



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



STUDENT'S ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2020

ARABIC LANGUAGE



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MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
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REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA 2020)**

025 ARABIC LANGUAGE

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FOREWORD

This report on the performance of the students in Arabic Language subject in the Form Two National Assessment (FTNA) for 2020 has been prepared in order to provide feedback to educational administrators, school managers, teachers and other stakeholders about students' abilities in the Arabic Language subject.

The Form Two National Assessment (FTNA) is a formative evaluation which, among other things, shows the effectiveness of the educational system in general and the educational delivery system in particular. Essentially, the students' responses to the assessment questions is a strong indicator of what the educational system was able or unable to offer to students in their two years in Ordinary Level Secondary Education in the subject.

The analysis presented in this report is intended to enhance understanding of the students' responses in Arabic Language subject. The report highlights the factors that made the students to score high marks in the National Assessment. These factors include; the ability to interpret the requirements of the questions, the ability to follow instructions as well as their adequate knowledge on the concepts related to Arabic Language. The report also highlights the factors that made some of the students fail to score high marks such as; failure to identify the demand of the questions, inability to express themselves in Arabic language and inadequate knowledge on the concepts, principles and rules related to the Arabic language subject.

The feedback provided in this report will enable education administrators, school managers, teachers, students and other education stakeholders to identify proper measures to be taken in order to improve teaching and learning in secondary schools. This will improve students' performance in future National Assessments administered by the Council.

Finally, the council would like to thank the Examination Officers, Examiners and all those who participated in the preparation and analysis of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION.

This report is on the analysis of performance of students who sat for the Form Two National Assessment (FTNA) in the Arabic Language subject in November 2020. The Arabic Language Assessment was set in accordance with the Form One and Two Arabic Language syllabus of 1995.

The Arabic Language paper consisted of eleven (11) questions and students were supposed to answer 10 questions. This paper was divided into four sections, namely section A- Comprehension, Section B-Language Use, Section C - Grammar and Section D - Composition. The questions in sections A, B and C were compulsory. The students were required to choose one of the two questions in section D. Section A had one question which carried 20 marks. Section B, had four questions, whereby question 2, 3 and 4 carried 5 marks each. Question 5 carried 10 marks making a total of 25 marks. Section C, had four questions; question 6 carried 10 marks, question 7 carried 5 marks and both questions 8 and 9 carried 10 marks, making a total of 35 marks. Section D had two optional questions, each one carried 20 marks.

This analysis of the FTNA in Arabic Language presents the requirements of each question and shows the expected responses for each of the questions and how the students answered the questions. Samples obtained from students' responses are presented in order to provide a general overview of how the students responded to the questions.

The rating of candidates' performance has been grouped into 'good', 'average' or 'poor' and is represented in different colours. In this analysis, when the performance ranges from, 65 to 100 which is good and it is coloured green, 30 to 64 percent, is average and it is coloured yellow and 0 to 29 percent, is poor and it is coloured red. This analysis is based on the average percentage of the students who scored 30 percent or above of the total marks allocated to each question. The overall students' performance is summarised in the Appendices.

The total number of the students sat for the Form Two National Assessment in November 2020 in Arabic Language were 3,086, of which, (51.53%) of the students passed and (48.47%) of the students failed. In 2019, students who sat for the Form Two National Assessment were 2,995; of these, (39.33%) of the students passed and (60.67%) of the students failed. This implies that the

performance of the students in the year 2020 has increased by 12.20 percent compared to the year 2019.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Comprehension and Summary

This section consisted of question 1 which was compulsory. Students were required to attempt all parts of the question. The question tested students' ability to read and comprehend the information given in the passage. The question carried twenty (20) marks.

2.1.1 Question 1: Comprehension with Short Answers and Filling in the Blank Spaces.

The students were required to read the passage and provide answers from the given passage. The passage was about *الْبِنْتُ الرَّحِيمَةُ (العفاف)* (*The merciful girl*) (*Al-Afaafu*) or *الْغُصْفُورُ الصَّغِيرُ (The little bird)*. Students were also required to summarise the given passage in not more than five lines.

This question had three parts; (a), (b) and (c). In part (a), the students were required to provide short answers to the five items given. The following is the passage which was given for this question.

خَرَجَتْ عَقَافُ يَوْمًا إِلَى حَدِيثَةِ الْمُنْزِلِ لِتُخَفِّفَ عَنْ نَفْسِهَا عَنَاءَ الدِّرَاسَةِ، وَشَاهَدَتْ
الْعَصَافِيْرَ تَهْبِطُ إِلَى الْأَرْضِ ثُمَّ تَطِيرُ إِلَى الشَّجَرَةِ وَهِيَ تُزْفِرُقُ بِشِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى
الْأَرْضِ. وَكَانَ عَلَى الْأَرْضِ عُصْفُورٌ صَغِيرٌ لَا يَقْوَى عَلَى الطَّيْرَانِ فَعَرَفَتْ عَقَافُ أَنَّ
الْعَصَافِيْرَ تَصْرُخُ خَوْفًا عَلَى صَغِيرِهَا.

أَحْضَرَتْ عَقَافُ سُلْمًا وَأَسْنَدَتْهُ إِلَى جَذْعِ الشَّجَرَةِ ثُمَّ أَمْسَكَتْ بِالْعُصْفُورِ الصَّغِيرِ بِلُطْفٍ
وَحَمَلَتْهُ إِلَى عُشِّهِ. رَفَرَفَتْ الْعَصَافِيْرُ فَوْقَ رَأْسِ عَقَافَ وَجَعَلَتْ تُزْفِرُقُ فَرِحَةً بِعُودَةِ الْعُصْفُورِ
الصَّغِيرِ إِلَى عُشِّهِ، وَكَأَنَّهَا تَقُولُ فِي رَفَرَفَتِهَا: شُكْرًا لَكَ أَيُّهَا الْبِنْتُ الرَّحِيمَةُ، وَلِيُكَافِئَكَ اللَّهُ
عَلَى صَنِيعِكَ الْجَمِيلِ.

The items in part (a) were:-

1) إِلَى أَيِّنَ خَرَجَتْ عَقَافُ مِنْ مَنْزِلِهَا؟

2) مَاذَا شَاهَدَتْ عَقَافُ عَلَى الشَّجَرَةِ وَعَلَى الْأَرْضِ؟

3, لِمَاذَا كَانَتِ الْعَصَافِيرُ تُزْفِرُقُ بِشِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى الْأَرْضِ؟

4, كَيْفَ شَكَرَتِ الْعَصَافِيرُ عَفَافَ عَلَى صَنِيعِهَا الْجَمِيلِ؟

5, اُكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ.

In part (b) the students were instructed to fill in the blank spaces with appropriate missing word from the passage. The items in this part were:-

ب- اَمَلًا الْفَرَاعَاتِ الْآتِيَةَ بِالْكَلِمَةِ أَوْ الْكَلِمَاتِ الْمُنَاسِبَةَ تَأْخُذُهَا بِمَا بَيْنَ الْقَوْسَيْنِ:

1) أَسَدَّتْ عَفَافٌ _____ إِلَى جِذْعِ الشَّجَرَةِ. (سَلَّمَهَا - سَلَّمَهُ - سَلَّمَهُ)

2) كَانَتْ الْعَصَافِيرُ تُزْفِرُقُ فَرِحَةً بَعُودَةَ الْعُصْفُورِ الصَّغِيرِ إِلَى _____ . (عُشُّهُ - عُشُّهُ - عُشُّهُ)

3) شَاهَدَتْ عَفَافٌ _____ لَا يَقُوى عَلَى الطَّيْرَانِ فَكَانَتْ الْعَصَافِيرُ تَصْرُحُ خَوْفًا عَلَى صَغِيرِهَا. (عُصْفُورٌ صَغِيرٌ - عُصْفُورًا صَغِيرًا - عُصْفُورٍ صَغِيرٍ)

4) كَانَتْ عَفَافٌ _____ إِلَى حَدِيثَةِ الْمَنْزِلِ لِتُخَفِّفَ عَنْ نَفْسِهَا عَنَاءَ الدَّرَاسَةِ. (تَذْهَبُ - تَذْهَبِينَ - تَذْهَبِينَ)

5) أَمْسَكْتُ _____ بِالْعُصْفُورِ الصَّغِيرِ بِلُطْفٍ.

(العصافير - الشجرة - البنت الرحيمه)

In part (c), the students were asked to summarise the given passage by using only five lines. The item was:-

ج- اكتب خلاصة للقطعة السابقة وألا تزيد عن خمسة أسطر:

The question was attempted by 3,086 students (100%). 135 students (4.4%) scored from 13 to 19.5 marks, which is good performance; 1,578 students (51.1%) scored from 6 to 12.5 marks which is average performance and 1,373 students (44.5%) scored from 0 to 5.5 marks, which is weak performance, among them 63 students (2.0%) scored 0 mark. The statistics show that the performance in this question was average, since 1,713 students (55.5%) scored from 6 to 19 marks. The overall students' performance in the question is summarised in Figure 1.

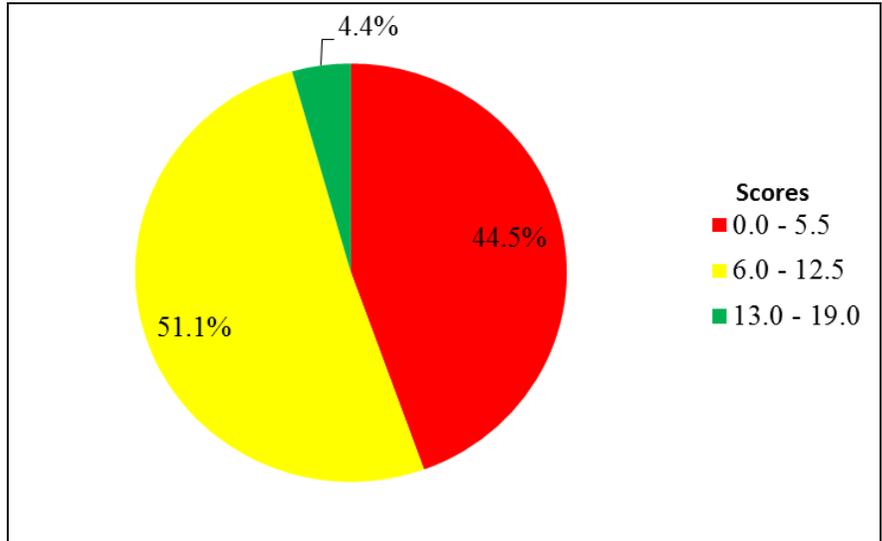


Figure 1: Students' Performance in Question 1.

The students who performed well in this question were able to provide adequate responses to the five items given in part (a) by providing short answers from the given passage as follow: In responding to the item (1) (*Where did Afaf go out of the house?*) إِلَى أَيِّنَ خَرَجَتْ عَفَافٌ مِنَ الْمَنْزِلِ؟ (*Afaf went out to the garden of the house*). They wrote: خَرَجَتْ عَفَافٌ إِلَى حَدِيقَةِ الْمَنْزِلِ (*Afaf went out to the garden of the house*). Moreover, in responding to the item (2) (*What did the Afaf see on the trees and on the ground?*). They wrote: شَاهَدَتْ عَفَافٌ الْعَصَافِيرَ تَهْبِطُ إِلَى الْأَرْضِ ثُمَّ تَطِيرُ إِلَى الشَّجَرَةِ وَهِيَ تُرْفِقُ بِشِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى الْأَرْضِ (*he witnessed the birds fall to the ground and then fly to the tree chirping hard and their eyes were looking at the ground.*

Furthermore, responding to the item (3) لِمَاذَا كَانَتِ الْعَصَافِيرُ تُرْفِقُ بِشِدَّةٍ؟ (*why were the birds chirping so hard, their eyes looking at the ground?*), these students explained that كَانَتِ الْعَصَافِيرُ تُرْفِقُ بِشِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى الْأَرْضِ لِأَنَّهَا تَخَافُ مِنْ صَغِيرِهَا الَّذِي كَانَ لَا يَقْوَى عَلَى الطَّيْرَانِ (*The birds were chirping so hard and their eyes were looking at the ground because they were afraid of their little one who was unable to fly*). Responding to the item (4) كَيْفَ شَكَرَتِ الْعَصَافِيرُ عَفَافَ؟ (*How did the birds thank Afaaf from her good deed?*), they wrote: شَكَرَتِ الْعَصَافِيرُ عَفَافَ عَلَى صَنِيعِهَا الْجَمِيلِ بِالرَّفْرِفَةِ فَوْقَ رَأْسِ عَفَافَ وَرَفْرَفَتْهَا فَرِحَةً بِعُودَةِ الْعُصْفُورِ الصَّغِيرِ إِلَى عَشِّهِ. (*The birds thanked Afaaf for her good deed by fluttering their wings over Afaaf's head while making happy noises for the return of the small bird in its nest*). Responding to the item (5) اُكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ (*Write the tittle of this passage*), they wrote that عُنْوَانُ هَذِهِ الْقِطْعَةِ هُوَ الْبَيْتُ الرَّحِيمَةُ (*The merciful girl*) (*Al-Afaafu*).

They were also able to fill in the correct missing words for the five items given in part (b) using appropriate information from the passage. The students realised that the first space was supposed to be filled in with the word سَلَمَهَا (*her ladder*), the second space with the word عَشِّهِ (*its nest*), the third space with the word عُصْفُورًا صَغِيرًا (*a small bird*), the fourth space with the word تَذَهَبُ (*was going*) and the last space with the word الْبَيْتُ الرَّحِيمَةُ (*The merciful girl*).

Furthermore, these students were able to summarise the given passage in not more than five lines in part (c), although some of

them in this category failed to do so in this part. One of the students who performed well for example, summarised as:-

"خَرَجَتْ عَفَافٌ يَوْمًا إِلَى حَدِيقَةِ الْمَنْزِلِ لِتُخَفِّفَ عَنْ نَفْسِهَا عَنَاءَ الدِّرَاسَةِ، فَشَاهَدَتْ عُصْفُورًا صَغِيرًا لَا يَقْوَى عَلَى الطَّيْرَانِ وَكَانَتْ الْعَصَافِيرُ تَصْرُخُ خَوْفًا عَلَى صَغِيرِهَا. أَحْضَرَتْ عَفَافٌ سُلَّمًا وَأَسْنَدَتْهُ إِلَى جِدْعِ الشَّجَرَةِ ثُمَّ أَمْسَكَتْ بِالْعُصْفُورِ الصَّغِيرِ بِلُطْفٍ وَحَمَلَتْهُ إِلَى عُشِّهِ. فَرَفَزَتْ الْعَصَافِيرُ فَرَحًا بِعُودَةِ الْعُصْفُورِ الصَّغِيرِ إِلَى عُشِّهِ".

(*"One day Afaf went out to the garden of the house to relieve herself from the trouble of studying, in the garden he witnessed a small bird that could not fly, and there were birds that were crying out for fear of the little one.*

Afaf decided to bring the ladder and propped it up against the tree, and then she took the little bird slowly and put it in its nest. Then the birds chirped with joy at the return of the little bird to its nest")

This indicates that the students understood the demand of the question and had enough skills of reading for comprehension. Extract 1.1 shows a sample of a good response.

1) إِلَى أَيِّ مَنْرَجَتْ عَفَافٌ مِنْ مَنْرَجَاتِهَا؟

خُرَجَتْ عَفَافٌ مِنْ مَنْرَجَاتِهَا إِلَى حَدِيقَةٍ

الْمَنْرَجَاتِ لِتُخَفِّفُوا عَنْ نَفْسِهَا عَنَاءَ الدَّرَاسَةِ

2) مَاذَا شَاهَدَتْ عَفَافٌ عَلَى الشَّجَرَةِ وَعَلَى الْأَرْضِ؟

شَاهَدَتْ عَفَافٌ عَلَى الشَّجَرَةِ وَعَلَى الْأَرْضِ الْعَصَافِيَّ

بِهَا تَهَيَّأَتْ إِلَى الْأَرْضِ ثُمَّ تَطِيرُ إِلَى الشَّجَرَةِ

3) لِمَاذَا كَانَتِ الْعَصَافِيرُ تُزْفِقُ بِسِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى الْأَرْضِ؟

كَانَتِ الْعَصَافِيرُ تُزْفِقُ بِسِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى
الْأَرْضِ لِأَنَّهَا خَوْفًا عَلَى صَغِيرِهَا كَمَا يَقْوَى عَلَى الطَّيْرَانِ

4) كَيْفَ شَكَرَتِ الْعَصَافِيرُ عَفَافَ عَلَى صَنِيعِهَا الْجَمِيلِ؟

رَفَرَفَتِ الْعَصَافِيرُ فَوْقَ رَأْسِ عَفَافٍ وَجَعَلَتْ تُزْفِقُ
فَرِحَةً بِعَوْدَةِ الْعُصْفُورِ الصَّغِيرِ إِلَى مَحْشَاهُ

5) اُكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ.

مُسَاعَدَةُ الْعَفَافِ عَلَى عُصْفُورِ الصَّغِيرِ

- اِمْلَأِ الْفَرَاقَاتِ الْآتِيَةَ بِالْكَلِمَةِ أَوْ الْكَلِمَاتِ الْمُنَاسِبَةِ تَأْخُذُهَا مِمَّا بَيْنَ الْقَوْسَيْنِ:

1) أَسَدَّتْ عَفَافٌ _____ إِلَى جَذَعِ الشَّجَرَةِ. (سَلَّمَهَا - سَلَّمَهُ -
سَلَّمَهُ)

2) كَانَتْ الْعَصَافِيرُ تُزْفِقُ فَرِحَةً بِعَوْدَةِ الْعُصْفُورِ الصَّغِيرِ إِلَى _____
(عُشَّةٍ - عُشَّةٍ - عُشَّةٍ)

3) شَاهَدَتْ عَفَافٌ _____ صَغِيرًا _____ لَا يَقْوَى عَلَى الطَّيْرَانِ
فَكَانَتِ الْعَصَافِيرُ تَصْرُحُ خَوْفًا عَلَى صَغِيرِهَا. (عُصْفُورٌ صَغِيرٌ - عُصْفُورًا صَغِيرًا -
عُصْفُورٍ صَغِيرٍ)

4) كَانَتْ عَفَافٌ _____ نَذْهَبُ إِلَى حَدِيثَةِ الْمَنْزِلِ لِتُخَفِّفَ
عَنْ نَفْسِهَا عِنَاءَ الدِّرَاسَةِ. (تَذْهَبُ - تَذْهَبِينَ - تَذْهَبِينَ)

5) أَمْسَكْتُ البُنْتُ الرَّحِيمَةَ _____ بِالْعُصْفُورِ الصَّغِيرِ بِلُطْفٍ.

(العصافير - الشجرة - البنت الرحيمه)

ج- اكتب خلاصة للقطعة السابقة وألا تزيد عن خمسة أسطر:

خَرَجْتُ عَفَافُ يَوْمًا إِلَى حَدِيثَةِ الْمَسْرُورِ لَتُحْفَ عَنْ نَفْسَانِماءِ الذَّرَانَةِ
 وَنَشَاهَدَتِ الْعَصَافِيرُ تَهَيَّطًا إِلَى الْأَرْضِ ثُمَّ تَهَيَّطُوا إِلَى الشَّجَرَةِ
 وَكَانَ عَلَى الْأَرْضِ عُصْفُورٌ صَغِيرٌ كَأَيْقُوى عَلَى الطَّيْرِ أَنْ
 أَحْمَرَتْ عَفَافُ سَلْمًا وَأَسَدَتْهُ إِلَى جَذَعِ الشَّجَرَةِ
 رَفَرَفَتِ الْعَصَافِيرُ فَوْقَ رَأْسِ عَفَافٍ وَجَعَلَتْ تَرْفِقُ فَرِحَةً

Extract 1.1 is a sample of a good response to question 1.

The extract shows a sample of a response from one of the students who provided correct short responses and filled in the blank spaces with the correct information and finally summarized the given passage as required. Although in his or her summary there are some minor mistakes.

Further analysis of the students' performance shows that, 1,578 students (51.1%) had 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. Also they did not have enough knowledge of summarizing the passage given.

Furthermore, some of the students performed poorly in this question. Those who scored from 1 to 5.5 marks could not fully

understand the passage; hence they mixed correct with incorrect answers in their responses. Additionally, some of them did not understand the demand of the question in some parts while others had insufficient skills to summarize the passage given. Moreover, the students who scored 0 mark in this question did not understand what was written in the passage while others did not recognize the demand of the question due to poor mastery of the Arabic language and inadequate reading comprehension skills.

Consequently, they provided incorrect responses to all parts of this question. In part (A) one of the students for example, responded as follows: In item (1) *إِلَى أَيْنَ خَرَجَتْ عَفَافٌ مِنَ الْمَنْزِلِ؟* (Where did Afaf go out of the house?), the student wrote; *"لِتُخَفِّفَ عَنْ نَفْسِهَا عَنَاءَ الدِّرَاسَةِ"* (to relieve herself from the trouble of studying), instead of *خَرَجَتْ عَفَافٌ إِلَى حَدِيقَةِ الْمَنْزِلِ* (Afaf went out to the garden of the house). In item (2), *مَاذَا شَاهَدَتْ عَفَافٌ عَلَى الشَّجَرَةِ وَعَلَى الْأَرْضِ؟* (What did Afaf see on the trees and on the ground?), one of the students responded that *"ثُمَّ تَطِيرُ إِلَى الشَّجَرَةِ وَهِيَ تُرْفَرِقُ بِشِدَّةٍ وَعَيْنُوهَا تَنْظُرُ إِلَى الْأَرْضِ"* (then fly to the tree chirping hard and their eyes were looking at the ground) Instead of *شَاهَدَتْ عَفَافٌ الْعَصَافِيْرَ تَهْبِطُ إِلَى الْأَرْضِ ثُمَّ تَطِيرُ إِلَى الشَّجَرَةِ وَهِيَ تُرْفَرِقُ بِشِدَّةٍ وَعَيْنُوهَا تَنْظُرُ إِلَى الْأَرْضِ* (he witnessed the birds fall to the ground and then fly to the tree chirping hard and their eyes were looking at the ground). In item (3) *لِمَاذَا كَانَتِ الْعَصَافِيْرُ تُرْفَرِقُ بِشِدَّةٍ وَعَيْنُوهَا تَنْظُرُ إِلَى الْأَرْضِ؟* (why were the birds chirping so hard, their eyes looking at the ground?), the student wrote that *"ثُمَّ تَطِيرُ إِلَى الشَّجَرَةِ"* (then flies to the tree) instead of *كَانَتِ الْعَصَافِيْرُ تُرْفَرِقُ بِشِدَّةٍ وَعَيْنُوهَا تَنْظُرُ إِلَى الْأَرْضِ لِأَنَّهَا تَخَافُ عَنِ الصَّغِيرِ الْوَالِدِي الَّذِي كَانَ لَا يَقْوَى عَلَى الطَّيْرَانِ* (The birds were chirping so hard and their eyes were looking at the ground because they were afraid of their little one who was unable to fly). In item (4) *كَيْفَ شَكَرَتِ الْعَصَافِيْرُ عَفَافَ عَلَى صَنِيعِهَا الْجَمِيلِ؟* (How did the birds thank Afaaf from her good deed?), the student wrote *"أَحْضَرَ"* instead of *أَجْمَلُ بِالرَّفْرِفَةِ فَوْقَ رَأْسِ عَفَافٍ وَرَفْرِفَتْهَا* (The birds thanked Afaaf for her good deed by fluttering their wings over Afaaf's head while making happy noises for the return of the small bird in its nest). Responding to item (5) *اُكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ* (Write the tittle of this passage), the student wrote *"وَحَمَلَتْهُ إِلَى عَشِ"* (and she took it to its nest) instead of *عُنْوَانُ هَذِهِ الْقِطْعَةِ هُوَ الْبَيْتُ الرَّحِيمَةُ* (The merciful girl) (Al-Afaafu).

Also in part (B) the student responded incorrectly. In item (1) for example, he or she wrote "سَلَفَهُ" instead of سَلَمَهَا. In item (2) he or she wrote "عُشَّة" instead of عُشَّهُ. In item (3) he or she wrote عُصْفُورًا صَغِيرًا instead of عُصْفُورٌ صَغِيرٌ. In the last part in this item he or she wrote "وَحَمَلَتْهُ إِلَى عُشِّهِ" instead of الْبَيْتُ الرَّحِيمَةَ.

Furthermore, the students failed to summarize the passage given in part (C), probably due to poor mastery of the Arabic language. As a result, some of them wrote meaningless sentences while others left the part unanswered. This indicates that these students failed to comprehend the passage due to poor mastery of Arabic language and lack of skills of reading comprehension. Extract 1.2 shows a sample of a response from the student who failed to provide correct responses.

1، إِلَى أَيْنَ خَرَجَتْ عَفَافٌ مِنْ مَنْزِلِهَا؟
لَتُخْفَى عَنْ نَظَرِهَا عِنَاءَ الْأَرْضِ

2، مَاذَا شَاهَدَتْ عَفَافٌ عَلَى الشَّجَرَةِ وَعَلَى الْأَرْضِ؟
تَمَّ نَظَرُهَا إِلَى الشَّجَرَةِ وَهِيَ تَرْفُقُ بِشَجَرَةٍ

3) لِمَاذَا كَانَتِ الْعَصَافِيرُ تُزْفِرُ بِشِدَّةٍ وَعُيُونُهَا تَنْظُرُ إِلَى الْأَرْضِ؟

لَمْ تَطِيرُوا إِلَى الشَّجَرَةِ

4) كَيْفَ شَكَرَتِ الْعَصَافِيرُ عَفَافَ عَلَى صَنِيعِهَا الْجَمِيلِ؟

أَخْضَرَ نَصْرًا خَوْفًا عَلَى صَغِيرِهَا

5) اُكْتُبْ عُنْوَانَ هَذِهِ الْقِطْعَةِ.

وَحَمَلَتْهُ إِلَى عُشِّهِ

ب- اَمَلًا الْفَرَاعَاتِ الْآيَةِ بِالْكَلِمَةِ أَوْ الْكَلِمَاتِ الْمُنَاسِبَةِ تَأْخُذُهَا مِمَّا بَيْنَ الْقَوْسَيْنِ:

1) أَسَدَتْ عَفَافٌ سَلْمَةً _____ إِلَى جَذَعِ الشَّجَرَةِ. (سَلْمَتُهَا - سَلْمَتُهُ -

سَلْمَتُهُ)

2) كَانَتْ الْعَصَافِيرُ تُزْفِرُ فَرِحَةً بَعُودَةَ الْعُصْفُورِ الصَّغِيرِ إِلَى _____ عُشِّهِ.

(عُشِّهِ - عُشُّهُ - عُشُّهُ)

3) شَاهَدَتْ عَفَافٌ _____ عُصْفُورًا لَا يَقْوَى عَلَى الطَّيْرَانِ

فَكَانَتِ الْعَصَافِيرُ تَصْرُخُ خَوْفًا عَلَى صَغِيرِهَا. (عُصْفُورٌ صَغِيرٌ - عُصْفُورًا صَغِيرًا -

عُصْفُورٍ صَغِيرٍ)

4) كَانَتْ عَفَافٌ _____ لِلَّذِينَ إِلَى حَدِيثَةِ الْمَنْزِلِ لِتُخَفِّفَ

عَنْ نَفْسِهَا عَنَاءَ الدِّرَاسَةِ. (تَذَهَبُ - تَذْهَبِينَ - تَذْهَبِينَ)

5) أَمْسَكَتِ الشَّجَرَةَ _____ بِالْعَصْفُورِ الصَّغِيرِ بِلُطْفٍ.

(العصافير - الشجرة - البنت الرحيمه)

ج- اكتب خلاصة للقطعة السابقة وألأزيد عن خمسة أسطر:

اقرأ القطعة الأتية ثم أجب عن الأسئلة بعزها:

خرجت كفاف يومأ إلى كركبة المنزل الخقف عن الدر أفضة،
و نسا هركت العصافير تضبط إلى الأرض ثم تطير إلى الشجرة

Extract 1.2 is a sample of a poor response to question 1.

The extract shows a sample of a response from one of the students who provided incorrect responses in all parts of the question.

2.2 SECTION B: Language Use.

This section had four questions. The students were required to answer all questions. Each question carried five (05) marks except question number five (5) which carried ten (10) marks, making a total of twenty five (25) marks.

2.2.1 Question 2: Jumbled Sentences

In this question, the students were instructed to re-arrange the five sentences into a logical sequence to make a meaningful paragraph. They were required to write the letter of the correct sentence in the corresponding number in the table provided. The question tested the student's ability to organize the sentences into a meaningful paragraph. The question was:-

2- رَتَّبِ الْجُمْلَةَ الْآيَةَ لِتُكَوِّنَ فَرْقَةً كَامِلَةً بِوَضْعِ حَرْفِ الْأُجُوبَةِ فِي الْجَدْوَلِ:

(أ) وَرَاحَ يَلْعَبُ بِهَا مَعَ زُمَلَائِهِ فِي الْمَدْرَسَةِ.

(ب) وَدَخَلَ الْفَصْلَ.

(ج) اشْتَرَى سَعِيدٌ كُرَّةً جَمِيلَةً.

(د) ثُمَّ جَلَسَ يَسْتَمِعُ إِلَى الدَّرْسِ.

(هـ) ثُمَّ دَقَّ الْجَرَسُ فَتَوَقَّفَ سَعِيدٌ عَنِ اللَّعِبِ.

The question was attempted by 3,086 students (100%), out of whom 420 students (13.6%) scored from 4 to 5 marks, which is good performance; 1,052 students (34.1%) scored from 2 to 3 marks, which is average performance and 1,614 students (52.3%) scored from 0 to 1 mark, which is poor performance. Among these, 593 students (19.2%) scored 0 mark. The general performance of the students in the question was therefore average, considering that 1,472 students (47.7%) scored from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 2.

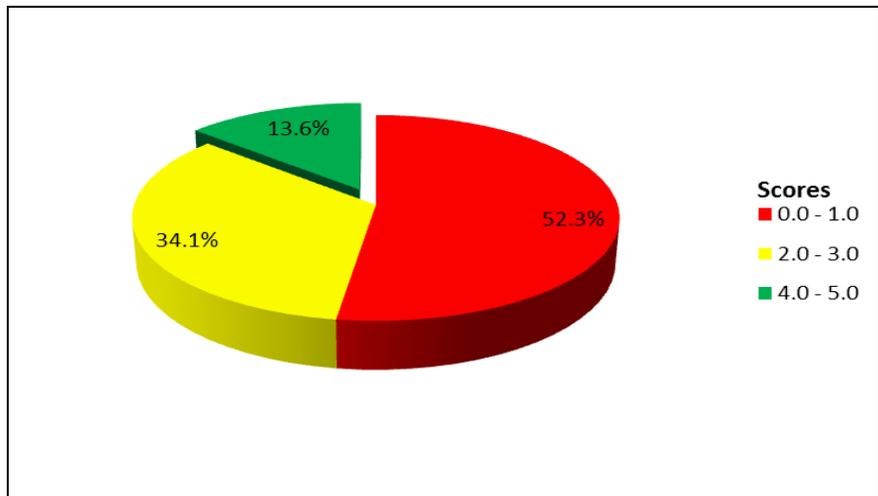


Figure 2: Students' Performance in Question 2.

The analysis shows that, the students who performed well in this question were able to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph, although some of them failed in one item. The data shows that 13.2% of the students scored full marks. It seems that, firstly; they read all the given sentences properly and understood what the sentences meant. This is treated to be the most critical step as the base of solving the question depends on this step. This helps the students to understand the overall concept of the paragraph. Furthermore, the students realised that the story was about Saeed.

The students realized sentence (ج) *اشترى سعيد كرة جميلة* (*Saeed bought a nice ball*) to be the first sentence because it contains the subject “Saeed” and the whole story is about him and all other sentences could not be the first because they start with linking words which add to what has been stated previously. They also recognized the sentence (أ) *وراح يلعب بها مع زملائه في المدرسة* (*and he started to play with it with his friends at school*) as the second sentence, since it contains the *الضميران المُستتران* (*the two covert pronouns*) in perfective and the imperfective verbs which do not appear after them in the Arabic language. These *الضميران المُستتران* (*two covert pronoun*) refer back to the mentioned noun (*Saeed*) in the first sentence. They also recognized that the sentence contains *الضمير المتصل* (*attached pronoun*) (ها) in (بها) that refers to the nice ball, that has been mentioned in the first sentence. Furthermore, the sentence comprises of possessive pronoun that refers back to the mentioned noun (Saeed) in the first sentence. They also realized the sentence (هـ) *ثم دق الجرس فتوقف سعيد عن اللعب* (*Then the bell rang and Saeed stopped playing*) to be the third sentence because it gives information about stopping of the game that has been described in the previous sentence. The students recognized the sentence (ب) *ودخل الفصل* (*he entered the classroom*) to be the fourth sentence since it has the relationship with the previous sentence and finally they realized the sentence (د) *ثم جلس يستمع إلى الدرس* (*Then he sat down to listen to the lesson*) to be the last sentence because it is the continuation of the above sentence. This suggests that they had the knowledge and skills of organizing information. Extract 2.1 is a sample of a good response.

2- رَتَّبِ الْجُمْلَةَ الْآتِيَةَ لِتَكُونَ فقرةً كَامِلَةً بِوَضْعِ حَرْفِ الْأَجْوِبَةِ فِي الْجَدْوَلِ:

أ) وَرَاحَ يَلْعَبُ بِهَا مَعَ زُمَلَائِهِ فِي الْمَدْرَسَةِ.

ب) وَدَخَلَ الْفَصْلَ.

ج) اشْتَرَى سَعِيدٌ كُرَةً جَمِيلَةً.

د) ثُمَّ جَلَسَ يَسْتَمِعُ إِلَى الدَّرْسِ.

هـ) ثُمَّ دَقَّ الْجُرْسُ فَتَوَقَّفَ سَعِيدٌ عَنِ اللَّعِبِ.

الأجوبة:

5	4	3	2	1
د	ب	هـ	أ	ج

Extract 2.1 is a sample of a good response to question 2.

The Extract shows a sample of a response from one of the students who was able to re-arrange the jumbled sentences into a meaningful paragraph as required.

Furthermore, the analysis indicates that, 1,052 students (34.1%) scored between 2.0 and 3.0 marks, which is an average performance in question 2. The majority of the students were able to answer only two or three items. This suggests that they had partial knowledge of Arabic language and few vocabulary items; these weaknesses caused them to write a number of the remained items randomly without considering their meaning.

Further analysis of the students' responses shows that, the students who performed poorly in this question did not have skills of rearranging jumbled sentences. Consequently, they seem to have guessed the answers. One among the students with zero mark for example, picked the sentence (ب) *ودخل الفصل* (he entered the classroom), without even realizing that the sentence starts with a linking word which adds to what has been previously stated. The student also picked the sentence (ج) *اشترى سعيد كرة جميلة* (Saeed bought a nice ball) as the second sentence without even realizing that the sentence is supposed to be the first sentence because it contains the subject "Saeed" and the story is about him. Furthermore, the student chose the sentence (د) *ثم جلس يستمع إلى* (Then he sat down to listen to the lesson) as the third sentence

without realizing that the sentence (ج) اشترى سعيد كرة جميلة (Saeed bought a nice ball), which was picked as the second does not have any relationship with this sentence.

Moreover, the student picked the sentence (هـ) ثم دق الجرس فتوقف سعيد (Then the bell rang and Saeed stopped playing), as the fourth sentence in the given paragraph because he/she did not understand that the sentence deserved to be chosen as the third in the order of arrangement since it gives information about stopping of the game that has been described in item (أ) which was supposed to be the second one in the logical order of the story.

Finally, the student selected the sentence (أ) وراح يلعب بها مع زملائه في المدرسة (and he started to play with it with his friends at school), as the fifth sentence without knowing that the sentence contains pronouns which refer back to the mentioned noun (Saeed) in the sentence (ج) اشترى سعيد كرة جميلة (Saeed bought a nice ball), which was supposed to be arranged as the first sentence in the logical order of the story.

This suggests that the students in this category did not have adequate knowledge in Arabic language especially in the re-arrangement skills of sentences from the first sentence to the last one in the given disarranged-sentences. Extract 2.2 shows a sample of a poor response from one of the students.

2- رتّب الجمل الآتية لتكوّن فقرة كاملة بوضع حرف الأجوّبة في الجدول:

أ) وراح يلعب بها مع زملائه في المدرسة.
 ب) ودخل الفصل.
 ج) اشترى سعيد كرة جميلة.
 د) ثمّ جلس يستمع إلى الدّرس.
 هـ) ثمّ دقّ الجرس فتوقف سعيد عن اللّعب.

الأجوّبة:

5	4	3	2	1
ج	هـ	د	ب	أ

Extract 2.2 is a sample of a poor response to question 2.

The Extract shows a sample of a response from one of the students who was not able to re-arrange the jumbled sentences into a meaningful paragraph as required.

2.2.2 Question 3: Matching Items

This question had five items of which the students were required to match each sentence in List (A) with the given pronouns in List (B) by writing the correct pronoun in the blank spaces. Column A consisted of five sentences while Column B consisted of seven pronouns from which students were required to select the answers. The question tested the students' ability to use pronouns in the Arabic language sentences. The question was as follow:

3- صلِّ بَيْنَ الْعِبَارَاتِ مِنَ الْعُمُودِ (أ) بِمَا يُنَاسِبُهَا مِنَ الضَّمَائِرِ فِي الْعُمُودِ (ب) بِوَضْعِ الضَّمِيرِ فِي الْمَكَانِ الْمُحَدَّدِ:

بِجُمُوعَةِ (ب)	بِجُمُوعَةِ (أ)
هُم	أ) عَمَلْتُ خَمْسَ سَنَوَاتٍ فِي الشَّرِكَةِ. (————)
أَنْتَ	ب) أَخَذْتُمُ الْكِتَابَ مِنَ الْمُدْرِّسِ. (————)
نَحْنُ	ج) تَسْقُطُ الْأَوْزَاقُ عَلَى الْأَرْضِ. (————)
أَنَا	د) امْتَنَعَ الْمَرِيضُ عَنِ الْأَكْلِ. (————)
هُوَ	ه) قَطَعْنَا الْحَشَبَ بِالْمِنْشَارِ. (————)
أَنْتُمْ	
هِيَ	

The question was attempted by 3,086 students (100%). The statistics show that 282 students (9.1%) scored from 4 to 5 marks, which is a good performance, 786 Students (25.5%) scored from 2 to 3 marks, which is an average performance and 2,018 students (65.4%) scored

from 0 to 1 mark, which is a weak performance, among them 1,085 students (19.2%) scored 0 mark. The general performance of the students in this question was average considering that 1,068 students (34.6%) scored from 2 to 5 marks. Figure 3 summarizes the performance in question 3.

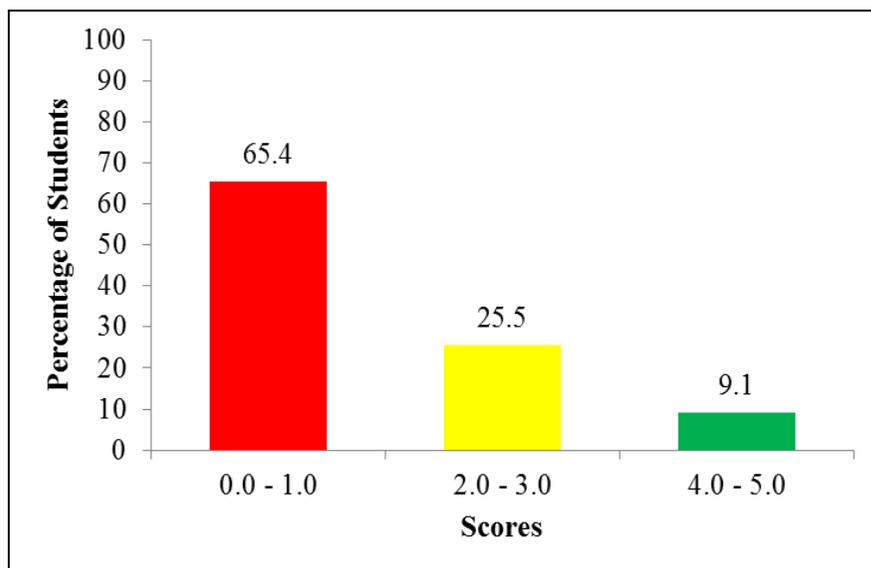


Figure 3: Students' Performance in Question 3.

The students who scored high marks in this question were able to match four to five items in this question. Those who scored 5 marks were able to match all the sentences in column A with their corresponding pronouns in column B. The students who performed well for example, matched the item (1) *عَمَلْتُ خَمْسَ سَنَوَاتٍ فِي الشَّرِكَةِ* (1) with pronoun (أَنَا) (I), which is the first person pronoun (singular) in nominative case since the sentence contains a verb *عَمَلْتُ* with first person attached pronoun (singular) in nominative case. The students matched the description in item (2) *أَخَذْتُمْ الْكِتَابَ مِنَ الْمُدْرَسِ* with pronoun *أَنْتُمْ* ('You' in plural) second person pronoun (plural) in nominative case because the sentence contains a verb *أَخَذْتُمْ* with second person attached pronoun (plural) in nominative case. Moreover, they matched item (3) *تَسْقُطُ الْأَوْرَاقُ عَلَى الْأَرْضِ* with pronoun *هِيَ* third person pronoun (singular) in nominative case since the sentence contains a verb (*تَسْقُطُ*) which relates to that pronoun. They also matched the sentence in item (4) *امْتَنَعَ الْمَرِيضُ عَنِ الْأَكْلِ* with the third person pronoun (singular) in nominative case

because it contains the *امتنع* with the third person hidden pronoun. Finally, they matched the statement in item (5) *قَطَعْنَا الحَشَبَ بِالْمِنْشَارِ* with the pronoun *نَحْنُ* which is first person pronoun (plural) in nominative case since the sentence contains the verb (*قَطَعْنَا*) with the attached first person pronoun (plural) in nominative case. This shows that they had enough skills on the Arabic pronouns and how to use them in the sentences. Extract 3.1 shows a sample of the correct response from one of the students.

3- صلِّ بَيْنَ العِبَارَاتِ مِنَ العَمُودِ (أ) بِمَا يُنَاسِبُهَا مِنَ الضَّمَائِرِ فِي العَمُودِ (ب) بِوَضْعِ الضَّمِيرِ فِي المَكَانِ المُحَدَّدِ:

بِجُمُوعَةِ (ب)	بِجُمُوعَةِ (أ)
هُم	(أ) عَمَلْتُ خَمْسَ سَنَوَاتٍ فِي الشَّرِكَةِ. (أَنَا)
أَنْتَ	(ب) أَخَذْتُمُ الكِتَابَ مِنَ المَدْرَسِ. (أَنْتُمْ)
نَحْنُ	(ج) تَسْقُطُ الأَوْزَاقُ عَلَى الأَرْضِ. (هِيَ)
أَنَا	(د) اِمْتَنَعَ المَرِيضُ عَنِ الأَكْلِ. (هُوَ)
هُوَ	(هـ) قَطَعْنَا الحَشَبَ بِالْمِنْشَارِ. (نَحْنُ)
أَنْتُمْ	
هِيَ	

Extract 3.1 is a sample of a good response to question 3.

The Extract shows a sample of a response from one of the students who matched Colum A and B correctly.

Although the performance was good, 786 students (25.5%) scored average marks because they were able to match correctly between two and three items. This is attributed to the students' partial knowledge in the subject matter.

On the other hand some students performed poorly. Some of them were able to match only one sentence on List A with the pronouns of List B, while those who scored zero mark failed to match all the sentences on List A with the pronouns on List B. They put the wrong pronouns that did not correlate with sentences found in list A. One of the students for example, matched the item (1) **عَمَلْتُ حَمْسَ سَنَوَاتٍ فِي** with pronoun **أَنْتِ** which is the second person pronoun (singular) in nominative case instead of the pronoun (**أَنَا**) (I), which is first person pronoun (singular) in nominative case. The student was wrong since the sentence contains a verb **عَمَلْتُ** with first person attached pronoun (singular) in nominative case and should be matched with the detached pronoun (**أَنَا**) (I), which is the first person pronoun (singular) in nominative case. The student also matched the item (2) **أَخَذْتُمْ مِنَ الْمُدْرَسِ** with pronoun **هُمْ** which is the third person pronoun (plural) in nominative case. The student did not realize that, the sentence contained the verb **أَخَذْتُمْ** with second person attached pronoun (plural) in nominative case and no doubt it should be matched with pronoun **أَنْتُمْ** ('You' in plural) which is the second person pronoun (plural) in nominative case. The student also matched the sentence in item (3) **تَسْقُطُ الْأَوْزَاقُ عَلَى الْأَرْضِ** with pronoun **هُوَ** which is the third person pronoun (singular) in nominative case. The student was wrong because the sentence contains the verb **تَسْقُطُ** with third person pronoun (singular) for feminine in nominative case.

Moreover, the student incorrectly attached the statement in item (4) **امْتَنَعَ الْمَرِيضُ عَنِ الْأَكْلِ** with the pronoun **أَنْتُمْ** without realizing that there is no relationship between the pronoun **أَنْتُمْ** and that of the verb in the sentence. Finally, the student attached the sentence in item (5) **قَطَعْنَا الْخَشَبَ بِالْمِنْشَارِ** with the pronoun **أَنَا**, instead of **نَحْنُ**. This shows that, they did not only know the meaning of the pronouns found on List B but also the uses of these pronouns. Extract 3.2 shows a sample of an incorrect response from one of the students in this question.

3- صلِّ بَيْنَ الْعِبَارَاتِ مِنَ الْعُمُودِ (أ) بِمَا يُنَاسِبُهَا مِنَ الضَّمَائِرِ فِي الْعُمُودِ (ب) بِوَضْعِ الضَّمِيرِ فِي الْمَكَانِ الْمُحَدَّدِ:

مَجْمُوعَةٌ (ب)	مَجْمُوعَةٌ (أ)
هُم	أ) عَمَلْتُ خَمْسَ سَنَوَاتٍ فِي الشَّرِكَةِ. (تَحْتَ)
أَنْتَ	ب) أَخَذْتُمُ الْكِتَابَ مِنَ الْمُدْرَسِ. (عِجْرِي)
نَحْنُ	ج) تَسْقُطُ الْأَوْزَاقُ عَلَى الْأَرْضِ. (أَنَا)
أَنَا	د) امْتَنَعَ الْمَرِيضُ عَنِ الْأَكْلِ. (هَمَّ)
هُوَ	ه) قَطَعْنَا الْحَشَبَ بِالْمِنْشَارِ. (أَنْتُمْ)
أَنْتُمْ	
هِيَ	

Extract 3.2 is a sample of a poor response to question 3.

The Extract above shows a sample of a response from one of the students who failed to match Column A with Column B as required.

2.2.3 Question 4: Filling in the blanks

This question had five items. The students were instructed to fill in the blank spaces with correct prepositions. The question tested knowledge of using the Arabic prepositions. The question was:-

4- ضَعِ حَرْفَ الْجُرِّ الْمُنَاسِبَ فِي الْمَكَانِ الْخَالِي:

- أ) يَدْخُلُ الْهَوَاءُ _____ الْغُرْفَةَ.
ب) الثَّمَرُ يَتَسَاقَطُ _____ الْأَرْضِ.
ج) قَطَعَ الْوَلَدُ الْحَبْلَ _____ السَّكِينِ.
د) يَنْزِلُ الْمَطَرُ _____ السَّمَاءِ.
هـ) وَصَلَتِ الْبَنَاتُ _____ الْمَدْرَسَةَ.

The question was attempted by 3,085 students (99.9%). 367 students (11.9%) scored from 3.5 to 5 marks, which is a good performance; 820 students (26.6%) scored from 1.5 to 3 marks, which is an average performance and 1,898 students (61.5%) scored from 0 to 1 mark, which is a weak performance, among them 1,220 (39.5) scored 0 mark. The general performance of the students in the question was therefore average, considering that 1,187 students (39.5%) scored from 1.5 to 5 marks. The overall students' performance in the question is summarised in Figure 4.

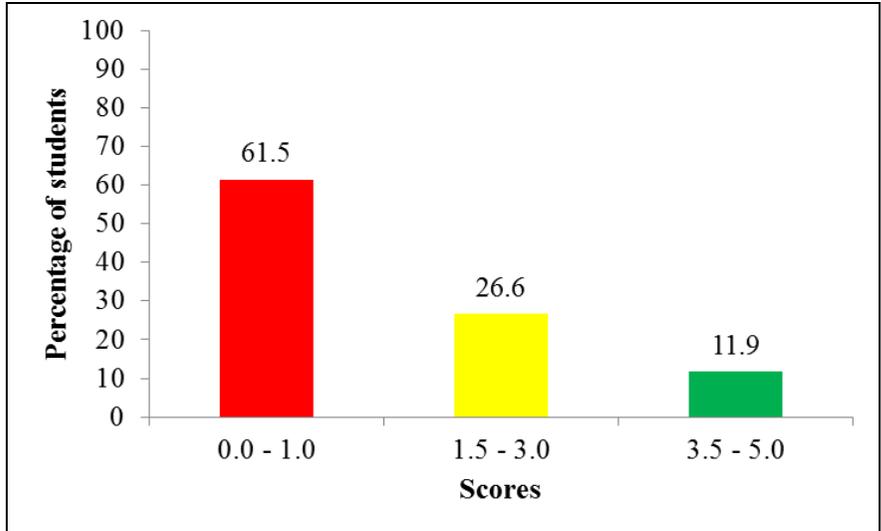


Figure 4: Students' Performance in Question 4.

The students who scored high marks in this question were able to fill in the blank spaces with the correct prepositions in either four or five items. On the other hand, the students who scored full marks in this question were able to fill in the blank spaces with the correct prepositions in all items. They realised that a blank space in the item (1) **الْعُرْفَةَ _____ يَدْخُلُ الْهَوَاءَ** required a preposition **فِي** (just like *in* or *into* in the English language). This was the correct answer since this preposition refers to something moving from outside to inside or something being inside. They also realised that the blank space in the item (2) **الْأَرْضَ _____ الثَّمَرُ يَتَساقَطُ** (*The fruit falls _____ the ground*) had to be filled in with a preposition **عَلَى** (*on*) because it refers to the top position of something which means “*on*” or “*above*”

Moreover, they realised that the blank space in the item (3) **قَطَعَ الْوَلَدُ _____ الْحَبْلَ السَّكِينِ** (*The boy cut the rope _____ a knife*) had to be filled in with a preposition **بِـ** (*with*) since the students knew the various uses of the preposition **بِـ**, as this (preposition **بِـ**) can refer to the meaning “*by*”, or it can mean “*with*“. It can also refer to place meaning “*in*” or “*at*“. Furthermore, they realised that the blank space in the item (4) **السَّمَاءِ _____ يَنْزِلُ الْمَطَرُ** (*The rain falls _____ the sky*) had to be filled in with a preposition **مِنْ** (*from*) since they recognized that this preposition can refer to initiating an action from some place, or it can mean “*some of*“. It can also refer to “*one of*“. Lastly, they realized that the blank space in the item (5) **وَصَلَّتِ الْبَنَاتُ _____ الْمَدْرَسَةَ** (*The girls arrived _____ the school*) had to be filled in with a preposition **إِلَى/إِلَى**. since they knew the meaning of both the incomplete sentence and the preposition to be filled in. This shows that these students had mastered well these prepositions in the Arabic language. Extract 4.1 shows a sample of a good response from one of the students in this question.

- أ) يَدْخُلُ الْهَوَاءُ _____ فِيهِ الْعُرْفَةُ.
- ب) الثَّمَرُ يَتَساقَطُ _____ عَلَى الْأَرْضِ.
- ج) قَطَعَ الْوَلَدُ الْحَبْلَ _____ بِالسَّكِينِ.
- د) يَنْزِلُ الْمَطَرُ _____ مِنَ السَّمَاءِ.
- هـ) وَصَلَتِ الْبَنَاتُ إِلَى _____ الْمَدْرَسَةِ.

Extract 4.1 is a sample of a good response to question 4.

The Extract shows a sample of a response from one of the students who was able to fill in the blanks by using appropriate prepositions.

Further analysis shows that, some of the students scored average marks in this question. They managed to correctly fill in the blank spaces in two or three items. One of the students for instance, managed to fill in item (2) with *على*, item (4) with *من* and item (5) also with *من*, while he or she failed in item (1) and (3). This is attributed to students' partial knowledge of Arabic language.

However, the Data shows that, 1898 students (61.5%) scored from 0.0 to 1.0 mark which is a poor performance, among them 672 students (21.8) scored 1.0 mark. These students were able to fill in only one space with the correct preposition among the items given in this question. Furthermore, the students who had zero mark in this category were not able to fill in even only one item with the correct preposition.

One of the students for example, in item (1) *يَدْخُلُ الْهَوَاءُ _____ الْعُرْفَةَ*, put "من" instead of *في*. Contextually, the preposition *في* was supposed to be the answer. In item (3), *قَطَعَ الْوَلَدُ الْحَبْلَ _____ السَّكِينِ*,

the student wrote "إلى", instead of (ب), It is possible that this student neither knew the correct uses of this letter nor the meaning of the sentence. As this (preposition →) can refer to the reason meaning "by", or it can mean "with"

Moreover, some of the students did not understand the demand of the question. One of the students for example, responded to the question using pronouns instead of prepositions; in item (1) he or she put "هي" (she) in item (2) he or she put "نحن" (we), in item (3) he or she put "أنتم" (you "of plural"), in item (4) he or she put أنا (I) and in item (5) he or she put "هو" (he). Others left the items unfilled in. This shows that these students had inadequate knowledge of Arabic prepositions and poor mastery of Arabic language. Extract 4.2 shows a sample of a poor response from one of the students in this question.

- أ) يَدْخُلُ الْهَوَاءُ إِلَى الْعُرْفَةِ.
- ب) الثَّمَرُ يَتَساقَطُ فِي الْأَرْضِ.
- ج) قَطَعَ الْوَلَدُ الْحَبْلَ فِي السَّكِينِ.
- د) يَنْزِلُ الْمَطَرُ إِلَى السَّمَاءِ.
- ه) وَصَلَتِ الْبَنَاتُ فِي الْمَدْرَسَةِ.

Extract 4.2 is a sample of a poor response to question 4.

The Extract above shows a sample of a response from one of the students who was unable to fill in the blanks with the appropriate prepositions.

2.2.4 Question 5: Dialogue

This question required the students to complete the dialogue with the appropriate information according to the information given in each item. The question tested students' ability to express themselves by using simple Arabic language. The dialogue was:

أ) زَيْدٌ: _____

جَعْفَرُ: مَسَاءُ النَّوْرِ.

ب) زَيْدٌ: _____؟

جَعْفَرُ: بِحَيْرٍ وَلِلَّهِ الْحَمْدُ. مَنْ أَنْتَ؟

ج) زَيْدٌ: _____؟

جَعْفَرُ: أَنَا جَعْفَرٌ.

د) زَيْدٌ: _____؟

جَعْفَرُ: أَنَا مِنْ دَارِ السَّلَامِ. وَأَنْتَ؟

ه) زَيْدٌ: _____

جَعْفَرُ: أَهْلًا وَسَهْلًا.

The question was attempted by 3,086 students (100%) and their performance was generally average. 812 students (26.3%) scored from 6.5 to 10 marks, which is a good performance, 804 students (26.1%) scored from 3 to 6 marks, which is an average performance and 1,470 students (47.6%) scored from 0 to 2.5 marks, which is a weak performance. The overall performance in this question is summarized in Figure 5.

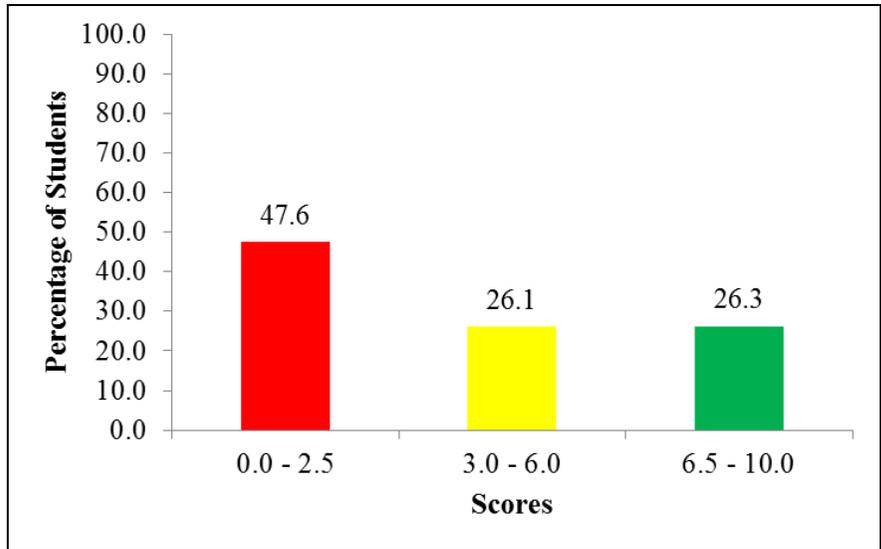


Figure 5: Students' Performance in Question 5.

The analysis of the students' responses revealed that, 812 students (26.3%) scored from 6.5 to 10.0 marks. The students who failed to get full marks in this category, either provided incorrect responses to one item or responded to some items with statements affected by grammatical errors. The statistics show that 220 students (7.1%) scored full marks in this question. The students were able to complete the dialogue in all items by writing the appropriate information required. For example, they realized that item (1) *مَسَاءُ النُّورِ* (*good evening*) required the statement (*مَسَاءُ الْخَيْرِ*). This is because, this statement is used to say hello to someone in the evening and relates to the next sentence. They also realized that, the correct question for the statement in item (2) was *كَيْفَ حَالُكَ؟* (*how are you*). This is because; the statement is used in greetings to know about one's health and mood. They also realized that, the correct statement for the question in item (3) was *(أَنَا جَعْفَرٌ)* (*I am Jafary*) because the statement is used to know some one's name. They also recognized that, the correct question for the statement in item (4) was *مِنْ أَيْنَ أَنْتِ؟* (*Where do you come from?*), since the next sentence gives information about where Jafary comes from. The last item required the student to write about where Zaidu comes from, since Jafary also would like to know it. The students realized it and one among them wrote *وَأَنَا مِنْ مَوَانِرَا*.

This shows that these students had good mastery of Arabic language. Extract 5.1 shows a sample of a good response.

5- أكْمِلِ الحِوَارَ الآتِي:

أ) زَيْدٌ: مَسَاءً أَحْسَبُ
جَعْفَرُ: مَسَاءً التَّوْبِ.

ب) زَيْدٌ: كَيْفَ حَالُكَ؟
جَعْفَرُ: بِحَيْرٍ وَلِلَّهِ الْحَمْدُ. مَنْ أَنْتَ؟

ج) زَيْدٌ: أَنَا زَيْدٌ هَاهُنَا أَنْتَ؟
جَعْفَرُ: أَنَا جَعْفَرُ.

د) زَيْدٌ: مَنْ أَيُّ أَنْتَ؟
جَعْفَرُ: أَنَا مِنْ دَارِ السَّلَامِ. وَأَنْتَ؟

هـ) زَيْدٌ: أَنَا مِنْ تَنْعَا
جَعْفَرُ: أَهْلًا وَسَهْلًا.

Extract 5.1 is a sample of a good response to question 5.

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

Moreover, there were students who had average performance in this question. Analysis of the students' responses shows that they were able to complete the dialogue only in some items and they scored between 3 to 6 marks. This shows that, the students who failed to answer this question correctly had partial knowledge of Arabic grammar and how to express themselves in Arabic language.

However, there were some students who failed in this question. The analysis shows that 147 students (47.6%) scored below 3 marks. Some of them for example, responded correctly to the question in

only one item and some of them provided answers to some items with ungrammatical sentences.

On the other hand, the students who scored zero mark in this question were unable to provide correct answers in all items of the question. One of the students for example, in item (2) wrote " مَنْ " (who are you?) instead of " كَيْفَ حَالُكَ؟ " (how are you). Some of these students just picked some words from the question and used them as their answers. Others left the items unfilled in and others did not understand the demand of the question. Furthermore, some of the students wrote meaningless words. This suggests that, the students not only lacked enough vocabulary to express themselves in the Arabic language but also they lacked competence in using the Arabic language. Extract 5.2 shows a sample of a poor response from one of the students in this question.

5- أكْمِلِ الحِوَارَ الآتِي:

أ) زَيْدٌ: صَاحِبُ سَائِدٍ
جَعْفَرُ: مَسَاءُ التُّورِ.

ب) زَيْدٌ: كَالِكَ قَبِيحٌ
جَعْفَرُ: بِخَيْرٍ وَلِلَّهِ الحَمْدُ. مَنْ أَنْتَ؟

ج) زَيْدٌ: أَنْتَ مِنْ مَرْكَسَةَ
جَعْفَرُ: أَنَا جَعْفَرُ.

د) زَيْدٌ: كَحْمِ صَنْ أَيْدِي تَرْهَبُ؟
جَعْفَرُ: أَنَا مِنْ دَارِ السَّلَامِ. وَأَنْتَ؟

هـ) زَيْدٌ: أَنْتَ مِنْ تَنْجَا
جَعْفَرُ: أَهْلًا وَسَهْلًا.

Extract 5.2 is a sample of a poor response to question 5.

The Extract shows a sample of a response from one of the students who failed to complete the dialogue as required.

2.3 SECTION C: Grammar

This section had four questions. The students were required to answer all questions. Each question carried ten (10) marks except question 7 which carried five (5) marks making a total of thirty five (35) marks.

2.3.1 Question 6: Filling in the blanks

The question required the students to fill in the blank spaces with the right Arabic language grammatical terms which correlate with the descriptions given in each item. The question aimed at testing students' ability in understanding Arabic language grammatical terms. The question was as follows:-

6- أكْمِلِ الْفَرَاقَاتِ الْآتِيَةَ بِوَضْعِ الْمُصْطَلَحَاتِ النَّحْوِيَّةِ الصَّحِيحَةِ فِيمَا يَأْتِي:

(أ) _____ : هُوَ اسْمٌ يُذَكَّرُ لِبَيَانِ الْمُرَادِ مِنْ اسْمٍ سَابِقٍ
يَصْلُحُ لِأَنَّ تُرَادَ بِهِ أَشْيَاءَ كَثِيرَةً.

(ب) _____ : هُوَ اسْمٌ دَلَّ عَلَى إِنْسَانٍ أَوْ حَيَوَانٍ تَلَدُ أَوْ تَبْيَضُ.

(ج) _____ : هُوَ اسْمٌ يَدُلُّ عَلَى مُعَيَّنٍ.

(د) _____ : هِيَ جُمْلَةٌ تَتَكَوَّنُ مِنْ مُبْتَدَأٍ وَخَبَرٍ.

The question was attempted by 3,086 students (100%). The analysis of the students' responses shows that 2,876 students (93.2%) scored from 0.0 to 2 marks, which is a poor performance and among them 2,480 students (80.4) scored 0 mark. Furthermore, 191 students (6.2%) scored from 3 to 6 marks, which is an average performance and 19 students (0.6%) scored from 7 to 8 marks, which is a good performance. The general performance in this question was poor since 2,876 students (93.2%) scored from 0 to 2 marks. The overall performance in this question is summarized in Figure 6.

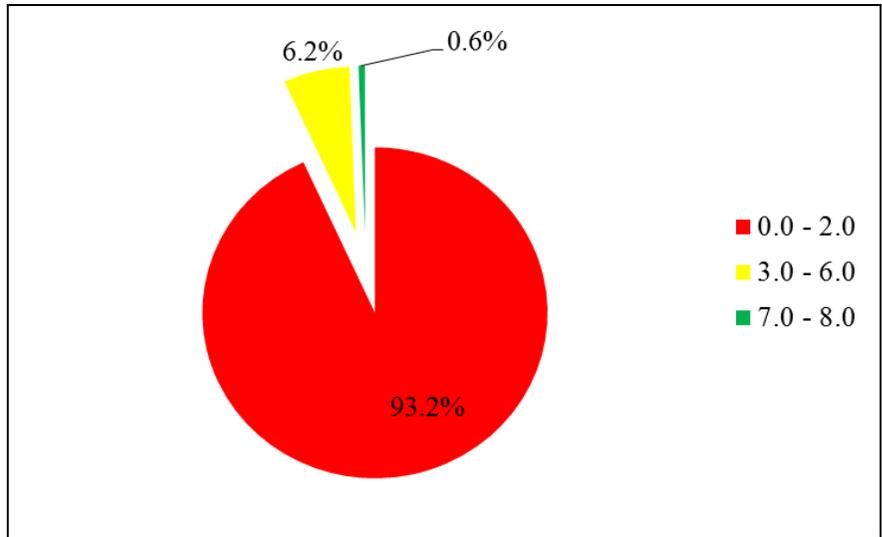


Figure 6: Students' Performance in Question 6.

The analysis shows that, 2,876 students (93.2%) scored from 0.0 to 2.0 marks, which is poor performance and among them 2,480 students (80.4%) scored 0.0 mark. Apart from the students who scored zero mark in this category, 396 students (12.8%) scored from 0.5 to 2.0 marks, among them 354 students (11.5%) scored 2.0 marks. These students were able to write the correct answer in either item (3) or (4). On the other hand, the students who scored zero mark in this question provided answers which were not related to the requirement of the question in any item. One of the students for example, in item (1) **هُوَ اسْمٌ يُدَكِّرُ لِبَيَانِ الْمُرَادِ مِنْ اسْمٍ (1)** : _____ wrote "الحرف" (*letter*). This is not the correct answer since *الحرف* (*letter*) in Arabic language can be defined as a particle that cannot be fully understood its meaning unless it is used with another word. In item (2) **هُوَ اسْمٌ (2)** : _____ , the student wrote "الإسم" (*noun*). This is incorrect response to this item because *الإسم* (*noun*) can be defined as the name of a person/place/animal/thing. Moreover, in item (3) **هُوَ اسْمٌ يَدُلُّ عَلَى مُعَيَّنٍ (3)** : _____ , the student wrote "الفعل" (*verb*). The student also was wrong since *الفعل* (*verb*) can be defined as a word that describes the time at which an action occurred. In item (4) **هِيَ جُمْلَةٌ تَتَكَوَّنُ مِنْ مُبْتَدَأٍ وَخَبَرٍ (4)** : _____ , the student wrote "جملة المفيدة" (*meaningful sentence*). This is wrong because *جملة المفيدة* is a sentence which is made of two or more

words, and is “meaningful” or complete in meaning. In the last item *هُوَ الَّذِي لَا يُنْطَقُ بِهِ وَخَدَهُ وَيَتَّصِلُ دَائِمًا بِكَلِمَةِ أُخْرَى*, the student wrote "الجمع" (*plural*), this was wrong since *الجمع* (*plural*) refers to three or more entities in the Arabic language. Furthermore, some of them responded to the items with meaningless sentences. This shows that the students lacked knowledge of Arabic language grammatical terms. Extract 6.1 shows a sample of a poor response from one of the students who failed to provide appropriate responses.

<p>أ) <u>مُتَنَاهٍ</u> : هُوَ اسْمٌ يُذَكِّرُ لِيَبَيِّنَ الْمُرَادَ مِنْ اسْمٍ سَابِقٍ</p> <p>يُضْلِحُ لِأَن تَرَادَ بِهِ أَشْيَاءَ كَثِيرَةً.</p>
<p>ب) <u>مُبْدَعٌ</u> : هُوَ اسْمٌ دَلَّ عَلَى إِنْسَانٍ أَوْ حَيَوَانٍ تَلَدُ أَوْ تَبِيضُ.</p>
<p>ج) <u>مَجْرُورٌ</u> : هُوَ اسْمٌ يَدُلُّ عَلَى مُعَيَّنٍ.</p>
<p>د) <u>كَوَلٌ فَعْلٌ</u> : هِيَ جُمْلَةٌ تَتَكَوَّنُ مِنْ مُبْدَأٍ وَخَبَرٍ.</p>
<p>هـ) <u>غَيْبًا</u> : هُوَ الَّذِي لَا يُنْطَقُ بِهِ وَخَدَهُ وَيَتَّصِلُ دَائِمًا بِكَلِمَةِ أُخْرَى.</p>

Extract 6.1 is a sample of a poor response to question 6.

The Extract above shows a sample of a poor response from one of the students who was unable to fill in the blank spaces with the correct answer.

Moreover, few students had average marks in the question. They provided incorrect responses to some items. This is due to having insufficient knowledge of Arabic grammatical terms.

The analysis of the students' responses shows that the students who performed well in this question were able to fill in the blank spaces by providing the correct information required, although some of them went astray in one of the given items. The students who scored

all the marks realized that a blank space in item (1) had to be filled in with (التَّمْيِيزُ). They also realized that the blank space in item (2) had to be filled in with (المَوْثُوثُ الحَقِيقِيُّ).

Moreover, they realized that the blank space in item (3) had to be filled in with (المَعْرِفَةُ). Furthermore, they realized that the blank space in item (4) had to be filled in with (جُمْلَةُ الاسْمِيَّةِ). Lastly, they realized that the blank space in item (5) had to be filled in with a preposition (الضَّمِيرُ المَتَّصِلُ). This shows that these students had adequate knowledge of Arabic language grammatical terminologies. Extract 6.2 shows a sample of a good response from one of the students in this question

<p>أ) التَّمْيِيزُ _____ : هُوَ اسْمٌ يُذَكِّرُ لِيَبَيِّنَ الْمُرَادَ مِنْ اسْمٍ سَابِقٍ</p> <p>ب) المَوْثُوثُ الحَقِيقِيُّ _____ : هُوَ اسْمٌ دَلَّ عَلَى إِنْسَانٍ أَوْ حَيَوَانٍ تَلِدُ أَوْ تَبِيضُ. يَصْلُحُ لِأَن يُرَادَ بِهِ أَشْيَاءٌ كَثِيرَةٌ.</p> <p>ج) المَعْرِفَةُ _____ : هُوَ اسْمٌ يَدُلُّ عَلَى مُعَيَّنٍ.</p> <p>د) جُمْلَةُ الاسْمِيَّةِ _____ : هِيَ جُمْلَةٌ تَتَكَوَّنُ مِنْ مُبْتَدَأٍ وَخَبَرٍ.</p> <p>هـ) الضَّمِيرُ المَتَّصِلُ _____ : هُوَ الَّذِي لَا يُنْطَقُ بِهِ وَحْدَهُ وَيَتَّصِلُ دَائِمًا بِكَلِمَةٍ أُخْرَى.</p>
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Extract 6.2 is a sample of a good response to question 6.

The Extract shows a sample of a good response from one of the students who was able to fill in the blank spaces with correct information in all the items.

2.3.2 Question 7: True and False (Inflection and its Signs)

The question consisted of five (5) True/False items. Each item carried one (1) mark, making a total of five (5) marks. The question aimed at testing students' ability in understanding inflections and its signs in the Arabic language. The question was:-

7- أكتب أمام العبارة الصحيحة كلمة "صحيح" وأمام العبارة غير الصحيحة كلمة "خطأ":

- (أ) يُنصَبُ الاسمُ المُفردُ بِالْفَتْحَةِ. (_____)
- (ب) لِلْحَزْمِ علامَتانِ: السُّكُونُ وَالْحَذْفُ. (_____)
- (ج) يُجْرُ الفعلُ بِالْكَسْرِ. (_____)
- (د) الواوُ فَتَكُونُ علامةً لِلرَّفْعِ فِي التَّثْنِيَةِ. (_____)
- (هـ) يَنْقَسِمُ التَّعْيِيرُ إِلَى قِسْمَيْنِ: لَفْظِيٍّ وَتَقْدِيرِيٍّ. (_____)

The question was attempted by 3,086 students (100%) whereby 420 students (13.6%) scored from 4 to 5 marks which is a good performance; 1,852 students (60.0%) scored from 1.5 to 3 marks indicating an average performance and 814 students (26.4%) scored from 0 to 1 mark which is a weak performance, among them 405 students (13.1%) scored 0 mark. The general performance of the students in this question was good, since 2,272 students (73.6%) scored from 1.5 to 5 marks. The overall performance of the students in this question is summarised in figure 7.

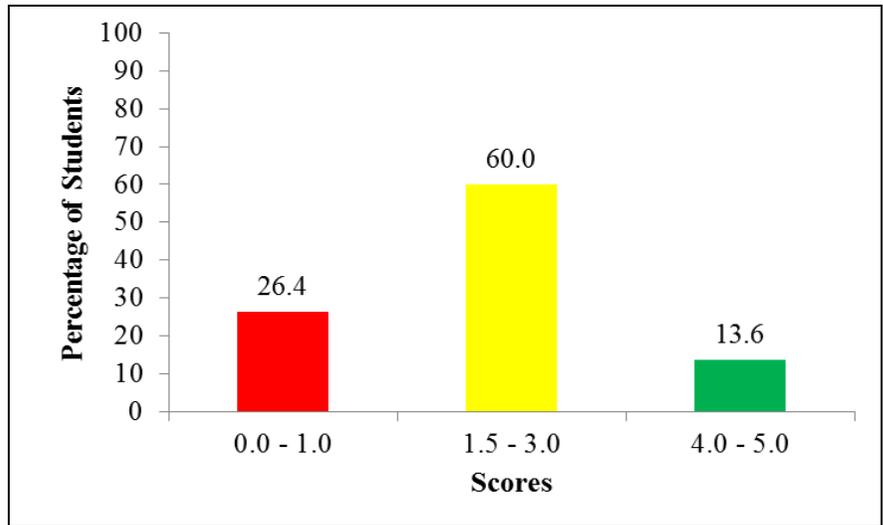


Figure 7: Students' Performance in Question 7.

The statistics show that 420 students (13.6%) scored from 4 to 5 marks which is good performance. These students were able to respond correctly to four or all the items given in the question. The

students who scored full marks in this question for example, realized that, the explanations in items (1), (2) and (5) were correct; hence they put *True* to each item. While the information in items (3) and (4) were wrong hence they put *False* to each item.

One of the students for example, in item (3) *يُجَرُّ الْفِعْلُ بِالْكَسْرَةِ*, wrote “*False*” because he or she realized that grammatically the Arabic language verbs cannot take *jarr* or *kisra* at its last letter. Also the student recognized that, item (4) which states that *الْوَاوُ فَتَكُونُ عَلَامَةً لِلرَّفْعِ فِي التَّثْنِيَةِ* is wrong since, grammatically the letter "و" (*waau*) cannot be the sign of nominative case for (*tathniyatu*). This shows that the students had adequate knowledge of Arabic grammatical terms. Extract 7.1 shows a sample of a correct response from one of the students.

(<u>صحيح</u>)	أ) يُنصَبُ الاسمُ المفردُ بالفتحة.
(<u>صحيح</u>)	ب) للجزم علامتان: السكون والحذف.
(<u>خطأ</u>)	ج) يُجَرُّ الفعلُ بالكسرة.
(<u>خطأ</u>)	د) الواوُ فتكونُ علامةً للرفعِ في التثنية.
(<u>صحيح</u>)	هـ) ينقسمُ التَّعْيِيرُ إلى قِسْمَيْنِ: لَفْظِيٌّ وَتَقْدِيرِيٌّ.

Extract 7.1 is a sample of a good response to question 7.

The Extract shows a sample of a response from one of the students who provided the correct responses to all the items in question number 7.

Most of the students with average marks in this question got two or three items. This suggests that, these students had partial knowledge of Arabic inflection and its signs, which hindered them from scoring all marks in this question.

The statistics show that 814 students (26.4%) scored from 0.0 to 1.0 mark which is a weak performance, among these, 405 students (13.1%) scored 0.0 mark. The students who scored 1 mark in this

question were able to give the right answer to one among the given items, in spite of the fact that, they were not able to provide correct answers to the remaining items.

Further analysis of the students' responses shows that the students who scored zero mark were not able to answer even one item from the question given. Consequently, they provided incorrect responses to the question. One of the students for example, in item (1), (2) and (5) wrote "خَطَا" (False) instead of صَحِيح (True). On the other hand, the student wrote "صَحِيح" (True) instead of خَطَا (False) in item (3), without realizing that Arabic verbs take neither *jarr* nor *kisra* at its end. Also the student wrote True in item (4) instead of False without recognizing that the letter (*waau*) is the sign of nominative case to both the *جَمْعُ الْمَذَكَّرِ السَّلَامِ* (sound masculine plura) and *الْأَسْمَاءُ الْخَمْسَةُ* (The Arabic five nouns). This shows that these students did not understand the requirements of the question and they had inadequate knowledge of Arabic inflection and its signs. Extract 7.2 shows a sample of an incorrect response from one of the students.

7- اكتب أمام العبارة الصحيحة كلمة "صحيح" وأمام العبارة غير الصحيحة كلمة "خطأ":	
أ) يُنصَب الاسم المفرد بالفتحة.	(خطأ)
ب) لِلْحَزْمِ عَلَامَتَانِ: السُّكُونُ وَالْحَذْفُ.	(خطأ)
ج) يُجْرُ الفِعْلُ بِالْكَسْرَةِ.	(صحيح)
د) الواو فتكون علامة للرفع في التثنية.	(صحيح)
هـ) يَنْفَسِمُ التَّعْيِيرُ إِلَى قِسْمَيْنِ: لَفْظِيٌّ وَتَقْدِيرِيٌّ.	(خطأ)

Extract 7.2 is a sample of a poor response to question 7.

The Extract shows a sample of an incorrect response from one of the students who provided incorrect answers to all items due to lack of adequate knowledge of Arabic grammar.

2.3.3 Question 8: Nominal and Verbal Sentences

This question required the students to change the sentence from present tense to past tense. The question aimed at testing students' ability of using past tense in their daily life. The question was:-

8- عَيِّرِ الْجُمْلَةَ الْآتِيَةَ إِلَى الْمَاضِي:

أ) أَنَا أَكْتُبُ الدَّرْسَ بِالْقَلَمِ.

ب) أَنْتَ تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ.

ج) هُوَ يَقُومُ مِنَ النَّوْمِ مُبَكَّرًا.

د) هِيَ تَطْبُخُ الطَّعَامَ.

هـ) أَنْتِ تَزْرَعِينَ الْقَمْحَ.

The question was attempted by 3,086 students (100%). The performance in this question was poor since 2,502 students (81.1%) scored below average. The analysis shows that 2,502 students (81.0%) scored from 0 to 2.5 marks out of 10.0 marks which is a weak performance; 403 students (13.1%) scored from 3 to 6 marks out of 10 marks which is an average performance and only 181 students (5.9%) scored from 6.5 to 10 marks out of 10 marks, which is a good performance. Figure 8 summarizes the performance of the students in this question.

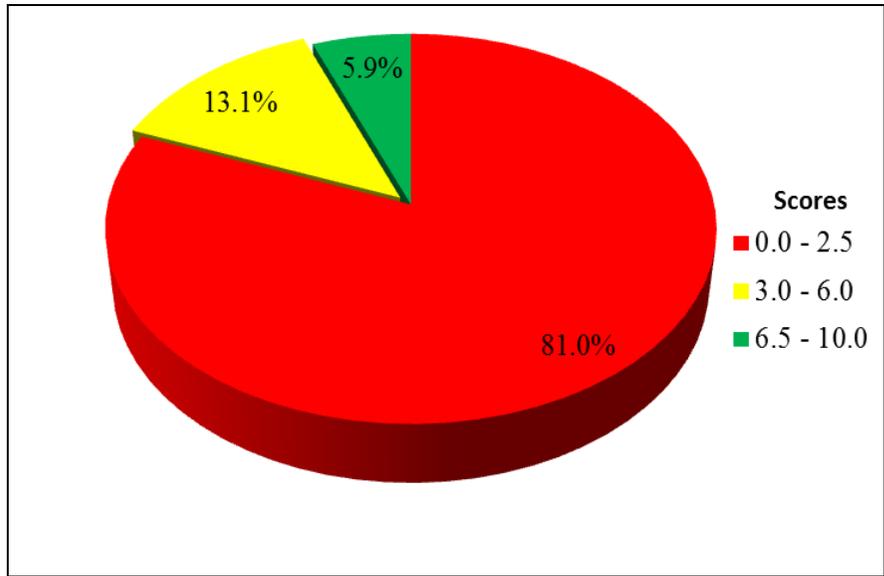


Figure 8: Students' Performance in Question 8.

This question is among the questions that was poorly performed, since the majority of the students (81.0%) had low scores. According to the analysis of students' responses, 2,268 students (73.5%) scored zero mark. These students were unable to convert the sentences given from present to past. One of the students for example, in item (1) *أنا أكتبُ الدرسَ بالقلمِ* (I am writing the lesson with the pen), wrote "كُتِبَ الدرسَ بالقلمِ" instead of *أنا كتبتُ الدرسَ بالقلمِ* (I wrote the lesson with pen). To change the sentence from present to past, the verb *أكتبُ* in the sentence should be changed a bit, that is, the first letter (*أ*) should be omitted and the first two letters after cutting the later (*ك*) are vowelled "fatha" while the last one is vowelled "sukuun", without forgetting that, the letter (*ت*) which is the pronoun for first person masculine singular should be added at the end, hence the verb will become *كتبتُ*. In item (2) *أنتَ تُدرِسُ اللُّغَةَ العَرَبِيَّةَ* (you are learning the Arabic language) he or she wrote "تُدْرِسُ اللُّغَةَ العَرَبِيَّةَ" instead of *أنتَ درستَ اللُّغَةَ العَرَبِيَّةَ* (you learned the Arabic language) by removing the first letter of the verb *تُدْرِسُ* as well as changing the vowels of both the second and the third letter which are (*ت*) and (*د*) respectively to be "fatha" and to change that of the last to be *sukuun*, without forgetting that, the letter (*ت*) which

is the pronoun for second person masculine singular should be added at the end, hence the verb will become *دَرَسْتَ*.

Furthermore, in item (3) the student wrote " *يَقُومُ مِنَ النَّوْمِ مُبَكَّرًا* " by removing the detached pronoun (*هو*) instead of *هُوَ قَامَ مِنَ النَّوْمِ مُبَكَّرًا* . Possibly he or she thought that, removing the detached pronoun (*هو*) was the correct answer. In item (4) he or she wrote " *تَطْبِخُ الطَّعَامَ* " instead of *هِيَ طَبَخَتِ الطَّعَامَ* . The student removed the detached pronoun in the sentence as he or she did in the item number (3) and he or she did the same in the last item. Besides, some students wrote meaningless sentences and others left the question unanswered. This shows that these students did not understand the demand of the question and had insufficient knowledge on the use of verbal sentences. Extract 8.1 is a sample of a response from one of the students who performed the question poorly.

8- عَيِّرِ الْجُمْلَةَ الْآتِيَةَ إِلَى الْمَاضِي:
أ) أَنَا أَكْتُبُ الدَّرْسَ بِالْقَلَمِ. أَنَا كُنْتُ الدَّرْسَ بِالْقَلَمِ
ب) أَنْتِ تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ. أَنْتِ كُنْتِ تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ أَنْتِ دَرَسِ اللُّغَةَ الْعَرَبِيَّةَ
ج) هُوَ يَقُومُ مِنَ النَّوْمِ مُبَكَّرًا. هُوَ قَامَ مِنَ النَّوْمِ مُبَكَّرًا هُوَ قَامَا مِنَ النَّوْمِ مُبَكَّرًا
د) هِيَ تَطْبِخُ الطَّعَامَ. هِيَ طَبَخَ الطَّعَامَ
هـ) أَنْتِ تَزْرَعِينَ الْقَمْحَ. أَنْتِ زَرَعَا الْقَمْحَ

Extract 8.1 is a sample of a poor response to question 8.

The Extract shows a sample of a response from a student who was unable to change the sentences given from present tense to past tense.

The students with average scores in this question were able to change the sentences from present tense to past tense in some items. These students had partial knowledge of how to change the sentences. Consequently, some of them provided answers with grammatical errors. In item (1) for example, one of the students wrote "أَنَا كَتَبْتُ الدَّرْسَ بِالْقَلَمِ" instead of "أَنَا كَتَبْتُ الدَّرْسَ بِالْقَلَمِ". The student was able to change the verb from present to past but failed to add (تُ) which is the pronoun for first person masculine singular.

Moreover, the statistics show that, the students who performed this question well were 181 (5.9 %), among them 55 students (1.8%) scored full marks in this question. These students were able to change all sentences given from present tense to past tense as required. In item (1) *أَنَا أَكْتُبُ الدَّرْسَ بِالْقَلَمِ* (I am writing the lesson with the pen), for example, one of the students wrote, "أَنَا كَتَبْتُ الدَّرْسَ بِالْقَلَمِ" (I wrote the lesson with the pen). In item (2) *أَنْتِ تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ* (you are learning the Arabic language).The student wrote "أَنْتِ دَرَسْتَ اللُّغَةَ الْعَرَبِيَّةَ", (you learned the Arabic language), in Item (3) *هُوَ يَقُومُ مِنَ النَّوْمِ مُبَكَّرًا* (he gets up from sleeping early), the student wrote "هُوَ قَامَ مِنَ النَّوْمِ مُبَكَّرًا" (he got up early). Furthermore, in item (4) *هِيَ تَطْبُخُ الطَّعَامَ* (she is cooking the food), he or she wrote "هِيَ طَبَخَتِ الطَّعَامَ" (she cooked the food) and in the last item *أَنْتِ تَزْرَعِينَ الْقَمْحَ* (you are planting the wheat) the student wrote "أَنْتِ زَرَعْتَ الْقَمْحَ" (you planted the wheat). This shows that these students were familiar with the Arabic verbs. Extract 8.2 shows a sample of a good response to this question.

8- غَيِّرِ الْجُمْلَةَ الْآتِيَةَ إِلَى الْمَاضِي:
(أ) أَنَا أَكْتُبُ الدَّرْسَ بِالْقَلَمِ. أَنَا كَتَبْتُ الدَّرْسَ بِالْقَلَمِ
(ب) أَنْتَ تَدْرُسُ اللُّغَةَ الْعَرَبِيَّةَ. أَنْتَ دَرَسْتَ اللُّغَةَ الْعَرَبِيَّةَ
(ج) هُوَ يَقُومُ مِنَ النَّوْمِ مُبَكَّرًا. هُوَ قَامَ مِنَ النَّوْمِ مُبَكَّرًا
(د) هِيَ تَطْبُخُ الطَّعَامَ. هِيَ طَبَخَتِ الطَّعَامَ
(هـ) أَنْتِ تَزْرَعِينَ الْقَمْحَ. أَنْتِ زَرَعْتِ الْقَمْحَ

Extract 8.2 is a sample of a good response to question 8.

Extract 8.2 shows a sample of a response from one of the students who was able to change all present sentences given to past sentences.

2.3.4 Question 9: Analysing the Underlined Words

In this question, the students were required to analyse the underlined words given. The question tested students' ability to analyse words given in a sentence using inflection (الإعراب). The question was:-

9- أَعْرِبْ مَا تَحْتَهُ الْخَطُّ:

أ) الثَّوْرُ يَحْرُثُ الْأَرْضَ.

الثَّوْرُ:

ب) يَوَدُّ حَسَنٌ أَنْ يُسَافِرَ إِلَى أَمْرِيكََا.

حَسَنٌ:

ج) لَمْ يَقْبِضْ أَحَدٌ عَلَى اللَّصِ.

اللَّصِ:

د) يَأْكُلُ الطَّلَبَةُ الْوَجِبَتَيْنِ فِي الْيَوْمِ.

الْوَجِبَتَيْنِ:

هـ) نَامَ الطِّفْلُ عَلَى السَّرِيرِ.

نَامَ:

The question was attempted by 3,084 students (99.9%). A total of 2,287 students (74.2%) scored from 0 to 2.5 marks, which is a poor performance; 535 students (17.3%) scored from 3 to 6 marks, which is an average performance and 262 students (8.5%) scored from 6.5 to 10 marks, which is a good performance. The general performance in this question was poor since a large number of students scored below average as summarized in Figure 9.

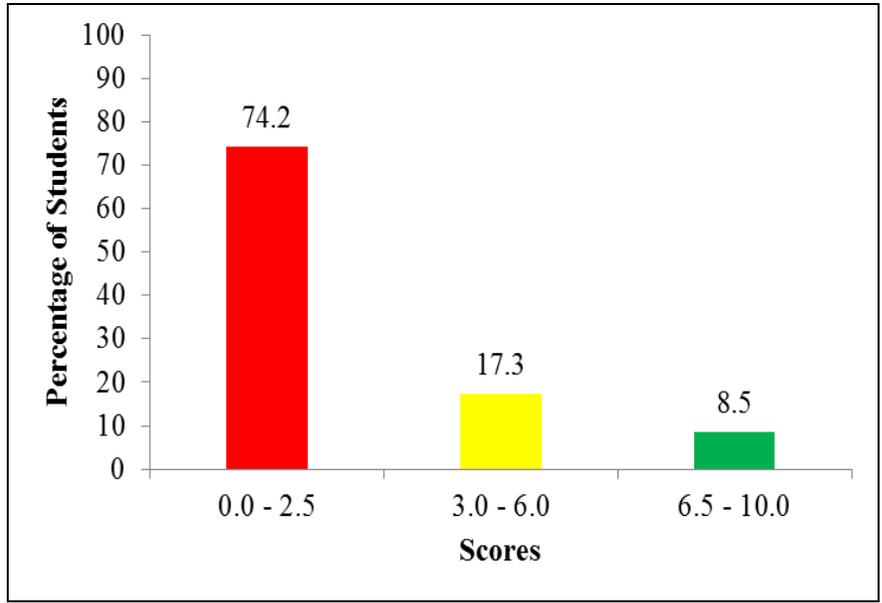


Figure 9: Students' Performance in Question 9.

As shown above, the students who performed poorly in this question were 2,287, among them 1,688 students (54.7%) scored 0 mark. These students were not able to analyse the underlined words as required. Most of them provided irrelevant answers. One of the students for example, analyzed the underlined words as follows:-

In item (1) الثَّورُ يَحْرُثُ الْأَرْضَ (*The ox plows the land*), the student wrote "الإسم": الثَّورُ (ox: Name) instead of مبتدأ مرفوع وعلامة رفعه ضمة (subject in nominative case with visible damah). In item (2) حَسَنٌ يَوَدُّ أَنْ يُسَافِرَ إِلَى أَمْرِيكَ (*Hassan would like to travel to America*) he or she wrote "الفعل": حَسَنٌ instead of حَسَنٌ: فاعل مرفوع وعلامة رفعه (Hasan : The door in nominative case with visible damah). In item (3) لَمْ يَقْبِضْ أَحَدٌ عَلَى اللَّصِّ (*No one caught the thief*) the student wrote: "الخبر": اللَّصِّ (Thief : predicate) instead of: اللَّصِّ: اسم مجرور بعلی وعلامة جرّه كسرة ظاهرة (Genitive noun with visible kisra at its end) in item (4) يَأْكُلُ الطَّلَبَةُ الْوَجِبَتَيْنِ فِي الْيَوْمِ. (*Students eat two meals a day.*) wrote "الخبر": الْوَجِبَتَيْنِ (Meals : predicate) instead of الْوَجِبَتَيْنِ: مفعول به منصوب وعلامة نصبه الياء لأنه مثنى (al-wajabatayn: It is the object in accusative case and its sign of nasb is the letter yaau since it is the dual noun). In item (5) نَامَ الطِّفْلُ عَلَى السَّرِيرِ (*The child slept on the bed*) wrote "المبتدأ": نَامَ (slept : subject) instead of نَامَ: فعل الماضي مبني على الفتح

the vowel “a”). This shows that the students lacked the skills of analysing words in the Arabic language. Furthermore, other students who performed poorly in this question wrote meaningless sentences while others left the question unanswered. Extract 9.1 shows a sample of a poor response from one of the students in the question.

9- أعرب ما تحته الخطأ:

أ) التَّوَزُّ يَخْرُثُ الأَرْضَ.

التَّوَزُّ: القاعِلُ مَرْفُوعٌ بِضَمَّةٍ ظَهَرَ

ب) يَوَدُّ حَسَنٌ أَنْ يُسَافِرَ إِلَى أَمْرِيكَأ.

حَسَنٌ: الفِعلُ مَصْرُوعٌ مَرْفُوعٌ بِضَمَّةٍ ظَهَرَ

ج) لَمْ يَقْبِضْ أَحَدٌ عَلَى اللَّصِّ.

لِلصِّ: حَبْرٌ كَمَا مَرْفُوعٌ

د) يَأْكُلُ الطَّلَبَةُ الوَجِبَتَيْنِ فِي اليَوْمِ.

الوَجِبَتَيْنِ: لِسْمِ مَجْرُورٍ

هـ) نَامَ الطِّفْلُ عَلَى السَّرِيرِ.

نَامَ: القاعِلُ مَرْفُوعٌ بِفَتْحَةٍ ظَهَرَ

Extract 9.1 is a sample of a poor response to question 9.

The Extract above shows a sample of a response from one of the students who failed to analyse the underlined words as required.

Students who scored average marks in this question were able to analyse correctly only few words in the question because of partial knowledge of the Arabic language. Some of them wrote incomplete answers in some items while others wrote answers which were affected by grammatical error. This led to such students getting between 3 to 6 marks.

As shown in the data, the students with good performance in this question had scores ranging from 6.5 to 10.0 marks. Those who scored below 10.0 marks failed to provide correct answers to one or two items while others responded to some items with grammatically erroneous. The students who scored full marks were able to analyze all the underlined words correctly by showing the inflection of the underlined words in the sentence. One of the students for example, in item (1) التَّوْرُ يَحْرُثُ الْأَرْضَ (*The ox plows the land*), wrote "مبتدأ" *مرفوع وعلامة رفعه ضمة ظاهرة* (Subject in nominative case with visible damah). In item (2) يَوَدُّ حَسَنٌ أَنْ يُسَافِرَ إِلَى أَمْرِيكََا (*Hassan would like to travel to America*) he or she wrote "حَسَنٌ : فاعل مرفوع وعلامة رفعه ضمة ظاهرة" (*Hasan : The door in nominative case with visible damah*). In item (3) لَمْ يَقْبِضْ أَحَدٌ عَلَى اللَّصِّ (*No one caught the thief*), he or she wrote: "اللَّصُّ : اسم مجرور بعلی وعلامة جرّه كسرة ظاهرة" (Genitive noun with visible *kisra* at its end). In item (4) يَأْكُلُ الطَّلَبَةُ الْوَجِبَتَيْنِ فِي الْيَوْمِ (*Students eat two meals a day*), he or she wrote: "الْوَجِبَتَيْنِ : مفعول به منصوب وعلامة نصبه الياء لأنه مثنى" (*al-wajabatain: is the object in accusative case and its sign of nasb is the letter yaau since it is the dual noun*) In item (5) نَامَ الطِّفْلُ عَلَى السَّرِيرِ (*The child slept on the bed*), he or she wrote "نَامَ : فعل الماضي مبني على الفتح" (*slept : past tense, indeclinable, cemented on the vowel "a"*). The students who scored high marks in this question had sufficient knowledge of Arabic language and were proficient in analyzing sentences. Extract 9.2 shows a sample of a response from a student who was able to analyze the given underlined words as required.

9- أعربت ما تحته الخطأ:

أ) الْقَوْرُ يَخْرُجُ الْأَرْضِ.

ب) يُودُ حَسَنٌ أَنْ يُسَافِرَ إِلَى أَمْرِيكَ.

ج) لَمْ يَقْبِضْ أَحَدٌ عَلَى اللَّصِ.

د) يَأْكُلُ الطَّلَبَةُ الْوَجْبَتَيْنِ فِي الْيَوْمِ.

هـ) نَامَ الطِّفْلُ عَلَى السَّرِيرِ.

أ) الْقَوْرُ: مُبْتَدَأٌ مَرْفُوعٌ بِالْكَائِنَتَاءِ وَعَلَامَةٌ رَفِيعَةٌ صَمْتٌ ظَاهِرَةٌ فِي آخِرِهِ.

ب) يُودُ حَسَنٌ: فَاعِلٌ مَرْفُوعٌ وَعَلَامَةٌ رَفِيعَةٌ صَمْتٌ ظَاهِرَةٌ فِي آخِرِهِ.

ج) لَمْ يَقْبِضْ: وَاسْمٌ مَحْرُورٌ يَعْلى وَعَلَامَةٌ حَرَّةٌ كَسْرَةٌ ظَاهِرَةٌ فِي آخِرِهِ.

د) يَأْكُلُ: مَفْعُولٌ بِهِ مَنْصُورٌ وَعَلَامَةٌ نَصْبِيَّةٌ الْيَاءُ نِبَايَةٌ عَنِ الْفَتْحَةِ كَأَنَّهُ مُشْتَقٌّ وَالنُّونُ عَوَضَتْ عَنِ التَّنْوِينِ فِي اسْمِ الْفَاعِلِ.

هـ) نَامَ: نَامَ الطِّفْلُ عَلَى السَّرِيرِ.

Extract 9.2 is a sample of a good response to question 9

The Extract shows a sample of response from one of the students who was able to analyse the underlined words as required.

2.4 SECTION D: Composition

This section had two questions and the students were required to attempt only one question. Each question carried twenty (20) marks.

2.4.1 Question 10: Essay Writing

In this question, the students were required to write an essay on the harmful effects of smoking on human health. The question tested students' ability to write and express themselves fluently and logically using the Arabic language. The question was:-

10- اكتب مقالة تتحدث فيها عن أضرار التدخين على صحة الإنسان، لا تقل كلماتها

عن ستين كلمة.

The question was attempted by 67 students (2.2%). A total of 66 students (98.5%) scored from 0 to 5 marks, which is a poor performance; no one performed averagely in this question, while only one student (1.5%) scored 17 marks, which is a good performance. The general performance in this question was poor since a large number of students scored below average as summarized in Figure 9.

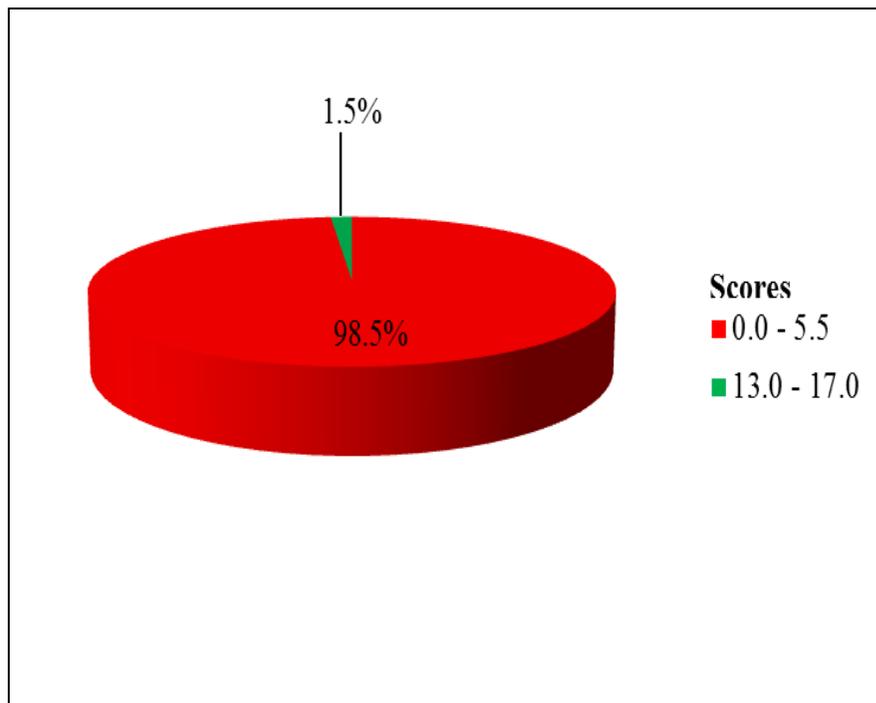


Figure 10: *Students' Performance in Question 10.*

The analysis shows that most of the students escaped this question and it was the worst performed question among the given questions, since 98.5 % of the students who attempted the question scored from 0.0 to 5.0 marks, out of which 81.1% of the students scored zero mark.

The majority of the students who scored zero mark in this question wrote answers which were not related to the demand of the question. Some of them, they just copied some words or passage

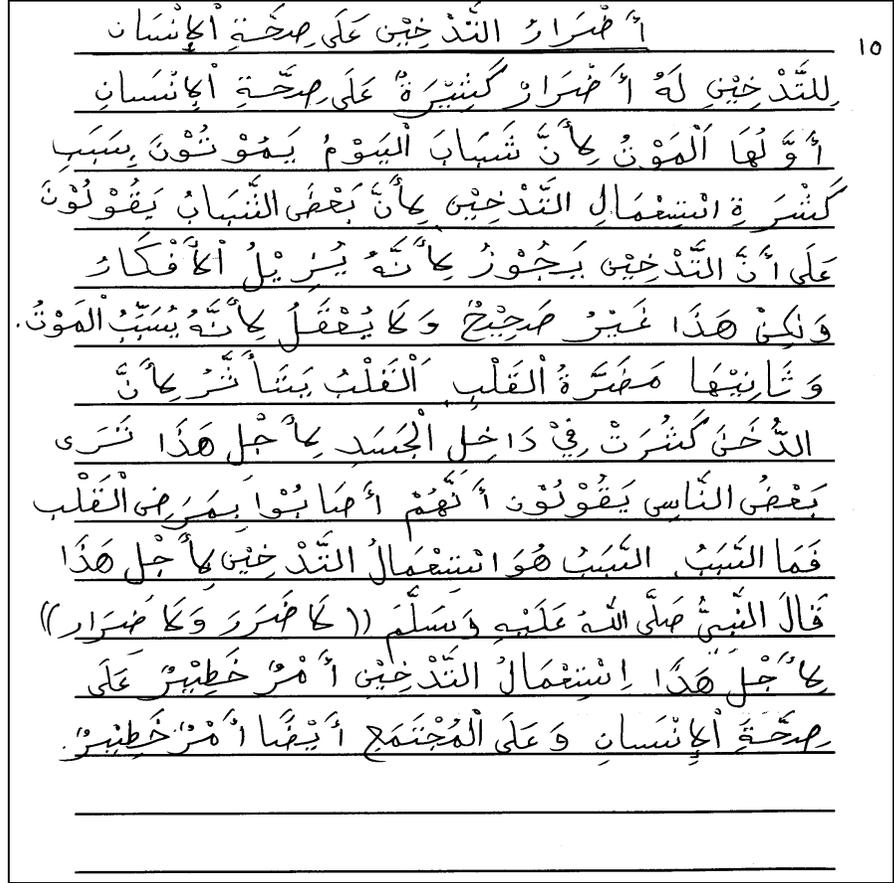
from questions and put them as answers. Few of them provided unclear compositions. This shows that most of them had poor mastery of Arabic language. Extract 10.1 shows a sample of poor responses from one of the students.

10
 اسمي مكيته نبي رحيم شفقتي
 درسلام. شرفي غي موريه سلام
 عي مؤش و نزل ريس العطل اشيتي موي
 معلم. معلم زيب، تدريس العلاميه
 انا احب معلم ومعلم احب انا. معلم
 زينه شريف شاره علم صديقه. صديقه العيس
 الامحيم طيبين صديقه موي لانسب الامحيم
 شقول طعام لزيه نزل. مؤذ، شتم اشرب ماء
 الهانقل يفرم، شتم يفرم ذلك شتم يفرم
 يذهب كل اكثر از زيه اكثر صديقه. معلم زيب
 شريف. بعدى لاء لعل يفرم الطعم اومي واصي
 وكل يوم لا شطرا كلاس المنفقين تلا شطرا صلاه
 مؤيين، وشرح الله، وافر معلم هانزل سؤل
 انا واكثر يذهب الرضاه وافر اصل يذهب
 الى البيت. (ويته توفيق)

Extracts 10.1 is a sample of a poor response to question 10.

The Extract shows a sample of a poor response from one of the students who failed in this question due to lack of enough knowledge and poor mastery of the Arabic language. Furthermore, he or she failed to identify the demands of the question.

On the other hand, there was one student who performed well in this question. The student was able to write an essay about harmful effects of smoking on human health logically using Arabic language, although he or she had few grammatical mistakes and spelling errors. Extract 10.2 shows a sample of a good response.



Extract 10.2 is a sample of a good response to question 10.

The Extract shows a sample of a response from a student who gave enough explanations according to the demand of the question. However, there were some spelling errors, grammatical mistakes and some points were not well organized.

2.4.2 Question 11: Letter Writing

The question instructed the student to write a letter to his or her uncle who lives in Egypt, thanking him for his financial assistance

to him or her. The question tested students' ability to express themselves in Arabic language. The question was:-

11- اكتب رسالة إلى عمك الذي يعيش في مصر تشكراً على مساعدته المالية لك. فليكن اسمك "فهد بن فيصل".

The question was attempted by 2,448 students (79.3%). The performance in this question was poor as 1,987 students (81.2%) scored from 0 to 5.5 marks, which is a poor performance; 438 students (17.9%) scored from 6 to 12.5 marks, which is an average performance and 23 students (0.9%) scored from 13 to 17.5 marks, which is a good performance out of the 20 marks allocated to this question. The performance in the question is summarized in Figure 11.

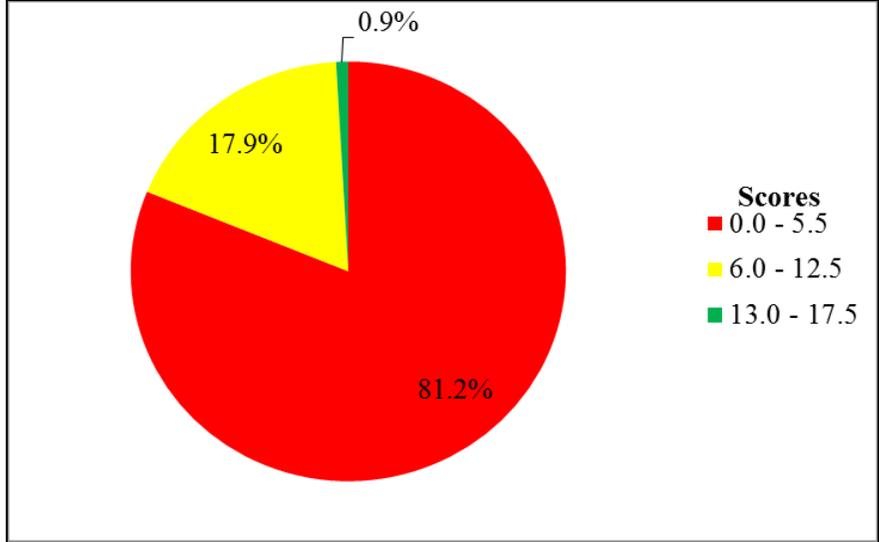


Figure 11: Students' Performance in Question 11.

The analysis shows that 1,987 students (81.2%) performed poorly in this question, among them 195 students scored 0 mark. The students who scored 5.5 marks or below it in this category were able to write

the address of the letter but could not write the main body of the letter clearly. While the students who scored zero mark were unable to write a letter at all. Some of them repeated the question and some wrote unreadable information. Others wrote information which were not related to the question. The poor performance in this question indicates that, students had insufficient vocabulary and poor mastery of Arabic language. Extract 11.1 shows a sample of a poor response from one of the students.

11
 إسمي حَفِيفَةٌ مَرُومٌ إسمي أبي أَحْمَدُ بْنُ مَرْوَانَ إسمي
 أمي رَحِيمَةُ مَرَاةٌ أَنَا أُعَشُّ مَا أَبِي مَأمِي أَنَا أَهْوَاؤُ
 فِي الْمَرْسِيَةِ الْمَوَازِيِ الْإِسْلَامِيَّ آمِي تَعَشُّ مَا أَنَا تَعَرَّفْتُ
 نَبِي تَتَرَجَّحُ النَّشَائِدِ وَالسُّوْفِ الْإِسْتِحْمَ عَنِ الْمَسَاءِ بِعَرَدِ
 أَنَا أُعَشُّ مَا أَبِي مَرْوَانَ الْعَبِي حَتَّى هِيَ أُمِّي الْعَبِي إِي
 أَنَا تَتَفَكَّرُ أَبِي تَتَنَبَّهَمُ أَنَا بِعَرَدِ ذَلِكَ تَطْعَمُ بَعْدَ الْإِعْلَامِ
 الْإِسْمِيَّةِ بَعْدَ تَعَرُّشِ الْخَمْسَةِ النَّعْشَةِ أَنَا اللَّهُ الْإِسْمِ
 أَمْرًا نَبِي رَيْبِ مَلْحَمَةٌ رَطَبَةٌ تَخْرُجُ مَا أَبِي تَوَشَّيَ إِي
 هَذَا وَنَطْرُ الْحَيَوَانَ الْحَدَثِ نَمَشِي الْإِي بِمَشِي
 فِي الْفَعْلِ رَتَمَكَ الْإِعْلَامِ تَتَنَبَّهَمُ إِلَى الْمَسَاءِ وَتَتَرَفَّأِي
 تَتَرَفَّأُو كُلُّ الْمَرَسِ بِعَرَدِ ذَلِكَ النَّعْشَةِ بِعَرَدِ ذَلِكَ
 نَمَشِي الشُّبَائِي نَمَشِي وَالْقَنْفَرُ الْمَرَسِيَّةِ وَالسَّكْنَةُ كُنْ
 وَهُوَ الْمَخَلُّ وَالسَّهْلُ كُلُّ جَهْلِيَّةِ الْمَفِيرُ وَحَدْرُ الْعَفِيرُ
 نَمَشِي تَتَرَفَّأُو إِي الْمَرَسِيَّةِ وَالنَمَشِي فِي الْفَعْلِ وَالنَمَشِي
 حَتَّى فِي الْمَسَاءِ إسمي حَلِيمَةُ مَرَاةٌ أَنَا أُعَشُّ فِي
 أَرَشِي نَوَا أَسْمَاءُ اللَّهِ كَثْرَ وَبِاللَّهِ الْفَوْقَةَ وَالْحَمْدُ لِلَّهِ
 الرَّبِّكَ الْعَلِيمِ إسمي حَلِيمَةُ الْمَرَاةِ أَوْنَا أَشْرَكَكَ
 كَثْرَ مِنْهَا وَالسَّبْحَاتِ اللَّهُ وَالْحَمْدُ لِلَّهِ الرَّبِّكَ الْعَلِيمِ
 إسمي يُهْمُ بْنُ غَيْطِلِ

Extract 11.1 is a sample of a poor response to question 11.

The Extract shows a sample of a response from one of the students who failed to answer the question correctly.

The students who scored average marks, were able to write the address and provided some explanations with grammatical errors.

This indicates that, the students had insufficient vocabulary and low grammatical mastery of the Arabic language.

However, there were some students who performed this question well. These students were able to write an informal letter since they adhered to all rules of writing the informal letter in Arabic language; although there were some grammatical mistakes in their responses, they met the demand of the question. Extract 11.2 shows a sample of a good response.

مَدْرَسَةُ مُؤَدِّي الإِهْلَامِيَّةِ

ص ب ٢٠٠٠

مَوْشَى

16.11.2020

بِأَيِّ أَيْمَنِ الْعَزِيزِ: فَبُصِّلْ

أَلَّتْ عَلَيَّ أَتَاكَ بِخَيْرٍ. تَسْتَمِعُ بِالرَّحْمَةِ جَيِّدٌ وَالْأَعْمَالُ لَنَا مَنَّاكَ فِي
الْوَجْهِ وَأَنَا أَيْضًا بِخَيْرٍ. أَيْمَنُ بِاللِّدْرَاسِ فِي مَدْرَسَةِ مُؤَدِّي الإِسْلَامِيَّةِ
الْعَزِيزِ: لِكِتَابِ هَذِهِ الدِّرَسَالَةِ الْكَلِمَةُ لَكِنِّي أَسْتَكِدُّكَ عَلَى مُسَاعَدَتِكَ
الْمَالِيَّةِ لَكَ. لَيْتَ أَنِّي وَأَيْمَنُ قَدْ مَاتُوا مِنْ زَمَانٍ مُنْذُ أَنَا صَغِيرٌ
جِدَّ مَهَلِكْتَ كُنْتُ عِنْدِي. أَيْمَنُ بِالرَّحْمَةِ سَنَوَاتٍ لِنَا كُنْتُ أَسْتَكِدُّكَ
جَدِّ وَجَدَّتِي وَأَخْتِي كَمِيلُ تَمَسُّ نَبِيْلُ وَإِسْمَى جَدَّتِي مَدِينُ وَأَسْمَى
جَدِّي عَنَمَاتُ وَكُنْتُ فِي أَرْوَشَا.

سَلِّمْ عَلَيَّ الْجَمِيلَةَ وَأُولَئِكَ وَالَّذِينَ أَفْطَمْتُمْ وَالَّذِينَ لَنْ أَفْطَمْتُمْ
أَسَلِّمْ عَلَيْكُمْ

مِنَ عَمَلِ الْمُخْتَلِبِ

11.2

فَقَدْ بِنْتُ فَبُصِّلْ

Extract 11.2 is a sample of a good response to question 11.

The Extract shows a sample of a good response from one of the students who wrote an informal letter to his or her uncle who lives in Egypt, thanking him for his financial assistance to him or her, although there were some spelling errors and grammatical mistakes.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of the students' responses in each topic shows that, the students had average performance in the following areas: In Comprehension (55.5%), Language Use (43.3%) and Grammar (31.3%). In spite of the average performance, the students had poor performance in Composition (10.2%).

The performance of the students in the topics tested is summarized in appendix A, where by yellow colour indicates topics with average performance and red colour indicates topics with weak performance.

4.0 CONCLUSION

The general performance of the students in Arabic language in the FTNA 2020 was average. This performance was attributed to having good skills in reading for comprehension and adequate knowledge of Arabic grammar which enabled students to understand and identify the requirements of the questions.

5.0 RECOMMENDATIONS

In order to improve performance of the students in future the following is recommended:

- (a) Teachers should guide students to identify inflections and analyse sentences from selected texts in groups.
- (b) Teachers should guide students to study grammar texts. Students should practise grammar and give examples based on the grammar which they learn.
- (c) Teachers should guide students to express their daily routine and past events using simple sentences to enable them to express themselves in Arabic language.
- (d) Teachers should guide students to select topics of composition and write the first draft in pairs or groups focusing on the content of the topic, correcting spelling mistakes and grammatical errors.

Summary of Students' Performance in Each Topic

025- ARABIC LANGUAGE

S / N	Topic	Total Number of Questions	2020	
			The percentage of students who scored an average of 30 marks or above	Remarks
1.	Comprehension	1	55.5	Average
2.	Language use	4	43.3	Average
3.	Grammar	4	31.3	Average
4.	Composition	2	10.2	Poor

