



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) 2022**

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 2022. The report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Arabic.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning respectively. This analysis shows justification for the students' performance in the Arabic Language subject. The students who attained high scores had adequate knowledge of tenses and grammatical rules, sufficient basic vocabulary to use in different contexts and the ability to understand multiple choice questions and choose correct responses and to match the vocabulary with their explanation. However, students who scored low marks faced difficulties in responding to the questions due to their insufficient knowledge of the tested concepts.

This report will help students to identify strengths and weaknesses for them in the Arabic Language subject to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas 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 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 Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
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 2022. The Arabic Language Assessment was set according to the Form One and Two Arabic Language syllabi 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 from which students were required to choose the correct answer from the alternatives given. 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 for this section. Section C had one (1) question; it was about composition and carried 15 marks.

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'.

The total number of the students who sat for the Form Two National Assessment in 2022 in Arabic Language were 2,406, of which, 1,012 (47.8%) students passed and 1,394 (52.2%) of the students failed. In 2021, students who sat for the Form Two National Assessment were 2,578; out of whom, 1,521 (60.0%) passed and 1,057 (40.0%) failed. This implies that the performance of the students in the year 2022 has decreased by 12.2 per cent as compared to the year 2021.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. The Students were required to attempt both questions. Question one (1) was a multiple-choice question. 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 in this section.

2.1.1 Question 1: Multiple Choice Question

This question had 10 multiple choice items derived from various topics of the syllabus. 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 2,406 (100.0%) students, out of whom 385 (16.0%) students scored from 7.0 to 10.0 marks, which is a good performance. Also, 1,399 (58.1%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 622 (25.9%) students scored from 0.0 to 2.0 marks, which is a weak performance. The students' general performance in the question was good. This is because, 1,784 (74.1%) students scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 1.

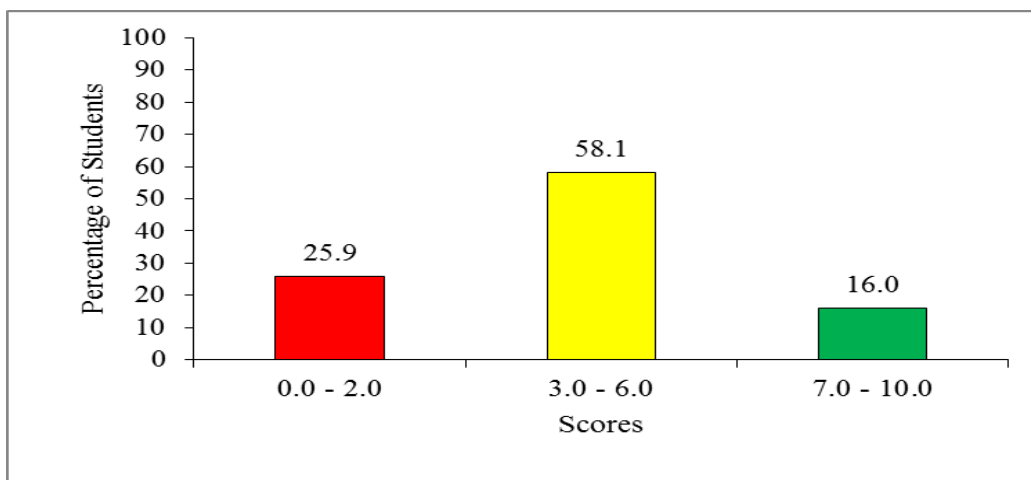


Figure 1: *Students' Performance in Question 1*

Item (1) was about pronouns (الضمائر). The students were required to identify two pronouns from the phrase given by choosing the answer from the following alternatives:

أ- العَائِيَانِ وَالْعَائِبُ

ب- العَائِبَةُ وَالْعَائِيَانِ

ج- الْمُتَكَلِّمُ وَالْعَائِبَةُ

د- العَائِبُ وَالْعَائِبَةُ

The students who opted for the right answer had the skills of pronouns. On the other hand, the students who chose other options were wrong.

Item (2) was derived from the topic (*الْفِعْلُ الْمَضَارِعُ*) (*imperfect Verb*) in the sub topic (*نصب المضارع*) (*making imperfect verb to be in accusative case*). The item demanded the students to identify the inflection of the verb (*تَشْتَرِي*) in the sentence (*لَنْ تَشْتَرِي تَوْباً جَمِيلاً*). The students were required to pick the answer from the following options:-

أ- فِعْلٌ مُضَارِعٌ مَبْنِيٌّ

ب- فِعْلٌ مُضَارِعٌ مَجْزُومٌ

ج- فِعْلٌ مُضَارِعٌ مَنْصُوبٌ

د- فِعْلٌ مُضَارِعٌ مَرْفُوعٌ

The students with the knowledge of accusative particles selected the correct answer (C) *فِعْلٌ مُضَارِعٌ مَنْصُوبٌ*. The students knew that, if the imperfect verb is preceded by the accusative article (*لَنْ*) it becomes in the accusative state.

On the other hand, some of the students selected distractor (A) (*فِعْلٌ مُضَارِعٌ مَبْنِيٌّ*). The students were wrong. This is due to the fact that, generally imperfect verb is *muurab*, Although, in some circumstances this type of verb can be (مبني) *mabniyyu*, for example, when the nuun of nis'wa (suffix of feminine) (نون النسوة) is connected to its last radical.

Some of the students were attracted by the distractor (B) **فعل مضارع مجزوم**. The students did not realise that, the word **(تَشْتَرِي)** is *mu'utall* (weak verb) in its last radical. Hence, to be *maj'zuum*, (unvowelled), its last radical *yaau* had to be removed. Additionally, there was no any reason that could make that verb to be *majzuum* (unvowelled) (**مجزوم**).

However, some of the students selected option (D) **فعل مضارع مرفوع**. This was not the correct answer. This is because, there was no any sign of *raf'u* in the verb **(تَشْتَرِي)**. The students who opted for this distractor confused the term *mansuub* with *mar'fuun*.

The Students who opted for the distractors had a partial knowledge of signs of inflection while the students who identified the correct answer were familiar with the inflections of verbs.

Item (3) was about *Ma'arifa* Nouns (definite nouns). These are nouns that represent person, things or place that are known (definite). This (*Ma'arifa* Nouns) have got several types such as **أَسْمَاءُ الْإِشَارَةِ** (demonstrative pronoun) for example **هَذَا** this, and Relative pronoun (**أَسْمَاءُ الْمَوْصُولَةِ**) such as **الَّذِي** (who). The item required the students to identify *ismu al-alam* among the listed nouns which were:-

أ- أَنْتُمَا

ب- هَاتَانِ

ج- اللَّذَانِ

د- سَعَادُ

The item intended to assess the student's ability to distinguish types of definite nouns. The students with the knowledge of definite nouns were able to choose the correct answer (D) **سَعَادُ**. The students understood that the word **سَعَادُ** represents proper noun.

Moreover, there were some students who chose the distractors (A) **هَاتَانِ** (ب) **أَنْتُمَا** (C) **اللَّذَانِ** which were personal, demonstrative and relative pronouns respectively. The students chose these options because they failed to differentiate types of *maarif* nouns.

Generally, the students who opted for the wrong options had a partial knowledge of *Maarifa* nouns.

Item (4) was about *إن و أخواتها (نواسخ) (Inna and its sisters)* and *كان و أخواتها (Kaana and its sisters)*. The item demanded the students to identify the sentence in which its predicate is in nominative case caused by an accusative particle *إن و أخواتها (نواسخ) (Inna and its sisters)*. The students were required to pick the answer from the following options:-

- أ- أَمْسَى الطِّفْلُ مَرِيضاً
ب- لَيْتَ الْمُعَلِّمَ قَائِمٌ
ج- صَارَتْ الْبِنْتُ طَوِيلَةً
د- التَّلْمِيذُ جَالِسٌ فِي الْفَصْلِ

The item tested the ability of the students to identify the functions of *nawaasikh*. The students who were familiar with the *nawaasikh* opted for (B). They understood all accusative particles (*إِنَّ وَأَخَوَاتُهَا*) and their effects to both subject and predicate in a nominal sentence.

There were, however, some of the students who chose the distractor (A) *أَمْسَى الطِّفْلُ مَرِيضاً*. The students were wrong. This is due to the fact that, the predicate of the subject in the sentence is (*منصوب*) (in accusative case). The students wrongly thought that, the word (*الطِّفْلُ*) was the predicate in the sentence as they failed to distinguish between the subject and the predicate of the sentence and between *إن و أخواتها (نواسخ) (Inna and its sisters)* and *كان و أخواتها (Kaana and its sisters)*.

In addition, some of the students opted for the distractor (C) *صَارَتْ الْبِنْتُ طَوِيلَةً*. They were wrong because the word *طَوِيلَةً* as the predicate in the sentence is *mansuub*. The students who opted for this distractor knew nothing about *nawaasikh* and its functions in the sentence.

Moreover, some of the students selected the option (D) *التَّلْمِيذُ جَالِسٌ فِي الْفَصْلِ*. This option was incorrect because it had not used *inna* or one among its sisters. They were deceived by the word *جالِسٌ* in the sentence as it had *dhamma* as a sign of *raf'u*. They failed to understand the demand of the item which was to select

the sentence which its predicate was in a nominative case due to the presence of *inna* or one of its sisters.

The students who chose the correct answer, demonstrated their ability to use both *إن و أخواتها (نواسخ)* (*Inna and its sisters*) and *كان و أخواتها (Kaana and its sisters)*.

Item (5) was about the object of the sentence. The student was asked to give a reason why the object is called *maf'uulun bihi*. The student was required to give the reason from the following options:-

- أ- دَلَّ عَلَى الَّذِي فَعَلَ الْفِعْلَ
ب- يُطَلَّبُ بِهِ حُصُولُ الْفِعْلِ
ج- يَقَعُ بَعْدَ الْفِعْلِ
د- وَقَعَ عَلَيْهِ فِعْلُ الْفَاعِلِ

This item intended to assess the student's knowledge of the object in a sentence. The students with sufficient knowledge were able to choose the correct answer (د) وَقَعَ عَلَيْهِ فِعْلُ الْفَاعِلِ (The action was done on it). They identified the answer correctly because they understood the various terminologies that make up sentences such as verbs and subjects. In addition, they had sufficient knowledge about the characteristics of the object.

On the other hand, there were some students who chose distractor (أ) دَلَّ عَلَى الَّذِي (it represents the one who did the action). They were wrong, as the statement is talking about the subject of the sentence. The students who chose this distractor confused explanations of the object with that of the subject, because they had partial knowledge of sentence structures, especially the nominal sentence that is made up with a verb and subject.

Furthermore, some students chose the wrong option (C) يُطَلَّبُ بِهِ حُصُولُ الْفِعْلِ as their answer. On the other hand, there were some students who chose the distractor (C) يَقَعُ بَعْدَ الْفِعْلِ (it occurs after verb). These students lacked sufficient knowledge on the object of the sentence. Additionally, they did not understand what the sentences meant.

Students who did well in this item had a sufficient knowledge of the object, verbs and the subject of the sentence. In the case of students who failed to

choose the correct answer, they could not understand those terminologies. In addition, some did not understand what the item wanted.

Item (6) was about inflection (علامات الإعراب الأصلية والفرعية). The item required the students to determine a sentence in which there was a word whose sign of *nasbu* is *alif* from the following options:-

أ- ضَرَبْتُ أَخَاكَ بِالْعَصَا

ب- إِنَّ رَجُلًا فِي الدَّارِ

ج- الطَّالِبَانِ قَائِمَانِ

د- رَأَيْتُ عَصَاكَ فِي الْعُرْفَةِ

The item aimed to test the students' knowledge of signs of inflections. The students who got the correct answer (A) ضَرَبْتُ أَخَاكَ had enough knowledge of inflection of *asmaau al-khamsa*. Moreover, the students realized that, *asmaau al-khamsa* being a subject in a sentence becomes *mar-fuun* by sign *wau* (الواو), if it is an object, it becomes *mansuubun* by the sign *alifu* (الألف) and when it is *majruurun* its sign of *jarri* is *yaau* (الياء). The students knew that this principle is applied to the *asmaau al-khamsa* that are *mudhwaaf* (the first part of the genitive construction), not attached to the *yaau al-mutakallim* and are neither dual nor plural nouns.

On the contrary, some students chose the distractor (B) إِنَّ رَجُلًا فِي الدَّارِ. The students were not correct because, in this sentence there was no word whose sign of *nasb* (نصب) was *alif*. The students chose this sentence because they were deceived by the word رَجُلًا. The students incorrectly concluded that, since the word ends with *alifu* and its sign of *nasb* would be *alif*.

On the other hand, some students opted for (C) الطَّالِبَانِ قَائِمَانِ. They failed to understand that in this sentence there was no word whose sign of *nasbu* is *alif*. These students confused *nasbu* sign of duality noun and *asmaau alkhamsa*. The students failed to determine that the words الطَّالِبَانِ and قَائِمَانِ present in this sentence are duality nouns and hence their *nasbu* symbol are represented the letter *yaau*.

In addition, Some students selected the distractor (D) رَأَيْتُ عَصَاكَ فِي الْعُرْفَةِ. These students were attracted by the word عَصَاكَ. They thought that the word عَصَا in this sentence, its *nasbu* sign is *alif* because it ends with *alif*. The students could

not understand that, the word *عَصَا* is the *maqsuur* noun (defective noun) and so, its nasbu sign was supposed to be estimated *fatha*.

Generally, the students who chose the correct answer in this item showed high competence in using words whose signs of inflection are *far'iyya* while the students who chose incorrect options did not have enough understanding about the inflection signs of *far'iyya*.

Item (7) was derived from declinable and indeclinable words (*الْمُعْرَبُ وَالْمَبْنِيُّ*). The item required the students to determine declinable word from the options given. The options were:-

- أ - أَبُوكَ
- ب - يَضْرِبْنَ
- ج - سَمِعَ
- د - هُوَ لَاءِ

The item intended to assess student's knowledge of declinable and indeclinable words (*الْمُعْرَبُ وَالْمَبْنِيُّ*). The students who were familiar with declinable and indeclinable words (*الْمُعْرَبُ وَالْمَبْنِيُّ*) chose the correct answer (A). They selected this answer because they understood that, the noun which is *أَبُو*, is among Five Special Nouns which lay in the group of declinable words.

However, some of the students opted for the distractor (B) *يَضْرِبْنَ*. These students were wrong. The students were attracted by the type of the verb which was imperfect verb (*فعل مضارع*). This is because generally imperfect verbs are declinable words (*معرب*). They failed to realize that, the imperfect verb can be indeclinable words (*مبني*) in some circumstances as it happened in the word *يَضْرِبْنَ* which they chose. The students did not know that, the word *يَضْرِبْنَ* was connected at its last radical with the noun of *nis'wa* (suffix of feminine) and hence has to be *mabniyyu* (*مبني*) cemented word.

Moreover, some of the students opted for the distractor (C) *سَمِعَ*. The students failed to understand that, all perfect verbs are *mabniyyu* *مَبْنِيٌّ*.

In addition, there were some students who chose (*هُوَ لَاءِ*). They were not correct, because the word (*هُوَ لَاءِ*) is *mabniyyu* (unchangeable). The students failed to understand that, all demonstrative pronouns (*أسماء الإشارة*) are *mabniyyu* except for the duality (*أسماء الإشارة للمثنى*).

The analysis of this item shows that, the students who scored the mark in this item had sufficient knowledge of inflected and uninflected words, signs of inflection *aswliyya and far-iyya* and *Ah-waalu-al-binaai-wal-iiraab*.

Item (8) was about verbs. The students were required to identify a word which indicates an event which has taken place in a certain period of time among the listed words:

- أ- اسم
- ب- إعراب
- ج- ضمير
- د- فعل

The item aimed to assess the students' ability to distinguish between nouns and verbs. Students who had enough knowledge of types of words were able to realize that, the word **فعل** (verb) in option (D) is a type of word that shows an event that happened in a certain period of time.

On the other hand, some students chose **اسم** (noun) in (A). The students were not able to discover that, the noun does not show when the action happened. The students failed to understand that a noun is a word that represents humans, animals, places or anything else.

In addition, some of the students opted for the distractor (B) **إعراب** (*i'iraabu*). This was the incorrect answer due to the fact that, **إعراب** deals with the changes that occur at the last radical of the word.

Some of the students chose distractor (C) **ضمير**. These students incorrectly understood that a pronoun is a definite noun that represents the singular, dual or plural entity, this can be in first, second or third person. The students were attracted by the option due to the fact that, the pronoun can appear in verbs which show time of the event.

The students, who opted for the correct answer were familiar with the types of words which are Verbs (**الأفعال**), Nouns (**الأسماء**) and letters (**الحروف**). On contrary, the students who opted for the rest options did not know types of words and their explanation.

Item (9) was derived from transitive and intransitive verbs (الْفِعْلُ الْمُتَعَدِّي وَاللَّازِمُ). Transitive verb (الْفِعْلُ الْمُتَعَدِّي) means a verb which takes an object while intransitive verb (الْفِعْلُ اللَّازِمُ) means a verb which does not take object. Students were required to identify intransitive verb from the following verbs:-

- أ- كَتَبَ
- ب- سَمِعَ
- ج- سَقَطَ
- د- لَبَسَ

The students with the knowledge of transitive and intransitive verbs (الْفِعْلُ الْمُتَعَدِّي وَاللَّازِمُ) opted for (C) (سَقَطَ), The students knew that, since the verb does not need an object to complete the meaning, it should be an intransitive verb (الْفِعْلُ اللَّازِمُ).

On the other hand, some students chose the distractor (A) كَتَبَ (he/she wrote). The students were wrong. This is because the word كَتَبَ is a transitive verb that needs an object to complete the meaning. This sentence for example, can be written: كَتَبَ مُحَمَّدٌ الدَّرْسَ (Muhammadi wrote the lesson). The students who chose this verb كَتَبَ in (A) mixed it with some intransitive verbs whose *miizaan* (مِيزَان) (structures) are the same as what they chose.

There were, however, some of the students who opted for (B) سَمِعَ and (د) لَبَسَ. The students failed to realize that, these are transitive verbs that take objects to convey meaningful thought. The verb سَمِعَ for instance can be written in a sentence as سَمِعَ الْفَتَى صَوْتَ الْبَقْرَةِ (The boy heard the voice of the cow). Moreover, the verb لَبَسَ can be written in a sentence as لَبَسَ الْوَلَدُ الْقَمِيصَ (The boy put on the shirt).

Generally, the students who chose the distractors were unable to distinguish intransitive verb (الْفِعْلُ اللَّازِمُ) from transitive verb (الْفِعْلُ الْمُتَعَدِّي).

Item (10) was about meaningful sentences. The students were required to show two components of nominal sentence. The students were required to choose the answer from the following options:-

- أ- الْمُفْرَدُ وَالْمُتَنَّى
ب- الْفَاعِلُ وَالْخَبْرُ
ج- الْمُبْتَدَأُ وَالْفِعْلُ
د- الْمُبْتَدَأُ وَالْخَبْرُ

The item tested the students' knowledge of nominal sentences. Those who had enough knowledge in this part opted for distractor (D) (الْمُبْتَدَأُ وَالْخَبْرُ). The students knew that, the subject and predicate (الْمُبْتَدَأُ وَالْفِعْلُ) are the components of nominal sentence.

On the other hand, the students who opted for the distractors had partial knowledge of types of sentences especially nominal sentence. In addition to that, they did not know the components of both nominal and verb sentences.

2.1.2 Question 2: Matching items

The question consisted of five (5) matching items. It was about vocabulary. List 'A' consisted of vocabulary while List 'B' involved explanations. The students were required to match each vocabulary in List A with its corresponding explanation in List B by writing the letter of the corresponding response in the places provided. The question was:

2- صِلْ بَيْنَ مَعَانِي الْمُفْرَدَاتِ مِنْ قَائِمَةِ (ب) وَمَا يُنَاسِبُهَا مِنَ الْمُفْرَدَاتِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الإِجَابَةِ فِي الْمَكَانِ الْخَالِي:

قَائِمَةُ (ب)	قَائِمَةُ (أ)
أ- الْمَكَانُ الَّذِي يُقِيمُ فِيهِ الْإِنْسَانُ.	1س1 الصَّخْرَاءُ (_____)
ب- الْمَكَانُ الْمَعْدُّ فِي الْمَنْزِلِ بِعَرَضِ الاسْتِرْحَاءِ وَالاجْتِمَاعِيَّاتِ.	2س2 الْمَخْرَزُ (_____)
ج- أَرْضٌ وَاسِعَةٌ لَا مَاءَ فِيهَا.	3س3 السُّوقُ (_____)
د- الْمَكَانُ الْمَعْدُّ لِطَهْوِ وَإِعْدَادِ الطَّعَامِ.	4س4 الْمَطْبُخُ (_____)
هـ- الْمَكَانُ الَّذِي يُحْصَلُ مِنْهُ الْمَاءُ.	5س5 غُرْفَةُ الْجُلُوسِ (_____)
و- الْمَكَانُ الَّذِي يُحْتَفَظُ فِيهِ الْأَشْيَاءُ.	
ز- الْمَكَانُ الَّذِي يَلْتَقِي فِيهِ بَائِعُو السَّلْعِ أَوْ الْحُدَمَاتِ مَعَ مُشْتَرِيهَا.	

The question was attempted by 2,406 (100.0%) students. The performance of this question was generally average. The data shows that, 322 (13.4%) students scored from 4.0 to 5.0 marks, which is a good performance. Also 703 (29.2%) students scored from 2.0 to 3.0 marks, which is an average performance. Lastly 1,381 (57.4%) students scored from 0.0 to 1.0 mark, which is a weak performance. The overall students' performance in the question is summarised in Figure 2.

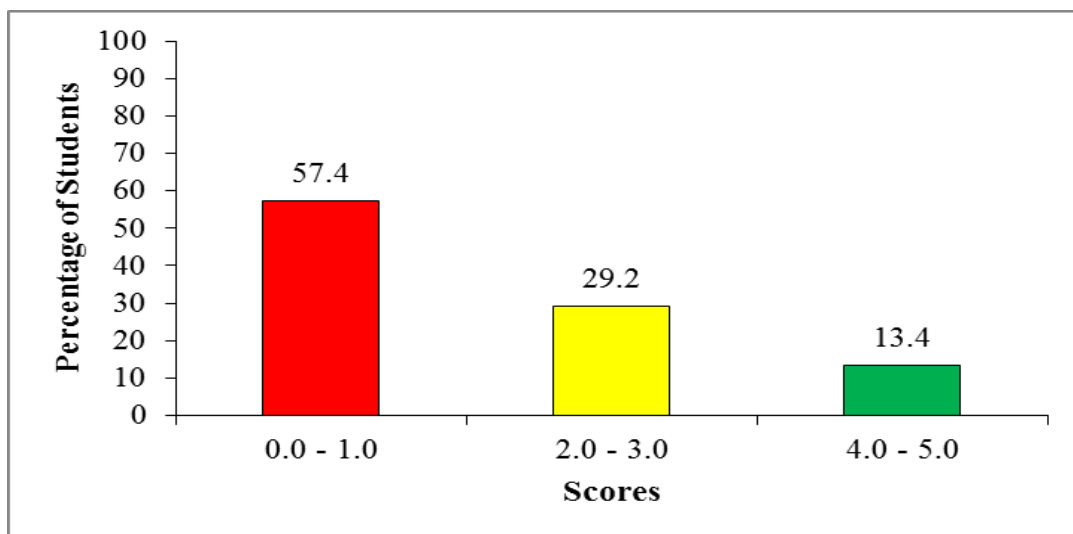


Figure 2: *Students' Performance in Question 2*

The data analysis shows that, 332 (13.4%) students had a good performance. The students understood the Arabic Language vocabulary given in the question. The data shows that, 130 (5.4%) students scored full marks in this question. They showed sufficient knowledge of Arabic Language vocabulary given in the question. The students who scored full marks for example, matched the items of List 'A' with the correct explanation from List 'B' as follows: (1س) "الصَّحْرَاءُ" (Desert) with (C) "أَرْضٌ وَاسِعَةٌ لَا مَاءَ فِيهَا" (a big land without water), (2س) "الْمَخْزَنُ" with (F) "الْمَكَانُ الَّذِي يُحْتَفَظُ فِيهِ الْأَشْيَاءُ", (3س) "السُّوقُ" (market) with (G) "الْمَكَانُ الَّذِي يَلْتَقِي فِيهِ بَائِعُو السِّلَعِ أَوْ الْخِدْمَاتِ مَعَ مُشْتَرِيهَا", (4س) "الْمَطْبُخُ" with (D) "الْمَكَانُ الْمَعْدُّ لِطَهْوِ وَإِعْدَادِ الطَّعَامِ" (a special place for cooking and food preparation) and part (5س) "عُرْفَةُ الْجُلُوسِ" (sitting room) with (B) "الْمَكَانُ الْمَعْدُّ فِي الْمَنْزِلِ لِعَرْضِ الْأَسْتِرْحَاءِ وَالاجْتِمَاعِيَّاتِ". This shows that, the students comprehended well the vocabulary listed in this question. Extract 2.1 shows a sample of the correct responses from one of the students.

صِلْ بَيْنَ مَعَايِي الْمُفْرَدَاتِ مِنْ قَائِمَةِ (ب) وَمَا يُنَاسِبُهَا مِنَ الْمُفْرَدَاتِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الإِجَابَةِ فِي الْمَكَانِ الْخَالِي:

قَائِمَةُ (أ)	قَائِمَةُ (ب)
س1، الصَّحْرَاءُ (ح)	أ- الْمَكَانُ الَّذِي يُقِيمُ فِيهِ الْإِنْسَانُ.
س2، الْمَخْزَنُ (و)	ب- الْمَكَانُ الْمَعْدُ فِي الْمَنْزِلِ بِغَرَضِ الاسْتِرْحَاءِ وَالاجْتِمَاعِيَّاتِ.
س3، السُّوقُ (ن)	ج- أَرْضٌ وَاسِعَةٌ لَأَمَاءٍ فِيهَا.
س4، الْمَطْبِخُ (د)	د- الْمَكَانُ الْمَعْدُ لِيَطْهَرُ وَ إِعْدَادِ الطَّعَامِ.
س5، عُرْفَةُ الْجُلُوسِ (ب)	هـ- الْمَكَانُ الَّذِي يُخْصَلُ مِنْهُ الْمَاءُ.
	و- الْمَكَانُ الَّذِي يُتَّقَطُّ فِيهِ الْأَشْيَاءُ.
	ز- الْمَكَانُ الَّذِي يَلْتَقِي فِيهِ بَائِعُو السِّلَعِ أَوْ الخِدْمَاتِ مَعَ مُشْتَرِيهَا.

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 Colum A with B correctly.

Although the performance was good, there were 703 (29.2%) students who scored average marks. The analysis shows that, some of them matched correctly between two and three items. This is attributed to the students' partial knowledge of the subject matter.

On the other hand, 1,381 (57.4%) students failed in this question. The data shows that 29.5 per cent of students scored zero in this question. One of the students for example, Matched part (س1) "الصَّحْرَاءُ" (Desert) with (F) " الْمَكَانُ الَّذِي يُحْتَقَطُّ فِيهِ " (a place where things are stored), (س2) " الْمَخْزَنُ " with (E) " الْمَكَانُ الَّذِي يُخْصَلُ مِنْهُ الْمَاءُ " (a special place for cooking and food preparation) (س3) " السُّوقُ " (market) with (D) " الْمَكَانُ الْمَعْدُ لِيَطْهَرُ وَ إِعْدَادِ الطَّعَامِ " (a special place for cooking and food preparation) (س4) " الْمَطْبِخُ " with (B) " الْمَكَانُ الْمَعْدُ فِي الْمَنْزِلِ " and part (س5) " عُرْفَةُ الْجُلُوسِ " (sitting room) with (C) " أَرْضٌ وَاسِعَةٌ لَأَمَاءٍ فِيهَا ". This indicates that, the students had insufficient Arabic

vocabulary. Extract 2.2 shows a sample of the incorrect responses from one of the students.

2- صِلْ بَيْنَ مَعَانِي الْمُفْرَدَاتِ مِنْ قَائِمَةِ (ب) وَمَا يُنَاسِبُهَا مِنَ الْمُفْرَدَاتِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الإِجَابَةِ فِي الْمَكَانِ الْحَالِي:

قَائِمَةُ (ب)	قَائِمَةُ (أ)
أ- الْمَكَانُ الَّذِي يُقِيمُ فِيهِ الْإِنْسَانُ.	س1 الصَّحْرَاءُ (هـ)
ب- الْمَكَانُ الْمُعَدُّ فِي الْمَنْزِلِ بِغَرَضِ الاسْتِرْحَاءِ وَالاجْتِمَاعِيَّاتِ.	س2 الْمَخْزَنُ (نـ)
ج- أَرْضٌ وَاسِعَةٌ لَا مَاءَ فِيهَا.	س3 السُّوقُ (أـ)
د- الْمَكَانُ الْمُعَدُّ لِطَهْوِ وَإِعْدَادِ الطَّعَامِ.	س4 الْمَطْبِخُ (بـ)
هـ- الْمَكَانُ الَّذِي يُحْصَلُ مِنْهُ الْمَاءُ.	س5 غُرْفَةُ الْجُلُوسِ (جـ)
و- الْمَكَانُ الَّذِي يُحْتَفَظُ فِيهِ الْأَشْيَاءُ.	
ز- الْمَكَانُ الَّذِي يَلْتَقِي فِيهِ بَائِعُو السَّلْعِ أَوْ الْحَدَمَاتِ مَعَ مُشْتَرِيهَا.	

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 the parts 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 was:

3- رَتَّبْ كَلِمَاتِ كُلِّ سَطْرٍ مِمَّا يَأْتِي لِتَصِيرَ جُمْلَةً مُفِيدَةً، ثُمَّ ضَعِ إِجَابَتَكَ فِي الْمَكَانِ الْخَالِي:

أ- المُدِيرُ - واقِفٌ - المَكْتَبُ - وِزَاء.

ب- المَنْزِلُ - حَدِيقَةٌ - جَمِيلَةٌ.

ج- نَشِيطٌ - خَالِدٌ - تَلْمِيزٌ.

د- المُعَلِّمُ - بَيْتٌ - مِنْ - قَرِيبٌ - المَدْرَسَةِ.

هـ- اللُّغَةُ - العَرَبِيَّةُ - جَدِيدٌ - كِتَابٌ.

The question was attempted by 2,406 (100.0%) students, among them, 398 (16.6%) students scored from 6.5 to 10.0 marks, which is a good performance. Also, 876 (36.4%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1,132 (47.0%) students scored from 0.0 to 2.5 marks, which is a weak performance. Therefore, the students' general performance in the question was average as 1,274 (53.0%) students scored from 03 to 10 marks. The overall students' performance in the question is summarised in Figure 3.

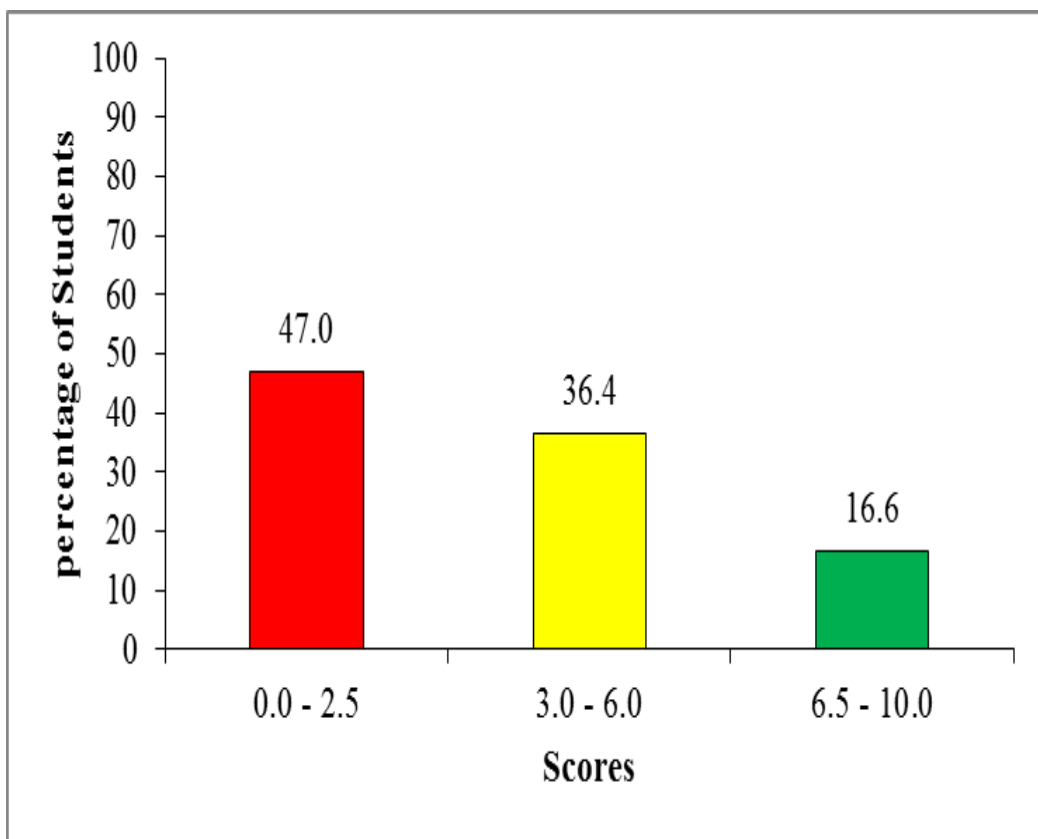


Figure 3: Students' Performance in Question 3

The data shows that 398 (16.6%) students scored high marks in this question. Such students were familiar with the types of Arabic sentences. On the other hand 0.4% of the students scored full marks. They re-arranged the words correctly to make meaningful sentences. One of those students for instance, wrote the following: " **الْمُدِيرُ وَاقِفٌ وَرَاءَ الْمَكْتَبِ** " for the part (a), Furthermore, the student wrote " **حَدِيقَةُ الْمَنْزِلِ جَمِيلَةٌ** " to rearrange the part (b), The student wrote, " **خَالِدٌ تَلْمِيذٌ نَشِيطٌ** " for part (c). In addition, the student wrote **بَيْتُ الْمُعَلِّمِ قَرِيبٌ مِنْ الْمَدْرَسَةِ** to make the disarranged sentence in part (d) meaningful. Finally, The student arranged the sentence in part (e) to be **كِتَابُ اللُّغَةِ الْعَرَبِيَّةِ جَدِيدٌ**. This suggests that the students had sufficient knowledge of the Arabic syntax. Extract 3.1 is a sample of good responses from one of the students.

3- رَتَّبْ كَلِمَاتِ كُلِّ سَطْرٍ مِمَّا يَأْتِي لِتَصِيرَ جُمْلَةً مُفِيدَةً، ثُمَّ ضَعِ إِجَابَتَكَ فِي الْمَكَانِ الْخَالِي:
أ- المَدِيرُ - واقِفٌ - المَكْتَبِ - وِزَاءِ. المَدِيرُ واقِفٌ، وِزَاءِ المَكْتَبِ .
ب- المَنْزِلُ - حَدِيقَةٌ - جَمِيلَةٌ. جَمِيلَةٌ المَنْزِلُ حَدِيقَةٌ
ج- نَشِيطٌ - خَالِدٌ - تَلْمِذٌ. خَالِدٌ تَلْمِذٌ نَشِيطٌ
د- المُعَلِّمُ - بَيْتٌ - مِنْ - قَرِيبٌ - المَدْرَسَةِ. بَيْتُ المُعَلِّمِ قَرِيبٌ مِنَ المَدْرَسَةِ .
هـ- اللُّغَةُ - العَرَبِيَّةُ - جَدِيدٌ - كِتَابٌ. كِتَابُ اللُّغَةِ العَرَبِيَّةِ جَدِيدٌ .

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

Extract 3.1: Shows a sample of responses from the student who managed to re-arrange the jumbled words into meaningful sentences as the question demanded.

Furthermore, the analysis indicates that, in this question 876 (36.4%) students scored from 03 to 06 marks, which is an average performance. Majority of them managed to correctly rearrange two to three sentences out of five parts given in this question. This suggests that they had partial knowledge of the Arabic Language syntax. This weakness caused them to re-arrange some parts wrongly.

The analysis further shows that, the students who performed poorly in this question lacked Arabic sentence structure knowledge in both nominal and verb sentences. One of those students who scored zero for example, incorrectly arranged the sentences as follow:

" جَمِيلَةٌ المَنْزِلُ حَدِيقَةٌ " for the part (a), the student wrote " المَكْتَبِ واقِفٌ المَدِيرُ وِزَاءِ " for the part (b), the student wrote, " تَلْمِذٌ خَالِدٌ نَشِيطٌ " for part (c). In addition, the student wrote " المَدْرَسَةِ مِنْ قَرِيبٌ بَيْتُ المُعَلِّمِ " for part (d) finally, The student wrote

كِتَابُ جَدِيدِ اللُّغَةِ الْعَرَبِيَّةِ in part (e). This indicates that the students did not know the meaning of Arabic vocabulary. Hence he/she lacked the skills of rearranging words in a jumbled sentence. Furthermore, the students who failed in this question did not know the Arabic Language sentence structure; as a result they rearranged the sentences incorrectly. The following sample 3:2 illustrates the student's weak responses in this question.

3- رَتَّبْ كَلِمَاتِ كُلِّ سَطْرٍ بِمَا يَأْتِي لِتَصِيرَ جُمْلَةً مُفِيدَةً، ثُمَّ ضَعِ إِجَابَتَكَ فِي الْمَكَانِ الْخَالِي:

أ- المديرة - واقفت - المكتب - وزراء.
المدير واقفت المكتب ووزراء

ب- المنزل - عديئة - جميلة.
المنزل عديئة جميلة

ج- نشيط - خالد - تلميذ.
نشيط خالد تلميذ

د- المعلم - بنت - من - قربت - المدرسة.
المعلم بنت من قربت المدرسة

هـ- اللُّغَة - العَرَبِيَّة - جَدِيد - كِتَاب.
اللُّغَة الْعَرَبِيَّة جَدِيد كِتَاب

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.

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 answers were hidden. The student was 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- أكْمِلِ الحِوَارَ الآتِي:

أ- حَسَّانُ: أَهْلًا وَسَهْلًا يَا مُحَمَّدٌ.

مُحَمَّدٌ:

ب- حَسَّانُ: أَيَّنَ سَتَقْضِي عَظَلَةَ الأُسْبُوعِ؟

مُحَمَّدٌ:

ج- حَسَّانُ: بِمِ تَسَافِرُ إِلَى عَظَلَةَ الأُسْبُوعِ؟

مُحَمَّدٌ:

د- حَسَّانُ: هَلْ سَتَذْهَبُ مَعَ أُسْرَتِكَ؟

مُحَمَّدٌ:

ه- حَسَّانُ: كَمَ يَوْمًا سَتَقْضِي هُنَاكَ؟

مُحَمَّدٌ:

The question was attempted by 2,406 (100.0%) students and their performance was average, as 1,173 (48.8%) students scored from 3.0 to 10.0 marks. The

analysis shows that 389 (16.2%) students scored from 6.5 to 10.0 marks which is a good performance. Also, 784 (32.6%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly 1,233 (51.2%) 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 4.

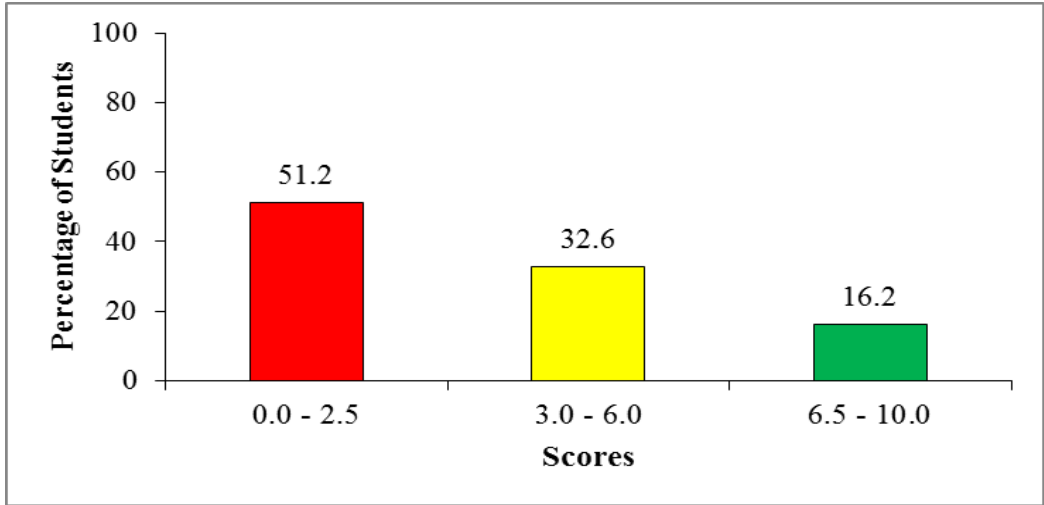


Figure 4: Students' Performance in Question 4

The analysis reveals that, 389 (16.2%) students scored from 6.5 to 10.0 marks. Those who failed to get full marks in this category, either provided incorrect responses to one part or responded with ungrammatical sentences. The statistics show that, 47 (2.0%) students scored 10 marks in this question. They completed all parts of the dialogue by writing appropriately the required information of the question. One among the students for example, responded as follows: in the first part (a) he/she wrote (أَهْلًا وَسَهْلًا يَا حَسَّانَ). In addition, in the second part (b), the student wrote: (سَأَقْضِيهَا فِي أَرْوَشَا) (I will spend it in Arusha) in responding to Hassan's question which was (أَيْنَ سَتَقْضِي عَظَلَةَ الْأَسْبُوعِ؟) (Where are you going to spend your holiday?). The student realised that, since the question had a word (أَيْنَ) that informed this student to give the answer. This is due to the fact that, the interrogative particle *أَيْنَ* can be used to ask for the place.

Moreover, the student wrote in the third part (c) (أَسَافِرُ بِالطَّائِرَةِ) (I will travel by airplane) as a response to the question that asked (بِمَ تَسَافِرُ إِلَى عَظَلَةَ الْأَسْبُوعِ؟) (How will you travel for holiday?). The student was signed by the interrogative particle *بِمَ*, as it can be used to ask about something/ instrument which was used /is used / will be used to do something. In the fourth part (d), the student wrote

(نَعَمْ، سَأَذْهَبُ مَعَ أُسْرَتِي) (Yes, I will go with my family) after being asked the question (هَلْ سَتَذْهَبُ مَعَ أُسْرَتِكَ؟) (Will you go with your family?). This is because once interrogative particle هل is used for questioning, it demands yes - no response. In the last part (e) he/ she wrote: (سَأَقْضِي هُنَاكَ ثَلَاثَةَ أَيَّامٍ) (I will be there for three days) when he/she answered the question: (كَمْ يَوْمًا سَتَقْضِي هُنَاكَ؟) (How many days will you stay there?) . The student was able to understand how to respond because; the interrogative particle كم can be used to ask for a number. This analysis shows that, the students who did well in this question were able to communicate fluently in the Arabic language in different contexts. Extract 4.1 is a sample of good responses from one of the students in this question.

<p>4- أَكْمِلِ الْجَوَابَ الْآتِي:</p> <p>أ- حَسَّانُ: أَهْلًا وَسَهْلًا يَا مُحَمَّدٌ. مُحَمَّدٌ: مَدَّ يَدًا يَدًا يَا حَسَّانُ</p>
<p>ب- حَسَّانُ: أَيَّنَ سَتَقْضِي عَطْلَةَ الْأُسْبُوعِ؟ مُحَمَّدٌ: سَأَقْضِي عَطْلَةَ الْأُسْبُوعِ فِي دَارِ السَّلَامِ .</p>
<p>ج- حَسَّانُ: بِمَ تُسَافِرُ إِلَى عَطْلَةِ الْأُسْبُوعِ؟ مُحَمَّدٌ: أَسَافِرُ بِالسِّيَارَةِ .</p>
<p>د- حَسَّانُ: هَلْ سَتَذْهَبُ مَعَ أُسْرَتِكَ؟ مُحَمَّدٌ: نَعَمْ سَأَذْهَبُ مَعَ أُسْرَتِي .</p>
<p>ه- حَسَّانُ: كَمْ يَوْمًا سَتَقْضِي هُنَاكَ؟ مُحَمَّدٌ: أَقْضِي سَبْعَةَ أَيَّامٍ .</p>

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 who had average performance in this question. Analysis of the students' responses shows that, they were able to

correctly complete the dialogue only in some parts and they scored 3 to 6 marks. This shows that, these students had partial knowledge of Arabic vocabulary.

Moreover, there were some students who failed in this question. The analysis shows that 1,233 (51.2%) students scored below 3 marks. Some of them, for example, responded correctly to the question in one part and some of them provided answers to some parts with ungrammatical sentences.

On the other hand, 651 students scored zero in this question. They supplied incorrect answers to all parts of the question. One of the students for example, in part (a) wrote: " .. ملئنا " , which is meaningless. In part (b), the student wrote: " منللمد ". In part (c), the student wrote " اكنوثلنث ". Furthermore, In part (d) the student wrote " شكلن ". In the last part (e) he/ she wrote ' عملن '.

Moreover, some of these students just picked some words from the question and used them as their answers. Others did not understand the requirement of the question. Also, some of the students did not respond to any part. Extract 4.2 is a sample of poor responses from one of the students.

4- أكْمِلِ الحِوَارَ الآتِي:

أ- حَسَّانُ: أَهْلًا وَسَهْلًا يَا مُحَمَّدٌ.

مُحَمَّدٌ: عُطَّلَةٌ وَسَهْلَانٌ يَا أَهْلًا.

ب- حَسَّانُ: أَيْنَ سَتَقْضِي عَطَّلَةَ الْأُسْبُوعِ؟

مُحَمَّدٌ: كَمْ يَوْمًا عَطَّلَةٌ.

ج- حَسَّانُ: بِمِ تَسَافِرُ إِلَى عَطَّلَةِ الْأُسْبُوعِ؟

مُحَمَّدٌ: الْفَجْدِ بِنْتِ.

د- حَسَّانُ: هَلْ سَتَذْهَبُ مَعَ أُسْرَتِكَ؟

مُحَمَّدٌ: وَاللَّيْلِ فِضْمُونِ.

ه- حَسَّانُ: كَمْ يَوْمًا سَتَقْضِي هُنَاكَ؟

مُحَمَّدٌ: الْإِسْتِنْفَاحِ يَطْلُبِ.

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

The extract 4.2 shows a sample of responses from the students who failed to complete the dialogue as the question demanded.

2.2.3 Question 5 : Interrogative Particles

The question was derived from Interrogation Particles (أدوات الاستفهام) (هل) and (أ). The student was required to identify the question structure/style which was used to ask in the parts listed from (a) to (e). The question assessed the students' knowledge of using interrogative particles in the sentences. The question was:

5- بَيِّنْ فِي الْجُمْلَةِ الْآيَةَ أُسْلُوبَ الْإِسْتِفْهَامِ الَّذِي يُطْلَبُ بِهِ مَضْمُونُ الْجُمْلَةِ وَالَّذِي يُطْلَبُ بِهِ التَّعْيِينُ
بَيْنَ الشَّيْئَيْنِ، ثُمَّ ضَعْ إِجَابَتَكَ فِي الْمَكَانِ الْخَالِي:

أ- أَصْبَاحًا حَضَرَتْ أُمُّ مَسَاءً؟

ب- أَعْلَى مُسَافِرٍ أُمُّ حَسَنٍ؟

ج- هَلْ أَنْتَ مَرِيضٌ؟

د- أَسَعِيدُ صَدِيقُكَ أُمُّ سَالِمٍ؟

هـ- هَلْ تُحِبُّ النَّزْهَةَ فِي الْحَدِيثَةِ؟

The question was attempted by 2,406 (100.0%) students, out of whom 2,372 (98.6%) students scored from 0.0 to 2.5 marks, which is a weak performance. Also, 16 (0.7%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 18 (0.7%) students scored from 8.0 to 10.0 marks, which is a good performance. Therefore, the students' general performance in the question was weak, because 34 (1.4%) students scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 5.

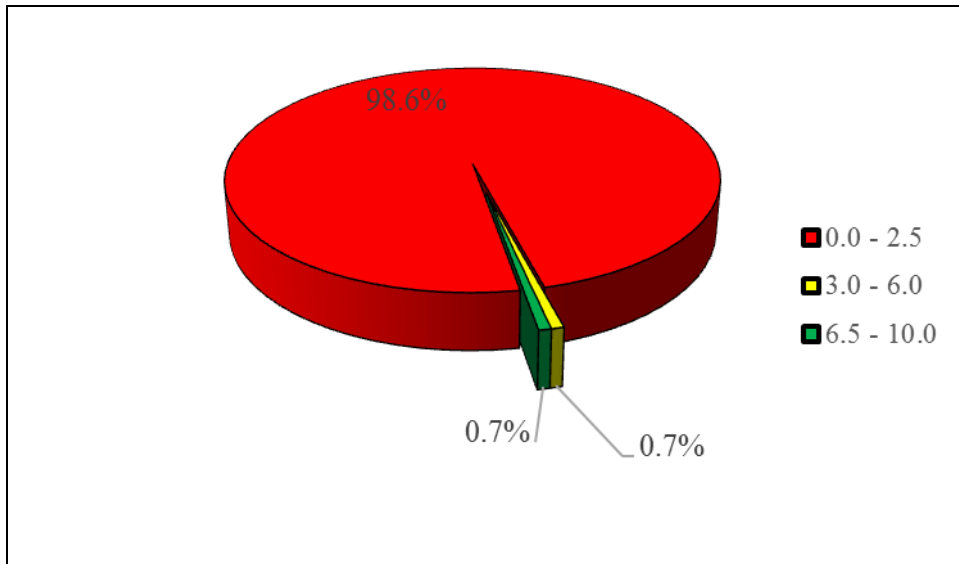


Figure 5: *Students' Performance in Question 5*

The analysis shows that, the students who performed poorly in this question, lacked Arabic questions structure knowledge. One of such students with zero marks for example, wrote: "حَضَرَتْ مَسَاءً" for the part (a), In part (b) the student wrote "مُسَافِرٌ إِلَى سَبُوحٍ". In part (c) the student wrote, "لَيْسَ مَرِيضٌ". The student left items (d) and (e) unanswered.

This indicates that the students who failed in this question did not know the Arabic Language question structure. The following sample illustrates the student's poor performance in this question.

5- بَيِّنْ فِي الْجُمْلَةِ الْآتِيَةِ اسْلُوبَ الْإِسْتِفْهَامِ الَّذِي يُطْلَبُ بِهِ مَضْمُونُ الْجُمْلَةِ وَالَّذِي يُطْلَبُ بِهِ التَّعْيِينُ
بَيْنَ الشَّيْئَيْنِ، ثُمَّ ضَعْ إِجَابَتَكَ فِي الْمَكَانِ الْحَالِي:

أ- أَصْبَاحًا حَضَرَتْ أُمُّ مَسَاءٍ؟ أُمُّ مَسَاءٍ أَصْبَحْنَا حَضَرْنَا

ب- أَعْلَى مُسَافِرٌ أَمْ حَسَنٌ؟ حَسَنٌ قَلْبِي مُسَافِرٌ

ج- هَلْ أَنْتَ مَرِيضٌ؟ نَعَمْ أَنَا مَرِيضٌ

د- أَسَعِيدُ صَدِيقُكَ أَمْ سَامٍ؟ نَسِيمٌ نَسْعِدُ صَدِيقٌ

هـ- هَلْ تُحِبُّ التَّنَزُّهَ فِي الْحَدِيقَةِ؟ نَعَمْ

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

Extract 5.1 shows a sample from a student who did not understand the demand of the question..

Furthermore, the analysis indicates that, 16 (.07%) students scored from 3.0 to 6.0 marks, which is an average performance in the question. Majority of them managed to correctly respond two to three parts out of five parts given in this question. This suggests that they had partial knowledge of the Arabic Language interrogative particles. This weakness caused them to re-arrange some parts wrongly.

On the other hand, the data shows that 16 students scored 10.0 marks. Those students were aware of different types of Arabic interrogative particles. One of

those students who scored full marks for example, identified that, the correct response for the parts (a), (b), and (d) which were: “أَصْبَحًا حَضَرْتَ أَمْ مَسَاءً؟” (Did you arrive at morning or evening?), “أَعْلَىٰ مُسَافِرٌ أَمْ حَسَنٌ” (Is Ally travelling or Hassan?) and “أَسَعِيدٌ صَدِيقُكَ أَمْ سَالِمٌ؟” (Is your friend Said or Saalim?) respectively were *madh’muun al-jumla* (مَضْمُونُ الْجُمْلَةِ). Moreover, the student identified that, the correct response for the parts (c) “هَلْ أَنْتَ مَرِيضٌ؟” (Are you sick?) and (e) هَلْ تُحِبُّ التَّنَزُّهَ فِي الْحَدِيقَةِ؟ (Do you like to visit the garden?) were *taayiin baina shaiaain* (التَّعْيِينُ بَيْنَ الشَّيْئَيْنِ). This analysis shows that these students had sufficient knowledge about both interrogative particles and questioning structures in conversation. Extract 5.1 is a sample of good responses from one of the students.

5- بَيِّنْ فِي الْجُمْلَةِ الْآتِيَةِ أُسْلُوبَ الْإِسْتِفْهَامِ الَّذِي يُطْلَبُ بِهِ مَضْمُونُ الْجُمْلَةِ وَالَّذِي يُطْلَبُ بِهِ التَّعْيِينُ بَيْنَ الشَّيْئَيْنِ، ثُمَّ ضَعْ إِجَابَتَكَ فِي الْمَكَانِ الْحَالِي:

أ- أَصْبَحًا حَضَرْتَ أَمْ مَسَاءً؟ الَّذِي حَضَرْتَ التَّعْيِينُ بَيْنَ الشَّيْئَيْنِ

ب- أَعْلَىٰ مُسَافِرٌ أَمْ حَسَنٌ؟ التَّعْيِينُ بَيْنَ الشَّيْئَيْنِ

ج- هَلْ أَنْتَ مَرِيضٌ؟ مَضْمُونُ الْجُمْلَةِ

د- أَسَعِيدٌ صَدِيقُكَ أَمْ سَالِمٌ؟ التَّعْيِينُ بَيْنَ الشَّيْئَيْنِ

ه- هَلْ تُحِبُّ التَّنَزُّهَ فِي الْحَدِيقَةِ؟ مَضْمُونُ الْجُمْلَةِ

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

Extract 5.2: Shows a sample of responses from the students who correctly responded to the question.

2.2.4 Question 6: Definite and Indefinite Nouns (النَّكْرَةُ وَالْمَعْرِفَةُ)

This question was set from the topic (النَّكِرَةُ وَالْمَعْرِفَةُ) (Definite and Indefinite Nouns). The questions asked the students to identify indefinite nouns (النَّكِرَةُ) found in the given sentences. The question was:

6- عَيِّنْ اسْمَ نَكِرَةٍ مِنَ الْجُمَلِ الْآتِيَةِ بِوَضْعِ إِجَابَتِكَ فِي الْمَكَانِ الْحَالِي:	
أ- شَرِبَ الْوَلَدُ مَاءً.	_____
ب- شَاهَدْتُ سَابِحاً يَزُورُ وَيَجُولُ.	_____
ج- أَعْطَيْتَنِي قَلَمًا يَا رَجَبُ.	_____
د- كُلُّ الطَّالِبِ لِيَأْتِي مَعَ دَفْتَرٍ.	_____
ه- ذَهَبَ سَالِمٌ إِلَى دُكَّانٍ.	_____

The question was attempted by 2,406 (100.0%) students. Among them, 420 (17.5%) students scored from 6.5 to 10.0 marks, which is a good performance. Yet, 339 (14.1%) students scored from 3.0 to 6.0 marks, which is an average performance. Additionally, only 1,647 (68.4%) students scored from 0.0 to 2.5 marks, which is a good performance. The performance in this question was weak as 759 (31.5%) students scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 6.

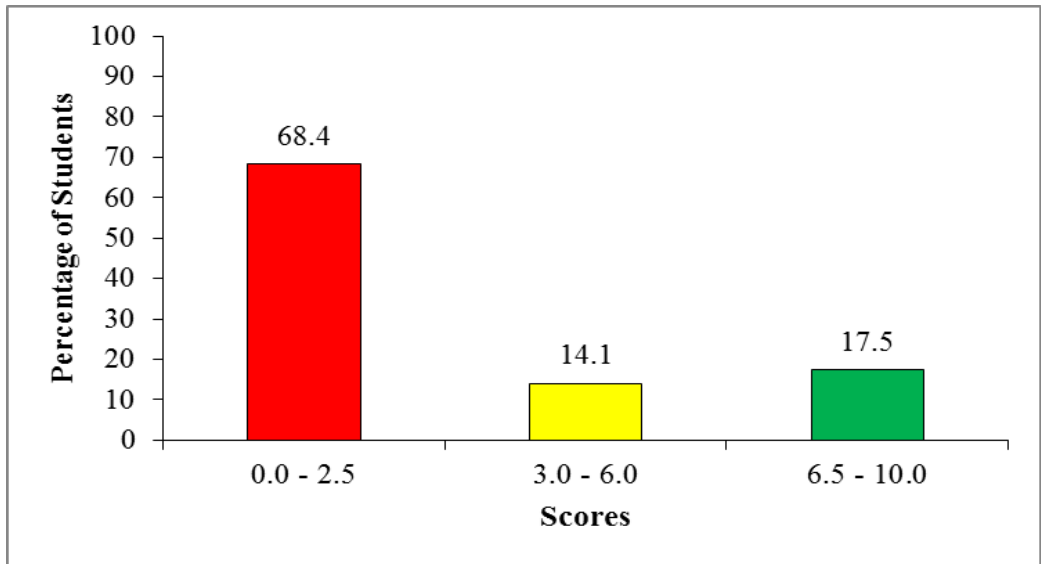


Figure 6: *Students' Performance in Question 6*

The students who scored high marks in this question determine *nakira* nouns from the sentences given. The students knew that, *nakira* nouns are indefinite nouns, that is, they do not refer to something specific. Further analysis shows that, 291 students (12.1) scored full marks (10) in the question. They exhibited a high understanding of the Arabic nouns. This is due to the fact that, they were able to identify nouns that were *nakira* from the sentences that many of which were mixed with definite nouns. One of the students for instance, identified that, the following nouns were *nakira*: “مَاءً” (water) in part (a), “سَائِحًا” (tourist) in part (b), “قَلَمًا” (pen) in part (c), “دَفْتَرٍ” (exercise book) in part (d) and “نُكَّانٍ” in part (e). Extract 6.1 shows a sample of good responses from one of the students in question 6.

6- عَيِّنْ اسْمَ نَكِيرَةٍ مِنَ الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ إِجَابَتِكَ فِي الْمَكَانِ الْخَالِي:	
أ- شَرِبَ الْوَلَدُ مَاءً.	مَاءً.
ب- شَاهَدْتُ سَائِحًا يَزُورُ وَيَجُولُ.	سَائِحًا.
ج- أَعْطِنِي قَلَمًا يَا رَجَبُ.	قَلَمًا.
د- كُلُّ الطَّالِبِ لِيَأْتِي مَعَ دَفْتَرٍ.	دَفْتَرٍ.
ه- ذَهَبَ سَائِمٌ إِلَى دُكَّانٍ.	دُكَّانٍ.

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

Extract 6.1: is a sample of responses from the students who provided correct answers.

On the other hand, some of the students in this question scored averagely. Most of them were able to identify *nakira* nouns from either two or three sentences. The average performance of the students was a result of their partial knowledge of differentiating *nakira* (indefinite) from *maarif* nouns.

In addition, the analysis shows that, 1,647 (68.5%) students scored from 0.0 to 2.5 marks, which is a weak performance, while 1,351 students scored zero. The students were unable to correctly answer the question, consequently, some of them left the question unanswered, There were, however some of the students who copied the sentences from the question and used them as their answers. One of the students for example, in part (c) wrote: "أعطني قلمًا يا رجب". The student copied the sentence as it is. The student did not understand the demand of the question. Extract 6.2 shows a sample of weak responses from one of the students in question 6.

6- عَيِّنْ اسْمَ نَكْرَةٍ مِنَ الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ إِجَابَتِكَ فِي الْمَكَانِ الْخَالِي:

أ- شَرِبَ الْوَلَدُ مَاءً. شَرِبَ مَاءً

ب- شَاهَدْتُ سَائِحًا يَزُورُ وَيَجُولُ. شَاهَدْتُ نَزِيرًا وَيُجُولُ

ج- أُعْطِنِي قَلَمًا يَا رَجَبُ. أُعْطِنِي قَلَمًا يَا رَجَبُ

د- كُلُّ الطَّالِبِ لِيَأْتِي مَعَ دَفْتَرٍ. كُلُّ الطَّالِبِ مَعَ دَفْتَرٍ

هـ- ذَهَبَ سَالِمٌ إِلَى دُكَّانٍ. ذَهَبَ دُكَّانٌ

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

Extract 6.2: Shows a sample of a student who wrote incorrect responses. The student did not understand the demand of the question.

2.2.5 Question 7: Noun

This question was about nouns (*mubtada'a*). The student was required to fill the blanks using (*mubtada'a*) that matches with the adjectives given. The question was:

7- ضَعُ مُبْتَدَأً مُنَاسِبًا فِي الْمَكَانِ الْخَالِيِّ مِمَّا يَأْتِي:

أ- _____ مُهَنْدِسٌ.

ب- _____ طَبِيبَةٌ.

ج- _____ كَرِيمَاتٌ.

د- _____ صَادِقُونَ.

هـ- _____ نَائِمٌ.

The question was attempted by 2,406 (100.0%) students. Out of whom 300 (12.5%) students scored from 7.0 to 10.0 marks, which is a good performance. In addition, 645 (26.8%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly 1,461 (50.7%) students scored from 0.0 to 2.5 marks, which is a weak performance. The general performance in this question was average since 945 (39.3%) students scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 7.

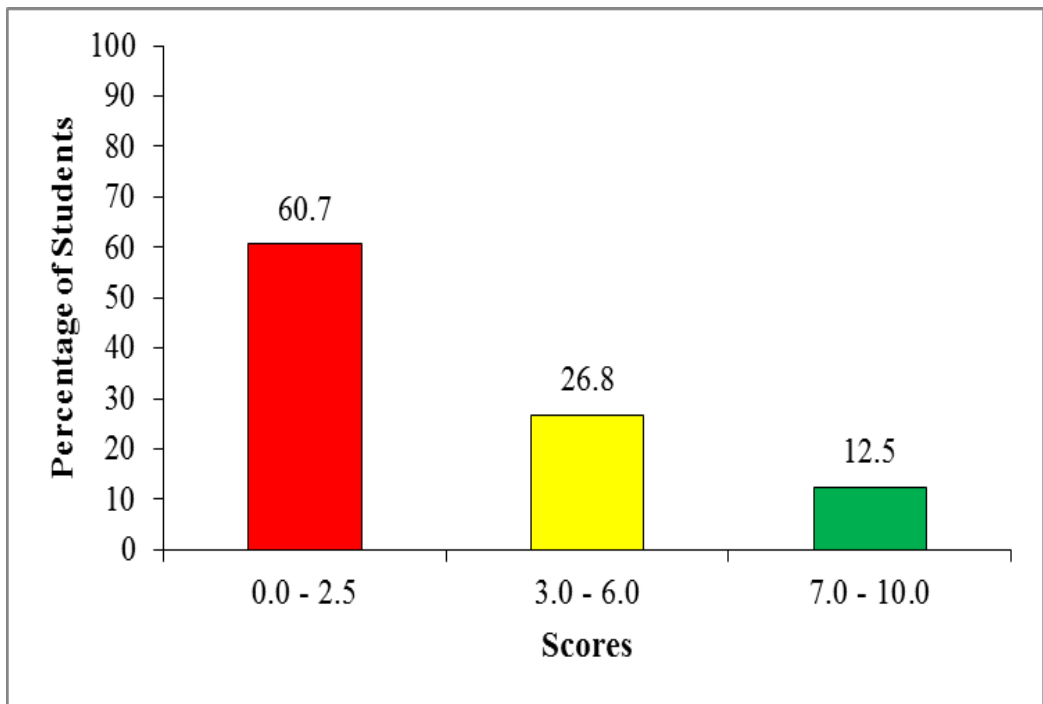


Figure 7: *Students' Performance in Question 7*

The students who performed well in this question provided appropriate responses to the five parts given according to the instruction. The data show that 119 (4.9%) students scored 10.0 marks out of 10.0 marks allocated to this question. The students who scored high marks in this question were able to write subjects (*mubtada'a*) that are compatible with the predicates given. The students had enough knowledge of both *mubtada'a* and *khavar* (predicate). Extract 7.1 shows a sample of good responses from one of the students who attempted the question.

7- ضَعْ مُبْتَدَأً مُنَاسِبًا فِي الْمَكَانِ الْخَالِيِ مِمَّا يَأْتِي:

أ- الرَّجُلُ _____ مُهَنْدِسٌ.

ب- الْأَخْتُ _____ طَبِيبَةٌ.

ج- النِّسَاءُ _____ كَرِيمَاتٌ.

د- الْمُسْلِمَاتُ _____ صَادِقُونَ.

هـ- الْعَجُوزُ _____ نَائِمٌ.

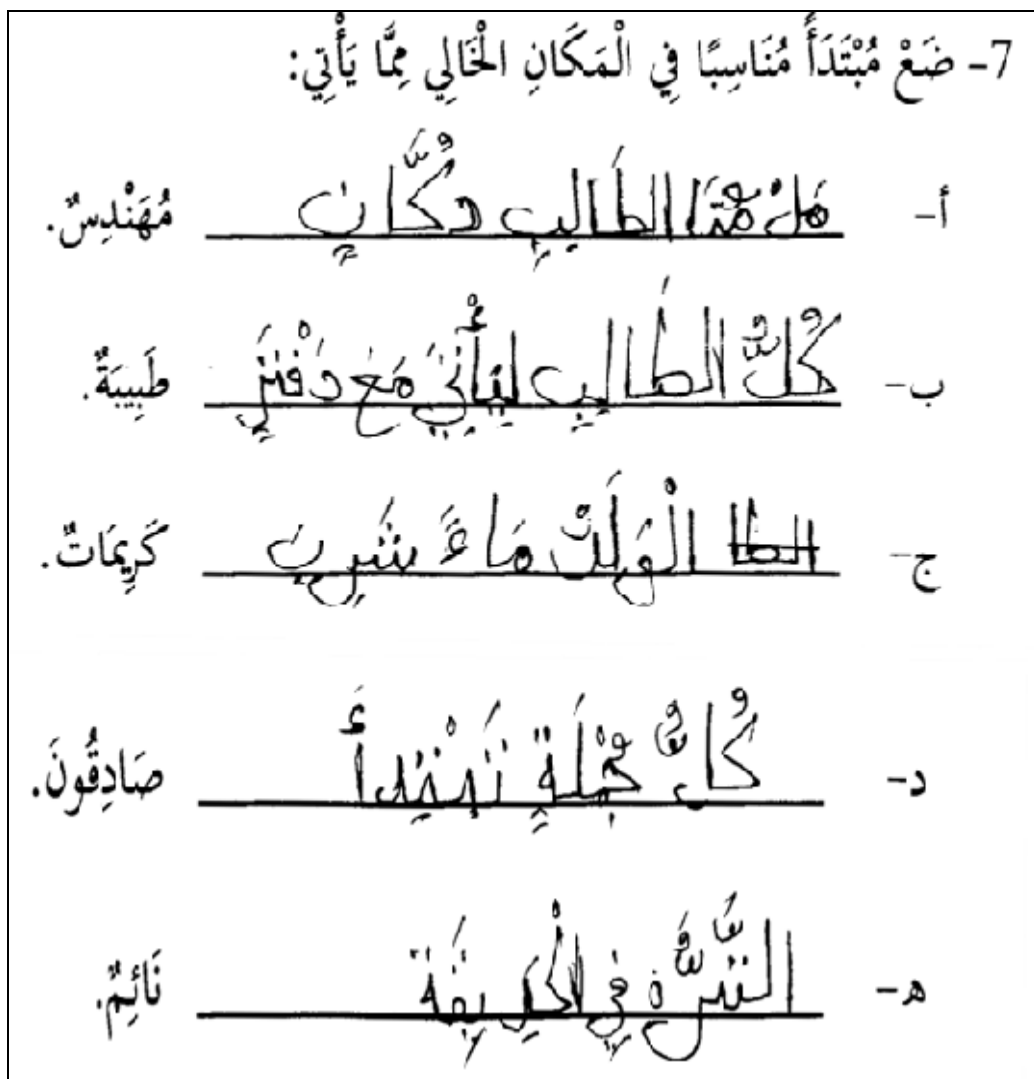
Extract 7.1: A Sample of the Students' Responses to Question 7

Extract 7.1 is a sample of responses from a student who managed to fill the blanks by using appropriate nouns (*mubtada'a*).

Further analysis of the students' responses shows that 645 (26.8%) students had an average performance in the question. Most of the students were able to write subjects which correlate with the predicates given in some parts; hence scoring 3.0 to 6.0 marks. This average performance implies that the candidates had a partial knowledge of the subject and predicate.

As shown above, the students who performed poorly in this question were 1,461 (60.7%). Worse still, 1,084 students (45.1) scored zero. The students failed to write subjects which agreed with the predicates given. In addition, some of the students left the question unanswered while others copied some words from other questions and used them as answers. Furthermore, other students who

performed poorly in this question wrote meaningless words. Extract 7.2 is a sample of responses from a student who failed to give appropriate subjects (*mubtada'a*).



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

Extract 7.2 is a sample of responses from a student who responded to the question wrongly. The student copied some words from other questions and used them as answers.

2.2.6 Question 8: (كان وأخواتها) (Kaana and her Sisters)

This question was about (كان و أخواتها) (Kaana and her sisters). The question demanded the students to compose five sentences. Each sentence should begin with (لَيْسَ). This question assessed the student's ability to use the word (لَيْسَ) in a sentence. The question was:

8- كَوِّنْ خَمْسَ جُمَلٍ مُّخْتَلِفَةٍ بِحَيْثُ تَبْتَدَأُ كُلُّ جُمْلَةٍ مِنْهَا بِـ (لَيْسَ).	
أ-	_____
ب-	_____
ج-	_____
د-	_____
هـ-	_____

The question was attempted by 2,406 (100.0%) students, out of whom 397 (16.5%) students scored from 7.0 to 10.0 marks, which is good performance. Also, 328 (13.6%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1,681 (69.9%) students scored from 0.0 to 2.0 marks, which is poor performance. The general performance of the students in this question was therefore average as 725 (30.1%) students scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 8.

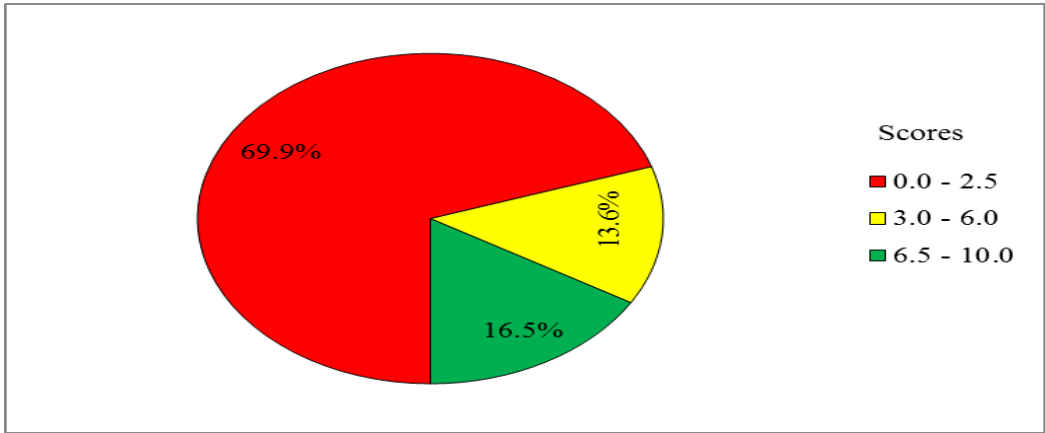


Figure 8: Students' Performance in Question 8

The analysis illustrates that, 397 (16.5%) students had a good performance in this question. The data show that 156 students scored 10.0 marks out of 10.0 marks allocated to this question. There were however, some of the students in this category who failed to score full marks due to some weaknesses they showed in their responses. Some of the students for example, were giving incorrect answer to one part.

Generally, the students who responded correctly to the question had sufficient knowledge of *nawaasikh* as they considered necessary changes after using the word *laisa*. Extract 8.1 shows a sample of good responses in this question.

8- كَوْنُ حَمْسٍ مَجْمَلٍ مُخْتَلَفَةٍ بِحَيْثُ تَبَدَّلَ أَكْلُ جُمْلَةٍ مِنْهَا بِـ (لَيْسَ).	
أ-	لَيْسَ التَّاجِدُ أَمِينًا .
ب-	لَيْسَ الطَّعَامُ لَوِيذًا .
ج-	لَيْسَ التَّلْمُ جَوِيدًا .
د-	لَيْسَ الْكِتَابُ جَدِيدًا .
هـ-	لَيْسَ الطَّالِبُ كَشَدْنَا .

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

The extract 8.1 shows a sample of good responses from one of the students who correctly created sentences using the word *laisa*.

Further analysis shows that, 328 (13.6%) students had the average performance. The students used the words *laisa* to form sentences but showed weaknesses in some parts. For example, some of them provided ungrammatical answers in some parts; this indicates that they had partial knowledge on how to construct sentences using *kaana wa akhwaatuha*.

Furthermore, the analysis shows that, 1,681 (69.9%) students scored from 0.0 to 2.5 marks, which is a weak performance, while 1,451 students scored zero. These students were unable to construct sentences by using the given word. In addition, some student copied some of the words from other question and used them as answers. The students who failed in this question were not knowledgeable about Arabic syntax. However, some of the students did not understand the demand of the question. One of the students for example, in part (a) wrote: "أفسى". In part (b) he or she wrote "ظنَّ", in part (c) he or she wrote: "أصبح". In part (d) he or she wrote "صار" and in the last part he or she wrote: "كان". The student wrote *Nawaasikh* instead of using the word *laisa* to construct sentence. Extract 8.2 shows a sample of poor responses in this question.

أ- ذهاب سائرنا الى مكان	-أ
ب- شرب الوالد حائ	-ب
ج- قام الولد	-ج
د- يتنهد كذب اليند	-د
هـ- الماء ينشروا في حارة	-هـ

Extract 8.2: A Sample of the Students' Responses to Question 8

Extract 8.2: shows a sample of responses from one of the students who provided incorrect responses. The student constructed sentences without using the word *laisa*.

2.2.7 Question 9: Sentence Analysis (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 role of different words in the sentences. The question was:

9- أَعْرَبْ مَا تَحْتَهُ حَطًّا
أ- الْمَاءُ يَنْتَشِرُ بِسُرْعَةٍ.
بِسُرْعَةٍ:

ب- أَفْلَحَ الْمُهَنْدِسُونَ.
الْمُهَنْدِسُونَ:

ج- كُنْ مُؤَدِّبًا كَيْ تَكُونَ مَحْبُوبًا.
تَكُونَ:

د- لَيْسَ الطَّعَامُ شَهِيًّا.
شَهِيًّا:

ه- الرَّجَالُ سَافَرُوا إِلَى أَرُوشَا
سَافَرُوا:

The question was attempted by 2,406 (100.0%) students. Of them, 2,030 (84.4%) students scored from 0.0 to 2.5 marks, which is a weak performance. Also, 301 (12.5%) students scored from 3.0 to 6.0 marks, which is an average performance and 75 (3.1%) students scored from 7.0 to 10.0 marks, which is a good performance. The general performance of the students in the question was

therefore weak since 376 (15.6%) students scored from 3.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 9.

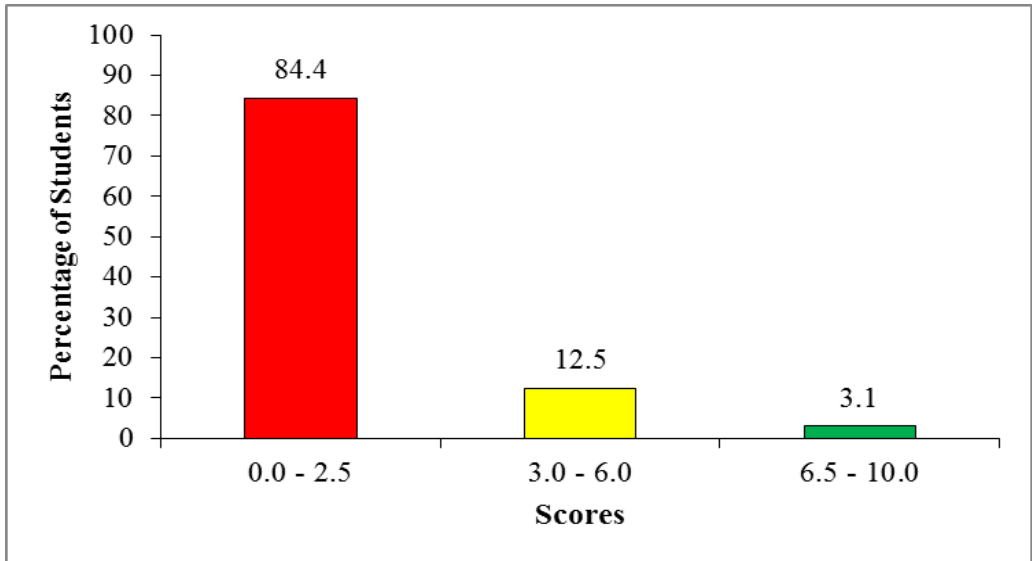


Figure 9: *Students' Performance in Question 9*

The data shows that, 2,030 students scored from 0.0 to 2.5 marks which is a poor performance. The students who scored zero in this category were unable to analyse even one word. Consequently, some of the students left the question unanswered and some of them copied some words from other questions and used them as answers. There were, however, some of the students who wrote meaningful sentences. One of the students who scored zero for example, wrote in part (b) "مَفْعَلٌ بِهِ مُنْسَبٌ وَعَلَامَةٌ الْكُسْرُ ظَاهِرَةٌ فِي آخِرِهِ". Extract 9.1 shows a sample of poor responses from one of the students in this question.

أ- الْمَاءُ يَنْتَشِرُ بِسُرْعَةٍ.

بِسْرَعَةٍ: بِسْرَعَةٍ

ب- أَفْلَحَ الْمُهَنْدِسُونَ.

الْمُهَنْدِسُونَ: الْمُهَنْدِسُونَ

ج- كُنْ مُؤَدَّبًا كَيْ تَكُونَ مَحْبُوبًا.

تَكُونَ: تَكُونَ

د- لَيْسَ الطَّعَامُ شَهِيًا.

شَهِيًا: شَهِيًا

ه- الرِّجَالُ سَافَرُوا إِلَى أُرُوشَا

سَافَرُوا: سَافَرُوا

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

Extract 9.1 is a sample of responses from a student who provided incorrect answers. The student copied the words from this question as his or her answer.

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. 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.

Further analysis in this question shows that 75 (3.1%) students scored from 7.0 to 10.0 marks. The students who scored 10.0 marks in this question were able to analyse all underlined words in this question. One of those students for instance attempted the question as follow: in part (a) أَلْمَاءُ بِنْتَشِرُ بِسُرْعَةٍ wrote: "سُرْعَةٌ: "اسْمٌ مَجْرُورٌ بِالْبَاءِ، وَعَلَامَةٌ، وَعَلَامَةٌ، وَعَلَامَةٌ" (Al-Baau: Genitive article), "النَّبَاءُ حَرْفٌ جَرٌّ" (Sur-at: Genitive noun by preposition baa, and its sign of genitive is the open kasra). In the part (b) The student wrote: "فَاعِلٌ" (Al-Muhandisuun: The subject in nominative state and its sign of nominative is waw because it is structured masculine plural). In part (c) كُنْ مُؤَدَّبًا كَيْ تَكُونَ مَحْبُوبًا he or she wrote: "فِعْلٌ" (Takuna: Present Tense in accusative case by accusative article kay and its sign of accusative is visible fat-ha). In part (d) شَهِيًّا خَيْرٌ لَيْسَ مَنصُوبٌ، وَعَلَامَةٌ the student wrote: "نَصْبُهُ الْفَتْحَةُ الظَّاهِرَةُ" (Shahiyan: Predicate of laysa in accusative case, and its sign of accusative is visible fat-ha). In part (e) الرِّجَالُ سَافَرُوا إِلَى أَرُوشَا the student wrote: "فِعْلٌ مَاضٍ مَبْنِيٌّ عَلَى الضَّمِّ، وَالْوَاوُ فَاعِلٌ مَبْنِيٌّ عَلَى السُّكُونِ فِي مَحَلِّ رَفْعٍ" (Saafaruun: Past tense constructed on dhamm, and waw is a subject constructed on sukun in a position of nominative). Extract 9.2 shows a sample of a good response from one of the students in this question.

9- أُعْرِبَ مَا تَحْتَهُ حَطًّا

أ- الْمَاءُ يَنْشُرُ بِسُرْعَةٍ.

بِسُرْعَةٍ: الْبَاءُ حَرْفُ الْجَزْرِ . سُرْعَةٍ: اسْمٌ مَجْرُورٌ بِالْبَاءِ وَكَلِمَةٌ جَوْزِيَّةٌ

كسرة ظاهرة في آخره .

ب- أَفْلَحَ الْمُهَنْدِسُونَ.

المُهَنْدِسُونَ: الْمُهَنْدِسُونَ فَاعِلٌ مَرْفُوعٌ وَكَلِمَةٌ رَفِيعَةٌ الْوَاوُ لِأَنَّ جَمْعُ

مُهَنْدِسٍ سَالِمٌ وَالتَّشْوِينُ عَوْضٌ عَنِ التَّنْوِينِ فِي الْإِسْمِ الْمُنْفَرِدِ .

ج- كُنْ مُؤَدِّبًا كَيْ تَكُونَ مَحْبُوبًا.

تَكُونَ: تَكُونُ فِعْلٌ مُضَارِعٌ مَنْصُوبٌ بِكَيْ وَكَلِمَةٌ نَصْبِيَّةٌ فَتَحَةٌ

ظاهرة في آخره .

د- لَيْسَ الطَّعَامُ شَهِيًّا.

شَهِيًّا: خَبَرٌ لَيْسَ مَنْصُوبٌ وَكَلِمَةٌ نَصْبِيَّةٌ فَتَحَةٌ ظَاهِرَةٌ

في آخره .

ه- الرَّجَالُ سَافَرُوا إِلَى أُرُوشَا

سَافَرُوا: فِعْلٌ مَاضٍ مَهْنِيٌّ كَلَّ الرِّفْعَةَ لِتِصَالِهِ قَاوُ الْجَمَاعَةِ .

Extract 9.2: A Sample of the Students' Responses to Question 9

Extract 9.2: A sample of responses from the students who provided correct answers in question 9.

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 Advantages of Sports in human society. The question was:

10- اُكْتُبْ مَقَالََةً تَتَحَدَّثُ فِيهَا عَنْ خَمْسِ فَوَائِدَ لِلرِّيَاضَةِ فِي الْمُجْتَمَعِ الْإِنْسَانِيِّ، تَتَرَاوَحُ كَلِمَاتُهَا بَيْنَ سِتِّينَ وَثَمَانِينَ.

The question was attempted by 2,406 (100.0%) students. The performance in this question was poor as 2,254 (93.7%) students scored from 0.0 to 4.0 marks, which is a weak performance. Yet 141 (5.9%) students scored from 4.5 to 9.5 marks, which is an average performance and 11 (0.5%) students scored from 10.0 to 13.0 marks, which is a good performance. The general performance of the students in the question was therefore weak, considering that 152 (6.3%) students scored from 3.0 to 10.0 marks. The performance in the question is summarised in Figure 10.

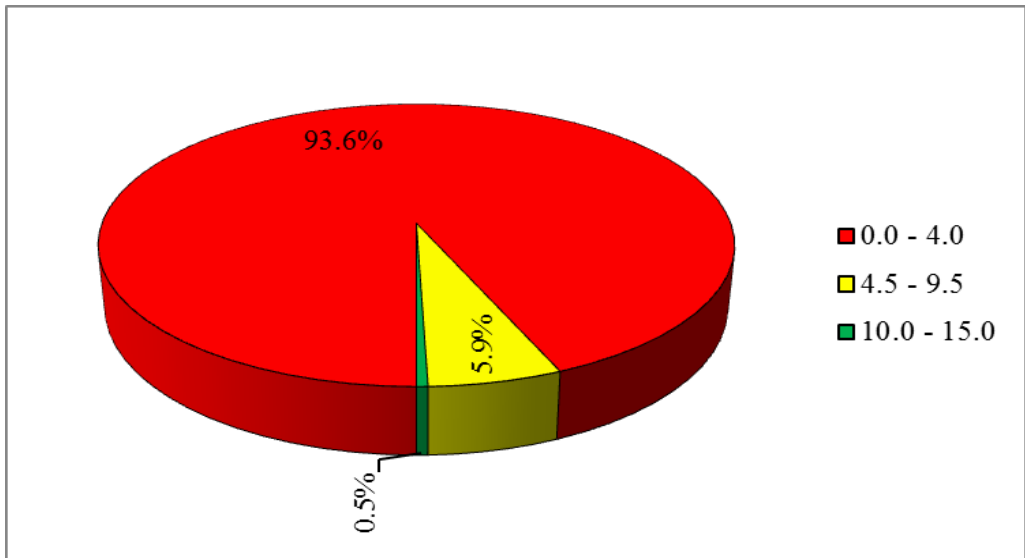
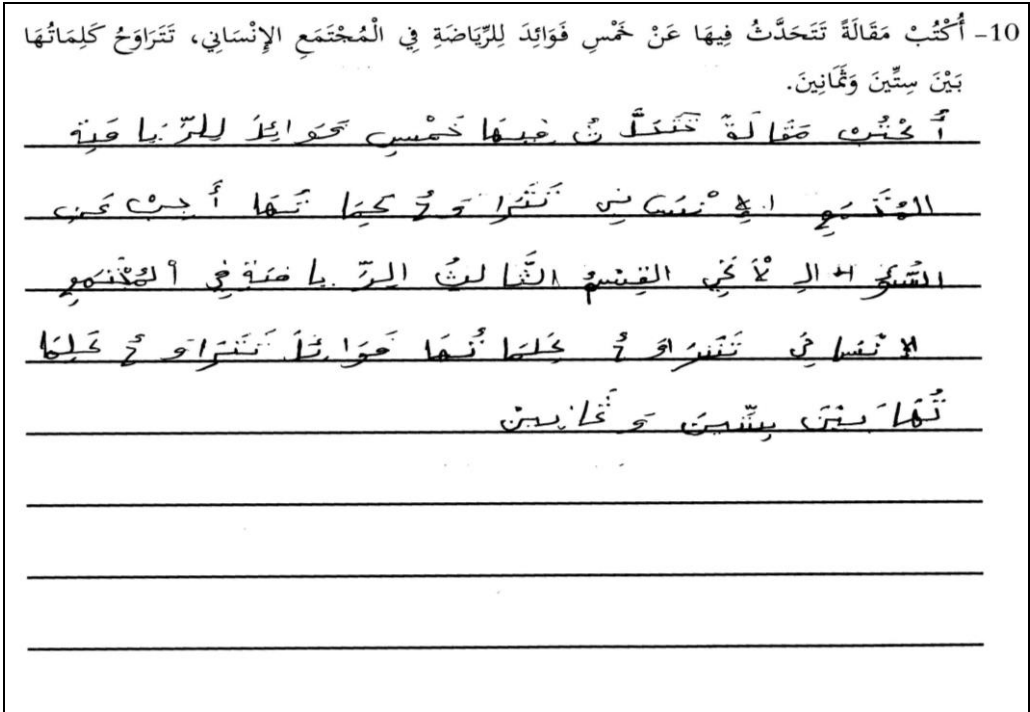


Figure 10: Students' Performance in Question 10

The analysis shows that; 2,254 (93.7%) students performed poorly in this question. The data also shows that 1,910 (79.4%) students scored zero in the question. The students wrote answers which were not related to the demand of

the question. 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 poor 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.

However, few students had an average performance in this question. These students wrote essay on advantages of Sports in a Human Society. However, most of them failed to organize their points in a good order and did not provide sufficient explanations. There were however, some of the students who mixed incorrect and correct responses. Additionally, their responses had a lot of grammatical mistakes and spelling errors.

There were few students who performed well in this question. These students explained the Advantages of Sports in a Human Society. 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.

الرياضة شيء مهم جدا التي يوصى به كثير من اصدقاء الناس. ويرجع ذلك الى اذ أهمية الكبيرة للرياضة بالنسبة لصحة الانسان. الرياضة ليست مفيدة للجسم فقط بل للعقل أيضا. إنه ليس مفيدا للجسم فقط ولكن هناك العديد من الفوائد. ومن فوائد الرياضة ما يلي:
الرياضة تحول جسم الانسان نشطا على سبيل المثال، إذا كان الشخص يمارس الرياضة في الصباح، رب أن يكون جسده نشطا طوال اليوم.
التعرف مع أصدقاء آخرين. في كثير من الحيات عندما يشارك الشخص في الرياضة، يمكن اللقاء بالعديد من اصدقاء الذين لم يعرفهم من قبل. على سبيل المثال، حينما سنأخذ دولة معينة مع دولة معينة في العديد من الألعاب الرياضية، فهناك توسع نطاق الرياضيين للتعرف على بعضهم الآخر.
الرياضة تجلب الصحة. كانت الرياضة من مصادر التوضيح في كثير من المجالات للرياضيين. يدبر أكثرهم حياتهم

من الدخل الذي يحصلون عليه من الرياضة . على
 سبيل المثال ألعاب الكرتية .
 يمكن للرياضة إزالة السموم من الجسم . في بعض
 الأحيان يكون لدى الشخص سم في الجسم . يمكن
 أن تخرج هذه السموم من خلال العرق عندما
 يشارك الشخص في الرياضة .
 يمكن للرياضة أن تجعل الطلاب يحبون
 المدرسة أكثر . كان بعض الطلاب يحبون المدرس
 كثيرا بسبب الرياضات المختلفة التي تقام في
 المدارس . أيضا يمكن لألعاب التروج الدولية
 على المستوى الدولي . تستخدم بعض الدول الألعاب الرياضية
 للحصول على اعتراف دولي . هذا يحضر إلى حد كبير
 زيادة السياح في بعض البلدان فهذا قد يؤدي إلى
 نمو الاقتصاد .
 إعطاء المزيد من التقييم التقييم للناس حول
 أهمية العلم الرياضة أهم . قد يكون هذا سبب مشاركة
 الكثير من الناس في الرياضة .

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, the students showed some weaknesses in their responses.

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 2022 indicates that, the topics in question (1) that had a good performance (74.1%) were, *Pronouns (الضمائر)*, *Imperfect verb (الفعل المضارع)*, *Object (المفعول به)*, *Signs of inflections far'yya and aswliyya (علامات الإعراب الأصلية والفرعية)*, *Nakira and Maarifa (النكرة والمعرفة)*, *Inflected and Uninflected words (المعرب والمبني)*, *Inna wa Akhwaatuha; (إن وأخواتهما)* *Verbs (الأفعال)* and *Meaningful sentence (الجملة المفيدة)*.

Furthermore, the analysis indicates that, the following topics had an average performance: *Meaningful sentence (الجملة المفيدة)* (53.0%); *Dialogue* (48.8%); *Reading for Comprehension* (42.6%); *Nouns* (39.3%); *Nakira and Maarifa (النكرة والمعرفة)* (31.5%) and *Kaana wa akhwaatuha (كان وأخواتهما)* (30.1%).

On the other hand, the data show that, the students had weak performance on the following topics: *Signs of inflections far'iyya and aswliyya (علامات الإعراب الأصلية والفرعية)* (15.6%); *Composition* (6.3%) and *Interrogative particles* (1.4%).

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 analysis shows that, the students who had average performance in the questions: 3, 4, 2, 7, 6 and 8 had some weakness such as partial knowledge of the Arabic Language syntax, insufficient Arabic vocabulary and inability to differentiate Arabic terminologies. On the other hand, the students who performed weakly in questions: 9, 10 and 5 had excessive weaknesses such as living questions unanswered and coping some words from other questions and using them as their answers. There were, however, some of the students who wrote meaningless sentences and some of them wrote answers which were not related to the demand of the questions. A few of them composed unclear essay. This shows that most of them had poor mastery of Arabic language.

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) To increase the level of performance in *interrogative particles*, it is recommended that, the teacher has to present examples of sentences with different interrogative particles in the classroom during the teaching and learning process. In addition, the teacher should explain to them in details while considering different types of interrogative particles used to ask the question and the structure/type of question asked. Furthermore, the teacher should explain to the students the similarities and difference between the interrogative particle *hal* (هل) and the interrogative particle *hamza* (أ) in terms of their uses in the sentence. The teacher should also arrange the students into small groups and then ask them to create sentences with different interrogatives particles. In addition, the teacher should ask the students to do the questions from their text book related to this topic, and mark those questions.
- (b) The teacher should present examples of different written composition topics to the students. Also he/she should explain to the students 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.
- (c) During teaching and learning process the teacher should provide examples of sentences that include *I'raabu* signs; *aswliyya* and *far'iyya*, changed and unchanged words and *ahwaal' al-binaai wal-I'raab*. He/she then should explain to the students about the sentences in details while focusing on: *I'raabu* signs; *aswliyya* and *far'iyya*, changed and unchanged words and *ahwaal' al-binaai wal-I'raab*. He/she has to guide the students to give more example of sentences about the topics. After that, he/she should ask students questions from their sentences about the topics. After that, the teacher should present different sentences which include the topics. 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).

Appendix A: SUMMARY OF STUDENTS' PERFORMANCE WHO SAT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) IN THE ARABIC LANGUAGE SUBJECT IN 2022

2022				
S/N	Topics	Question Number	The percentage of students who scored an average of 30% of marks and above	Remarks
1.	Multiple choice question (Pronouns (الضمائر), Imperfect verb (الفعل المضارع), Object (المفعول به), Signs of inflections <i>far'yya</i> and <i>aswliyya</i> (علامات الإعراب), <i>Nakra</i> and <i>Maarifa</i> (النكرة والمعرفة), Inflected and Uninflected words (المعرب والمبني), <i>Inna wa Akhwaatuha</i> ; (إن وأخواتهما Types of Verbs (الأفعال); Meaningful sentence (الجملة المفيدة))	1	74.1	Good
2.	Meaningful sentence (الجملة المفيدة)	3	53.0	Average
3.	Dialogue	4	48.8	Average
4.	Reading for comprehension	2	42.6	Average

2022				
S/N	Topics	Question Number	The percentage of students who scored an average of 30% of marks and above	Remarks
5.	Noun	7	39.3	Average
6.	<i>Nakira and Maarifa</i> (النكرة والمعرفة)	6	31.5	Average
7.	<i>Kaana wa Akh'waatuha;</i> (كان وأخواتهما)	8	30.1	Average
8.	<i>Signs of inflections far'yya and aswliyya</i> (علامات الإعراب الأصلية والفرعية)	9	15.6	Weak
9.	Composition	10	6.3	Weak
10.	Interrogative particles	5	1.4	Weak

