هيئة جودة التعليم والتدريب
Education & Training Quality Authority

Marking Report Summary

Arabic Language Examination

Grade 9

Introduction

The Grade 9 Arabic Language National Examination consists of two question papers: **Paper 1** (Listening and Writing) and **Paper 2** (Reading). Paper 1 measures two skills and Paper 2 measures one skill through a set of competencies divided into parts, each of which focuses on specific competencies.

Listening Competencies

- Identifying explicit meanings in the script.
- Extracting implied meanings from the script.
- Criticising and appreciating the beauty aspects of the script.

Summary of Performance in Listening

Positive Areas

- Identifying explicit meanings from the script.

Areas for Improvement

- Extracting implied meanings from the script.
- Criticising and appreciating the beauty aspects of the script.

Recommendations

- It is recommended to train the students in identifying implied meanings and higher-order thinking skills in listening.

Writing Competencies

- Completing the events and ideas to fulfil the required writing style.
- Constructing expressive sentences and employing vocabularies and styles.
- Employing grammar, morphology and spelling.
- Employing punctuation, handwriting and organisation.

Summary of Performance in Writing

Positive Areas

- Understanding and responding to the writing topic and adhering to the word limit.

Areas for Improvement

- Generating events and balancing the three main elements of narrative storytelling, while effectively employing the characters, dialogue and description in writing short stories.
- Constructing viewpoints and supporting them with convincing, logical, focused, and coherent arguments in writing discursive essays.
- Constructing expressive sentences and employing appropriate vocabulary and styles in writing short stories and discursive essays.
- Employing the rules of grammar, morphology and spelling in constructing simple and compound sentences.
- Employing basic punctuation in line with dialogue, justification, formatting and appropriate paragraph organisation, and allocating one paragraph for each main event or idea.

Recommendations

It is recommended to train students in the following areas:

- Mastering the generation of events, balancing of the elements of narrative storytelling and effective employment of characters, description and dialogue along with constructing ideas and viewpoints, and supporting them in writing.
- Enriching the writing with appropriate and adequate lexis, styles and linkers.
- Employing the rules of grammar and spelling in writing and using the appropriate punctuation and paragraph organisation.

- Identifying explicit meanings in the text.
- Extracting implied meanings from the text.
- Criticising and appreciating the beauty aspects of the text.
- Applying grammar and morphology rules.

Summary of Performance in Reading

Positive Areas

- Criticising and appreciating the beauty aspects of the reading text, which was evident in their ability to distinguish the expression that does not contain any aesthetic element and the idea that is not contained in the text.
- Identifying explicit meanings, which was evident in their ability to identify two explicit ideas, extract the antonym of a word and understand the lexical relation between two synonyms.

Areas for Improvement

- Distinguishing the main idea and concluding the appropriate expression for a given meaning in the competency of extracting implied meanings.
- Applying the rules of grammar and morphology.

Recommendations

It is recommended to train students in the following areas:

- Developing students' ability to conclude the appropriate expression for a given meaning in the competency of extracting implied meanings.
- Applying the rules of grammar, Al-Ism Al-Manqoos and Al-Mamnu' Min Al-Sarf (diptote/change restricted) in the competency of applying the rules of grammar and morphology.