



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



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
(CSEE) 2025**

ARABIC LANGUAGE



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EDUCATION EXAMINATION (CSEE) 2025**

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FOREWORD

This report presents Candidates' Items Responses Analysis (CIRA) Report on the Certificate of Secondary Education Examination (CSEE) which was conducted in 2025. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the candidates' performance in Arabic Language.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation intended to monitor students' learning and provide feedback that teachers, students and other education stakeholders can use to improve teaching and learning. This analysis explains the reasons for candidates' performance in the Arabic Language subject. Candidates who attained high scores demonstrated adequate knowledge of *Nahau*, *Balagha* and *Swarfu*; sufficient basic vocabulary for use in different contexts; the ability to interpret simple stories and the ability to understand multiple-choice questions and choose the correct responses. They were also able to match words with their corresponding statements and respond correctly to short-answer questions. However, candidates who scored low marks faced difficulties in responding to the questions due to a lack of such competencies.

This report will help students identify their strengths and weaknesses so that they can improve their learning before sitting for the Certificate of Secondary Education Examination (CSEE). It will also help teachers identify 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 that education stakeholders should address by taking appropriate measures to improve the teaching and learning of the Arabic Language subject. Consequently, students will acquire the knowledge, skills and competencies indicated in the syllabus for better performance in future examinations.

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



Prof. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in Arabic Language subject in 2025.

Arabic Language paper consisted of **11** questions, with sections A, B and C. Candidates were required to answer **10** questions. In section A and B, they were instructed to attempt **all** questions. In section C, the candidates were required to choose **two (2)** out of three questions.

Section A had **two (2)** questions, in which question **one (1)** had **ten (10)** items that carried **10** marks and question **two (2)** had **six (6)** items that carried **six (6)** marks, making a total of **16** marks. Section B had **six (6)** questions; each question carried **nine (9)** marks, making a total of **54** marks. Section C had three optional questions, each carrying **15** marks where a candidate had to choose **two (2)** questions.

The total number of the candidates who sat for the Certificate of Secondary Education (CSEE) in 2025 in Arabic Language was 10,513, out of which (50.62%) of the candidates passed and (49.38%) of the candidates failed. In 2024, candidates who sat for the Certificate of Secondary Education (CSEE) were 12,981; out of these, (33.86%) of the candidates passed and (66.14%) of the candidates failed. This implies that the performance of the candidates in 2025 has increased by 16.76 per cent compared to the year 2024.

The analysis of the CSEE 2025 in Arabic Language presents the requirements of each question and assesses the extent to which candidates were able or were not able to adhere to them.

The rating of candidates' performance has been grouped as '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 'weak' and is represented by red colour. The overall candidates' performance is summarised in the Appendix.

2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of **two** (2) questions. The candidates were required to attempt **all** the questions. Question **one** (1) was a multiple-choice question and had **10** items that carried **10** marks. Question **two** (2) was a matching item question and had **six** (6) items, each carrying **one** (1) mark, making a total of **16** marks for this section.

2.1.1 Question 1: Multiple Choice Items

This question consisted of **10** multiple-choice items derived from various topics of the syllabus. The topics included **الأدب** (Literature), **الحقيقة والمجاز** (Literal and Figurative Language), **الصرف** (Morphology), **الأفعال** (Verbs), **والاسم** (Nouns), **والظرف** (Adverbs/Adverbials), **لا النافية للجنس** (Generic Negation “lā”), **علامات الإعراب الأصلية والفرعية** (Primary and Secondary Case Endings), **المفعول به** (Object) and **الممنوع من الصرف** (Diptote/Non-declinable Nouns)

The question was attempted by 10,513 (100.00%) candidates. 301 (2.86%) scored from 7.0 to 10.0 marks, showing good performance. About 4,822 (45.86%) scored from 3.0 to 6.0 marks, representing average performance and 5,390 (51.28%) scored from 0.0 to 2.0 marks, indicating weak performance. Overall, the performance in this question was average, as 48.72 per cent of the candidates scored from 3.0 to 10.0 marks. The data is summarised in Figure 1.

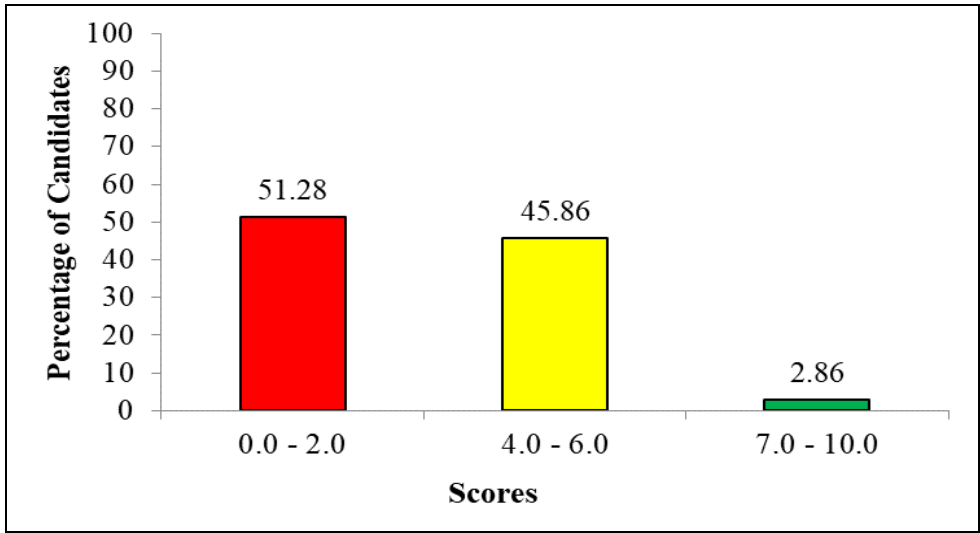


Figure 1: *Candidates' Performance on Question 1*

The candidates were required to choose the correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided. The question stated as follows:

1- اخْتَرِ الإِجَابَةَ الصَّحِيحَةَ مِنَ الْبَدَائِلِ الْمُخَصَّصَةِ لِكُلِّ
بَنْدٍ، ثُمَّ اكْتُبْ حَرْفَ الإِجَابَةِ بِجَانِبِ رَقْمِ الْبَنْدِ فِي وَرَقَةِ
إِجَابَتِكَ:

(Choose the correct answer from the options given for each item and write the letter of the correct answer beside the item number in your answer booklet.)

The following part analyses the candidates' performance on items (i) to (x) of Question 1.

The first item was:

- س1) "يَمَامَةٌ كَانَتْ بِأَعْلَى الشَّجَرَةِ * أَمِنَةً فِي عُشِّهَا مُسْتَتِرَةٌ " مَنْ الْقَائِلُ لِذَلِكَ الْبَيْتِ الْمَشْهُورِ؟
- أ- حَافِظُ إِبْرَاهِيمَ
ب- أَحْمَدُ شَوْقِي
ج- لَبِيدُ بْنُ رَبِيعَةَ
د- حَسَّانُ بْنُ ثَابِتٍ
هـ- أَبُو الْعَتَاهِيَةِ

The item came from the Literature texts topic. It included a line describing a dove that was safe in its nest. The item asked who had composed the famous poetic line. It required candidates to identify the correct poet based on their knowledge of Arabic poetry. They were required to choose the correct answer from multiple alternatives. Candidates had to read the verse carefully, recall the poet's identity and select the most appropriate answer. The item assessed candidates' understanding of Arabic literary works, including their knowledge of famous poets.

The correct answer was ب- أَحْمَدُ شَوْقِي (Ahmed Shawqi). Ahmed Shawqi was a modern Arabic poet known as the Prince of Poets. The verse reflected his descriptive and moral poetic style, which often used imagery of nature and animals to convey lessons. Candidates chose this answer because they had studied *Shawqi's* poetry, recognized the modern vocabulary and structure of the verse, associated the moral tone with his works and recalled textbook examples.

The first incorrect option was أ- حَافِظُ إِبْرَاهِيمَ (Hafiz Ibrahim). This was incorrect because Hafiz Ibrahim was mainly known for nationalist and social poetry, not for animal imagery. Candidates were attracted to this option because he was also a modern poet like Ahmed Shawqi and he had simple language. Candidates sometimes confused him with Shawqi due to historical proximity.

The second incorrect option was ج- لَبِيدُ بْنُ رَبِيعَةَ (Labid ibn Rabi'ah). This was incorrect because *Labid ibn Rabi'ah* was a pre-Islamic poet whose poetry focused on tribal life and classical language. Candidates chose this

option because he was famous, known for descriptive poetry and some candidates failed to differentiate between ancient and modern poetic styles.

The third incorrect option was **د- حَسَّانُ بْنُ ثَابِتٍ** (Hassan ibn Thabit). This was incorrect because Hassan ibn Thabit was known for Islamic praise and defense poetry. Candidates were misled because he was a famous poet.

The fourth incorrect option was **ه- أَبُو الْعَتَاهِيَةِ** (Abu al-Atahiya). This was incorrect because *Abu al-Atahiya* was an Abbasid poet whose work emphasized asceticism, philosophy and wisdom rather than descriptive animal imagery. Candidates selected this option because he was known for moral poetry, he was associated with wisdom themes and some candidates generalized all moral poetry to him without analyzing the verse carefully.

The second item was:

(س2) **أَيُّ كَلِمَةٍ اسْتُعْمِلَتْ فِي غَيْرِ مَعْنَاهُ الْحَقِيقِيَّةِ مِنْ هَذِهِ الْجُمْلَةِ؟ "أَرْسَلْتُ الْجُنُودَ وَالْعَيْنَ فِي مَيْدَانِ الْقِتَالِ"**

أ- أَرْسَلْتُ
ب- الْجُنُودَ
ج- الْعَيْنَ
د- مَيْدَانِ
ه- الْقِتَالِ

The item came from the topic of **الْحَقِيقَةُ وَالْمَجَازُ** (Literal and Figurative Language). This area introduces candidates to how words can be used beyond their literal meanings, especially in sentences and short texts. The question was about identifying a word that was not used in its literal (real) meaning in the sentence: **"أَرْسَلْتُ الْجُنُودَ وَالْعَيْنَ فِي مَيْدَانِ الْقِتَالِ"**. It focused on understanding figurative usage within a simple sentence. The item therefore dealt with distinguishing between literal and figurative meanings of words.

Candidates were required to read the sentence carefully, understand the context and identify a word which did not carry its usual dictionary meaning. This skill is important as it builds deeper language understanding. The question asked candidates to choose one word from the sentence that

was used figuratively. It required candidates to analyze the meaning of each word within the sentence rather than looking at the word in isolation. In this way, the item measured candidates' ability to distinguish between literal and figurative meanings of words.

The correct answer was ج- الْعَيْنُ and its translation is *eye*. In this sentence, “العين” did not mean the physical eye. Instead, it was used figuratively to mean a spy, scout or informer who observes the situation in the battlefield. Candidates who chose this answer correctly understood that the word had shifted from its literal meaning to a figurative one based on context. Candidates selected the correct answer because they recognized that sending an “eye” to the battlefield could not mean sending a physical eye. Their choice showed understanding of figurative language and awareness that Arabic often uses body parts metaphorically to convey deeper meanings. In general, the candidates who choose this option had the ability to distinguish between literal and figurative meanings of words.

Option أ- أَرْسَلْتُ (translated as “sent”) was incorrect because the verb was used in its normal, literal meaning. It simply described the action of sending and did not carry any figurative or symbolic sense. Some students may have chosen this answer by mistake because verbs can sometimes confuse learners. This happens because verbs often have multiple uses: they can be literal or figurative depending on the context.

The option ب - الْجُنُودَ, meaning “the soldiers,” was incorrect because the word was used in its real and literal sense within the sentence. There was no figurative or metaphorical meaning attached to it. Some candidates may have been attracted to this option because soldiers are central to the context of war and seem important to the overall meaning of the sentence, leading them to incorrectly assume that it was used figuratively. This misunderstanding arose from partial knowledge of the distinction between literal and figurative language.

Option د- مَيِّدَانِ translated as *field* was not correct because it meant the actual battlefield, which is a real physical place. It was used literally. Some candidates may have chosen it because the word “field” can sometimes be used figuratively in other contexts, such as “field of study,” which caused confusion.

Option **د- الْقِتَالُ** translated as *fighting* was incorrect because it referred to real fighting or combat, which matched its literal meaning. Candidates may have selected this option because it is an abstract noun and seemed less concrete, making it appear figurative to weaker candidates.

The third item was:

س3) لِعِلْمِ الصَّرْفِ أَوْزَانٌ مَعْرُوفَةٌ تُوزَنُ بِهَا الْكَلِمَاتُ الْعَرَبِيَّةُ
الْمُخْتَلَفَةُ، فَالْمِيزَانُ الصَّرْفِيُّ الْمُنَاسِبُ لِهَذَا الْفِعْلِ
الثَّلَاثِيِّ الْمُجَرَّدِ "نَامَ" هُوَ:
أ- فَعَّلَ
ب- فَعَلَ
ج- فَعِلَ
د- فَاعَلَ
هـ- عَالَ

The item came from the topic of Morphology (Al-Şarf). This topic introduces candidates to verb patterns (awzān), verb structures and how Arabic words are weighed using the morphological scale (al-mīzān al-şarfi). The question was about identifying the correct morphological pattern of a given basic trilateral verb. It focused on the verb “نَامَ” and asked candidates to choose the correct *şarf* pattern used to weigh it. The item therefore dealt with understanding verb forms and applying the correct pattern to a real Arabic verb.

The content tested the knowledge of *awzān* of the basic trilateral verb (al-fi‘l al-thulāthī al-mujarrad). This is a core area in *şarf* that candidates are expected to master. The skill that was tested was application of morphological rules. Candidates were required to analyze the verb, identify its root letters, recognize that it is a weak verb (ajwaf) and then select the correct pattern. This skill went beyond simple memorization and required understanding and correct application.

The question asked candidates to identify the appropriate morphological scale for the trilateral verb “نَامَ.” It required them to mentally map the root

letters of the verb onto the standard *şarf* patterns and select the one that correctly matched its structure. This item assessed candidates' ability to apply the morphological scale (al-mīzān al-şarfī) accurately.

The correct answer was ب- فَعَلَ . The verb “نَامَ” followed the pattern فَعَلَ because it was a basic trilateral verb whose original root was (ن و م) and the weak middle letter (و) changed into an *alif* due to *şarf* rules. Candidates who chose this answer correctly understood the structure of weak verbs (ajwaf) and knew that their basic pattern still returned to فَعَلَ . Candidates selected the correct answer because they recognized that “نَامَ” is not a derived verb and does not contain extra letters. They also understood that vowel change does not alter the original *şarf* pattern. This showed good mastery of *awzān* of the basic trilateral verb.

Option أ- فَعِّلَ was incorrect because this pattern normally indicates verbs that describe permanent qualities or states, such as character traits. “نَامَ” does not carry this meaning. Some candidates may have chosen this option because the vowel pattern looked similar or because they memorized patterns without fully understanding their usage.

Option ج- فَعِلَ was also incorrect. This pattern is usually associated with verbs expressing emotions or internal states, such as happiness or sadness. The verb “نَامَ” did not belong to this semantic group. Candidates may have been attracted to this distractor due to weak understanding of verb meanings.

Option د- فَاعَلَ was wrong because it is a derived form (Form III) that requires an extra *alif*, which “نَامَ” does not have. Candidates may have chosen this option because they saw the long vowel “اَ” in “نَامَ” and mistakenly thought it indicated a derived form. This shows a common misconception: students often assume that any long vowel in a verb automatically signals an added letter, not an additional letter. The mistake also reflects a lack of attention to the number of root letters versus the number of letters in the chosen pattern, as the Form III pattern has four letters while the verb itself has three.

Option هـ- عَلَا was incorrect because it was not a valid general morphological pattern used for weighing verbs. It resembled a specific verb rather than a standard *şarf* scale. Some candidates may have been misled by

its visual similarity to the structure of “نَامَ” or by weak familiarity with valid *ṣarf* patterns.

The fourth item was:

س4) يَخْتَلِفُ الْفِعْلُ اللَّازِمُ عَنِ الْفِعْلِ الْمُتَعَدِّي مِنْ حَيْثُ كَوْنِهِ
كَمَا يَلِي:

- أ- لَا يَكْتَفِي الْفِعْلُ اللَّازِمُ بِفَاعِلٍ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلٍ
- ب- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِمَفْعُولٍ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلٍ
- ج- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِفَاعِلٍ وَالْمُتَعَدِّي لَا يَكْتَفِي بِفَاعِلٍ
- د- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِمَفْعُولٍ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلَيْنِ
- هـ- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِمَفْعُولَيْنِ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلٍ

The item was drawn from the topic of verbs (al-afʿaal). The item focused on distinguishing between *الفعل اللازم* (the intransitive verb) and *الفعل المتعدي* (the transitive verb) based on their grammatical requirements. The item asked candidates to identify the correct grammatical statement that explained the difference between an intransitive verb and a transitive verb. Candidates were expected to read all the given alternatives carefully and select the one that accurately described this difference. It assessed candidate's understanding of the difference between intransitive verbs (*الفعل اللازم*) and transitive verbs (*الفعل المتعدي*).

The correct answer was ج- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِفَاعِلٍ وَالْمُتَعَدِّي لَا يَكْتَفِي بِفَاعِلٍ. This means: “The intransitive verb is complete with a subject, while the transitive verb is not complete with a subject only.” Candidates who chose this option did so because they correctly understood that an intransitive verb does not require an object, whereas a transitive verb must take an object to complete its meaning.

One incorrect option was أ- لَا يَكْتَفِي الْفِعْلُ اللَّازِمُ بِفَاعِلٍ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلٍ, which means (A) “The intransitive verb is not complete with a subject, while the transitive verb is complete with a subject.”. This option was incorrect because it reversed the correct grammatical rule. Some candidates chose it due to confusion between the meanings of *لازم*

and متعدي, poor mastery of grammatical definitions, or memorisation without understanding.

Another incorrect option was ب- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِمَفْعُولٍ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلٍ , meaning “The intransitive verb is complete with an object, while the transitive verb is complete with a subject.”. This option was incorrect because it introduced grammatical roles that do not exist. Candidates may have been confused about how sentences are formed in Arabic.

Another distractor was د- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِمَفْعُولَيْنِ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلَيْنِ which means “the intransitive verb is complete with an object, while the transitive verb is complete with two subjects.”. This option is incorrect because it assigns grammatical roles that are not valid in Arabic sentence structure. Candidates may have been attracted to this option due to lack of understanding of basic sentence elements.

The last incorrect option was ه- يَكْتَفِي الْفِعْلُ اللَّازِمُ بِمَفْعُولَيْنِ وَالْمُتَعَدِّي يَكْتَفِي بِفَاعِلٍ , meaning “The intransitive verb is complete with two objects, while the transitive verb is complete with a subject.”. This choice is wrong as it suggests grammatical elements that do not exist in standard Arabic grammar. Candidates who selected this option were likely guessing. The fifth item was:

س5) "ضَرَبَتْ لَيْلَى أَسْمَاءَ بِالْعَصَا" إِنَّ فِي هَذِهِ الْعِبَارَةِ
عَلَامَتَانِ لِلتَّأْنِيثِ فِي الْأَسْمَاءِ وَهُمَا:
أ- الْأَلِفُ الْمَقْصُورَةُ وَالْيَاءُ الْمَنْقُوصَةُ
ب- الْأَلِفُ الْمَقْصُورَةُ وَالْهَمْزَةُ
ج- الْيَاءُ الْمَنْقُوصَةُ وَالْأَلِفُ الْمَمْدُودَةُ
د- الْأَلِفُ الْمَقْصُورَةُ وَالْأَلِفُ الْمَمْدُودَةُ
ه- الْيَاءُ الْمَنْقُوصَةُ وَالْهَمْزَةُ

The item was drawn from the topic of noun (الاسم). The item dealt with identifying علامات التأنيث في الأسماء (signs of femininity in nouns) using a given sentence. It focused on recognising the feminine markers present in

the nouns within the sentence “ضَرَبَتْ لَيْلَى أَسْمَاءَ بِالْعَصَا”. Candidates were required to examine the nouns in the sentence and correctly identify the types of feminine markers used. The item asked candidates to determine which two feminine markers appeared in the nouns found in the given sentence. It required candidates to focus on noun forms rather than verbs or sentence meaning. Candidates were required to carefully read the sentence, identify the feminine nouns, analyse their endings and select the option that correctly named the two feminine markers. The item assessed candidates’ understanding of feminine noun forms.

The correct answer was د- الألف المقصورة والألف الممدودة. This was correct because the noun لَيْلَى ends with الألف المقصورة, while the noun أَسْمَاءَ ends with الألف الممدودة. Candidates who selected this option correctly identified both feminine markers present in the sentence and demonstrated a clear understanding of feminine noun endings.

One incorrect option was أ- الألف المقصورة والياء المنقوصة. This option was incorrect because none of the nouns in the sentence ended with الياء المنقوصة. Candidates may have been attracted to this option due to limited understanding of the feminine markers in Arabic nouns.

Another incorrect option was ب- الألف المقصورة والهمزة. This option was incorrect because الهمزة is not a feminine marker. Although أَسْمَاءَ contains a hamzah, the feminine marker is الألف الممدودة, not the hamzah. Candidates may have chosen this option because they focused on the hamzah and ignored the full structure of the noun.

Another distractor was ج- الياء المنقوصة والألف الممدودة. Candidates who chose this option may have confused the shape of the *alif maqṣūra* (ى) with a normal yā’ (ي), which is a common mistake among learners at this level.

The last incorrect option was ه- الياء المنقوصة والهمزة. This option is incorrect because neither of these elements functions as a feminine marker in the given sentence. Candidates who selected this option were likely just guessing.

The sixth item was:

س6) وَاحِدَةٌ مِنَ الْعِبَارَاتِ الْآتِيَةِ اخْتَوَتْ عَلَى ظَرْفِ الزَّمَانِ، وَهِيَ:

- أ- تَقَعُ الْمَدْرَسَةُ شَرْقَ الْمَدِينَةِ
- ب- يَسُوقُ الْوَلَدُ السَّيَّارَةَ خَلْفَ الْمَبْنَى
- ج- تَنْزِلُ الْأَمْطَارُ شِتَاءً وَخَرِيفاً
- د- وَقَفَ الْوَلَدُ أَمَامَ الْبَيْتِ
- هـ- يَقِفُ الْبُؤَابُ تُجَاهَ الْمَنْزِلِ

The item was drawn from the topic of Adverb (Dhwarfu). The item focused on identifying ظرف الزمان within a given sentence. Candidates were required to recognise a sentence which contained a temporal adverb indicating time, as opposed to a location, position, or manner. The content tested the ability to distinguish temporal adverbs from adverbs of place. This is a fundamental skill in Arabic grammar that helps in accurate sentence comprehension and writing.

The Candidates had to examine the sentences carefully and identify the specific word functioning as a temporal adverb. The item asked candidates to identify which one of the given sentences contained a time adverb. Candidates were expected to read all options, understand the role of each word and select the sentence where time was indicated. The item assessed candidates' ability to differentiate between adverbs of time and place.

The correct answer was ج- تَنْزِلُ الْأَمْطَارُ شِتَاءً وَخَرِيفاً. This means "The rains fall in winter and autumn". Candidates who selected this option correctly identified شِتَاءً and خَرِيفاً as adverbs of time. They were able to recognise the grammatical role of these words and understand that they indicate when the action occurs.

One of the incorrect options was أ- تَقَعُ الْمَدْرَسَةُ شَرْقَ الْمَدِينَةِ, which means "The school is located east of the city". This option was incorrect because it contains a ظرف مكان (adverb of place) rather than a temporal adverb. Candidates may have been attracted to this option because they confused location with time when scanning quickly.

Another incorrect option was ب- يَسُوْقُ الْوَلَدَ السَّيَّارَةَ خَلْفَ الْمَبْنَى , meaning “The boy drives the car behind the building”. This sentence contains an adverb of place (خلف), not time. Candidates may have selected this option due to a limited understanding of adverbs, as they mistakenly thought the sentence indicated the time of the boy driving the car rather than the location.

Another distractor was د- وَقَفَ الْوَلَدُ أَمَامَ الْبَيْتِ , which means “The boy stood in front of the house”. This option was incorrect because أمام indicates place, not time. Candidates who chose this option may have been confused by the verb وقف , which describes an action that happens at a specific moment (to stop or to stand). Such verbs are often associated with events in time. As a result, weaker candidates may have incorrectly assumed that the word أمام explained when the action occurred, instead of recognizing that أمام strictly functions as an adverb of place.

The last incorrect option was ه- يَقِفُ الْبَوَّابُ ثُجَاهَ الْمَنْزِلِ , meaning “The doorman stands facing the house”. This option was incorrect because it shows direction or position (تجاه) rather than a temporal adverb. Candidates may have been attracted to this option because they saw the verb يَقِفُ , which can sometimes appear with temporal adverbs. When quickly scanning the sentence, they may have assumed that ثُجَاهَ functioned as the required ظرف without carefully checking its type.

The seventh item was:

س7) أَيُّ عِبَارَةٍ مِنَ الْعِبَارَاتِ الْآتِيَةِ تَصِحُّ أَنْ تَكُونَ خَبَرًا لِهَذِهِ الْجُمْلَةِ " لَا رَجُلٌ " ؟

أ- مَوْجُودٌ فِي الدَّارِ.

ب- مَوْجُودٌ فِي الدَّارِ.

ج- مَوْجُودًا فِي الدَّارِ.

د- مَوْجُودَ فِي الدَّارِ.

ه- مَوْجُودٍ فِي الدَّارِ.

The item was drawn from the topic of Generic Negation “lā”. The item required candidates to complete the nominal sentence " لَا رَجُلٌ " by selecting the correct predicate in the accusative, nominative, or genitive form according to grammatical rules. The item tested the understanding of

how predicates agree with subjects in negated sentences. Candidates were expected to identify the correct grammatical form of the predicate (خبر) that fits the subject of a negated sentence. The skill assessed was grammatical accuracy in I'rāb, specifically agreement of nouns in nominal sentences. In general, the item assessed the candidates' ability to apply generic negation "lā" in a sentence.

The correct answer was ب- مَوْجُودٌ فِي الدَّارِ . Candidates who chose this option correctly understood that in a negated nominal sentence beginning with لا, the predicate should be in the nominative case (مرفوع). This demonstrated proper knowledge of Arabic generic negation "lā".

The first distractor was أ- مَوْجُودٌ فِي الدَّارِ . This is incorrect because the ending ـٍ shows the genitive case (مجرور), which is not correct for a predicate in a sentence negated with لا. Candidates were attracted to this option because it looked very similar to the correct answer, which misled them. Some candidates also guessed without checking the grammatical case ending and others read the sentence partially, which caused misinterpretation.

The second distractor was ج- مَوْجُودًا فِي الدَّارِ . This option was incorrect because the ending ـًا shows the accusative case (منصوب), which is not correct for a predicate in a sentence negated with لا. candidates were attracted to this option because the word looked very similar to the correct answer, some read the sentence only partially and others guessed due to unfamiliarity with I'rāb rules. The sentence also looked similar in overall structure to the correct one, which could mislead candidates.

The third distractor was د- مَوْجُودٌ فِي الدَّارِ . This ending ـ is incorrect. Candidates were attracted to it because the short vowel looks familiar, it is visually simple, partial reading occurred, guessing occurred due to unfamiliarity with nominative endings, some assumed any short vowel at the end is correct and the similarity in appearance misled candidates.

The fourth distractor was ه- مَوْجُودٌ فِي الدَّارِ . This option is incorrect because the ending ـ indicates the genitive case (مجرور). Candidates chose this answer because they were unfamiliar with the nominative case, so they guessed.

The eighth item was:

س8) "نَالَ الطَّالِبُ الْكِتَابَيْنِ اشْتَرَاهُمَا أَخُوهُ مِنَ الْمَعْرِضِ"
تُوجَدُ فِي هَذِهِ الْعِبَارَةِ عَلَامَتَانِ لِلْإِعْرَابِ الْفُرْعَانِ،
وَهُمَا:

أ- الْأَلِفُ، وَتُبُوتُ النُّونِ.

ب- الْوَاوُ، وَالْيَاءُ.

ج- الْكَسْرَةُ، وَالْيَاءُ.

د- الْوَاوُ، وَالْكَسْرَةُ.

هـ- الْأَلِفُ، وَالْوَاوُ.

The item came from the topic of Primary and Secondary Case Endings (علامات الإعراب الأصلية والفرعية) and the specific area tested was Secondary Case Endings (علامات الإعراب الفرعية). Candidates were expected to identify these endings within a sentence. The sentence given was: "نَالَ الطَّالِبُ الْكِتَابَيْنِ اشْتَرَاهُمَا أَخُوهُ مِنَ الْمَعْرِضِ". Candidates were asked to identify the two secondary *I'rāb* markers in a sentence. This tested their skill to distinguish between primary and secondary inflectional signs correctly. The correct answer was ب- الْوَاوُ، وَالْيَاءُ. Candidates chose this answer because they were sufficient in Secondary Case Endings (علامات الإعراب الأصلية والفرعية).

One of the incorrect options was أ- الْأَلِفُ، وَتُبُوتُ النُّونِ. "This option was incorrect because no word in the sentence has a grammatical sign of either *alif* or *noon*". Candidates were attracted to this distractor for several reasons. Some candidates focused on the presence of both *noon* (ن) and *alif* in *الْكِتَابَيْنِ* and *هُمَا* respectively. Also, Partial reading of the sentence caused misinterpretation.

Another incorrect option was ج- الْكَسْرَةُ، وَالْيَاءُ. This option was incorrect because, in this sentence, there was no word where kasra functioned as a secondary inflectional *علامة إعراب فرعية*. Some candidates selected this option due to confusion between primary and secondary inflectional signs. They were likely misled by the kasra at the end of "الْكِتَابَيْنِ" without recognizing that the dual form (المتنى) was actually marked by "الياء" as the secondary *علامة إعراب* in the accusative or genitive case, while the kasra present did not serve that grammatical role. In addition, partial reading of

the sentence and insufficient familiarity with dual noun endings contributed to this misunderstanding.

Another distractor was د- الْوَاوُ، وَالْكَسْرَةُ. This option was incorrect because it combined one secondary sign with one primary sign, while the question clearly required two secondary inflectional signs. Candidates were misled by this option because it mixed familiar grammatical term, they overlooked the requirement for two secondary signs, relied on guessing, had partial knowledge of grammar rules and showed poor attention to detail.

The final distractor was ه- الْأَلِفُ، وَالْوَاوُ. This option was incorrect because the *alif* does not appear in the sentence as a secondary inflectional marker. Candidates were misled by the visual presence of an alif-like letter in the word الْكِتَابَيْنِ, leading them to assume that the alif was involved in the inflection. Furthermore, partial reading of the sentence, confusion between different dual endings and unfamiliarity with the rules governing dual forms contributed to this error.

The ninth item was:

س٩) اكْمِلِ الْجُمْلَةَ الْآتِيَةَ بِوَضْعِ مَفْعُولٍ بِهِ مُنَاسِبٍ: "دَخَلَ
الطَّالِبُ فِي غُرْفَةِ الصَّفِّ وَقَدْ مَرَّقَ.....":
أ- الطَّبَاشِيرَ.
ب- الْقَلَمَ.
ج- الْمِفْتَاحَ.
د- الدَّفْطَرَ.
ه- الدَّرَاجَةَ.

The item had come from the topic of Object (المفعول به). It had focused on the correct use of a direct object that logically and grammatically completed a verbal sentence. The question had addressed how meaning and context guided the selection of an appropriate object in a sentence. The item had been about completing an incomplete Arabic sentence by inserting a suitable *maf'ul bihi* (direct object). The item had asked candidates to determine which noun could reasonably be torn by a student inside a classroom. It had required candidates to complete the sentence correctly by

choosing the most suitable option from the given alternatives. The question had required candidates to read the sentence carefully, understand the action described and select a noun that functioned correctly as a *maf'ūl bihi*. The skill that was assessed had been the ability to identify and apply the correct direct object based on meaning, grammar and real-life classroom situations.

The correct answer had been (د) *الدُّفْتَرُ*, which meant *the notebook*. This option had correctly completed the sentence because a notebook was a common classroom item and could realistically be torn by a student. It had functioned properly as a direct object and matched the action of the verb *مَرَّقَ*. Candidates who selected this answer had the ability to identify and apply the correct direct object.

The option (أ) *الطَّبَّاشِيرَ*, meaning *the chalk*, was incorrect. This option had been chosen by some candidates because chalk was commonly found in classrooms and was associated with school activities. However, chalk is normally broken rather than torn, which made the verb *مَرَّقَ* semantically unsuitable. Candidates had been misled by surface-level association with classrooms, misunderstanding of verb usage, limited vocabulary depth, overreliance on familiar objects and failure to consider physical properties of the object.

The option (ب) *الْقَلَمَ*, meaning *the pen*, was also incorrect. Some candidates had chosen it because they associated pens with common personal items they usually carried. However, this answer had been inappropriate because a pen was not something that was normally “torn”, but rather broken or damaged. Candidates had been influenced by confusion between verbs used to describe different types of damage and lack of careful attention to the specific verb used in the sentence. Overall, while the option seemed familiar, it did not logically fit the context provided.

The incorrect option (ج) *الْمِفْتَاحَ*, meaning *the key*, was unsuitable. Although keys could be carried by a student, they could not realistically be torn. Candidates who chose this option had likely been confused by grammatical correctness alone, ignored physical impossibility, relied on guessing and misunderstood the action verb.

The option (هـ) الدَّرَاجَةُ, meaning *the bicycle*, had been clearly incorrect. A bicycle could not be torn and was not appropriate in a classroom context. Candidates had been attracted to this distractor due to poor comprehension of context, guessing strategies and failure to link setting with object.

The tenth item was:

س(10) "دَخَلْتُ فِي غُرْفَةِ الصَّفِّ فَنَظَرْتُ إِلَى....." هَذِهِ
الْعِبَارَةُ تَحْتَاجُ إِلَى كَلِمَةٍ مُنَاسِبَةٍ حَسَبَ قَوَاعِدِ اللُّغَةِ
لِتَسْتَقِيمَ الْجُمْلَةُ الْمُفِيدَةُ، وَهِيَ:
أ- كِتَابَانِ.
ب- طَالِبَانِ.
ج- شَعْبَانِ.
د- دَارِسُونَ.
هـ- سُلَيْمَانُ.

The item had come from the Arabic grammar topic *الممنوع من الصرف* (Diptotes). The question was specifically focused on how certain nouns did not accept *tanwīn* and did not take *kasrah* in the genitive case. The item had dealt with completing an Arabic sentence that contained the preposition *إِلَى*. Grammatically, any noun following this preposition was expected to be in the genitive case. However, candidates had been required to recognize that some nouns did not take *kasrah* even when they were *majrūr*.

Candidates had needed to identify which option followed the special rules of *diptotes* rather than normal noun inflection. The question had asked candidates to choose a word that would make the sentence grammatically correct according to Arabic grammar rules. It had required them to focus on grammatical accuracy rather than only meaning. The item had required candidates to analyze the sentence, identify the presence of a preposition, recall the rules of *الممنوع من الصرف* and select a noun that correctly followed those rules. The question had measured candidates' understanding of Arabic *diptotes* and their ability to apply them in a sentence with their correct inflections.

The correct answer had been *شُعْبَانٌ* (ج). This option had been correct because *شُعْبَانٌ* was ممنوع من الصرف. Candidates who selected this answer knew that diptotes are marked with *fathah* in both the accusative and genitive cases and did not accept *tanwīn*.

The option *كِتَابَانِ* (أ), meaning *two books* was not correct because it was a dual noun and not ممنوع من الصرف. Dual nouns had their own declension rules and required *ياء ونون* in the genitive case. Candidates had chosen this option due to confusion between dual forms and diptotes, attraction to classroom-related vocabulary, weak understanding of noun categories and uncertainty about case endings.

The option *طَالِبَانِ* (ب), meaning *two students* (B), was incorrect for the same reason. It was a dual noun and fully declinable, not ممنوع من الصرف. Candidates had been misled by its relevance to a classroom, familiarity with the word, confusion of grammatical concepts and guessing based on context.

The option *سَلِيمَانٌ* (هـ), was not correct. Candidates had selected it because of the visible *dammah*, misunderstanding that any word ending with *dammah* was ممنوع من الصرف, weak vocabulary knowledge, lack of topic focus and confusion about morphological patterns.

The option *تَلَامِيذُونَ* (د), meaning *learners/students*, was incorrect because it was a sound masculine plural, which its sign of *kasra* is *yaau*. Candidates had been attracted to this distractor due to its familiarity and inadequate revision of ممنوع من الصرف rules.

2.1.2 Question 2: Matching items

The question was about matching Arabic nouns with their correct opposites. It tested basic Arabic vocabulary, specifically antonyms (opposites). The question focused on common descriptive adjectives such as colours, size and personal states. It aimed to assess whether candidates understood the meanings of simple Arabic words and could correctly relate each word to its opposite. The question tested the topic of Reading (قراءة), It measured candidates' understanding of word meaning rather than grammar or sentence construction.

Candidates were required to carefully read words in Group (A), understand their meanings, identify the correct opposite from Group (B) and then write the corresponding letter as the answer. The question asked candidates to connect each word in Group (A) with its suitable opposite in Group (B). It required candidates to demonstrate knowledge of antonyms and accuracy in matching. The candidates were expected to avoid guessing and instead rely on vocabulary knowledge. The question was:

2- صَلِّ بَيْنَ الْأَسْمَاءِ فِي الْمَجْمُوعَةِ (أ) وَمَا يُنَاسِبُهَا مِنْ أَضْدَادِهَا فِي الْمَجْمُوعَةِ (ب) بِكِتَابَةِ حَرْفِ الْإِجَابَةِ بِجَانِبِ رَقْمِ الْبَنْدِ فِي وَرَقَةِ إِجَابَتِكَ:

مَجْمُوعَةُ (أ)	مَجْمُوعَةُ (ب)
1س أسودٌ	أ- قصيرٌ
2س قويٌّ	ب- جالسٌ
3س سعيدٌ	ج- أبيضٌ
4س طويلٌ	د- قبيحٌ
5س كبيرٌ	هـ- صغيرٌ
6س قائمٌ	و- أصفرٌ
	ز- ضعيفٌ
	ح- شقيٌّ
	ط- نظيفٌ

The question was attempted by 10,513 (100.00%) candidates, out of whom 2,325 (22.12%) scored from 4.0 to 6.0 marks, which is a good performance. Also, 2,565 (24.40%) scored from 2.0 to 3.0 marks, which is an average performance. Lastly, 5,623 (53.48%) scored from 0.0 to 1.0 mark, which is a weak performance. Therefore, the candidates' general performance in the question was average, considering that, 4,890 (46.52%) candidates scored from 2.0 to 6.0 marks. The overall candidates' performance in the question is summarised in Figure 2.

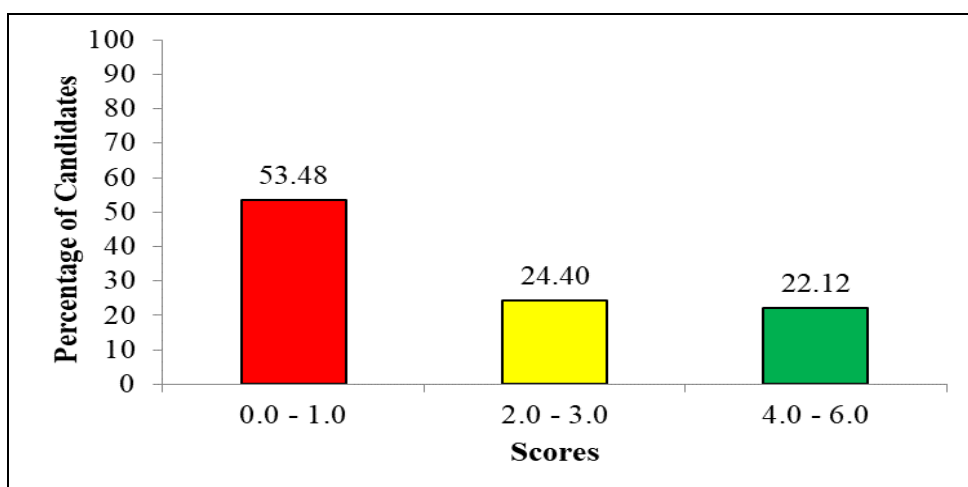


Figure 2: *Candidates' Performance on Question 2*

Candidates with good performance managed to correctly identify the meanings of almost all the words and their exact opposites. They showed strong vocabulary knowledge and understood common opposites used in daily Arabic language. Their good performance was caused by regular vocabulary practice, exposure to Arabic texts, effective learning methods and personal interest in learning Arabic. They also read the instructions carefully and avoided confusion between similar options. Examples of answers given by high-performing candidates included: *أَسْوَدٌ – أَبْيَضٌ (ج)* which was translated as *Black – White*; *ز) ضَعِيفٌ – قَوِيٌّ* translated as *Strong – Weak*; and *ح) سَعِيدٌ – شَقِيٌّ* translated as *Happy – Unhappy*. These answers showed clear understanding of antonyms. Extract 2.1 is a sample of good responses from one of the candidates.

2	ج (1)
	ز (2)
	ح (3)
	أ (4)
	ب (5)
	د (6)

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

Extract 2.1 is a sample of responses from one of the candidates who matched Colum A and B with their opposities correctly.

Candidates with average performance were able to match some of the words correctly but failed in others. Most of them understood common opposites such as big but struggled with less familiar words like شَقِيّ . They managed to answer simple pairs. The reasons for average performance included limited vocabulary, partial memorisation without deep understanding and lack of regular practice. Examples of correct answers from average performers included: (س⁵) كَبِيرٌ - (هـ) صَغِيرٌ translated as *big - small* and (ج) أَلْبِيضُ - (س¹) أَسْوَدُ translated as *Black – White*.

Candidates with weak or poor performance failed to identify most of the correct opposites. They showed very limited understanding of Arabic vocabulary and in some cases guessed answers randomly. Many confused adjectives with unrelated meanings. Reasons for poor performance included lack of basic vocabulary foundation, minimal exposure to Arabic language, inadequate revision and low interest or motivation. In addition, some misunderstood the instruction of matching opposites. Extract 2.2 shows a sample of incorrect responses from one of the candidates.

2	1 - >	
	2 - >	
	3 - >	
	4 - >	
	5 - >	
	6 - >	

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

The Extract 2.2 is a sample of a response from one of the candidates who scored zero. The candidate matched the items incorrectly.

2.2 SECTION B: Short Answers

This section had **six (6)** questions; each question carried **nine (9)** marks, making a total of **54** marks. The candidates were required to answer **all** the questions.

2.2.1 Question 3: النكرة والمعرفة (Indefinite and Definite Nouns)

The question focused on forming six simple and meaningful Arabic sentences using given demonstrative pronouns under the topic of **النكرة والمعرفة** (Indefinite and Definite Nouns). The question required candidates to write six complete sentences, each using one of the given demonstrative pronouns and therefore assessed the candidates' ability to apply demonstrative pronouns in a sentence. The question was:

3- كَوْنِ سِتِّ جُمَلٍ مُفِيدَةٍ بِاسْتِعْمَالِ الْكَلِمَاتِ الْآتِيَةِ:
أ- هَذَا، ب- هَذِهِ، ج- هَذَانِ، د- هَاتَانِ، ه- هُوَ لَاءِ، و- تِلْكَ.

The question was attempted by 1,0513 (100.00%) candidates. Among them, 3,028 (28.80%) scored from 6.0 to 9.0 marks, which is a good performance. Yet, 2,621 (24.93%) candidates scored from 3.0 to 5.5 marks, which is an average performance. Additionally, only 4,864 (46.27%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. The general performance in this question was average as 5,649 (53.73%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 3.

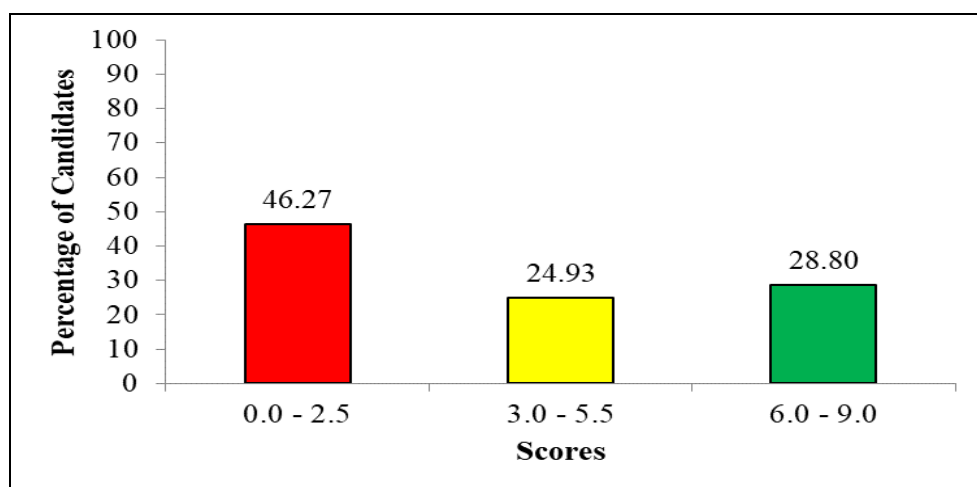


Figure 3: Candidates' Performance on Question 3

Candidates who performed well demonstrated skills expected. They were able to form simple but meaningful sentences using the demonstrative pronouns. Their good performance was due to regular practice, good foundation from earlier classes and clear understanding of singular, dual, plural, masculine and feminine forms. Extract 3.1 shows a sample of a good response from one of the candidates in this question.

٣٠	د، هذا تلميذ
	ب، هذه تلميذة
	ج، هذان تلميذان
	د، هاتان تلميذتان
	هـ، هؤلاء طلاب
	و، هؤلاء رجال
	ز، تلك بنت

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

Extract 3.1 above shows a sample of responses from one of the candidates who provided correct responses.

Candidates with average performance showed partial mastery of skills expected. Most of them could form sentences using common demonstratives like هَذَا and هَذِهِ. Their average performance was due to incomplete understanding of grammatical rules of demonstrative pronouns, confusion between masculine and feminine forms and sometimes lack of attention.

Candidates with weak performance did not meet the expected competencies. They failed to form meaningful sentences using the demonstrative pronouns. For example, some left the question unanswered, there were however, some of them who repeated the words without constructing their respective sentences. Their poor performance was caused by weak foundation from early secondary classes, insufficient practice, low exposure to written Arabic and misunderstanding of instructions. Extract 3.2 is a sample of poor extract from one of the candidates.

أ	هَذَا		
ب	هَذِهِ		
ج	هَذَانِ		
د	هَئِذَا		
هـ	هَؤُلَاءِ		
و	هَئِلَى		

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

Extract 3.2 is a sample of extract from one of the candidates who failed. The candidate wrote the given word without constructing sentences by using them.

2.2.2 Question 4: أدوات الاستفهام (Interrogative Words)

The question required candidates to construct six meaningful Arabic sentences by using specific interrogative words: **كم، كيف، أ، ماذا، متى، أين**. Candidates were required to actively create sentences, not just explain the interrogative words. Therefore, the question assessed the candidates' ability to apply interrogative words correctly in sentence formation. The question was:

4- كَوْنُ سِتِّ جُمْلٍ بِاسْتِخْدَامِ أَدَوَاتِ الْإِسْتِفْهَامِ التَّالِيَةِ:
أ- كَمْ، ب- كَيْفَ، ج- أ، د- مَاذَا، ه- مَتَى، و- أَيْنَ.

The question was attempted by 1,0513 (100.00%) candidates. The data shows that, 3,798 (36.13%) scored from 6.0 to 9.0 marks, which is a good performance. Also, 2,341 (22.27%) scored from 3.0 to 5.5 marks, which is an average performance and 4,374 (41.60%) candidates scored from 0.0 to 2.5 marks, which is a weak performance. The general performance of the candidates in the question was average as 6,139 (58.40%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 4.

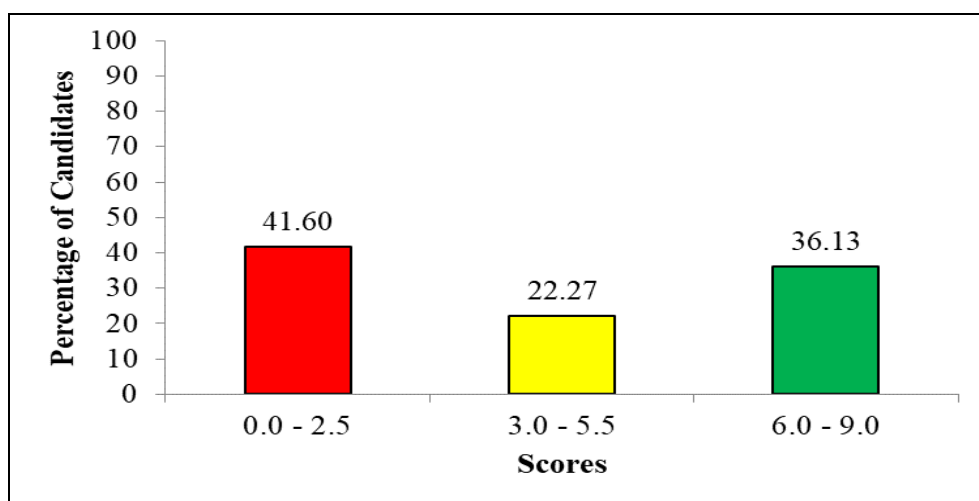


Figure 4: *Candidates' Performance on Question 4*

Candidates with good performance managed to construct all six sentences correctly by using each interrogative words in the right position and with correct meaning. They showed clear understanding of how each question word functioned in Arabic. They also used appropriate vocabulary and maintained correct word order. The reasons for their good performance included regular practice, good mastery of basic Arabic grammar, familiarity with interrogative words and exposure to sentence construction exercises. Some also benefited from personal interest in the subject. Extract 4.1 is a sample of good responses from one of the candidates.

04	أ- كم
	كم غمرك ؟
	ب- كيف
	كيف مالك ؟
	ج- أ
	أنتدبب إلى الشوق ؟
	د- ماذا
	ماذا تفعلك بيديك ؟
	هـ- متى
	متى ترجع من العمل ؟
	و- أين
	أين تذهبين يا معلمة ؟

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

Extract 4.1 is a sample of responses from one of the candidates who managed to construct all six sentences correctly by using the interrogative words in the right position and with correct meaning.

Candidates with average performance understood the general idea of the interrogative words. Most of them managed to write sentences using common interrogative word like **كيف** and **أين**, but they struggled with **كم** and **أ**. Reasons for their average performance included limited vocabulary,

partial understanding of interrogative words, lack of enough practice and weak background in Arabic sentence structure.

Candidates with weak performance failed to construct correct sentences using most of the question words. They showed little understanding of the meanings and functions of the question words. Some of them for example, left the question unanswered, there were however, some of them who repeated the words without constructing sentences by using them. Reasons for weak performance included lack of basic knowledge of interrogatives, very limited vocabulary, insufficient practice, weak foundation in Arabic grammar, low interest in the subject and poor language exposure. Extract 4.2 shows a sample of weak responses in this question.

4	بِاسْتِزَارٍ	إِلْتِفَافٍ
	أ	مَاذَا
	ب	مَتَى
	ج	أَيْنَ
	د	مَاذَا
	هـ	كَيْفَ
	و	كَمْ

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

Extract 4.2 is a sample of responses from one of the candidates. The candidate did not understand the demand of the question.

2.2.3 Question 5: النعت → Adjective/Descriptor

The question focused on the topic of *an-Na't*. It had asked candidates to add a suitable adjective to each underlined noun. It required candidates to correctly understand the meaning of the underlined noun and then write an adjective that matched it in gender, number, definiteness and indefiniteness and cases. Therefore, It had tested candidates' understanding of Arabic adjectives (*ṣifah*) and how they agreed with nouns (*ism*) in simple sentences. In general, it assessed the candidates' ability to apply adjectives.

The question was:

- 5- اجْعَلْ صِفَةً مُنَاسِبَةً لِكُلِّ اسْمٍ مِنَ الْأَسْمَاءِ الَّتِي تَحْتَهَا خَطٌّ:
- أ- لَا تَشْرَبُ الْمَاءَ.
 - ب- لِلْبَيْتِ حَدِيقَةٌ.
 - ج- هَلْ قَرَأْتَ كِتَابًا.
 - د- وَصَلَ الطَّالِبُ.
 - هـ- السَّيَّارَةُ لِأَبِي.
 - و- لِمَنْ هَذِهِ الْحَقِيبَةُ.

The question was attempted by 1,0513 (100.00%) candidates and their performance was generally weak as 1,218 (11.59%) candidates scored from 3.0 to 9.0. The data shows that, 9,295 (88.41%) scored from 0.0 to 2.5 marks, which is a weak performance. Also, 728 (6.92%) scored from 3.0 to 5.5 marks, which is an average performance. Lastly, 490 (4.67%) scored from 6.0 to 9.0 marks, which is a good performance. The overall performance in this question is summarised in Figure 5.

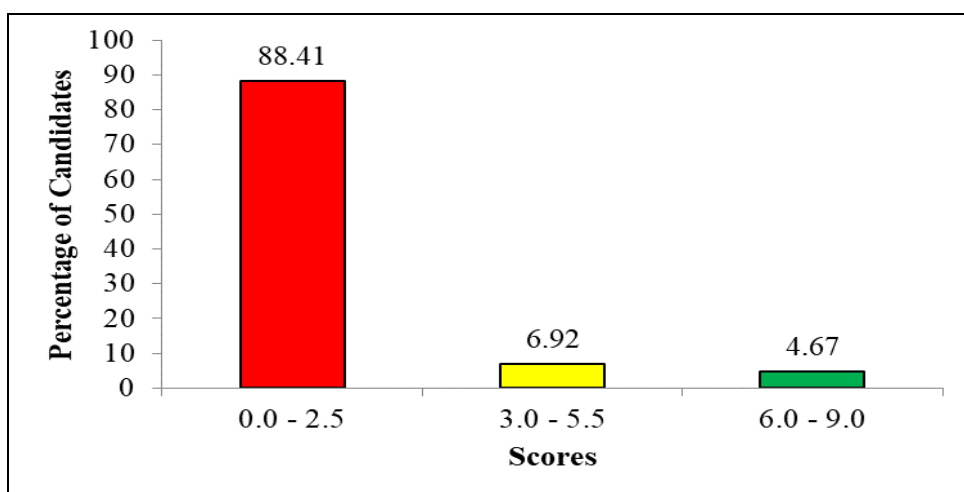


Figure 5: Candidates' Performance on Question 5

Candidates who performed weakly or poorly failed to demonstrate understanding of adjective usage in Arabic. They could not correctly apply adjectives in the sentences given. Some of them left the question unanswered, there were however, some of them repeated the sentences without adding adjectives. The reasons for poor performance included lack of basic grammar knowledge, very limited vocabulary, inadequate practice and failure to understand the question. Extract 5.1 is a sample of weak responses from a candidate who scored zero in question 5.

5.	
أ	مَفْعُولٌ بِهِ مَنْصُوبٌ وَعَلَامَةٌ دُنْيَاهِ الْفَتْحُ الظَّاهِرَةُ فِي آخِرِهِ.
ب	مُضَافٌ إِلَيْهِ فِي مَحَلِّ جَرٍّ.
ج	مَفْعُولٌ بِهِ مَنْصُوبٌ وَعَلَامَةٌ دُنْيَاهِ فَتَحُهُ ظَاهِرَةٌ فِي آخِرِهِ.
د	فَاعِلٌ مَرْفُوعٌ وَعَلَامَةٌ رَفْعِهِ ضَمُّهُ ظَاهِرَةٌ فِي آخِرِهِ.
هـ	مُبْتَدَأٌ مَرْفُوعٌ وَعَلَامَةٌ رَفْعِهِ ضَمُّهُ ظَاهِرَةٌ فِي آخِرِهِ.
و	خَبَرٌ مُبْتَدَأٌ مَرْفُوعٌ دُنْيَاهِ ظَاهِرَةٌ فِي آخِرِهِ.

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

The extract 5.1 is a sample of weak responses from the candidate who failed. The candidate did not understand the demand of the question.

On the other hand, there were candidates with average performance in this question. Many managed to answer some parts of the question. The reasons for their average performance included partial understanding of grammar rules, limited vocabulary, confusion between masculine and feminine forms, poor mastery of adjective endings and lack of sufficient practice.

Candidates who performed well demonstrated the ability to use appropriate adjectives that agreed with the underlined nouns both grammatically and semantically. They showed good command of Arabic vocabulary and grammar rules. The reasons for their good performance included regular practice, strong understanding of adjective agreement rules, good exposure to Arabic reading and careful reading of the question. Extract 5.2 is a sample of good responses from one of the candidates who scored all marks allocated in this question.

5	
أ	لَا تُشْرَبُ الْمَاءُ الْعَذِيبُ
ب	لِلْبَيْتِ حَدِيقَةٌ جَمِيلَةٌ
ج	هَلْ قُرَأْتَ كِتَابًا مُفِيدًا
د	وَصَهْلَ الطَّالِبِ الْمُجْتَهِدِ
هـ	السَّيَّارَةُ الْمُسْرَعَةُ لِأَبِي
و	لِمَنْ هَذِهِ الْحَقِيبَةُ الْوَسْعَةُ

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

Extract 5.2 is a sample of good responses from the candidate. The candidate added a suitable adjective to each underlined noun.

2.2.4 Question 6: الجملة المفيدة (Complete/Meaningful Sentence)

The question had tested candidates' ability to construct Arabic sentences from a given set of words. The question had required candidates to rearrange the given words in lines to form sentences. For example, the candidate were required to form the words in item one. **نَيْتَ - مُجْتَهِدٌ** to be **كَأَنَّ أَشْيَعَةَ** in item two **أَشْيَعَةُ الشَّمْسِ - كَأَنَّ - أَسْلَاكَ ذَهَبِيَّةٌ** to be **كَانَتْ - إِلَى - حَبِيقَةِ الْحَيَوَانَاتِ - الرِّحْلَةُ - مُرِيحَةٌ** in item three **كَانَتْ الرِّحْلَةُ إِلَى حَبِيقَةِ الْحَيَوَانَاتِ مُرِيحَةً** in item four **كَمْ مَدَّةَ تَعَلَّمْتَ اللُّغَةَ الْعَرَبِيَّةَ ؟ - مَدَّةٌ - اللُّغَةُ الْعَرَبِيَّةُ - تَعَلَّمْتُ - كَمْ** and in item six **عَائِشَةُ أَخَذَتْ الْقَلَمَ مِنْ - زَيْدٍ - مَنْ - الْقَلَمَ - عَائِشَةُ** to be **عَائِشَةُ أَخَذَتْ الْقَلَمَ مِنْ زَيْدٍ**. Therefore, it examined sentence order.

The content tested in this question included the correct use of Arabic sentence patterns such as nominal sentences, verbal sentences. It required the candidates to demonstrate their understanding of Arabic syntax. It mainly measured candidates' practical competence in constructing sentences.

The question was attempted by 10,513 (100.00%) candidates. 3,050 (29.01%) scored from 6.0 to 9.0 marks, showing good performance. About 3,533 (33.61%) scored from 3.0 to 5.5 marks, representing average performance. 3,930 (37.38%) scored from 0.0 to 2.5 marks, indicating weak performance. Overall, the performance in this question was average, as 62.62 per cent of the candidates scored from 3.0 to 9.0 marks. The data is summarised in Figure 6.

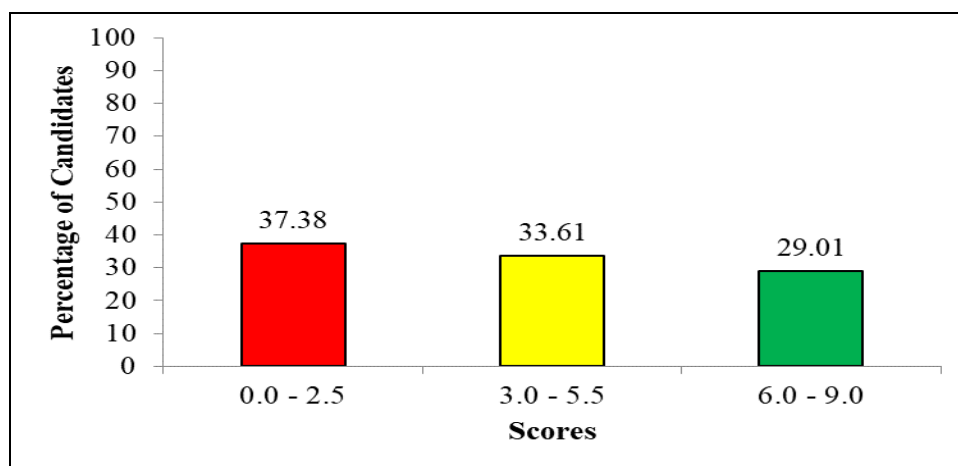


Figure 6: Candidates' Performance on Question 6

Candidates who performed well were able to arrange all given words correctly and formed grammatically accurate sentences. They demonstrated good mastery of sentence structure. The reasons for their good performance included strong understanding of sentence construction. Examples of correct answers from high-performing candidates included: **لَيْتَ الْبَلِيدُ مُجْتَهِدٌ** (I wish the lazy one were hardworking) for item one, **كَأَنَّ أَشِعَّةَ الشَّمْسِ أَسْلَاطُكَ** (As if the sun's rays were golden wires) for item two, **كَانَتِ الرِّحْلَةُ إِلَى حَدِيقَةِ الْحَيَوَانَاتِ مُرِيحَةً** (The trip to the zoo was relaxing) for item three and **كَمْ مَدَّةً تَعَلَّمْتَ اللُّغَةَ الْعَرَبِيَّةَ؟** (For how long did you learn the Arabic language?) for item four.

Candidates with average performance managed to arrange the given words to some parts of the question correctly. The reasons for their average performance included partial understanding of sentence patterns, confusion with particles like **لَيْتَ** and **كَأَنَّ**, limited practice and weak mastery of verb forms.

Candidates who performed weakly failed to construct grammatically correct sentences. They showed difficulty in arranging words. Some candidates simply copied the words without proper order. The reasons for their poor performance included lack of understanding of basic Arabic sentence structure and insufficient practice. Extract 6 shows a sample of a weak response from one of the candidates in this question.

6	واحدة من العبارات الآتية اختار عن طرف الزمان	
	تقع المدرسة شرق المدينة	

Extract 6: A Sample of the Candidates' Responses to Question 6

The extract 6.2 is a sample of responses from the candidates who failed. The candidate did not understand the demand of the question; as a result, he/she copied some words from this paper and used them as answers. However, the candidate copied the word **المدينة** incorrectly.

2.2.5 Question 7: (كان وأخواتها) النواسخ (The Nawaasikh (Kana and its sisters))

The question focused on the topic of *al-Kāna wa Akhawātuhā*. The question had asked candidates to remove the *nāsikh* (*al-Kāna wa Akhawātuhā*) from each given sentence and then rewrite them correctly. Therefore, it examined candidates' knowledge of how these verbs affect the grammatical case of the subject and predicate. The question was:

- 7- احذفِ النَّاسِخَ مِنَ الْجُمْلِ التَّالِيَةِ ثُمَّ اكْتُبْهَا مِنْ جَدِيدٍ:
- أ- أَصْبَحَ الْحَصَانَانِ جَائِعَيْنِ.
 - ب- أَصْبَحَ الطَّائِرُ مُغَرَّداً.
 - ج- كَانَ الْجَوُّ صَحَوًا.
 - د- ظَلَّ الْفَلَّاحُونَ نَشِيطِينَ.
 - هـ- كَانَ الْبَيْتُ نَظِيفًا.
 - و- مَازَالَ أَبُوكَ شَفِيقًا عَلَيْكَ.

The question was attempted by 10,513 (100.00%) candidates. A total of 9,541 (90.75%) scored from 0.0 to 2.5 marks, which is a weak performance. In addition, 262 (2.49%) scored from 3.0 to 5.5 marks, which is an average performance. Lastly, 710 (6.76%) scored from 6.0 to 9.0 marks, which is a good performance. The general performance in this question was weak as 972 (9.25%) candidates scored from 3.0 to 9.0 marks. The overall candidates' performance in the question is summarised in Figure 7.

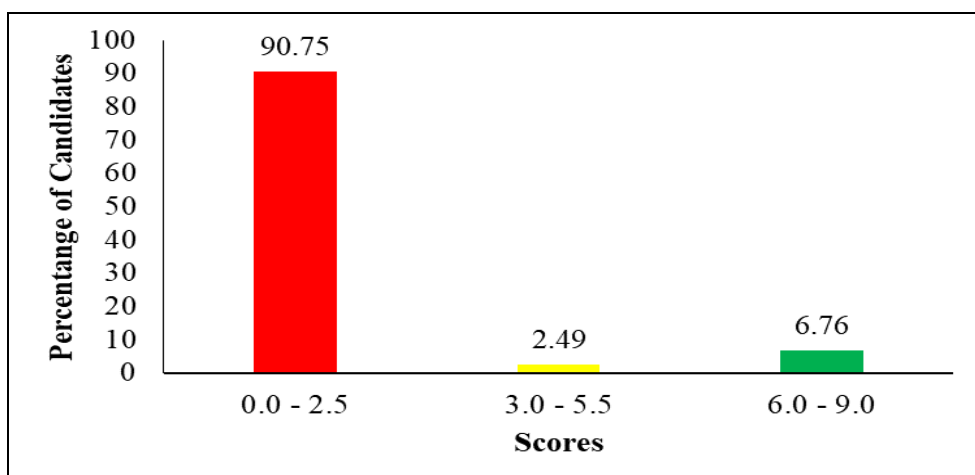


Figure 7: *Candidates' Performance on Question 7*

Candidates who performed weakly failed to correctly remove the *nāsikh* (*al-Kāna wa Akhawātuhā*) and rewrite the sentences properly. Most of the candidates did not understand the demand of the question. Some of the candidates for example, left the question unanswered. There were, however, some candidates copied the sentences without making changes. They showed little understanding of how *nāsikh* verbs affect sentence structure. The reasons for their poor performance included lack of basic knowledge of *kāna* and its sisters. Extract 7.1 is a sample of weak responses.

	7-أ- أَصْبَحَ الْخَصَائِرُ جَائِعِينَ
	ب- أَصْبَحَ الطَّائِرُ امْتَرَدًا
	ج- تَمَانَ الْجَوَّ صَعُورًا
	د- ظَهَرَتِ الْفَلَاحِيْنُ نَشِيْطِيْنِ
	هـ- تَمَانَ الْبَيْتِ أَنْظِيْفًا
	و- مَا زَالَ أَبُوكَ شَفِيْلًا عَلَيَّكَ

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

Extract 7.1 is a sample of responses from a candidate who failed to answer the question. The candidates did not remove the *naasikh* from the sentences given as required. In addition to that he/she changed case endings of the subjects from item one to five, while in item six the candidate changed *شَفِيْكَ* to *شَفِيْسًا*.

There were, however, some of the candidates who had average performance. They understood, to some extent, how *naasikh* (*kaana wa akhwaatuha*) affect the grammatical case of the subject and predicate. The reasons for their average performance included partial understanding of grammatical cases, confusion between subject and predicate, weak mastery of dual and plural forms, limited practice and carelessness in writing vowel endings.

Candidates who performed well were able to correctly remove the *nāsikh* (*kaana wa akhwaatuha*) in each sentence and rewrite the sentence in a grammatically correct nominal form. They correctly changed the predicate from the accusative case back to the nominative. The reasons for their good performance included a strong understanding of *kāna* and its sisters, regular practice in sentence transformation and good mastery of Arabic

grammar rules. Examples of correct answers given by high-performing candidates included: *الْحَصَانَانِ جَائِعَانِ* (The two horses are hungry), *الطَّائِرُ مُغَرَّرٌ* (The bird is singing), *الْجَوُّ صَحْوٌ* (The weather is clear), *الْفَلَّاحُونَ نَشِيطُونَ* (The farmers are active), *الْبَيْتُ نَظِيفٌ* (The house is clean) and *أَبُوكَ شَفِيقٌ عَلَيْكَ* (Your father is kind to you). Extract 7.2 is a sample of responses from the candidate who responded to the question correctly.

7.	أر الحاصنان جائعان	
	ب الطائر مغرر	
	ج الجو صحو	
	د الفلاحون نشيطون	
	ه البيت نظيف	
	و أبوك شفيق عليك	
	ز الحاصنان جائعان	

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

The Extract 7.2 shows a sample of good responses from one of the candidates who answered the question correctly.

2.2.6 Question 8: الحال (Circumstantial/Adverbial Phrase)

The question was about using given Arabic words as *ḥāl* (circumstantial adverbs) in meaningful sentences. It focused on the topic of *الحال*. The question asked candidates to use each given word as *ḥāl* by inserting it correctly into a meaningful sentence. Candidates were required to create full Arabic sentences where each word described the state or condition of the subject or object at the time of the action. The question tested whether candidates had understood how a *ḥāl* is formed, how it is placed in a sentence and how it agrees grammatically with the subject or object it describes. In general, it assessed their ability to use the word as *ḥāl* in complete and meaningful Arabic sentences correctly. The question was:

8- اجْعَلْ الْكَلِمَاتِ التَّالِيَةَ أَحْوَالاً فِي الْجُمَلِ الْمُفِيدَةِ:

- أ- أَسْفِين
- ب- خَائِفاً
- ج- رَخِيصاً
- د- مُمَطِّراً
- هـ- مُتَعَباً
- و- مُسْتَبْشِراً

The question was attempted by 10,513 (100.00%) candidates. 9,719 (92.47%) scored from 0.0 to 2.5 marks, showing weak performance. About 506 (4.81%) scored from 3.0 to 5.5 marks, representing average performance. 286 (2.72%) scored from 6.0 to 9.0 marks, indicating good performance. Overall, the performance in this question was weak, as 792 (7.53%) of the candidates scored from 3.0 to 9.0 marks. The data is summarised in Figure 8.

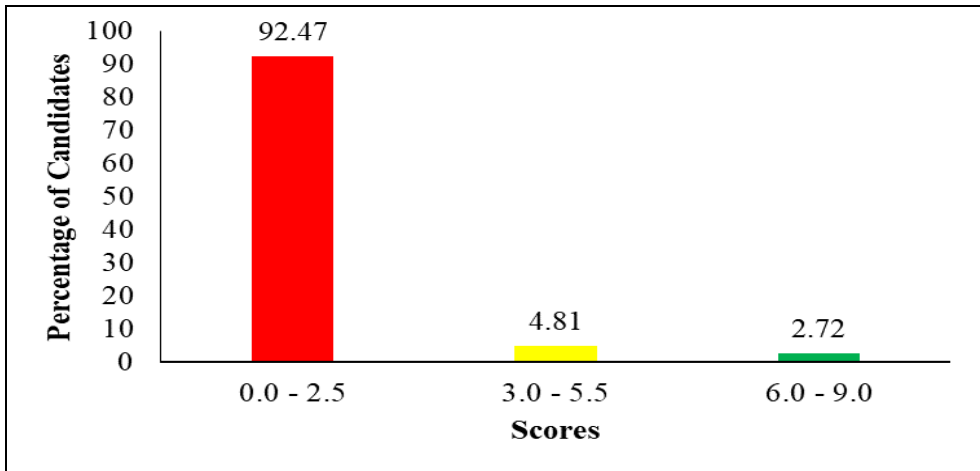


Figure 8: Candidates' Performance on Question 8

Candidates with weak performance failed to demonstrate their understanding of the concept of *ḥāl*. Some of them for example, repeated the given words without constructing sentences. The reasons for poor performance included lack of basic grammar knowledge, inadequate vocabulary, limited exposure to sentence construction, failure to understand

the demand of the question and insufficient revision. Extract 8.1 shows a sample of a weak response from one of the candidates in this question.

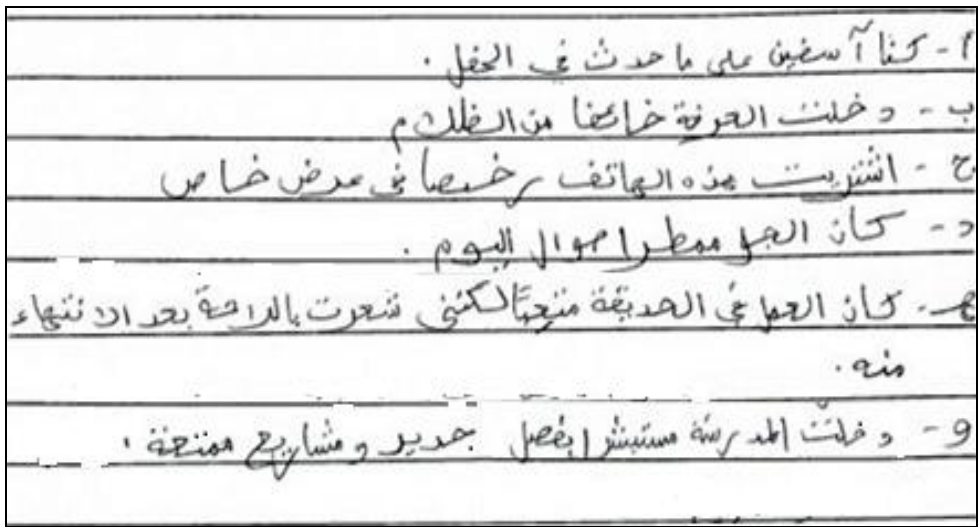
١٠	١. ٨ - آسف
١١	"هال"
١٢	"هال"
١٣	"هال"
١٤	"هال"
١٥	"هال"
١٦	"هال"
١٧	"هال"
١٨	"هال"
١٩	"هال"
٢٠	"هال"

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

Extract 8.1 is a sample from a candidate who failed. The candidate listed the given words without forming sentences and also copied some of them incorrectly.

Candidates with average performance showed partial understanding of the topic. Some of them for example, managed to use the words as *hāl* in some sentences correctly. Their average performance was caused by confusion between *hāl* and *ṣifah* (adjective), partial mastery of case endings and uncertainty about sentence structure.

Candidates who performed well demonstrated a clear understanding of the concept of *hāl*. They were able to form meaningful sentences, used the words correctly in the accusative form and placed them properly in the sentence. Their good performance was due to strong grammatical knowledge, regular practice in sentence construction and familiarity with Arabic sentence patterns. They also understood the meaning of each word and how it could naturally describe a condition. Extract 8.2 is a sample of a good answer.



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

Extract 8.2 shows a sample of a response from one of the candidates who had a good performance.

2.3 SECTION C: Composition

This section had **three (3)** questions: one question was on essay. While the rest two questions were about literary works. The candidates were required to attempt only two (2) questions in this section. Each question carried **15** marks, making a total of **30** marks.

2.3.1 Question 9: Essay

The question asked candidates to write an essay discussing the family (الأسرة) by addressing four specific issues: what the family is compared to, when the family achieves its goals, the causes of disorder within the family and whether the family deserves kindness. The essay was required to contain not less than 150 words. Candidates were required to develop all four points clearly and integrate them into one continuous essay. It assessed candidates' ability to understand a topic, organize ideas logically, expand points into coherent paragraphs and express thoughts correctly in written Arabic. It also measured grammatical accuracy, vocabulary range, spelling, sentence linkage and the ability to follow instructions such as content coverage. In general, the question assessed the candidates' ability to analyze the story. The question was:

9- مُسْتَعِيناً بِالْعَوَاصِرِ الْأَرْبَعَةِ التَّالِيَةِ، اكْتُبْ مَقَالََةً قَصِيرَةً
تَتَحَدَّثُ فِيهَا عَنِ الْأُسْرَةِ، بِمَا لَا يَقِلُّ عَنْ مِائَةٍ وَخَمْسِينَ
كَلِمَةً:

- بِمِ تَشْبَهُ الْأُسْرَةُ؟
- مَتَى تُحَقِّقُ الْأُسْرَةُ أَهْدَافَهَا؟
- بِأَيِّ سَبَبٍ تَسْوَدُ الْفَوْضَى فِي الْأُسْرَةِ؟
- هَلْ يَسْتَحِقُّ الْإِحْسَانُ إِلَى الْأُسْرَةِ؟

The question was attempted by 5,211 candidates, which is equivalent to 49.57 per cent of the total candidates. The general performance in this question was weak since 203 (3.90%) of the candidates who attempted the question scored from 4.5 to 15 marks. Further analysis of the candidates' performance shows that 5,008 (96.10%) candidates scored from 0.0 to 4.0 marks, indicating a weak performance. In addition, 149 (2.86%) candidates scored from 4.5 to 9.5 marks, representing an average performance, while 54 (1.04%) candidates scored from 10.0 to 15 marks, showing a good performance. The overall performance in this question is summarised in Figure 9.

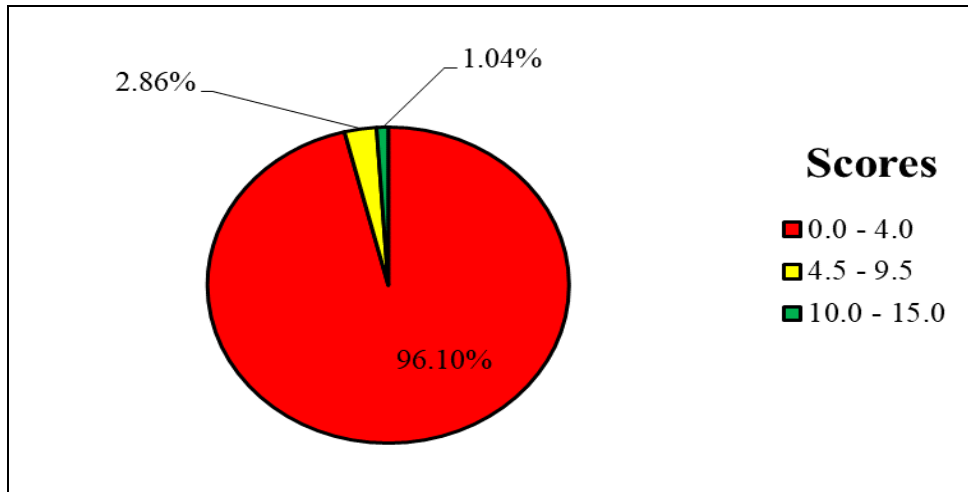
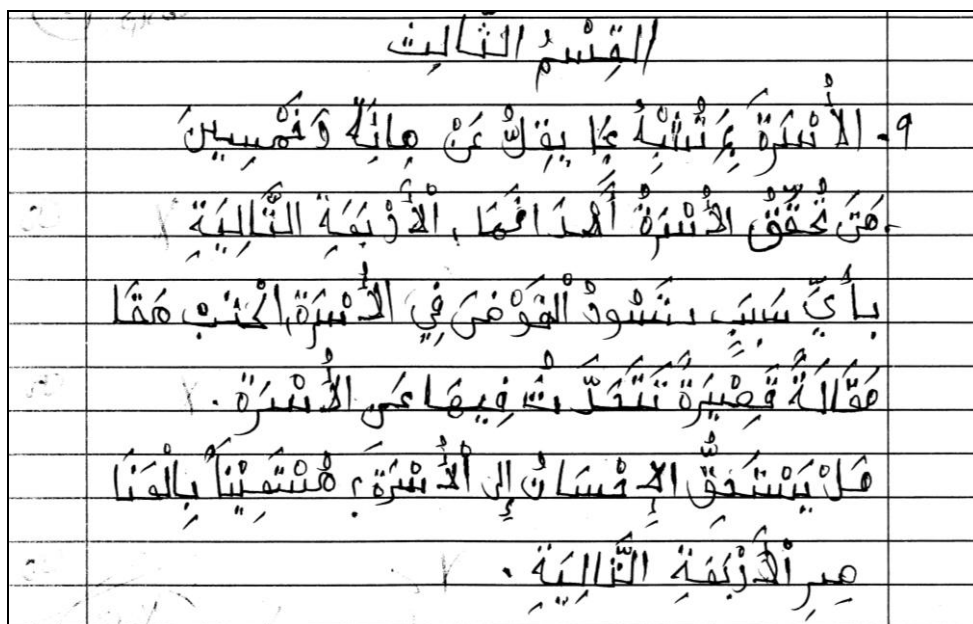


Figure 9: Candidates' Performance on Question 9

Candidates with weak performance failed to meet the requirements of the question. Some of them for example, were unable to write a coherent essay. In addition to that, some of them ignored most of the guiding elements. There were, however, some of them made serious grammatical and spelling errors. The reasons for poor performance included poor vocabulary, lack of writing practice, weak understanding of Arabic grammar, inability to organize ideas and failure to understand the question instructions. Extract 9.1 is a sample of weak responses.



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

Extract 9.1 shows a sample of a weak response from one of the candidates. The candidate copied some words from the question.

Candidates with average performance showed a satisfactory understanding of the topic. Many managed to write about the family but addressed only a few of the required aspects. Their average performance was caused by limited vocabulary, weak paragraph organization, grammatical errors, poor sentence linkage and difficulty in expanding ideas.

Candidates who performed well showed a deep understanding of the topic. Most of them were able to organize their essays into clear introductions, bodies and conclusions and they addressed all four guiding elements adequately. Their good performance resulted from wide vocabulary, good

grammatical knowledge, regular writing practice and clear understanding of the topic. They also managed time well and met the required word limit. Extract 9.2 shows a sample of good responses.

ان سرقة هي نوع ان ساسية للمجتمع، ويمكن تشبيهها بالسفينة التي تسير في بحر الحياة. كلما فتحناج السفينة الى القاعد متفكر و طاعة متعاونون حتى نصل الى هدفنا كذالك ان سرقة فتحناج الى غاير حكيم و افراد متعاونين لتحقيق أهدافهم المستمرة

تحقق ان سرقة أهدافنا عند ما يحمل كل فرد فيها روح الطموح و يوجهي و اجتهده على أكمل وجه و يرفع مبلغ الجميع فوق مصلحة الشخصية، عند ما يكون هناك تواصل جيد و تعاون بين افراد و فانه ان سرقة تحقق استقرارها و نجاحها.

لكن الطوفان قد تشوّد في ان سرقة بسبب غياب التواصل الجيد أو بسبب انعدام التنسيق بين افراد ان سرقة. عندما لا يتم توزيع الثروات بصورة أو عند ما يتسلسل التوتر و الخلافات الى الخلافات، يصبح من الصعب الحفاظ على النظام.

و بالنسبة الى حسن الى ان سرقة فانه حق و واجب على الجميع . انه العناية بالحسنة و واد حسن الى الوالدين و ان احترام المتبادل بين افراد هو واد ساس لبناء ان ساسية قوية و متناعمة . يحقق واد حسن داخل ان سرقة استقرارها و بساطة في تربية ان بناء تربية صالحة .

ان سرقة هي الركيز ان ساسية في بناء المجتمع ، من خلال واد اهتمام بها و تحقيق الثوار بين افراد و يمكن ان تحقق متناعمة مستقرة و متناسكة .

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

Extract 9.2 is a sample of good response from a script of a candidate.

2.3.2 Question 10: Literary Works

The question was based on the Arabic story in the book “الملك عادل”. It required candidates to explain four lessons that the princess learned from the flute player (الزُّمَّار) after reading the book. The question tested candidates in the domains of understanding, interpretation and analysis. It assessed whether candidates had read and understood the story, identified key moral lessons, had the ability to explain them clearly in their own words. It also measured candidate’ ability to recall content, organize ideas logically, write a coherent essay of not less than 150 words and use correct Arabic language structures. In general, the question assessed the candidates’ ability to analyze the story. The question was:

10- فِي الْكِتَابِ (الْمَلِكُ عَادِلٌ) أُعْطِيَ الزُّمَّارُ الْأَمِيرَةَ دَرْسًا
وَافِيًا حَوْلَ الْحَيَاةِ. بَعْدَ قِرَاءَتِكَ لِهَذَا الْكِتَابِ اشْرَحْ أَرْبَعَةَ
دُرُوسٍ الَّتِي اسْتَفَادَتْ الْأَمِيرَةُ، بِمَا لَا يَقِلُّ عَنْ مِائَةِ
وَحَمْسِينَ كَلِمَةً.

The question was attempted by 10,068 candidates, which is equivalent to 95.77 per cent of the total candidates. The general performance in this question was weak since 3,748 (37.23%) of the candidates who attempted the question scored from 4.5 to 15 marks. Further analysis of the candidates’ performance shows that 6,320 (62.77%) candidates scored from 0.0 to 4.0 marks, indicating a weak performance. In addition, 2,122 (21.08%) candidates scored from 4.5 to 9.5 marks, representing an average performance, while 1626 (16.15%) candidates scored from 10.0 to 15 marks, showing a good performance. The overall performance in this question is summarised in Figure 10.

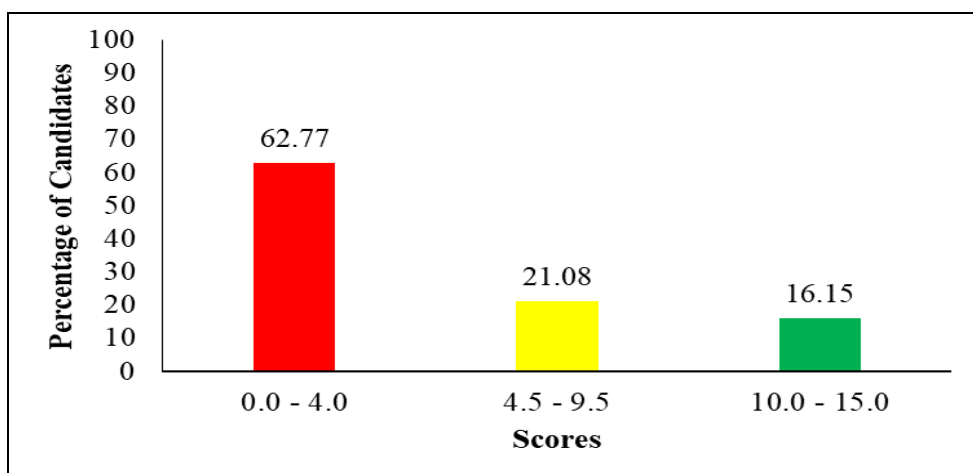


Figure 10: *Candidates' Performance on Question 10*

Candidates who performed well showed a deep understanding of the book. They correctly identified meaningful lessons. They organized their essays well, explained each lesson clearly and met the required word limit. Their good performance was due to their ability to analyse the story. Extract 10.1 shows a sample of good responses.

في حياة الملك عادل، يدور ان كانت قصة افة الملك التي كانت مشهورة بسوء معاملة السيرة. ومع ذلك، حصلت هذه الافة على العديد من الدروس القيمة في الزمان الذي تعد لها خطة لتعليم العديد من اذ تصور الحيادية. كان الزمان يدرك ان الحياة مليئة بالتحديات والتجارب، ولذلك قدم لهادس ~~سوسا~~ ^{سوسا} ~~تعليمات~~ ^{تعليمات} خلال ~~تجربتها~~ ^{تجربتها} الشخصية في الحياة.

من دروس المهمة التي تعلمتها ابنة الملك هي التجارة. توافر الزمان، شراء بعض السلع لكي يبيعها في السوق، مما علمها كيفية التعامل مع البضائع ومدايرة التجارة.

أما الدرس الثاني التي تعلمت ابنة الملك فهو أهمية تعلم الأعمال المنزلية. فهي لم تكن ممتدة على القيام بأي من الأعمال المنزلية مثل غسل الصحون أو الطهي، ولكنها عندما وجدت نفسها في بيئة جديدة عن ^{حياتها} ~~حياتها~~ السابقة، اضطرت للقيام بهذه الأعمال. كان هذا التحول مفاجئاً لها، لكنه علمها أن المهارات البسيطة التي قد تكون مفيدة في حياة الرفاة هي أساسية وضرورية في بعض الأحيان.

أهمية "تعليم مهارات الأعمال اليدوية المختلفة" لم تكن ابنة الملك

تعرف أي مهارة من مهارات الأعمال اليدوية، هذا أدى إلى تعرضها لأذى

أنشاء قيامها بالأعمال اليدوية التي علمها لها الملك الحادل. والسبب

في ذلك أنها لم تكن تعلم أي خبرة سابقة، فصار من الصعب

عليها أداء تلك الأعمال. ولم أنها كانت تعرف بعض هذه الأعمال

المهارات من قبل، لتتمكن من استخدامها بسهولة، ولما ضاع وقت

طويل في تعليمها من جديد. وكذلك عندما تعلم مهارات جديدة،

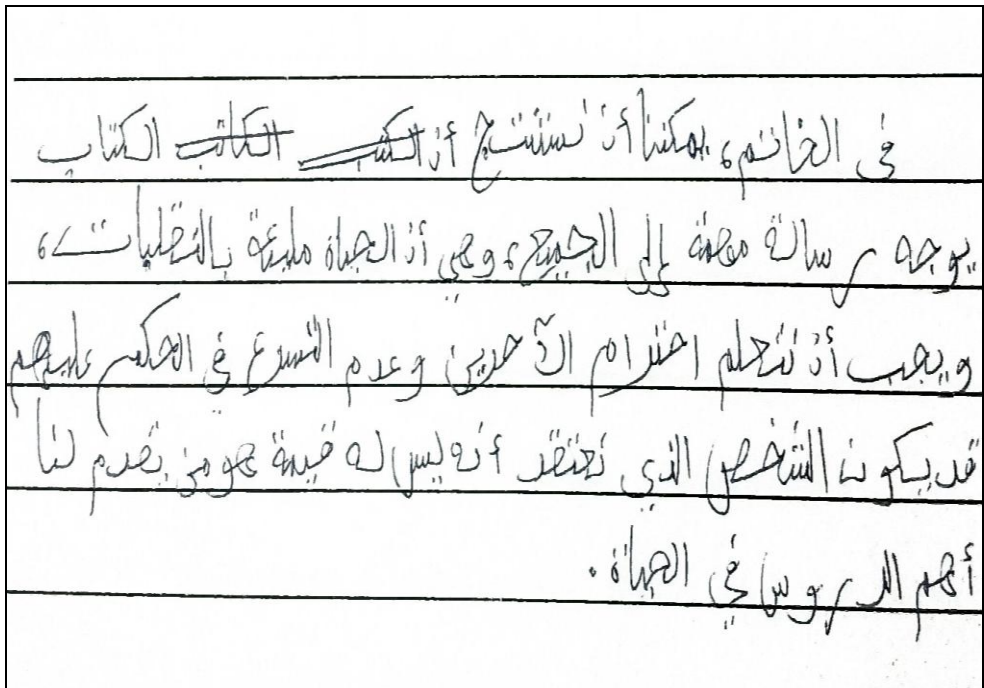
فإنها لن تتعرض إلى ضرر الناتجة عن قلة الخبرة، لأنك من الآن

يكون عريضا عليها.

تعلمت ابنة الملك أيضا أهمية ان تبتاع في التجارة فقد

تلفت بضائعها لأنها لم تكن حذرة، حيث وضعتها في مكان غير

مناسب، مما أدى إلى فسادها.



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

Extract 10.1 is a sample of responses from one of the candidates who had a good performance.

Candidates with average performance demonstrated partial understanding of the story. Some of them for example, managed to mention some lessons learned by the princess, but their explanations were shallow or incomplete. Some lessons were only listed without proper elaboration. There were, however, some of them who mixed correct and incorrect details. Their average performance resulted from limited vocabulary, weak ability to expand ideas, incomplete reading of the book and grammatical mistakes.

Candidates with weak performance failed to demonstrate understanding of the book. They were unable to identify relevant lessons. Many wrote incorrect or unrelated information. The reasons for poor performance included failure to understand the book, poor comprehension skills, lack of vocabulary, weak grammar, poor writing organization and misunderstanding of the question instructions. Extract 10.2 shows a sample of a weak response.

١٥			
			أ- لَا تَشْرَبُ الْمَاءَ
			ب- هَلْ قَرَأْتَ حَتَابًا
			د- وَصَلَ الطَّالِبُ
			هـ- كَانَ الْجَزْءُ صَحْوًا
			و- لِمَنِ هَذِهِ الْحَقِيَّةُ

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

Extract 10.2 shows a sample of responses from one of the candidates with poor performance. The candidate copied some words from this paper and used them as answers

2.3.3 Question 11: Literary Works

The question was based on the Arabic story in the book “قِصَّةُ أَطْفَالِ الْغَابَةِ”. It required candidates to explain, in three points, how the aunt failed in her attempts to get rid of her brother's children, guided by the statement “الأبرياءُ لا يَنَالُهُمْ حَسَدُ الْخَاسِدِينَ” (“The innocents are not affected by the envy of the envious”). Candidates were expected to recall specific events from the story, explain why her plans did not succeed. The question tested candidates in the domains of analysis. It measured their ability to understand the storyline and organize ideas logically in an essay of not less than 150 words. It also assessed language accuracy, vocabulary use and the ability to relate the given quotation to events in the story. In general, the question assessed the candidates' ability to analyze the story. The question was:

11- "الأبرياء لا ينالهم حسدُ الحاسدين" بناءً على قراءتك قصة أطفال الغابة، اشرح بثلاث نقاط كيف فشلت العمّة في محاولتها للتخلص من أولاد أخيها، بما لا يقل عن مائة وخمسين كلمة.

The question was attempted by 5,747 candidates, which is equivalent to 54.67 per cent of the total candidates. The general performance in this question was weak since 1,116 (19.42%) of the candidates who attempted the question scored from 4.5 to 14.5 marks. Further analysis of the candidates' performance shows that 4,631 (80.58%) candidates scored from 0.0 to 4.0 marks, indicating a weak performance. In addition, 796 (13.85%) candidates scored from 4.5 to 9.5 marks, which represents an average performance, while 320 (5.57%) candidates scored from 10.0 to 14.5 marks, showing a good performance. The overall performance in this question is summarised in Figure 11.

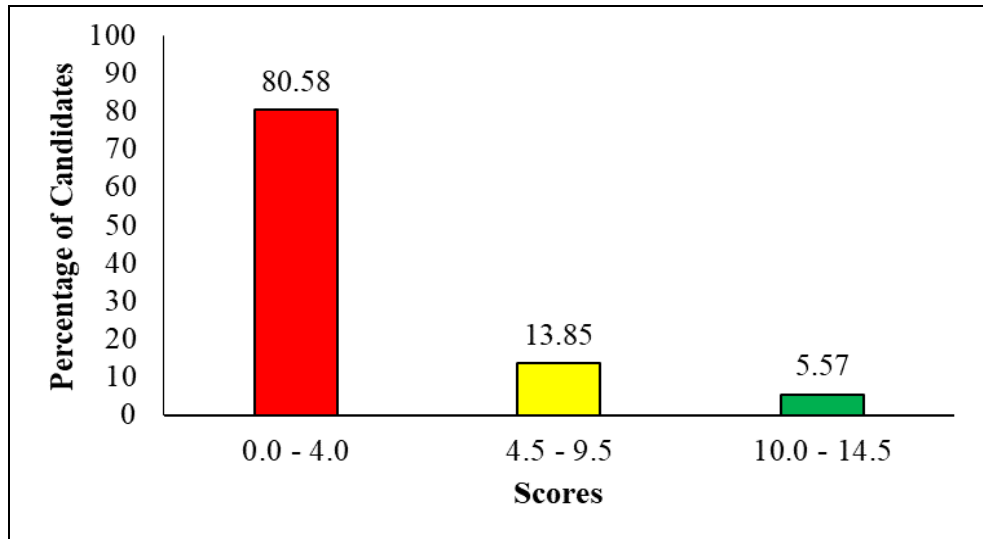


Figure 11: Candidates' Performance on Question 11

Candidates with weak performance failed to demonstrate understanding of the story and its message. Some of them for example, wrote irrelevant information not related to the question. The reasons for poor performance included failure to read the story, poor comprehension skills, weak vocabulary, lack of writing practice, grammatical weaknesses and

misunderstanding of the question's requirements. Extract 11.1 is a sample of poor responses from one of the candidates.

	س 11
أ- أَوَّلُهُ هُوَ السُّبُّ الْحَقِيقِي	
ب- أَوَّلُهُ هُوَ جَمِيلٌ	
ج- أَوَّلُهُ هُوَ تَارِدٌ	

Extract 11.1: A Sample of the Candidates' Responses to Question 11

Extract 11.1 is a sample of responses from the candidates who had a weak performance. The candidate wrote unrequired sentences as answer.

Candidates with average performance demonstrated partial understanding of the story. Some of them for example, were able to mention some events related to the aunt's failure, but their explanations were, unclear, or poorly organized. Sometimes they mentioned fewer than three points. Their average performance was caused by incomplete reading of the story, limited vocabulary, weak ability to expand ideas, grammatical errors and difficulty in linking the quotation to the storyline.

Candidates who performed well showed strong understanding of the story. They clearly identified three relevant points, explained them in detail and linked them to the statement “الْأَبْرِيَاءُ لَا يَنَالُهُمْ حَسَدُ الْحَاسِدِينَ”. Their good performance was due to careful reading of the text, good memory of events, strong vocabulary and good essay-writing skills. Extract 11.2 shows a sample of a good response.

إذ الصالحين لا متأثر من النشر التي ترتب اندحارهم .
وقد ظهر ذلك في الكتاب 'أطفال العجالة' حيث حاولت
عمة أطفال الملوك أن تظهر أولاد أخيهما ولكنها فشلت .
وفي النهاية كما يصيرها الفضيحة . حيث تم اكتشاف شرها .
وفي ما يلي بعض الأمثلة على كيفية فشل عمة الأطفال في
تنفيذ شرها .

فشلت العمة في ابتلاء أطفال أخيها عندما حاولت إقناعهم
بالذهاب إلى الغابة لكي تحرق عليهم أشياء جميلة وألعاباً ممتعة
وكان هدفها في الحقيقة هو إقناع أولاد أخيها وقتلهم . بعد أن نجح
الأطفال من الرحلة ، أقنعهم أن ينأوا تحت شجرة في الغابة ،
ثم ندرتهم معتقدة أن الوحوش ستقتلهم . لكن الأولاد
لم تنس كما توقعات . فقد حمتهم الخرافة في الليل ، واعتنت
بهم خنك النجار ، حتى كبروا دون أن يصيبهم أي مكروه .

كما فشلت عمة في تنفيذ شرها عندما حاولت إقناع ابنه أخيهما
أن يشرب ماء الصبابة لتكون أجمل فتاة في حفل سدي إلى أنه بالقصر
و لم تعرف عذبة الذميرة أن عذبة عنها الشريعة .
أن تشرب ماء الصبابة وقالت لثيابه عندما يعود أخوها بها أن يطلب
منها أن يذهب بها ويبحثا في جملتها هذا الطاء . كانت العمة تعلم
أن هذا الطاء لا يمكن الحصول عليه بسهولة ، وأنه من المحتمل
الاحتفال أن تحدث أضراس كثيرة أثناء البحث عنه . وعند ما
عاد أخوها جاء أخبرتها بما قالت ، فقد رأى الأخ الأكبر الذباب للبحث
عن هذا الطاء . وعلى الرغم من أنه لم يواجه أي مشاكل في رحلته
للبحث عن هذا الطاء ، فقد تمكن من العثور عليه والعودة به .
هكذا فشلت العمة مرة أخرى في تنفيذ مكيدتها .

و أيضا فشلت العمدة فيها استخدمت حيلة طلب افقة أخيرا أن تأكل التفاح
 من ثفاخ الغناء لكي يكون لها صوت جميل أثناء الغناء. وقالت
 لها أن تسأل أخويها ليحضر التفاح من هذا التفاح لتأكلها.
 كانت العمدة تعلم أن الحصول على هذه التفاح مهمة أمر صعب
 للغاية وقد بسبب مشاكل كبيرة و بدأ يدي إلى الموت.
 ومع ذلك وهذا لم تهتم، ذهب إلى الخلف ليحضر التفاح
 التفاح لكنه لم ينجح، بل وقع في خطر ولم يعد ثم ذهب إلى
 الخلف مرة أخرى لكنه لم ينجح، ثم تناوله من فمه وأصبح لهم صوت جميل. وهكذا
 فشلت العمدة في تحقيق هدفها مرة أخرى.

وفي القصاص، يمكن القول أن لهجة الشر هي الضميمة
 أن بنا أن عمدهم ثم أصبح لها صوت جميل.

الله السعيد

Extract 11.2: A Sample of the Candidates' Responses to Question 11

Extract 11.2 shows a sample of responses from one of the candidates who had a good performance.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE ON EACH TOPIC

The Arabic Language Examination involved the following topics: الأدب (Literature), الحقيقة والمجاز (Literal and Figurative Language), الصرف (Morphology), الأفعال (Verbs), الاسم (Noun), الظرف (Adverb/Adverbial), لا النافية للجنس (Generic Negation “lā”), علامات الإعراب الأصلية والفرعية (Primary and Secondary Case Endings), المفعول به (Object), الممنوع من الصرف (Diptote/Non-declinable Nouns), القراءة (Reading), النكرة والمعرفة (Indefinite and Definite Nouns), أدوات الاستفهام (Interrogative Words/Question Words), النعت (Adjective/Descriptor), الجملة المفيدة (Complete/Meaningful Sentence), (كان وأخواتها) النواسخ (The Nawaasikh (Kana and its sisters), الحال (Circumstantial/Adverbial Phrase), المقالات (Articles/Essays) and الكتب المختارة (Selected Literary Works).

The topics with average performance were: الجملة المفيدة (Complete/Meaningful Sentence) (62.62%), أدوات الاستفهام (Interrogative Words/Question Words) (58.39%), النكرة والمعرفة (Indefinite and Definite Nouns) (53.73%) and القراءة (Reading) (46.51%).

On the other hand, the following topics: الأدب (Literature), الحقيقة والمجاز (Literal and Figurative Language), الصرف (Morphology), الأفعال (Verbs) الاسم (Nouns), الظرف (Adverbs/Adverbials), لا النافية للجنس (Generic Negation “lā”), علامات الإعراب الأصلية والفرعية (Primary and Secondary Case Endings), المفعول به (Object), الممنوع من الصرف (Diptote/Non-declinable Nouns), which were tested in question one also had an average performance (48.72%).

There were, however, some of the topics with a weak performance. The topics were: الكتب المختارة (Selected Literary Works) (28.33%), النعت (Adjective/Descriptor) (11.59%), (كان وأخواتها) النواسخ (The Nawaasikh (Kana and its sisters) (9.25%), الحال (Circumstantial/Adverbial Phrase) (7.53) and المقالات (Articles/Essays) (3.90%).

The candidates' performance on the topics is summarised in the Appendix, whereby yellow colour indicates average performance, while red colour indicates a weak performance on the topics.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

The overall performance of candidates clearly showed that mastery of Arabic Language at this level depended heavily on a solid understanding of *nahau*, *swarfu*, *Balagha* and Arabic story of the selected books. Candidates who had built strong foundations were able to interpret questions correctly, apply rules appropriately and express their ideas clearly in both objective and essay questions. On the other hand, candidates who lacked this foundation were unable to interpret questions correctly, apply rules appropriately and express their ideas clearly in both objective and essay.

4.2 RECOMMENDATIONS

- (a) Based on the analysis, teachers are strongly advised to emphasize the teaching of foundational Arabic grammar, especially *النحو* and *الصرف*, starting from Form One so that students could gradually build confidence as they progress to higher classes. It is recommended that teachers regularly revise basic concepts such as *النعت*, *النواسخ* and *الحال*. Teachers are also encouraged to slow down the pace of instruction when introducing new grammatical rules and to ensure that learners fully understood each topic before moving on to the next.
- (b) It is further recommended that continuous assessment be strengthened through weekly exercises, quizzes and short tests focusing on sentence construction which involves different types of words such as *المفعول به*, *الخبر*, *الصفة* and *الحال*. This approach is expected to help average and weak students practice consistently and reduce fear of examinations. Teachers are also advised to review examination questions from previous years with students so that they could familiarize themselves with question formats and expectations at national and school levels.
- (c) Students are encouraged to develop a regular personal study timetable for Arabic, allocating time for vocabulary building, grammar practice and writing short compositions under *التعبير*. They are advised to read simple Arabic texts such as short stories, dialogues and graded passages appropriate to their class level in order to improve comprehension and sentence structure.

- (d) Schools are advised to establish Arabic language clubs where students from Forms One to Four could practice speaking, reading and writing Arabic in a relaxed environment. Such clubs are expected to help weak students gain confidence while allowing strong students to support their peers. It is also recommended that schools organize inter-class or inter-school Arabic competitions, debates and quizzes to motivate learners and increase interest in **اللغة العربية** (Arabic language).
- (e) Additionally, it is recommended that schools provide remedial classes for students who consistently performed poorly in Arabic.

**SUMMARY OF CANDIDATES' PERFORMANCE IN ARABIC
LANGUAGE SUBJECT IN 2025**

S/N	Topics	Number of Question	Percentages of Candidates who Scored 30% and Above	Remarks
1.	الجملة المفيدة (Complete/Meaningful Sentence)	6	62.62	Average
2.	أدوات الاستفهام (Interrogative Particles/Question Words)	4	58.39	Average
3.	النكرة والمعرفة (Indefinite and Definite Nouns)	3	53.73	Average
4.	الحقيقة والمجاز (Literature), (Literal and Figurative Language), الصرف (Morphology), الأفعال (Verbs), والظرف (Nouns), لا النافية (Adverbs/Adverbials), للجنس (Generic Negation "lā"), علامات الإعراب الأصلية والفرعية (Primary and Secondary Case Endings), المفعول به (Object) and الممنوع من الصرف (Diptote/Non-declinable Nouns)	1	48.72	Average
5.	القراءة (Reading)	2	46.51	Average
6.	الكتب المختار (Selected Literary Works)	10 & 11	28.33	Weak

S/N	Topics	Number of Question	Percentages of Candidates who Scored 30% and Above	Remarks
7.	النعته (Adjective/Descriptor)	5	11.59	Weak
8.	النواسخ (Arabic Copulas /Particles that Change Case)	7	9.25	Weak
9.	الحال (Circumstantial /Adverbial Phrase)	8	7.53	Weak
10.	المقالات (Articles/Essays)	9	3.90	Weak

