THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2019

025 ARABIC LANGUAGE

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TABLE OF CONTENTS

FOREWORD

This report on the performance of the students in Arabic Language subject in the Form Two National Assessment (FTNA) for 2019 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 Arabic Language subject in November 2019. 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, Comprehension, Language Use, Grammar and 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, where 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 carrying 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, if the performance ranges from, 65 to 100 which is good and is coloured green, 30 to 64 percent, it is average and is coloured yellow and 0 to 29 percent, it is poor and 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 candidates' performance is summarised in the Appendices

The total number of the students sat for the Form Two National Assessment in November 2019 in Arabic Language were 2,995, of which, (39.33%) of the students passed and (60.67%) of the students failed. In 2018, students who sat for the Form Two National Assessment were 2,905; of these, 1,382 students (47.57%) passed and 1,523 students (52.43%) failed. This implies that the performance of the students in the year 2019 has decreased by 8.24 percent compared to the year 2018.

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 a bragging person. Students were also required to summarise the given passage.

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.

1. Where were two friends walking?
2. Does the bear eat a dead body?
3. What did they encounter? And how did they face it?
4. When did the man pretending to be a hero climb down from the tree?
5. What did the man pretending to be a hero ask his friend? And what was his answer?

In part (b) the students were instructed to fill in the blank spaces with appropriate missing word from the passage. In part (c) the students were asked to summarise the given passage by using only three lines.

The question was attempted by 2,995 students (100 %). 633 students (21.1%) scored from 13 to 19.5 marks, which is good performance, 1,725 students (57.6%) scored from 6 to 12.5 marks which is average performance and only 637 students (21.3%) scored from 0 to 5.5 marks, which is weak performance. This shows that the performance in this question was good, since 2,358 students

(78.7%) scored from 6 to 19.5 marks. The overall students' performance in the question is summarised in Figure 1.

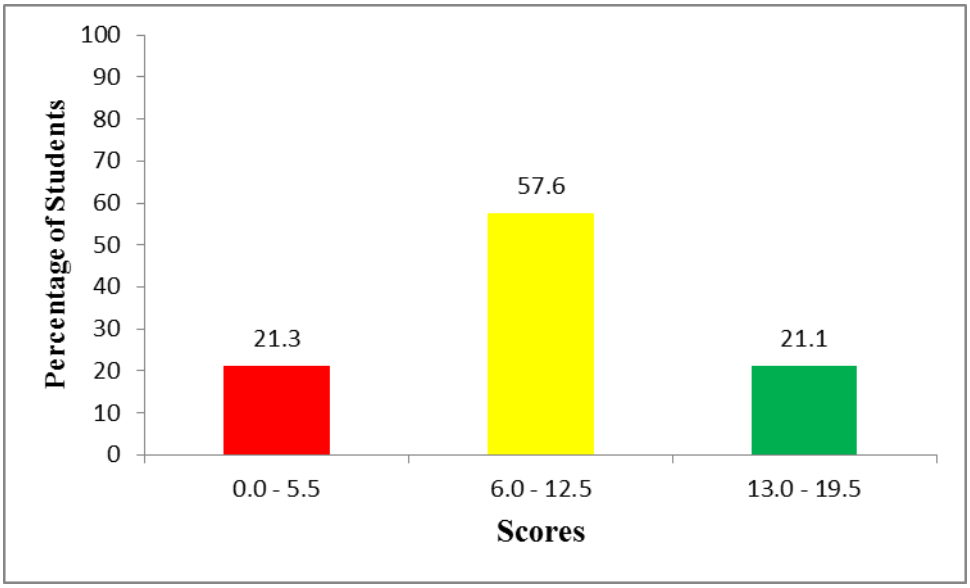


Figure 1: *Students' Performance in Question 1*

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. In item (a-1) for example, (**أين كان صديقان يسيران؟**) "Where were two friends walking?". One of the students wrote **(كان صديقان يسيران في غابة)** "Two friends were walking in the forest". Another example was from item (a-4), **(متى نزل الرجل المدعي الشجاعة عن الشجرة؟)** "When did the man pretending to be a hero climb down from the tree?" The student wrote; **(نزل مدعي الشجاعة عن الشجرة لما ابتعد الدب)** "The man who pretended to be a hero climbed down from the tree when the bear was out of sight".

They also were able to fill 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 ***(فخاف)***, "afraid", the second space with the word ***(طول الطريق)***, "all the way", the third space with the word ***(والدب)***, "and the bear", the fourth space with the word ***(وتظاهر)*** "and pretended" and the last space with the word ***(مادح نفسه)*** "a bragging person". Furthermore, these students were able to summarise the given passage in only three lines in part (c). This indicates that the

students understood the task of the question and had enough skills in reading for comprehension. Extract 1.1 shows a sample of a good response.

أ) أَجِبْ عَنْ جَمِيْعِ الأَسْئِلَةِ الآتِيَةِ:

1- أَيْنَ كَانَ صَدِيْقَانِ يَسِيْرَانِ؟

كَانَ صَدِيْقَانِ يَسِيْرَانِ فِي غَابَةٍ

2- هَلْ يَأْكُلُ الدُّبُّ مَيِّتَةً؟

لَا لَا يَأْكُلُ الدُّبُّ مَيِّتَةً

3- مَاذَا لَقِيَهُمَا؟ وَكَيْفَ قَابَلَاهُ؟

لَقِيَهُمَا دُبٌّ كَبِيْرٌ فَخَافَ الرَّجُلَانِ خَوْفًا شَدِيْدًا وَأَسْرَعَ صَادِحُ نَفْسِهِ إِلَى الشَّجَرَةِ فَتَسَلَّقَهَا، أَمَّا الثَّانِي فَسَتَلْقَى عَلَى الأَرْضِ وَتَظَاهَرَ أَنَّهُ مَيِّتٌ.

4- مَتَى نَزَلَ الرَّجُلُ المدَّعِي الشَّجَاعَةَ عَنِ الشَّجَرَةِ؟

لَمَّا ابْتَعَدَ الدُّبُّ نَزَلَ الرَّجُلُ المدَّعِي عَنِ الشَّجَرَةِ

5- مَاذَا سَأَلَ الرَّجُلُ الْمُدَّعِي صَاحِبَهُ؟ وَبِمَ أَجَابَهُ؟

سَأَلَ صَاحِبَهُ: لَقَدْ رَأَيْتُ الدُّبَّ يَهْمِسُ فِي أُذُنِكَ فَمَاذَا قَالَ لَكَ؟ فَأَجَابَهُ صَدِيْقُهُ قَائِلًا: إِنَّ الدُّبَّ قَالَ لِي كَلِمَةً لَنْ أَنْسَاهَا أَبَدًا "صَادِحُ نَفْسِهِ كَذَّابٌ لَا يُصَدَّقُ وَلَا يُعْتَمَدُ عَلَيْهِ"

ب) امْلَأِ الْفَرَاغَ بِالْكَلِمَةِ الْمُنَاسِبَةِ مِنَ القِصَّةِ السَّابِقَةِ:

1- وَفِي أَثْنَاءِ سَيْرِهِمَا لَقِيَهُمَا دُبٌّ كَبِيْرٌ ___فَخَافَ___ الرَّجُلَانِ خَوْفاً شَدِيْداً.

2- وَكَانَ أَحَدُهُمَا يَمْدَحُ نَفْسَهُ ___طُوْلَ الطَّرِيْقِ___ وَيَصِفُ مُغَامَرَاتِهِ مَعَ الحَيَوَانِ.

3- ___وَالدُّبُّ___ مِنْ عَادَتِهِ أَنَّهُ لَا يَأْكُلُ المَيِّتَةَ.

4- فَاسْتَلْقَى عَلَى الأَرْضِ ـــــ وَتَظَاهَرَ ـــــــــــ أَنَّهُ مَيِّتٌ.

5- وَأَسْرَعَ ـــــ هَادِحُ نَفْسِهِ ـــــــــــ إِلَى الشَّجَرَةِ فَتَسَلَّقَهَا.

جـ- أُكْتُبْ خُلاَصَةً لِلْقِصَّةِ الآتِيَةِ بِثَلاَثَةِ أَسْطُرٍ فَقَطْ:

سَلْمَى تِلْمِيْذَةٌ مُجْتَهِدَةٌ فِي الدُّرُوْسِ، عُمْرُهَا عَشَرَ سَنَوَاتٍ، تَدْرُسُ فِي الْمَدْرَسَةِ الإِبْتِدَائِيَّةِ، سَلْمَى تَعِيْشُ فِي مُوَانْزَا مَعَ أَبِيْهَا وَأُمِّهَا. سَلْمَى لَهَا ثَلاَثُ أَخَوَاتٍ وَثَلاَثَةُ إِخْوَةٍ، وَلِسَلْمَى عَدَدٌ مِنَ الصَّدِيْقَاتِ. وَأَحَبُّ صَدِيْقَتِهَا سَعِيْدَةٌ، وَهِيَ تَدْرُسُ مَعَهَا فِي الصَفِّ الرَّابِعِ الإِبْتِدَائِي. سَلْمَى تِلْمِيْذَةٌ مُؤَدَّبَةٌ تُحِبُّ جَمِيْعَ المَوَادِ.

سَلْمَى تِلْمِيْذَةٌ مُجْتَهِدَةٌ فِي الدُّرُوسِ، تَدْرُسُ فِي المَدْرَسَةِ الإِبْتِدَائِيَّةِ. سَلْمَى تَعِيْشُ فِي مُوَانْزَا مَعَ أَبِيْهَا وَأُمِّهَا، وَلَهَا ثَلاَثُ أَخَوَاتٍ وَثَلاَثَةُ إِخْوَةٍ، وَلِسَلْمَى عَدَدٌ مِنَ الصَّدِيْقَاتِ. سَلْمَى تِلْمِيْذَةٌ مُؤَدَّبَةٌ تُحِبُّ جَمِيعَ المَوَادِ

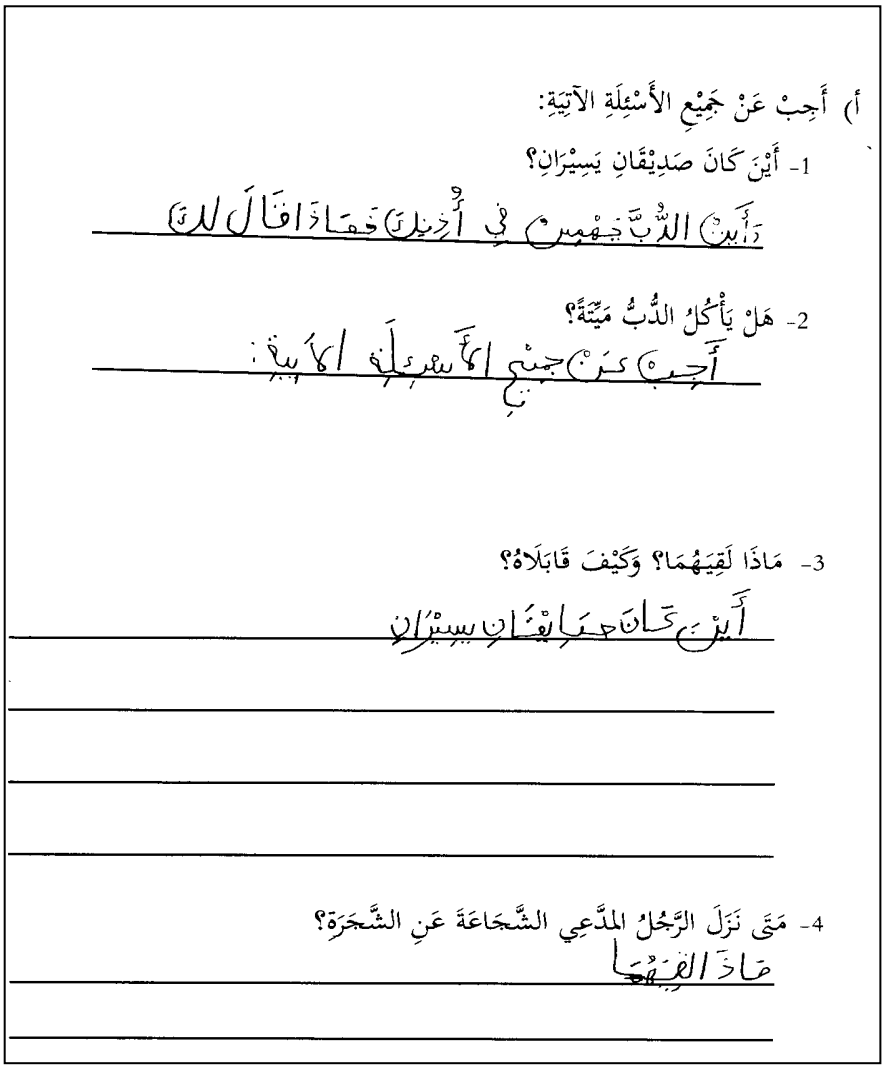
Extract 1.1 is a sample of a good response to question 1.

The extract above shows a sample of a response from a script of a student who provided correct short responses and filled in the blank spaces with the correct information and finally summarised the given passage.

Students with average marks in this question scored from 6 to 12.5 marks. This performance suggests that these students had partial comprehension skills, which hindered them from identifying all correct answers in the passage.

However, there were also some students who performed poorly. Most of these students were unable to provide the correct answer; probably due to poor mastery of Arabic Language, which might have prevented them from understanding what was written in the passage particularly in part (a). For example in item (a-1), **(أين كان صديقان يسيران؟)** "Where were two friends walking?" One of the students wrote; **(رأيتُ الدب يهمس في أذنك فماذا قال لك؟)** "I saw a bear whispering in your ears, what did it tell you?", instead of **(كان صديقان يسيران في غابة)** "Two friends were walking in the forest". Another

example was from item (a-4), **متى نزل الرجل المدعي الشجاعة عن الشجرة؟)** "When did the man pretending to be a hero climb down from the tree?". The same student wrote; **(ماذا لقيهما)** "What did they encounter?" The correct answer was supposed to be; **نزل مدعي الشجاعة عن الشجرة لما ابتعد الدب)** "The man who pretended to be a hero climbed down from the tree when the bear was out of sight". Other students just copied some sentences from the passage and used them as answers. This indicates that these students failed to comprehend the passage due to poor mastery of Arabic language and lack of skills in reading comprehension. Extract 1.2 shows a sample of a response from the script of a student who failed to provide correct responses.



أ) أَجِبْ عَنْ جَمِيْعِ الأَسْئِلَةِ الآتِيَةِ:

1- أَيْنَ كَانَ صَدِيْقَانِ يَسِيْرَانِ؟

وَأَيْنَ الدُّبُّ يَهْمِسُ فِي أُذُنِهِ فَمَاذَا قَالَ لَهُ

2- هَلْ يَأْكُلُ الدُّبُّ مَيِّتَةً؟

أَجِبْ عَنْ جَمِيْعِ الأَسْئِلَةِ الآتِيَةِ:

3- مَاذَا لَقِيَهُمَا؟ وَكَيْفَ قَابَلَاهُ؟

أَيْنَ كَانَ صَدِيْقَانِ يَسِيْرَانِ

4- مَتَى نَزَلَ الرَّجُلُ المدَّعِي الشَّجَاعَةَ عَنِ الشَّجَرَةِ؟

مَاذَا لَقِيَهُمَا

5- مَاذَا سَأَلَ الرَّجُلُ الْمُدَّعِي صَاحِبَهُ؟ وَبِمَ أَجَابَهُ؟

وكيف قابلاه .

النجاة من السخرة

ماخر العمهما

وكيف قابلاه

ب) امْلأْ الْفَرَاغَ بِالْكَلِمَةِ الْمُنَاسِبَةِ مِنَ القِصَّةِ السَّابِقَةِ:

1- وَفِي أَثْنَاءِ سَيْرِهِمَا لَقِيَهُمَا دُبٌّ كَبِيْرٌ الحيوان الرَّجُلَانِ خَوْفاً شَدِيْداً.

2- وَكَانَ أَحَدُهُمَا يَمْدَحُ نَفْسَهُ لنب احسن وَيَصِفُ مُغَامَرَاتِهِ مَعَ الحَيَوَانِ.

3- الحيوان مِنْ عَادَتِهِ أَنَّهُ لَا يَأْكُلُ المَيِّتَةَ.

4- فَاسْتَلْقَى عَلَى الأَرْضِ _____ أَنَّهُ مَيِّتٌ.

5- وَأَسْرَعَ _____ إِلَى الشَّجَرَةِ فَتَسَلَّقَهَا.

جـ- اُكْتُبْ خُلاَصَةً لِلْقِصَّةِ الآتِيَةِ بِثَلاَثَةِ أَسْطُرٍ فَقَطْ:

سَلْمَى تِلْمِيْذَةٌ مُجْتَهِدَةٌ فِي الدُّرُوْسِ، عُمْرُهَا عَشَرَ سَنَوَاتٍ، تَدْرُسُ فِي الْمَدْرَسَةِ الإِبْتِدَائِيَّةِ، سَلْمَى تَعِيْشُ فِي مُوَانْزَا مَعَ أَبِيْهَا وَأُمِّهَا. سَلْمَى لَهَا ثَلَاثُ أَخَوَاتٍ وَثَلَاثَةُ إِخْوَةٍ، وَلِسَلْمَى عَدَدٌ مِنَ الصَّدِيْقَاتِ. وَأَحَبُّ صَدِيْقَتِهَا سَعِيْدَةٌ، وَهِيَ تَدْرُسُ مَعَهَا فِي الصَفِّ الرَّابِعِ الإِبْتِدَائِي. سَلْمَى تِلْمِيْذَةٌ مُؤَدَّبَةٌ تُحِبُّ جَمِيْعَ المَوَادِ.

احسب خلاصة للقصة الآتية بثلاثة أسطر فقط :

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

The extract above shows a sample of a response from a script of a student who provided incorrect responses in all parts of the question.

2.2 SECTION B: Language Use.

This section had four questions and the students were required to answer all of them. Each question carried five (05) marks except for one question (number 5) which carried ten (10) marks making a total of (25) marks.

2.2.1 Question 2: Jumbled Sentences

In this question the students were instructed to re-arrange the five sentences provided 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 student's ability to organize sentences into a meaningful paragraph.

A- And I throw the hook in the water to fish.
B- I go out for fishing at midnight.
C- I always give my gratitude to the Lord for this good provision.
D- And I go to the river to catch fish.
E- And I sit on the rock at the bank of the river.

The question was attempted by 2,995 students (100%), out of which 514 students (17.2%) scored from 4 to 5 marks, which is good; 1,019 students (34.0%) scored from 2 to 3 marks, which is average and 1,462 students (48.8%) scored from 0 to 1 marks, which is poor performance. The general performance of the students in the question was therefore average, considering that 1,533 students (51.2%) scored from 2 to 5 marks. The overall students' performance in the question is summarised in Figure 2

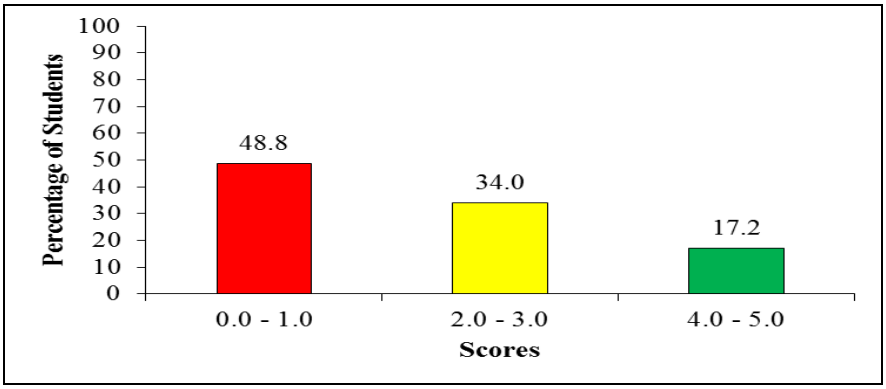


Figure 2*: Students' Performance in Question 2*

The students who performed well in this question were able to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph. Those who scored 5 marks recognised the sentence “B” **(ب)** to be the first sentence, the sentence “D” **(د)** to be the second sentence, the sentence “E” **(ه)** to be the third sentence, the sentence “A” **(أ)** to be the fourth sentence and they selected **(ج)** “C” to be the last sentence. This suggests that they had the knowledge and skills of organizing information. Extract 2.1 is a sample of a good response.

2- رَتِّبِ الجُمَلَ الآتِيَةَ لِتَكُوْنَ الْمَعْنَى فِي الفَقْرَةِ بِوَضْعِ حَرْف الأَجْوِبَةِ فِي الجَدْوَلِ:

أ) وَأُلْقِي الصِّنَّارَةَ فِي الْمَاءِ لِأَصْطَادَ السَّمَكَ.

ب) أَخْرُجُ لِلصَّيْدِ فِي ظَلَامٍ بِاللَّيْلِ.

ج) أَشْكُرُ الرَّبَّ دَائِماً عَلَى هَذَا الرِّزْقِ الطَّيِّبِ.

د) وَأَذْهَبُ إِلَى النَّهْرِ لِأَصِيْدَ السَّمَكَ.

ه) وَأَجْلِسُ فَوْقَ صَخْرَةٍ عَلَى شَاطِئِ النَّهْرِ.

الأَجْوِبَةُ:

1	2	3	4	5
ب	د	ه	أ	ج

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

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

Furthermore, the analysis indicates that, 1,019 students (34.0%) scored between 2 and 3 marks, which is average performance in Question 2. The majority of the students were able to answer only item number 1 and item number 2. This suggests that they had partial knowledge of Arabic language, this weakness caused them to

write number of remained items randomly without considering their meaning.

Further analysis of the students' responses show that the students who performed poorly in this question failed to re-arrange the jumbled sentences in a logical sequence to make a meaningful paragraph. They seemed to guess the answers. One of the students, for example, picked the sentence "D" (د) as the first sentence without realising that the conjunction "and"(و) which is in the beginning of the sentence is used to connect sentences, clauses or to coordinate words, the sentence " D" was supposed to be the second and not the first sentence. This suggests that the students in this category did not have adequate knowledge in Arabic language. Extract 2.2 shows a sample of a poor response.

2- رَتِّبِ الجُمَلَ الآتِيَةَ لِتَكُوْنَ الْمَعْنَى فِي الفَقْرَةِ بِوَضْعِ حَرْف الأَجْوِبَةِ فِي الجَدْوَلِ:

أ) وَأُلْقِي الصِّنَّارَةَ فِي الْمَاءِ لِأَصْطَادَ السَّمَكَ.

ب) أَخْرُجُ لِلصَّيْدِ فِي ظَلَامٍ بِاللَّيْلِ.

جـ) أَشْكُرُ الرَّبَّ دَائِماً عَلَى هَذَا الرِّزْقِ الطَّيِّبِ.

د) وَأَذْهَبُ إِلَى النَّهْرِ لِأَصِيْدَ السَّمَكَ.

هـ) وَأَجْلِسُ فَوْقَ صَخْرَةٍ عَلَى شَاطِئِ النَّهْرِ.

5	4	3	2	1
د	هـ	ب	أ	جـ

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

The Extract shows a sample of a response from a script of a student 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 and the students were required to match each sentence in List (A) with the given words in List (B) by writing the correct word in the blank spaces. Column A consisted of five Subjects while Column B consisted of six predicates from which students were to select the answers. The question tested the students' ability to make the meaningful sentences.

A	B
A. The girl _____	are hardworking
B. The two trees _____	are small.
C. The men _____	are long.
D. Two monkeys _____	is a traveler.
E. Mohammad_____	is sick.
	are friends

The question was attempted by 2,995 students (100%). The statistics show that 875 students (29.2%) scored from 4 to 5 marks, which is good performance; 967 Students (32.3%) scored from 2 to 3 marks, which is average performance and 1,153 students (38.5%) scored from 0 to 1 marks, which is weak performance. The general performance of the students in this question was average considering that 1,842 students (61.5%) scored from 2 to 5 marks. Figure 3 summarizes the performance in question 3.

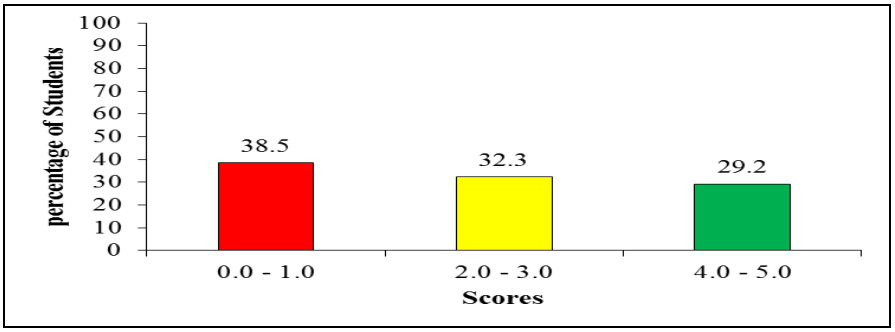


Figure 3: *Students' Performance in Question 3*

The students who scored high marks in this question were able to match each sentence with the correct word as required. Those who scored 5 marks were able to match all subjects in column A with their corresponding predicates in column B. This shows that they understood the meaning of the words and how to construct meaningful sentences. One of the students for example, wrote in item 3a (***البنت مريضة***) 'The daughter is sick. Extract 3.1 shows a sample of a correct response.

3- صِلْ كُلَّ كَلِمَةٍ مِنَ السَّطْرِ (أ) مَعَ مَا يُنَاسِبُهَا مِنَ السَّطْرِ (ب) ثُمَّ اكْتُبْهَا فِي الفَرَاغِ الْمُحَدَّدِ:

	(أ)	(ب)
البِنْتُ	مَرِيْضَةٌ	مُجْتَهِدُوْنَ
الشَّجَرَتَانِ	طَوِيْلَتَانِ	صَغِيْرَانِ
الرِّجَالُ	مُجْتَهِدُوْنَ	طَوِيْلَتَانِ
القِرْدَانِ	صَغِيْرَانِ	مُسَافِرٌ
مُحَمَّدٌ	مُسَافِرٌ	مَرِيْضَةٌ
		صَادِقَاتٌ

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

The Extract shows a sample of a response from a script of a student who matched Colom A and B correctly.

Although the performance was good, 967 students (32.3%) students scored average marks because they were able to match correctly between two and three items. This is attributed to students' partial knowledge on the subject matter.

On the other hand there were some students who performed poorly. These students failed to match the words of List A with that of List B. They put the wrong words that did not correlate with words found in list A. This shows they did not know the meaning of the word found in the two lists. They seemed to have guessed the answers. Extract 3.2 is a sample of a poor response.

3- صِلْ كُلَّ كَلِمَةٍ مِنَ السَّطْرِ (أ) مَعَ مَا يُنَاسِبُهَا مِنَ السَّطْرِ (ب) ثُمَّ اكْتُبْهَا فِي الفَرَاغِ الْمُحَدَّدِ:

(أ)	(ب)
البِنْتُ صادِقَاتٌ	مُجْتَهِدُوْنَ
الشَّجَرَتَانِ مُجْتَهِدُوْنَ	صَغِيْرَانِ
الرِّجَالُ طَوِيْلَتَانِ	طَوِيْلَتَانِ
القِرْدَانِ مُسَافِرٌ	مُسَافِرٌ
مُحَمَّدٌ مَرِيْضَةٌ	مَرِيْضَةٌ
	صَادِقَاتٌ

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

The Extract above shows a sample of a response from a script of a student who failed to match Colom A with B as required.

2.2.3 Question Four: Filling the blanks

This question had five items. Students were instructed to fill in the blank spaces with the correct word given in the list. The question tested knowledge of meaning of common words used in daily life.

a) The _____ falls from the sky
b) The _____ became angry on her children
c) The two girls are _____ the class.
d) Drink juice _____
e) The student cleans _____

The question was attempted by 2,995 students (100%). 413 students (13.8%) scored from 3.5 to 5 marks, which is good performance; 1,010 students (33.7%) scored from 1.5 to 3 marks, which is average performance and 1,572 students (52.5%) scored from 0 to 1

mark, which is weak performance. The general performance of the students in the question was therefore average, considering that 1,423 students (47.5%) scored from 1.5 to 5 marks. The overall students' performance in the question is summarised in Figure 4.

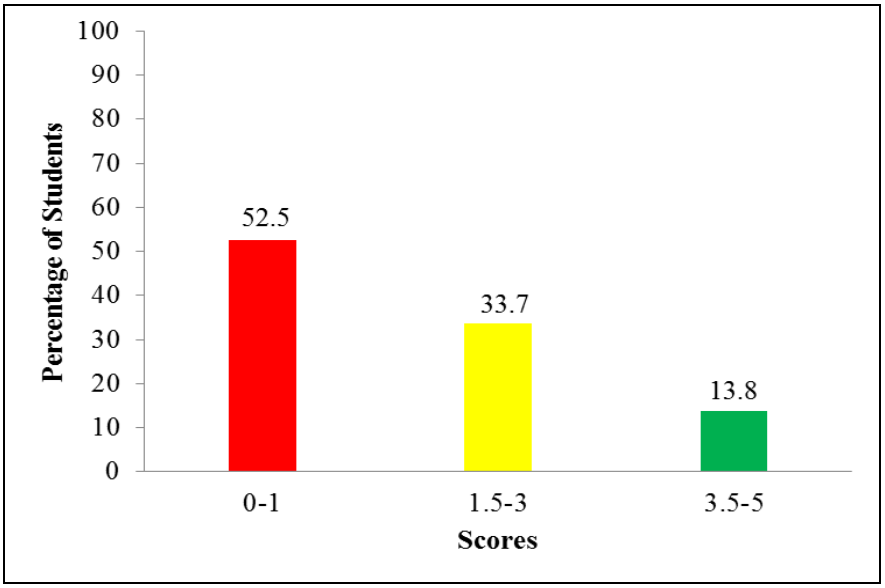


Figure 4*: Students' Performance in Question 4*

The students who scored high marks in this question were able to fill in the blank spaces with the correct word given in the list. This shows that these students had mastered well Arabic Language. Those who scored 5 marks were able to complete the sentences using appropriate words given in the list. These students for example, selected the word ***(المطر)*** "*The rain*", for the first blank space since they realised that what comes down from the sky is the rain, because in that sentence there is a statement "from the sky" They selected the word ***(الأم)*** *"Mother",* for the second blank space because they realised that the word has a close relationship with the word "children" in the sentence. The Arabic verb used in the sentence also had the feminine sign. This shows that these students had adequate knowledge of Arabic vocabularies used in daily life. Extract 4.1 shows a sample of a good response.

4- امْلَأْ الفَرَاغَ بِاخْتِيَارِ مَا يُنَاسِبُهُ مِمَّا بَيْنَ القَوْسَيْنِ:

(تَكْنُسَانِ – السَّلَطَةُ – الأُمُّ – مُهَنْدِسَانِ – الْمَطَرُ – يَا سَعِيْدَةُ – غُرْفَتَهُ – يَا حَسَّانُ – ثِيَابَهَا)

أ) يَنْزِلُ المطر مِنَ السَّمَاءِ.

ب) غَضِبَتْ الأم عَلَى الأَوْلَادِ.

ج) البِنْتَانِ تكنسان الفَصْلَ.

د) اشْرَبِي العَصِيْرَ يا سعيدة.

هـ) يُنَظِّفُ التِّلْمِيْذُ غرفته.

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

The Extract shows a sample of a response from a script of a student who was able to fill the blanks by choosing appropriate words from the brackets.

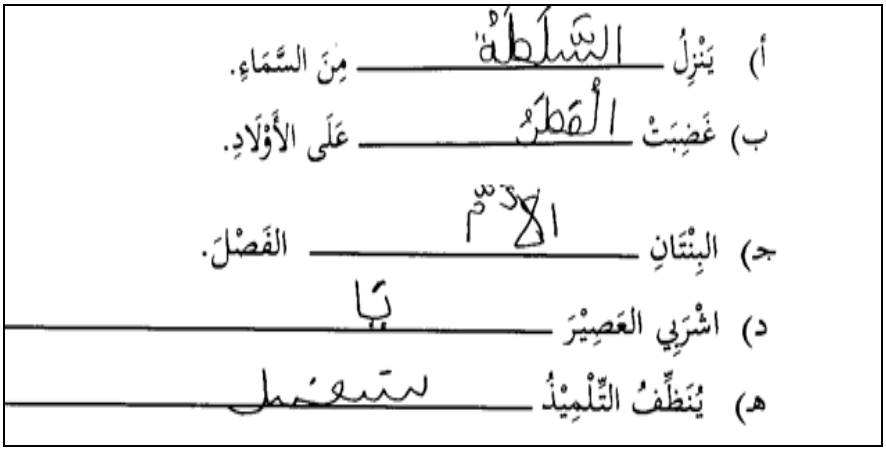
Some of the students scored average marks in this question. They managed to fill correctly in the blank spaces in two or three items. This is attributed to students' partial knowledge of Arabic Language.

The students who performed poorly in this question were unable to fill the blank spaces with appropriate words from the brackets.

In item (4-c) for example one student wrote (***الأم***) "mother", instead of (***تكنسان***) "are sweeping". In item (4-d), also one of the students wrote (***يا***) "O", instead of (***يا سعيدة***) "O Saeedah". This shows that these students had inadequate knowledge of Arabic vocabulary and poor mastery of Arabic Language. Extract 4.2 shows a sample of a poor response.

4- امْلَأْ الفَرَاغَ بِاخْتِيَارِ مَا يُنَاسِبُهُ مِمَّا بَيْنَ القَوْسَيْنِ:

(تَكْنُسَانِ – السَّلَطَةُ – الأُمُّ – مُهَنْدِسَانِ – الْمَطَرُ – يَا سَعِيْدَةُ – غُرْفَتَهُ – يَا حَسَّانُ – ثِيَابَهَا)


أ) يَنْزِلُ التَّسَلَطَةُ مِنَ السَّمَاءِ.
ب) غَضِبَتْ الْمَطَرُ عَلَى الأَوْلَادِ.
ج) البِنْتَانِ الأُمّ الفَصْلَ.
د) اشْرَبِي العَصِيْرَ يَا
هـ) يُنَظِّفُ التِّلْمِيْذُ تستعمل

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

The Extract above shows a sample of a response from a script of a student who was unable to fill the blanks with appropriate words in the brackets. In item (4-c) for example the student wrote (الأم) "mother" instead of (تكنسان) "are sweeping" and in item (4-d), the student wrote (يا) "O", instead of (يا سعيدة) "O Saeedah".

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.

A) Ahmad: ----------
Fatima: Waalaikumus salaam (and peace be upon you).

B) Ahmad: _____
Fatima: I'm fine and praise be to God.

C) Ahmad: _____
Fatima: I am from Tanga.

D) Ahmad: _____
Fatima: Yes, I am a new student.

E) Ahmad: _____
Fatima: I am going to the principal's office now.

The question was attempted by 2,995 students (100%) and their performance was generally average. 275 students (9.2%) scored from 6.5 to 10 marks, which is good performance, 1,061 students (35.4%) scored from 3 to 6 marks, which is average performance and 1,659 students (55.4%) scored from 0 to 2.5 marks, which is weak performance, of the 10 marks allocated to this question. The overall performance in this question is summarized in Figure 5.

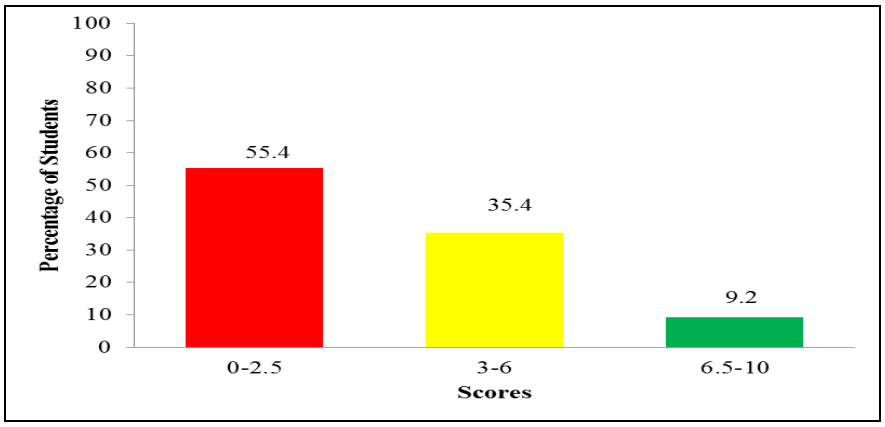
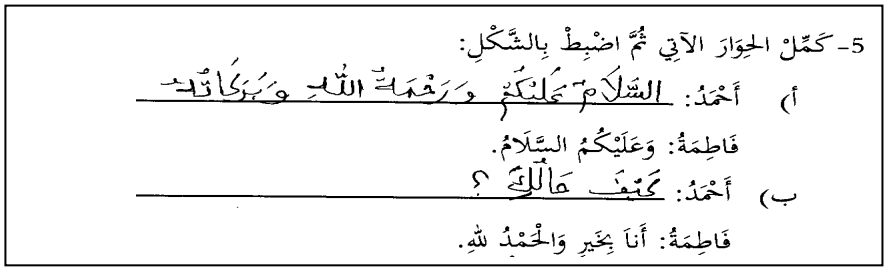


Figure 5*: Students' Performance in Question 5*

Analysis of students' responses revealed that the students who performed well in this question were able to complete the dialogue by writing the appropriate information required. For example, they realized that item (5b) required the question ***(كيف حالك)*** "how are you"? This is because, this statement is used in greeting to know about ones' health and mood. They also realized that, the correct question for the statement in item (5c) was ***(من أين انت؟)*** *"where do you come from?"* because the statement gives information about where Fatma comes from. This shows that these students had good mastery of Arabic Language. Extract 5.1 shows a sample of a good response.


5- كَمِّلْ الحِوَارَ الآتِي ثُمَّ اضْبِطْ بِالشَّكْلِ:

أ) أَحْمَدُ: السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

فَاطِمَةُ: وَعَلَيْكُمُ السَّلَامُ.

ب) أَحْمَدُ: كَيْفَ حَالُكِ ؟

فَاطِمَةُ: أَنَا بِخَيرٍ وَالْحَمْدُ للهِ.

ج) أَحْمَدُ: مِنْ أَيْنَ أَنْتِ؟

فَاطِمَةُ: أَنَا مِنْ تَنْغَا.

د) أَحْمَدُ: هَلْ أَنْتِ طَالِبَةٌ جَدِيدَةٌ؟

فَاطِمَةُ: نَعَمْ أَنَا طَالِبَةٌ جَدِيدَةٌ.

هـ) أَحْمَدُ: إِلَى أَيْنَ تَذْهَبِينَ الآنَ؟

فَاطِمَةُ: أَنَا أَذْهَبُ إِلَى مَكْتَبِ الْمُدِيرِ الآنَ.

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

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

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

However, there were some students who failed to complete the dialogue. Some of these students were unable to provide correct answers in all items because they did not understand the dialogue .Some of these students just picked words from other questions and used them as their answers, others left the items unfilled. They lacked enough vocabulary to express themselves in the Arabic Language. Furthermore, they lacked competence in Arabic Language. Extract 5.2 shows a sample of a poor response.

5- كَمِّلْ الحِوَارَ الآتِي ثُمَّ اضْبِطْ بِالشَّكْلِ:

أ) أَحْمَدُ: _____

فَاطِمَةُ: وَعَلَيْكُمُ السَّلَامُ.

ب) أَحْمَدُ: كَيْفَكُمْ

فَاطِمَةُ: أَنَا بِخَيرٍ وَالْحَمْدُ للهِ.

ج) أَحْمَدُ: لله

فَاطِمَةُ: أَنَا مِنْ تَنْغَا.

د) أَحْمَدُ: من

فَاطِمَةُ: نَعَمْ أَنَا طَالِبَةٌ جَدِيْدَةٌ.

هـ) أَحْمَدُ: طالبة جديدة

فَاطِمَةُ: أَنَا أَذْهَبُ إِلَى مَكْتَبِ الْمُدِيْرِ الآنَ.

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

Extract shows a sample of a response from a student who failed completed the dialogue as required.

2.3 SECTION C: Grammar

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

2.3.1 Question 6*:* Filling the blanks

The question required the students to fill the blank spaces with the right information. The question aimed at testing students' ability in understanding Arabic Language grammatical terms.

A) _____ indicates things more than two.
B) _____ is a noun which has been preceded by a verb and shows who did an action.
C) A word divided into three kinds.
   1 - Noun
   2 - _____
   3 - _____
D) A sentence made by subject and predicate is called _____.
E) _____ shows feminine noun or has a sign of feminine word.

The question was attempted by 2,995 students (100%). The analysis of students' responses shows that 244 students (8.1%) scored from 7 to 10 marks, which is good performance; 878 students (29.3%) scored from 3 to 6 marks, which is average performance and 1,873 students (62.6%) scored from 0 to 2.5 marks, which is weak performance. The general performance in this question was average since 1,122 students (37.4%) scored from 3 to 10 marks. The overall performance in this question is summarized in Figure 6.

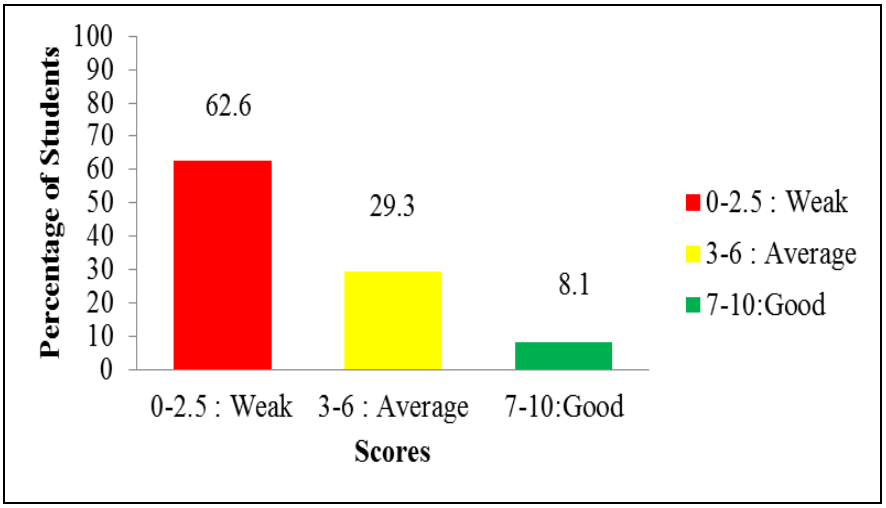


Figure 6: *Students' Performance in Question 6.*

The analysis of the students' responses shows that the students who performed well in this question were able to complete the blank spaces by providing the correct information required. In item (6-b), for example, one of the students wrote, (***الفاعل اسم مرفوع تقدمه فعل ودل على الذي فعل الفعل***) "*Faail* (subject) is a noun which has been preceded by a verb and it shows who did the action". Item (6-c), is another example where one of the students wrote (***تنقسم الكلمة إلى ثلاثة أقسام: الاسم، الفعل والحرف***) "A word is divided into three kinds; Noun, verb and "*harf*" letter". This shows that these students had adequate knowledge of Arabic grammatical terminologies. Extract 6.1 shows a sample of a good response.

6- امْلَأ الْـفَـرَاغَ بِوَضْعِ الْكَلِمَةِ أَوِ الْكَلِمَاتِ الْمُنَاسِبَةِ فِيمَا يَأْتِي:

أ) الْجَمْعُ مَا دَلَّ عَلَى أَكْثَرَ مِنْ اثْنَيْنِ أَوِ اثْنَتَيْنِ.

ب) فَاعِلٌ اسْـمٌ مَرْفُـوْعٌ تَقَدَّمَـهُ فِعْـلٌ، وَدَلَّ عَلَـى الَّـذِي فَعَـلَ الفِعْلَ.

جـ) تَنْقَسِمُ الكَلِمَةُ إِلَى ثَلَاثَةِ أَقْسَامٍ.

1- الاسْمُ.

2- الْفِعْلُ

3- الْحَرْفُ.

د) كُلُّ جُمْلَةٍ تَتَرَكَّبُ مِنْ مُبْتَدَإٍ وَخَبَرٍ تُسَمَّى جُمْلَةٌ الإِسْمِيَّةُ

هـ) الْمُؤَنَّثُ مَادَلَّ عَلَى مُؤَنَّثٍ أَوْ لَحِقَتْهُ عَلَامَةُ التَّأْنِيْثِ.

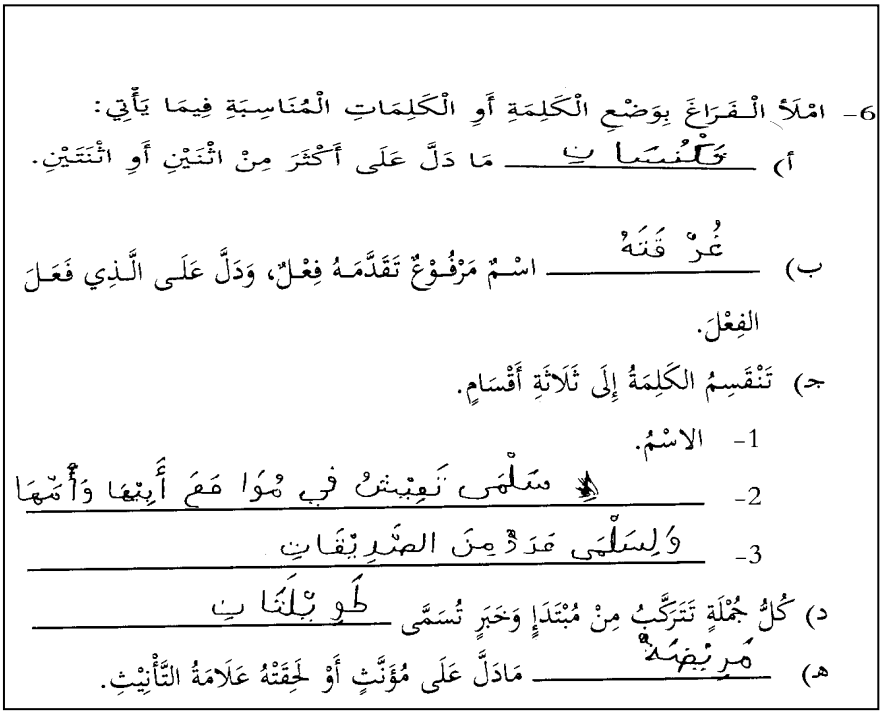
Extract 6.1 is a sample of a good response to question 6.

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

A 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.

Further analysis of the students' responses shows that most of the students who performed poorly in this question provided answers which were not related to the requirement of the question. In item (6-b) for example, one of the students wrote, (الخبر اسم مرفوع تقدمه فعل ودل على الذي فعل الفعل), "Predicate is noun which has been preceded by a verb and shows who did an action", instead of (الفاعل: اسم مرفوع تقدمه فعل ودل على الذي فعل الفعل) "Al-faail (Subject) is a noun which has been preceded by a verb and it shows who did an action". There were students who just copied words, sentences or parts of sentences and used them as answers to the question. One of the

students for example, copied the words (تَكْنُسَانِ) from question number four, (مَرِيْضَةٌ) from question number three and (طَوِيْلَتَانِ) also from question number three. This shows that the student lacked knowledge of Arabic language grammatical terms. Extract 6.2 shows a sample of a poor response from the script of a student who failed to provide appropriate responses.


6- امْلَأِ الْفَرَاغَ بِوَضْعِ الْكَلِمَةِ أَوِ الْكَلِمَاتِ الْمُنَاسِبَةِ فِيمَا يَأْتِي:

أ) تَكْنُسَانِ ما دَلَّ عَلَى أَكْثَرَ مِنْ اثْنَيْنِ أَوِ اثْنَتَيْنِ.

ب) غُرْفَتَهُ اسْمٌ مَرْفُوعٌ تَقَدَّمَهُ فِعْلٌ، وَدَلَّ عَلَى الَّذِي فَعَلَ الفِعْلَ.

جـ) تَنْقَسِمُ الكَلِمَةُ إِلَى ثَلَاثَةِ أَقْسَامٍ.

1- الاسْمُ.

2- سَلْمَى تَعِيشُ فِي مُوا مَعَ أَبِيهَا وَأُمِّهَا

3- وَلِسَلْمَى عَدَدٌ مِنَ الصَّدِيقَاتِ

د) كُلُّ جُمْلَةٍ تَتَرَكَّبُ مِنْ مُبْتَدَإٍ وَخَبَرٍ تُسَمَّى طَوِيلَتَانِ

هـ) مَرِيضَةٌ مَادَلَّ عَلَى مُؤَنَّثٍ أَوْ لَحِقَتْهُ عَلَامَةُ التَّأْنِيثِ.

Extract 6.2 is a sample of a poor response to question 6.

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

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 Arabic.

A) The case of *jarr* has five signs. (_____)
B) *Dhamma* is the sign of *rafiu* in four cases (_____)
C) Words are divided into inflection and non-inflection (_____)

D) The letter *alif* is among the origin signs of inflection (_____)
E) *Al-jazim* is among the types of inflection which is only used in noun……

The question was attempted by 2,995 students (100%) whereby 268 students (8.9%) scored from 4 to 5 marks which is good performance; 1,476 students (49.3%) scored from 1.5 to 3 marks indicating average performance and 1,251 students (41.8%) scored from 0 to 1 mark which is weak performance. The general performance of the students in this question was average, since 1,744 students (98.2%) scored from 1.5 to 5 marks. The overall performance of the students in this question is summarised in figure 7.

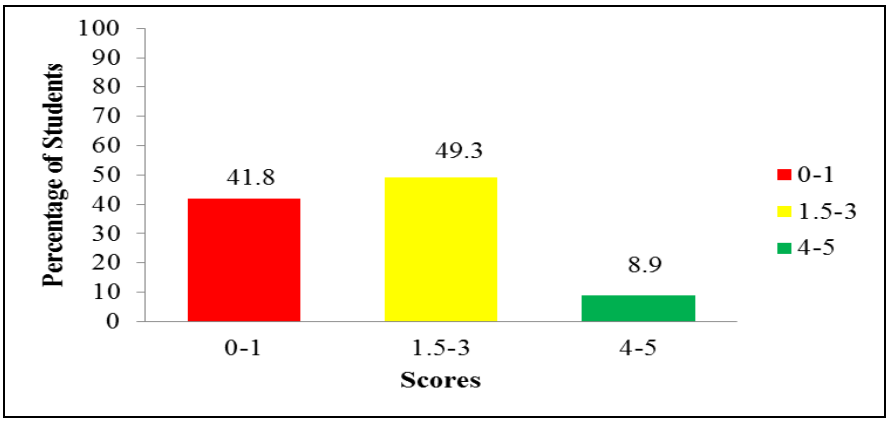


Figure 7*: Students' Performance in Question 7*

Further analysis of the students' responses shows that the students who performed well and scored all 5 marks in this question understood the requirements of the question and provided correct answers. They also identified that statements (B) and (C) were "*True*" while statements (A), (D) and (E) were "*False*" among the statements given in this question. In item (A) for example, the students who wrote *False* because they knew that the case of (*jarr)* has three and not five signs. The students also realised that the statement in item (E) is not true because (*Al-jazim)* is not among the types of inflection which is only used in noun. This shows that the students had adequate knowledge of Arabic grammatical terms. Extract 7.1 shows a sample of a correct response from a student.

٧- أَجِبْ بِصَحِيْحٍ أَوْ غَيْرِ صَحِيْحٍ:

أ) لِلْجَرِّ خَمْسُ عَلَامَاتٍ. (غَيْرُ صَحِيْحٍ)

ب) تَكُوْنُ الضَّمَّةُ عَلَامَةً لِلرَّفْعِ فِي أَرْبَعَةِ مَوَاضِعَ. (صَحِيْحٍ)

ج) تَنْقَسِمُ الكَلِمَاتُ إِلَى الْمُعْرَبَةِ والْمَبْنِيَّةِ. (صَحِيْحٍ)

د) الأَلِفُ مِنَ الْعَلَامَاتِ الأَصْلِيَّةِ لِلْإِعْرَابِ. (غَيْرُ صَحِيْحٍ)

هـ) الجَزْمُ مِنْ أَنْوَاعِ الإِعْرَابِ الَّذِي يَخْتَصُّ بِهِ الإِسْمُ. (غَيْرُ صَحِيْحٍ)

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

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

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 analysis of the students' responses shows that students who performed poorly in this question were unable to provide the correct answer due to lack of adequate knowledge of Arabic inflection and its signs. In item (7-b), for example, one of the students wrote, (**مواضع**) "places" instead of, (**صحيح**) "True". In another example, in item (7-c), one of the students wrote (**المعربة**) "*Mu'arabah*" (word in which the last consonant has a dynamic vowel) instead of; (**صحيح**) "True" This is because Arabic words are divided into "*Muarabah"* and "*Mabniyy"* (a word in which uninflected). Some of these students copied some words from the questions and put them as their answers, while others left the questions unanswered. This shows that these students did not understand the requirements of the question and they have inadequate knowledge of Arabic inflection and its signs. Extract 7.2 shows a sample of an incorrect response from a student.

7- أَجِبْ بِصَحِيْحٍ أَوْ غَيْرِ صَحِيْحٍ:

أ) لِلْجَرِّ خَمْسُ عَلَامَاتٍ. (ألف الآخر)

ب) تَكُوْنُ الضَّمَّةُ عَلَامَةً لِلرَّفْعِ فِي أَرْبَعَةِ مَوَاضِعَ. (مواضع)

ج) تَنْقَسِمُ الكَلِمَاتُ إِلَى الْمُعْرَبَةِ والْمَبْنِيَّةِ. (المعربات)

د) الأَلِفُ مِنَ الْعَلَامَاتِ الأَصْلِيَّةِ لِلْإِعْرَابِ. (أربع)

هـ) الجَزْمُ مِنْ أَنْوَاعِ الإِعْرَابِ الَّذِي يَخْتَصُّ بِهِ الإِسْمُ. (فعل)

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

The Extract shows a sample of an incorrect response from a student who failed to understand the requirements of the question 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 nominal sentences to verbal sentences. The question aimed at testing students' ability of using verbal clauses in the sentences.

A) The key is lost.

……

B) The girl is educated.

…….

C) The train is fast.

…….

D) The bird is singing.

…….

E) The fruit is ripe.

…….

The question was attempted by 2,995 Students (100%). The performance in this question was poor since 2,913 students (97.3%) scored below average. Item analysis shows that 2,913 students (97.3%) scored from 0 to 2.5 marks out of 10 marks which is weak

performance; 66 students (2.2%) scored from 3 to 6 marks out of 10 marks which is average performance and only 16 students (0.5 %) scored from 6.5 to 10 out of 10 marks, which is good performance. Figure 8 summarizes the performance of students.

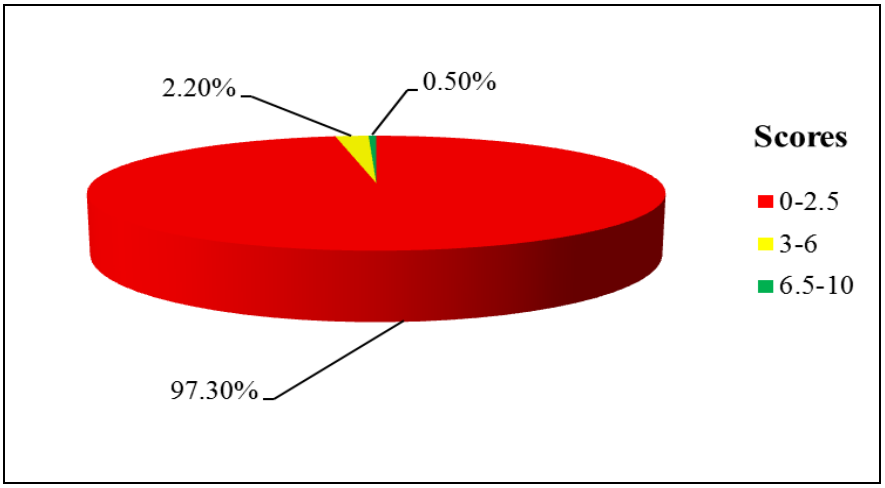
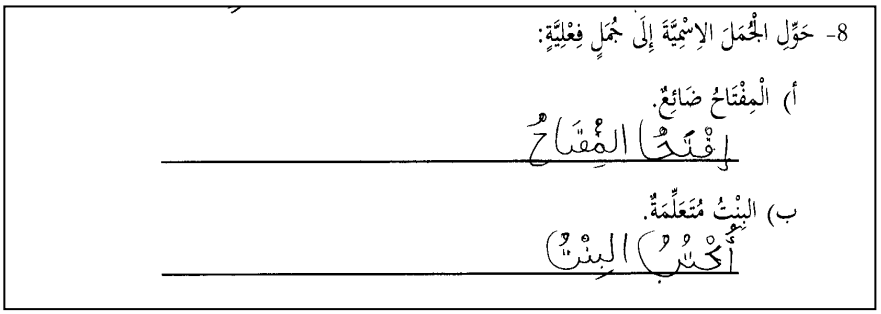


Figure 8*: Students' Performance in Question 8*

According to the analysis of students' responses, most of the students who performed poorly in this question were unable to convert sentences given from nominal to verbal sentences. In item (8-c) for example, one of the students put subject (القطار) in the place of the predicate (سريع), and repeated the same mistake in the item (8-e). Besides, some students copied some words from the question and provided them as their answers.This shows that these students did not understand the demand of the question and had insufficient knowledge on the use of verbal clause. Extract 8.1 is a sample of a response from the script of one of the students who performed poorly.

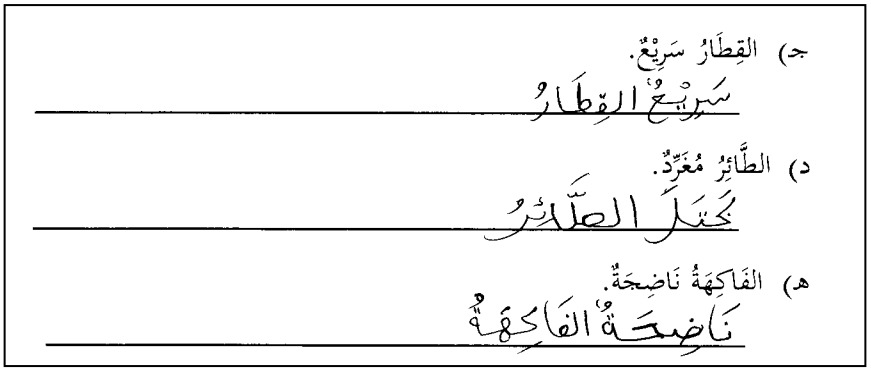

8- حَوِّلِ الْجُمَلَ الاِسْمِيَّةَ إِلَى جُمَلٍ فِعْلِيَّةٍ:

أ) الْمِفْتَاحُ ضَائِعٌ.

إِفْتَحُ المِفْتَاحُ

ب) البِنْتُ مُتَعَلِّمَةٌ.

أَكْتُبُ البِنْتُ


ج) القِطَارُ سَرِيْعٌ.

سَرِيْعُ القِطَارُ

د) الطَّائِرُ مُغَرِّدٌ.

يُغَرِّدُ الطَّائِرُ

هـ) الفَاكِهَةُ نَاضِجَةٌ.

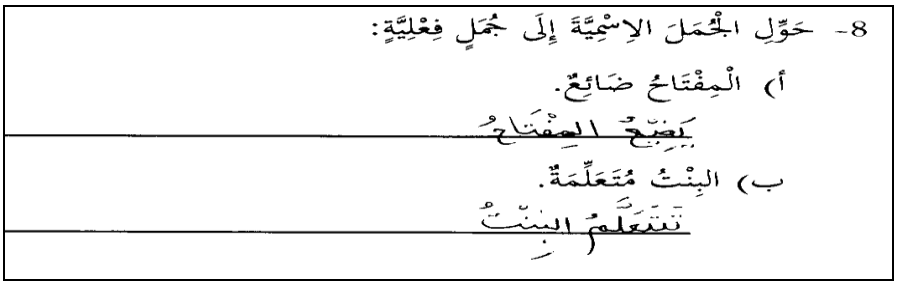
نَاضِجَةُ الفَاكِهَةُ

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 nominal to verbal sentences.

The students with average scores in this question were able in some items to change the sentences from nominal to verbal sentence. These students had partial knowledge of how to change the sentences. In item (ii), for example one of the students wrote (تعلمة البنت), The student added (تاء مربوطة) "closed letter taau" at the end of the verb instead of (تاء مفتوحة) "the open letter taau".

There were some students who performed well in this question. These students were able to change sentences given from nominal sentence to verbal sentence as required. In item (8A), for example, one of the students wrote, (***يسرع القطار***) "The train is fast". In another example in item (8D), one of the students wrote, (***يغرد الطائر***). "The bird is singing". This shows that these students were familiar with verbal sentences. Extract 8.2 shows a sample of a good response to this question.

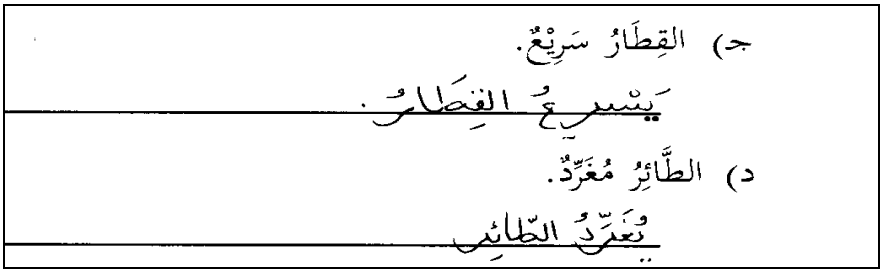

8- حَوِّلِ الجُمَلَ الاِسْمِيَّةَ إِلَى جُمَلٍ فِعْلِيَّةٍ:

أ) الْمِفْتَاحُ ضَائِعٌ.

يَضِيعُ المِفْتَاحُ

ب) البِنْتُ مُتَعَلِّمَةٌ.

تَتَعَلَّمُ البِنْتُ


ج) القِطَارُ سَرِيْعٌ.

يَسْرِعُ القِطَارُ.

د) الطَّائِرُ مُغَرِّدٌ.

يُغَرِّدُ الطَّائِرُ

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

The Extract shows a sample of a response from a student who was able to change all nominal sentences given to verbal sentences.

2.3.4 Question 9: Analysing the Underlined Words

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

A) Open the window.
B) The boy slept on the bed.

The question was attempted by 2,991 students (99.9%). A total of 2,107 students (70.4%) scored from 0 to 2.5 marks, which is poor performance; 499 students (16.7%) scored from 3 to 6 marks, which is average performance and 385 students (12.9%) scored from 6.5 to 10 marks, which is good performance. The general performance in this question was poor since a large number of students scored below average as summarized in Figure 9.

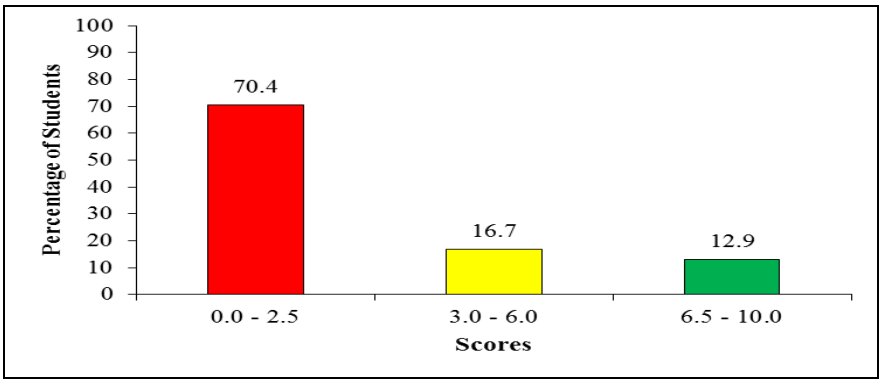
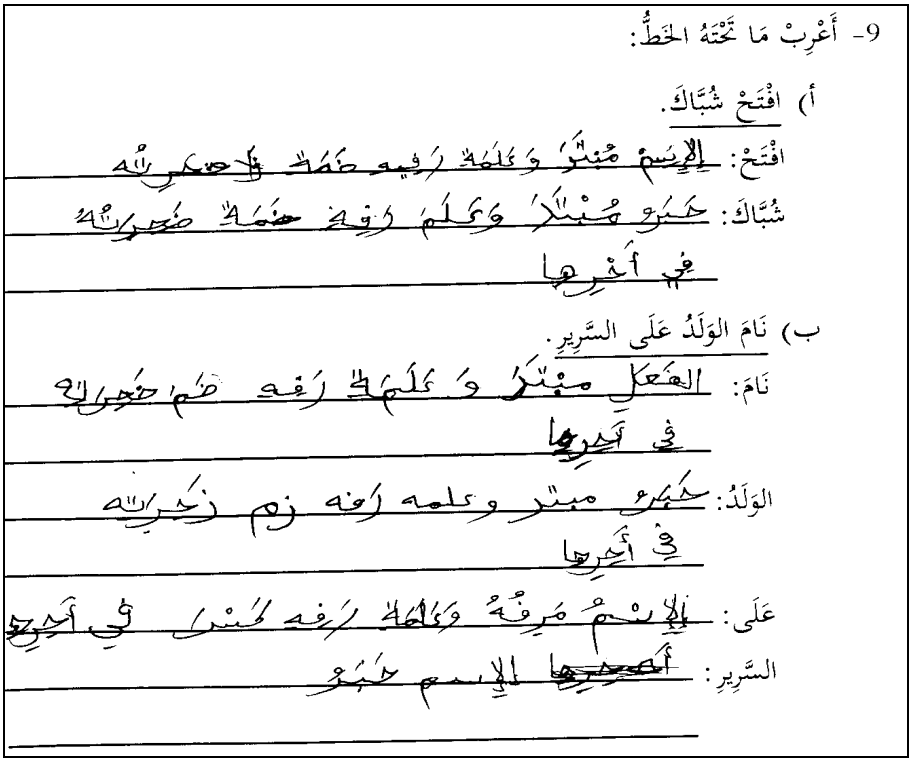


Figure 9: *Students' Performance in Question 9.*

The students who scored low marks in this question were not able to analyse the underlined words as required. Most of them provided irrelevant answers. One of the students for example analyzed the word, (افتح) “Open”, as subject instead of imperative tense, (شباك) “window” as subject and predicate instead of object, (نام) “Slept” as subject and predicate instead of past tense, (الولد) children as predicate of a subject instead of subject. Extract 9.1 shows a sample of a poor response.


9- أَعْرِبْ مَا تَحْتَهُ الخَطُّ:

أ) افْتَحْ شُبَّاكَ.

افْتَحْ: الإسم مبتدأ وعلامة رفعه ضمة لا حكم له

شُبَّاكَ: خبر مبتدأ وعلامة رفعه ضمة ضمير الله في آخرها

ب) نَامَ الوَلَدُ عَلَى السَّرِيرِ.

نَامَ: الفعل مبتدأ وعلامة رفعه ضم ضمير الله في آخرها

الوَلَدُ: خبر مبتدأ وعلامة رفعه ضم ذكر الله في آخرها

عَلَى: الإسم معرفة وعلامة رفعه كسرة في آخره

السَّرِيرِ: أخرها الإسم خبر

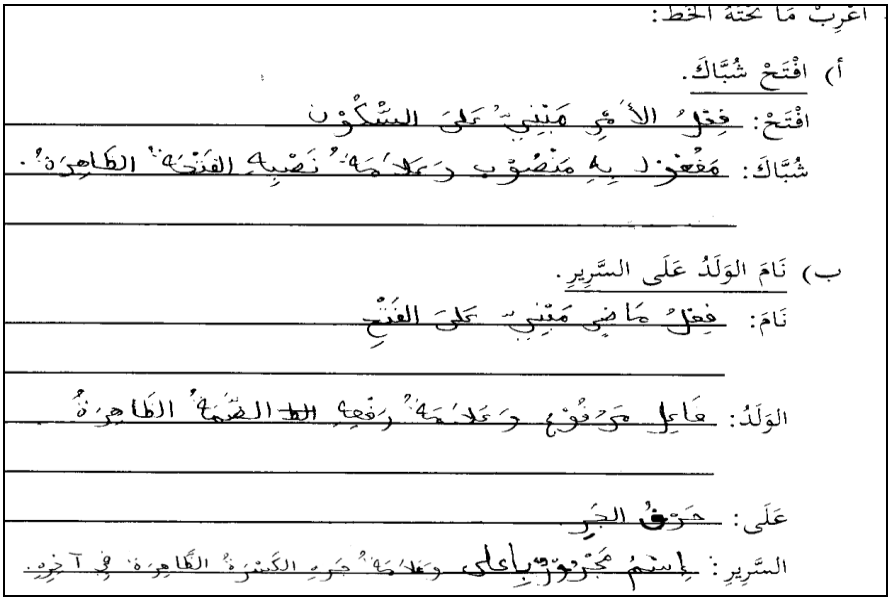
Extract 9.1 is a sample of a poor response to question 9.

The Extract above shows a sample of response from a script of a student 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. In item (b) for example, one of these students was able to analyse only few words

out of four words in this item. This led such students to get between three to six marks.

Students who performed well in this question were able to analyze the underlined words by showing the inflection of the underlined words in the sentence. In item (9A) For example, the sentence was *(افتح شباكك)* “Open the window”. These students analyzed the sentence as follows; *(افتح: فعل الأمر مبني على السكون)* “Open: Imperative tense, indeclinable, cemented on *sukuun*”. *(شباك: مفعول به منصوب بالفتحة الظاهرة)* “Window: It is the subject in accusative case with visible *fatha”*. In the second and last item in this question the sentence was *(نام الولد على السرير)* “The boy slept on the bed”. These student analyzed the sentence as follows; *(نام: الفعل الماضي مبني على الفتح)* “Slept: past tense, indeclinable, cemented on the vowel “u”, *(الولد: فاعل مرفوع بالضة الظاهرة)* “Boy: The door in nominative case with visible *damah*”, *(عَلَى: حَرْفُ الجَرِّ)* “On: preposition”, *(السرير: اسم مجرور بعلى و علامة جره كسرة ظاهرة في آخره)* “Bed: Genitive noun. The students who scored high marks in this question had sufficient knowledge in 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 underlined words given as required.


اعْرِبْ مَا تَحْتَهُ الخط:

أ) افْتَحْ شُبَّاكَ.

افْتَحْ: فِعْلُ الأَمْرِ مَبْنِيٌّ عَلَى السُّكُونِ

شُبَّاكَ: مَفْعُولٌ بِهِ مَنْصُوبٌ وَعَلَامَةُ نَصْبِهِ الفَتْحَةُ الظَّاهِرَةُ.

ب) نَامَ الوَلَدُ عَلَى السَّرِيرِ.

نَامَ: فِعْلٌ مَاضِي مَبْنِيٌّ عَلَى الفَتْحِ

الوَلَدُ: فَاعِلٌ مَرْفُوعٌ وَعَلَامَةُ رَفْعِهِ الضَّمَّةُ الظَّاهِرَةُ

عَلَى: حَرْفُ الجَرِّ

السَّرِيرِ: اِسْمٌ مَجْرُورٌ بِاعلى وَعَلَامَةُ جَرِّهِ الكَسْرَةُ الظَّاهِرَةُ فِي آخِرِهِ.

Extract **9**.2: is a sample of a good response to question 9

The Extract above shows a sample of response from a script of a student 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 of them. 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 importance of respecting a teacher. The question tested students' ability to write and express themselves fluently and logically using Arabic Language.

The question was attempted by 562 students (18.8%). Item analysis shows that 531 students (94.5%) scored from 0 to 5 marks, which is poor performance; 24 students (4.3%) scored from 6 to 12 marks, which is average performance and only 07 students (1.2%) scored from 14 to 18 marks, which is good performance. The general performance in this question was poor since a large number of students scored below average. Figure 10 summarizes the performance of students.

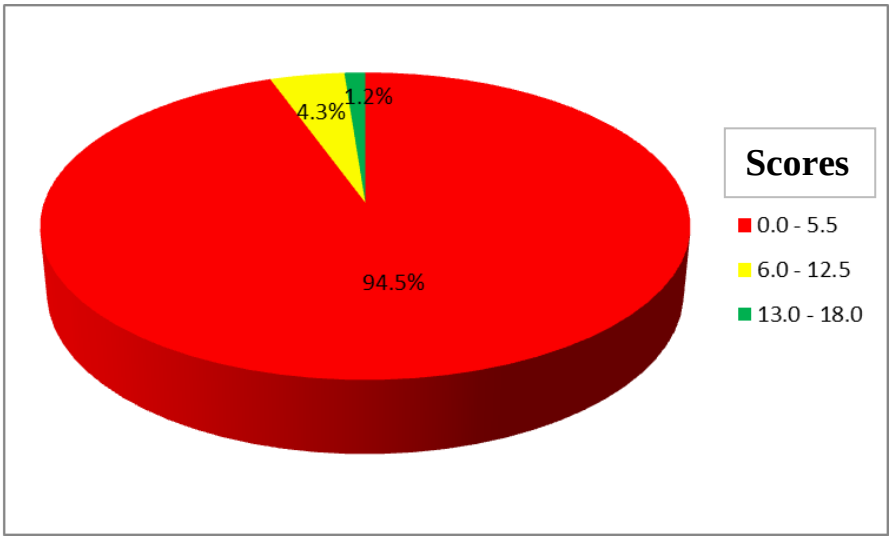


Figure 10*: Students' Performance in Question 10*

Most of the students skipped this question due to lack of enough knowledge, insufficient vocabulary and poor mastery of Arabic Language. The majority of students who performed poorly in this question wrote answers which were not related to the demand of the question. Some these students just copied some words or passage from questions in the exam and put them as answers. A few of them provided unclear compositions. This shows that most of these students had poor mastery of Arabic Language. Extracts 10.1 shows a sample of a poor responses.

10- أُكْتُبِ الإِنْشَاءَ تَتَحَدَّثُ فِيْهِ عَنْ أَهَمِّيَةِ احْتِرَامِ الْمُدَرِّسِ. (لَاتَقِلُّ كَلِمَاتُهُ عَنْ سِتِّيْنَ كَلِمَةً).

إنسَاءَ

10 أبا إسمي أمين جُمَعَ، أب إسماه جُمَعَي و أم إسطه حَسْمِينْ، أعيش في إلال دَارُسَلَامْ، تنزيي أعيش ما أب، وأم، أخ، أُخْلة، حَبِ، حَبَرَة، حُمَا.

أدرس في المدرسة احسان إسلامي درس الثين "B"، أبا أحب العة عربي عُمْرِ أربعة عشر أبا احترام المدرس أحب أبا معلم تل ٢٠١٩ إلى مدرسة إلال إسلامي المدرس يشقل الله لكم أي هل مدرس أبا تستمل الله مثل طمر أسلام عليكم ورحمة الله وبركاته إلى مدرسة كحم آمامات لي أدعل اعز عل دين تنر من تحتي أنتر

وأبا أحب المدرس المدرسة لمن أب تلميذة في مدرسة احسان إسلامي أعلن وسألن مرحبن يل ما حمي وهرا سلام عليكم وراحمة الله وبركاته.

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

The Extract shows sample of a poor response from a student who failed due to lack of enough knowledge, insufficient vocabulary and poor mastery of the Arabic Language

However, there were a few students who got average marks in this question. These students were able to explain the importance of respecting a teacher but they failed to organize their points in a good order and they did not provide sufficient explanations. Moreover, their responses had a lot of grammatical mistakes and spelling errors.

On the other hand some students who performed well. These students were able to write and express themselves fluently and logically using Arabic Language although they had a few grammatical mistakes and spelling errors. Extract 10.2 shows a sample of a good response.

أهمية احترام المدرس

المدرس مهم جدا ويجب علينا احترامه جميعا، وعلينا أيضا أن نطيعه جميعا وأن نحبه من أعماق قلوبنا. وأيضا أن نحترمهم كما نحترم آباءنا وأمهاتنا وأخواتنا والكبار أيضا وأن نعلم أيضا أن للمدرسين أهمية كبيرة جدا لا نستطيع أن نقدرها مهما حاولنا جميعا ومهما بذلنا جهودا كبيرا لن نستطيع تقديرها أبدا ان وسيبقى للمدرسين أهمية لا تنتهي أبدا وسنكون مفيدة في هذا الكون العامض وفي هذا العالم الكبير والوسع أيضا.

المدرس هو الذي يعلمنا لنكون مع عمل مثل أن نكون الطباء، مدرسون مثلهم، مهندسون وأعمال أخر. وأيضا هم مثل

عَلَيْنَا وَيَجِبُ أَنْ نَرَاهُمْ وَأَنْ نَعْلَمَ كَمْ هُمْ مُهِمِّينَ إِلَيْنَا.
مِنْ دُوْنِ الْمُدَرِّسِيْنَ لَكَانَ الْبُلْدَانُ قَدْ تَخَرَّبَتْ وَقَدْ قَسْرَةُ
وَلَكَانَ أَهْلُهَا جُبَنَاءُ وَلَا يَعْرِفُوْنَ أَيَّ شَيْءٍ أَبَدًا وَلَكَانَ
بِلَا مَكَانٍ أَنْ يَخْرُجُوْ يَسْقُوْلَهُ جِرَانٌ وَجَاهِلُوْنَ أَيْضًا وَ
لَا يَسْتَطِيْعُوْنَ فِعْلَ أَيِّ شَيْءٍ أَبَدًا. وَلِذَلِكَ عَلَيْنَا أَنْ نَعْلَمَ أَنَّ
لِلْمُدَرِّسِيْنَ أَهَمِّيَّةً كَبِيْرَةً فِيْ هَذِهِ الدُّنْيَا وَهَذِهِ الْعَالَمِ وَهَذِهِ
الْكَوْنِ أَيْضًا وَأَنَّ عَلَيْنَا مَعْرِفَةُ الْحَقِيْقَةِ بِأَنَّ احْتِرَامَ الْمُدَرِّسِ
أَمْرٌ مُهِمٌّ جِدًّا لِأَنَّهُ هُوَ الَّذِيْ يَرْعَانَ مِثْلَ أَوْلَادِهِ وَيُحِبُّنَا وَيَتْمَنَّا
لَنَا دَائِمًا الْخَيْرَ وَأَيْضًا يَعْلَمُوْنَ وَيَتْرُكُ كُلَّ عَمَلِهِ لِأَجْلِ ذَلِكَ وَ
لِأَجْلِ بِنَايَةِ الْبَلَادِ فِي الْمُسْتَقْبَلِ دَائِمًا أَبَدِيًّا وَهُوَ الَّذِيْ يَجِبُ عَلَيْنَا
احْتِرَامُهُ كَثِيْرًا جِدًّا بِسَبَبِ فَضْلِهِ إِلَيْنَا وَحُسْنِ عَمَلِهِ إِلَيْنَا وَ
حُسْنِ تَرْبِيَتِهِ إِلَيْنَا.
لِذَلِكَ يَجِبُ عَلَيْنَا أَنْ نَحْتَرِمَ الْمُدَرِّسَ بِكُلِّ احْتِرَامٍ
وَأَدَبٍ وَعَلَيْنَا مُسَعَدَةُ الْمُدَرِّسِيْنَ وَنَدْعُوْ لَهُمْ بِالْخَيْرِ وَالْإِحْسَانِ
وَأَنْ نَطْلُبَ الْعَفْوَ إِذَا أَخْطَأْنَا إِلَيْهِمْ وَأَنْ نُحِبَّهُمْ كَمَا يُحِبُّوْنَا
وَأَنْ نَحْتَرِمَهُمْ كَمَا كَانُوْ يَحْتَرِمُوْنَ وَيَرْعَوْنَنَا وَأَيْضًا أَنْ

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

The Extract above is sample of a response from a student who gave enough explanations according to the demand of the question. There

were however 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 the Heade Master of the school, (*Dar Al-Iman)* asking him for hs secondary certificate. The question tested students' ability to express themselves in Arabic Language.

The question was attempted by 2,430 students (81.1%).The performance in this question was poor as 2,034 students (83.7%) scored from 0 to 5.5 marks, which is poor performance; 371 students (15.3%) scored from 6 to 12.5 marks, which is average performance and 25 students (1.0%) scored from 13 to 18 marks, which good performance out of the 20 marks allocated to this question. Performance in question 11 is summarized in Figure 11.

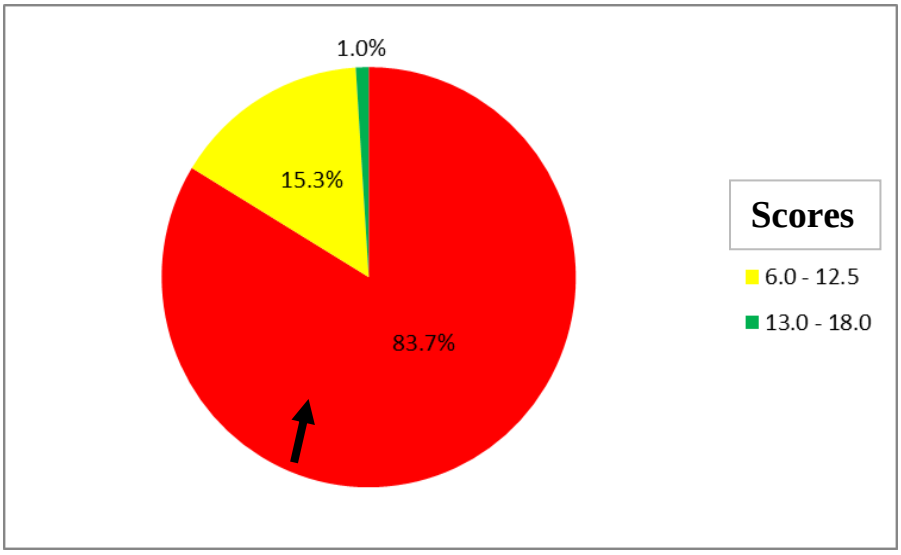
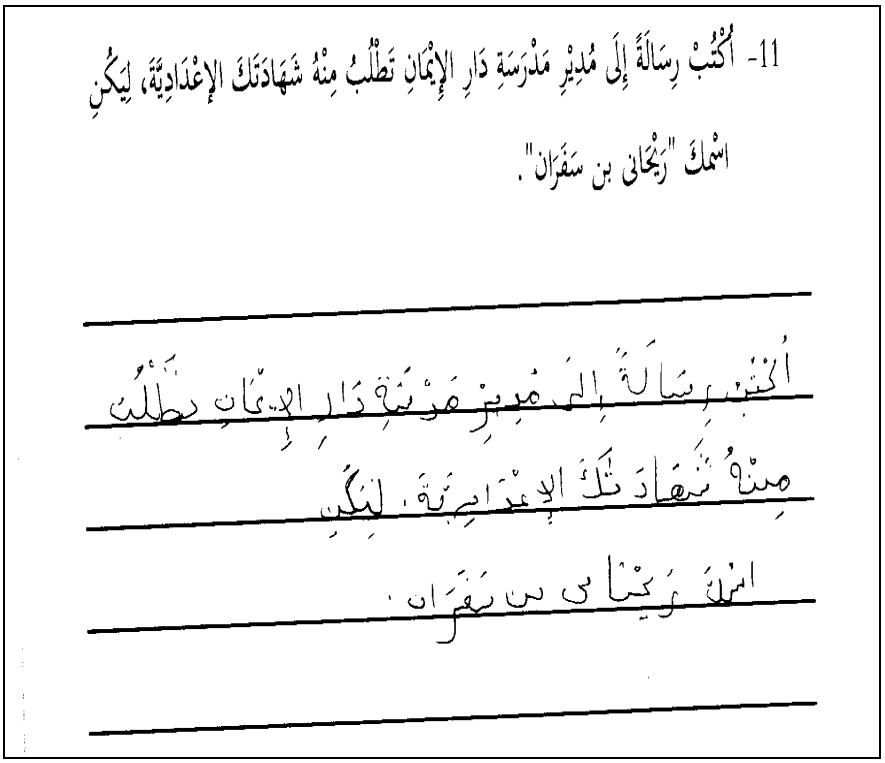


Figure 11: *Students' Performance in Question 11*

Students who performed poorly in this question were unable to write a letter to the headmaster of Dar Al-Iman to ask for their certificate. Majority of them were only able to write the address of the letter but could not write the main body of letter. Some of them wrote a dialogue in the main body of the letter and some of them repeated the question. 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.


11- أُكْتُبْ رِسَالَةً إِلَى مُدِيْرِ مَدْرَسَةِ دَارِ الإِيْمَانِ تَطْلُبُ مِنْهُ شَهَادَتَكَ الإِعْدَادِيَّةَ، لِيَكُنِ اسْمُكَ "رَيْحَانِي بن سَفْرَان".

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

The Extract shows a sample of a response from the script of a student who failed to answer the question. The student copied the question and put it as the answer.

The students who scored average were able to write the address and provided some explanations with grammatical errors. This indicates that, the students had insufficient vocabulary.

There were some students who performed well. These students were able to write a letter to the headmaster of (*Darul Iman)*. These students provide sufficient explanations asking the head master for the certificate. Although there were some grammatical mistakes in their response as well as met the demand of the question. Extract 11.2 shows a sample of a good response.

11- أُكْتُبْ رِسَالَةً إِلَى مُدِيْرِ مَدْرَسَةِ دَارِ الإِيْمَانِ تَطْلُبُ مِنْهُ شَهَادَتَكَ الإِعْدَادِيَّةَ، لِيَكُنِ اسْمُكَ "رَيْحَانِي بن سَفَرَان".

(11)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيْمِ

مد رَيْحَانِي بْنُ سَفَرَانِ،

ص.ب ٢٣٢٢،

مُوَانْزَا تَنزانيا.

٢٨/١١/٢٠١٩ م.

مُدِيْرُ الْمَدْرَسَةِ،

مَدْرَسَةِ دَارُ الْإِيْمَانِ الْإِسْلَامِيَّةِ

ص ب ٨٣٢٢٠

مُوَانْزَا تَنْزَانِيَا

يَدُلُّ عَلَى: طَلَبُ شَهَادَةِ الْأَعْدَادِيَّةِ

بِفَضْلِكَ إِرْجِعْ مَوْضُوْعُ ذُكِرَ فَوْقَ الْعِبَارَةِ، أَنَا طَالِبٌ مُجْتَهِدٌ فِي هَذَا الْبَلَدِ وَعُمْرِي سَبْعَ عَشَرَةَ سَنَوَاتٍ. وُلِدْتُ فِي بَلَدِ مُوَانْزَا وَدَرَسْتُ فِي مَدْرَسَةِ دَارِ الْإِيْمَانِ أَرْبَعَ سَنَةً تَقْرِيْبًا مُنْذُ عَامِ ٢٠١٤ مِيْلَادِيَّةٍ ثُمَّ كَمَلْتُ التَّعْلِيْمِ بِمَوْفِقِ اللَّهِ تَعَلَى. وَكَتَبْتُ هَذِهِ الرِّسَالَةَ لِكَيْ وَأَطْلُبُ الشَّهَادَتِي الَّتِي قَدْ وَجَدْتُ مُنْذُ أَكْمِلُ الدِّرَاسَةِ وَأُرِيْدُ أَنْ أَخَذْتُهُ لِكَيْ أَسْتَمِرُ فِي الدِّرَسَةِ التَّالِيَةِ وَأَتَوَكَّلُ عَلَى اللَّهِ أَنْ يُؤْتِيَكَ الْعَافِيَةَ فِي عَمَلِكَ وَأُسْرَتِكَ. وَأَرْجُوْا أَنَّ طَلَبِي سَتَكُوْنَ مَقْبُوْلًا لَدَيْكَ وَأَطْلُبُ لَكَ أَنْ تُرْسِلُنِي بِجِيْنَةِ الصُّنْدُوْقِ لِئَلَّا تُوَامِلَنِي بِغَيْرِ شِدَّةٍ وَلَا مُتَفَرِّقٍ وَمَعَ السَّلَامِ، شُكْرًا.

رَيْحَانِي بْنُ سَفَرَان

التِّلْمِيْذُ

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

This Extract is sample of a good response from the script of a student who wrote a letter to the headmaster of (*Darul Iman*) asking him for his secondary certificate, although there were some spelling errors and grammatical mistakes.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH TOPIC

The analysis of candidates' responses in each topic shows that candidates had good performance in Comprehension (78.7%). Good performance in this topic could be attributed to students being able to follow the required instructions; to identify the tasks of the questions; and having sufficient knowledge on the topic examined.

The Students had average performance in Language Use (51.2%) and Grammar (32%). This is because they partially mastered these topics. Candidates had poor performance in Composition (10.9%), because they lacked adequate vocabulary and had no skills in letter writing to express themselves well in Arabic Language.

The performance of the candidates in the topics tested is summarized in Appendix A, where green colour indicates topics with good performance, yellow colour indicates topics with average performance and red colour indicates topics with weak performance.

4.0 CONCLUSION

The general performance of students in Arabic Language in the FTNA 2019 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.

Candidates' performance as shown in Appendix B, has decreased by (2.9%), (6.5%), (4.3%) and (4.3%) in Comprehension, Language use, Grammar and Composition respectively in 2019 compared to their performance in 2018.

5.0 RECOMMENDATIONS

In order to improve performance of 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 a given grammar text. Students should identify the grammar practise and give examples based on that grammar.

(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) Teacher should guide students to select topics of composition and write the first draft in pairs or groups focusing on the content of the topic, correct spelling mistakes and grammatical errors.

Appendix A

Summary of Students' Performance in Each Topic

025- ARABIC LANGUAGE

S/N	Topic	Total Number of Questions	2019	
			The percentage of candidates who scored 30 an average of 30 marks or above	Remarks
1.	Comprehension	1	78.7	Good
2.	Language use	4	51.2	Average
3.	Grammar	4	32	Average
4.	Composition	2	10.9	Poor

Appendix B

Comparison of Summary of Candidates' Performance in Each Topic

125- ARABIC LANGUAGE

S/N	2018				2019			
	Topic	Number of Questions	Percentage of Students who Scored an Average of 30 Percent or Above	Remarks	Topic	Number of Questions	Percentage of Students who Scored an Average of 30 Percent or Above	Remarks
1.	Comprehension	1	81.6	Good	Comprehension	1	78.7	Good
2.	Language use	4	57.7	Average	Language use	4	51.2	Average
3.	Grammar	4	36.3	Average	Grammar	4	32	Average
4.	Composition	2	19.2	Poor	Composition	2	10.9	Poor