



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



STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2023

ARABIC LANGUAGE



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FOREWORD

This report presents Students' Items Response Analysis (SIRA) on Form Two Arabic Language National Assessment which was conducted in 2023. The report intended to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Arabic Language.

The Form Two National Assessment (FTNA) is a formative evaluation which intended to assess students' learning and provide feedback that, teachers, students and other educational stakeholders can use it to improve teaching and learning.

This analysis provided justifications for the students' performance in the Arabic Language subject. The students who attained high scores had adequate knowledge of tenses and grammatical rules tested. They also had sufficient basic vocabulary to use in different contexts and the ability to understand the requirements of the question and choose correct responses in multiple choice questions. Moreover, they matched the vocabulary with their explanation. On the other side, students with zero or low marks faced difficulties in responding to the questions due to their insufficient knowledge of the topics tested and the ability to understand the requirements of the questions.

This report will help students to identify strengths and weaknesses of their responses in Arabic Language which will improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the areas that need improvement and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning of the Arabic Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The National Examinations Council of Tanzania (NECTA) appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in the Arabic Language subject in 2023. The Arabic Language Assessment was set according to the Form One and Two Arabic Language syllabus of 2019.

The Arabic Language paper consisted of three sections, namely A, B and C, with a total of 10 questions. Students were required to answer all the questions.

Section A had two (2) questions, where question one (1) had 10 multiple-choice items. Students were required to choose correct answers from the alternatives provided. Each item carried one (1) mark, making a total of 10 marks. Question two (2) consisted of five (5) matching items. Each item carried one (1) mark, making a total of five (5) marks. Therefore, this section carried a total of 15 marks.

Section B consisted of seven (7) short answers questions. Each question carried 10 marks, making a total of 70 marks. Section C had one (1) essay question carrying a total of 15 marks.

A total number of the students who sat for the Form Two National Assessment in 2023 in Arabic Language was 2,536, of which, 1,221 (48.72%) students passed and 1,315 (51.28%) of the students failed. In 2022, students who sat for the Form Two National Assessment were 2,406; out of whom, 1,012 (47.83%) passed and 1,394 (52.17%) failed. This implies that the performance of the students in 2023 has increased by 0.89 per cent as compared to the year 2022.

This report shows the requirement of each question and how students responded to each question. Further, it presents samples of students' responses for each question. This was done so as to provide a general overview of how the students responded to the questions.

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

2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. Students were required to attempt both questions one and two. Question one (1) was a multiple-choice items. It had 10 items that carried 10 marks. Question two (2) was matching items. It had five (5) items, each carrying 1 mark, making a total of 15 marks.

2.1.1 Question 1: Multiple Choice Items

This question had 10 multiple choice items. The students were required to choose the correct answer from the given alternatives and write its letter in the box provided.

The question was attempted by 2,536 (100.00%) students, among them, 237 (9.35%) students scored from 7.0 to 10.0 marks, which is a good performance. Also, 1,561 (61.55%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 738 (29.10%) students scored from 0.0 to 2.5 marks, which is a weak performance. Therefore, the general performance in this question was good as 1,798 (70.90%) students scored from 03 to 10 marks. The overall students' performance in this question is summarised in Figure 1.

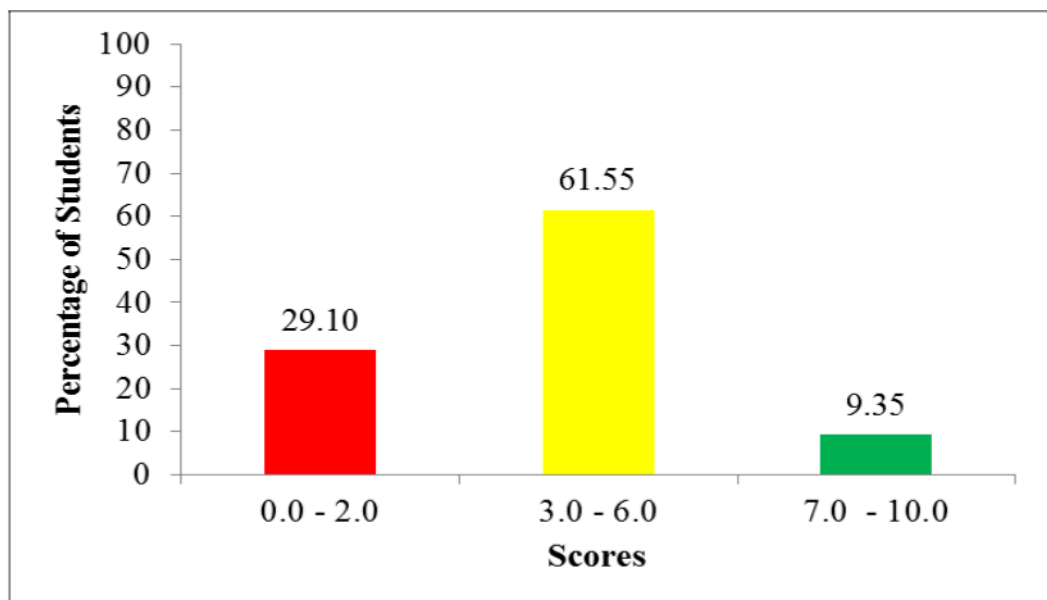


Figure 1: *Students' Performance in Question 1*

Item (1) was as follows:-


س1) بَيِّنِ الْفِعْلَ النَّاقِصَ الَّذِي هُوَ مِنْ أَخْوَاتِ كَانَ مِنَ الْكَلِمَاتِ الْآتِيَةِ:

أ- لَعَلَّ

ب- لَيْتَ

ج- لَيْسَ

د- لَكِنَّ



The item was about *كان وأخواتها* (*Kaana and its counterparts*). In this item, the students were required to identify the correct answer by choosing deficient verb (فعل ناقص) which was "لَيْسَ". The students who were knowledgeable of *كان وأخواتها* (*Kaana and its counterparts*) opted for the right answer (ج). The students knew that, among the options provided it was only option (ج) which was deficient verb (فعل ناقص) found in the options provided. These students demonstrated the ability to distinguish between *كان وأخواتها* (*Kaana and its counterparts*) and *إن وأخواتها* (*Inna and its counterparts*) which were used as distractors.


However, the students who selected a wrong answer (ب) لَيْتَ, confused it with "لَيْسَ" in (ج). This is due to the fact that, the two words only differ in the last vowelised consonant (ت) /t/ and (س) /s/

In addition, the students who chose (أ) and (د) were wrong because they were not among the members of *كان وأخواتها* (*Kaana and its counterparts*) instead they were the members of *إن وأخواتها* (*Inna and its counterparts*). The students were totally lacking knowledge on this topic of *كان وأخواتها* (*Kaana and its counterparts*).

Item (2) was:

س2) الفِعْلُ الْمَاضِي الَّذِي اتَّصَلَتْ بِهِ (نَا) الدَّالَّةُ عَلَى الْفَاعِلِينَ يُبْنَى عَلَى:

أ- الفَتْحِ
ب- السُّكُونِ
ج- الحَذْفِ
د- الأَلِفِ



This item was from the conditions of *al-binaau and al-iiraabu*. The students were required to identify the condition for past tense to be structured (cemented) when it is linked with the first person plural pronoun (نا الدالة على الفاعلين). The students who were knowledgeable on conditions for tenses to be structured chose the correct answer (ب) السكون. These kinds of students understood well. The students understood that, when the past tense linked with the above mentioned pronoun will be structured on *sukun*. Consequently, they identified the right word "السكون" in (ب)

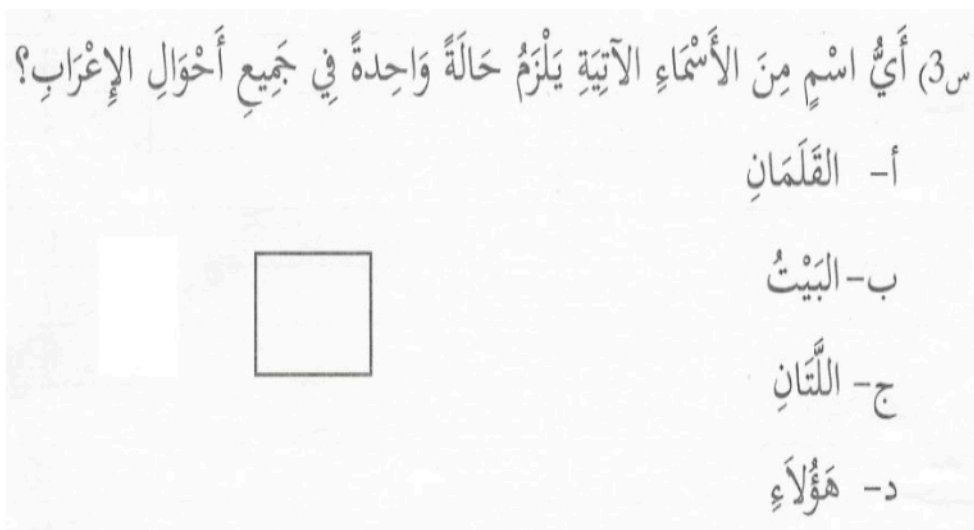
However, the students who selected (أ) were wrong. This is because Arabic past tense is structured on *fat-h*; if the tense is not linked with any pronoun or linked with *alif* of two doers (ألف الاثنين) or linked with *taa* of feminization with *sukun* (تاء التانيث الساكنة). The students thought that every past tense should be structured with *fat-h* and not otherwise, something which is incorrect.

In addition, some of the students selected distractor (ج) omission (الحذف). The students who opted for the distractor (ج) did not understand the term *omission* (الحذف). The word meant to omit, and there is no any past tense which is cemented mabniyyu by omitting (الحذف).

Some of the students opted for the distractor (د) *alif* (الألف). The word "بالألف" in the statement disqualified it to be the correct answer. The students who opted for this distractor (د) attracted by the letter *alif* in the pronoun (نا). This shows that they lacked knowledge in this topic of conditions of *al-binaau and al-iiraabu*.

Generally, the students who identified the correct answer in this item were familiar with conditions through which Arabic tense are constructed (أحوال بناء) (الأفعال) while those who failed lacked such knowledge.

Item (3) was as follow:-



The item was about Arabic *Declinable and Indeclinable Words* (المعرب والمبني). The students were required to identify the word which is indeclinable among the given alternatives. Some of the students successfully attempted the correct answer (د) هُوَلاءِ (they). These students had sufficient knowledge on *Declinable and Indeclinable words* of Arabic Language; as a result, they chose (د) هُوَلاءِ (they).

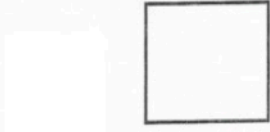
The students who opted for (ج) اللتان confused it with some other relative pronouns like النّبيّ and النّبيّة which are indeclinable. They eventually generalized that, all relative pronouns are among indeclinable words and forgot to exclude relative pronouns for masculine and feminine dual relative pronouns.

In contrast, the students who opted for (أ) القلمان (two pens) and (ب) البيت (the house) lacked knowledge on Declinable and Indeclinable words in Arabic, but they relied on guesswork.

Item (4) was as follow:-

س4) "الأفعال التي تُرْفَعُ بِثُبُوتِ النُّونِ وَتُنْصَبُ وَتُجْزَمُ بِحَذْفِهَا تُعْرَفُ بِ:"

أ- الأفعالِ المَاضِيَةِ
ب- الأفعالِ الخَمْسَةِ
ج- أفعالِ الأَمْرِ
د- الأفعالِ المُتَعَدِّيَةِ



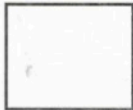
The item was about *Special Five Verbs* (الأفعال الخمسة). The students were required to mention a kind of tenses which are always in a nominative case by firmness of *nun* (ثُبُوتِ النُّونِ), in accusative and jussive cases by omission of *nun* (حَذْفِ النُّونِ) among the options given. The correct answer was (ب) "الأفعال الخمسة" (Five Verbs). The students who responded correctly to this question had sufficient knowledge of Five Verbs of the Arabic Language.

On the other hand, students who opted for the rest of the distractors were wrong. The students had insufficient knowledge about (Five Verbs). Hence, they failed to choose the correct answer.

Item (5) was as follows:

س5) عِبَارَةٌ وَاحِدَةٌ مِمَّا يَلِي لَيْسَ صَحِيحَةٌ حَسَبَ الْقَوَاعِدِ النَّحْوِيَّةِ وَهِيَ:

أ- إِنَّ الْهَرَمَ قَدِيمٌ
ب- كَأَنَّ الْكِتَابَ أُسْتَاذٌ
ج- لَيْتَ الْفَاكِهَةَ نَاضِجَةٌ
د- لَعَلَّ الْكِتَابَيْنِ رَخِيصَانِ



The item was about *Inna and its counterparts* (إِنَّ وَأَخْوَاتِهَا). The item required the students to choose sentence which was grammatically incorrect among the given options. It was intended to assess the students' knowledge of using of *Inna and its counterparts* (إِنَّ وَأَخْوَاتِهَا). The students who opted for the correct answer (ب) had sufficient knowledge of *Inna and its counterparts* (إِنَّ وَأَخْوَاتِهَا). The students knew that, the particle *inna* and its counterparts always make a subject of a sentence in accusative case and becomes its name as it make predicate to be in nominative case and becomes its predicate. Therefore, they realized that the option (ب) contained name of *kaanna* (اسْمُ كَأَنَّ) which was the book (الْكِتَابُ) whereas had been in nominative case ending with sound /u/ (مَرْفُوعٌ) instead of being in accusative case ending with sound /a/ (مَنْصُوبٌ).

The students who opted for the distractor (أ) *إن الحرم قديم* thought that, the sentence was incorrect. The students ignored the particle *inna* which changes the subject from being in nominative to accusative case.

Some students chose the wrong answer (ج) *ليت الفاكهة نضجة*. These students incorrectly thought that, the sentence was grammatically wrong. This is due to the fact that, they confused the word (ليت) with (ليس) which could make the word *الفاكهة* to remain in nominative case as it is and the word *نضجة* to be in accusative case.

On the other hand, there were some students who selected the alternative (د) *لعل الكتابين رخيصان*. The students thought that, the sentence was wrong because they did not see the sign *fat'ha* on the word *الكتابين* and sign of *dhamma* on the word *رخيصان*. The students knew that, subject becomes in accusative case while its predicate remains in nominative case whenever they preceded by *لعل* but they failed to know that the sign of accusative (nasbu) and nominative case (raf'u) could be the letter *yaa* (ي) and alif respectively.

Item (6) was as follows:

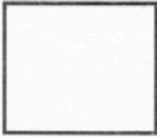
س6) الْكَلِمَةُ الَّتِي تَدُلُّ عَلَى شَيْءٍ مُعَيَّنٍ يُسَمَّى:

أ- النَّكْرَةُ

ب- الْفِعْلُ

ج- الْحَرْفُ

د- الْمَعْرِفَةُ




This item was about *Definite and Indefinite Nouns* (النَّكْرَةُ وَالْمَعْرِفَةُ). The students were supposed to show a specific terminology used for definite noun in Arabic Language among the four given alternatives. The item intended to measure the students' knowledge of Definite nouns (المعرفة). The students who were knowledgeable in this topic, realized that, the terminology used for definite noun in the Arabic Language was (المعرفة) (al-maarifat). In that sense, they opted for option (د) which was the correct answer. This is to show that, this kind of students were competent in this topic.

In contrary, those who went for other alternatives, they were simply incompetent in that area of Arabic Language. For example, the students who opted for (أ) النكرة (al-nakra) confused it with the word (المعرفة) (al-maarifa) in (د) which was the correct answer. This is due to the fact that, the terminology النكرة (al-nakra) is the viceverser of (المعرفة) (al-maarifa).

Item (7) was as follows:

7) الاسم الذي وقع عليه فعل الفاعل من هذه الجملة "قرأ قاسم مع زملائه كتاباً في الفصل" هو:

أ- الفصل
ب- قاسم
ج- كتاب
د- زملائه



This item was about an object of a sentence (*مفعول به*). The students were given a task of choosing an object (*مفعول به*) among the given alternatives. The item intended to examine if the students understood well the definition of object of a sentence (*مفعول به*). The students who had a good understanding in this area opted for the option (ج) "الكتاب" (the book). This is due to the fact that, the word showed that it was something which has been read by *Kassim*. Therefore, this is regarded as an object (*مفعول به*) in a sentence analysis. This showed that, the students who chose the correct option were competent in the topic of an object (*مفعول به*).

The students who opted for the (*الفصل*) were wrong. These students did not understand that, the object of the sentence should be *mansuub*. The noun which was chosen by the students was in *majruu*. This word is just like adverb in English or Swahili Language and not an object of the sentence.

Also, the option (*قاسم*) was chosen by the students with knowledge less of an object (*مفعول به*). The students confused an object of the sentence with the doer. This is due to the fact that, there is a narrow difference between them; The doer (*فاعل*) did an action while object (*مفعول به*) the action done on it.

On the other hand, there were some students who opted for the distractor (د). They failed to understand exemplary sentences provided. They also lacked sufficient knowledge of an object (*مفعول به*), hence they failed to identify the

correct answer. Moreover, the students did not understand the definition, correct sign (*al-i'iraab*) and the position of object (*مفعول به*) in a sentence.

Item (8) was as follows:


س8) "العقلُ السَّليْمُ مُفيدٌ" كَلِمَةُ "العقلُ" مُفْرَدٌ وَيُجْمَعُ عَلَيَّ:

أ- عُقَلَاءِ

ب- عُقُولِ

ج- عَقَلَاتِ

د- عِقَالِ



The item was about Noun (*الاسم*). The item tasked students to provide a plural of a singular noun "العقلُ" (mind) from a sentence "العقلُ السَّليْمُ مُفيدٌ". The students who opted for the correct answer (ب) عُقُولِ (minds) realized that, the noun in the option is correct plural of the provided singular noun. This means that, these students were familiar with plural nouns and had enough Arabic vocabulary.

On the other hand, the students who opted for the incorrect answer (أ) "عُقَلَاءِ" confused the plural noun of the word "العقلُ" (mind) with the plural of some words like "عالمٌ" (scholar) which has the plural علماء (scholars). Furthermore, the students who chose (ج) "عَقَلَاتِ" confused it with the plural form of some words in the Arabic Language. While the students who opted for the distractor (د) "عِقَالِ" knew nothing about plural nouns.

The students who opted for other alternatives lacked plural nouns knowledge in the Arabic Language.

Item (9) was as follows:


س9) اِخْدَى الْجُمْلِ الْآتِيَةَ تَدُلُّ عَلَى أَنَّ الْفِعْلَ حَصَلَ قَبْلَ زَمَنِ التَّكَلُّمِ وَهِيَ:

أ- أُمِّي تَطْبُخُ الطَّعَامَ

ب- أَرْجِعُ مِنَ الْمَدْرَسَةِ لَيْلًا

ج- لَا تَسْبَحُ فِي الْبَحْرِ

د- سَاعَدَتْ فَاطِمَةُ أُمَّهَا فِي الْمَنْزِلِ



The item was about 'Tenses' (أقسام الفعل من حيث الزمن). The students in this item were required to determine a right past tense indicated in the given sentences. The item intended to assess the students' knowledge of perfect tense. The students who were competent on verbs opted for the correct answer (د) "ساعدت" (Fatma helped her mother at home). These students chose that option due to the fact that, the sentence comprised a past tense "ساعدت" (she helped) which carried *taa* of feminization (تاء التانيث الساكنة) and it is among signs of past tense in Arabic Language. Apart from that, they understood the meaning of words in all provided sentences; hence they managed to choose a correct response easily.

In other part, the students who chose other distractors they lacked sufficient knowledge on the topic of the past tense and had insufficient vocabulary in Arabic Language.

Item (10) was as follows:


س10) أَيُّ فِعْلٍ مِّنَ الْأَفْعَالِ الْآتِيَةِ يَكْتَفِي بِفَاعِلِهِ؟

أ- قَرَأَ

ب- سَمِعَ

ج- سَافَرَ

د- فَتَحَ



The item was about Transitive and Intransitive Verbs (*الفِعْلُ الْمُتَعَدِّي وَاللَّازِمُ*). This item demanded students to determine intransitive verb (*الفِعْلُ اللَّازِمُ*); a verb which did not carry an object. The students with knowledge of these kinds of verbs opted for distractor (ج) "سَافَرَ" (he travelled). They managed to do so, because this is only a verb which does not need an object.

On the other hand, the students who opted for the rest of the distractors were wrong. This is due to the fact that all of them require objects to bring a meaningful sentence. Therefore, evidencing lack of knowledge and skills about topic of transitive and intransitive verbs.

Summing up the question, the students who scored full marks on this question were knowledgeable about topics such as *nawaasikh* (Annulars of Subject and Predicate), nouns (singular/plural) and verbs.

2.1.2 Question 2: Matching items

The question consisted of five (5) matching items. It was about *Demonstrative Pronouns* (*أَسْمَاءُ الْإِشْرَافَةِ*). The students were required to match each statement in List A with its corresponding pronoun in List B by writing the answer in the place provided. The question was as follows:

صِلْ بَيْنَ اسْمِ الْإِشَارَةِ مِنْ قَائِمَةِ (ب) وَمَا يُنَاسِبُهَا مِنَ الْعِبَارَاتِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الْإِجَابَةِ فِي الْمَكَانِ الْخَالِي:

قَائِمَةُ (أ)	قَائِمَةُ (ب)
1. نَصِيحَةٌ مُفِيدَةٌ لِطَالِبِ الْعِلْمِ. (————)	أ. هَاتَانِ
2. يَوْمٌ سَعِيدٌ مِنْ أَيَّامِ حَيَاتِي. (————)	ب. هَؤُلَاءِ
3. طَالِبَتَانِ جَدِيدَتَانِ فِي الْمَدْرَسَةِ. (————)	ج. هَذَا
4. الْفَائِزُونَ مَسْرُورُونَ. (————)	د. هَذَيْنِ
5. الْحَارِسَانِ يَحْرُسَانِ الْمُدِيرَ. (————)	هـ. هَذِهِ
	و. هَذَانِ
	ز. هَاتَيْنِ

The question was attempted by 2,536 (100.00%) students. Out of whom 1,181 (46.57%) students scored from 4.0 to 5.0 marks, which is a good performance. In addition, 657 (25.91%) students scored from 2.0 to 3.0 marks, which is an average performance. Lastly 698 (27.52%) students scored from 0.0 to 1.0 mark, which is a weak performance. The general performance in this question was

good since 1,838 (72.48%) students scored from 2.0 to 5.0 marks. The overall students' performance in this question is summarised in Figure 2

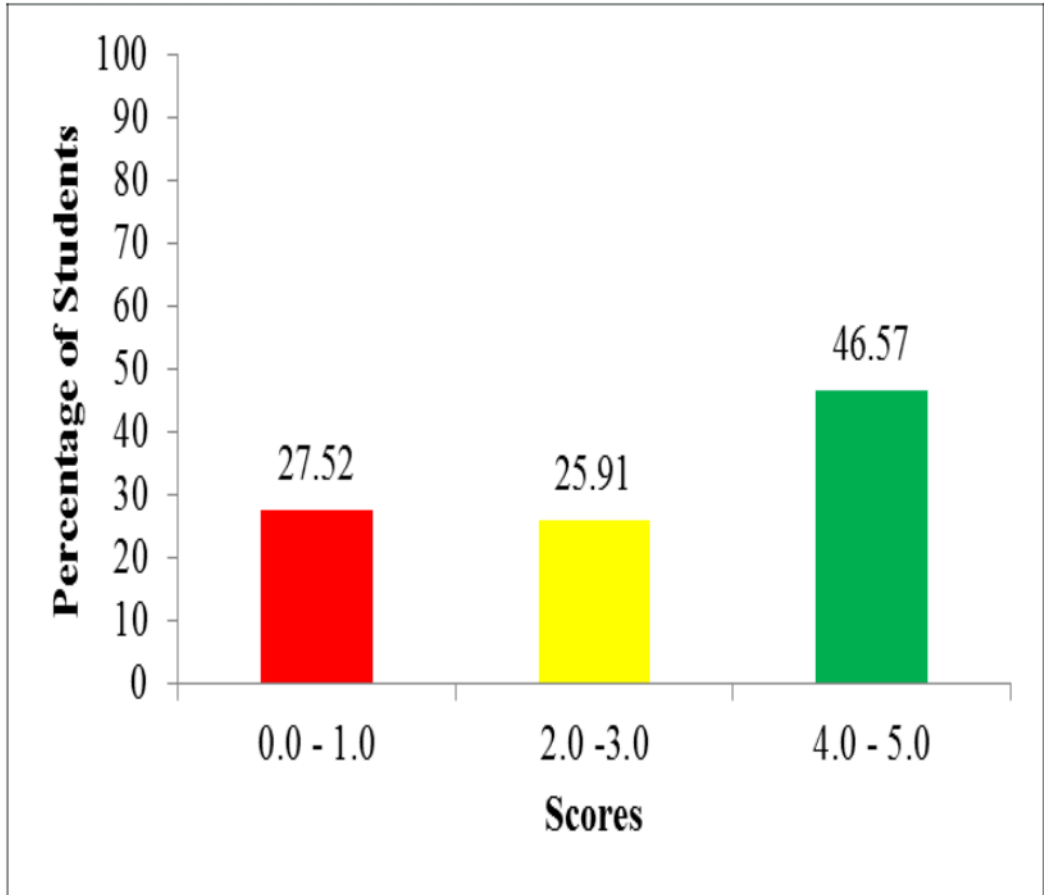


Figure 2: Students' Performance in Question 2

The data shows that, the competent students were able to match the sentences in column A with their corresponding demonstrative pronouns in column B. One of the students who performed well in this question for example, matched item (1) (نَصِيحَةٌ مُفِيدَةٌ لِطَالِبِ الْعِلْمِ) with (هـ) هَذِهِ , Item (2) هَذَا(ج) مِنْ أَيَّامِ حَيَاتِي with (ج) هَذَا , Item (3) طَالِبَتَانِ جَدِيدَتَانِ فِي الْمُنْرَسَةِ with (أ) هَاتَانِ , Item (4) with (ب) هُوَ and item (5) هَذَانِ(و) الْحَارِسَانِ يَحْرَسَانِ الْمُدِيرَ.

Generally, the students who responded well in this question had enough knowledge on the Arabic demonstrative pronouns and how to use them in the sentences. Extract 2.1 shows a sample of the correct responses from one of the students.

2- صلِّ بَيْنَ اسْمِ الإِشَارَةِ مِنْ قَائِمَةِ (ب) وَمَا يُنَاسِبُهَا مِنَ الْعِبَارَاتِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الإِجَابَةِ فِي الْمَكَانِ الْحَالِي:

قَائِمَةُ (ب)	قَائِمَةُ (أ)
أ. هَاتَانِ	1. نَصِيحَةٌ مُفِيدَةٌ لِطَالِبِ الْعِلْمِ. (٥)
ب. هَؤُلَاءِ	2. يَوْمٌ سَعِيدٌ مِنْ أَيَّامِ حَيَاتِي. (٦)
ج. هَذَا	3. طَالِبَتَانِ جَدِيدَتَانِ فِي الْمَدْرَسَةِ. (١)
د. هَذَيْنِ	4. الْفَائِزُونَ مَسْتُرُونَ. (٦)
هـ. هَذِهِ	5. الْحَارِسَانِ يَحْرُسَانِ الْمُدِيرَ. (٩)
و. هَذَانِ	
ز. هَاتَيْنِ	

Extract 2.1: A Sample of the Students' Responses to Question 2

The Extract 2.1 is a sample of responses from one of the students who matched Column A with B correctly.

On the other hand, there were 657 (25.91%) students who scored average marks in this question. These students provided correctly two to three responses out of

five. This is due to the fact that, the students had partial knowledge of Demonstrative pronouns.

On the other hand, some students performed poorly in this question. Some of them matched only one sentence in List A with the correct pronouns in List B, while those who scored zero failed to match all sentence in List A with appropriate pronoun in List B. One of the students, for example, matched the item (1) (نصيحة مفيدة لطالب العلم) with the pronoun *هذان* which is the demonstrative pronoun instead of (*هذه*). The student matched incorrectly the sentence in item (2) *يوم سعيد من أيام حياتي* with pronoun "هاتين" (ز) which is demonstrative pronoun used with female dual things in accusative or genitive cases. The student in this category matched incorrectly the sentence in item (3) *طالبتان جديدتان في المدرسة* with pronoun (ب) *هؤلاء* which is demonstrative pronoun applied with human plural.

Moreover, the student incorrectly attached the sentence in item (4) "*الغائزون*" with the pronoun *هذا* (ج) without realizing that, there is no relationship between the pronoun *هذا* and that of the noun in the sentence.

Finally, the student attached the sentence in item (5) "*الحارسان يحرسان المدير*" with the pronoun *هاتان* (أ) instead of *هذان*. Extract 2.2 shows a sample of the incorrect responses from one of the students.

2- صل بين اسم الإشارة من قائمة (ب) وما يُناسِبُها من العبارات في قائمة (أ) بوضع حرف الإجابة في المكان التالي:

قائمة (أ)	قائمة (ب)
س1، نصيحة مفيدة لطالب العلم. (بـ)	أ. هاتان
س2، يوم سعيد من أيام حياتي. (أ)	ب. هؤلاء
س3، طالبان جديدتان في المدرسة. (ج)	ج. هذا
س4، الفائزون مشرورون. (ح)	د. هذين
س5، الحارسان يحرسان المدير. (ز)	هـ. هذه
	و. هذان
	ز. هاتين

Extract 2.2: A Sample of the Students' Responses to Question 2

The Extract 2.2 is a sample of a response from one of the students who matched all the items incorrectly.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Jumbled Words in Sentences

In this question, the students were instructed to re-arrange logically the given words to form meaningful sentences. The question measured the students' ability to formulate meaningful sentences. The question was:

<p>3- رتّب الجمل الآتية لتكونَ بِمَاقَرَّةٍ مُفِيدَةٍ، ثُمَّ اُكْتُبْ إِجَابَتَكَ فِي الْمَكَانِ الْخَالِي:</p> <p>أ- يَا - مَاذَا - هُنْدُ - تُرِيدِينَ؟</p>
<p>ب- أَبُوكِ - ذَهَبَ - أَيْنَ؟</p>
<p>ج- فَاطِمَةُ - هَلْ - رِسَالَةٌ - قَرَأَتْ؟</p>
<p>د- كَتَبَ - مَنْ - السُّبُورَةُ - عَلَيَّ؟</p>
<p>هـ- السَّاعَةُ - الْآنَ - كَمْ؟</p>

The question was attempted by 2,536 (100.00%) students and their performance was good, as 2,014 (79.42%) students scored from 3.0 to 10.0 marks. The analysis shows that 1,494 (58.91%) students scored from 6.5 to 10.0 marks which is a good performance. Also, 520 (20.50%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly 522 (20.58%) students scored from 0.0 to 2.5 marks, which is a weak performance. The overall students' performance in this question is summarised in Figure 3.

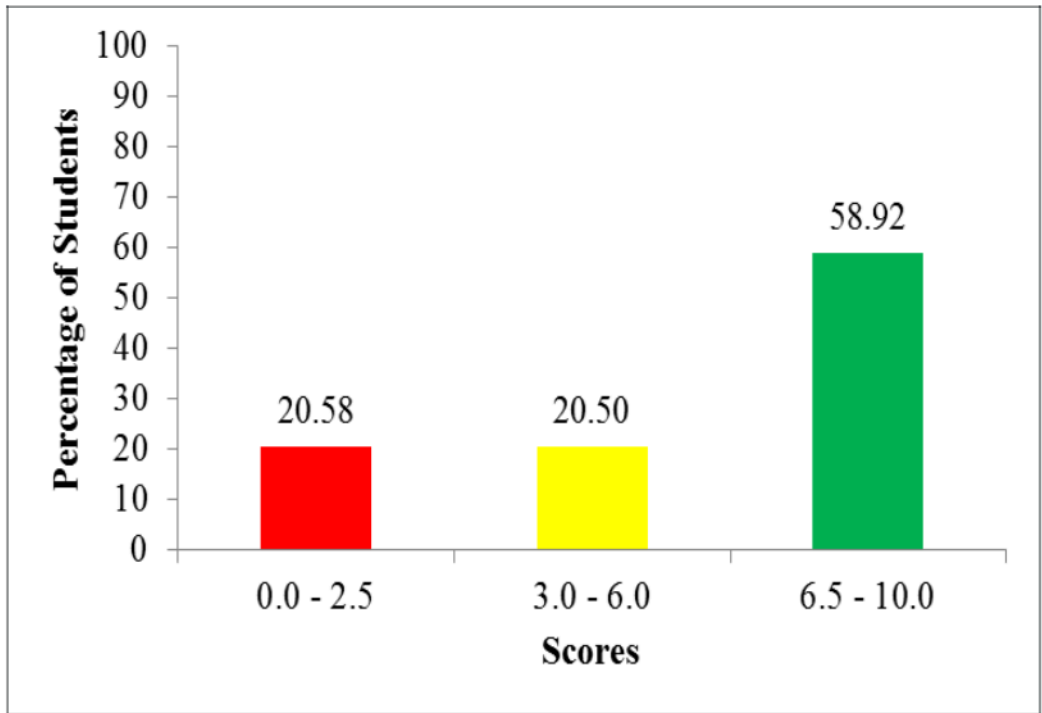


Figure 3: Students' Performance in Question 3

The students who did well in this question were able to re-arrange the given words correctly into meaningful sentences. One of the students who scored full marks for example, in item (1), wrote "ماذا تريد يا هند؟" for the item (1) يا - ماذا - تريد - هند. Furthermore, the students wrote "أين ذهب أبوك؟" in re-arranging the item (2) which was أبوك - ذهب - أين؟. The students wrote, "هل فاطمة قرأت رسالة؟" for the item (3) which was: فاطمة - هل - رسالة - قرأت. Also, the students wrote "من كتب على السبورة؟" to make the misarranged sentence in item (4) becoming meaningful sentence. Finally, the students correctly arranged the sentence in item (5) to be "كم الساعة الآن؟". This suggests that the students mastered well Arabic syntax. Extract 3.1 is a sample of good responses from one of the students.

3- رتب الجمل الآتية لتكون بها فقرة مفيدة، ثم أكتب إجابتك في المكان التالي:

أ- يا - ماذا - هند - تريدان؟

ماذا تريدان يا هند؟

ب- أبوك - ذهب - أين؟

أين ذهب أبوك؟

ج- فاطمة - هل - رسالة - قرأت؟

هل قرأت فاطمة رسالة؟

د- كتب - من - الشبورة - على؟

من كتب على الشبورة؟

هـ- الساعة - الآن - كم؟

كم الساعة الآن؟

Extract 3.1: A Sample of the Students' Responses to Question 3

Extract 3.1 represents a sample of responses from one of the students who managed to re-arrange the jumbled words into meaningful sentences as the question demanded.

The data shows that, 520 (20.50%) students scored averagely. Most of them correctly rearranged two or three sentences out of five disarranged sentences given in this question. This suggests that they had partial knowledge of the Arabic Language sentence structure.

The students who performed poorly in this question lacked knowledge and skills about Arabic sentence structure. Instead, some of them relied on guessing and copying some words from the question instruction.

This indicates that the students who failed in this question did not know the Arabic Language sentence structure, hence; they re-arranged the sentences incorrectly. There were, however, some students who skipped the question. This shows that the candidates lacked the knowledge of word analysis of the Arabic Language. The following sample 3:2 illustrates the student's weak responses in this question.

3- رتّب الجمل الآتية لتكونَ بما فقرة مفيدة، ثم اكتب إجابتك في المكان التالي:

أ- يا - ماذا - هند - تريدين؟

يا - ماذا - هند - تريدين ← هند

ب- أبوك - ذهب - أين؟

أبوك - ذهب - أين ← ذهب

ج- فاطمة - هل - رسالة - قرأت؟

فاطمة - هل - رسالة - قرأت ← هل

د- كتب - من - السبورة - على؟

كتب - من - السبورة - على

هـ- الساعة - الآن - كم؟

الساعة - الآن - كم ← كم

Extract 3.2: A Sample of the Students' Responses to Question 3

Extract 3.2 is a sample from a student who was not able to re-arrange the jumbled sentences. Instead, he/ she copied some words from the jumbled sentences given in this question and made them as answers for this question.

2.2.2 Question 4: Dialogue

The question was a dialogue between two people. The first person was asking questions and the second person was responding to the questions. In this case, the first person's questions were revealed while the second person's responses were hidden. The students were asked to give answers basing on the questions asked by the first person. This question measured the student's ability to use the Arabic Language in different contexts. The question was:

4- أحميل الحوار الآتي: ياسر: أألت طاليت؟ سعيد: نعم، أنا طاليت. أ- ياسر: متى تذهب إلى المدرسة؟ سعيد:
ب- ياسر: ماذا تدرس في المدرسة؟ سعيد:
ج- ياسر: كم يوماً تدرس في الأسبوع؟ سعيد:
د- ياسر: إلى أين تذهب بعد الدراسة؟ سعيد:
هـ- ياسر: مع السلامة. سعيد:

The question was attempted by 2,536 (100.00%) students, out of whom 587 (23.15%) students scored from 6.5 to 10.0 marks, which is a good performance. Also, 756 (29.81%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1,193 (47.04%) students scored from 0.0 to 2.5 marks, which is a weak performance. The general performance in this question was average. This is because, 1,343 (52.96%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 4.

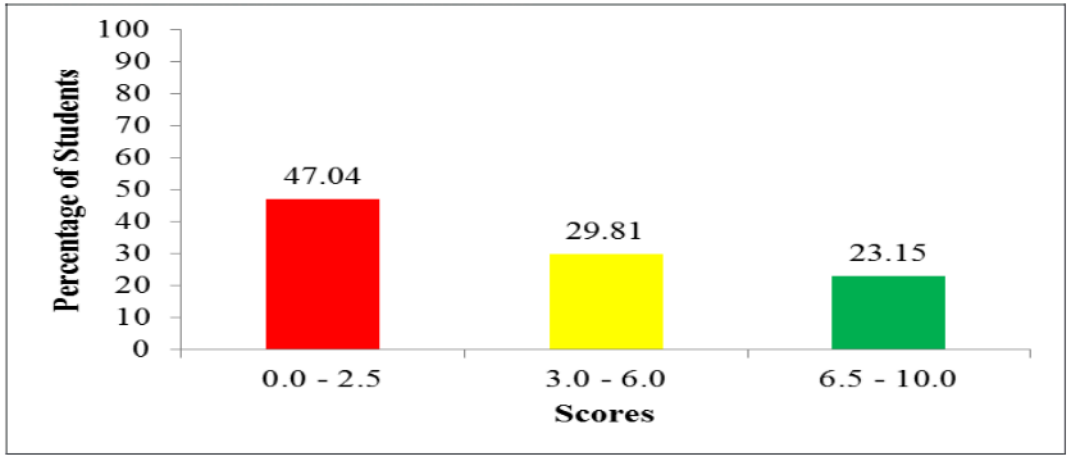


Figure 4: Students' Performance in Question 4

The students who were able to complete the dialogue in all items wrote correctly the appropriate information required. These students correctly completed the dialogue by replied answers based on the questions asked by *Yaasir*.

One of the students for example, in item (1) "مَتَى تذهب إلى المَنْرَسَةِ؟" (When do you go to school?) wrote that, "أَذْهَبُ إِلَى المَنْرَسَةِ صَبَاحًا" (I go to school at morning). The students were directed by their knowledge of using interrogative particle "مَتَى"(when) in answering the question as the particle used in this question to ask about *time*.

In item (2) "ماذا تدرس في المدرسة؟" (What do you study at school?), the student wrote; "أدرس في المدرسة اللغة العربية" (I study at school Arabic language). The student also realized the correct answer for the given question, because he/ she knew the meaning and uses of the interrogative particle (مَآذًا) (what) used by *Yassir* in asking the question.

The third item (3) "كَمْ يَوْمًا تَدْرُسُ فِي الأَسْبُوعِ؟" (How many days do you study in a week?), the student wrote "فِي الأَسْبُوعِ أَدْرُسُ خَمْسَةَ أَيَّامٍ" (I study five days a week) for the question by *Yassir*. The student discovered that, the interrogative particle (كَمْ) (*how many*) employed in the sentence to ask about number hence replied that answer.

Likewise, the students in item (4) "إلى أين تذهب بعد الدراسة؟" (where do you go after classes) wrote, "بعد الدراسة أذهب إلى المنزل" (After school I go home), because, the question in this dialogue (أَيْنَ) (*where*) directed him or her to know that the question needed him or her to mention the place where he or she goes

after classes. This is due to the fact that, the interrogative particle in this sentence used to ask for the place.

Furthermore, the student in the last statement which states *مع السلامة* (Good bye) wrote *مع السلامة* (Good bye) since the word correlates with it.

Therefore, these students in this category had sufficient Arabic vocabulary, which enabled them to correctly determine which statements match with the questions provided. Likewise, they were knowledgeable of interrogative particles and how to use them in a sentence. The Extract 4.1 shows a sample of good responses from one of the students who completed the dialogue correctly.

أ- ياسر: متى تذهب إلى المدرسة؟ سعيد:	أذهب إلى المدرسة صباحاً
ب- ياسر: ماذا تدرّس في المدرسة؟ سعيد:	أدرّس في المدرسة المؤسسة الدينية
ج- ياسر: كم يوماً تدرّس في الأسبوع؟ سعيد:	في الأسبوع أدرّس خمسة أيام
د- ياسر: إلى أين تذهب بعد الدراسة؟ سعيد:	بعد الدراسة أذهب إلى البيت
هـ- ياسر: مع السلامة. سعيد:	مع السلامة

Extract 4.1: A Sample of the Students' Responses to Question 4

The Extract 4.1 shows a sample of good responses from one of the students who completed the dialogue correctly.

There were, however, some students (29.81%) who had an average performance in this question. These students had partial knowledge of Arabic vocabulary.

Some of them for example, were able to correctly complete the dialogue in some parts of the dialogue.

Moreover, there were some students who failed in this question. The students who scored zero in this question supplied wrong answers to all items of the question. This shows that they lacked knowledge in this topic. Some of these students for example did not understand the requirement of the question. Consequently, some of the students left the question unanswered and some of them copied some words from other questions and used them as answers. Also, some of the students did not respond to any part. One of the students for example, in item (1) wrote: "تذهب إلى المدرسة". The student could write *أذهب إلى المدرسة صباحاً*. The student was wrong because, this statement does not correlate with the question given by *Yassir* in this dialogue. Extract 4.2 is a sample of poor responses from one of the students.

4- أَكْمِلِ الْجَوَابَ الْآتِي:

يَاسِرٌ: أَأَنْتَ طَالِبٌ؟
 سَعِيدٌ: نَعَمْ، أَنَا طَالِبٌ.

أ- يَاسِرٌ: مَتَى تَذْهَبُ إِلَى الْمَدْرَسَةِ؟
 سَعِيدٌ:
 نَعْمَ، أَنَا طَالِبٌ.

ب- يَاسِرٌ: مَاذَا تَدْرُسُ فِي الْمَدْرَسَةِ؟
 سَعِيدٌ:
 نَعْمَ، أَنَا طَالِبٌ.

ج- يَاسِرٌ: كَمْ يَوْمًا تَدْرُسُ فِي الْأُسْبُوعِ؟
 سَعِيدٌ:
 السَّائِقُ سَعِيدٌ

د- يَاسِرٌ: إِلَى أَيِّنَ تَذْهَبُ بَعْدَ الدَّرَاسَةِ؟
 سَعِيدٌ:
 إِلَى الْبَيْتِ

هـ- يَاسِرٌ: مَعَ السَّلَامَةِ.
 سَعِيدٌ:
 يَاسِرٌ مَعَ

Extract 4.2: A Sample of the Students' Responses to Question 4

The extract 4.2 shows a sample of responses from one of the students. The student for example, copied the word (إلى ايمن) in item 4 and made it as answers in this item.

2.2.3 Question 5 : Interrogative Particles

The question was about *interrogative particles*. In this question, the students were instructed to fill in sentences with correct interrogative particles given in the bracket. It was intended to measure the students' ability to use interrogative particles in sentences. The question was:

5- إِمْلَأِ الْفَرَغَاتِ الْآتِيَةَ بِوَضْعِ إِسْمِ الْإِسْتِفْهَامِ الْمُنَاسِبِ بِمَا بَيْنَ الْقَوْسَيْنِ:
(مَاذَا - يَم - كَيْف - لِمَاذَا - كَمْ - أَيْن - مَتَى)

أ- _____ تَبْكِينَ يَا زَيْنَبُ؟ لِأَنَّ أُمِّي مَرِيضَةٌ.

ب- _____ تُحِبُّ أَنْ تَأْكُلَ الْيَوْمَ؟ أَنَا أَحِبُّ أَنْ أَكُلَ الْمَوْزَ الْيَوْمَ.

ج- _____ ذَهَبْتَ أَنْتِ؟ ذَهَبْتُ بِالْأَمْسِ.

د- _____ أَخَذَ كِتَابَكَ؟ أَخَذَ كِتَابِي مِنَ الْحَقِيبَةِ.

هـ- _____ كَانَتْ الْأَسْبَلَةُ؟ كَانَتْ الْأَسْبَلَةُ صَعْبَةً.

The question was attempted by 2,536 (100.00%) students. The data shows that, 580 (22.87%) students scored from 7.0 to 10.0 marks, which is a good performance. Also 662 (26.10%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly 1,294 (51.03%) students scored from 0.0 to 2.0 marks, which is a weak performance. Further analysis shows that, the performance of this question was generally average. This is due to the fact that 1,242 (48.97) scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 5.

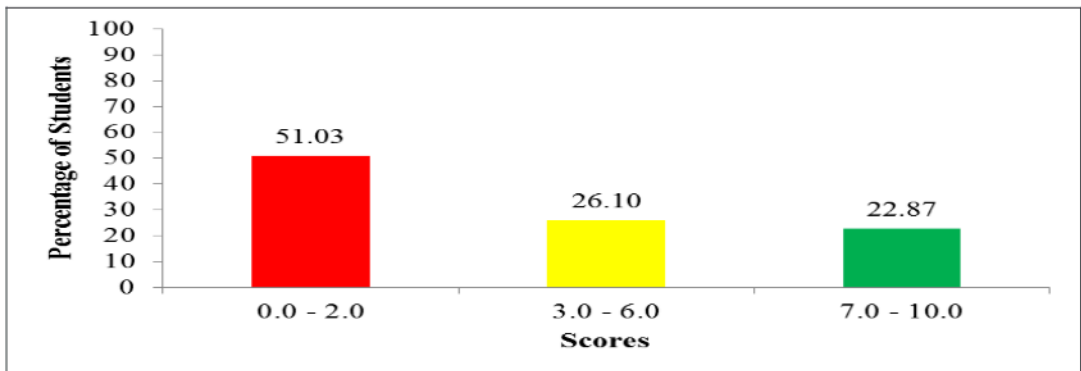


Figure 5: Students' Performance in Question 5

The analysis shows that, (22.87%) students had a good performance in this question. The students who scored full marks, for example, selected "لماذا" for the first item. They were able to do so after looking at the answer "لأن أمي مريضة" (Because my mother is sick) which was provided in the item. This answer which explained the reason of Zainab's cry, directed them to choose the appropriate interrogative particle (لماذا) (why) for the question.

In item (2), the students selected "ماذا" (what) for the item (2) which was "..... تحب أن تأكل اليوم؟ أنا أحب أن أكل الموز اليوم" (..... you like to eat today? Today I like to eat banana). They managed to choose appropriate interrogative particle (ماذا) because the answer in this item led them to do so. In addition, the students understood that, the statement explained about something which was an object and not human being, hence; pushed them to select appropriate interrogative particle (ماذا) (what); which is absolutely applied to ask about things and not human being.

Also, the students mastered well grammar because they managed to fill the correct interrogative particle (متى) (when) in item (3) which was "..... ذهبت أنت؟" "..... ذهبت بالأمس" (..... you go? I went yesterday). This is because they were directed by the statement came after the question mark (ذهبت بالأمس) (I went yesterday) which explained the time of going, as they knew that, the word (متى) (when) can be used to ask for the time.

Furthermore, the students filled the gap in the item (4) which was "..... أخذ" "أخذ كتابك؟ أخذ كتابي من الحقيبة" (..... took your book? He took my book from the bag) with the word أين (where). They managed to do so because of the statement came right after the question mark which was "أخذ كتابي من الحقيبة" (He took my book from the bag), the statement was talking about where the book was taken. Hence, they picked an interrogative particle (أين) (where) which is also applied to ask about a place. In addition, the students correctly filled the gap in item (5) by writing "كيف". Extract 5.1 is a sample of good responses from one of the students.

5- إِمْلَأِ الْفَرَاقَاتِ الْآتِيَةَ بِوَضْعِ إِسْمِ الْإِسْتِفْهَامِ الْمُنَاسِبِ بِمَا بَيْنَ الْقَوْسَيْنِ:	
(مَاذَا - بِمَ - كَيْفَ - لِمَاذَا - كَمْ - أَيْنَ - مَتَى)	
أ- _____	تَبْكِينَ يَا زَيْنَبُ؟ لِأَنَّ أُمِّي مَرِيضَةٌ.
ب- _____	تُحِبُّ أَنْ تَأْكُلَ الْيَوْمَ؟ أَنَا أَحِبُّ أَنْ أَكُلَ الْمَوْزَ الْيَوْمَ.
ج- _____	ذَهَبْتَ أَنْتِ؟ ذَهَبْتُ بِالْأَمْسِ.
د- _____	أَخَذَ كِتَابَكَ؟ أَخَذَ كِتَابِي مِنَ الْحَقِيبَةِ.
هـ- _____	كَانَتْ الْأَسْئَلَةُ؟ كَانَتْ الْأَسْئَلَةُ صَعْبَةً.

Extract 5.1: A Sample of the Students' Responses to Question 5

Extract 5.1 shows a sample of responses from one of the students who correctly responded to the question.

Furthermore, the analysis indicates that, in this question, 662 (26.10%) students scored from 3.0 to 6.0 marks, which is an average performance. Majority of them managed to fill two or three words correctly in the incomplete sentences given in this question. This suggests that they had partial knowledge of the Arabic Language syntax.

Further analysis shows that, the students who performed poorly in this question lacked Arabic interrogative particle knowledge, instead they relied on guess work. One of such students with zero for example, wrote:

"ماذا" for the item (1) instead of "لماذا". This is due to resemblance between the interrogative particle "لماذا" (Why) and "ماذا" (What).

In item (2); the student wrote "لماذا" which is inappropriate for this question, instead of "ماذا؟". This is due to resemblance between the interrogative particle "ماذا" (What) and "لماذا" (Why). Also, they did not understand their meaning.

In item (3); the student wrote, "أين" instead of "متى". In item (4), the student wrote "متى" instead of "أين".

Furthermore, the students wrote "بم" for the item (5) instead of "كيف". This implies that, the students did not understand the meaning of Arabic interrogative particles as they were not rich in vocabulary; hence, they lacked the skills of

using interrogatives particles properly. Extract 5.2 shows a sample of a good response from one of the students in this question.

5- إِمَّاؤُا الْفَرَاغَاتِ الْآتِيَةَ بَوَضِعِ إِسْمِ الْإِسْتِفْهَامِ الْمُنَاسِبِ مِمَّا بَيْنَ الْقَوْسَيْنِ: (مَاؤَا - يَم - كَيْفَ - لِمَاؤَا - كَم - أَيْن - مَتَى)	
أ- كَيْفَ	تَبَكَّيْنِ يَا زَيْنَبُ؟ لِأَنَّ أُمِّي مَرِيضَةٌ.
ب- لِمَاؤَا	لُحِبُّكَ أَنْ تَأْكُلَ الْيَوْمَ؟ أَنَا أُحِبُّ أَنْ أَكُلَ الْمَوْزَ الْيَوْمَ.
ج- كَاؤَا	ذَهَبْتِ أَنْتِ؟ ذَهَبْتُ بِالْأَمْسِ.
د- كَم	أَخَذْتُ كِتَابَكَ؟ أَخَذْتُ كِتَابِي مِنْ الْحَقِيقَةِ.
هـ- أَيْن	كَانَتْ الْأَسْؤِلَةُ؟ كَانَتْ الْأَسْؤِلَةُ صَعْبَةً.

Extract 5.2: A Sample of the Students' Responses to Question 5

Extract 5.2: A sample of responses from the students who provided correct answers in question 5.

2.2.4 Question 6: Pronous (الضمانر)

This question was about Pronouns (الضمانر). It comprised of five items. The students were instructed to fill in the gaps with the appropriate detached pronouns. This question intended to assess the students' knowledge of using detached pronouns in a sentence. The question was:

6- الضمير: اسم معرفة يدل على المتكلم أو المخاطب أو الغائب. تطبقاً لهذا التعريف، ضع الضمير المناسب في المكان التالي:	
أ- _____	بَحَثَ فِي امْتِحَانِ السَّنَةِ الثَّانِيَةِ.
ب- _____	تَعْمَلَانِ فِي وِزَارَةِ التَّعْلِيمِ.
ج- _____	ذَهَبُوا إِلَى السُّوقِ.
د- _____	يَتَكَلَّمَانِ فِي الْفَصْلِ.
هـ- _____	سَتَسَافِرِينَ غَدًا إِلَى دُوْدُومَا.

The question was attempted by 2,536 (100.00%) students. The analysis shows that 1,949 (76.85%) students scored from 0.0 to 2.0 marks which is a weak performance. Also, 388 (15.30%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 199 (7.85%) students scored from 6.5 to 10.0 marks, which is a good performance. The general performance of this question was weak, as 587 (23.15%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 6.

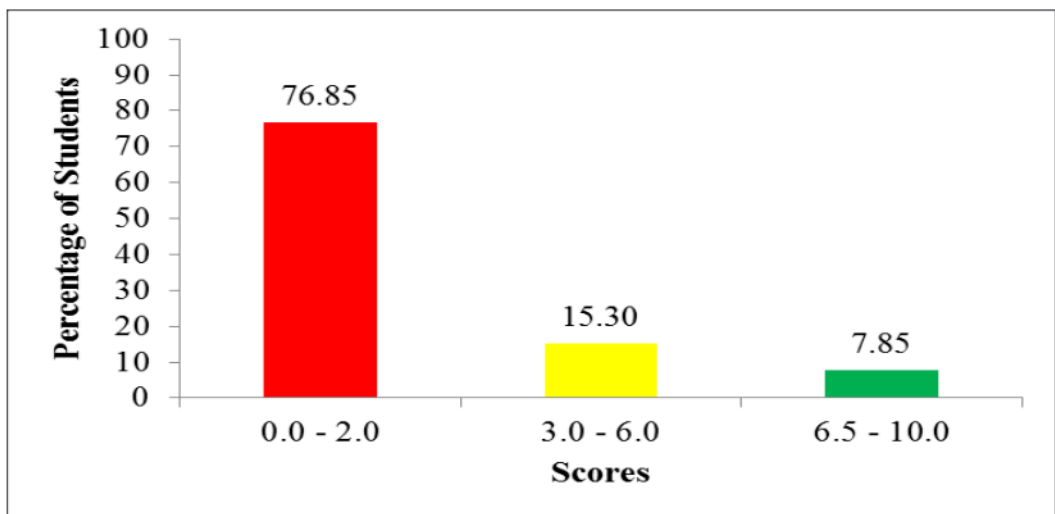


Figure 6: *Students' Performance in Question 6*

The analysis shows that a few students, 7.85 per cent scored from 6.5 to 10.0 marks. However, 2.8 students scored full marks in the question. One of the students for instance responded as follow: The student wrote "هي" (She) For item (1), "انتما" for item (2), "هم" for item (3), "هما" for item (4) and "انت" for item (5). These show that, the students understood well the uses of detached pronouns. Extract 6.1 shows a sample of good responses in this question.

6- العُصُورُ: اسْمٌ مَعْرُوفَةٌ يَدُلُّ عَلَى الْمُتَكَلِّمِ أَوْ الْمُخَاطَبِ أَوْ الْعَائِبِ. تَطْبِيقًا لِهَذَا التَّعْرِيفِ، ضَعِ الْعُصُورَ الْأَتْنَابِيَّةَ فِي الْمَكَانِ الْخَالِي:

أ- هِيَ تَحَدَّثُ فِي امْتِحَانِ السَّنَةِ الثَّانِيَةِ.

ب- أَنْتُمَا تَعْمَلَانِ فِي وِزَارَةِ التَّعْلِيمِ.

ج- هُمُ دَعَبُوا إِلَى السُّوقِ.

د- هُمَا يَتَكَلَّمَانِ فِي الْفَصْلِ.

ه- أَنْتِ سَتُسَافِرِينَ غَدًا إِلَى دُوْدُومَا.

Extract 6.1: A Sample of the Students' Responses to Question 6

The extract 6.1 shows a sample of good responses from one of the students who correctly detached pronouns that correlate with the sentences given.

However, further analysis of the students' responses shows that 15.30 per cent of the students had an average performance in the question. Most of those students were able to use appropriate pronouns in two or three items. This average performance implies that the student had a partial knowledge of the detached pronouns.

On the other side, there were 76.85 per cent of students failed to use detached pronouns. One of the students who scored zero for example, filled the item (1) with: (هو) (He) instead of (هي) (She). In item (2) with: (تذهب) (You are going) instead of (أنتما) (You two) or (هما) (they two), in item (3) with (هي) (she) instead of (هم) (they male). In item (4) they filled it with (هم) (they male) instead of (هما) and in the last item they filled it with (من) (who) instead of (أنتِ) (You female). This shows that these students lacked knowledge of detached pronouns. Extract 6.2 is a sample of responses from a student who failed to give appropriate pronoun.

6- الضمير: اسم معرفة يدل على المتكلم أو المخاطب أو الغائب. تطبيقاً لهذا التعريف،
ضع الضمير المناسب في المكان الخالي:

أ- لهذا بَحَثَ فِي امْتِحَانِ السَّنَةِ الثَّانِيَةِ.

ب- أه تَعْمَلَانِ فِي وِزَارَةِ التَّعْلِيمِ.

ج- المتكلم ذَهَبُوا إِلَى السُّوقِ.

د- يدل يَتَكَلَّمَانِ فِي الْفَصْلِ.

ه- الخالي سَتُسَافِرِينَ عَدَاً إِلَى دُوْدُومَا.

Extract 6.2: A Sample of the Students' Responses to Question 6

Extract 6.2 is a sample of responses from a student who responded to the question incorrectly. The student copied some words from the question and used them as answers.

2.2.5 Question 7: Reading for Comprehension

This question was about *reading for comprehension*. The students were required to read the passage and answer the questions from the given passage. The main content of this article was about Abraham who got an accident after getting into a bus that was full of passengers and decided to stand on stairs of the bus. However, when the bus was moving, it got a shock that caused Abraham to fell down to the ground. The question was:

7- اقرأ القطعة الآتية ثم أجب عن الأسئلة بعدها:

خرج إبراهيم من المدرسة كان يحمل حقيبته، ووقف أمام محطة الحافلات وانتظر طويلاً، وأخيراً وصلت الحافلة وهي مزدحمة جداً، ففر إبراهيم ووقف على السلم، تحركت الحافلة بسرعة فارتلقت إبراهيم وسقط على الأرض.

أوقف السائق الحافلة، جاءت سيّارة الإسعاف وأخذت إبراهيم إلى المستشفى، فحص الطبيب إبراهيم ثم قال له: الحمد لله حالتك جيدة.

كان والده ينتظر أمام العزقة، وبعد ساعة خرج إبراهيم وكان يتنفسم إنه بخير، في العصر زاره أصدقاؤه وأخضروا له الفاكهة والحلوى، قال إبراهيم لأصدقائه: هذا خطي أنا، ركبت الحافلة كانت مزدحمة، سأعود قريباً إلى المدرسة إن شاء الله.

الأسئلة:

أ- لماذا وقف إبراهيم على السلم؟

ب- ما خطأ إبراهيم حتى سقط على الأرض؟

ج- ماذا أخضروا له أصدقاؤه؟

د- أكتب عنوان هذه القطعة.

هـ- اذكر فائدة واحدة من فوائد هذه القطعة.

The question was attempted by 2,536 students (100.00%), out of whom 105 (4.14%) students scored from 6.5 to 10.0 marks, which is good performance. Also, 676 (26.66%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1,755 students (69.20%) scored from 0.0 to 2.5 marks, which is weak performance. The general performance of the students in this question was therefore good, considering that 781 (30.80%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 7.

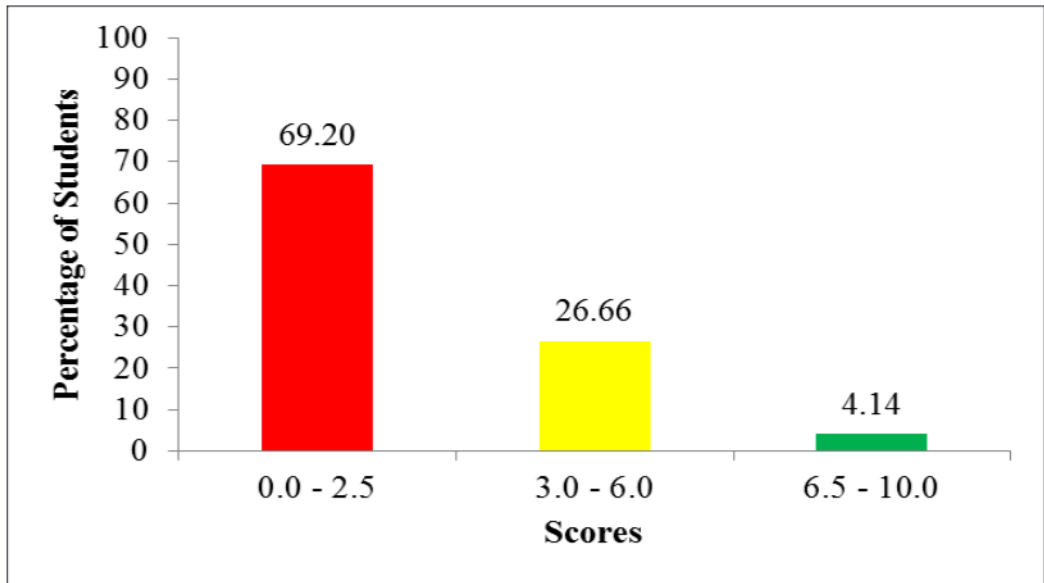


Figure 7: Students' Performance in Question 7

The analysis shows that, 4.14 per cent of the students scored a good performance in the question. Furthermore, 0.5 per cent of the students scored full marks. One of the students for example, responded as follow: in item (1) wrote (وَقَفَّ إِبْرَاهِيمَ عَلَى السَّلْمِ لِأَنَّ الْحَافِلَةَ كَانَتْ مُزْرَجِمَةً جَدًّا), In item (2) wrote: خطأ إبراهيم (أحضر له أصدقاؤه الفاكهة والطيور): (ج). In item (3), the student wrote (الحافلة المزدحمة) (The full bus) and in item (5) (هـ) he or she wrote one advantage of this story. Some of the advantages of this story were:

- (One message of this passage is): فائدة واحدة من فوائد هذه القطعة هي:
- الصبر مفتاح كل شيء أو (Patience is a key to everything or)
 - لا تتركب حافلة مزدحمة جدا أو (Do not get into a bus while it is full or)
 - عيادة المريض أمر مهم جدا (Paying a visit to a sick person is crucial)

In nutshell, the students who responded correctly to this question had enough skills in reading for comprehension. Additionally, they had sufficient vocabulary. Extract 7.1 is a sample of good responses from one of the students.

ا- لِمَاذَا وَقَفَ إِبْرَاهِيمُ عَلَى السُّلَمِ؟
 وَقَفَ إِبْرَاهِيمُ عَلَى السُّلَمِ لِأَنَّ الْخَانِئَةَ وَصَلَتْ وَهِيَ مُرْتَجِمَةٌ هَدًّا.

ب- مَا غَطَّأَ إِبْرَاهِيمَ حَتَّى سَقَطَ عَلَى الْأَرْضِ؟
 حَطَّأَ إِبْرَاهِيمُ الْقَوَاقِفَ عَلَى السُّلَمِ.

ج- مَاذَا أَخْضَرَ لَهُ أَصْدِقَاؤُهُ؟
 أَخْضَرَ لَهُ أَصْدِقَاؤُهُ الْفَاكِصَةَ وَالسَّلْوَى.

د- أَكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ.
 عُنْوَانُ هَذِهِ الْقِطْعَةِ هِيَ مَجْلِدُ إِبْرَاهِيمَ.

هـ- اذْكُرْ فَائِدَةً وَاحِدَةً مِنْ فَوَائِدِ هَذِهِ الْقِطْعَةِ.
 فَائِدَةٌ وَاحِدَةٌ مِنْ فَوَائِدِ هَذِهِ الْقِطْعَةِ هِيَ الْقَبْرِ هُمْ.

Extract 7.1: A Sample of the Students' Responses to Question 7

Extract 7.1 shows a sample of responses from one of the students who managed to answer the question.

Further analysis shows that, 676 (26.66%) students had an average performance. This performance suggests that these students had partial comprehension skills, which hindered them from identifying all correct answers in the passage. Some of the students for example, provided answers with grammatical errors.

On the contrary, there were some students 69.20 per cent who performed poorly in this question. The students who scored zero in this question totally failed to comprehend the message of the passage. Some of them did not recognize the demand of the question. Moreover, they had inadequate comprehension skills. Consequently, they provided incorrect responses to all items in this question. There were some of them who copied some words from other questions and

used them as answers. Some of them left the question unanswered. Extract 7.2 is a sample of weak responses from one of the students.

أ- لِمَاذَا وَقَفَ إِبْرَاهِيمُ عَلَى السَّلْمِ؟

قَفَرَ إِدْرَاعِهِمْ عَلَى السَّلْمِ

ب- مَا خَطَأَ إِبْرَاهِيمَ حَتَّى سَقَطَ عَلَى الْأَرْضِ؟

سَقَطَ كَمَهُ الْكَافِلَةَ بِمَسْرَعَةٍ فَاتَزَلَقَ
لِجَمِّهِ عُدُوِّ قَائِلِهِ

ج- مَاذَا أَخْضَرَ لَهُ أَصْدِقَاؤُهُ؟

هَذَا خَطْبِي أَنَا

د- اُكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ.

وَسَقَطَ عَلَى الْأَرْضِ

ه- اذْكُرْ قَائِدَةً وَاحِدَةً مِنْ قَوَائِدِ هَذِهِ الْقِطْعَةِ.

رَكِبَتْ الْكَافِلَةَ كَتَبَتْ مَرَدِكِمَةَ

Extract 7.2: A Sample of the Students' Responses to Question 7

The extract 7.2 shows a sample of responses from one of the students who failed to respond correctly to the question.

2.2.6 Question 8: Meaningful Sentences

This question was about verbal sentence construction. The question demanded the students to compose five Verbal sentences. The question was:

8- كَوْنُ خَمْسِ جُمَلٍ فِعْلِيَّةٍ مُخْتَلِفَةٍ مِنْ عِنْدِكَ.

أ-

ب-

ج-

د-

هـ-

The question was attempted by 2,536 (100.00%) students, out of whom 897 (35.37%) students scored from 6.5 to 10.0 marks, which is a good performance. Also, 277 (10.92%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1,362 (53.71%) students scored from 0.0 to 2.5 marks, which is a weak performance. Therefore, the students' general performance in the question was average, because 1,174 (46.29%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 8.

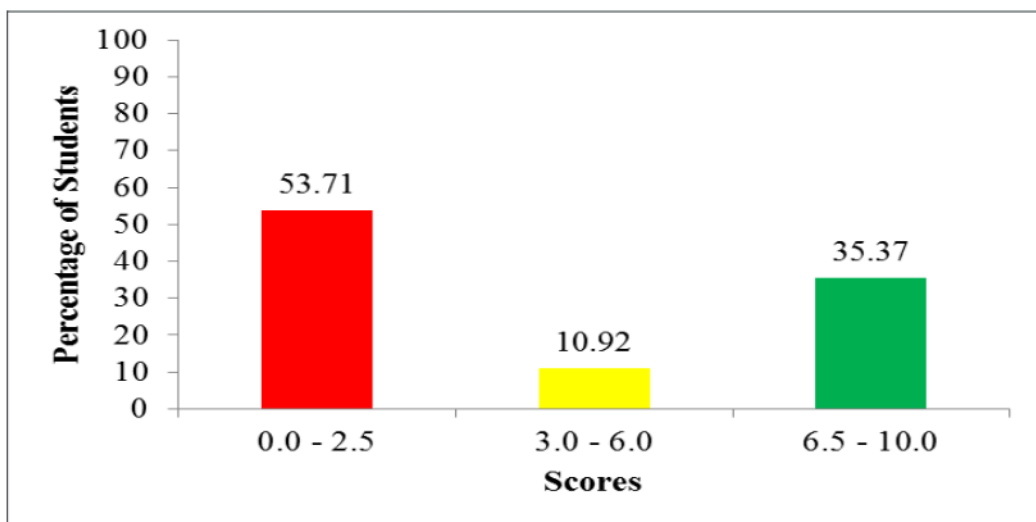


Figure 8: Students' Performance in Question 8

The data analysis shows that, 35.37 per cent of the students scored from 6.5 to 10.0 marks which is a good performance. The students were able to construct sentences correctly as required. This shows that the students were competent in formulating meaningful sentences especially verbal sentences. Furthermore, the students had enough knowledge of the sentence structure of verbal sentences. Extract 8.1 is a sample of good responses from one of the students.

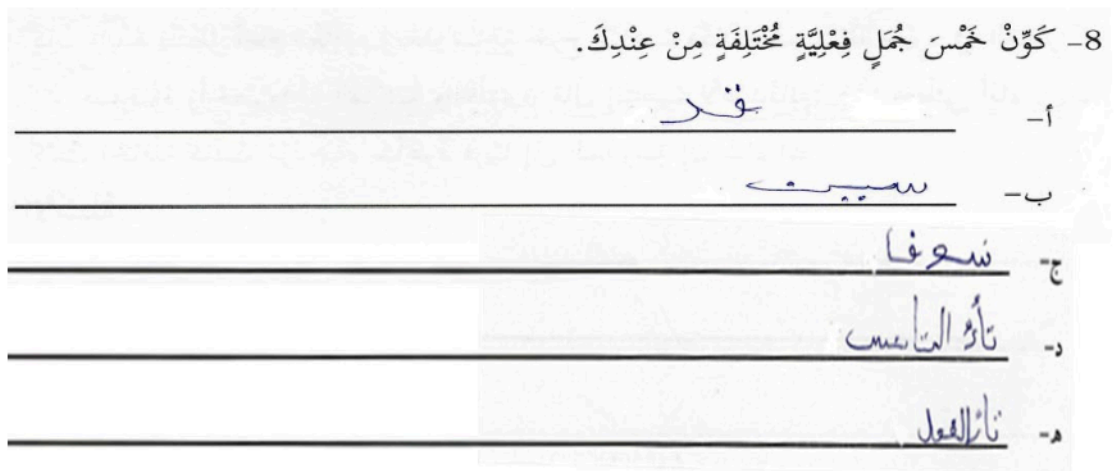
8- كَوِّنْ خَمْسَ جُمَلٍ فِعْلِيَّةٍ مُخْتَلِفَةٍ مِنْ عِنْدِكَ.	
أ- أَكَلْتُ هَمْدًا لَطِيفًا.	
ب- جَلَسْتُ عَلَى الْكُرْسِيِّ.	
ج- أَخَذْتُ عَمْرًا الْكِتَابَ.	
د- رَكِبَ الْوَلَدُ الْحِصَانُ.	
ه- طَبَخَتِ الْأُمُّ لَهَا الطَّعَامَ.	

Extract 8.1: A Sample of the Students' Responses to Question 8

Extract 8.1 shows a sample of responses from one of the student who managed to answer the question.

On the other hand, 277 (10.92%) students had an average performance. These students scored below 6.5 but not less than 3.0 marks in this question. The analysis show that, the partial knowledge of the students contributed to their performance. For instance, some of them provided sentences in some parts with minor grammatical errors; this indicates that they had partial knowledge on how to construct verbal sentences.

Furthermore, some of the students performed poorly in this question. These students were incompetent in verbal sentences construction. That is because they had insufficient vocabulary and sentence structure knowledge. However, some of them, failed to understand the demand of the question. Consequently, they provided incorrect responses to all in this question. There were, however some of the students who left the question unanswered. Extract 8.1 is a sample of incorrect responses from one of the students.



Extract 8.1: A Sample of the Students' Responses to Question 8

Extract 8.1 shows a sample of responses from one of the students who were not able to answer the question.

2.2.7 Question 9: *Al-I'iraab* (الإعراب)

This question was about Sentence Analysis. The students were required to analyse the underlined words. The question tested the student's ability of identifying the roles of different words in the sentences. The question was:

9- أَعْرَبْ مَا تَحْتَهُ حَطًّا

أ- صَنَعَ النَّجَّازُ كُرْسِيًّا

كُرْسِيًّا :

ب- وَجَدْتُ أَنَّ الْعَقْرَبَ مَيْتَةٌ

الْعَقْرَبَ :

ج- ضَعَّ يَدَكَ عَلَى فَيْكٍ عِنْدَ التَّشَاؤُبِ.

فَيْكٍ :

د- مَشَيْتُ كَثِيرًا وَلَمْ أَتْعَبْ.

أَتْعَبُ :

ه- ذَهَبَتْ فَاطِمَةُ إِلَى الْمَطَارِ

ذَهَبَتْ :

The question was attempted by 2,536 (100.00%) students. Of them, 2,008 (79.18%) scored from 0.0 to 2.5 marks, which is a weak performance. Also, 375 (14.79%) students scored from 3.0 to 6.0 marks, which is an average performance and 153 (6.03%) students scored from 6.5 to 10.0 marks, which is a good performance. The general performance of the students in the question was

therefore weak, since 528 (20.82%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 9.

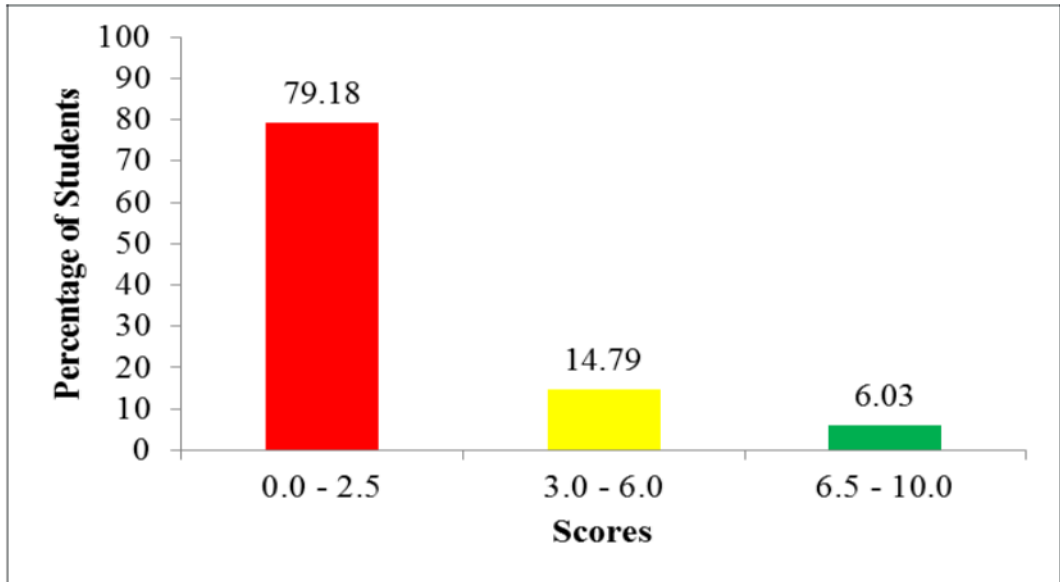


Figure 9: Students' Performance in Question 9

The analysis shows that, the students who had a good performance in this question demonstrated a high level of understanding the roles of different words and their signs in the Arabic Language. One of the students for instance responded as follows:-

In Item (1) wrote

أ- كرسيا: مفعول به منصوب، وعلامة نصبه فتحة ظاهرة على آخره.

The student knew that, the noun (كرسيا) is an object because the action was done on it. Also he or she knew the sign of an object in the Arabic Language.

Moreover, another clue that made the student to realize the word (كرسيا) as an object is its position within the Arabic sentence structure whereby an object always comes after a verb and subject (*doer*) of an action.

In item (2) wrote:

ب- العقرب: اسم أن منصوب، وعلامة نصبه فتحة ظاهرة على آخره.

One of the indicators that made him or her to respond correctly was that, the word (العقرب) (the scorpion) came after annular (*anna* (أَنَّ)) and they understood that any first noun following any annular (أَنَّ) and its counterparts (أَنَّ وَأَخْوَاتِهَا)

shall be in accusative case (منصوب) ending with sound /a/ and second noun will be in nominative case (مرفوع) ending with sound /u/.

In item (3) wrote:

ج - فيك: في: اسم مجرور بـ (على)، وعلامة جره الياء لأنه من الأسماء الخمسة وهو مضاف، والكاف مضاف إليه.

The grammatical fact that made the student to do so is that, they knew that, the noun (فيك) is among the *Five Special Nouns* (الأسماء الخمسة) which when is preceded by genitive article (على), it always becomes in genitive case (مجرور).

Furthermore, they knew that, Five Special Nouns are always in nominative case (مرفوعا) ending in *waw*, for example: (أبوك ذو مكانة رفيعة), in accusative case (منصوبا) ending in *alif*, for example: (ساعدت أبك) and become in genitive case (مجرورا) ending by *yaa*, for example: (مررت بأبيك).

In item (4) they wrote:

د - أتعب: فعل مضارع مجزوم بـ (لم)، وعلامة جزمه السكون.

The students realized that, any verb in present tense form when it is preceded by jussive articles (أدوات الجزم), it must be in jussive case (مجزوما).

Lastly, in item (5) wrote:

هـ - ذهب: فعل ماضٍ مبني على الفتح، والتاء للتأنيث.

The students realized that any perfect verb is indeclinable word (مبني).

Apart from that, They knew that, the perfect verb will be indeclinable by *fat-ha* when it is not linked with anything, or linked with *taa* of feminization (تاء التأنيث) (الساكنة) at the end or linked with *alif* of duality (ألف الاثنين) at the end.

In addition to that, The students who answered the question correctly were familiar with origin and un original signs of *al-i'iraab* (الإعراب). The extract 9.1 presents students whom responded the question correctly:

9- أعربت ما تحته خطاً

أ- صنَّع الثَّجَارُ كُزَيْبًا
كُزَيْبًا :
مَنْعُولٌ بِهِ مَنْصُوبٌ وَعَلَامَةٌ نَحْوِهِ الْفَتْحَةُ الظَّاهِرَةُ فِي آخِرِهِ:

ب- وَحَدَّثَ أَنَّ الْعُقْرَبَ مَيْتَةٌ
العُقْرَبُ :
اسْمُ مَا كَانَ مَنْصُوبًا وَعَلَامَةٌ نَحْوِهِ الْفَتْحَةُ الظَّاهِرَةُ فِي آخِرِهِ:

ج- ضَعَّ يَدَكَ عَلَى فَيْكٍ عِنْدَ التَّأْوُبِ.
فَيْكٍ :
فِي: اسْمٌ مَجْرُومٌ بِفَتْحِهِ وَعَلَامَةٌ حَذْفُ السَّادِ ضَائِعَةٌ عَلَى الْكَسْرِ لِأَنَّهَا لَا تَمُوتُ مِنَ الْأَسْمَاءِ الْعَمَلِيَّةِ وَهِيَ مُضَافٌ وَالْكَافُ (ك) : مُضَافٌ بِالْيَدِ.

د- مَشَيْتُ كَثِيرًا وَلَمْ أَتَعَبْ.
أَتَعَبْتُ :
فَعَلْتُ مَضَارِعَ مَجْرُومٍ يَلْمُ وَعَلَامَةٌ حَزْوُهُ السُّكُونُ الظَّاهِرُ فِي آخِرِهِ:

هـ- دَعَيْتُ فَاطِمَةَ إِلَى الْمَطَارِ
دَعَيْتُ :
فَعَلْتُ مَضَارِعَ مَجْرُومٍ عَلَى الْفَتْحَةِ الظَّاهِرَةِ فِي آخِرِهِ -
وَالسَّادُ نَاءٌ التَّائِيثُ الْمَسَاكِينُ: أَوْ السَّادُ نَاءٌ التَّائِيثُ مَبْنِيَةٌ عَلَى السُّكُونِ

Extract 9.1: A Sample of the Students' Responses to Question 9

Extract 9.1 A sample of responses from one of the students who provided correct answers in question 9.

The analysis of the students' responses shows that 12.5 per cent of the students had an average performance in the question. Most of them either failed to

provide correct answers to some parts or provided responses with grammatical errors. Others students in this category provided incomplete answers to some parts or to all parts of the question. Furthermore, some of the students in this category left some parts of the questions blank. This performance can be attributed to students' partial knowledge of inflection and analysis.

According to the data, 2,008 (79.18%) students scored from 0.0 to 2.5 marks which is a weak performance. On the other hand, 48.42 per cent of the students scored zero. The students failed to analyse all the underlined words in the question due to their knowledge less of this topic. Consequently, some of the students left the question unanswered and some of them copied some words from other questions and used them as answers. One of the students who scored zero for example, responded as follow:

أ - كرسيا: فعل ماض مبني على الفتح.

This student was distracted by the *fat-ha* at the end of the word. He or she knew that any word with *fat-ha* at the end is a verb in past tense form (فعل ماض)

ب - العترب: مفعول به منصوب

What made the student to do so was verb (وجدت) which comprised of verb and its subject (فعل وفاعل). Therefore, they thought that, any word comes after it is an object (مفعول به) without considering the word *Anna* (أن).

ج - فيك: في: حرف جر، والكاف اسم مجرور

The student incorrectly explained it. He or she was attracted by the nature of word (فيك), which made him or her think that was a genitive article and the word after it was a noun in genitive case (جار ومجرور).

د - أتعب: اسم لم مجزوم، وعلامة جزمه كسرة ظاهرة في آخره

The student failed to explain it. He or she incorrectly thought that, the word *أتعب* was a noun. However he or she did not know that, the particle before it is used with verbs.

In item (5)

هـ - ذهبت: المطار إلى فاطمة

The student just copied words from the sentence itself and changed their positions as a result of his or her knowledge less in that subject.

The following extract is one of the samples from one student who provided incorrect responses in this question.

9- أَعْرَبَ مَا تَحْتَهُ خَطًّا
أ- صَنَعَ النَّجَارُ كُرْسِيًّا
كُرْسِيًّا :
ب- وَجَدْتُ أَنَّ الْعَقْرَبَ مَيْتَةٌ
العَقْرَبَ :
ج- ضَعَّ يَدَكَ عَلَى فَيْكٍ عِنْدَ التَّقَاؤِ.
فَيْكٍ :
د- مَشَيْتُ كَثِيرًا وَلَمْ أَتَعَبَ.
أَتَعَبَ :
ه- ذَهَبْتُ فَاطِمَةُ إِلَى الْمَطَارِ
ذَهَبْتُ :

Extract 9.2: A Sample of Poor Responses in Question 9

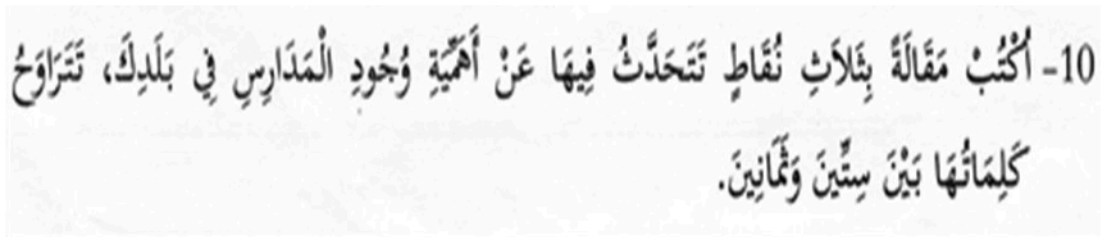
Extract 9.2 A sample of responses from one of the students who failed to analyse the underlined words. As a result, the student left the question unanswered.

2.3 SECTION C: Composition

This section had one (1) question which carried fifteen (15) marks.

2.3.1 Question 10: Essay Writing

In this question, the students were required to write an essay on the importance of availability of schools in his or her country. The question was:



The question was attempted by 2,536 (100.00%) students. The general performance in this question was weak, as only 360 (14.20%) students scored from 4.5 to 13.0 marks. The data shows that 2,176 (85.80%) students scored from 0.0 to 4.0 marks, which is a weak performance. Also, 305 (12.03%) students scored from 4.5 to 9.5 marks, which is an average performance and 55 (2.17) students scored from 10 to 13.0 marks, which is a good performance. The performance in the question is summarised in Figure 10.

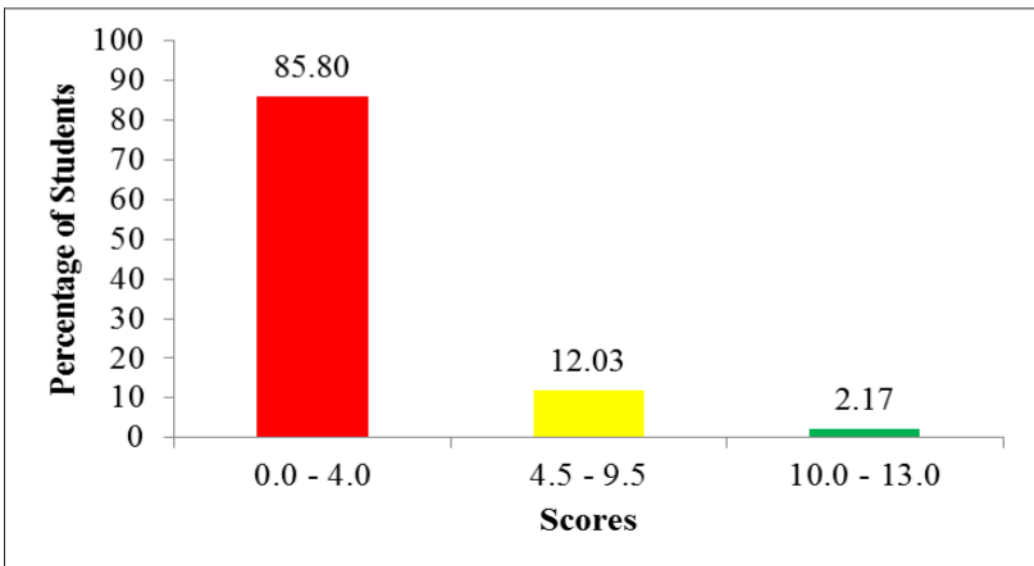
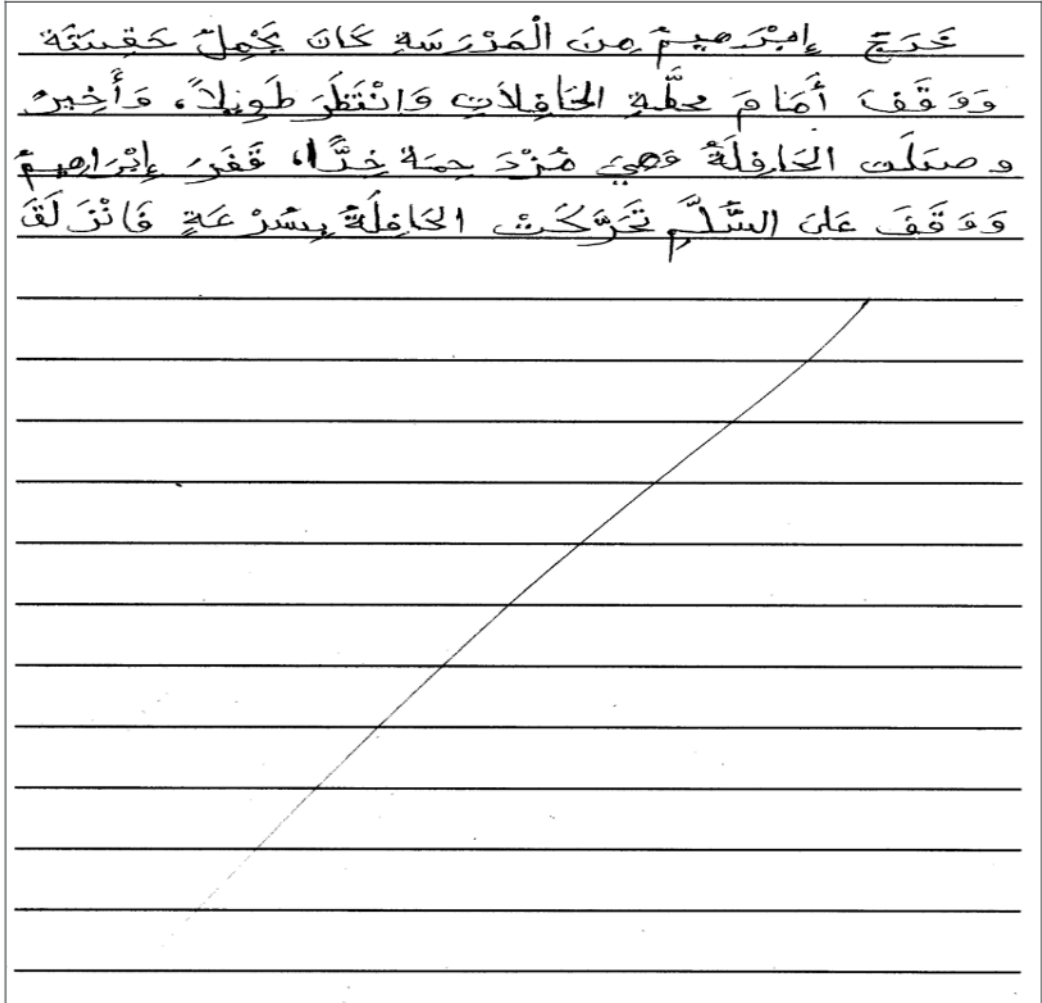


Figure 10: Students' Performance in Question 10

The analysis shows that 85.80 per cent of the students performed weakly in this question. On the other hand; 68.10 per cent of the students scored zero in this

question. The students wrote answers which were not related to the demand of the question. For example, some of them just copied some words from the questions and used them as answers. A few of them composed unclear essay. This shows that, the students had poor mastery of Arabic Language. Extract 10.1 shows a sample of incorrect responses from one of the students.



Extract 10.1: A Sample of the Students' Responses to Question 10

Extract 10.1 above shows a sample of responses from a student who provided incorrect responses. The student copied some words from question 7 and used them as answers.

On the other hand, a few students had an average performance in this question. These students wrote essay on importance of availability of schools in his or her country. However, most of them failed to organize their points in a logical

order and did not provide sufficient explanations. Moreover, there were, however, some students who mixed incorrect and correct responses. Additionally, their responses had a lot of grammatical mistakes and spelling errors.

Further, the data analysis shows that, students who had a good performance in this question, explained the Importance of Availability of Schools in his or her Country. Although, they arranged their ideas in a good flow, their responses had few spelling mistakes and grammatical errors. This implies that, these students had sufficient vocabulary in the Arabic Language. Extract 10.2 shows a sample of good responses.

أَهْمِيَّةُ الْمَدَارِسِ فِي بَلَدِي

المدارس هي الأماكن (المكان) التي يتعلم يتعلم ويدرس طلاب

العلم المدارس متنوعه، حايها مدارس علم الدنيا، وحيها مدارس

علم الدين وكذلك فيها مدارس العلم الدنيا التي لها اهمية ايضا علم

الدنيا والدين في مدرسة واحد. هذه المدارس لها اهمية كبيرة

في حياتنا، فلذا انما الآتية هي من اهمية وجود هذه المدارس

يسهل وصول العلم الى الناس، هذه هي اهمية المدارس

لانه تسهل وصول العلم الى الناس في بلدي وفي كل بلاد

يعد لنا الناس علم دنياهم ودينهم من المدارس. فلذا هذه

أحد من اهمية المدارس.

وهي اهمية ايضا انها تصنع العقول التي يساعدنا على

انها تساعدنا في تربية الناس، هذه من اهمية المدارس

لانها تساعدنا في تربية الناس كبيراً كان أو صغيراً. وكذلك

يصنع العقول الذي يساعدنا في بناء شخصية الانسان

المدارس يُذهبُ الجهدُ هذه هي الهدية المدارس في
 بلدي لأنها تذهبُ الجهدُ بالاعتناء العلمُ بالناسِ ، ويؤدِّي إلى
 وجودِ العلماءِ في العالمِ . وكذلك يأتى العلمُ الذي يُضيءُ
 المستقبلَ والحياةَ وينحُو الأطلالَ الذي يسببُ الجهدَ
 فلذا هذه كلها هي الهدية وجودِ مدارس في بلدي وفي
 كلِّ بلدٍ . فلذا أوصيكم أوصي كلَّ طالبِ العلمِ أن يطلبَ العلمَ
 بحرصٍ عالياً لكي يستفيدَ من هذه الهدية السابقة وكذلك
 عليهم أن يأتوا إلى المدارس مبكرًا وأن يحضروا في كلِّ حصةٍ
 المدرسية مبكرًا .

Extract 10.2: A Sample of the Students' Responses to Question 10

Extract 10.2 is a sample of responses from one of the students who performed well in question 10, although, his or her responses had spelling mistakes.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH TOPIC

The analysis of the students' performance on each topic in the Form Two National Assessment (FTNA) in the Arabic Language subject in 2023 indicates that, the topic *Nakra and Maarifa (النكرة والمعرفة)* which was tested in question number two (2) had a good performance (72.48%). The good performance (70.90%) also occurred in the topics; *Noun (الاسم)*, *Muurabu* and *mabniyyu (المعرب والمبني)*, *Types of verbs in term of time (الزمن)*, *Verbs (الأفعال)*; *Object (المفعول به)*, *Kaana wa Akhwaatuha; (كان وأخواتها)*, *Nakra and Maarifa (النكرة والمعرفة)*, *Inna wa Akhwaatuha; (إن وأخواتها)*, *Conditions of binaai and Irabu (أحوال البناء والإعراب)* and *The special five verbs (الأفعال الخمسة)* which were tested in question one (1) (multiple choice question).

Furthermore, The following topics had an average performance: *Meaningful sentence (الجملة المفيدة)* (62.86%), *Dialogue (الحوار)* (52.96%), *Interrogative particles* (48.97) and *Reading for Comprehension* (30.80%).

On the other hand, the data shows that, the following topics had a weak performance: *Pronouns (الضمائر)* (23.15%), *Original and Unoriginal Signs of Vowels (علامات الإعراب الأصلية والفرعية)* (20.82%) and *Composition* (14.20%).

The students' performance on the topics is summarised in Appendix A, whereby, green colour indicates good performance; yellow colour an average performance; and red colour, a weak performance on the topics.

4.0 CONCLUSION

The data analysis has revealed that, the performance of the students in 2023 has increased by 0.89 percent compared to the year 2022. This is due to the increasing in performance in the topics *Nakra and Maarifa*, *Meaningful sentence*, *Dialogue*, *Interrogative particles*, *Origin and unorigin signs of vowels* and *Composition* by (40.98%), (9.86%), (4.16%), (47.57%), (5.22%) and (7.9%) respectively.

However, with this increasing in performance, three (3) of the eight (8) topics assessed in other questions, excluding the first question (multiple choice question), had a poor performance. The topics were: *Pronouns* (23.15%), *Original and unoriginal signs of vowels* (20.82%) and *Composition* (14.20%).

5.0 RECOMMENDATIONS

Based on the analysis of the responses given by the students, the following are recommended in order to improve the performance of the students:

- (a) The teacher should present examples of different written composition topics to the students and explain to them the procedures and steps of writing articles. After that, he/she should present title of different topics and then ask students to write about the topic titles given, in groups. Then the teacher should mark the work. When the teacher discovers any weakness from them, he or she has to correct them.
- (b) In order to increase the level of performance in *Pronouns*, it is recommended that, the teacher should present to students enough examples of sentences with different pronouns to see how they are used in sentences during teaching and learning process. The teacher then can explain them in details while focusing on the detached pronouns in the sentence. Also the teacher should involve students in discussing about how to create sentences that contain pronouns after explaining to them in detail. Finally, the teacher should give the students an exercise concerning the topic, and then she or he has to mark it for them within the classroom.
- (c) During teaching and learning process the teacher should provide examples of sentences that include *I'raabu* signs; *aswliyya* and *far'iyya* on changed and unchanged words. He/she then should explain to the students about the sentences in details while focusing on: *I'raabu* signs; *aswliyya* and *far'iyya* on these words. He/she has to guide the students to give more examples of sentences about the topic. Thereafter, he/she should ask the students questions from their sentences about the topic. After that, the teacher should present different sentences which include the topic. Then to ask the students to analyse them in groups. The teacher should mark the work. When the teacher discovers any weakness from them, he or she has to correct them. On the other hand, the teacher should make sure that, each topic he or she teaches provides enough exercises about inflection. (الأعراب).
- (d) The teacher should make sure that, each topic he or she teaches provides enough exercises about inflection (الأعراب) or *hukmu*.
- (e) The students should be taught how to respond to essay question, including how to write good introduction, main body and conclusion. In the main

body for example, the students should be taught basic things to consider such as how to start a new paragraph, how to organize sentences in a paragraph and how to close the paragraph.

- (f) Teachers should guide students to study a given grammar text. Students should identify the grammar practice and give examples based on that grammar.
- (g) Teachers should guide students to express their daily routine and past events using verbal and nominal sentences.
- (h) Teacher should guide students to select topics of composition and write the first draft in pairs or groups focusing on the content of the topic, correct spelling mistakes and grammatical errors.

Appendix A: Summary of Students' Performance who Sat for The Form Two National Assessment (FTNA) in the Arabic Language Subject in 2023

2023				
S/N	Topics	Question Number	The percentage of students who scored an average of 30% of marks and above	Remarks
1.	<i>Nakra and Maarifa (النكرة والمعرفة)</i>	2	72.48	Good
2.	Noun (الاسم), <i>Muurabu and mabniyyu (المعرب والمبني)</i> , Types of verbs in term of time (أقسام الفعل من حيث الزمن), Verbs (الأفعال); Object (المفعول به), <i>Kaana wa Akhwaatuha; (كان وأخواتها)</i> , <i>Nakra and Maarifa (النكرة والمعرفة)</i> , <i>Ima wa Akhwaatuha; (إن وأخواتها)</i> , Conditions of <i>binaai and Irabu (أحوال البناء والإعراب)</i> and <i>The special five verbs (الأفعال الخمسة)</i>	1	70.90	Good
3.	Meaningful sentences (الجملة المفيدة)	3 & 8	62.86	Average
4.	Dialogue (الحوار)	4	52.96	Average

2023				
S/N	Topics	Question Number	The percentage of students who scored an average of 30% of marks and above	Remarks
5.	Interrogative particles (أدوات الاستفهام)	5	48.97	Average
6.	Reading for Comprehension (القراءة)	7	30.80	Average
7.	Pronouns (الضمائر)	6	23.15	Weak
8.	Original and unoriginal Signs of vowels (علامات الإعراب الأصلية والفرعية)	9	20.82	Weak
9.	Composition (التعبير)	10	14.20	Weak

