



PSAC 2020-2021

Examiners' Report – Arabic

Introduction:

The Primary School Achievement Certificate (PSAC) Assessment for Arabic focusses 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 72.26%, which is slightly higher than that of 2019, which was 70.59%. 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 the use of accurate and appropriate vocabulary are recurrent.

Comments on specific questions:

Question 1A (5 Marks) [5 Items]

Assessment Objective:

This question assesses candidates' knowledge of common vocabulary. This task is related to labeling of pictures.

Comments:

- Most candidates attempted this question successfully, although many of them missed the full marks.
- Few candidates wrote some or all the words in English / French / Kreol Morisien / Urdu.
- Some candidates transliterated the English or French nouns into Arabic, for example: أمبريلا / باتو
- 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: (قِطَّتْ).
- Some candidates wrongly wrote the diacritical marks on the words although these were not required, leading to a different meaning that was not appropriate to the picture given, for example: (مُلايس), or they wrote the alphabet (ن) instead of *Tanween*, for example: (قِطْن).
- Very few candidates left the whole exercise unanswered.
- The following is a list of the correct and wrong answers found:

Item	Correct Answers	Wrong Answers
1	بنطلون / سروال / ملابس / ملابس / ثوب / ثياب / جينز	قميص / فستان
2	مظلة / شمسية / مطرية	أمبريلا / مطر / شمس / بارابلي / مطرة / محفظة / معطف / معطف المطر
3	مانجو / مانجة / منجة / فاكهة / فواكه / طعام	تفاحة / برتقالة / كمثرى / موزة / فوكهة
4	قارب / قوارب / مركب / مراكب / سفينة / سفن / نقل / يخت	سيارة / طائرة / سافينة / سافنة / سافين / باتو / البوت

5	قط / قَطَّاط / قَطَطَة / قَطَة / هر / هررة / هرة / هرر / حيوان / حيوانات	كلب / ميمي / توتو / قيط / قظ / خط / خطة / قِطْن / بلي
---	---	--

Recommendations:

- 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 requested to work out common vocabulary words used in daily life with their candidates.
- 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 the corresponding picture.

Comments:

- The majority of candidates attempted this question successfully.
- Some candidates matched two pictures to one sentence and vice versa.
- Few candidates did not draw their matching line properly (Incomplete line).
- Few candidates matched the first four sentences correctly and the last one was left unattended.
- Few candidates numbered the sentences and their pictures instead of matching.

Recommendations:

- Educators are requested to practise more exercises with candidates.
- Educators are advised to remind candidates to pay attention to given instructions.

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.
- Few candidates ticked / underlined / copied / crossed the answer instead of encircling.
- The best-done items were 5, 7, 8 and 10.
- Items 2, 4 and 6 were found more challenging.
- The question assessed the following grammatical topics:
 - Item 1: Proper use of Preposition. Common wrong answer found: (عن).
 - Item 2: Agreement between Detached Pronoun and its antecedent or between Detached Pronoun and the verb. Common wrong answer found: (هم).
 - Item 3: Use of Comparative Noun. Common wrong answer found: (كبير).
 - Item 4: Proper use of Verb Tense. Common wrong answer found: (احتفلنا); this may be because the candidates did not pay attention to the word (القادم) indicating the future.
 - Item 5: Proper use of Demonstrative Pronoun.
 - Item 6: Proper use of Conjunctions.
 - Item 7: Agreement between Relative Pronoun and its antecedent.
 - Item 8: Agreement between Nominal Subject and Predicate.
 - Item 9: Proper use of Interrogative Particle. Common wrong answer found: (كم).
 - Item 10: Agreement between Number and Counted Noun.

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.
- 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 that candidates can get enough practice before the examination.
- Educators are requested to remind candidates to work according to instructions and to avoid leaving MCQ questions blank.

Question 2B (5 Marks) [5 Items]

Assessment Objective:

This question assesses candidates' ability to deal with vocabulary in context, through multiple-choice items.

Comments:

- Most candidates attempted this question, but very few of them scored full marks.
- Item 1: Common wrong answer found: (سنقرأها).
- Item 2 was found more challenging.

- Item 3: Common wrong answer found: (أبيع).
- Item 4: Common wrong answer found: (جديد).
- Item 5: Common wrong answer found: (الطبيب).

Recommendations:

- Educators are advised to focus on basic vocabulary common to one's daily life.
- Educators are requested to provide more support on the use of vocabulary in context and particularly in compound and complex sentences.
- Candidates need to use vocabulary learnt in sentence writing. Once they have mastered the use of appropriate vocabulary, this will definitely improve their overall performance; as W.B. Elley (1980) has rightly said: "Vocabulary is the best single indicator of intellectual ability and an accurate predictor of success at school".
- Educators are encouraged to use the following strategies while teaching vocabulary:
 - 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, smell, and taste.
 - 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 **indiscriminate lifting**, i.e. lifting containing excessive information.
- 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 slightly less well done:
 - Item 5: required to mention only one topic, but some candidates wrote both topics as in the text.
 - Item 6: required a date, i.e. the day, the month and the year, but some candidates simply wrote the day (يوم الجمعة) or number (12) or the year (2021) only.
 - Item 7: required to specify the starting time of the competition, but some candidates misunderstood and wrote the ending time.
 - Item 8: required to define the first prize only, but some candidates mentioned both the first and second prizes.
 - Item 9: it was observed that some candidates did not know how to answer properly a question having (أنا أفعل ...), they answered by (ماذا تفعل ...?).
 - Item 10: An unexpected repeated wrong answer was noted for a “who” question: (54248321).

Recommendations:

- Candidates are strongly advised to have enough practice to work out reading comprehension passages on their own without the explanation of the Educator so that they do not find it challenging to answer questions for an unexplained comprehension passage on the examination day.
- It is worth reminding Educators that examination technique is an important component in this question. It is important for candidates to provide brief and accurate answers. Resorting to lifting of entire chunks of text is unlikely to be rewarding to candidates.
- While working out comprehension passage, candidates need to grasp the whole idea behind the passage and not necessarily understand the meaning of each and every word. Therefore, to develop the reading skill of candidates, Educators are encouraged to avoid excessive translation or explanation of every single word or sentence independently.
- 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.
- 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.
- Some candidates tackled Question 4A and they left 4B unanswered.
- Many candidates lifted sentences from the passage indiscriminately which resulted in loss of marks.
- Candidates performed poorly on the following items:
 - Item 2: It was noted that some candidates ignored the word (بهدوء) although it was in bold letters.
 - Item 4: It was observed that some candidates could not understand the words (في النهاية) and they did not justify their answer. Moreover, some candidates simply answered by (نعم), this clearly denotes that they did not understand the interrogative particle (بم).
 - Item 5: Many candidates wrote the numbers randomly.

Recommendations:

Candidates are advised to:

- pay attention to the words used in the questions
- give concise answers and avoid indiscriminate lifting

More practice in dealing with inferential questions is required. Candidates should be encouraged to analyse and make appropriate inferences, as required by the particular context.

- Educators are advised to help 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, candidates should be allowed 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 inferential questions while reading aloud.
- 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 scored full marks.
- Some candidates failed to arrange the words in order though there was a wide range of alternative answers.
- Few candidates arranged only some words properly, resulting in loss of marks.
- Some candidates missed one key word while arranging the words to which credit could not be given.
- Marks were not allocated to all sentences where the (جار) and (مجرور) or the (ظرف) and (مظروف) were disjointed.
- The most common mistake noticed was in item 1 where candidates ignored the final diacritical mark on the word (البسكويت) indicating the Genitive and they wrote (مع البسكويت)

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.
- Attention of students should be drawn to the fact that it is not allowed to separate a preposition or an adverb from its genitive noun.

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 (6 marks).

Comments:

- Most candidates attempted the question. However, a handful failed to score full marks due to grammatical, syntactic and orthographic mistakes.
- Some candidates left the whole question or part of it unattended.
- 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.
- It seems that a handful number of candidates did not understand the instruction given. They rearranged the dependent clause instead of completing the sentence, for example:

بينما كان جدي يمشي، جدي يمشي بينما كان.

- A small number of candidates merely copied the given clause again, for example:

تأخرت زينب عن المدرسة لأن تأخرت زينب عن المدرسة لأن

- Some of the common mistakes observed:

- Item 1: Use of the Imperfect Tense and gender agreement of between subject and verb.
- Item 2: Use of verb or detached pronoun immediately after the particle (أَنَّ).
- Item 3: Use of the Imperfect Tense, omission of the preposition (الباء) or wrongly chosen preposition for the verb (اتصل) and prefixing the Definite Article (ال) in (مضاف), for example (الرجال الإطفاء).

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

Item	Correct Sentences	Sentences having grammatical / orthographical mistakes	Sentences having syntactical mistakes (Incorrect order of words / Important word missing)
1	<p>- بينما كان جدي يمشي، شاهد الحادث على الشارع.</p> <p>- بينما كان جدي يمشي، انزلق على قشر الموز.</p>	<p>- بينما كان جدي يمشي، <u>شاهدت بيت كبير</u>.</p> <p>- بينما كان جدي يمشي، <u>يفرح</u> فرحاً شديداً.</p>	<p>- بينما كان جدي يمشي، <u>في الطريق</u>.</p> <p>- بينما كان جدي يمشي، <u>يشاهد إلى ولد</u>.</p>
2	<p>- تأخرت زينب عن المدرسة لأنها شاهدت التلفاز متأخراً في الليل.</p> <p>- تأخرت زينب عن المدرسة لأنها نامت متأخراً في الليل.</p>	<p>- تأخرت زينب عن المدرسة لأن <u>هي مريض</u>.</p> <p>- تأخرت زينب عن المدرسة لأن <u>استيقظت</u> متأخر في الصباح.</p>	<p>- تأخرت زينب عن المدرسة لأن <u>مبكراً في صبي</u>.</p> <p>- تأخرت زينب عن المدرسة لأن <u>يذهب إلى البيت</u>.</p>
3	<p>- بمجرد أن شاهد جاري الحريق، اتصل برجال الإطفاء.</p> <p>- بمجرد أن شاهد جاري الحريق، حزن حزناً شديداً.</p>	<p>- بمجرد أن شاهد جاري الحريق، <u>وصلت سارة</u> <u>الاطفأة</u>.</p> <p>- بمجرد أن شاهد جاري الحريق، <u>سيتصل بالرجال الإطفاء</u>.</p>	<p>- بمجرد أن شاهد جاري الحريق، <u>والمدرسة الحديقة</u>.</p> <p>- بمجرد أن شاهد جاري الحريق، <u>إلى البيت</u>.</p>

Recommendations:

- Candidates must be reminded that a correct sentence is one that conveys a complete thought free from grammatical, syntactical and orthographical errors.
- 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 text type questions can be set to enable students to get used to its proper usage in short sentences.
- Candidates are advised to avoid writing diacritical marks.

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.
- Some candidates have used the appropriate word but with spelling mistakes.
- 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.
- On the whole, the most common mistakes noted were the misplacing of the words:

أكتب – أستمع / تعيش – تطبخ

Recommendations:

- To strengthen command over cloze text questions, candidates must be advised to extend their range of reading materials as this will help them to build their vocabulary. They also need to practise 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.
- Candidates are also advised to take the following steps into consideration while tackling a cloze test:
 - 1) 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) 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) 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) Eliminate Options. 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) Read after filling in the blanks. Read the entire passage and check if it sounds logically and grammatically correct with the options you have selected.

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 word as it is.
- The question assessed the following:
 - Item 1: Imperative; agreement between verb and subject. Common mistake observed: some candidates omitted the (ألف فارقة).
 - Item 2: Agreement between Pronoun and its antecedent. Common mistakes observed: some candidates wrongly wrote the (هـ), for example (دروسة / دروسه / دروسه / دروسه).
 - Item 3: Spelling; only the letter (س) was required to be corrected by letter (ص). Some candidates changed the word to (الشتاء).
 - Item 4: Adjective (Feminine).
 - Item 5: The Genitive; particularly the (مضاف).
- The following is a list of the correct and wrong answers:

Item	Correct Answers	Wrong Answers
1	اشربوا	اشربا / يشربون
2	هـ	هما
3	الصفيف	السيوف / الفصل / الصف
4	اللذيذة	اللذيذ
5	كرة القدم	الكرة قدم / الكرة القدم

Recommendations:

- This question is almost new to candidates as it was only in 2017 that it was introduced. Some candidates still lack practice in tackling it. Dictation will help the students to overcome such 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 find difficult to spell and practise them on a regular basis.
- The following methods may help Educators to deal with this kind of test:
 - 1) Rhymes and songs may be used to teach grammatical and orthographic 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 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 without making required transformation.
- Here are some examples of the good and poor answers found:

Item	Correct Answers	Answers having Grammatical / Spelling mistakes	Wrong Answers
1	مطعم / مطاعم	مطعام	طعمة / مسبحة / طعام / مطبخ / أطعم
2	معروف / عُرف / يُعرف / معرف / عريف / أعرف / عارف / عراف	عروف	عروفا / عورف / عرفون / عرفة / عرفاة / وَعَرَفَ / معرفة / عَرَفَ

3	بائع / بائعان / بائعون / باعة	بائعة / بائعتان / بائعات / باءع / بايع / بائعين / بائعن	باعاء / مباع / بيع
4	نوم / منام	بوم / نم	ينام / نهُو / ناوام / نَامَا
5	علاج / معالج / معالجة	عولاج / عِلَلَج / عِلَج	علخ / عاجلن / العاج / علجة

Recommendations:

- This question is almost new to candidates, being introduced in 2017. More practice to deal with such questions is required.
- Many candidates failed to write the correct spelling of the words. Hence, Educators are advised to lay emphasis on correct spelling from an early stage.
- Educators are advised to provide candidates with the different derivatives while teaching vocabulary and candidates must be requested to use the different derivatives in sentence writing.

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 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 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.
- 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 (ذهب في / اشترى في / شكر إلى / ساعد إلى), 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).
- A couple of candidates wrote sentences in Kreol Morisien, for example (Dadi al la boutik ...).
- The following is a list of some good and poor answers:

Criteria	Item	Correct and meaningful Sentences
<ul style="list-style-type: none"> Given words used Meaningful Coherent to image Appropriate Vocabulary Correct syntax No grammatical / spelling mistake 	1	ذات صباحٍ اشترت امرأة لوازم البيت من الدُّكان.
	2	بعد قليلٍ رجعت المرأة إلى بيتها.
	3	لسوء الحظّ انزلت المرأة وسقطت على الأرض.
	4	في هذا الوقت رأى رجل المرأة على الأرض فساعدها.
	5	في النهاية شكرت المرأة الرجل ورجعت إلى البيت.

Criteria	Item	Meaningful Sentences with mistakes
<ul style="list-style-type: none"> Given words used Meaningful Incoherent to image Correct syntax Grammatical / spelling mistake 	1	ذات صباحٍ الأم <u>يذهب</u> إلى دُكان. (Imperfect Tense + Gender Agreement)
	2	بعد قليلٍ <u>رجع</u> الأم إلى <u>البيت</u> . (Genitive (Fatha on Taa) + Gender Agreement)
	3	لسوء الحظّ <u>الأم</u> <u>سقط</u> إلى المطر. (Wrongly chosen Preposition + Gender Agreement)
	4	في هذا الوقت <u>ساعها</u> أحمد. (Spelling Mistake)
	5	في النهاية <u>شكر</u> <u>الأمي</u> أحمد. (Genitive + Gender Agreement)

Criteria	Item	Incorrect Sentences
<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	يسدري ذات صباحٍ في دُكان.
	2	بعد قليلٍ إلى رجّع.
	3	لسوء الحظّ أحمد على سقط.
	4	في هذا الوقت ساعد.
	5	يذهب أحمد في النهاية شكر.

Recommendations:

- Candidates are reminded of the following principles:
 - 1) Words given may be used in any order.
 - 2) Verbs given may be conjugated using any appropriate tense.
 - 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 based on the picture and the given words must be used within the same sentence.
 - 6) Using given words as proper nouns is not acceptable.
 - 7) Addition or omission of any important word such as a preposition in the sentence structure where it is expected / not expected is a syntactical mistake.
 - 8) Avoid writing diacritical marks.
 - 9) Educators are advised to encourage students to write short paragraphs.

Question 9 (10 marks)

Assessment Objective:

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

Comments:

- Many candidates attempted the question. However, only a handful of candidates fulfilled the criteria and scored full marks.
- Some candidates still dwell on lengthy introductions which often do not address the question.
- In some cases, rehearsed pieces of writing were produced which could not be given due credit due to lack of relevance.
- Many candidates could not score full marks due to irrelevance or little or no development of the storyline.
- Many compositions did not stick to the recommended word limit.
- Some candidates elaborated on the given first three bullet points only.
- While the topic was within the reach of candidates, some linguistic challenges could be noted. 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 quite frequent. 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.
- Many candidates ignored the Subject in the instruction (ماذا فعلت؟) and consequently, they did not involve them in the story and wrote about the action taken by a third person.
- Lexical and orthographic mistakes were also noted.
- The following sample of compositions is an illustration of the strengths and weaknesses encountered in this year's paper:

• Composition 1

في اليم جمعت، الذهاب بلال وأحمد إلى شاطئ البحر. وبعد ذلك لعب الأطفال في البحر. يذهب بلال وأحمد إلى كرت القدم. صرخ طفل للمساعدة. القت إلى الشجر وبلال ذهب إلى الشجر. وبعد أيام، الذهاب بلال وأحمد والقت إلى البيت. بلال أم القت الطعم. وحدث في النهاية.

[46 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.

• Composition 2

في يوم جمعة، كان الجو جميلاً ومشمساً ومعتدلاً. وفي الساعة التاسعة صباحاً، تذهب أسرة أحمد إلى البحر مسرور. كان الشمس تجري متحرراً. بعد ذلك يلعب الأوالد كرة القدم وكرة اليد. يلعب الأطفال في البحر. ثم يسبح الأوالد في النحر سعيداً. ثم أستم صوت الأطفال. صرخ الطفل للمساعدة تذهب الأسرة إلى البحر لمساعد. في وقت النسا يذهب أب خالد إلى المستشفى ليعالج طفل. حدث التلميذ مسرور في النهاية. تتحدث الطيب لطفل "لا يسبح في البحر. ثم يرجع إلى البحر "مون شوازه". يسبح الأسرة في البحر ثم تذهب أسرة إلى البحر وهذه أسرة مسرور ويوم الجمعة وسعد جداً.

[96 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 full of grammatical and spelling mistakes.

- **Composition 3**

ذهبت إلى شاطئ "مون شوازي" في يوم السبت الماضي. عندما وصلت إلى الشاطئ شاهدت أطفالاً كثيرة يلعب في البحر وذهبت أن يصطاد أسماك كثيرة. وبعد ساعة سمعت صوت طفل صرخ للمساعدة. رجعت بسرعة إلى أسرتي وتحدثت عن السبب. ذهب عمي ليساعده وهو يبكي وفي نهاية شكر الأب الطفل عمي.

[49 words]

This composition can be classified as Good since its storyline is basic. The 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.

- **Composition 4**

في اليوم السبت الماضي قرر أبي أن الذهاب إلى الشاطئ البحر مع الأسرتي. فطبخت أمي الطعام وذهب أبي إلى الدكان لأشترى الحلوى. بعد نصف ساعة، ركبنا الأسرة السيارة. عندما وصلنا إلى الشاطئ البحر، فرحاً خديداً. فيها، لعب كثيراً من الأطفال في البحر. كان الجو جميلاً والخمس مشرقة في السماء الزرقاء الصافية. أكلت الغداء مع أسرتي. بعد قليل لعبت كرة القدم مع أبي على الرمل. فجأة، سمعتُ صرخ طفل للمساعدة لأنه سقط على الأرض وجرح كثيراً في رجله. فأخذه أبي وذهب إلى المستشفى للعلاج. فحص الطبيب الطفل وقدمه الطبيب الاضوية. عندما رجع الابي والطفل إلى الشاطئ البحر مرة الخراء، اتصل أبي لأب الطفل. بينما جاء أب الطفل، شكرني الطفل شكراً جزيلاً.

[111 words]

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

• Composition 5

فِي يَوْمِ الْآخِذِ الْمَاضِي كَانَ أَحْمَدُ وَأُسْرَتُهُ يَذْهَبُونَ إِلَى سَاطِئِ الْبَحْرِ. وَكَانَ الْجَوُّ مُشْمِسًا وَعِنْدَمَا وَصَلَتِ الْأُسْرَةُ إِلَى الشَّاطِئِ الْبَحْرِ أَكَلَتْ الْأُسْرَةُ الْعَدَاءَ تَحْتَ ظِلِّ الشَّجَرَةِ. وَبَعْدَ الْعَدَاءِ لَعِبَ الْأَطْفَالُ كُرَّةَ الْقَدَمِ عَلَى الرَّمْلِ. وَفِي السَّاعَةِ الْوَاحِدَةِ مَسَاءً سَبَحَ الْأَطْفَالُ فِي الْبَحْرِ وَلَعِبَ كُرَّةَ الْيَدِ. فَجَاءَ ضَرْبَ أَحْمَدَ الْكُرَّةَ بَعِيدًا، فَسَبَحَ أَحْمَدُ إِلَى الْكُرَّةِ. وَبِمُجَرَّدِ أَنْ يَسْبَحَ أَحْمَدُ صَرَخَ أَحْمَدُ لِلْمُسَاعَدَةِ لِأَنَّهُ هُوَ بَعِيدًا عَنِ سَاطِئِ. وَفِي هَذَا السَّاعَةِ جَاءَ سَائِحًا وَأَخَذَهُ إِلَى شَاطِئِ وَبَعْدَ ذَلِكَ جَرَى إِلَى أُسْرَتِهِ وَتَكَلَّمَ بِمَا حَدَثَ. وَفِي نَهَايَةِ ذَهَبَ الْآبُ إِلَى السَّائِحِ وَشَكَرَهُ شُكْرًا جَزِيلًا.

[91 words]

This composition can be classified as Excellent as the story has been well developed with elaborate and relevant details. The language is secure despite very few mistakes. The ideas are well organized and coherent. This essay fulfills 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 is 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 relevance and fluency. The given story should be detailed and elaborately developed. A variety of sentence structures through accurate application of grammar, and a rich and varied vocabulary should be included.
- Candidates should be strongly reminded that the **Perfect Tense** must be used in a **narrative** composition.
- Candidates must ensure that they read extensively to be able to produce language effectively. They need to practise composition writing regularly to learn to express themselves clearly.
- Educators are encouraged to discuss ideas among pupils, provide them vocabulary, linking words and expressions.
- It would be helpful if brief writing sessions on a specific subject could be organized frequently.

Conclusion:

It is important that candidates practise reading with understanding. Their failure to grasp certain important concepts in what they read seems to be the cause of most difficulties they face. Furthermore, constant efforts should be made so that they develop their writing skills. Candidates must read extensively, going beyond 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.