of the candidates scored two or three marks. This suggests that they had partial knowledge of Arabic language and insufficient vocabulary.

As shown in the analysis, the candidates with a good performance in the question had scores ranging from 4.0 to 6.0 marks. They were able to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph. However, some of them failed in either one or two items. The data analysis shows that, 78.29 per cent of the candidates who had a good perfomance scored full marks. They were able to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph. The candidates had the knowledge and skills of organizing information in a good manner. Moreover, they knew what each sentence meant. One of the candidates for instance, rearranged the sentences as follow: *(أريد أن أرسل هذا الخطاب إلى دارِ السَّلام)* (*I want to send this letter to Dar es Salaam*) to be the first, *(هل كتبت العنوان؟)* (*Did you write the address?*) to be the second sentence, *(نعم، كم الأجرة؟)* (*Yes, how much is it?*) to be the third sentence, *(عشرة شلنات بالبريد العادي)* (*Ten shillings by normal post*) to be the forth sentence, *(تفضل، هذه عشرة شلنات، متى تصل إلى دارِ السَّلام؟)* (*Here are ten shillings, when will it arrive in Dar es Salaam?*) to be the fifth sentence and *(تصل بعد أسبوع تقريبا)* to be the last sentence. Extract 8.2 is a sample of responses from the candidates who correctly rearranged the given sentences.

Extract 8.2: A Sample of Good Response in Question 8

Extract 8.2 shows a sample of a response from one of the candidates who was able to re-arrange the jumbled sentences into a meaningful paragraph.

2.3 SECTION C: Composition

This section had four questions: one was about writing an article and the second on letter writing. While the rest two questions were about literary works. The candidates were required to attempt only three questions in this section. Each question carried fifteen (15) marks, making a total of 45 marks.

2.3.1 Question 9: Article writing

The question was about benefits of planting trees. The candidates were required to write an article about the **"benefits of planting trees"** (فَوَائِدُ غَرْسِ الْأَشْجَارِ) in not less than 150 words. The question was:

٩- اُكْتُبْ مَقَالَةً تَتَحَدَّثُ فِيْهَا عَنْ فَوَائِدِ غَرْسِ الْأَشْجَارِ فِي حَيَاةِ الْإِنْسَانِ. لَا تَقِلُّ كَلِمَاتُهَا عَنْ مِائَةٍ وَخَمْسِيْنَ كَلِمَةً.

The question was attempted by 1,908 candidates (12.29%). The general performance in this question was weak as 18.24 per cent of the candidates who attempted the question scored from 4.5 to 13.5 marks. Furthermore, the analysis of the candidates who attempted the question shows that: 1,560 candidates (81.76%) scored from 0.0 to 4.0 marks, which is a weak performance, 293 candidates (15.36%) scored from 4.5 to 9.5 marks, which is an average performance. Yet, 55 candidates (2.88%) scored from 10.0 to 13.5 marks, which is a good performance. The performance in the question is summarized in Figure 9.
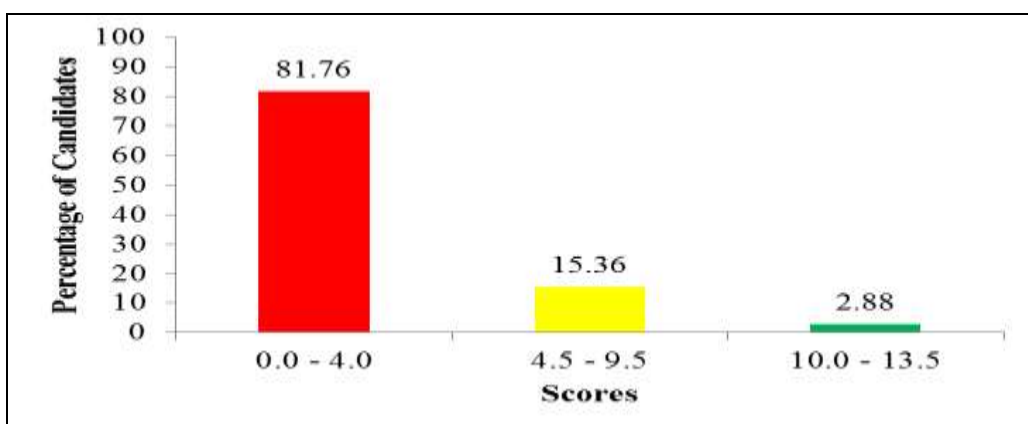

Figure 9: *Candidates' Performance in Question 9*

The candidates who performed poorly in this question demonstrated weakness in expressing the given topic. Consequently, they scored from 0.0 to 4.0 marks

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which is a weak performance. However, some of the candidates who did not score zero in this category were able to write introduction which had grammatical errors. Some of them were able to explain the benefits of planting tree with weak and few points. On the other hand, the candidates who scored zero were not able to explain something about the benefits of planting trees. Consequently, some of them wrote meaningless sentences. On the other hand, some of the candidates copied words or passages from other questions and used them as the answers for this question. These incorrect answers show that, the candidates lacked enough vocabulary and the knowledge of expressing different issues in the Arabic language. Extract 9.1 is a sample of a candidate who performed poorly in this question.

Extract 9.1: A Sample of Poor Responses in Question 9

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Extract 9.1 shows a sample of poor responses. The candidates mixed meaningless sentences and some words from other sentences.

However, a few candidates had an average performance in this question. The candidates were able to write an article about benefits of planting trees, although they showed some weakness in their responses such as, failing to organize the points in a good order and providing insufficient explanations. There were, however, some of them who mixed incorrect and correct responses. Generally, their responses had a lot of grammatical mistakes and spelling errors.

On the other hand, there were a few candidates who had a good performance in this question. These candidates were able to explain the benefits of planting trees as the question demanded. The candidates provided good introduction, well organized points to support the topic and lastly they wrote a good conclusion. Although, the candidates had a good performance in this question, their responses had very minor spelling and grammatical errors which prevented them from scoring full marks. However, the candidates showed high competence in explaining different issues in Arabic Language. This implies that they had sufficient vocabulary and grammar of Arabic Language. Extract 9.2 shows a sample of a good response.

يتشوش الناس في الوقت أنّ غرس الأشجار

مدنس نمنع لها لأنّه للأشجار نعطي لنا الطعام و

الفواكه اللذيذة جدا. مثال البرتقال وس الجزر و

التفاحة. عندما نأكل هذه الأشجار نعيش بصحة

جيدة. إذا يجب علينا أن نهتم بالأشجار

لأنّه ينفع الناس في الحياة

أولا : بنفي الأشجار نعطي لنا

الدواء ممتازة لكي نعالج ونفي الأمراض مثال

بين الزكام وغير ذلك. نفي الناس لم

يستعمل الدواء في المستشفى لأنّه لم ينفع

أو غاليا فقد إذا نفي أناس بستعمل

الأشجار لكي تعالج الأمراض. إذا يجب علينا

أن غرس الأشجار لفوائدها في الحياة لكنها

لكي تنفعنا. الأشجار نعطي لنا

الفواكه بين (الأكسجين) نعرف أن له الهواء

الصافية هي من الأشجار والحس ولا خالهواء

9

هو شيء مهم جداً لأنه نستعمل كثيراً في
نعيشتي بله الجلود القوات القابضة ساع الحياة
والكون. إذا يجب علينا أن غرس الأشجار
لأنه نعطي لنا فوائد كثيرة.

الأشجار نعطي لنا الأكسجين لكي
نبقى المستقلة ونعرف أن يعطي الأكسجين تبني
بنستعمل الخشب لابد يجب علينا أن نحب
نغرس الأشجار لأنه نعطي لنا فوائدها كثيرة
في الحياة الإنسان.

إذا ضفنا منق من نبقى
فوائد عزين الأشجار في الحياة الإنسان
كما نرى في البداية فوائده كثيرة إذا
يجب علينا أن نحفظ للأشجار فزيدة
في منيته.

Extract 9.2: A Sample of Good Responses in Question 9

Extract 9.2 is a sample of responses from one of the candidates who performed well in this question, although he or she had a few mistakes.

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2.3.2 Question 10: Letter Writing

The question was about Letter writing. The candidate was required to write a letter using a name *'Sibawayhi'* to inform his or her friend that, he or she shares with him his joy in the occasion for receiving his Secondary Certificate. The question was:

10- اُكْتُبْ رِسَالَةً تُخْبِرُ صَدِيقَكَ أَنَّكَ تُشَارِكُهُ فِي فَرَحِهِ لِمُنَاسَبَةِ نَيْلِ شَهَادَتِهِ الثَّانَوِيَّةِ، فَلْيَكُنِ اسْمُكَ سِيبَوَيْهِ.

This question was attempted by 8,101 candidates (52.17%). The analysis of the candidates who attempted the question shows that: 136 candidates (1.68%) scored from 10.0 to 13.5 marks, which is a good performance, 2,527 candidates (31.19%) scored from 4.5 to 9.5 marks, which is an average performance. Yet, 5,438 candidates (67.13%) scored from 0.0 to 4.0 marks, which is a weak performance. The performance in the question is summarized in Figure 10.
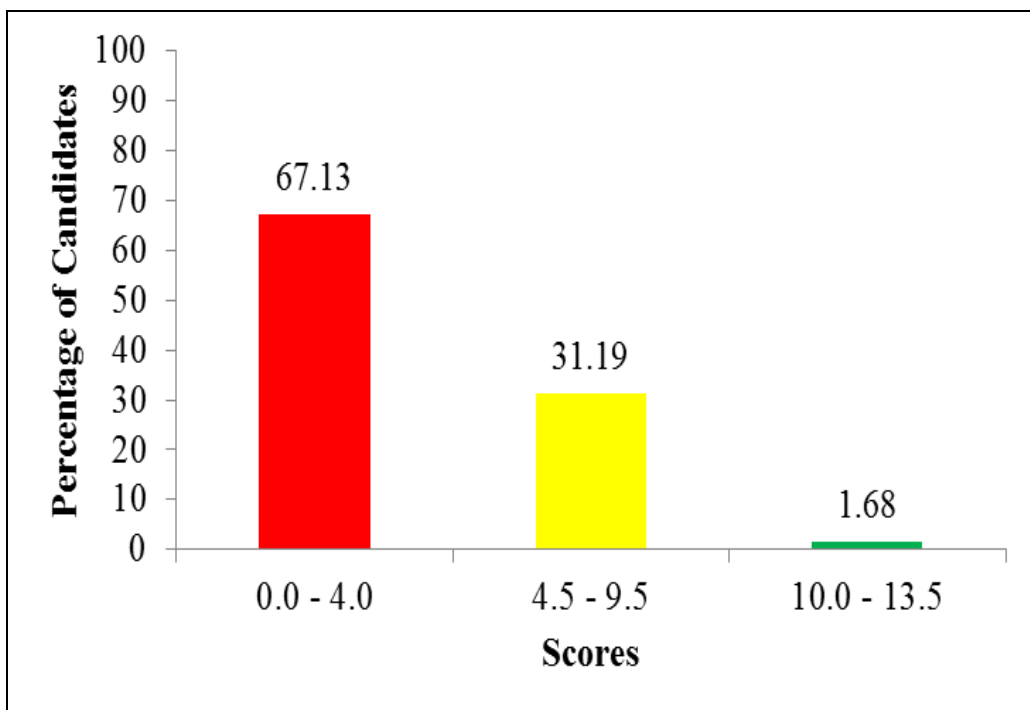

Figure 10: *Candidates' Performance in Question 10*

The analysis shows that 1.68 per cent of the candidates who attempted the question scored high marks. These candidates were able to write the letter, as the

question demanded. Although they arranged their ideas in a good flow, their responses had very minor spelling and grammatical errors. This implies that these candidates had both sufficient vocabulary in Arabic Language and good writing skills. Extract 10.1 shows a sample of good responses.

ص. ب ٠ 218.

زنجبار.

تنزانيا.

2 – 12 – 2021 م.

إلى صديقي العزين.

السلام عَلَيْكُم وَرَحمَه اللَّه وَبَرَكَاتُه.

أظنَّ أَنَّكَ في صِحَّةٍ جِيدَةٍ وَأَنَا بِخَيرٍ، إِنِّي مُشتَاقَ إِلَيكَ جِدًّا.

الهَدَفُ لِكَتَابِ هَذِه الرِّسَالَة هِيَ أَن تُخْبِرَكَ أَنَّنِي أُشَارِكَكَ في فَرَحِكَ لِمُنَاسَبَةِ نَيْل شَهَادَتِكَ الثَّانَوِيَّة إِنْ شَاءَ اللَّه.

بَلِّغ سَلَامِي إِلى أُمِّكَ وَأَبِيكَ وَكُلّ مَن يَعْرِفُنِي وَقُلْ لَهُم إِنِّي أُحِبُّكُم جَمِيْعًا.

صَدِيقُكَ العَزِين.

سِيبَوَيْه.

Extract 10.1: A Sample of Good Responses in Question 10

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Extract 10.1 is a sample of good responses from a script of a candidate who wrote the good letter. The candidate had the knowledge of writing Arabic letters, although, the candidate showed some weaknesses in his or her responses.

On the other hand, some of the candidates had an average performance in this question. The candidates managed to write the address, the greeting, the main body and conclusion, yet their response had grammatical errors. This indicates that the candidates had insufficient vocabulary.

The analysis shows that 67.13 per cent of the candidates who attempted the question scored from 0 to 4 marks out of 15 marks allocated to the question. Some of the candidates in this category, who scored some marks in this question, wrote the address of the letter and its introduction. With regard to the candidates who scored zero in the question, they completely failed to write the letter. The candidates showed weakness such as repeating the question in their responses, copping some words from other questions and using them as answers and providing unclear explanations. This shows that, the candidates had inadequate knowledge of letter writing and insufficient vocabulary. Extract 10.2 is a sample of poor responses.

Extract 10.2: A Sample of Weak Responses in Question 10

Extract 10.2 shows a sample of responses from one of the candidate who was unable to answer the question instead he or she wrote meaningless sentences.

2.3.3 Question 11: Literary Work

The question was about literary works. The candidates were required to talk about the story "***The Tortoise Wins the Race***" with giving three lessons that we can benefit from it in our daily life. The candidate was instructed to write about this in not less than one hundred and fifty (150) words.

The question was:

١١- لِقِصَّةِ السُّلَحْفَاةِ تَفُوزُ فِي السِّبَاقِ دُرُوسٌ؛ تَكَلَّمْ عَنْ هَذِهِ الْقِصَّةِ مَعَ اسْتِنْتَاجِ ثَلَاثَةِ دُرُوسٍ يُمْكِنُ أَنْ نَسْتَفِيدَ مِنْهَا فِي حَيَاتِنَا الْيَوْمِيَّةِ بِمَا لَا يَقِلُّ عَنْ مِائَةٍ وَخَمْسِينَ كَلِمَةً.

The question was attempted by 5,999 candidates (38.63%). The general performance in this question was average since 34.16 per cent of the candidates who attempted the question scored from 4.5 to 13.0 marks. Furthermore, the analysis of the candidates who attempted the question shows that, 80 candidates (1.34%) scored from 10.0 to 13.0 marks, which is a good performance, 1,969 candidates (32.82%) scored from 4.5 to 9.5 marks, which is an average performance.   Yet 3,950 candidates (65.84%) scored from 0.0 to 4.0 marks, which is a weak performance. The performance in the question is summarized in Figure 11.
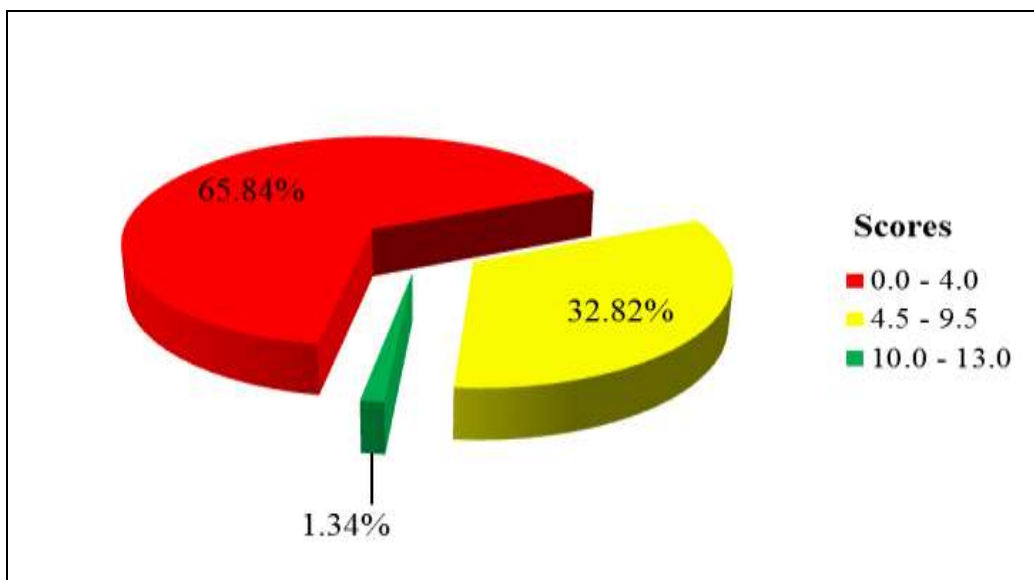

Figure 11: *Candidates' Performance in Question 11*

The data analysis shows that, a few candidates had a good performance in this question. The candidates responded correctly to the question. Although, they arranged their ideas in a good flow, their responses had very minor spelling and grammatical errors. This implies that the candidates had sufficient vocabulary in Arabic Language and good writing skills. Extract 11.1 shows a sample of good responses.

السلحفاة حيوان صغير قوي وهي تعيش
في الماء وفي البر أحيانا. قصة السلحفاة متى
تفوز في السباق كالآتيه

كانت الأرنب تسخر وتتستهزئ السلحفاة ببطئ
حركاته فكانت السلحفاة حزينة بعد تفكير أرادت
السلحفاة المصابقة بينهما وبين الأرنب.
استعدت السلحفاة حيلة حيث قالت للأرنب
أنني أختبئ قريبا من شجرة القريقة وأنا ساكون
عند نقطة البدايه. فبدأ السباق. فعلت أحت
السلحفاة كما أمرت فنازن السلحفاة.
بعد الأرنب أن يرى أن السلحفاة فازت
اعتذر الأرنب للسلحفاة ووعدت ألا تسخر منها
دائما بعد اليوم.

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الدروس يُمْكِنُ أَنْ نَسْتَفِيدَ مِنْهَا فِي حَيَاتِنَا كَالآتِيَةِ

أَكْثَرُ المراحلَ مَكْرُوهَةٌ ، نَرَى أَنَّ

الشَّلَحْفَاةَ كَانَتْ حَزِينَةً بِسَبَبِ سُخْرِيَةِ أَرْنَبٍ إِذَنْ

عَلَيْنَا أَنْ لَا نَسْخَرَ بَعْضَنَا بَعْضًا

لَا نَحْتَقِرْ أَحَدًا فِي الحَيَاةِ ، نَرَى أَنَّ الأَرْنَبَ

كَانَ يَحْتَقِرُ الشَّلَحْفَاةَ بِبُطْءِ حَرَكَاتِهِ بِكُلِّ آخِرُهُ

الشَّلَحْفَاةُ فَازَتْ فِي السِّبَاقِ هَذَا دَرْسٌ لَا أَنَّ كُلَّ

وَاحِدٍ مَعَ ضَعْفِهِ .

العَقْلُ أَوْلَى السِّلَاحِ ؛ الشَّلَحْفَاةُ كَانَتْ

عَاقِلَةٌ وَحَلَّ سُخْرِيَةَ أَرْنَبٍ بِعَقْلِهَا بِجَمِيلَةٍ ، إِذَنْ

عَلَيْنَا أَنْ نَسْتَخْدِمَ العَقْلَ فِي كُلِّ أَمْرٍ .

يَجِبُ عَلَيْنَا أَنْ نَعْمَلَ بِمَا اسْتَفَدْنَا فِي

هَذِهِ القِصَّةِ فِي حَيَاتِنَا لِيَكُونَ جَمَالُنَا حَيَاةً

جَمِيلَةً .

Extract 11.1: A Sample of Good Responses in Question 11

Extract 11.1 is a sample of responses from the candidates who had a good performance.

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In this question, 1,969 candidates (32.82%) scored from 4.5 to 9.5 marks, which was an average performance. The candidates somehow demonstrated the knowledge of summarizing and analyzing the story. Furthermore, they demonstrated the mastery of essay writing skills. However, their responses had grammatical errors. In addition, some of them provided a mixture of correct and incorrect responses. There were, however, some of them who repeated the points.

The candidates who performed poorly in this question exhibited weakness in the question. The candidates who scored some marks in this category were able to make a good introduction but failed to provide satisfactory explanation in the main body. On the other hand, 37.39 per cent of the candidates who failed in this question scored zero. They were unable to write and analyze the story. Consequently, some of them wrote meaningless sentences. Additionally, some of the candidates attempted the question using other book instead of the instructed one. These incorrect answers suggest that, the candidates lacked enough vocabulary and knowledge of both summarizing and analyzing literary works. Extract 11.2 is a sample of candidates who performed poorly in this question.

Extract 11.2: A Sample of Weak Responses in Question 11

Extract 11.2 shows a sample of responses from one of the candidates who provided incorrect responses. The candidate wrote meaningless sentences.

2.3.4 Question 12: Literary Works

The question was about literary works. The question required the candidate to educate his or her society that, it can only reach progress and development through cooperation and integration among them, by using the literary book *'The Kingdom of Bee'* (مَمْلَكَة النَّحْلِ). However, the candidate also was required to

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give three advantages of cooperation and integration. The candidate was instructed to write about this in not less than one hundred and fifty (150) words.

The question was attempted by 5,439 candidates (35.03%). The general performance in this question was average, as 33.66 per cent of the candidates who attempted the question scored from 4.5 to 14.0 marks. Furthermore, the analysis of the candidates who attempted the question shows that, 105 candidates (1.93%) scored from 10.0 to 14.0 marks, which is a good performance, 1,726 candidates (31.73%) scored from 4.5 to 9.5 marks, which is an average performance and 3,608 candidates (66.34%) scored from 0.0 to 4.0 marks, which is a weak performance. The performance in this question is summarized in Figure 12.
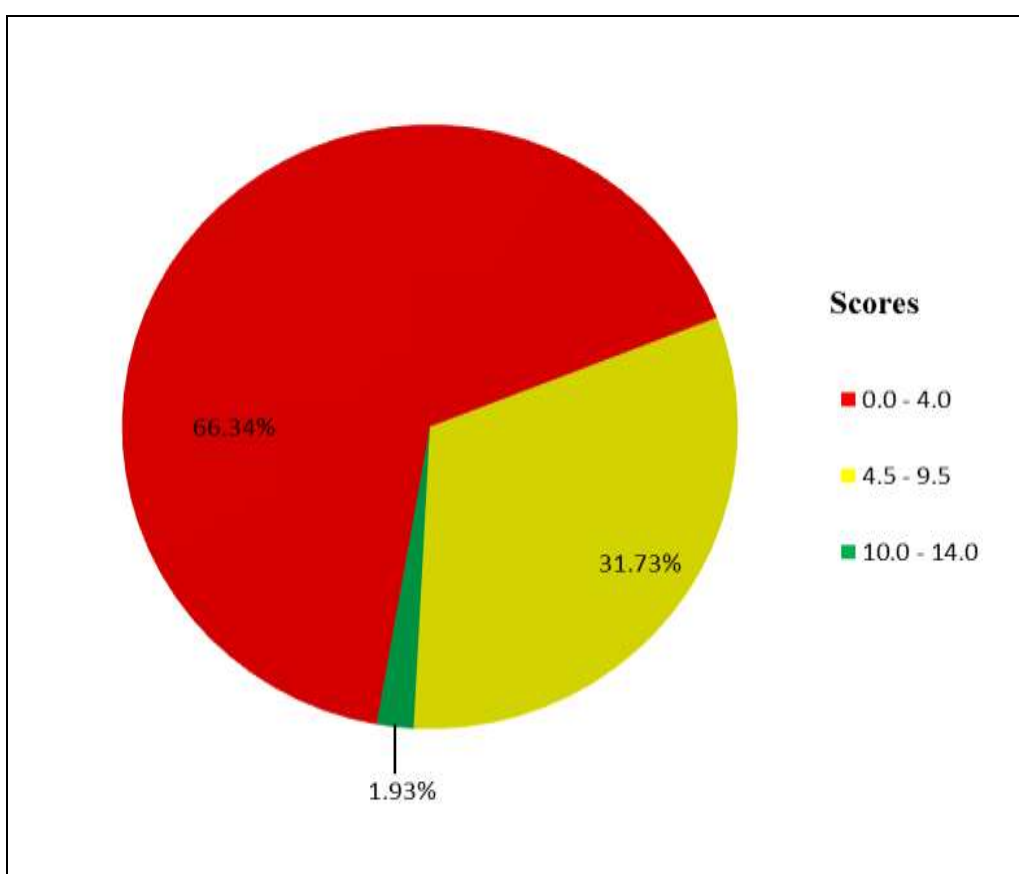

Figure 12: *Candidates' Performance in Question 12*

The candidates who performed weakly in this question showed weaknesses in analyzing Arabic literary books. However, some of the candidates who scored

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marks in this category, were able to make a good introduction, but failed to provide satisfactory explanation in the main body. Furthermore, 42.88 per cent of the candidates who scored zero were unable to write and analyze the story at all. Consequently, some of them wrote meaningless sentences. On the other hand, some of the candidates copied words or passages from other questions and put them as their answers. These incorrect answers show that these candidates lacked enough vocabulary and the knowledge of analyzing Arabic literary works. Extract 12.1 is a sample of candidates who performed weakly in this question.

Extract 12.1: A Sample of Weak Responses in Question 12

Extract 12.1 shows a sample of weak responses from the candidate who failed in this question. The candidate provided meaningless explanations.

The candidates who scored from 4.5 to 9.5 marks as an average performance identified the question's requirement. The candidates were able to write introduction and conclusion but wrote the mixture of correct and incorrect points in the main body. They also did not score high marks because of the failure to provide exhaustive elaborations.

The candidates who performed well in this question were able to respond to the question as required. Furthermore, the candidates organized their points appropriately, starting with the introduction, main body and conclusion. The candidates' good performance shows that, they had adequate knowledge of the story of "***Bees' Kingdom***" *(مَمْلَكَةُ النَّحْلِ)*. Moreover, they showed the knowledge of analyzing and summarizing the Arabic language story. However, their responses had some very minor grammatical errors and spelling mistakes. Extract 12.2 shows a sample of a good response in this question.

التعاون واحد من أسس و التطوير في المجتمع.

ولهذا التعاون أهمية بالغة على صعيد الفرد

والمجتمع فهو يساعد في تعزيز الاتصال

والعمل ثابت، ويزيد من المهارات و الخبرات الحياتية

ويعزز بر الثقة بالنفس والمجتمع.

بالاستعمال الكتاب حمكة، يوضح المؤلف كيف نجح النحلات

بسرعة و بشكل كبير بعد أن يعملوا عمل جماعيا.

بالإضافة إلى ذلك ، تحدث المؤلف عن نحلة التي رفضت

أن تعمل مع زميلك نها و ذهبت لتعمل بفمن . قررت

هذه النحلة العودة بعد أن وجدت الأمور صعبة.

كانت القصة كالتالي:

شعرت النحلة بوما على وفهما تعمل كندرا ويبذل
مجهودات جبارة في سبيل الجماعة ولا تجد لات
نصيبا ضئيلا د يتماشى مع الشغل الذي
يعملها، ولا تمر رت أن تذ حـــــ وحبا اتعمل بقدر
برملت نحا بعجة انهان تجد نصيبها المسحق .
فهجرت النحلة وسبت تعمل بعيدا
من رميلت نها . ولكن لم تمض أيام كثيرة
حتى ماد ت الى رميلت نها يطحر عليها ملك ات
التعب والجوع . حلما رجعت وحدت أن العمل
لم يتأثر بغيابها . فالحمل كان يجري مثل ماكان
ولذالك للتعاون والتكامل أهمية كثيرة

منها،
إنجاز الأنشطة بشكل أسرع من أبر نز
فوائد التعاون هي الى إنجاز المهام بشكل أسرع
وهذا يختصر الوقت والجهو و يساعد في تسريع
نهضة المجتمع والتطور،

إن التعاون والتكامل يشاعد الناس في آداء المهام

ومساعدة بعضهم البعض، وذلك من خلال تبادل

الخبرات والمهارات والأفكار، سيؤدي ذلك

إلى عمل بشكل احترافي / جيد يساعد على المعرفة التي

اكتسبوها ممارسة التطور.

ساعد التعاون والتكامل أيضا المجموعات

في تمتين أواصر الارتباط بين بعضهم البعض

سيؤدي هذا إلى تفهم نقاط الضعف الموجودة

لدى كل فرد في المجموعة و محاولة تقويتها

حتى يكون مستويا مع الآخرين في

العمل هذا شيء سيجعل التنمية أسرع

لأن الضعف الناس ستقل.

زادة التعاون مهمة جدا في المجتمع

Extract 12.2: A Sample of Good Responses in Question 12

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3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The Arabic Language Examination involved the following topics: *Noun (الاسم)*; *Verbs (الأفعال)*; *The meaningful Sentence (الجملة المفيدة)*; *Adjectives (النعت)*; *Reading for Comprehension*; *Expression*; *Inflection*; *Uninflected words*; *The Five Nouns (الأسماء الخمسة)*; *Tamyiizu (التمييز)*; *Adverbs (الظروف)*; *Nawaasikhu*; *Subject of the sentence (الفاعل)*; *Literary works* and *Balagha.*

The topics with average performance were: question 1 which consisted of *Noun (الأسماء)*; *Meaningful sentence (الجملة المفيدة)*; *Uninflected words; The Five Nouns (الأسماء الخمسة)*; *Tamyiizu (التمييز)*; *Adverbs (الظروف)*; *Nawaasikhu; The subject of the sentence (الفاعل)*; and *Balagha)* (35.81%); *Literary works* (33.91%) and *Noun (الاسم)* (33.84%).

Additionally, the topics with weak performance were: *Expression* (20.82%); *Inflection* (13.67%); *Reading for Comprehension* (12.62%); *Verbs* (11.86%); *Adjectives (النعت)* (6.35%) and *The Meaningful Sentence (الجملة المفيدة)* (5.04%).

The candidates' performance on the topics is summarized in Appendix A, whereby yellow colour indicates average performance, while red colour indicates a weak performance on the topics.

4.0 CONCLUSION

The general performance of the candidates in the Arabic Language subject 2021 was (16.65%) which is weak. This was contributed by the candidates' weak performance on *Expression; Inflection; Reading for Comprehension; Verbs*; *Adjectives* and *The Meaningful Sentence*. Among the reasons that contributed to the weak performance were, insufficient knowledge of analyzing sentences; inadequate knowledge of verbs, insufficient knowledge of using adjectives in a sentence correctly, insufficient Knowledge of comprehending information, insufficient knowledge of expressing deferent issues correctly and insufficient knowledge of sentence structures.

On the other hand, some of the candidates had a good performance on these topics. This was a result of candidates' knowledge on such things as understanding the requirements of the question, adequate vocabulary, high ability to express different issues and the knowledge of Arabic grammar.

5.0 RECOMMENDATIONS

To improve the performance of the candidates in future examinations, the following are recommended:

(a) In order to increase the level of performance in *Verbs*, it is recommended that, the teacher has to provide different examples of sentences with types of verbs in the classroom during the teaching and learning process. In addition, the teacher should guide the students to identify the types of verbs in the sentence. The teacher then should explain to them in detail while focusing on: the meaning of the verb, the types of verb, the signs of verb, the inflection of the verbs and the ways in which the verb differ from the nouns.

In addition, the teacher should arrange the students into small groups and then provide them with five sentences. The teacher should ask the students to identify verbs, types of verbs and then inflection of those verbs from the sentences given.

(b) In order to increase the performance in *Adjective*, the teacher should present examples of adjectives in the classroom during the teaching and learning process. Then, read them in front of the students. After that, he or she has to select one student to read the examples presented to them loudly. The teacher then should explain in details while focusing on the definition of adjective (*تعريف النعت*) and the rule of adjective (*حكم النعت*).

Also, the students have to copy the examples presented into their exercise books. Then, the teacher should ask oral questions to the students. Lastly, the teacher should provide students a task taken from the textbook. Lastly, the teacher should mark the questions which were done by the students.

(c) The teacher should present some examples of '*meaningful sentences*' of both '*verb sentences*' and '*nominal sentences*'. Then, he or she should guide the students to read them loudly. After that, the teacher should explain in details while reminding students on the important things that make meaningful verbal sentences and meaningful nominal sentences. Lastly, the teacher should give the students an exercise in creating meaningful sentences on both nominal and verbal sentence.

(d) In order to increase the level of performance in *Expression*, The teacher should introduce different topics (for composition) to students during teaching and learning process. The teacher should guide the students to write about those topics and discuss them in their groups and then he or she has to correct them in areas where they showed some weaknesses.

Furthermore, to improve letter writing skill to candidates, the teacher should give the candidates different samples of letters involving both official and informal letters. Thereafter, the teacher should explain in details focusing on the elements of letter such as the address and its requirements, the title of the letter (for official letter) and main body of the letter. Then, the teacher should ask the candidates to write a letter about any topic that he or she will suggest. To reinforce the knowledge, the teacher should make follow up to the students by giving them exercise.

In addition, the teacher should prepare groups for various tasks such as discussions, debates and plays for different topics. In addition, these activities should be done at least once a week.

(e) In order to increase the level of performance in Inflection, teacher should give enough examples of different sentences having variety of words during the teaching and learning process. After that, the teacher should ask the students to read them. Thereafter, the teacher should guide the students to write these examples and discuss in their groups focusing on the rule of each word in the sentence. Lastly, he or she should go around the groups to see what is going on.

(f) Hand writing to some students is a challenge. To solve the problem; a teacher can prepare a special program concerning how to write Arabic alphabets properly.

Summary of Candidates' Performance on Each Topic

2021				
S/N	Topics	Number of Questions	The Percentage of Candidates who Scored an Average of 30% of Marks or Above	Remarks
1.	question 1 which consisted of *Noun* (الاسم)); *Meaningful sentence* (الجملة المفيدة); *Uninflected words; The Five Nouns* (الأسماء الخمسة); *Tamyiizu* (التمييز); *Adverbs* (الظروف); *Nawaasikhu; The subject of the sentence* (الفاعل); and *Balagha*)	1	35.81	Average
2.	*Literary works*	11 & 12	33.91	Average
3.	*Noun* (الأاسم)	2	33.84	Average

4.	*Expression*	8, 9 & 10	20.82	Weak
5.	*Inflection*	3	13.67	Weak
6.	*Reading for Comprehension*	7	12.62	Weak
7.	*Verbs*	4	11.86	Weak
8.	*Adjectives (النعت)*	6	6.35	Weak
9.	*Meaningful Sentence (الجملة المفيدة)*	5	5.04	Weak