



PSAC 2021-2022

Arabic

Subject code : **P210**

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 72.5% which is slightly higher than that of 2020-2021 which was 72.26%. Nevertheless, performance in questions assessing fundamental skills in writing has not improved much even for candidates who performed well. As regards to reading comprehension, candidates performed quite well when they had to show literal understanding. On the other hand, higher order reading skills such as making inferences and offering a personal response to the text were found to be more problematic by a significant number of candidates. Writing continues to be the most challenging task for the majority of the candidates. Mistakes related to syntax, grammar, orthography and 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. Task is related to the labeling of pictures.

Comments:

- Most candidates attempted this question successfully, although many of them did not score full marks.
- A few candidates wrote some or all of the words in English / French / Creole / Urdu.
- Some candidates transliterated English / French / Creole nouns into Arabic, for example: (مانكي / زاكو).
- Some candidates could not discriminate between the phonemes of some alphabets, for example: (ح/ه - ذ/ز - ظ/ذ), and consequently were penalized for spelling mistakes.
- Some candidates could not distinguish between (ة) and (ت), for example: (حيوانة / نافذت).
- Some candidates wrote the diacritical marks on the words, which are not required. Mistakes were noticed and consequently that lead to a different meaning which is not appropriate to the picture given. For example: (أذن), or they wrote the alphabet (ن) instead of *Tanween*, for example: (نافذتن).
- Very few candidates left the whole exercise unanswered.
- The following is a list of the correct and wrong answers found:

Correct Answers	Wrong Answers	Item
قرد / حيوان	كلب / ذيل / بندر / جانور / حيوان / حيون / حيوانة / مانكي / منكي / هيوان	1
أذن / أعضاء الجسم / سماع / سمع / يسمع	عين / أنف / صورة / عضو / جسم / جسد / يد / يسميع / جزء / عضو	2
فنجان / شاي / كوب / كأس / آنية / لبن / قهوة / شراب / مشروب / ماء / [أي مشروب]	شرب / يشرب / شيء / شي	3
نافذة / شباك / باب / زجاج	بيت / نافيزة / نافيز / فناء / نافظة	4
دولاب / خزانة / أثاث	مكتب / ثلاجة / دواء / منزل / غرفة / ملابس / فندق / باب / طاولة	5

Recommendations:

- Given that Arabic has some alphabets with pronunciations and forms which are close, 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 on common vocabulary words used in daily life with their candidates.
- Educators are advised to remind candidates about the consequences of wrong diacritical marks and that these are not required in Arabic.

Question 1B (5 Marks) [5 Items]

Assessment Objective:

This question assesses reading comprehension ability at a basic level. This is done through a task which requires candidates to match a sentence to its corresponding picture.

Comments:

- The majority of candidates attempted this question successfully.
- Some candidates matched two pictures to one sentence and vice versa.
- A few candidates did not draw their matching line properly (Incomplete line).
- A few candidates matched the first four sentences correctly and the last one was left unattended.
- Some 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; that is to match the sentences to their corresponding pictures. An example is provided as further guidance to candidates.

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.
- A few candidates encircled more than one answer or left it blank.
- A few candidates ticked / underlined / copied / crossed the answer instead of encircling.
- The best done items were 1, 4, 6 and 7.
- Items 2, 5 and 10 were found more challenging.
- The question assessed the following grammatical topics:
 - Item 1: Proper use of Demonstrative Pronoun.
 - Item 2: Proper use of Preposition. Common wrong answer found: (في).
 - Item 3: Use of Comparative Noun.
 - Item 4: Agreement between Detached Pronoun and its antecedent or between Detached Pronoun and the Predicate.
 - Item 5: Declension of Noun; the Genitive case due to preposition. Common wrong answer found: (الكلاب).
 - Item 6: Agreement between Nominal Subject and Predicate.
 - Item 7: Proper use of Interrogative Particle.
 - Item 8: Agreement between Verb and Subject in a Verbal Sentence.
 - Item 9: Proper use of Conjunctions.
 - Item 10: Proper use of Verb Tense. Common wrong answer found: (أَشْرَبُ); this may be due to the fact that the candidates did not pay attention to the word (أَمْسَ) indicating the Past.

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 as candidates can get enough practice before the examination.
- Educators are requested to remind candidates to work according to instruction of the exercise, that is to **encircle** the correct answer, to avoid leaving MCQ questions blank.
- Candidates should be reminded to use the grammatical clues provided in the sentence before opting for the answer.

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.
- Items 2 and 5 were found more challenging.
- Item 1: Common mistake found: (الحمام).
- Item 2: Common mistake found: (أعمل). It seems that some candidates misunderstood the word (متعب).
- Item 3: Common wrong answer found: (القلم).
- Item 4: Common wrong answer found: (سيقول).
- Item 5: Common wrong answer found: (المنديل).

Recommendations:

- Educators are advised to focus on basic functional vocabulary common to one's daily life across a variety of domains.
- 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 exercises of sentence writing. Once they have mastered the use of appropriate vocabularies, 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, smells, and tastes.
 - 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 vocabulary periodically through 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.
- The text was written using the 1st person pronoun, while the questions were asked using the 3rd person pronoun; it was noted that some candidates could not answer using the 3rd person pronoun. However, they were not penalized.
- Though most items were generally well answered by candidates, the following items were slightly less well done:
 - Item 1: Some candidates could not distinguish between the sender of the letter and the recipient.
 - Item 6: it was observed that some candidates did not know how to answer properly a question having (ماذا فعلت ؟...). They were required to give two answers, but some of them gave only one answer.
 - Item 8: It was required to answer the question with a specific time. Few candidates wrote: (مساء / في المساء).
 - Item 9: Common mistake noted: (١٤ يوليو).

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 day of the assessment.
- It is worth reminding Educators that examination techniques are useful 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 (sender / recipient), causes, actions, 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 performance was average.
- A 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 in previous 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.
- Some candidates attempted Item 7 only with numbers being written randomly.
- Many candidates lifted sentences from the passage indiscriminately which resulted in the loss of marks.
- The following was observed:
 - Item 1: Some candidates answered by (جزيرة) only.
 - Item 2: It was noted that some candidates misunderstood the interrogative particle (مَنْ) and mistook it for (ماذا), thus, they answered with an object instead of a subject. Some candidates answered by (الوالدة) instead of (الوالد).
 - Item 3: Some candidates gave incomplete answers by simply writing (رائحة) or (كريهة) only.
 - Item 4: Many candidates gave wrong answers.
 - Item 5: The majority answered this question well
 - Item 6: Even if a range of plausible answers were provided, there were also many irrelevant answers.

Recommendations:

- Candidates are advised to pay attention to the words used in the questions, to give concise answers and avoid indiscriminate lifting.
- Candidates should be given more practice in dealing with questions requiring the use of common sense and reasoning.
- Candidates should be encouraged to analyse and make appropriate inferences as required by the particular context.
- Candidates should make it a habit to grasp the meaning / gist of 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.
- Educators are advised to work out more exercises related to jumbled paragraph so that candidates may arrange ideas properly and coherently.
- 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 the development of appropriate vocabulary about feelings and emotions. 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 which 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. The pupils will have to 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 scored full marks.
- Some candidates failed to arrange the words in order though there was a wide range of alternative answers.
- A 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.
- The most common mistakes noted:
 - Item 1: The Subjunctive Particle (أَنْ) and its verb (نتسَلَّق) were disjointed.
 - Item 2: (a) The Relative Pronoun (الَّذِي) did not follow its referred noun (الْخِيَاط).
 - (b) Use of Preposition (فِي) before verb.
 - (c) Use of two verbs consecutively (حَضَرَ يَعِيشُ / يَعِيشُ حَضَرَ)

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.

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. But many failed to score full marks due to grammatical, syntactical and orthographical mistakes.
- Some candidates left the whole question or part of it unattended.
- Several candidates showed that there was an influence 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.
- A small number of candidates merely recopied the given clause, for example:

قبل أن نركب الحافلة، قبل أن نركب الحافلة

- Some of the common mistakes observed:
 - Item 1: Misuse of preposition.
 - Item 2: Use of Imperfect Tense with (لَمَّا) and writing Nominal Sentence as its dependent clause.
 - Item 3: Use of the perfect Tense after the conjunction (ثم) preceded by an Imperfect Verb.
- Here are some examples of the good and poor answers:

Correct Sentences	Sentences having grammatical / orthographical mistakes	Sentences having syntactical mistakes (Incorrect order of words / Important word missing)	Item
<ul style="list-style-type: none"> – قبل أن نركب الحافلة، ذهبنا إلى المخبز لنشتري الخبز. – قبل أن نركب الحافلة، نأخذ حقيبتنا. 	<ul style="list-style-type: none"> – قبل أن نركب الحافلة، اشترينا الكعك في السوق. – قبل أن نركب الحافلة، دفعنا شمن التذكرة. 	<ul style="list-style-type: none"> – قبل أن نركب الحافلة، لأنه جُرحة. – قبل أن نركب الحافلة، أن نتسلق الحبل. 	1
<ul style="list-style-type: none"> – لما رجع إقبال من المستشفى، ذهب إلى الصيدلية ليشتري الأدوية. – لما رجع إقبال من المستشفى، فرح فرحا شديدا. 	<ul style="list-style-type: none"> – لما رجع إقبال من المستشفى، إقبال مريض. – لما رجع إقبال من المستشفى، يذهب إلى البيت. 	<ul style="list-style-type: none"> – لما رجع إقبال من المستشفى، في يوم الخميس. – لما رجع إقبال من المستشفى، ويعمل الطبيب. 	2
<ul style="list-style-type: none"> – أغسل يديّ ثم أذهب إلى المطبخ لأكل الفطور. – أغسل يديّ ثم أنظف أسناني. 	<ul style="list-style-type: none"> – أغسل يديّ ثم أكل الطعام. – أغسل يديّ ثم يمسح الوجهه. 	<ul style="list-style-type: none"> – أغسل يديّ ثم في الذي يعيش. – أغسل يديّ ثم أجلس الكرسي على. 	3

Recommendations:

- Candidates are reminded that a correct sentence is one which 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 ...)
- Educators are requested to advise candidates to avoid writing diacritical marks.
- Educators are advised to look for innovative and creative teaching strategies to improve candidates' 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 only few managed to score full marks.
- Some candidates have used the appropriate word but with spelling / copying mistakes.
- Some candidates did not even try to fill in the blanks.
- On the whole, the most common mistakes noted were the misplacing of the words:

يخاف / أشعل / يستريح

Recommendations:

- To strengthen command over cloze test questions, candidates are advised to extend their range of reading materials as this will help them to build up 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 words 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: Relative Pronoun
 - Item 2: Agreement between Attached Pronoun and its antecedent.
 - Item 3: The Genitive (الإضافة); particularly the omission of the Definite Article in (مضاف).
 - Item 4: Imperative; agreement between verb and subject.
 - Item 5: Declension of Noun; Accusative case due to (أَنَّ).
- The following is a list of the correct and wrong answers:

Correct Answers	Wrong Answers	Item
التي	الآتي / الذين / اللذان	1
كتابكما	الكتابكما / كمان / كتابان	2
غروب	الغروب / الغرب / غرفة / مغروب / المغرب	3
اقرأ	يقرأ / أقر / إقر / إقرأ / قرأت	4
الأسد	الأسدة / الأسد / أسد / الأسد	5

Recommendations:

- Dictation will help pupils 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.
- Pupils 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.
- Some 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 the required transformation.
- The question assessed the following transformation:
 - Item 1: Verb to Gerund.
 - Item 2: Singular to Plural.
 - Item 3: Gerund to Imperfect Subjunctive.
 - Item 4: Common Noun to Noun of Place.
 - Item 5: Verb to Active Participle.
- Here are some examples of the good and poor answers found:

Correct Answers	Answers having Grammatical / Spelling mistakes	Wrong Answers	Item
مساعدة	المساعدة / مساعد / لتساعد / ساعدة	تساعد / الساعة / ساعدت / يساعد	1
أقلام	أقلم / مقلم / أفلام / قلام	قلمي / قلمة / قلمان	2
يذهب	تذهب / أذهب / ذهب	ذهبية / ذهبت	3
مخبز (ال) / مخابز (ال)	محبر / محبر	خباز / خبوز	4
طالب / طالبان / طلاب / طلبة	طالبة / طليب / طلبان	مطلوب / مطلب	5

Recommendations:

- 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 pupils with the different derivatives while teaching vocabulary and pupils must be requested to use the different derivatives in sentences 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 either did not use the pair of words given or wrote correct sentences but omitting one of the words given. 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 and this led to loss of marks.
- 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 meaningful and correct sentences but they were found incoherent to the picture.
- Some candidates copied the given words with spelling mistakes.
- Some candidates replaced the given word (صعد) by its synonym (يتسلق) and this resulted in loss of marks.
- Many candidates could not write proper sentences by using the adjective (حار).
- Among the most common mistakes observed:
 - Use of Imperfect Tense with the expression (ذات يوم).
 - Interpretation of the verb (صعد) as (قطف): (أحياناً صعد الفواكه).
 - Interpretation of the word (حار) as (ظل): (هو أحياناً يجلس في / تحت حار الشجرة).
 - Gender agreement (يجلس الأسرة تحت الشجرة / ذات يوم زرعت الفلاح).
 - Agreement between Pronoun and its antecedent (الجو حار فجلس أحمد مع أسرته تحت الشجرة).
 - Wrong prepositions with phrasal verbs (صعد في / زرع إلى).
 - Addition of preposition (في أحياناً صعد عمر الشجرة).
 - Declension of noun (كان الجو حاراً).

– The following is a list of some good and poor answers:

Criteria	Correct and meaningful Sentences	Item
<p><u>EXCELLENT</u></p> <ul style="list-style-type: none"> Given words used Meaningful Coherent to image Appropriate Vocabulary Correct syntax No grammatical / spelling mistake 	ذات يوم زرع أحمد شجرة مانجو.	1
	كل يوم يسقي الرجل النبات بالماء.	2
	بعد سنوات رأى أحمد الفواكه على الشجرة.	3
	أحياناً يصعد الطفل الشجرة ليقطف الفواكه.	4
	كان الجو حاراً جلست الأسرة تحت الشجرة.	5
Criteria	Meaningful Sentences with mistakes	Item
<p><u>AVERAGE</u></p> <ul style="list-style-type: none"> Given words used Meaningful Incoherent to image Correct syntax Grammatical / spelling mistake Given word replaced by an equivalent word 	ذات يوم يزرع الأب الشجرة.	1
	كل يوم الأب يسقي الشرة.	2
	أحياناً يتسلق الأب الشجرة.	3
	وبعد سنوات كان الفواكه طازجة.	4
	كان الجو حاراً فجلس أحمد مع أسرته تحت الشجرة.	5
Criteria	Incorrect Sentences	Item
<p><u>POOR</u></p> <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 	ذات يوم في زرع.	1
	كل يوم أن يسقي.	2
	بعد سنوات والفواكه.	3
	أحياناً التلاميذ الفواكه صعد.	4
	هو أحياناً تجلس في حار الشجرة.	5

Recommendations:

- Educators are advised to encourage students to write short paragraphs.
- 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) Abstain from simply adding a preposition between the two given words.
 - 7) Using given words as proper nouns is not acceptable.
 - 8) 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.
 - 9) 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 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 and little or no development of the storyline.
- Many compositions did not stick to the recommended word limit.
- Many candidates merely copied the given bullet points as they are or they simply added one or two conjunctions or prepositions.
- Some candidates elaborated on the given first three bullet points only.
- Only a few candidates were able to use a variety of sentence structures consistently including complex ones.
- Many candidates were not given full credit despite having written a well developed coherent story including complex sentence structures with accurate vocabulary; this is due to the fact that there were major grammatical mistakes in their writing.
- 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, gender/number agreement, and using the appropriate syntax.
- Grammatical mistakes were quite frequent. The common grammatical mistakes observed were related to agreement, wrong prepositions, inappropriate phrasal verbs, misuse of pronouns, Genitive, auxiliary verbs and the use of the Imperfect Tense in a narrative essay.
- One of the most common syntactical mistakes found in many scripts is the omission of the preposition “Baa” after the verb (اتصل).
- Among the most common spelling mistakes noted:
 - Omission of one *Laam* while the word (الص) is definite: (الص).
 - Omission of the three dots over the letter *Sheen* in the word (شرطي).

- Some Candidates could not differentiate the sounds (خ / ق);
they wrote (دقل / قاف) as (دخل / خاف).
- Some Candidates could not differentiate the sounds (ج / ح / خ);
they wrote (دجل / دحل) as (دخل).
- Many candidates ignored the Subject in the instruction (ماذا فعلتم؟) and consequently they did not involve them in the story and wrote about the action taken by a third party.
- 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:

• **Composition 1**

ذات يوم ذهبت أحمد وأصدقائنا إلى الملعب ليلعب كرة قدم على الطرق. شهد احمد الرجل دخلت في جرانفطة.

أحمد وأصدقائنا حف جدا وفي نفس الوقت رخرجت الرجل مع سلة. "أنه اللص" قل حزن يحتفل أحمد أسرصى. وفي وقت قليل جاء رجل السرطى ويكفى الص.

[44 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 السبت الماضي أنا وأصدقائك يستمع بمعلمي بعناية بمجرد دخل لص من الفصل حاف التلميذ اللص. بدء يبكي التلاميذ. أن وأصدقائك رأيتم اللص. تهتفل الناظر الرجال الشرطي. جاء رجال الشرطى جاء رجال الشرطى إلى المدرسة يذهب الرجال الشرطي مع اللص الى مركز الشرطى في النهاية شكر معلمي الناظر.

[49 words]

This composition can be classified as poor 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**

في يوم الخميس الماضي، الثالث من شهر ماس. كانت وأصدقاء يعمل الدرس في الفصل مسرور. فجأة دخول لص في الفصل. حمل الص الحقيبة. سرق الطفل كثيرا. أنا وأصدقاء رأيتم اللص ويجري بسرعة إلى المكبة الناظرة. قال للناظرة للصوص. وفي هذا وقت دخل اللص المكتبة. اتصل المعلمة فاطمة الشرطة. وفي وقت قليل يأتي الشرطي وأخذ اللص إلى المركز الشرطي.

[58 words]

• **Composition 4**

في يوم الاحد الماضي، كان الجو جميلا وشمس مشرقة وسماء صافية. أنا اتسبقت مبكرا. وتاكلت الفطور وشرب الشاي. ثم لبس الملابس مدرسة وذهب إلى المدرسة. وفي ساعة التاسعة ونصف، درست المعلم الدروس على السبورة. فجأة، دخل لص الفصل يريد لص النقود. حلا، اتصل أحمد الشرطة بسرعة. بعد قليلا، جاء الشرطة في المدرسة. ذهب اللص في مركز الشرطة. وفي ساعة ثلاثة ونصف، رجعت إلى البيت سعيداً.

[65 words]

• **Composition 5**

في يوم الخميس الماضي، كان الجو مشمساً وجميلاً. أنا جهزت الحقيبة وذهبت إلى المدرسة. هناك، دق الناظر الجرس. دخل التلاميذ في الفصل. بدأ المعلم الدرس جديد. وفجأة، انكسر اللص النافذة ودخل في الفصل.

خاف التلاميذ وبدأ صاح. أخذ اللص الحقيبة المعلم وجري بسرعة. بعد ذلك، اتصل المعلم المركز الشرطي. بعد قليل، وصل الشرطي. جرى الشرطي وراء اللص وأخذ إلى المركز الشرطي.

[61 words]

These three compositions (3,4 and 5) can be classified as average since the stories are basic. Candidates have made use of simple vocabulary with some degree of accuracy. The ideas are organised and expressed mostly in simple sentences. However, there is a lack of fluency and the mistakes are noticeable.

• Composition 6

اليوم يوم الرابع ٢١ من شهر أوكتوبر. كان الجو جميلاً والشمس مشرقة في السماء. أستيقظ مبكراً في الصباح. ثم كان الفطور. وبعد ذلك لبس ملابس المدرسة. بعد أن فعل هذا، أخذت الحافلة لأذهب إلى المدرسة. دق الناظر الجرس ثم دقلنا في الفصل. فجأة دقل اللص الفصل. ثم قال المعلم أذهب إلى الورا الفصل. اتصل المعلم بالرجال الشرطي. وبعد قليلاً وصل الشرطي هناك. كان الص جرح أحمد على رجله. أخذ الشرطي أحمد إلى المستشفى للعلاج وأخذ اللص إلى المركز الشرطي. وهناك انتظر أحمد في صالة الانتظار. وعندما حوره فحص الطبيب أحمد. ثم أخذ الدوا من الصيدلية. ثم رجع إلى بيته.

[99 words]

• Composition 7

في يوم الجمعة الماضي كان الجو جميلاً والشمس مشرقة في السماء الصافية. استيقظت مبكراً وذهبت إلى المدرسة. عندما وصلت إلى رأى لص مسهورة دخل في فصلي. قد جاءت في الفصل ورأيت أن اللص سرق الحاسوب ومحفظة المعلم بلال. أنا وأصدقائي رأيتم اللص. حالاً ذهبت إلى الناظر ليقول عن السبب فاتصل الناظر الشرطة. وبعد قت قليلاً وصل الشرطة فقبض الرجل اللص ووضع في السجن. قدم الشرطة المحفظة والحاسوب للمعلم. شكر الشرطة لي لأن ساعدت أن قابض لص مسهور. قدم المعلم ألف روبية لمكافأة.

شكر الناظر لي شكراً جزيلاً. شعرت والدي ووالدتي بالفخر.

[91 words]

- **Composition 8**

في يوم الخميس من شهر يونيو كان الجو مشمساً ومعتدلاً. ركبت الدراجة وذهبت إلى المدرسة. وهناك دخلت الفصل وجلست على الكرسي. فجأة دخل اللصّ الكبير والطويل الفصل. خفت وصرخ أصدقائي بمساعدة. فرب اللص وسرق قلادة المعلمة وحقيبة الزميلي. اتصلت بمركز الشرطة وصرخت بمساعدة. وبعد بضع دقائق، دخل الشطي المدرسة. فرحت كثيراً. خاف اللص وجرى بسرعة. وبحسن الحظ، قبض الشرطي اللص الكبير. أعطى الشرطي القلادة والحقيبة لمعلمتي وزميلي. شكرت الشرطي. وبعد ذلك، رجعت إلى البيت.

[74 words]

These three compositions (6, 7 and 8) can be classified as very good. The storylines are complete and organised with elaborate details. A beginning of complexity and a variety in sentence structures may be observed. The language is generally secure and syntax mostly accurate despite a few grammatical and spelling mistakes.

- **Composition 9**

في يوم من الأيام، كنتُ ألعب مع أصدقائي عمر وأحمد وسليم في فناء المدرسة. فجأة، شعرنا بالعطش، فذهبنا إلى فصلنا لنشرب الماء. عندما وصلنا أمام باب فصلنا، رأينا رجلاً في الفصل. كان يلبس قميصاً أسوداً. لم ندخل الفصل وبقينا خارجه. شاهدنا الرجل يفتح حقيبة المعلم. ويُخرج منها محفظة. ثم وضعها في الحقيبة السوداء التي كان يحمل. فعرفنا أنّ الرجل لصّ. أسرعنا إلى مكتب الناظر. هناك، أخبرناه بالأمر. ذهب معنا إلى فصلنا. رأى الناظر اللصّ أيضاً. أخرج الناظر هاتفه واتّصل برجال الشرطة. بعد قليل، وصلوا وقبضوا على اللصّ. شكرنا الناظر وأعطى لي ولعمر وأحمد وسليم خمسين روبية. كنا مسرورين جداً بما فعلنا، فأخذنا النقود وشكرنا الناظر.

[105 words]

• **Composition 10**

تبادر هذا الحادث في أعقاب الشهر "يوليو". كان يشرح معلمي درسًا ممتعًا. استمعنا بعناية. في البداية حدث كل شيء على ما يرام. فجأة دخل لص غريب في فصلنا. هكذا كنا مذعورًا. ما أكبر دهشنا لما سرق السارق كتبنا وأقلامنا. فصاح معلمي صيحة عالية: "ساعدنا!" لسوء الحظ، ذهبت جهوده سدى. فاتصلتُ برجال الشرطة الذين وصلوا بسرعة. كان السارق خائفًا جدًا. وبمجرد قيد رجال الشرطة المجرم. كان الأخير حزينًا بشدة. بعد ذلك، ذهب اللص إلى مركز البوليس حيث وُضِعَ في السجن لثلاث سنوات. وختامًا كنا بهيجًا.

[83 words]

These two compositions (9 and 10) 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 a 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 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.
- Educators are advised to highlight the different styles of expression in Arabic.
- 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.
- It would be really helpful if brief writing sessions on a specific subject could be organized frequently.

Conclusion:

It is important that pupils practise reading with understanding. Their failure to grasp certain important meanings 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. Pupils must read extensively, going beyond 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.

Educators are requested to give due consideration to recommendations made in the various sections of this report and to devise appropriate means for their application.