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Representations of Linguistic Curricular Content in Baccalaureate Examination Questions in Arabic Language: An Analytical-Evaluative Approach

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ABSTRACT:

The present study examines the nature of Baccalaureate examination questions in the Arabic language subject for the Literature and Philosophy stream by analyzing and classifying them according to the branches of the Arabic language. It investigates the extent to which these questions reflect the prescribed curriculum and align with the educational objectives over the period 2008–2025. Specifically, the study explores the extent to which language structure questions represent the prescribed curriculum and target the intended language competencies. To achieve these objectives, a descriptive-analytical approach was adopted. An analysis grid was developed, and statistical methods were used to analyze the examination questions, identify the representation of linguistic content, and determine the competencies they assess. The sample comprised 36 examination papers, including two examination models for each academic year. The findings show that language structure questions consistently appear in all examinations, confirming their central assessment role, but the prescribed linguistic content remains unevenly represented, requiring a more balanced examination design.

KEYWORDS: Study Content; Arabic Language; Educational Questions; Baccalaureate Examination; Literature and Philosophy Stream.

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تمثلات المحتوى اللغوي الدراسي في أسئلة امتحانات البكالوريا في مادة اللغة العربية: مقاربة تحليلية تقويمية

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ملخص البحث

تهدف هذه الدراسة إلى فحص طبيعة أسئلة امتحان البكالوريا في مادة اللغة العربية لشعبة الآداب والفلسفة، من خلال تحليلها وتصنيفها وفق فروع اللغة العربية. كما تسعى إلى الكشف عن مدى انعكاس هذه الأسئلة للمقرر الدراسي، ومدى توافقها مع الأهداف التعليمية المستهدفة خلال الفترة الممتدة من 2008 إلى 2025. وعلى وجه الخصوص، تستقصي الدراسة مدى تمثيل أسئلة بنية اللغة للمحتوى اللغوي المقرر، ومدى قياسها للكفاءات اللغوية المستهدفة. ولتحقيق هذه الأهداف، تم اعتماد المنهج الوصفي التحليلي، كما تم تصميم شبكة تحليل، وتوظيف الأساليب الإحصائية لتحليل أسئلة الامتحانات، وتحديد مدى تمثيل المحتوى اللغوي، والكشف عن الكفاءات التي تقيسها. وتكوّنت عينة الدراسة من 36 موضوعًا لامتحان البكالوريا، بواقع نموذجين للامتحان في كل سنة دراسية. وأظهرت النتائج أن أسئلة بنية اللغة وردت بصورة منتظمة في جميع الامتحانات، مما يؤكد دورها المحوري في التقويم، غير أن المحتوى اللغوي المقرر لم يكن ممثلًا بصورة متوازنة، وهو ما يستدعي اعتماد تصميم أكثر توازنًا للامتحانات بما يضمن تغطية شاملة للمقرر الدراسي، ويحقق تقويمًا أكثر فاعلية للكفاءات اللغوية المستهدفة.

الكلمات المفتاحية: المحتوى الدراسي؛ اللغة العربية؛ الأسئلة التعليمية؛ امتحان البكالوريا؛ شعبة الآداب والفلسفة.

1. INTRODUCTION

Tests are among the most important assessment tools in the educational system. They serve as a fundamental means of measuring the extent to which learning competencies have been achieved and of evaluating students' learning outcomes over a specified period. They also help identify differences in learners' levels of achievement. Among these assessments, the Baccalaureate examination occupies a particularly significant position, as it represents the final stage of secondary education and the culmination of a twelve-year educational journey. It provides an opportunity to assess students' knowledge and competencies across various school subjects.

The Arabic language is one of the core subjects in the Baccalaureate examination and holds particular importance because of its role in developing learners' linguistic, cognitive, and communicative competencies. The examination includes a variety of intellectual, linguistic, and evaluative questions designed to assess these competencies. However, an examination of the language structure questions reveals considerable variation in the linguistic content they cover. This raises important questions regarding the extent to which these questions accurately represent the prescribed curriculum and align with the intended educational objectives.

Accordingly, this study seeks to answer the following research questions:

- To what extent do the language structure questions in the Baccalaureate examinations reflect the prescribed curriculum during the period 2008–2025?
- To what extent are these questions consistent with the educational objectives and the targeted language competencies?

The following research questions arise from the main research problem:

- What is the nature of the language structure questions included in the Baccalaureate examinations during the period 2008–2025?
- To what extent do the Baccalaureate examination questions represent the linguistic content prescribed in the Arabic language curriculum?
- Is there a balanced representation of the different branches of the Arabic language (grammar, morphology, rhetoric, and prosody) in the Baccalaureate examination questions?
- What are the most prominent linguistic phenomena emphasized in the questions within each branch of the Arabic language?
- What are the strengths and weaknesses of the language structure questions included in the Baccalaureate examinations?

Study Objectives

This study aims to analyze the content of the language structure questions included in the Baccalaureate examinations from 2008 to 2025 and to determine the extent to which they are aligned with the prescribed curriculum and the targeted language competencies. Specifically, the study examines the nature of these questions and the linguistic domains they address, including grammar, morphology, rhetoric, and prosody. It also seeks to evaluate the extent to which the prescribed linguistic content is represented in the examination questions. Ultimately, the study aims to provide evaluative indicators that may contribute to improving the design, balance, and overall quality of Baccalaureate examination questions.

Given the central role of the Baccalaureate examination in assessing students' competencies, it is important to investigate the nature of the language structure questions it contains and the extent to which they reflect the prescribed curriculum.

2. Terms of the Study

This section presents the conceptual and educational foundations on which the study is based. It focuses on four key concepts that constitute the core of the research.

2.1 Educational Assessment

Educational assessment is defined as "a process of monitoring and evaluation intended to determine the extent to which the curriculum is appropriate and successful in influencing both the individual and society." (Harwil, 2003, p. 18). It is also defined as the process of making judgments about ideas, activities, teaching methods, instructional materials, and other educational practices by evaluating the extent to which they achieve their intended objectives. This process involves collecting and analyzing information in light of relevant factors and circumstances, with the ultimate aim of improving, modifying, and developing teaching in ways that meet students' educational needs. In this sense, educational assessment measures students' current level of achievement to facilitate the improvement, correction, and evaluation of their performance. Therefore, it serves diagnostic, formative, and remedial purposes (Al-Jaafirah, 2013, p. 105; Nujud Al-Rubayi, 2021, p. 122).

Educational scholars generally classify assessment into three main types: diagnostic assessment, which is conducted at the beginning of a lesson or academic year; formative assessment, which is carried out throughout the teaching and learning process; and summative assessment, which is administered at the end of a lesson, an academic term, or an academic year.

Since the present study focuses on Baccalaureate examinations, it is concerned primarily with summative assessment.

2.2 Language Tests and Quality Standards

Tests have long been regarded as one of the most important tools of educational assessment and remain the most widely used method today. Among the various types of tests, achievement tests are the most common because they are designed to measure students' academic achievement. Achievement tests may be administered either orally or in written form. The present study focuses exclusively on written tests (Hilmi Ahmad Al-Wakil, 2004, p. 170).

For a test to achieve its intended objectives effectively, it must satisfy a number of quality standards and specifications. These standards are illustrated in the following figure (Hilmi Ahmad Al-Wakil, 2004, p. 193).

Fig.1. Standards of a Good Test



Source: Prepared by the researcher.

2.3 Baccalaureate examination

It is a standardized national examination that comes at the end of the secondary stage. It occupies the second rank in the hierarchy of national certificates after the Basic Education Certificate at the base of the examination pyramid.

It is a national test supervised by the Ministry in which the student is examined in a group of studied subjects. It is conducted only under unusual conditions, and this test contains different questions concerning all the subjects studied during a whole year. It is a certificate that qualifies its holder to join university studies (Majadi, 2014, pp. 176-177).

The questions of the baccalaureate examination topics are subject to the supervision of the Ministry of Education. Therefore, the procedures of its marking take on the form of absolute confidentiality, and no appeal concerning the review of any marking is accepted (Majadi, 2014, p. 176).

2.4 Linguistic content

Content is generally defined as "the total of the educational experiences, facts, and information that it is hoped to provide students with, as well as the attitudes and values that are intended to be developed in them, and the motor skills that are intended to be acquired by them, with the aim of achieving their comprehensive and integrated growth in the light of the prescribed objectives." (Khalayfah, 2018, p. 129)

By linguistic content in this study, we mean the elements or components of the language, namely sounds, vocabulary, and structures, represented in the branches of the Arabic language that the student studies in the third year of secondary education, namely: (grammar, morphology, rhetoric, and prosody). These are elements that represent the real material of the Arabic language. Focusing on them enables the student to control the language.

Accordingly, the linguistic construction questions of the baccalaureate examinations include the following linguistic aspects (Bouyahia, 2025, pp. 39-40):

- Studying grammatical and morphological phenomena in their relation to the intellectual structure.

- Studying rhetorical phenomena while highlighting their function and their aesthetic value.
- Studying prosodic phenomena if the text is poetry.

3. The Applied Part: An Analytical Study of the Language Structure Questions of the Baccalaureate Examinations for the Literature and Philosophy Stream (2008-2025)

3.1 Study Procedures

3.1.1 Study Method and Tools

This study adopts the descriptive analytical method because it is the most appropriate approach for examining the language structure questions included in the Baccalaureate examinations. It aims to describe their characteristics, analyze their components, and evaluate them in light of the criterion of representation in order to achieve the objectives of the study.

The study is supported by two procedural tools: content analysis and statistical analysis, as they are consistent with the requirements of the research. A content analysis grid was designed to identify the language structure questions and classify them according to a set of linguistic indicators, namely grammar, morphology, rhetoric, and prosody. In addition, descriptive statistical methods, including frequencies and percentages, were used to analyze and present the findings.

3.1.2 Study Limits

- **Subject limits:** The study is limited to the language structure questions included in all Baccalaureate examination papers for the Literature and Philosophy stream from 2008 to 2025.
- **Time limits:** The study was conducted during the 2025/2026 academic year by analyzing Baccalaureate examination papers administered from the adoption of the competency-based approach in 2008 until 2025.

3.1.3 Study Population and Sample

The study population consisted of all Baccalaureate examination papers in the Arabic language for the Literature and Philosophy stream in Algeria from 2008 to 2025. These examination papers were selected because they represent the official assessment documents used to evaluate students' learning outcomes at the secondary education level.

The study sample consisted of thirty-six (36) Baccalaureate examination papers for the Literature and Philosophy stream, with two examination papers selected from each academic year. The sample was selected using the comprehensive enumeration method.

3.2 Presentation and Discussion of the Results of the Content Analysis of the Baccalaureate Examination Questions in Light of the Prescribed Course Content

To determine the extent to which the content of the Arabic language Baccalaureate examinations reflects the prescribed course content, the study analyzed all thirty-six (36) examination papers for the Literature and Philosophy stream. The texts and language structure questions were examined using indicators related to grammar, morphology, rhetoric, and prosody.

The analysis was conducted using a content analysis instrument that was submitted to expert reviewers to establish its validity. The purpose of the analysis was to determine the degree to which the prescribed language course content is represented in the Baccalaureate examinations. The analysis produced the following results:

3.2.1 The presence of the branches of the Arabic language in the Baccalaureate examination questions in terms of quantity and type

A. Presentation of the results

The language structure questions were classified according to the branches of the Arabic language prescribed for Baccalaureate students, namely (grammar, morphology, rhetoric, and prosody), then they were counted and linked to the topics under which they appeared. The analysis resulted in the following results:

Table 1. Statistical distribution of the language structure questions in the Baccalaureate examinations according to the branches of the Arabic language

Year	Session	Grammar (Naḥw)	Morphology (Ṣarf)	Rhetoric (Balāghah)	Prosody (ʿArūḍ)
2008	**S1**	Prepositions; Coordinating conjunctions; Adverb (Ẓarf); Direct object; Nominal clause functioning as object	—	Emphatic simile	Scansion; Kāmil metre
	S2	Specification (Tamyīz); Clause functioning as genitive complement; Subject and predicate	—	Metonymy for an attribute	—
2009	**S1**	Particles; Circumstantial accusative (Ḥāl); Clause functioning as object; Clause functioning as adjective	—	Emphatic simile	Scansion; Rajaz metre
	S2	Adjective; Direct object; Relative clause; Clause functioning as object	—	Emphatic simile; Implicit metaphor	—
2010	**S1**	*Lawlā*;	Meanings of past-tense verbs; Ultimate plural patterns	Imperative style; Implicit metaphor	—
	S2	*Lawlā*; Clause functioning as genitive complement; Subject and predicate	—	Implicit simile	—
2011	**S1**	Prepositions; Subject; Clause functioning as object; Coordinated clause with syntactic position	—	Implicit metaphor	—

	S2	Prepositions; Coordination; Direct object; Specification; Clause functioning as genitive complement	Pronouns	Implicit metaphor	—
2012	**S1**	Subject and predicate; Clause functioning as predicate; Clause functioning as object; Predicate of *inna*; Apposition (Badal)	—	Interrogative style; Exclamatory style; Metonymic metaphor	Scansion; Kāmil metre
	S2	Prepositions and conjunctions; Adverbs; Circumstantial accusative; Relative clause; Specification; *Immā* and *Ammā*	—	Representative simile; Implicit metaphor	—
2013	**S1**	Clause functioning as object	Collective noun	Declarative style; Metonymy	—
	S2	Circumstantial accusative; *Idhā*; Clause functioning as genitive complement	Ultimate plural patterns	Metonymy	—
2014	**S1**	Circumstantial accusative; Direct object; Clause functioning as subject; Clause functioning as predicate; Prepositions	—	Non-declarative style; Metonymy	Scansion; Rajaz metre
	S2	Subject and predicate; Relative clause; Clause functioning as genitive complement; Weak present verb; *Idhā* and *Idh*	—	Declarative style; Implicit metaphor	—
2015	**S1**	Subject and predicate; Direct object; Relative clause; Clause functioning as circumstantial clause	—	Implicit metaphor; Metonymy	—
	S2	Prepositions; Clause functioning as adjective; Relative clause	Plurals	Emphatic simile	—
2016	**S1**	Past tense; Circumstantial accusative; Clause	Plurals of paucity; Plurals of abundance;	Declarative style; Implicit metaphor; Emphatic simile	—

		functioning as adjective; Relative clause	Ultimate plural patterns; Collective noun		
	S2	Conjunctions and prepositions; Apposition; Particles resembling verbs; Relative clause; Clause functioning as genitive complement; Subject and predicate	Plurals of paucity	Emphatic simile; Implicit metaphor	—
2017	**S1**	Indicative present tense; Protective *nūn*; *Law*; Coordinated clause; Circumstantial clause; Prepositions and conjunctions	—	Metonymy	Scansion; Rajaz metre
	S2	Apposition; *Idhā*; Subject and predicate	Plural	Implicit metaphor	—
2018	**S1**	Subject and predicate; Annexation (Iḍāfah); Apposition; Relative clause; Predicate clause	—	Implicit metaphor; Metonymy	Scansion; Kāmil metre
	S2	Apposition; Annexation; Predicate clause; Relative clause; Prepositions	—	Declarative style; Emphatic and complete simile	—
2019	**S1**	Indicative present tense; Adjective; Independent clause; Adjectival clause	Ultimate plural patterns; Plurals of paucity	Intellectual metaphor	Scansion; Mutadāra k metre
	S2	Apposition; Indicative present tense; Clause functioning as genitive complement; Conditional answer clause; Prepositions and conjunctions	Ultimate plural patterns; Plurals of paucity; Collective noun	Implicit metaphor; Intellectual metaphor	—
2020	**S1**	Indicative present tense; Adjective; Adjectival clause; Circumstantial clause	Ultimate plural patterns; Plurals of paucity	Implicit metaphor; Metonymy	Scansion; Kāmil metre

	S2	Circumstantial accusative; *Idhan*; Relative clause; Predicate clause	—	Metonymy; Explicit metaphor	—
2021	**S1**	Adjective; Specification; Independent clause; Clause functioning as object	—	Non-declarative style; Intellectual metaphor; Implicit metaphor	—
	S2	Predicate; Apposition; Adjectival clause; Relative clause	Ultimate plural patterns; Plurals of paucity	Implicit metaphor; Emphatic simile	—
2022	**S1**	Subject (implicit inflection); Coordinated clause; Quoted-speech clause	Ultimate plural patterns; Plurals of paucity	Metonymy; Implicit metaphor; Paronomasia (Jinās); Antithesis (Muqābalah)	Scansion; Kāmil metre
	S2	Subject and predicate; *Idh*; Circumstantial accusative; Relative clause; Adjectival clause	—	Implicit and explicit metaphor; Antithesis (Ṭibāq)	—
2023	**S1**	Indicative present tense; Predicate of the subject; Relative clause	Pronouns	Non-declarative style; Implicit metaphor; Confirmed detailed simile	Scansion; Basīṭ metre
	S2	Subject and predicate; Apposition; Specification; Independent clause; Clause functioning as genitive complement	—	Confirmed detailed simile; Metonymy	—
2024	**S1**	Apposition; Adjective; Circumstantial clause; Clause functioning as object	—	Non-declarative style	Scansion; Ramal metre
	S2	Apposition; *Lawlā*; Predicate clause; Relative clause	Plurals of paucity; Ultimate plural patterns	Implicit metaphor	—
2025	**S1**	Implicit inflection; Apposition; Circumstantial clause;	—	Implicit metaphor	Scansion; Kāmil metre

		Non-jussive conditional answer clause			
	S2	Prepositions and conjunctions; Subject and predicate; Circumstantial accusative; Indicative present tense	—	Declarative style; Implicit metaphor; Metonymy	—

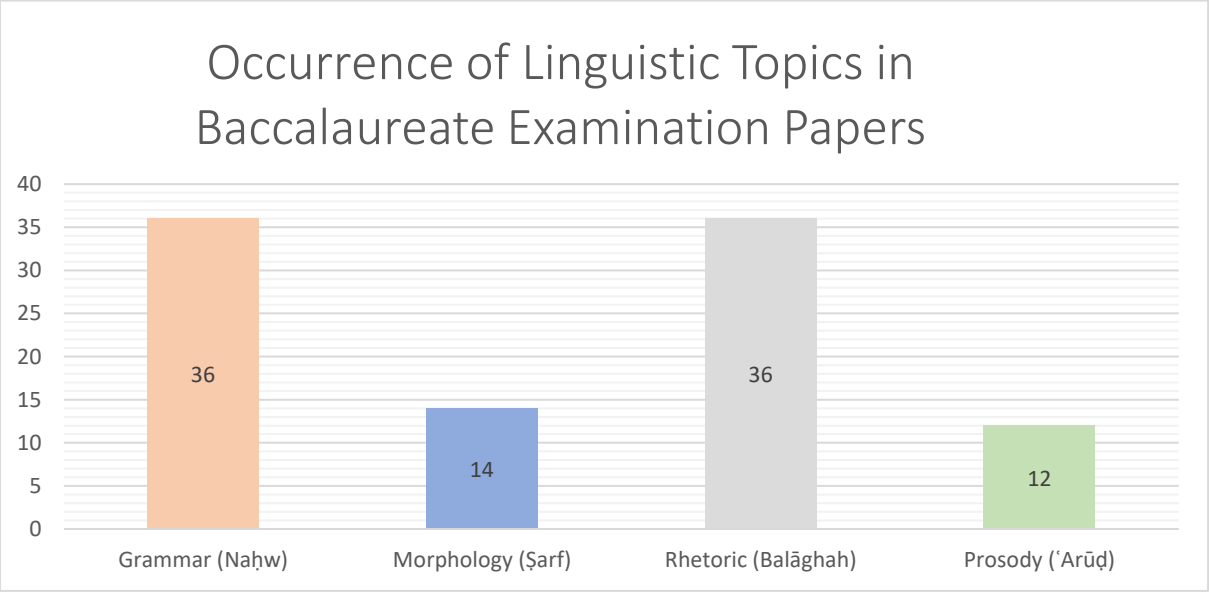
The percentage of the presence of the language topics in the Baccalaureate examinations can be determined in the following table:

Table 2. Frequencies of the Presence of the Branches of the Arabic Language in the Baccalaureate Examination Topics

Linguistic Topics	**Frequency**	**Percentage**
Grammar (Naḥw)	36	100%
Morphology (Ṣarf)	14	38.89%
Rhetoric (Balāghah)	36	100%
Prosody (ʿArūḍ)	12	33.33%

The results can also be represented graphically in the following figure:

Fig.2. Representations of the Language Branches in the Baccalaureate Examination Topics



3.4 Discussion of the Results

Tables (1) and (2) show that, after analyzing the language structure questions in the thirty-six (36) Baccalaureate examination papers administered between 2008 and 2025, all branches of the

Arabic language curriculum, namely grammar, morphology, rhetoric, and prosody, are represented in the examinations. However, their representation is not balanced across the examination papers.

Grammar and rhetoric are the most frequently represented branches, appearing in all thirty-six (36) examination papers, which corresponds to a frequency of 100%. Morphology ranks third, appearing in fourteen (14) examination papers, representing 38.89% of the total. Prosody is the least represented branch, appearing in only twelve (12) examination papers, accounting for 33.33%.

These findings indicate that the Baccalaureate examinations place greater emphasis on grammar and rhetoric than on morphology and prosody. This pattern reflects a greater concern with assessing students' syntactic competence, language use, and communicative abilities than with evaluating formal word formation or rhythmic and metrical aspects of the language.

The predominance of grammar and rhetoric may be explained by their comprehensive nature, as they are applicable to both prose and poetry. Furthermore, they provide the foundation for text analysis, syntactic and semantic interpretation, and the assessment of learners' critical thinking and analytical skills. These competencies are consistent with the objectives of the competency-based approach, which emphasizes learners' ability to apply acquired knowledge and skills in new communicative contexts.

Grammar and rhetoric also have a functional role in supporting language comprehension and production in authentic communication. In contrast, morphology focuses primarily on word structure, while prosody is limited to the analysis of poetic texts. Their narrower scope explains their lower representation in the Baccalaureate examinations.

The findings therefore suggest that examination developers consider grammar and rhetoric to be essential components of the language structure section, whereas morphology and prosody are treated as complementary areas whose inclusion depends largely on the nature of the selected text.

3.5 Representation of Grammar, Morphology, Rhetoric, and Prosody Topics in the Baccalaureate Examination Questions in Light of the Prescribed Course Content

3.5.1 Presentation and Discussion of the Results

The statistical distribution of the linguistic topics prescribed for third-year secondary school students in the Literature and Philosophy stream, together with their frequencies in the Baccalaureate examination papers, is presented in the following tables.

A. Grammar

Table 3. Presence of grammar topics in the study sample

Assigned Grammar Topics	Frequency	Percentage
Explicit and Implicit Inflection (*Iʿrāb Lafẓī wa Taqdīrī*)	9	6.00%
Inflection of Defective Final Letters	1	0.66%
Meanings of Prepositions	11	7.33%
Meanings of Coordinating Conjunctions	6	4.00%
Noun Annexed to the First-Person Singular Pronoun (*Yāʾ al-Mutakallim*)	0	0%
Protective Nūn (*Nūn al-Wiqāyah*)	1	0.66%
Idh, Idhā, Idhan, Ḥīnaʾidhin	4	2.66%
Clauses with a Syntactic Function (*al-Jumal allatī lahā maḥall min al-iʿrāb*)	39	26.00%

Clauses without a Syntactic Function (*al-Jumal allatī laysa lahā maḥall min al-iʿrāb*)	17	11.33%
Predicate and Its Types	4	2.66%
Parsing the Subject and Predicate (*al-Musnad wa al-Musnad Ilayh*)	11	7.33%
Rules of the Specification (*Tamyīz*) and Circumstantial Accusative (*Ḥāl*)	15	10.00%
Complements (*Faḍlah*) and Their Types	14	9.33%
Apposition (*Badal*) and Explicative Coordination (*ʿAṭf al-Bayān*)	12	8.00%
Law, *Lawlā*, *Lawmā*	4	2.66%
Ammā and *Immā*	1	0.66%
Particles Resembling Verbs (*al-Aḥruf al-Mushabbahah bi al-Fiʿl*)	1	0.66%
Ayy, *Ayyu*, *Ī*	0	0%
Kam, *Kaʾayyin*, *Kadhā*	0	0%
Parsing Verbs Governing More Than One Object	0	0%
The Two Emphatic Nūns (*Nūnā al-Tawkīd*)	0	0%
Mā: Its Meanings and Grammatical Analysis	0	0%
Total	150	100%

It is evident from Table (3) that the grammar topics included in the Baccalaureate examinations for the Literature and Philosophy stream are represented in varying proportions.

The topic of sentences that have a syntactic position in parsing recorded the highest frequency, appearing thirty-nine (39) times, which represents 26% of the total grammatical phenomena included in the examination papers. It is followed by sentences that have no syntactic position in parsing, which appeared seventeen (17) times, accounting for 11.33%. Next are topics related to the parsing of single words, such as the rules of specification and the circumstantial accusative, which appeared fifteen (15) times (10%), adjuncts and their types, which appeared fourteen (14) times (9.33%), and apposition and explanatory apposition, which appeared twelve (12) times (8%).

A moderate level of representation was observed for other grammatical topics, including the parsing of the subject and predicate and the meanings of prepositions, each of which appeared 7.33% of the time. Explicit and implicit parsing accounted for 6% of the total occurrences.

By contrast, several grammatical topics were only minimally represented. The meanings of conjunctions appeared at a rate of 4%, while idh, idha, and idhan, together with the predicate and its types, each accounted for 2.66%. The protective nūn, law, lawlā, and lawmā, and the parsing of defective-final words each appeared only once, representing 0.66%.

Some grammatical phenomena were completely absent from the examination papers throughout the study period. These include the construct state with the first-person singular possessive yāʾ, the parsing of verbs that take more than one object, ayy, ay, and ī, and kam and kaʾayyin, all of which recorded a frequency of 0%.

These findings reveal an imbalance in the distribution of grammatical content across the Baccalaureate examination questions. The greatest emphasis was placed on sentences that have a syntactic position in parsing, which received the highest frequency among all grammatical topics. This may be explained by the text-based nature of the Baccalaureate examination, where sentence parsing serves as a functional tool for identifying syntactic relationships within a text. Moreover, this emphasis is consistent with the principles of the competency-based approach, which prioritizes the application of knowledge in meaningful communicative contexts rather than the assessment of isolated grammatical phenomena, such as ayy, ay, and ī, that are generally treated as discrete rules.

Similarly, considerable attention was given to topics such as the circumstantial accusative, specification, and apposition, as these grammatical structures contribute directly to clarifying meaning, supporting text comprehension, and interpreting linguistic context.

Nevertheless, this pattern does not justify the selective representation of grammatical content through repeated emphasis on certain topics while neglecting others. Such an imbalance reduces the comprehensiveness of the assessment and limits its ability to represent the prescribed curriculum adequately.

Examples of sentence parsing in the Baccalaureate examinations are presented below.

ب- إعرابَ جملٍ:(كانت القوة في يد الأرستقراطيّين) في قوله: "وهي أَنَّ الآدابَ في أكثر الأمم كانت أرُسْتقراطيّةَ النّزعة يوم كانت القوّة في يدِ الأرستقراطيّين"،
وجملة (تمخّض المجتمع) في قوله:" إنّا إنْ فَعلنا ذلك تمخَّضَ المجتمع عن فنّان ماهر".

Source: (Baccalaureate Examination, 2019 Session, Second Paper, 2019)

The one who examines these two sentences finds that the first came as a nominal sentence in the genitive position as a genitive complement, while the second is a verbal sentence that has no syntactic position in parsing because it is the answer clause of a jussive conditional.

Among the examples of the topic (specification and circumstantial accusative) in the Baccalaureate examinations:

الزّرعُ أخـــرجَ شَطْأه وتضَـــوّعتْ مِسْكًا علـــى ربواتـــك الأزهار

Source: (Baccalaureate Examination, 2012 Session, First Paper, 2012)

The one who examines the word **(miskan)** finds that it is a specification because it explained and clarified the type of fragrance.

Among the examples of the topic of **apposition**:

1) أعرب إعراب مفردات كلمة (القصيدة) في قوله: (بماذا نقيس هذه القصيدة)

Source: (Baccalaureate Examination, 2017 Session, Second Paper, 2017)

Among the examples of parsing particles and tools, we mention:

لذا كُنتَ تُحِسُّ عندهم بمكنون أنفسهم ومكنون عصورهم، إذْ أحالُوا ذلك شِعرًا (يَفيضُ) باللذة والفرح والسرور

Source: (Baccalaureate Examination, 2022 Session, Second Paper, 2022)



Source: (Baccalaureate Examination, 2010 Session, First Paper, 2010)

B. Morphology

Table 4. Presence of Morphology Topics in the Study Sample

Assigned Morphology Topics	**Frequency**	**Percentage**
Additional Hamzah at the Beginning of the Imperative Verb	0	0%
Ultimate Plural Patterns (Ṣīgh Muntahā al-Jumūʿ)	9	34.62%
Broken Plurals of Small Number (Jamʿ al-Qillah)	8	30.77%
Broken Plurals of Large Number (Jamʿ al-Kathrah)	1	3.85%
Conjugation of Hollow Verbs (Al-Ajwaf)	0	0%
Collective and Individual Generic Nouns	0	0%
Verb Patterns (Morphological Weights)	1	3.85%
Collective Noun	3	11.53%
Conjugation of Doubly Weak Verbs (Al-Lafīf)	0	0%
Conjugation of Defective Verbs (Al-Nāqiṣ)	0	0%
Plural	2	7.69%
Pronouns	2	7.69%
Total	26	100%

It is clear from Table (4) that the presence of morphological topics in the Baccalaureate examination questions from 2008 up to 2025 came limited and unbalanced. Thus, (7) morphological topics were repeated out of the total studied topics, which reached (12) topics. The results of the analysis show the dominance of one field, namely (plurals). Thus, the broken plurals of abundance were repeated (9) times with a percentage of (43.62%), followed by the plurals of paucity, which were repeated (8) times with a percentage of (30.77%), then the collective noun, which was repeated (3) times with a percentage of (11.53%). Meanwhile, a clear weakness was recorded in some topics such as pronouns (7.69%) and verb patterns (3.85%). On the other hand, a complete absence (0%) was observed for a number of topics such as the added hamza at the beginning of the word, the conjugation of hollow, lafif, and defective verbs, and the singular and collective noun of genus.

The dominance of the field of plurals within the morphological questions can be explained by the fact that they are easy to extract from the text and do not require complex morphological processing. As for the rest of the topics that recorded a weak presence, this may be attributed to considering them contextually non-functional knowledge, which reduces their rate of presence. As for the topics that were completely absent, such as the added hamza at the beginning of the imperative, verb conjugation, and others, this is a complete exclusion of an important part of the morphology syllabus. If this indicates anything, it only indicates that the Baccalaureate questions do not target morphological competence in its entirety, but rather focus on the topics that are easy to

integrate. Perhaps this is due to the nature of the examination, with assessment focusing on comprehension and analysis.

This distribution indicates a lack of balance and a clear deficiency in the criterion of representation, and this may negatively affect the achievement of morphological competences among learners.

Among the examples of plurals in the Baccalaureate examination questions are:

حدِّد نوع الجَمْع فيما يأتي مع التّعليل: «مَجامِر»، «أنْفاس».

Source: (Baccalaureate Examination, 2012 Session, First Paper, 2020)

3- وردَتْ في البيتين الثّامن (8) والثّاني عشر (12) أنواعٌ من الجُموع. إستخرِجها، ثم صنِّفها مع التّعليل.

Source: (Baccalaureate Examination, 2016 Session, First Paper, 2016)

2. استخرج من النّصّ اسم جمع، ثمّ هات المفرد منه. ماذا تستنتج؟

Source: (Baccalaureate Examination, 2013 Session, First Paper, 2013)

3 ــ استخرج صيغة منتهى الجموع محدّدًا وزنها.

Source: (Baccalaureate Examination, 2010 Session, First Paper, 2010)

4. Rhetoric

Table 5. Presence of rhetoric topics in the study sample.

Assigned Rhetoric Topics	**Frequency**	**Percentage**
Similarity of Endings (Tashābuh al-Aṭrāf)	0	0%
Inclusion and Intertextuality (Taḍmīn wa Tanāṣṣ)	0	0%
Combination (Jamʿ)	0	0%
Division (Taqsīm)	0	0%
Intellectual and Metonymic Metaphor (Majāz ʿAqlī wa Mursal)	3	4.69%
Simile (Tashbīh)	13	20.31%
Metonymy and Its Rhetoric (Kināyah)	11	17.19%
Anticipation (Irṣād)	0	0%
Metaphor (Istiʿārah)	22	34.37%
Differentiation (Tafrīq)	0	0%
Combination with Division	0	0%
Combination with Differentiation	0	0%
Correspondence / Paronomasia (Mushākalah)	0	0%
Declarative and Non-Declarative Styles	12	18.75%
Rhetorical Embellishments (Badīʿ Devices)	3	4.69%
Total	64	100%

We notice from Table (5) that the questions did not represent the studied rhetorical content sufficiently, as certain topics were focused on at the expense of others, which indicates the limited diversity of rhetorical phenomena and the restriction to repeated patterns, leading to partial assessment in this branch. We find that metaphor ranked first with a percentage of (34.3%), repeated (22) times, followed by simile, which was repeated (13) times with a percentage of (20.31%), followed in the third rank by declarative and non-declarative styles, which were repeated (12) times with a percentage of (18.75%), and in the fourth rank came metonymy, which was repeated (11) times with a percentage of (17.19%).

While weak presence was recorded for conceptual metaphor, metonymy by transfer, and rhetorical embellishments, as each of them was repeated only three times with a percentage of (4.69%).

In contrast, there was a complete absence of the remaining studied rhetorical topics (0%), such as: similarity of endings, inclusion and quotation, anticipation, correspondence, combination, division, and differentiation.

Accordingly, we observe a clear emphasis on the topics of the science of **Bayān** at the expense of the other branches of rhetoric, indicating a relative imbalance in the criterion of representation.

Among the examples of rhetorical topics in the baccalaureate examinations are:

في العِبارَة الآتية: (عَضَّهُ اليَأسُ الشَّديدُ بِنابِـهِ) صورّة بيانِيّة. حدِّدْ نوْعَها، ثُمّ اشرحْها، وبيّنْ سِرّ بَلاغَتِها.

Source: (Baccalaureate Examination, 2025 Session, First Paper, 2025)

5) اشرح الصورتين البيانيتين التّاليتين وحدّد نوعيهما، وبيّن قيمتيهما الجماليّة في كلّ من التّعبيرين الآتيين:

أ. (... فلغة الأدب وحدها هي التّرجمان الأمين...)

ب. (... إنّه كالنّسيم يحمل العبير أينما سار ...)

Source: (Baccalaureate Examination, 2018 Session, First Paper, 2018)

4. ما نوع الأسلوب الوارد في البيت الحادي عشر ؟ بيّن غرضه البلاغي.

Source: (Baccalaureate Examination, 2013 Session, First Paper, 2013)

4) استخرج من البيت الثامن محسّنًا بديعيًّا، اشرحه وبيّن أثره في المعنى.

5. Prosody

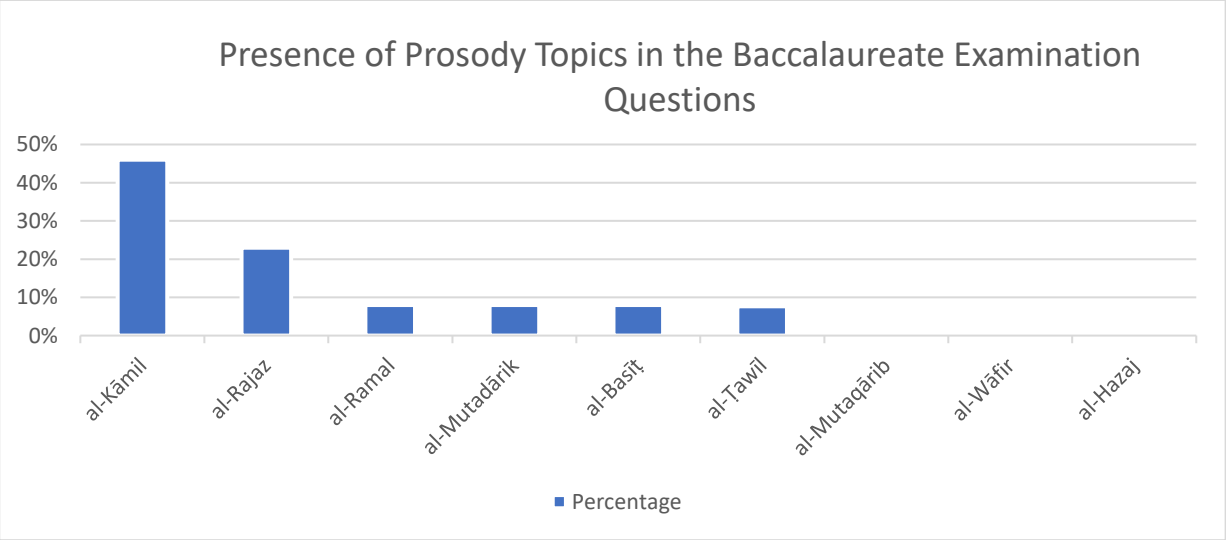
Table 6. Presence of Prosody Topics in the Study Sample

Assigned Prosody Topics	Frequency	Percentage
Rajaz in Free Verse	3	23.08%
Mutaqārib in Free Verse	0	0%
Ramal in Free Verse	1	7.69%

Kāmil in Free Verse	6	46.16%
Mutadārak in Free Verse	1	7.69%
Wāfir in Free Verse	0	0%
Hazaj in Free Verse	0	0%
Basīṭ Metre	1	7.69%
Ṭawīl Metre	1	7.69%
Total	13	100%

The results can also be represented graphically in the following figure:

Fig.3. Graphical representation of the frequencies of the poetic meters in the topics of the poetic text



We observe from Table (6) and Figure (2), as well as from the analysis of the prosody questions, that the questions did not adequately represent the studied prosodic content. Instead, attention was concentrated on certain poetic meters, while others were marginalized or entirely absent. This contradicts the principle of balanced representation of content in test questions.

The data show that the baccalaureate examination questions focused primarily on the meter of al-Kāmil, which appeared six times, accounting for 46.16% of the total number of baccalaureate examination topics that included questions related to prosody (12 topics). This indicates the dominance of this meter compared with the remaining topics. The prominence of this meter may be attributed to its clarity and rhythmic regularity, which make it more accessible to students.

Baḥr al-Rajaz ranked second, appearing three times and accounting for 23.08% of the total. This reflects a moderate level of representation. In contrast, Baḥr al-Ramal, al-Mutadārik, al-Basīṭ,

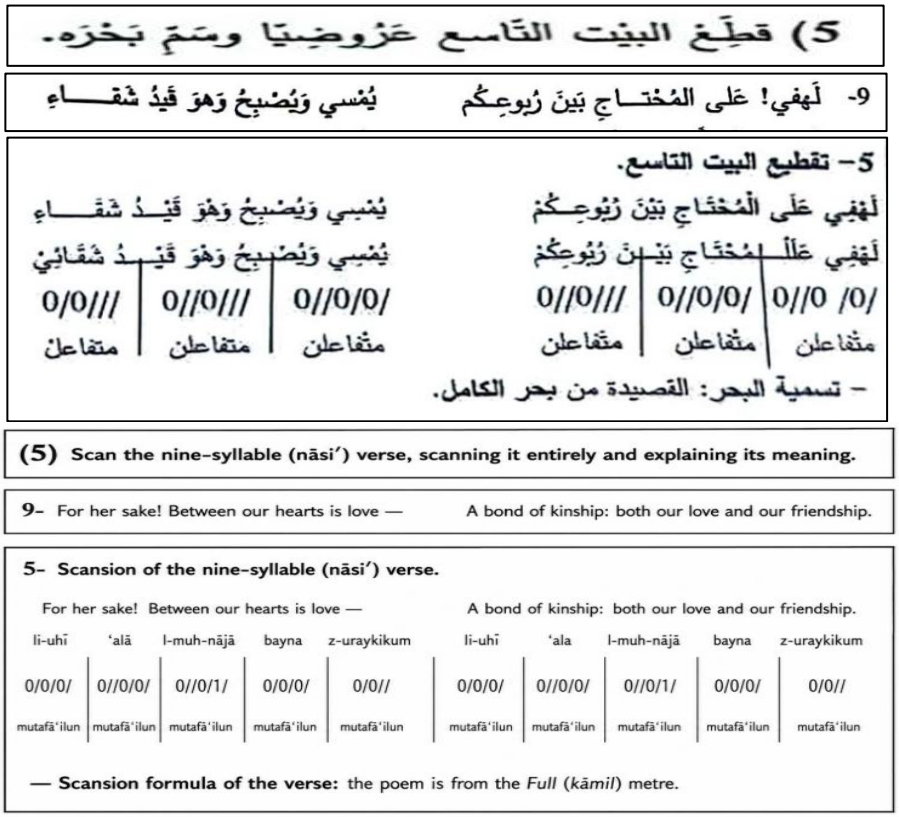
and al-Ṭawīl each appeared only once, representing 7.69% of the total. This indicates the marginal representation of these meters in the baccalaureate examination questions.

By contrast, the remaining meters were completely absent (0%), including Baḥr al-Mutaqārib, Baḥr al-Wāfir, and Baḥr al-Hazaj. Their absence indicates that they were entirely excluded from the baccalaureate examination questions.

Accordingly, this distribution reveals an imbalance in the principle of balance in representing the linguistic content in the baccalaureate examinations, which calls for reconsidering the construction of the baccalaureate examination questions, in a way that ensures achieving balance in representing the different components of the linguistic content, instead of focusing on some topics and neglecting others.

Among the examples of prosody topics, we mention:

5.1 Baḥr al-Kāmil



5) قطّع البيت التّاسع عَرُوضِيًا وسَمِّ بَحْرَه.

9- لَهفي! عَلى المُختـــاجِ بَينَ رُبوعِكُم يُمْسي وَيُصْبِحُ وَهوَ قَيدُ شَقـــاءِ

5- تقطيع البيت التاسع.

لَهْفِي عَلَى الْمُخْتَاجِ بَيْنَ رُبُوعِكُمْ يُمْسِي وَيُصْبِحُ وَهْوَ قَيْدُ شَقَاءِ

لَهْفِي عَلَلْ مُخْتَاجِ بَيْ نَ رُبُوعِكُمْ يُمْسِي وَيُصْبِحُ وَهْوَ قَيْدُ شَقَائِيْ

0//0 /0/	0//0/0/	0//0///	0//0/0/	0//0///
متفاعلن	متفاعلن	متفاعلن	متفاعلن	متفاعلن

– تسمية البحر: القصيدة من بحر الكامل.

(5) Scan the nine-syllable (nāsi′) verse, scanning it entirely and explaining its meaning.

9- For her sake! Between our hearts is love — A bond of kinship: both our love and our friendship.

5- Scansion of the nine-syllable (nāsi′) verse.

For her sake! Between our hearts is love — A bond of kinship: both our love and our friendship.

li-uhī	‘alā	l-muh-nājā	bayna	z-uraykikum	li-uhī	‘ala	l-muh-nājā	bayna	z-uraykikum
0/0/0/	0//0/0/	0//0/1/	0/0/0/	0/0//	0/0/0/	0//0/0/	0//0/1/	0/0/0/	0/0//
mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun	mutafā‘ilun

— Scansion formula of the verse: the poem is from the *Full* (*kāmil*) metre.

Source: (Baccalaureate Examination, 2025 Session, First Paper, 2025)

Among the examples of **Baḥr al-Rajaz**:

5) ادرس عروضيّا السّطر الرّابع من المقطع الثّالث، مبيّنا ما جدَّ على القالب الشّعريّ للقصيدة.

5- الدراسة العروضية للسطر الرابع:

وخَطْطَ قَبْـ	رَهُو على	ذُرَ تْتِلالْ
0/ / 0/ /	0/ / 0 //	00//0 / /
مُتـفعـلن	مُتـفـعـلن	مُتفعلان

- تفعيلة الرجز.

(5) Study the scansion of the fourth hemistich from the third line, then deduce what is based on the poetic pattern for the verse.

5– Prosodic study of the fourth hemistich:

wa–khaṭṭa qa–dar–hu	‘a–lā dhu	tthala–lin
00//0 / /	0/ / 0 / /	0/ / 0 / /
mutafa‘ilan	*mutafa‘ilun*	*mutafa‘ilan*

– **Activation of rhyme:** Al–rajaz (rajaz metre).

Source: (Baccalaureate Examination, 2017 Session, 2017)

Among the examples of the Mutadarak meter:

5) قطّع قول الشّاعر: "**نَتَفَرَّجُ.. يحترِقُ الجسَدُ**"، وحدِّد التّفعيلة والبحر.

5– التّقطيع العروضيّ:

نتفرّجُ... يحترقُ الجســـــدُ

نَتَفَرْ	رَجُ يَحْـ	تَرِقُلْـ	جَسَدُو
0///	0/ //	0/ //	0///
فعلن	فعلـن	فعـلن	فعلن

التّفعيلة: "**فعلن**" وهي متغيّر تفعيلة "**فاعلن**" التي هي أساس بحر **المتدارك (المحدث)**.

(5) Scan the poet’s saying: **“It bursts ... it burns the body”**, and determine the transitivity (valency) and the sea (bahr).

5– Prosodic scansion:

tanfariju ... yaḥtarqu al-jassadu

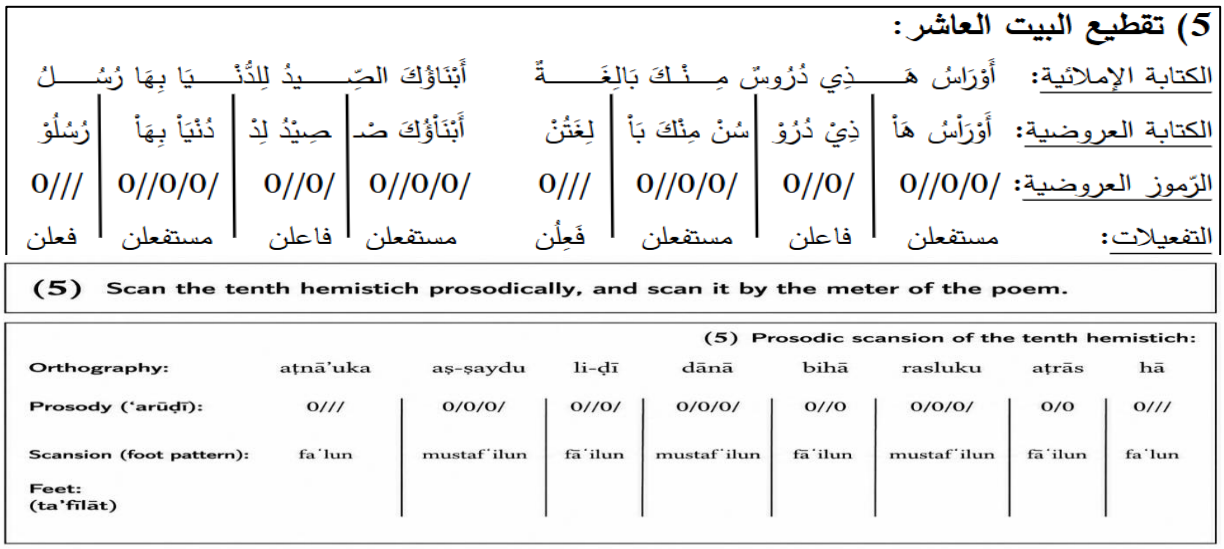
tanfariju	raḥ	taḥ	raf	la	jas	du
0///	0//	0//	0//	0//	0//	0///
fa‘lun	fa‘lun	fa‘lun	fa‘lun	fa‘lun	fa‘lun	fa‘lun

Transitivity (valency): “fa‘lun” is a variable foot, its base is “fa‘ilun” which is one of the rolling (mutadārik) feet of the event (ḥadath).

Sea (bahr): Al–mutadārik (the event metre) whose basis (asās) is “fa‘ilun”.

Source: Baccalaureate Exam, 2019 Session, First Topic.

Among the examples of the Basit meter:



5) تقطيع البيت العاشر:

الكتابة الإملائية:	أَوْرَاسُ هَـــــذِي دُرُوسٌ مِـــنْـكَ بَالِغَـــــةٌ							أَبْنَاؤُكَ الصِّـــــيدُ لِلدُّنْـــــيَا بِهَا رُسُـــــلُ		
الكتابة العروضية:	أَوْرَاسْ هَاْ	ذِيْ دُرُوْ	سُنْ مِنْكَ بَاْ	لِغَتُنْ	أَبْنَاؤُكَ صْـ	صِيْدُ لِدْ	دُنْيَاْ بِهَاْ	رُسُلُوْ		
الرّموز العروضية:	0//0/0	0//0/	0//0/0/	0///	0//0/0/	0//0/	0//0/0/	0///		
التفعيلات:	مستفعلن	فاعلن	مستفعلن	فَعِلُن	مستفعلن	فاعلن	مستفعلن	فعلن		

(5) Scan the tenth hemistich prosodically, and scan it by the meter of the poem.

(5) Prosodic scansion of the tenth hemistich:

Orthography:	aṭnā'uka	aṣ-ṣaydu	li-ḍī	dānā	bihā	rasluku	aṭrās	hā
Prosody ('arūḍī):	0///	0/0/0/	0//0/	0/0/0/	0//0	0/0/0/	0/0	0///
Scansion (foot pattern):	fa'lun	mustaf'ilun	fā'ilun	mustaf'ilun	fā'ilun	mustaf'ilun	fā'ilun	fa'lun
Feet: (ta'fīlāt)								

Source: (Baccalaureate Examination, 2023 Session, 2023)

Among the examples of the Tawil meter:

5) قطِّعِ البيتَ الأوَّلَ تقطيعا عروضيّا كاملا، وسَمِّ بحْرَهُ.

1- تبـــدّل قلبـــي مـــن ضـلالتـــه رُشْـــدا فـــلا أربٌ فيـــه لهـــند ولا سعـــدى

تبدّل قلبي من ضلالته رشْدا — فلا أرب فيه لهند ولا سعدى

تبدّ لقلبيمن ضلال تهيرشْدا — فلاأ ربنفيهي لهندن ولاسعدى

/O// O/O/O// /O// O/O/O// — /O// O/O/O// /O//

فعول مفاعيلن فعول مفاعيلن — فعول مفاعيلن فعولن مفاعيلن

بحر الطّويل

(5) Scan the first hemistich prosodically in full, and scan it by the meter of the poem.

1- My heart is troubled by its constraints and grows weary of what it desires and cannot attain.

My heart is troubled by its constraints and grows weary of what it desires							and cannot attain what it desires or the happiness it hopes for				
fa	lā	arat	fīhi	lahdu	wa	la	sa'adā	tab-ḍal	qalbī	min	ḍalālatihi	rašadā
O/O/O//	O/O//	O/O/O//	/O//	O/O//	O/O//	/O//		O/O/O//	/O//	O/O/O//	/O//	O/O//
mafā'īlun		fa'ūlun	mafā'īlun		fa'ūl			mafā'īlun	fa'ūl	mafā'īlun		fa'ūl

Meter of the poem: al-baḥr al-ṭawīl (the Long Meter).

Source: (Baccalaureate Examination, 2017 Session, First Paper, 2017)

From the previous analysis, it is clear that the representation of the linguistic content in the baccalaureate examination questions is not balanced. Some topics are overrepresented at the expense of others, which highlights the need to reconsider the preparation and construction of the baccalaureate examination questions.

6. CONCLUSION

After analyzing the baccalaureate examination questions administered to third-year secondary education students in the Literature and Philosophy stream from 2008 to 2026, in light of the criterion of validity and representation, the study reached the following conclusions:

– Linguistic structure questions appeared consistently in all the baccalaureate examination papers included in the study sample.

– The linguistic structure questions focused more heavily on certain fields, particularly grammar and rhetoric, whereas morphology and prosody received less emphasis. This indicates an imbalance in the representation of the branches of linguistic content and a lack of balance in the examination questions.

– The study found that the linguistic structure questions were aligned with the prescribed curriculum, as they were derived from the knowledge and skills specified in the syllabus. This finding supports the validity of the examinations.

– The results indicate an imbalance in the distribution of grammatical content within the baccalaureate examination questions. The greatest emphasis was placed on sentences that have a syntactic position in parsing, which recorded the highest percentage among all grammatical topics. This may be attributed to the text-based nature of the baccalaureate examinations. By contrast, some grammatical phenomena and particles, such as the construct state with the first-person singular possessive *yāʾ al-mutakallim*, verbs transitive to more than one object, and the interrogative and relative forms *(ayy, ay, ī)* and *(kam, kaʾayyin)*, were completely absent (0%), as they did not appear in any examination paper from the introduction of the competency-based approach to 2026.

– The representation of morphology topics in the baccalaureate examinations from 2008 to 2025 was limited and unbalanced. Only seven of the twelve prescribed morphology topics appeared in the examination questions, with a clear emphasis on the topic of plurals.

– The examination questions did not adequately represent the prescribed rhetorical content. The focus was primarily on metaphor, simile, logical metaphor, and declarative and non-declarative styles. In contrast, several rhetorical topics were completely absent (0%), including similarity of endings, inclusion and quotation, anticipation, semantic correspondence, combination, division, and differentiation. This indicates a repetitive pattern in the construction of the baccalaureate examination questions.

– The prosody questions did not adequately represent the prescribed content. The examination questions focused primarily on the al-Kāmil meter, which appeared six times and accounted for 46.16% of the twelve examination topics that included prosody questions. Baḥr al-Rajaz also received notable attention, whereas Baḥr al-Mutaqārib, Baḥr al-Wāfir, and Baḥr al-Hazaj were completely absent. This distribution contradicts the principle of balanced representation of content in educational assessment.

Study Recommendations

In light of these findings, the study recommends the following:

- Reconsidering the distribution of examination questions to ensure a more balanced representation of the branches of the Arabic language curriculum.
- Diversifying the grammar, morphology, rhetoric, and prosody topics included in the examinations instead of repeatedly focusing on the same content areas.

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