



PSAC 2023

Grade 6

ARABIC

Subject code : **P210**

Examiners' Report

PRIMARY SCHOOL ACHIEVEMENT CERTIFICATE ASSESSMENT 2023

ARABIC

EXAMINERS' REPORT

Introduction:

The Primary School Achievement Certificate (PSAC) Assessment for Arabic focuses on different linguistic competencies:

1. Reading Comprehension (40%)
2. Writing (30%)
3. Grammar and Vocabulary (30%)

General Comments:

Candidates' performance was quite satisfactory. The overall pass rate is 73.84%, which is slightly higher than that of 2021/2022, which was 72.55%. Nevertheless, the general tendency of candidates performing well on questions assessing fundamental skills in reading and writing has not improved much. As regards to reading comprehension, candidates performed quite well when it came to showing literal understanding. On the other hand, higher order reading skills such as making inferences and offering a personal response to the text are found to be more problematic by a significant number of candidates. Nevertheless, writing continues to be the most difficult task for the majority of the candidates, mistakes related to syntax, grammar, orthography and use of accurate and appropriate vocabularies continue to be challenging. Hence, both educators and candidates are recommended to heed to these subtleties in order to deal with prevailing issues and remedy them accordingly.

Comments on specific questions:

Question 1A (5 Marks) [5 Items]

Assessment Objective:

This question assesses candidates' knowledge of **common basic** vocabularies. The task is related to labeling of pictures.

Comments:

- Most candidates attempted this question successfully, although many of them missed the full marks.
- Wrong spelling and writing is one of the main type of mistake in this question.
- Generic terms were vastly used to name the single specific picture, for example: أعضاء الجسم instead of أنف.
- Some candidates gave the impression that they had difficulties to interpret some pictures and choose to label one small element from the whole picture, for example: شجرة instead of جبل / أذن instead of أنف
- Few candidates wrote some words in English.
- Some candidates could not distinguish between the phonemes of some alphabets, for example: (س/ش/ص - ر/ل - ق/خ/ك - ت/ط - ظ/ذ), and were consequently penalized for spelling mistakes.
- Some candidates could not differentiate between (ة) and (ت), for example: (شجرت).
- Many candidate showed that they are confused while choosing the correct vocabularies. Especially when they have close pronunciation such as: درجة instead of دراجة, فلفل instead of فيل, جمل instead of جبل
- Very few candidates left the whole exercise unanswered.
- The following is a list of the correct and wrong answers found:

Item	Correct Answers (Full mark)	Wrong Answers (zero mark)
1	أنف / أعضاء الجسم / عضو	أن ف / أنفن / أغضاء
2	دراجة / مركب / مواصلات / نقل	دراجة / درجة / دراجت
3	قبعة / ملابس / ملابس / لباس	خباعة / خبعة
4	فيل / حيوان / حيوانات / حيوان وحشي	فير / حيون / فلفل
5	جبل / جبال / غابة / شجرة / حديقة / بيئة	جمل / سماء / نهر / شجرت / جزيرة

Recommendations:

- Educators are requested to warn candidates against the usage of **generic terms** for this question.
- Given that Arabic has some alphabets of similar pronunciation and form with a slight difference, Educators are requested to train candidates to articulate the alphabets properly and to write them in their respective forms depending on their location in words.
- Educators are advised to avoid excessive use of translation method while teaching vocabularies for the following reasons:
 - 1) The main focus remains only on the mother-tongue while Arabic language remains ignored.
 - 2) No speaking in Arabic is possible and the only trust remains on reading.
 - 3) The candidates do not develop the power of thinking in the target language.
 - 4) It does not help the candidates to learn correct pronunciation of Arabic.
 - 5) Candidates try to do everything by translating.
- Educators are advised to remind candidates about the consequences of wrong diacritical marks.

Question 1B (5 Marks) [5 Items]

Assessment Objective:

This question assesses reading comprehension ability at a basic level. This is done through tasks that require candidates to **match** a sentence to **its** corresponding picture.

Comments:

- The majority of candidates attempted this question successfully.
- The most common mistake was between picture 1 and picture 6 where “going to the school” was wrongly answered with “going to the seaside” and vice versa.
- Some candidates wrongly matched two pictures to one sentence or vice versa and thus penalized for that.
- Few candidates did not draw their matching lines properly by leaving them incomplete or zigzagging through other lines to an extent that lead to ambiguity.
- Few candidates forgot to match one picture out of the five pictures.
- Few candidates numbered the sentences and their pictures instead of matching.

Recommendations:

- Educators are requested to train candidates in this kind of task and give more exercises to them particularly to the low achievers.
- Educators are advised to remind candidates to work according to instruction of the exercise, which is to **match** the sentences to their corresponding pictures.
- Educators are advised to encourage student to use a ruler to answer this question.
- Educators are advised to remind student to count the number of lines drawn before moving to other questions.

Question 2A (10 Marks) [10 Items]

Assessment Objective:

This question tests knowledge and recognition of proper grammatical structures through multiple-choice items.

Comments:

- Most candidates attempted this question, but very few of them scored full marks.
- Few candidates encircled more than one answer or left it blank and thus missed the mark.
- Few candidates ticked / underlined / copied / crossed the answer instead of encircling.
- The majority of the students worked well for items 1, 2, 4, 7 and 8.
- Items 3 and 5 were found challenging.
- The question assessed the following grammatical topics:
 - Item 1: Proper choice of Preposition.
 - Item 2: Proper choice of Attached Object Pronoun that agrees with its antecedent.
 - Item 3: Proper conjugation of imperative mood.
 - Item 4: Proper agreement between Nominal Subject and Predicate
 - Item 5: Proper choice of Interrogative Particle. Common wrong answer: (أ – من)
 - Item 6: Proper syntactical case of Object in a sentence.
 - Item 7: Agreement of verb with its postpositive Object in a VSO structure.
 - Item 8: Proper choice of Conjunctions.
 - Item 9: Agreement between Number and Counted Noun. Common wrong answer: (أ – ثلاث)
 - Item 10: Proper use of Verb Tense.

Recommendations:

- Educators are advised to ensure that the weaknesses mentioned are given special attention.
- Candidates need to make use of the grammar they have learnt while writing sentences and composition. However, the learning of grammar renders it futile if it is not applied.
- Educators are advised to focus on the functional aspect of grammar, as this will help candidates to tackle exercises with applied grammar efficiently.
- Educators are further advised to prepare numerous grammatical exercises testing a variety of grammatical rules so as candidates can get enough practice before the examination.
- Educators are requested to remind candidates to work according to instruction of the exercise, which is to **encircle** the correct answer and to never leave MCQ questions blank.

Question 2B (5 Marks) [5 Items]

Assessment Objective:

This question assesses candidates' ability to use a proper vocabulary in a particular context, through multiple-choice items.

Comments:

- Most candidates attempted this question, but very few of them scored full marks.
- Item 5: A common wrong answer was found: (جميل). Several candidates rushed to جميل without reading the second part of the sentence that held an indicator (ساخن) to the correct answer. They might have been influenced by a common taught cliché (الجو جميل جدًا) if they were not influenced by our local culture of drinking tea everyday regardless of cold weather condition.

Recommendations:

- Educators are advised to focus on basic vocabularies that rarely require instructional focus and vocabularies that appear with high frequency across a variety of domains.
- Educators are requested to give further practice on the use of vocabulary in context and particularly in compound and complex sentences.
- Educators should pay attention to our local usage of some vocabularies that may negatively interfere with the candidates' choice of the correct answer like in item 5.
- Educators are recommended to remind students to look for of an indicator to the correct answer in the same sentence or the second part of the sentence.
- Candidates should be exposed to the usage of vocabularies in different context of situation. Once they have mastered the use of appropriate vocabularies, this will definitely improve their overall performance
- Educators are encouraged to use the following strategies while teaching vocabularies:
 - 1) Go beyond reciting the definition or translation of the new word.
 - 2) Use visual elements to introduce concrete nouns (objects, animals, fruits, etc) and try to go beyond flashcards and illustrations. Try to use real objects whenever possible, or even sounds, smells, and tastes. Appeal to all of your candidates' senses!
 - 3) As for abstract nouns, use synonyms, definitions, substitutions, or simply place the candidates within a given context, for example: to teach the difference between “early” and “late”, remind candidates what time class begins, then state that those who arrive before this time are “early” while those that arrive after this time are “late”.
 - 4) Ask candidates to create a non-linguistic representation of the word (a picture, or symbolic representation).
 - 5) Engage the candidates in activities to deepen their knowledge of the new word such as matching (opposites, synonyms, a word with its definition, a picture to a word) or filling in the blanks with and without options.
 - 6) Review the vocabularies periodically through educational games and riddles.

Question 3 (10 marks) [10 Items]

Assessment Objective:

This question assesses reading comprehension at an intermediate level, in particular the ability to locate information from a text. Different types of informative texts may be used to elicit comprehension (e.g. a short text, a poster, an advertisement, a letter, a postcard, invitation cards, etc...)

Comments:

- Most candidates tackled this question, but they failed to score full marks due to either **indiscriminate lifting**, i.e. lifting containing excessive unsought additional information or due to **incomplete answers**, i.e. answers that lack necessary required element. For example in:
 - Item 2: Candidates required mentioning اليوم العالمي للماء completely and only اليوم العالمي was penalized.
 - Item 7: Candidates required to simply mention the **name** of the headmistress السيدة خديجة but they lift the whole sentence where the name was cited with other additional information. The same happened in item 4 where only the participating **grade** was required.
- Some candidates did not show proper understanding of the interrogative particles used in the questions.
- Though most items were generally well answered by candidates, the following items were wrongly done:
 - Item 2: was looking for the event for which the poster was written. Many candidates indiscriminately lifted the whole sentence where the event and the name of the organizer (school name) were mentioned.
 - Item 3: required a date (تاريخ) only, but many candidates wrote the time (الوقت) from 9 to 12.
 - Item 5 & 6: item 5 was looking for 2 activities while item 6 was looking for 1 benefit of water, but many candidates mentioned the benefits for item 5.
 - Item 7 & 8: a shifting of answers were noted for these two items. Item 7 was looking for the name of the headmistress while item 8 was looking for the person from which permission must be sought. Another common mistakes noticed for item 8 was lifting the sentence “قدم اسمك للناظرة” that came just after “إذا أردت أن تشارك في النشاطين” because that excerpt were used in the question.

Recommendations:

- Educators are recommended to prepared the candidates with answering techniques for these informative type of texts. It is important for candidates to understand the question in order to give brief and accurate answers. The **jigsaw puzzle assembling method** of answering these question and that of passage may not always work.
- At some stage, educators may exploit any displayed posters in our surrounding to launch specific questions looking for precise information.
- Educators are requested to give further practice on questions requiring location of specific information such as date, time, place, name, etc. while ensuring that the students master all these terms in Arabic.

Question 4A and 4B (15 marks) [15 Items]

Assessment Objective:

This question assesses candidates' ability in reading comprehension through their understanding of an extended passage (narrative, informative or descriptive). A range of reading comprehension skills is assessed in this question – locating explicit information, guessing the meaning of unfamiliar words from the context, recognizing relationships between persons, actions and events, following the sequence of events, inference, identifying central themes and ideas and providing a personal response to the text. This is done through multiple choice (4A – 5 marks) and open ended questions (4B – 10 marks).

Comments:

Question 4A (5 marks) [5 Items]

- Most candidates attempted this question, but with an average performance.
- Many candidates tackled Item 1 & 2 correctly while many of them in items 3-5, which were formulated using longer wording, they got them wrong.
- One common mistake that was noticed in item 5 was (أ. كانت مريضة).
- Few candidates ticked / underlined / copied / crossed the answer instead of encircling.

Question 4B (10 marks) [10 Items]

- The performance of the candidates in this question reflected the performance of previous examination sessions. The questions requiring literal understanding of explicitly stated information were well-tackled by most. However, questions requiring higher order reading skills proved to be challenging to the majority. Only candidates from the higher ability groups could demonstrate their ability of making inferences and reading between the lines.
- Very few candidates attempted this question successfully and scored full marks.
- Many candidates lifted sentences from the passage indiscriminately which resulted in loss of marks.
- Some of the candidate did not show proper understanding of the interrogative particles used in the questions.
- Candidates performed poorly on the following items:
 - Item 1: Most of the candidate attempted this question correctly.
 - Item 2: It was noted that some candidates could not understand the question (ماذا ظنّ) and repeatedly answer (لأنها كانت طيبة).
 - Item 3: It was the most challenging question for the candidates. They had to choose the correct subject (أختها، كلبها، جدتها) that ask a question about 3 particular matters (سمية، فاطمة، عمر) Some candidates wrote other details other than the names of the required characters while some left them blank or copied the questions again.

- Item 4: Many candidates did not know exactly what is required when the interrogative particle (كيف) is used. They just copied the sentence where the verb جعل was mentioned i.e. (أراد أن يجعل نبيلة تبسم) which was not an answer for (كيف جعل أحمد نبيلة تبسم). Many wrote (فكر في شيء) which was not correct.
- Item 5: This question was mostly well answered. However, some candidate again resorted to indiscriminate lifting in their answers.
- Item 6: This rearrangement of ideas were not well tackled by many candidates especially the 3rd and 4th idea. It seemed that many candidates randomly wrote down the numbers. Although it is not compulsory to write the numbers using what is known to be Arabic numbers, many candidates showed difficulties in writing them properly especially between number 2 and 3.

Recommendations:

- The Arabs used to say: "فهم السؤال نصف الجواب" i.e. Understanding the question is half of the answer. That is why questions too need to be analyzed and dissected in class in order to arm the candidate the properly skills to reach the relevant part of the passage where the answer is found.
- Candidates must be trained to pay attention to the every word used in the questions, to give concise answers and avoid writing extra and irrelevant words and sentences.
- Educators must train candidates to predict the plausible answer of every interrogative particle that is used.
- Candidate should be warned against the unfashionable style of looking for common words in the question and passage before lifting the whole stuff to the answer booklet.
- Candidates should be given more intensive training in using their common sense and reasoning power.
- To improve candidates' skill in tackling inferential questions, they should be trained to read, understand, analyse and make appropriate deductions as required by the particular context.
- Candidates should make it a habit to grasp the passage as a whole rather than focusing on each and every word's translation or meaning which is not necessarily what is required from them.
- Candidates are advised to practice reading stories in Arabic.
- Educators are requested to train pupils to answer questions related to comprehension passage on their own and interpret meaning in the context.
- Educators are encouraged to give further practice on answering questions related to description of character, feelings and emotions while ensuring that the students are friendly to its vocabularies.
- Educators are advised to help the candidates to develop and improve their skills in drawing conclusions and making inferences. Here are some suggestions which may help:
 - 1) Pictures may be used for inference. Before tackling a comprehension passage, allow the candidates to observe the picture and ask them what they can learn from the pictures. Have candidates bring in a picture from a magazine or newspaper showing different facial expressions. Discuss each picture, talking about how the person might be feeling. Have candidates give supporting reasons for their opinion, such as, "I think he is angry because his face is tense."

- 2) Ask inference questions while reading aloud and teach the candidates to use inference questions when reading independently.
- 3) Allow candidates to practise creating inferences as well as identifying them by issuing an inference challenge, for example:
 - Ask the candidates to create a character who is very intelligent without saying he or she is intelligent.
 - Ask the candidates to write about an old car without saying that it is old.
 - Ask the candidates to write about a place that is scary without saying that it is a scary place.
- 4) Educators may use a short excerpt or passage appropriate for the grade level and take out words, inserting blanks in their places, then the candidates use clues in the passage to determine an appropriate word to fill in the blank space. This will also develop their higher order thinking and reading skills simultaneously.

Question 5A (4 marks) [2 Items]

Assessment Objective:

This question assesses writing at the sentence level. Knowledge of syntax is assessed through re-arranging jumbled words.

Comments:

- Most candidates tackled the question successfully and confidently and they scored full marks.
- Some candidates failed to arrange the words in order, though there was a wide range of possible structures.
- Few candidates arranged some of the given words correctly but overall the sentences were incorrect.
- Some candidates missed one word while arranging and thus no credit was given.
- Marks were not allocated in item 1 to any sentence that where the ظرف (الشجرة) preceded the ظرف (تحت) or disjointed. Likewise any combination where the negative particle (ما) came after the verb (جلست) was penalized.
- Marks were not allocated in item 2 to any sentence that where the موصوف (ممتعا) preceded the موصوف (فيلما) and where the مضاف (أسبوع) preceded the مضاف إليه (كل)

Recommendations:

- Educators need to ensure that their pupils have enough practice in this type of exercise so that they may develop the proper ability to tackle this question.
- Candidates are advised to pay attention to each and every word so that they do not miss a word.
- Educators are advised to focus, through exercises, on these standard combinations of various grammatical blocks that are not allowed to be separated, disordered or misplaced in a sentence.

Question 5B (6 marks) [3 Items]

Assessment Objective:

This question also assesses writing at the sentence level. Knowledge of syntax is assessed by a sentence completion task.

Comments:

- Most candidates attempted the question. However, many failed to score full marks due to a single or several grammatical, syntactical and orthographical mistakes.
- Likewise, several candidates did not score any mark due to incomplete sentences.
- Some candidates mistook the personal name سعد as the verb سَعِدَ in item 1.
- Some candidates have not yet mastered the usage of some conjunctions such as بمجرد in item 3.
- Some candidates left the whole question or part of it unanswered.
- Several candidates showed that there was an interference of their mother-tongue (Negative Transfer) which hindered their ability to write correctly.
- Many candidates had a difficulty in making use of the correct verb form and syntax.
- Man
- Some of the common mistakes observed:
 - Item 1: Use of the Imperfect Tense, omission of the preposition (إلى) or wrongly chosen preposition such as (في).
 - Item 2: Repetition of the noun (الكتاب) which is referred to by the relative pronoun, at the very beginning of the dependent clause, Use of the Imperfect Tense, wrong gender agreement after masculine relative pronoun, meaningless or incomplete dependent clause.
 - Item 3: Use of Imperfect tense, wrong conjugation of the perfect tense of verb (اشترى) in 1st person singular.

- Below are some examples of the good and poor answers:

Item	Correct Sentences (2 marks per item)	Sentences having grammatical / orthographical mistakes (1 mark)	Sentences having syntactical mistakes (0 mark) (Incorrect order of words or important word missing)
1	<p>- عندما جاء سعد إلى البيت، نام على السرير.</p> <p>- عندما جاء سعد إلى الفصل، شرب العصير.</p>	<p>- عندما جاء سعد رأى <u>حريق</u> في الحديقة.</p> <p>- عندما جاء سعد إلى البيت سلم <u>إلى</u> الأم.</p>	<p>- عندما جاء سعد <u>فيلمًا</u>.</p> <p>- عندما جاء سعد <u>إلى</u> غرفة.</p> <p>- عندما جاء سعد <u>من</u> عمله.</p>
2	<p>- اشترى صديقي الكتاب الذي لونه أحمر.</p> <p>- اشترى صديقي الكتاب الذي سيقراً قبل أن ينام.</p>	<p>- اشترى صديقي الكتاب الذي مع <u>الصديقان</u>.</p> <p>- اشترى صديقي الكتاب الذي <u>كانت</u> في المكتبة.</p>	<p>- اشترى صديقي الكتاب الذي <u>الكتاب جميل جدًا</u>.</p> <p>- اشترى صديقي الكتاب الذي <u>السوق</u>.</p>
3	<p>- بمجرد أن وصلت إلى المخبز، اشتريتُ الخبز.</p> <p>- بمجرد أن وصلت إلى المخبز، شربتُ الحليب</p>	<p>- بمجرد أن وصلت إلى المخبز، <u>يغلق</u> الحهاز المخبز.</p> <p>- بمجرد أن وصلت إلى المخبز، <u>اشترتُ</u> الخبز <u>ورجع</u> إلى بيتي.</p>	<p>- بمجرد أن وصلت إلى المخبز <u>مع</u> <u>الأم</u></p> <p>- بمجرد أن وصلت إلى المخبز <u>كثير خبز</u>.</p>

Recommendations:

- Candidates must be reminded that a correct sentence that scores the whole mark is one that conveys a meaningful idea, free from grammatical, syntactical and orthographical errors (spelling).
- Candidates must have intensive practice to write sentences having dependent and independent clauses using a variety of conjunctions such as:

(و / ف / ثم / حتى / أو / أم / ولكن / بل / حتى)

and subordinating conjunctions such as:

(بعد أن / قبل أن / رغم أن / بمجرد / لأن / إن / إذا / بينما / عندما / لما / أينما / طالما / الذي ...)

- Cloze test type questions can be set to enable students to get use to its proper usage in short sentences.
- Educators are requested to advise candidates to avoid writing diacritical marks.
- Educators are advised to choose from the great amount of existing educational materials available online to improve candidates' sentence writing skill.

Question 6 (10 marks) [10 Items]

Assessment Objective:

This question also assesses reading with understanding through a Cloze Text and candidates have to fill in the blanks with the given words.

Comments:

- This question was attempted by most candidates, but few managed to score full marks.
- A couple of candidates did not fill in the blanks with the words, they simply numbered the words and wrote their numerals in the blank space.
- Few of them leave the space blank.
- On the whole, the most common mistakes noted were the misplacing of the words:
 - Item 6 & 7: correct answer سيسقط for item 6 was interchanged with تنظر of item 7 and vice versa.
 - Item 5: many candidates fail to choose “الريح” because they were not aware of the feminine class of that word without a taa (ة). So the feminine predicate (شديدة) was rather misleading than guiding them to the correct answer.

Recommendations:

- To strengthen command over cloze test questions, candidates must be advised to extend their range of reading materials as this will help them to build up their vocabulary. They also need to practice such question frequently.
- Candidates should be encouraged to read more stories or books in Arabic other than the prescribed textbooks as this will help them to understand texts and mainly the overall context on their own.
- Educators are advised to train the candidates using different strategies to reach to the correct answer. Below some proposed strategies that may be adopted while tackling a cloze test:
 - 1) To read the passage provided thoroughly and carefully to form an idea about the topic. Read slowly and gain an understanding of the text. Once the theme of the text is somewhat clear, your job becomes easier. You can then go on to think of the appropriate words that suit the situation being described and proceed to filling in the blanks.
 - 2) To link the sentences together. Remember that it is a passage with sentences that are connected to each other logically. Do not make the mistake of treating each sentence like an individual one and filling in the blanks accordingly.
 - 3) To look at the blanks carefully and assess the kind of words you have to fill in. Which part of speech would it be? Would it be a noun, a verb or a particle?
 - 4) The elimination method. You may come across a blank which seems to have more than one correct option. Just check out the options listed and remove the ones which are most definitely wrong or out of context.

- 5) To read the piece again after filling in the blanks. Read the entire passage and check if it sounds logically and grammatically correct with the options you have selected.
- 6) Ensure that no space are left blank and no given choices are used twice or more.

Question 7A (5 marks) [5 Items]

Assessment Objective:

This question assesses candidates' knowledge of grammar and spelling in context. Sentences containing grammatical and spelling mistakes are set and candidates have to correct these mistakes.

Comments:

- Most of the candidates attempted the question, but few scored full marks.
- Some candidates simply rewrote the underlined words as it is without any change.
- If some left it blank, others wrongly attempted it by focusing on the syntactical aspects of the sentence rather than the gender agreement.
- Others replace the mistakes with another equivalent word for which no mark was awarded.
- The question assessed the following:
 - Item 1: Adjectives; agreement between adjective (جميل) and its noun (يوم) was required instead of (جميلة).
 - Item 2: Personal pronoun; 3rd person feminine plural (هن) was required instead of 3rd person feminine singular (هي). Some candidate could not get the proper person of the pronoun although they understood its gender and number. They opted for the 2nd person feminine plural (أنتن).
 - Item 3: Verb conjugation; 3rd person feminine singular (جهزت) was required instead of 3rd person feminine dual (جهزتا). In this case, it may be treated as a spelling mistake by simply removing the last alif of duality. Unfortunately some candidate jotted down the diacritic mark fatha on the taa (تَ).
 - Item 4: Spelling; the demonstrative pronoun (هذان) was required instead of (هاذان) with an Alif that is pronounced but not written. This question was a bit challenging for some candidates. While some could not detect the mistake and left it uncorrected, others replaced it by other singular demonstrative pronoun like (هذا، هذه).
 - Item 5: The Accusative; the predicate of كان was required to be in an accusative case (مريضاً) instead of a nominative case (مريض).

- The following is a list of the correct and wrong answers:

Item	Correct Answers	Wrong Answers
1	جميل	الجميل / جميلاً / جمال / جمل / أجمل
2	هن	هم / هي / هؤلاء / أنتن
3	جهزت	جهزن / جهزت / جهزت / جهزت / جهزة
4	هذان	هذا / هذه / ذلك / هاتان
5	مريضاً	مرض / مريضاً / مريضة / ممرض

Recommendations:

- Educators are highly recommended to remind students of the main requirement of that particular question which is to correct the mistakes in the given word and not to bring in an alternative answer to replace the one with the mistake.
- Educators are recommended to set various dictation exercises to tackle the frequent spelling mistakes.
- In addition to exercises pertaining to Grammar and orthography in the Arabic textbooks, Educators are advised to prepare more exercises testing a variety of grammatical and spelling rules.
- Candidates are advised to jot down the words which they face difficulty to spell and write it several times in their copybooks.
- Educators may ask students themselves to set mistakes for their classmates in some in-class activities.
- The following methods may help Educators to deal with this kind of test:
 - 1) Rhymes and songs may be used to teach grammatical and orthographical rules.
 - 2) Making a list of commonly misspelled words.
 - 3) Turning out words which are difficult to spell into pictures.
 - 4) Playing word games.

Question 7B (5 marks) [5 Items]

Assessment Objective:

This question assesses knowledge and application of word transformation rules in Arabic. Sentences are set and candidates have to complete the gaps by carrying out the correct transformation of the given words.

Comments:

- Most candidates attempted the question, but again many of them failed to score full marks due to grammatical or orthographical mistakes in their answers.
- Many pupils were not given full credit because they wrote the correct word form, but with wrong diacritical marks.
- Some candidates just copied the words given as it is.
- Here are some examples of the good and poor answers found:

Item	Correct Answers	Answers having Grammatical / Spelling mistakes	Wrong Answers
1	الأولاد	الأولد / ولاد / أولد	الولدة
2	أسرع	أسريع / سرع / سارع	سريعة / سريعًا / سريعان
3	استراحة / راحة	استراح / استرحة	المستريح / المستراح
4	رابع / أربعون	ربع / رابعة	أربعة / ربعة
5	ينزل / نزل / نازل / مُنْزِل / أنْزَلَ	تنزل / نزلت	نزل / نزولة / نوازل

Recommendations:

- It has been noted that candidates know the answers. However, they failed to write the proper spelling of the word. Educators are advised to lay emphasis on dictation from an early stage.
- Educators are advised to provide candidates with the different derivatives while teaching vocabularies and candidates must be requested to use the different derivatives in sentences writing.
- In-class activities can be introduced among the students asking them to derive the max number of words possible for a single particular root.

Question 8 (10 marks) [5 Items]

Assessment Objective:

This question assesses candidates' ability to use simple cohesive devices (like adverbs of time, manner or place) or conjunctions to write sentences. The task is based on pictures and given words. The different sentences must be linked together with the given words to make up a coherent short story.

Comments:

- Most candidates attempted the question, but few candidates managed to score full marks.
- Most candidates understood the context of the story as illustrated by the pictures.
- Some candidates did not use the pair of words given or they wrote correct sentences omitting one of the words given and this resulted in loss of marks.
- Some candidates simply copied the pair of words as given or they merely swapped the words order.
- Some candidates used the given words as proper nouns.
- Some candidates used the given words in different sentences and this resulted in loss of marks
- Many candidates wrote independent sentences on each picture, not paying attention to the importance of having a short and coherent story.
- A deficiency in verb conjugation has need noticed.
- Some candidates wrote correct sentences but they were found incoherent to the picture.
- Several grammatical mistakes were found, such as Gender / Number agreement, wrong prepositions, inappropriate diacritical marks, using adjective / adverb inappropriately, misuse of pronoun and applying the genitive rule improperly.
- Some candidates copied the given words with spelling mistakes. Furthermore, several spelling mistakes were related to *Hamzah* in the beginning / middle / ending of a word, and use of (ة) instead of (ت).
- Among the most common mistakes observed is the use of the Imperfect Tense; it seems that many candidates ignored the word (ذات) at the very beginning.
- The following is a list of some good and poor answers:

Criteria	Item	Correct and meaningful Sentences (2 marks per item)
<ul style="list-style-type: none">• Given words used• Meaningful• Coherent to image• Appropriate Vocabulary• Correct syntax• No grammatical / spelling mistake	1	ذات يوم، ذهبت أسرة حامد إلى شاطئ البحر.
	2	عندما وصلت الأسرة إلى الشاطئ، أكلت الأسرة الطعام.
	3	فجأة بدأ المطر ينزل بغزارة.
	4	وضعت الأم الأشياء في الصندوق بسرعة.
	5	أخيرا رجعت الأسرة إلى البيت بحزن شديد.
Criteria	Item	Meaningful Sentences with mistakes (1 Mark per item)
	1	ذات يوم <u>تذهب</u> أسرة عمر إلى شاطئ البحر. (Imperfect Tense)

<ul style="list-style-type: none"> Given words used Meaningful Incoherent to image Correct syntax Grammatical / spelling mistake 	2	عندما وصل عمر وأسرته، <u>تأكل</u> الطعام <u>لذيذ</u> . (Imperfect Tense + Adjective & noun Agreement)
	3	فجأة بدأ <u>للمطر</u> ينزل بغزارة. Spelling Mistake)
	4	بسرعة <u>أعطى الأب الأشياء الأم</u> .)Not coherent to image(
	5	أخيرا رجعت العائلة إلى البيت <u>حزين</u> .) Nominative + Gender Agreement(
Criteria	Item	Incorrect Sentences (0 mark)
<ul style="list-style-type: none"> Given words not used Not Arabic Vocabulary Not meaningful Incoherent to image Incorrect syntax Grammatical / spelling mistakes Simply copying words given 	1	اليوم يوم خميس يذهب الأسرة إلى البحر.
	2	عندما وصل الطعام.
	3	فجأة المطر إلى البيت.
	4	بسرعة آدم وعلي الأشياء.
	5	أخيرا يرجع الأسرة البيت.

Recommendations:

– Candidates must be reminded of the following principles:

- 1) Words given may be used in **any order**.
- 2) Verbs given may be conjugated using **any appropriate** tense, gender, number and person.
- 3) Nouns given can be used in the singular, dual or plural forms.
- 4) All the given words **MUST** be used.
- 5) Only **ONE** sentence must be written coherently to image and the given words must be used within the same sentence.
- 6) Avoid stereotyped and meaningless sentences.
- 7) Abstain from simply adding a preposition between the two given words.
- 8) Using given words as proper nouns is **NOT** acceptable.
- 9) Addition or omission of any important word, such as a preposition, a verb, a conjunction in the sentence structure where it is expected or not expected, is a syntactical mistake.
- 10) Educators are requested to advise candidates to avoid writing diacritical marks.

Question 9 (10 marks)

Assessment Objective:

This question assesses candidates' ability to write creatively and imaginatively a coherent and structured piece of continuous prose by using correct grammar, spelling and punctuation accurately and by using vocabularies appropriate to the situation and topic. This is done through a guided composition (canvas).

Comments:

- Many candidates attempted the question, however, only few candidates fulfilled the required criteria to reach Band 1.
- In some cases, rehearsed pieces of writing were produced which could not be given due credit due to lack of relevance or inability to adapt it to the given question.
- Many candidates could not score full marks due to irrelevancy or they simply copied the canvas given without further elaboration.
- Many compositions were not up to the required length of around 100 words and were consequently been deprived from Band 1 if the number of words is less than 80 and sometimes Band 2 if the number of words is less than 50 words.
- Some candidates elaborated on the first three canvas only.
- While the topic was within the reach of candidates, the linguistic challenges remain. Many candidates had trouble finding the appropriate vocabulary to use in the storyline. For the less able candidates, grammar continues to be a hurdle: the coherence of tenses (mixing present and past tense inappropriately), subject-verb agreement, conjugating verbs properly, gender form and using the appropriate syntax.
- Grammatical mistakes were numerous and there was a clear indication of lack of writing and reading practice. The common grammatical mistakes observed were related to agreement, wrong prepositions, misuse of pronouns, Genitive, auxiliary verbs and the use of the Imperfect Tense in a narrative essay.
- Spelling mistakes or illegible handwriting also contributed to the tumbling of some writing to lower Bands.
- Many candidates ignored the reiterated subject in the instruction (ماذا فعلت أنت؟) and consequently they did not involve themselves in the story, they wrote about a third person.
- Lexical and orthographical mistakes were also noted
- The following sample of compositions is an illustration of the strengths and weaknesses encountered in this year's paper:

- **Band 5 Composition (0 mark)**

في يوم الأحد أنا أذهب إلى السوق مع أسرتي مبكرا في الصباح. في السوق اشترى الخضر. أنا وأسرتي تمشيان نحن مسرورون. فجأة طلب شخص المساعدة. فعلت الخضر. نحن حدثان بالخضر في النهاية.. كثيراً

[34 words]

This composition can be classified as Very Poor due to the fact that it is irrelevant, meaningless and some sentences are not recognizable in Arabic although it is written in Arabic.

- **Band 4 Composition (1-2 marks)**

في اليوم من الايام كان الجو جميل جدا وشمس مشرقة والسماء الصافية. ذهبت أحمد إلى السوق. يشتري أحمد الملابس والطعام. في الساعة رابعة، ذهبت أحمد إلى البيت. أكلت أحمد الطعام. يلعب إلى حديقة. وذهبت إلى السوق ويشتري الخضر. وذهبت إلى البيت وأكلت الخضر ويلعب إلى البيت. ذهبت أحمد إلى المدرسة ويلعب إلى فناء المدرسة. في أخيرا، فرحت أحمد اكل الطعام.

[60 words]

This composition can be classified as Poor, although it reached the required length, because it is barely relevant, with very little development of the story. As for the language, it is clumsy and uncertain throughout with inaccurate vocabulary, making it difficult for readers to understand what the candidate wished to express. In addition, it is stuffed with several grammatical and spelling mistakes.

- **Band 3 Composition (3-5 marks)**

في يوم من الأيام كان الجو جميلا والشمس مشرقة في السماء الصافية وأراد أسرتي أن يذهب إلى السوق. فاستيقظت الأسرة مبكرا في الصباح ونظفت الأسرة البيت. وضع الأب السلة في صندوق السيارة وبعد بعض دقائق وصلت الأسرة إلى السوق. نحن مسرورون كثيرا. استرنا أنا وزهير كرتين واشترى أبي زهرة لزوجته. عندما اشتريت أمي الخضر طلب شخص لا لمساعدة بسرعة. كان رجلا ممشى وراء الشخص. فاتصل أبي رجال الشرطة. وبعد قليل وصل رجال الشرطة. شرح أبي لشرطة بما حدث مع الرجل سكيننا. قبض الرجال الشرطة الرجل.

[85 words]

This composition can be classified as Good since its story is basic. Candidate has made use of simple vocabulary with some degree of accuracy. The ideas are organized and expressed in mostly simple sentences, however, there is a lack of fluency and the mistakes are noticeable.

- **Band 2 Composition (6-8 marks)**

في الاسبوع الماضي، ذهبت أسرتي إلى السوق القريب. عندما وصلنا إلى السوق اشترى الوالد الخضر واشترت الوالدة الفواكه الطازجة. وفجأة طلب شخص المساعدة. سقط ولده على الأرض! فأخذت الولد وذهبت إلى المستشفى. وهناك، فحص الطبيب الولد ووصف الأدوية. وبعد ذلك، رجعنا إلى بيته. وعندما وصل إلى البيت، دخل الولد بيته بسرعة، شكر الشخص شكر جزيلا. وأعطى الولد قلم جميل لي. شعرت بفرح شديد. ورجعت إلى منزلي مسرور. كان والدي مسرور جدا واشترى دراجة جديدة لي. وبمناسبة سأساعد الناس دائما.

[81 words]

This composition can be classified as Very Good on the grounds that the storyline is complete and organized with elaborated details. A beginning of complexity and a variety in sentence structures may be observed. The language is generally secure and syntax mostly accurate despite few grammatical and spelling mistakes.

- **Band 1 Composition (9-10 marks)**

في يوم السبت الماضي كنت في السوق مع أسرتي. كانت السوق مزدحم بالناس. جاءت أمي إلى بائع الخضر والفواكه لتشتري بعض الخضراوات. فجأة سمعت شخصا يطلب المساعدة. كانت عجوز وقالت العجوز: "شاهدت لصين في السوق. كنت أنا وأسرتي نخاف خوفا شديدا. أسرع أبي إلى السيارة واتصل برجال الشرطة. وصل رجال الشرطة بعد دقائق. وبدأ يبحث عن الصين، وجد الشرطة الصين وأسرع إليهم وقبض على الصين. وفي النهاية شكر صاحب السوق أبي وأعطى أبي مكافأة مالية كبيرة، وظلت أمي في السوق تشتري بعض الحلويات. وبعد ذلك رجعنا إلى البيت مسرورين جدًا لما فعلنا.

[92 words]

This composition can be classified as Excellent owing to the fact that the story has been well developed with elaborated relevant details. The language is secure despite very few mistakes. The ideas are well organized and coherent. They fulfill the objectives of this question, which is to produce a piece of work using creativity and imagination while making use of rich and varied accurate vocabulary. There are confident and consistent use of complex sentence patterns in a very natural way.

Recommendations:

- Candidates must be reminded that their compositions should be a combination of relevancy and fluency, a detailed and elaborate development of the given storyline, a variety of sentence structures through accurate application of grammar, and a rich and varied vocabulary.
- Candidates should be strongly reminded that it's the **Perfect Tense** which must be used in a **narrative** composition.
- Candidates should be given exercises on structures where **Imperfect tense** can be use in narrative writing, such as past continuous form of verb (كنت أمشي) and initiative verb (بدأ ينزل، أخذ يدرس)
- Candidate should be given some additional exercises on the conjugation of some frequently used weak verb such as: جرى، نام، مشى، اشترى especially the 3rd person feminine singular.
- Candidates must ensure that they constantly keep in touch with reading and writing practices. They need to practice composition writing more often to learn to express themselves clearly.
- Candidates should be guided on how to read, interpret and adapt canvas before start writing.
- Educators are encouraged to discuss ideas among pupils, provide them vocabularies, connectors and expressions. Once they complete, offer them helpful and quality feedback.
- Educators are advised to encourage good, thoughtful and clear writing and penalize poor writing.
- Educators are requested to work on the candidates' mindset by using non-intrusive motivation techniques that will inspire instead of scaring them.
- As far as possible, it would be helpful if brief writing sessions on a specific subject could be organized frequently.

Conclusion:

In light of the above, it is important that candidates be given proper training in reading with understanding. Their failure to grasp certain important meanings in what they read seems to be at the root of most difficulties they experience. Furthermore, constant efforts should be maintained in developing their writing skill for composition. Educators and candidates must not restrict themselves to the Arabic textbooks. They are kindly reminded that textbooks act only as a key in the implementation of the Teaching and Learning Syllabus, which is based on the National Curriculum Framework (NCF). They serve principally to supplement and enhance the Educators' input and instructions. Recommendations made in various sections should be given due consideration and appropriate means should be devised for their implementation.