



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



STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2025

ARABIC LANGUAGE
(VOCATIONAL STREAM)



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025 ARABIC LANGUAGE

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TABLE OF CONTENTS

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION ...	2
2.1 SECTION A: Multiple Choice and Matching Items	2
2.1.1 Question 1: Multiple Choice Items	2
2.1.2 Question 2: Matching Items.....	15
2.2 SECTION B: Short Answer Questions.....	19
2.2.1 Question 3: Comprehension	19
2.2.2 Question 4: Correcting Grammatical Errors in Simple Arabic Sentences	22
2.2.3 Question 5: Jumbled Words.....	25
2.2.4 Question 6: Plural Formation (الجمع).....	29
2.2.5 Question 7: Present Tense Verbs in the Nominative Case (الفعل المضارع المرفوع).....	31
2.2.6 Question 8: Past Tense Verbs	35
2.2.7 Question 9: Imperative Verbs	37
2.3 SECTION C: Composition	40
2.3.1 Question 10: Writing	40
3.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH SPECIFIC COMPETENCE.....	44
4.0 CONCLUSION AND RECOMMENDATIONS	44
4.1 CONCLUSION.....	44
4.2 RECOMMENDATIONS.....	45
APPENDIX Summary of Students' Performance for the Form Two National Assessment (FTNA) in the Arabic Language Subject in 2025	46

FOREWORD

This report presents the Students' Item Response Analysis (SIRA) for the Form Two Arabic Language National Assessment (Vocational Stream) conducted in 2025. It aims to provide feedback to all educational stakeholders on the factors that influence students' performance in Arabic. The Form Two National Assessment (FTNA) is a formative assessment designed to assess students' learning and offer feedback for teachers, students and other educational stakeholders to improve teaching and learning. This analysis emphasizes the factors that affect students' performance in the Arabic Language subject.

Students who attained high scores demonstrated adequate knowledge of tenses and grammatical rules, a sufficient basic vocabulary for use in various contexts and the ability to understand the requirements of the questions and provide correct responses. Conversely, students with low scores had difficulty responding to the questions due to insufficient knowledge of the specific competencies tested and difficulties understanding the question requirements.

This report will help students identify their strengths and weaknesses in the Arabic Language subject to improve their learning before sitting for the Certificate of Secondary Education Examination (CSEE). It will also assist teachers in identifying challenging areas and taking appropriate measures to enhance teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will serve as vital resource for education stakeholders in identifying challenges related to the teaching and learning of the Arabic Language subject and taking appropriate measures to address them. As a result, students will acquire the knowledge, skills and competencies outlined in the syllabus and perform better in future assessments and examinations.

The National Examinations Council of Tanzania (NECTA) 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 students who sat for the Form Two National Assessment (FTNA) in the Arabic Language subject in 2025. The assessment was based on the 2023 Form I and II Arabic Language syllabus.

The Arabic Language paper consisted of three sections, namely A, B and C with a total of 10 questions. Students were required to answer all the questions.

Section A consisted of two (2) questions. Question 1 included 10 multiple-choice items, where students were required to choose the correct answers from the given alternatives. Each item was worth one (1) mark, for a total of 10 marks. Question 2 contained five (5) matching items, with each item carrying one (1) mark, for a total of five (5) marks. Thus, this section had a total of 15 marks.

Section B consisted of seven (7) short-answer questions, each worth 10 marks, for a total of 70 marks. Section C contained one (1) essay question, which carried a total of 15 marks.

The total number of students who sat for the Form Two National Assessment in Arabic Language in 2025 was 24. Among them, 6 (25.00%) passed, while 18 (75.00%) failed.

This report outlines the requirements of each question and analyses how students responded to them. Additionally, it includes samples of students' responses for each question to provide a general overview of their performance.

Students' performance has been grouped into three categories: 'good,' 'average' and 'weak.' Performance ranging from 65% to 100% is categorized as 'good' and it is represented by the green color. Performance ranging from 30% to 64% is categorized as 'average' and it is represented by the yellow color, while performance ranging from 0% to 29% is categorized as 'weak' and it is represented by the red color. A summary of the overall students' performance is provided in the Appendix.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions, 1 and 2. The students were required to attempt both questions 1 and 2. Question 1 was a multiple-choice item. It had 10 items that carried 10 marks. Question two (2) was matching items. It had five (5) items, each carrying one (1) mark, making a total of 15 marks in this section.

2.1.1 Question 1: Multiple Choice Items

This question had 10 multiple-choice items derived from various specific competences of the syllabus. The students were required to choose the correct answers from the given alternatives in each item given in this question and write their letter in the boxes provided.

The question was attempted by 24 (100.00%) of the students. Among them, 1 (4.17%) scored 7.0 marks, which is a good performance. Also, 17 (70.83%) scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 6 (25.00%) students scored from 0.0 to 2.0 marks, which is a weak performance. Therefore, the general performance in this question was good as 18 (75.00%) students scored from 3.0 to 7.0 marks. The overall students' performance in this question is summarised in Figure 1.

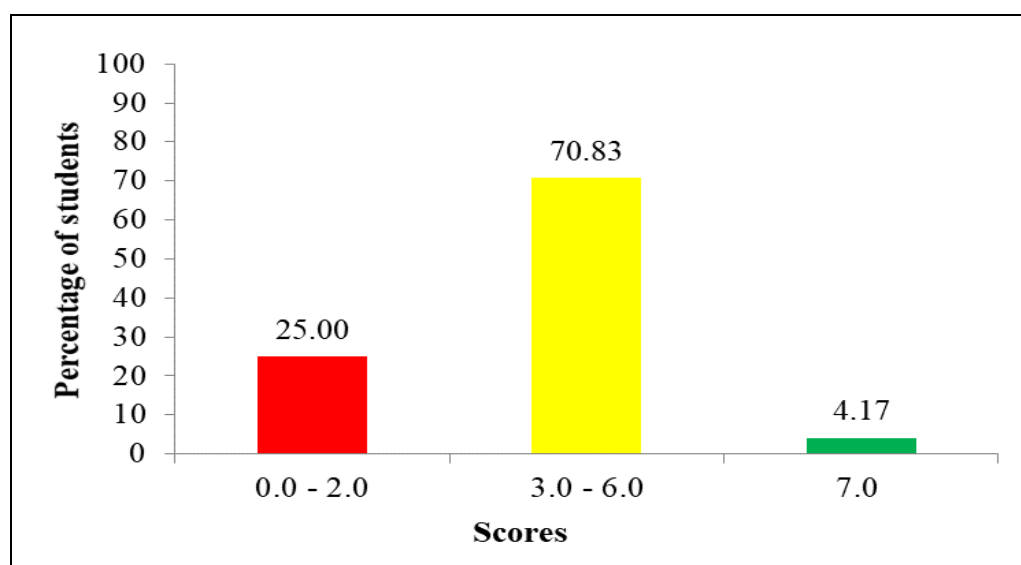


Figure 1: *Students' Performance in Question 1*

Item (1) was

(س1) مَا هِيَ الْجُمْلَةُ الصَّحِيحَةُ مِنَ الْجُمَلِ الْآتِيَةِ؟

أ- أَأَيْنَ أَنْتِ تَسْكُنُ؟

ب- أَأَيْنَ أَنْتِ تَسْكُنِينَ؟

ج- أَأَيْنَ أَنْتِ تَسْكَنَانِ؟

د- أَأَيْنَ أَنْتِ يَسْكُنُ؟

This item was about the present tense verb and how it matches the subject *أنتِ* (you, speaking to a girl). The item tested student's ability to use the rules of verb conjugation.

Students who knew the rules chose the correct answer *ب- أَأَيْنَ أَنْتِ تَسْكُنِينَ؟*. They picked it because the verb ends with *يَنَ*, which is needed when speaking to one girl.

Some students chose the wrong answer *أ- أَأَيْنَ أَنْتِ تَسْكُنُ؟*. This is wrong because the verb cannot be used with *أنتِ*. They may have picked it because it sounds like the base verb and is sometimes used in spoken Arabic, where endings are often left out. Another reason is the influence of the first language. In Kiswahili, the verb is the same for males and females. For example, “Unaishi wapi?” is used for everyone. This makes students think Arabic verbs are also the same, so they forget the feminine form.

Other students chose *ج- أَأَيْنَ أَنْتِ تَسْكَنَانِ؟*. This is wrong because *لن* is used for two people, but *أنتِ* refers to only one person. Some students were attracted to it because they thought that since *أنتِ* has a *kasra*, the last vowel of the verb must also be a *kasra*, so they assumed that *تسكنان* was correct.

Some students chose option *د- أَأَيْنَ أَنْتِ يَسْكُنُ؟*. This is incorrect because the verb *يَسْكُنُ* is used with *هو* (he), not *أنتِ* (you, feminine singular). Students may have been confused between subject pronouns and verb forms, especially the prefixes and endings that show who is performing the action.

Some students may have focused on the meaning of the sentence (“Where do you live?”) instead of checking the grammar carefully, which caused them to

overlook the wrong verb form. Additionally, lack of practice with feminine verb forms may have made it harder for them to choose the correct answer.

Overall, this item was good for checking student's ability to understand of present tense verbs and common mistakes with verb endings. The incorrect responses were realistic and showed mistakes that many students make, so the item helps teachers see where students need more practice.

Item (2) was:

(س2) عَيْنِ التَّثْنِيَةِ لِكَلِمَةِ (طَبِيبٍ) مِمَّا يَأْتِي:
أ- أَطْبَاءُ
ب- طَبِيبَةٌ
ج- طَبِيبَانِ
د- طَبِيبَتَانِ

This item was about التَّثْنِيَةِ (the dual form). It used the word طَبِيب and asked students to find the correct form for two doctors. The item required students to understand how nouns change when talking about two people instead of one. The main skill of the item tested was whether students knew the dual form of masculine nouns. In Arabic, the dual of a masculine word like طَبِيب is formed by adding لَان at the end without changing its gender.

Students who chose the correct answer ج - طَبِيبَانِ understood the rule well. They knew that طَبِيب was masculine and that to make it dual, لَان had to be added.

Some students chose option أ - أَطْبَاءُ, which was incorrect. They confused the dual (التَّثْنِيَةِ) with the plural (الْجَمْع). أَطْبَاءُ was the plural of طَبِيب, not the dual form. They picked it because it was a word they were familiar with, as it is used more frequently in everyday life than dual nouns. In addition, some students were influenced by their native languages, which did not have a dual form but only singular and plural, making it harder for them to recognize the difference.

Some students chose option ب - طَبِيبَةٌ, which was also incorrect. They did not notice that the item was about number, not gender. طَبِيبَةٌ was the feminine singular form, not a dual form. These students confused the dual (التثنية) with the feminine (المؤنث) / *muannath*) in the item, thinking they were being asked about a female noun. This misunderstanding caused them to select this distractor.

Some students picked option د - طَبِيبَتَان, which was partly correct because تَان is a dual ending, but it was used for feminine nouns, not masculine. They did not realize that طَبِيب was masculine, so they made a mistake by using the wrong gender.

In short, this item tested student's ability in using dual form in Arabic. Students who knew the rule chose the correct answer.

Item (3) was as follows:

(س3) "تَغْسِلُ الْبِنْتُ الْمَلَابِسَ" كَلِمَةُ "الْبِنْتُ" هُنَا فِي هَذِهِ الْجُمْلَةِ هِيَ:

أ- الْمَفْعُولُ بِهِ

ب- الْفَاعِلُ

ج- الْخَبَرُ

د- الْفِعْلُ

This item was about the subject in the sentence. The sentence was: "تَغْسِلُ الْبِنْتُ الْمَلَابِسَ" and the students were asked about the word الْبِنْتُ. Students had to decide if it was the subject (فاعل), object (مفعول به), predicate (خبر), or the verb (فعل).

To answer, students needed to read the sentence carefully, identify the action and then decide who was doing the action, that is, the subject. The students had to give the correct grammatical role to الْبِنْتُ based on its function with the verb.

The main skill tested was recognizing the subject (فاعل) in a sentence. It also tested whether students could tell the difference between the subject, object, predicate and verb.

The correct answer was **ب - الفاعل**. Students who chose this answer knew that **الْبَيْتُ** was the one doing the action "تَغَسَّلَ" (she washed). They understood that in Arabic verbal sentences, the subject performs the action and they could tell the difference between the subject and the object.

Some students chose distractor **أ - المفعول به** because **الْبَيْتُ** came right after the verb. They thought it must be the object, as in some other languages (like English and Swahili) the object often comes after the verb. They did not know that the object receives the action, while the subject performs it.

Some students chose distractor **ج - الخبر** because they confused the verbal sentence with a nominal sentence. They assumed that since **الْبَيْتُ** is a noun with *ḍammah*, it must be part of a nominal sentence and function as a predicate. They did not recognize that the sentence begins with a verb (**تَغَسَّلَ**), which makes it a verbal sentence. Therefore, **الْبَيْتُ** is the subject (**فاعل**) performing the action, not a predicate.

Some students chose distractor **د - الفعل** because they confused the word they were asked about with the verb. They did not recognize that "تَغَسَّلَ" was the verb. They were attracted to it because in some languages, the action often appears in the second part of the sentence.

Students who answered correctly understood that in verbal sentences, the subject carries out the action and they could distinguish the subject from the object, predicate and verb. Errors occurred because some students assumed **الْبَيْتُ** was the object since it comes after the verb, or mistook it for a predicate by confusing verbal sentences with nominal sentences. Others confused the word being asked about with the verb itself.

Item (4) was as follows:

(س4) مِنْ الْجُمْلِ الْآتِيَةِ هُنَاكَ جُمْلَةٌ غَيْرُ صَحِيحَةٍ وَهِيَ:

أ- الطَّالِبَانِ قَرَأَتِ الرِّسَالَةَ جَيِّدًا

ب- الطَّالِبَاتُ قَرَأْنَ الرِّسَالَةَ جَيِّدًا

ج- الطَّالِبَانِ قَرَأَا الرِّسَالَةَ جَيِّدًا

د- الطُّلَّابُ قَرَأُوا الرِّسَالَةَ جَيِّدًا

This item was about subject-verb agreement. Students were given four sentences and asked to identify the wrong one. The sentences included singular, dual and plural forms and had both masculine and feminine subjects. The item tested whether students could match the subject and verb correctly in both number and gender.

To answer the question, students had to read each sentence carefully, identify the subject and check its number and gender. Then they had to see if the verb agreed with the subject. This meant students had to know that: a masculine dual subject took a dual verb ending, a feminine plural subject took a feminine plural verb ending and a masculine plural subject took a masculine plural verb ending. They needed to pay attention to these rules, not just read the sentence quickly.

The correct answer was أ - الطَّالِبَانِ قَرَأَتِ الرِّسَالَةَ جَيِّدًا because the subject and the verb do not agree. To make the sentence correct, we can either change the verb to the dual form قَرَعَا so that it becomes الطَّالِبَانِ قَرَعَا الرِّسَالَةَ جَيِّدًا, or change the subject to feminine singular الطَّالِبَةُ, so that it becomes الطَّالِبَةُ قَرَأَتِ الرِّسَالَةَ جَيِّدًا. Students who chose the correct answer understood the rule of subject-verb agreement and were able to distinguish between singular, dual and plural forms in Arabic verbs.

Some students chose incorrect option ب - الطَّالِبَاتُ قَرَأْنَ الرِّسَالَةَ جَيِّدًا. This sentence was actually correct because the verb قَرَأْنَ agreed with the feminine plural subject الطَّالِبَاتُ. These students may not have been familiar with the verb ending نَ, so they thought it was wrong. They were attracted by this option because

they assumed that for the sentence to be correct, the verb following a noun had to have a familiar form.

Other students picked distractor ج - الطَّالِبَانِ قَرَأَا الرِّسَالَةَ جَيِّدًا, which was correct. They were confused because dual verb endings are less familiar than singular or plural endings. The ending َ may have looked unusual, so they doubted it even though it was correct.

Some students chose distractor د - الطَّلَّابُ قَرُؤُوا الرِّسَالَةَ جَيِّدًا. This sentence was correct because الطَّلَّابُ is masculine plural and the verb قَرُؤُوا agreed with it. Students may have been confused by the verb's appearance, especially the *hamza* and vowel marks, which made the word look complicated and caused them to think it was incorrect.

In short, this item tested whether students could match subjects and verbs correctly, especially with dual and plural forms. Students who knew the rules chose the correct answer, while those who focused on unfamiliar endings, visual complexity, or unusual forms chose the incorrect responses.

Item (5) was as follows:

(5) "هُنَاكَ الْعَدِيدُ مِنْ أَقْسَامِ حُقُوقِ الْإِنْسَانِ" عَيْنِ الْمُرَادِ لِكَلِمَةِ "الْعَدِيدُ" كَمَا

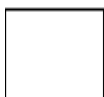
اسْتُعْمِلَتْ فِي هَذِهِ الْعِبَارَةِ:

أ - الْكَثِيرُ

ب - الْقَلِيلُ

ج - الْعَشْرَاتُ

د - الْمِائَةُ



This item was about Arabic vocabulary and understanding words in a sentence. The sentence was: "هُنَاكَ الْعَدِيدُ مِنْ أَقْسَامِ حُقُوقِ الْإِنْسَانِ". The word to focus on was الْعَدِيدُ. Students had to figure out what it meant in this sentence. The item tested student's ability to understand word in context, not grammar.

To answer correctly, students had to read the sentence carefully and think about what الْعَدِيدُ referred to. They needed to connect it to the idea of many types of human rights.

The correct answer was **أ. - الْكَثِيرُ**. Students who chose this understood that **الْعَدِيدُ** here meant “many” or “a large number.” They saw that the sentence talked about many types of human rights, not an exact number. Understanding the whole sentence helped them pick the correct word.

Some students chose **ب. - الْقَلِيلُ** because they read **الْعَدِيدُ** too quickly and confused it with a small number. They thought it meant “few” instead of “many.” Students also, were attracted by this word because its form looked similar to **الْعَدِيدُ**.

Others picked **ج. - الْعَشْرَاتُ** because they thought **الْعَدِيدُ** must mean a specific number, like tens. They focused on numbers instead of the idea of a large quantity.

Some students chose **د. - الْمِائَةُ** because they also thought **الْعَدِيدُ** referred to a number. They did not understand that **الْعَدِيدُ** could just mean “a lot” without specifying an exact number.

The incorrect responses occurred because students misunderstood the meaning of the word. They focused too much on numbers and form.

Item (6) was as follows:

(س6) "هَلْ تُشَاهِدُ نَشْرَةَ الْأَخْبَارِ مِنْ إِذَاعَةِ تَنْزَانِيَا؟" الْكَلِمَةُ " تُشَاهِدُ " مِنْ هَذِهِ الْجُمْلَةِ

هِيَ:

أ- فَاعِلٌ

ب- فِعْلٌ مُضَارِعٌ

ج- مَفْعُولٌ بِهِ

د- فِعْلٌ مَاضٍ



This item was about tenses. The sentence was: " هَلْ تُشَاهِدُ نَشْرَةَ الْأَخْبَارِ مِنْ إِذَاعَةِ تَنْزَانِيَا؟" and the word to focus on was **تُشَاهِدُ**. Students had to know whether it was a present tense, past tense, the subject (**فَاعِلٌ**), or the object (**مَفْعُولٌ بِهِ**). The main idea was to see if students could identify verbs and their tenses in a sentence.

Students needed to look at the word **تُشَاهِدُ** carefully. They had to notice that the prefix **تُ** showed it was a present tense verb (**الفعل المضارع**). They also had to see that **نَشْرَةُ الْأَخْبَارِ** was the object (**مفعول به**) receiving the action. Students had to understand the difference between the action (verb) and the doer (subject).

This item tested whether students could recognize verbs, know their tense and understand how verbs, work together with other words in Arabic.

The correct answer was **ب - فِعْلٌ مُضَارِعٌ** (present tense verb). Students who chose this knew that **تُشَاهِدُ** means “you are watching” and indicates an action happening now, not in the past. They understood that the verb represents the action, not the person doing it and that the prefix **تُ** shows it is present tense.

Some students chose **أ - فاعِلٌ** (subject) because they thought the verb itself was the doer. In Arabic, the subject can be implicit in the verb and these students did not fully understand this rule. The beginning of the word **تُشَاهِدُ** after the question word also made them think it was the subject.

Other students picked **ج - مفعول به** (object) because they thought that the word **هَلْ** was an imperative verb and that **تَشَاهِد** was the object. This misunderstanding caused them to choose this distractor. They did not realize that **هَلْ** is a question particle used to introduce yes/no questions, not a verb. Because of this confusion, they failed to correctly identify the verb and the object in the sentence.

Some students chose incorrect answer **د - فعل ماضٍ** (past tense verb). They selected that option because they noticed that the verb began with **tā'** with **ḍammah** (**تُ**) and assumed it represented the first person singular in the past tense. However, this shows a misunderstanding of Arabic verb conjugation. In Arabic grammar, the first person singular in the past tense is indicated by a suffix (**tu**) attached at the end of the verb, not at the beginning. Therefore, students failed to distinguish between prefixes used in the present tense and suffixes used in the past tense.

Mistakes in this item occurred because some students confused verbs with subjects, failed to recognize tense markers and relied too much on the appearance of words rather than understanding their grammatical role in the sentence. The correct answer required a clear understanding of present tense

verbs and how verbs function together with other elements in an Arabic sentence.

Item (7) was:

(س7) عَيَّنْ عَكْسًا لِلْكَلِمَةِ "الْآخِرُ" مِنَ الْكَلِمَاتِ الْآتِيَةِ:

أ- الْوَسْطُ

ب- النِّهَائَةُ

ج- الْآخِرُ

د- الْأَوَّلُ

This item involved Arabic vocabulary. Students were asked to identify the antonym of the word *الْآخِرُ*. To answer correctly, students needed to know that *الْآخِرُ* means “the last.” They then had to look at the options and choose the word with the opposite meaning, which was *الأَوَّلُ* (the first). Students were required to think carefully and not simply choose words that looked similar or were related in meaning.

This item tested whether students could understand vocabulary meanings and identify antonyms correctly. It checked their ability to focus on meaning rather than appearance or general association of words.

The correct answer was *د - الأَوَّلُ*. Students who chose this option understood that *الأَوَّلُ* means “the first,” which is the true antonym of *الْآخِرُ* (“the last”). They carefully considered the meaning of the words and were not distracted by similar-looking or related terms.

Some students chose wrong option *أ - الوسط* because they thought that “the middle” was the opposite of “the last.”

Other students picked distractor *ب - النِّهَائَةُ* because *النِّهَائَةُ* means “the end,” and they associated it with *الْآخِرُ*, which means “the last.” They chose this word because they did not understand the demand of the question.

Some students chose ج – الأخر because it looks similar to الآخر. They were misled by the appearance of the word and assumed it might be the opposite, without understanding its actual meaning.

In summary, this item tested student's ability to understand vocabulary meanings and identify true opposites.

Item (8) was as follows:

(س8) بَيِّنِ الْمُرَادِفَ لِلْفِعْلِ "قَامَ" مِنَ الْأَفْعَالِ اللَّاتِيَةِ:

أ- جَلَسَ.

ب- قَالَ.

ج- وَقَفَ.

د- دَخَلَ.

This item was about Arabic vocabulary, especially verbs. Students were asked to identify the synonym of قَامَ. The verb قَامَ means "to stand up" or "to rise."

To answer correctly, students had to know the meaning of قَامَ and then compare it carefully with the four given options. They needed to identify the verb which expressed the same action. It assessed student's ability to understand synonyms.

The correct answer was ج – وَقَفَ. Students who chose this answer understood that وَقَفَ means "stood up," which has the same meaning as قَامَ. They also understood that the other options described different actions: جَلَسَ means "to sit," قَالَ means "to say," and دَخَلَ means "to enter." Choosing وَقَفَ showed that these students had carefully understood the synonym of the verb.

Some students chose أ – جَلَسَ because it is also a physical action involving the body. They thought that any body movement could be similar to قَامَ, but they did not realize that sitting is the opposite of standing.

Some students chose ب – قَالَ because it is an action a person performs. They assumed that all actions are similar without considering the specific meaning

of قَامَ. In addition, the similarity in the word form may have attracted them to this distractor.

Other students picked the distractor دَخَلَ because it also involves movement. They were attracted by the general idea of motion but did not understand that قَامَ refers specifically to standing up, not to movement in general.

In summary, this item tested student's ability to match verbs with the same meaning. Students who answered correctly knew the exact synonym of قَامَ while incorrect answers occurred because students confused opposite actions or chose verbs simply because they involved movement.

Item (9) was:

(س9) مِثَالُ الْفِعْلِ الْمُضَارِعِ الَّذِي يَدُلُّ عَلَى الْمُتَكَلِّمِ مِمَّا يَأْتِي هُوَ:

أ- أَجْلِسُ

ب- يَدْرُسُ

ج- تَحْرُسُ

د- أَرْسُمُ

This item was about Arabic verbs. Students were asked to find a present tense verb (الفعل المضارع) that showed an action done by the speaker (I). The focus of the item was on understanding verbs, which shows who is doing the action and when it happens.

To answer correctly, students had to look carefully at each verb and notice the first letter (prefix). They needed to know which prefix represents the speaker (first person singular). They also had to ignore verbs that showed "you," "he," or "she," as well as command forms and choose the verb that clearly meant "I am doing the action."

This item evaluated student's ability to identify present tense verbs and recognize the subject performing the action, focusing on their understanding of how prefixes in Arabic verbs indicate the subject.

The correct answer was – أ – أَجْلِسُ. Students who chose this answer understood that the prefix أَ shows the first person singular. They knew that أَجْلِسُ means “I sit” or “I am sitting.” These students correctly understood both the meaning of the verb and the grammatical role of the prefix.

Some students chose the distractor ب – يَجْلِسُ because they thought that the word متكلم in the question stem meant “he” (third person masculine), which caused them to select that option. However, in Arabic grammar, متكلم refers to the speaker, that is, the first person (“I”), not the third person.

Some students chose the distractor ج – تَجْرُسُ because it also shows a present action. They may have thought it could refer to the speaker, but they did not know that the prefix ت shows “you” or “she,” not the speaker.

Other students picked د – اُزْسُمْ which is an imperative verb (command). They recognized it as a verb and thought it showed an action, but they did not understand that it does not indicate what the speaker is doing. They mistakenly thought that the first letter of the verb represented the speaker because the letter somehow relates to the form that represents the speaker.

In summary, this item tested student’s ability to recognize present tense verbs and identify the person performing the action. Students who answered correctly knew that the prefix أَ represents “I.”

Item (10) was:

(س10) أَيُّ كَلِمَةٍ تَعْنِي الْفَاكِهَةُ مِمَّا يَأْتِي:

أ – لَحْمٌ

ب – جَوَافَةٌ

ج – لَبَنٌ

د – سَمَكٌ

This item was about Arabic words and their meanings. Students were asked to find the word that means fruit (الْفَاكِهَةُ). The item tested whether students could group words into correct categories.

To answer correctly, students needed to know the meaning of each word. They had to identify which word belonged to the category of fruit. The item tested student's ability to classify words into the correct category.

The correct answer was – ب - جَوَافَّةٌ. Students who chose this option knew that جَوَافَّةٌ is a fruit. They also understood that لَحْمٌ means meat, لَبَنٌ means milk and سَمَكٌ means fish. Using this knowledge, they were able to eliminate the incorrect options and choose the correct one.

Some students chose أ - لَحْمٌ because meat is a familiar type of food. They may have thought the item was about food in general, not specifically fruit.

Some students chose ج - لَبَنٌ because milk is also something people eat or drink. They confused general food or drink with fruit and did not focus on the category required by the item.

Other students picked د - سَمَكٌ because fish is also a natural food. They may have read the options quickly and assumed that any food item could be correct, without carefully considering that the item was asking specifically for fruit.

In summary, this item tested student's ability to classify words into the correct category. Students who answered correctly identified the correct category of the word الْفَاكِهَةُ, while incorrect answers occurred when students confused general food with fruit or selected words simply because they were familiar.

2.1.2 Question 2: Matching Items

The question was about Arabic vocabulary, specifically the identification of antonyms. The question consisted of five (5) matching items.

The question required students to match words in Group (A) with their correct opposites from Group (B) by writing the correct letter in brackets. This task assessed student's ability to understand meanings of words and recognize their opposites in Arabic. The question was:

2- صِلْ بَيْنَ الْكَلِمَاتِ فِي الْمَجْمُوعَةِ (أ) وَأَضْدَادِهَا مِنَ الْمَجْمُوعَةِ (ب) بِوَضْعِ حَرْفِ الْإِجَابَةِ بَيْنَ الْقَوْسَيْنِ:

المَجْمُوعَةُ (ب)	المَجْمُوعَةُ (أ)
أ- مُسْتَقْبَلٌ.	(س1) ظَلَامٌ. ()
ب- جَهْلٌ.	(س2) دُخُولٌ. ()
ج- رُجُوعٌ	(س3) مَاضٍ. ()
د- جُلُوسٌ.	(س4) عِلْمٌ. ()
هـ- نُورٌ.	(س5) وَقُوفٌ. ()
و- خُرُوجٌ.	
ز- شُرْبٌ.	

The data show that 24 (100.00%) students attempted this question. Out of these, 2 (8.33%) scored 4.0 marks, which indicates a good performance. In addition, 12 (50.00%) scored 2.0 marks, which is an average performance. Lastly, 10 (41.67%) students scored from 0.0 to 1.0 mark, indicating a weak performance. The general performance in this question was average since 14 (58.33%) students scored from 2.0 to 4.0 marks. The overall students' performance in this question is summarised in Figure 2.

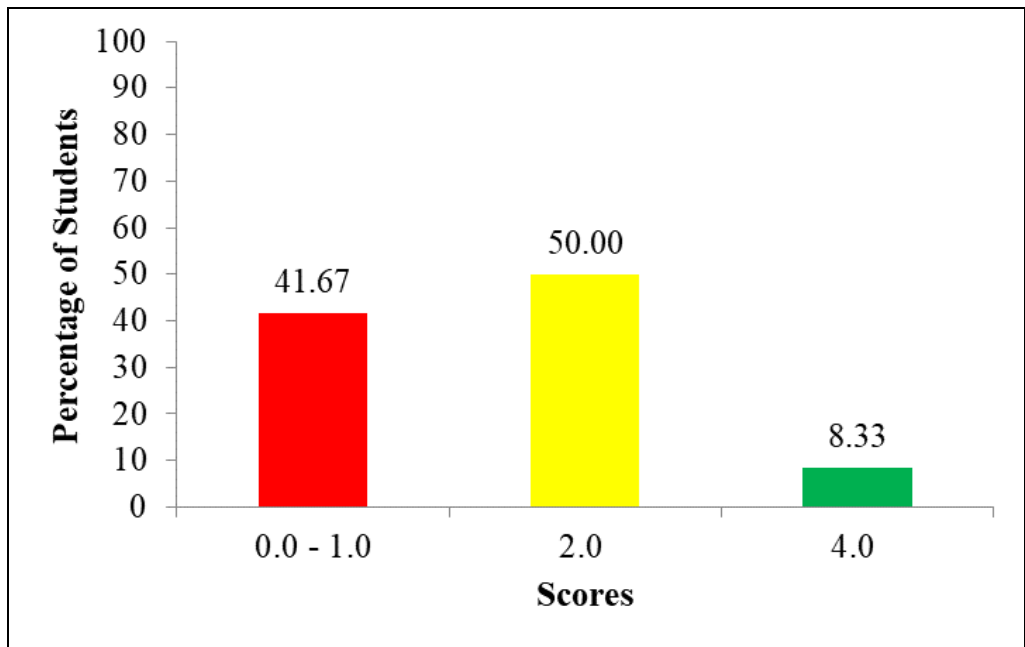


Figure 2: *Students' Performance in Question 2*

Students who performed well were able to correctly identify the meanings of all the given Arabic words and accurately match each word with its opposite. They demonstrated strong understanding of basic Arabic vocabulary and showed confidence in answering all items correctly.

One student who performed well, for example, matched ظَلَامٌ (darkness) with نُورٌ (light); دُخُولٌ (entering) with خُرُوجٌ (exiting); عِلْمٌ (knowledge) with جَهْلٌ (ignorance); and وَقُوفٌ (standing) with جُلُوسٌ (sitting). Extract 2.1 shows a sample of correct responses to this question from one of the students.

2- صِلْ بَيْنَ الْكَلِمَاتِ فِي الْمَجْمُوعَةِ (أ) وَأَضْدَادِهَا مِنَ الْمَجْمُوعَةِ (ب) بِوَضْعِ حَرْفِ
الإِجَابَةِ بَيْنَ الْقَوْسَيْنِ:

المَجْمُوعَةُ (أ)	المَجْمُوعَةُ (ب)
(1س) ظَلَامٌ. (٥)	أ- مُسْتَقْبَلٌ.
(2س) دُخُولٌ. (٩)	ب- جَهْلٌ.
(3س) مَاضٍ. (١)	ج- رُجُوعٌ
(4س) عِلْمٌ. (٧)	د- جُلُوسٌ.
(5س) وَقُوفٌ. (١٠)	هـ- نُورٌ.
	و- خُرُوجٌ.
	ز- شُرْبٌ.

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

Extract 2.1 presents a sample response from a student who correctly matched the four items.

Students with average performance were able to answer two items correctly. They showed partial understanding of Arabic antonyms, which indicated the need for more practice.

Students who had weak performance were unable to accurately identify most word meanings or match them with their correct opposites. They demonstrated limited understanding of basic Arabic vocabulary, indicating a weak foundation that requires further reinforcement. Extract 2.2 shows a sample of an incorrect response to this question from one of the students.

2- صَلِّ بَيْنَ الْكَلِمَاتِ فِي الْمَجْمُوعَةِ (أ) وَأَضْدَادِهَا مِنَ الْمَجْمُوعَةِ (ب) بِوَضْعِ حَرْفِ
الْإِجَابَةِ بَيْنَ الْقَوْسَيْنِ:

المَجْمُوعَةُ (أ)	المَجْمُوعَةُ (ب)
(س1) طَلَامٌ. (ن)	أ- مُسْتَقْبَلٌ.
(س2) دُخُولٌ. (ج)	ب- جَهْلٌ.
(س3) مَاضٍ. (هـ)	ج- رُجُوعٌ
(س4) عِلْمٌ. (د)	د- جُلُوسٌ.
(س5) وَقُوفٌ. (ا)	هـ- نُورٌ.
	و- خُرُوجٌ.
	ز- شُرْبٌ.

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

Extract 2.2, is a sample of a response from one of the students who incorrectly matched all the items.

2.2 SECTION B: Short Answer Questions

2.2.1 Question 3: Comprehension

The question was about **حروف الجر** in Arabic grammar. The students were required to fill in the blank spaces by writing the correct **حرف الجر** for each sentence. Students had to read and understand the sentences, identify the relationship between the action and the noun and then choose the most suitable preposition to complete each sentence correctly. It focused on testing student's ability to understand and correctly use Arabic prepositions within simple sentences. The question was:

3- اَمَلِ الْفَرَاعَاتِ الْآتِيَةَ بِكِتَابَةِ حُرُوفِ الْجَرِّ الْمُنَاسِبَةِ:

(س1) ذَهَبَ الْمَرِيضُ _____ الْمُسْتَشْفَى

(س2) أَتَتْ فَاطِمَةُ _____ الْمَدْرَسَةَ.

(س3) رَسَمَ سَالِمٌ _____ الْمِرْسَمَةَ.

(س4) هَذِهِ السَّيَّارَةُ _____ أَبِيكَ

(س5) لَا رَجُلٌ _____ الْعُرْفَةِ.

The data show that, 24 (100.00%) students attempted the question and their performance was average, as 7 (29.17%) scored from 4.0 to 6.0 marks. The analysis shows that 17 (70.83%) students scored from 0.0 to 2.0 marks, which is a weak performance. Also, 7 (29.17%) scored from 4.0 to 6.0 marks, which is an average performance. The overall students' performance in this question is summarised in Figure 3.

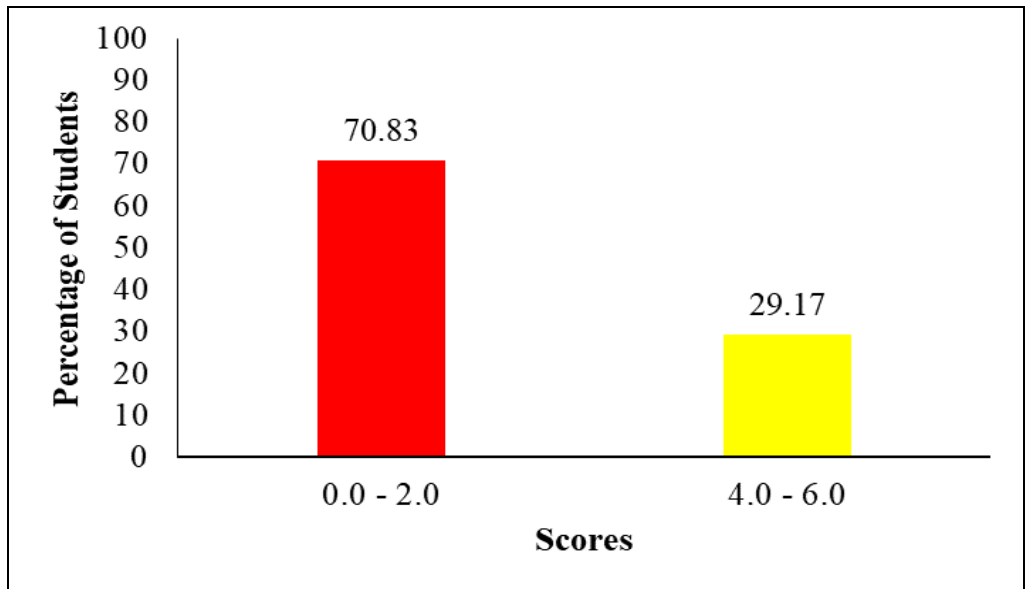


Figure 3: *Students' Performance in Question 3*

Students with low performance failed to correctly use most of the **حروف الجر**. Some of them copied words from the question paper and used them as answers. There were, however, some of the students who inserted incorrect prepositions and other words. In addition, some of them were able to insert only one preposition correctly. This reflected weak understanding of Arabic prepositional usage, highlighting the need for remedial teaching and closer instructional support. Extract 3.1 shows a sample of incorrect responses to this question from one of the students.

3- اَمَلِ الْفَرَاعَاتِ الْآتِيَةَ بِكِتَابَةِ حُرُوفِ الْجَرِّ الْمُنَاسِبَةِ:

(1) ذَهَبَ الْمَرِيضُ وَسَقَطَ الْمُسْتَشْفَى

(2) أَتَتْ فَاطِمَةُ جُلُوسَ الْمَدْرَسَةِ.

(3) رَسَمَ سَالِمٌ الْمُنَاسِبَةَ الْمُرْسَمَةِ.

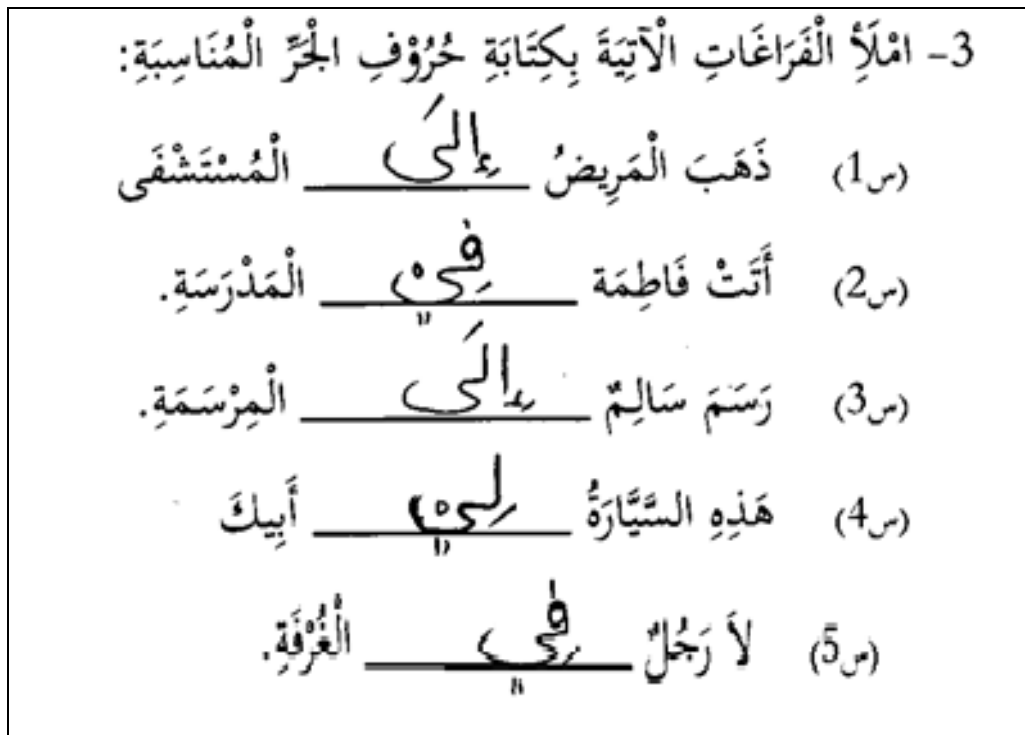
(4) هَذِهِ السَّيَّارَةُ الْأَسْلَفَةِ أَيْبِكَ

(5) لَا رَجُلٌ إِعْلَادَ الْعُرْفَةِ.

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

Extract 3.1 shows a sample of a response from one of the students who was unable to answer the questions correctly. The student for example, copied words from the question paper and used them as answers for this question.

Students with average performance answered some items correctly. Most of them were able to answer only 2 items correctly. They showed partial understanding of **حروف الجر**, which indicated that they understood the concept but needed more practice and reinforcement. Extract 3.2 shows a sample of an average response from one of the students to this question.



Extract 3.2: A Sample of the Students' Responses Reflecting Average Performance in Question 3

The Extract 3.2 shows a sample of a response from one of the students who had average performance. The student was able to insert prepositions in item one and five correctly.

2.2.2 Question 4: Correcting Grammatical Errors in Simple Arabic Sentences

The question was about correcting grammatical mistakes in simple Arabic sentences. It focused on basic Arabic grammar, especially subject–verb agreement, pronouns and correct verb conjugation. The sentences were incorrect and students were expected to rewrite them in the correct form.

The question required students to identify the mistakes first and then rewrite each sentence correctly. Students had to look at the subject of each sentence and make sure the verb or adjective agreed with it. This involved knowledge of dual forms, feminine forms and the correct use of pronouns such as *you*, *he* and *I*. The aim of the question was to test whether students understood how Arabic words change according to gender, number and person. The question was:

4- صَحِّحِ الْأَخْطَاءَ بَعْدَ إِعَادَةِ الْجُمْلِ الْآتِيَةِ:

(1س) النَّظَّارَتَانِ جَمِيلَانِ .

(2س) أَنْتِ تُحِبُّ اللُّغَةَ الْعَرَبِيَّةَ.

(3س) أَنْتُمَا يَذْهَبَانِ إِلَى الْمَدْرَسَةِ.

(4س) هُوَ تَكْتُبُ الدَّرْسَ.

(5س) أَنَا يَفْهَمُ الدَّرْسَ.

The data show that 24 (100.00%) students attempted the question, out of whom 20 (83.33%) scored zero, which is a weak performance. In addition, 4 (16.67%) scored 4.0 marks, which is an average performance. The general performance in this question was weak. This is because only 16.67 per cent of the students scored 4.0 marks. The overall students' performance in this question is summarised in Figure 4.

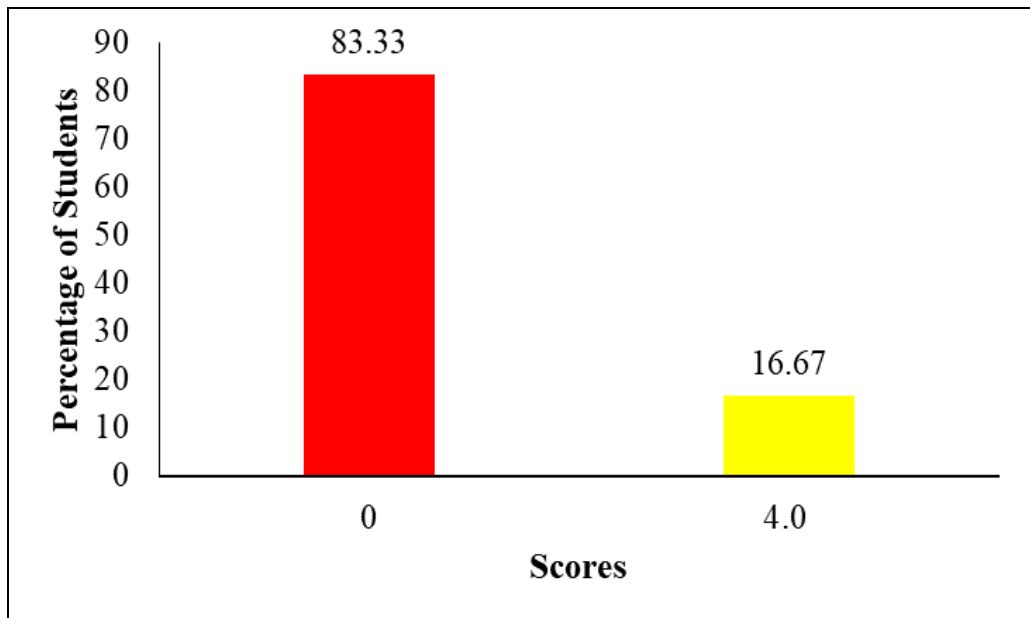


Figure 4: Students' Performance in Question 4

Students with weak performance failed to answer the question. Most of them did not understand the demand of the question. For example, a weak student wrote *فِعْلٌ مُضَارِعٌ* for the first item, *مَفْعُولٌ مَاضٍ* for the second item, *مَفْعُولٌ بِهِ* for the third item, *فِعْلٌ مُضَارِعٌ* for the fourth item and *فِعْلٌ مَاضٍ* for the last item. This indicated insufficient mastery of basic Arabic sentence structure. Extract 4.1 is a sample of weak responses from one of the students.

4- صَحِّحِ الْأَخْطَاءَ بَعْدَ إِعَادَةِ الْجُمْلِ الْآتِيَةِ:

(1ر) النَّظَارَتَانِ جَمِيلَانِ . النَّظَارَتَانِ جَمِيلَانِ .

(2ر) أَنْتِ تُحِبُّ اللُّغَةَ الْعَرَبِيَّةَ . أَنْتِ تُحِبُّ اللُّغَةَ الْعَرَبِيَّةَ .

(3ر) أَنْتُمَا يَذْهَبَانِ إِلَى الْمَدْرَسَةِ . أَنْتُمَا يَذْهَبَانِ إِلَى الْمَدْرَسَةِ .

(4ر) هُوَ تَكْتُبُ الدَّرْسَ . هُوَ تَكْتُبُ الدَّرْسَ .

(5ر) أَنَا يَفْهَمُ الدَّرْسَ . أَنَا يَفْهَمُ الدَّرْسَ .

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

The Extract 4.1 shows a sample of responses from one of the students who provided incorrect responses to all items due to an inadequate command of Arabic Language.

Students with average performance managed to correct some sentences, that is, they mixed correct and incorrect answers. For instance, 50 per cent of these students could correct sentence (3) and (4) properly but failed in the first, the second and the last item. Their answers showed partial understanding of Arabic grammar rules but lacked consistency. Extract 4.2 is a sample of average responses from one of the students.

4- صحّح الأخطاء بعد إعادة الجمل الآتية:

- (1) النظارتان جميل . النظارتان جميلان .
- (2) أنت تحب اللغة العربية . أنتي من اللغة العربية .
- (3) أنتما يذهبان إلى المدرسة . أنتما تذهبان إلى المدرسة .
- (4) هو تكتب الدرس . هو يكتب الدرس .
- (5) أنا يفهم الدرس . أنا تفهم الدرس .

Extract 4.2: A Sample of the Students' Responses Reflecting Average Performance in Question 4

The Extract 4.2 shows a sample of average responses from one of the students who had an average performance. The student was able to provide correct answers in both items three and four.

2.2.3 Question 5: Jumbled Words

The question was about testing student's ability to arrange jumbled Arabic words to form meaningful sentences. It focused on basic Arabic sentence structure, including correct word order, use of verbs, subjects, objects and particles such as negation.

The question required students to rearrange the given words in each line to form a correct and meaningful sentence. Students had to understand which word should come first and how other words fit logically and grammatically in the sentence. This tested their understanding of Arabic syntax rather than memorization. The question was:

5- رَتِّبْ كَلِمَاتِ كُلِّ سَطْرِ لِتَكُونَ بِهَا جُمْلَةً مُفِيدَةً:

(س1) الْقِطْعَةُ - اللَّعِبُ - يُحِبُّ.

(س2) يَا عُمَيَّانُ - تَقُمْ - عَلَى - الْفِرَاشِ - لَا.

(س3) الْمَدْرَسَةِ - يَذْهَبُ - إِلَى - أُمِّ - عُمَرَ.

(س4) مَعَ الْقِطْعَةِ - مَسْعُودٌ - أَنْ يَلْعَبَ - يُحِبُّ.

(س5) نَنْتَفِعُ - الْأَشْجَارِ - نَحْنُ - بِهَذِهِ.

According to the data, 24 (100.00%) students attempted the question. Furthermore, 6 (25.00%) students scored from 8.0 to 10.0 marks, which is a good performance. In addition, 8 (33.33%) scored from 4.0 to 6.0 marks, which is an average performance. Lastly, 10 (41.67%) scored from 0.0 to 2.0 marks, which is a weak performance. Furthermore, the data show that, the performance of this question was generally average. This is because 14 (58.33%) scored from 4.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 5.

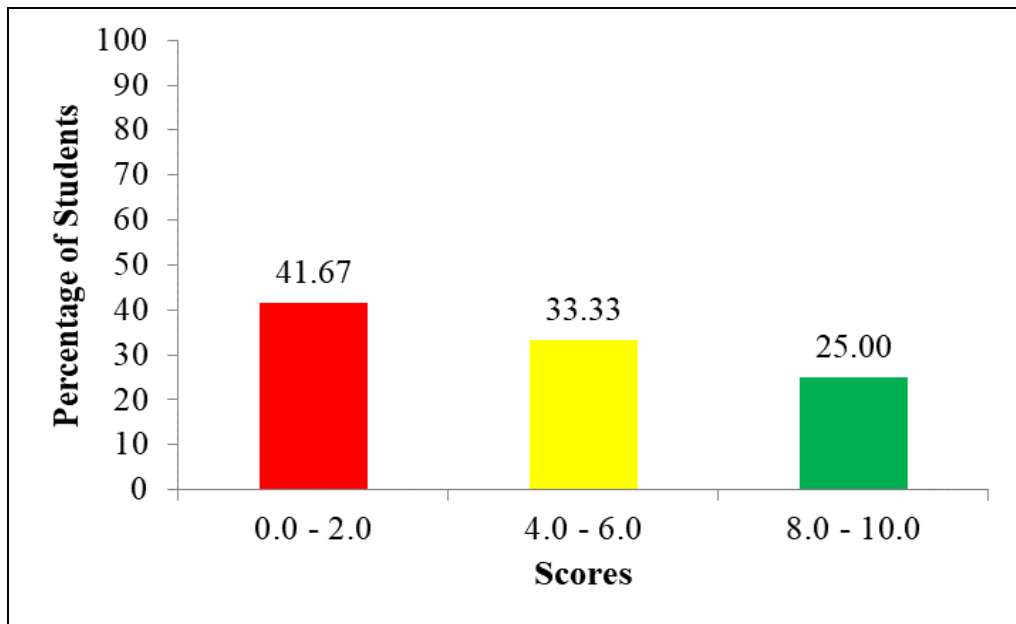


Figure 5: *Students' Performance in Question 5*

Students who had good performance were able to arrange all the words correctly and form clear, meaningful sentences. They showed good understanding of Arabic word order and grammar rules. For example, a high-performing student correctly arranged sentence (1) as *تُحِبُّ الْقِطَّةُ اللَّعِبَ*. Extract 5.1 is a sample of correct responses from one of the students.

5- رَتَّبْ كَلِمَاتِ كُلِّ سَطْرِ لِيُكَوِّنَ بِهَا جُمْلَةً مُفِيدَةً:

(1) القِطْعَةُ - اللَّعِبُ - تُحِبُّ.
 القِطْعَةُ تُحِبُّ اللَّعِبَ

(2) يَا عُثْمَانُ - تَقُمْ - عَلَى - الْفِرَاشِ - لَا.
 يَا عُثْمَانُ لَا تَقُمْ عَلَى الْفِرَاشِ

(3) الْمَدْرَسَةُ - يَذْهَبُ - إِلَى - لَمْ - عَمَرَ.
 عَمَرَ لَمْ يَذْهَبُ إِلَى الْمَدْرَسَةِ

(4) مَعَ الْقِطْعَةِ - مَسْعُودٌ - أَنْ يَلْعَبَ - يُحِبُّ.
 مَسْعُودٌ يُحِبُّ أَنْ يَلْعَبَ مَعَ الْقِطْعَةِ

(5) نَتَنَفَّعُ - الْأَشْجَارَ - نَحْنُ - بِهَذِهِ.
 نَحْنُ نَتَنَفَّعُ بِهَذِهِ الْأَشْجَارَ

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

The Extract 5.1 shows a sample of a response from one of the students who arranged correctly the jumbled words to form meaningful sentences.

Students with average performance managed to form understandable sentences in some items. Majority of them managed to form two understandable sentences while others managed to form three understandable sentences. This suggests that they had partial knowledge of the Arabic Language syntax.

Students with weak performance failed to arrange the words into meaningful sentences. Most of them were able to rearrange one sentence correctly, showing lack of understanding of basic Arabic sentence structure and negation. Extract 5.2 is a sample of incorrect responses from one of the students.

5- رَتَّبْ كَلِمَاتِ كُلِّ سَطْرِ لِتَكُونَ بِهَا جُمْلَةٌ مُفِيدَةٌ:

(1) الرِّقَّةُ - اللَّعِبُ - تُحِبُّ.
 أَنَّنَا بِكَ إِلَى الْمَدْرَسَةِ

(2) يَا عُمَانُ - تَقُمْ - عَلَى - الْفِرَاشِ - لَا.
 عَلَى اللَّعِبِ الْفِرَاشِ

(3) الْمَدْرَسَةُ - يَذْهَبُ - إِلَى - لَمْ - عُمَرُ.
 لَمْ يَكُنْ كُلُّ لِنُكُونِ هُمَا

(4) مَعَ الرِّقَّةِ - مَسْعُودٌ - أَنْ يَلْعَبُ - يُحِبُّ.
 أَنَّنِي حُبُّ اللَّعْبِ الْفِرَاشِ

(5) نَنْتَفِعُ - الْأَشْجَارَ - نَحْنُ - يَحْدِهِ.
 لَمْ هَبَابِ إِلَى الْمَدْرَسَةِ

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

Extract 5.2: shows a sample of a response from one of the students who was unable to answer the questions. The student copied words from the question paper, but some were copied incorrectly.

2.2.4 Question 6: Plural Formation (الجمع).

The question was about Arabic plural formation (الجمع). It tested whether students understood how to change singular Arabic nouns into their correct plural forms. The words given were common vocabulary items.

The question required students to write the correct plural for each given singular noun. Students were expected to recognize all the given words take broken plurals (جمع التكسير) rather than regular sound plurals. Therefore, students needed to recall the correct plural patterns from memory and apply them accurately in writing. It tested student's ability to change singular nouns to plural nouns correctly. The question was:

6- هَاتِ جَمْعاً لِلْكَلِمَاتِ الْآتِيَةِ:

- (س1) وَلَدٌ: _____
- (س2) طِفْلٌ: _____
- (س3) يَوْمٌ: _____
- (س4) زَمِيلٌ: _____
- (س5) طَيْرٌ: _____

The question was attempted by 24 (100.00%) of the students. The analysis shows that 24 (100.00%) scored from 0.0 to 2.0 marks, which is a weak performance. The general performance of this question was weak as 24 (100.00%) students scored from 0.0 to 2.0 marks. The overall students' performance in this question is summarised in Figure 6.

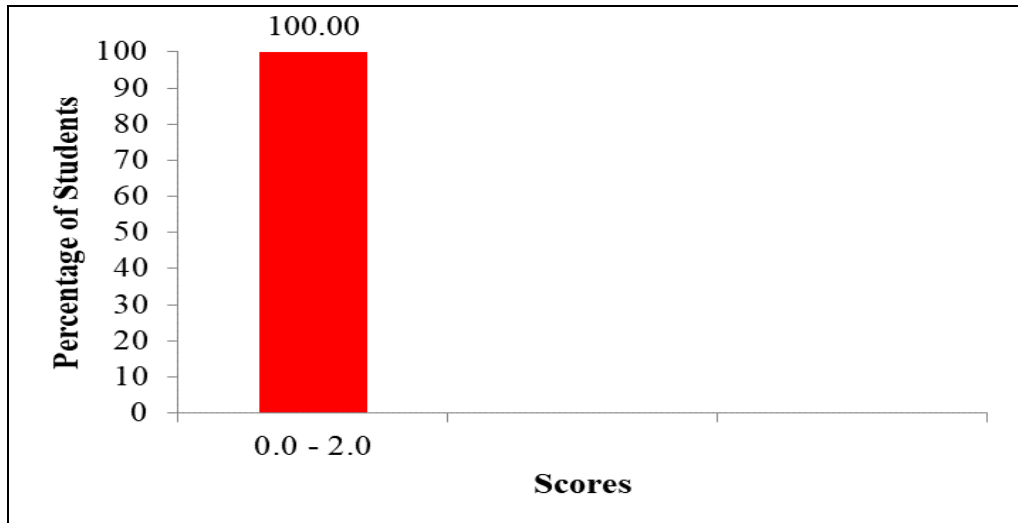


Figure 6: Students' Performance in Question 6

All students in this question had weak performance. These students failed to answer the question. Some of them did not understand the demand of the questions, while others guessed incorrect forms. For example, a weak student wrote زَمَلَان for زَمِيل which showed lack of understanding of broken plurals. Extract 6 is a sample of incorrect responses from one of the students.

6- هَاتِ جَمْعاً لِلْكَلِمَاتِ الْآتِيَةِ:

(1) وَلَدٌ: مَخْبُوءٌ

(2) طِفْلٌ: مَعَ الْقِطَّةِ

(3) يَوْمٌ: الْفَرَّاشِ

(4) زَمِيلٌ: مَحْمُودٌ

(5) طَيْرٌ: يُذْهِبُ

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

Extract 6 shows a sample of a student who failed to identify correct plural forms. Instead, the student copied some words from question 5 and used them as answers.

2.2.5 Question 7: Present Tense Verbs in the Nominative Case (الفعل المرفوع المضارع المرفوع)

The question was about identification of present tense verbs in the nominative case (الفعل المضارع المرفوع) from a short passage. It assessed student's ability to read a simple Arabic paragraph and recognize present tense verbs in the nominative case from it. The passage described the daily routine of عُثْمَان, using familiar vocabulary and sentence structures.

The students were required to read the given paragraph carefully and extract five present tense verbs that were in the nominative form. Students were expected to understand that a present tense verb is considered مرفوع when it is

not preceded by particles of **نصب** or **جزم**. Therefore, students needed both reading comprehension skills and basic grammatical knowledge of Arabic verbs.

The correct answers included any five of the following present tense nominative verbs found in the passage: **يَجْتَهِدُ**, **يَنَامُ**, **يَسْتَقِظُ**, **يُنَظِّفُ**, **يُعْتَسِلُ** and **يَتَنَاوَلُ**. Since more than five correct present tense nominative verbs appeared in the passage. The question was:

7- اِقْرَأِ الْفَقْرَةَ التَّالِيَةَ ثُمَّ اسْتَخْرِجْ مِنْهَا خَمْسَةَ أَفْعَالٍ مُضَارِعَةٍ مَرْفُوعَةٍ.

عُثْمَانُ طَالِبٌ مِثَالِيٌّ، لِأَنَّهُ يَجْتَهِدُ فِي دُرُوسِهِ، عُثْمَانُ يَنَامُ مُبَكَّرًا وَيَسْتَقِظُ السَّاعَةَ الْخَامِسَةَ فَجَرًّا، يُنَظِّفُ أَسْنَانَهُ ثُمَّ يُعْتَسِلُ. وَبَعْدَ ذَلِكَ يَلْبَسُ الرَّيِّ الْمَدْرَسِيِّ وَيَتَنَاوَلُ الْفُطُورَ قَبْلَ ذَهَابِهِ إِلَى الْمَدْرَسَةِ السَّاعَةَ السَّادِسَةَ صَبَاحًا.

(س1) _____

(س2) _____

(س3) _____

(س4) _____

(س5) _____

The question was attempted by 24 (100.00%) of the students, of them 41.67 per cent, scored from 8.0 to 10.0 marks, which is good performance. Also, 29.17 per cent, scored from 4.0 to 6.0 marks, which is an average performance. Lastly, 29.16 per cent, scored from 0.0 to 2.0 marks, which is weak performance. The general performance of the students in this question was therefore good, as 70.83 per cent of the students scored from 4.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 7.

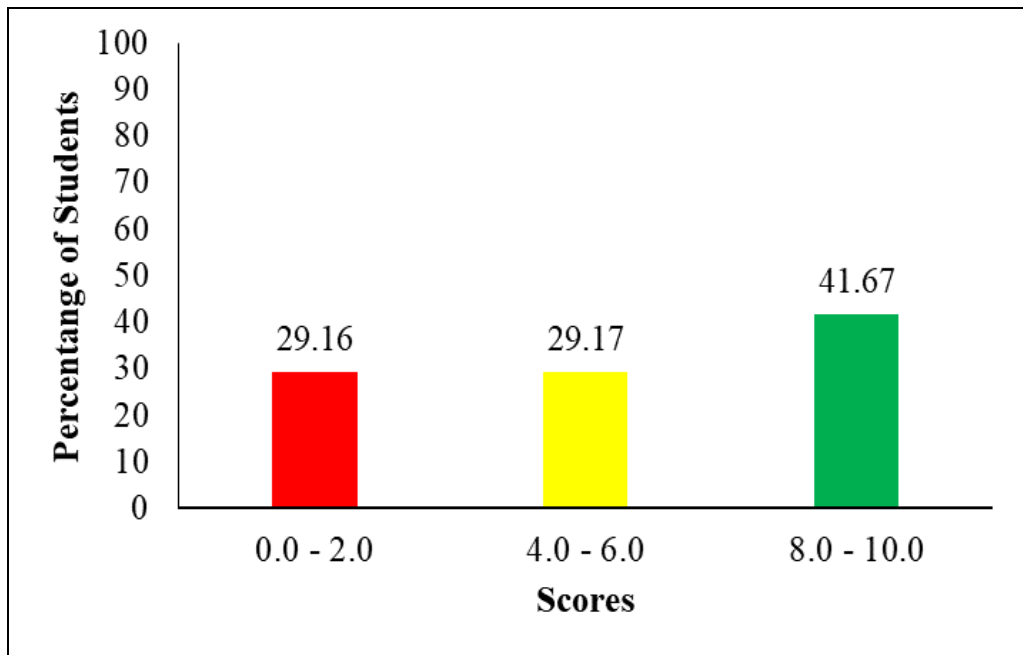


Figure 7: *Students' Performance in Question 7*

Students with good performance were able to identify five present tense nominative verbs without confusion. They clearly understood the meaning of *الفعل المضارع المرفوع* and carefully copied the verbs from the text. For example, a competent student correctly extracted *يَجْتَهِدُ*, *يَنَامُ*, *يَنْظِفُ*, *يَغْتَسِلُ* and *يَلْبَسُ*, showing good reading skills, grammatical awareness and correct spelling. Extract 7.1 is a sample of responses from a student who answered correctly.

7- إقرأ الفقرة التالية ثم استخرج منها خمسة أفعال مضارعة مرفوعة.

عُثْمَانُ طَالِبٌ مِثَالِي، لِأَنَّهُ يَجْتَهِدُ فِي دُرُوسِهِ، عُثْمَانُ يَنَامُ مُبَكَّرًا وَيَسْتَقِظُ السَّاعَةَ الْخَامِسَةَ
فَجَرًّا، يُنَظِّفُ أَسْنَانَهُ ثُمَّ يَغْتَسِلُ. وَبَعْدَ ذَلِكَ يَلْبَسُ الرَّيِّ الْمَدْرَسِيَّ وَيَتَنَاوَلُ الْفُطُورَ قَبْلَ
ذَهَابِهِ إِلَى الْمَدْرَسَةِ السَّاعَةَ السَّادِسَةَ صَبَاحًا.

(س1) يَلْبَسُ

(س2) يَتَنَاوَلُ

(س3) يَغْتَسِلُ

(س4) يُنَظِّفُ

(س5) يَسْتَقِظُ

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

The extract 7.1 shows a sample of responses from a student who managed to identify present tense verbs in the nominative case (الفعل المضارع المرفوع) from a short passage.

Students with average performance managed to identify some correct verbs. Most of them selected only three correct verbs, showing partial understanding of verb identification.

Students with weak performance showed many difficulties in answering the question. Some failed to identify present tense nominative verbs at all, showing lack of understanding of الفعل المضارع المرفوع. This indicated poor reading skills, limited grammatical knowledge and inadequate practice with Arabic sentence structures. Extract 7.2 is a sample of responses from a student who failed to identify present tense verbs.

7- اِقْرَأِ الْفِقْرَةَ التَّالِيَةَ ثُمَّ اسْتَخْرِجْ مِنْهَا خَمْسَةَ أَفْعَالٍ مُضَارِعَةٍ مَرْفُوعَةٍ.

عُثْمَانُ طَالِبٌ مِثَالِي، لِأَنَّهُ يَجْتَهِدُ فِي دُرُوسِهِ، عُثْمَانُ يَنَامُ مُبَكَّرًا وَيَسْتَيْقِظُ السَّاعَةَ الْخَامِسَةَ
فَجَرًّا، يُنَظِّفُ أَسْنَانَهُ ثُمَّ يَغْتَسِلُ. وَبَعْدَ ذَلِكَ يَلْبَسُ الرَّيِّ الْمَدْرَسِيَّ وَيَتَنَاوَلُ الْفُطُورَ قَبْلَ
ذَهَابِهِ إِلَى الْمَدْرَسَةِ السَّاعَةَ السَّادِسَةَ صَبَاحًا.

(1) عُثْمَانُ طَالِبٌ مِثَالِي.

(2) الْكَلِمَاتِ

(3) اسْتَخْرِجْ

(4) الْخَاتِبَةُ فِي

(5) فِي مِلْ مَعْلُومَةٍ

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

Extract 7.2 shows a sample of responses from a student who failed to identify present tense nominative verbs. Instead, he/ she copied some words from this paper and inserted them in the second, third, fourth and fifth item, while in the first item, the student copied a sentence from a passage and used it as the answer for this item.

2.2.6 Question 8: Past Tense Verbs

The question was about using given Arabic words to construct meaningful sentences. It tested student's understanding of vocabulary, verb forms and his/ her ability to use those words correctly in simple Arabic sentences. The words given were *اجْتَمَعُوا*, *يَعْرِفُونَ*, *يَشْتَرِكَانِ*, *يُدْرُسُ* and *وَصَلُّوا*.

The students were required to write their own meaningful sentences using each of the given words correctly. Students were expected to maintain correct

sentence structure, subject–verb agreement and appropriate meaning. The task emphasized practical use of vocabulary rather than memorization, helping students demonstrate basic communication skills in Arabic. The question assessed student’s ability to use Arabic verbs to construct meaningful sentences. The question was:

8- اسْتَعْمِلِ الْكَلِمَاتِ الْآتِيَةَ فِي جُمَلٍ مُفِيدَةٍ مِنْ عِنْدِكَ:

(س1) وَصَلُوا: _____

(س2) نَدْرُسُ: _____

(س3) يَشْتَرِكَانِ: _____

(س4) يَعْرِفُونَ: _____

(س5) اجْتَمَعُوا: _____

The question was attempted by 24 (100.00%) of the students, of them 22 (91.67%) scored zero, which is a weak performance. Also, 2 (8.33%) scored 1.0 marks, which is a weak performance too. The overall students’ performance in this question is shown in Figure 8.

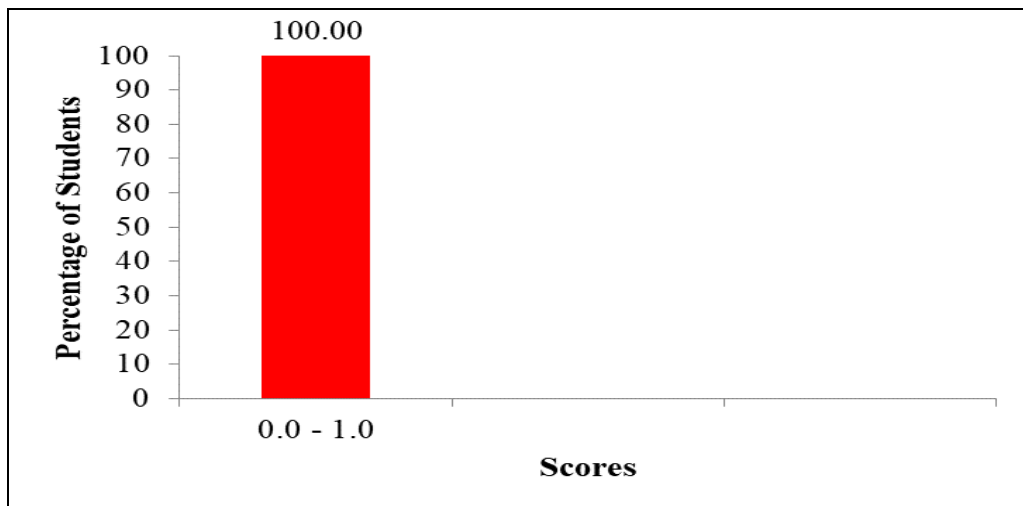


Figure 8: *Students’ Performance in Question 8*

These students with low performance showed several weaknesses. Many of them showed limited understanding of vocabulary and sentence construction, indicating a need for more practice in basic Arabic grammar and usage, others did not understand the demand of the question. Extract 8 is a sample of incorrect responses from one of the students.

8- اسْتَعْمِلِ الْكَلِمَاتِ الْآتِيَةَ فِي جُمْلٍ مُفِيدَةٍ مِنْ عِنْدِكَ:

(1) صَلُّوا: وَصَلُوا

(2) نَدَّرُسْ: نَدَّرُسْتُ

(3) يَشْتَرِكَانِ: يَشْتَرِكَا

(4) يَعْرِفُونَ: يَعْرِفُونَ

(5) اجْتَمَعُوا: اجْتَمَعُوا

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

Extract 8 shows a sample of responses from one of the students who provided incorrect responses. The student did not understand the demand of the question.

2.2.7 Question 9: Imperative Verbs

The question was about demonstrating competence in transforming Arabic past tense verbs into imperative verbs. The students were required to actively transform each past tense verb into its correct imperative form, usually addressing the second person masculine singular. It assessed student's ability to apply rules of Arabic morphology by changing *أَفْعَالُ الْمَاضِيَةِ* into *أَفْعَالُ الْأَمْرِ* correctly. The question was:

9- غَيِّرِ الْأَفْعَالَ الْمَاضِيَةَ الْآتِيَةَ إِلَى أَفْعَالِ الْأَمْرِ:

(س1) حَرَصَ: _____

(س2) قَدَّمَ: _____

(س3) وَصَفَ: _____

(س4) دَخَلَ: _____

(س5) ظَهَرَ: _____

The data show that 24 (100.00%) of the students attempted the question, of them, 19 (79.17%) scored from 0.0 to 1.0 marks, which is a weak performance. In addition, 5 (20.83%) scored from 3.0 to 4.0 marks, which is an average performance. The general performance of the students in the question was therefore weak, since 5 (20.83%) students scored from 3.0 to 4.0 marks. The overall students' performance in this question is summarised in Figure 9.

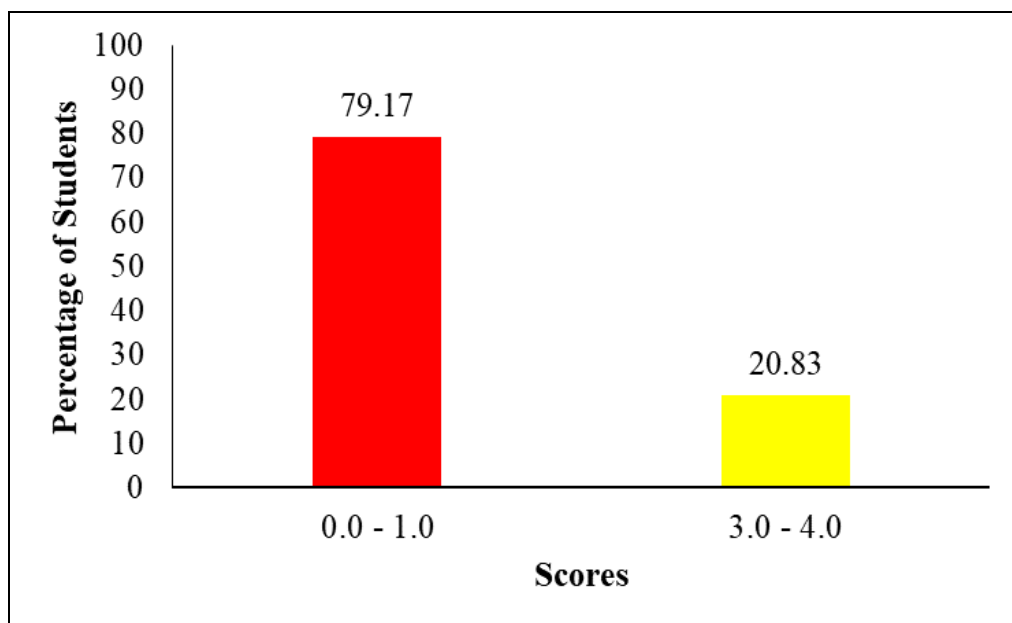


Figure 9: Students' Performance in Question 9

Students with weak performance showed very low competence in this area. Some copied the past tense verbs without making any changes. Some wrote incorrect forms like يَصِف, showing failure to understand the concept of command verbs. The reasons for weak performance were many: lack of foundational knowledge of Arabic verb structures, inability to distinguish between tenses, insufficient understanding of vowel usage, minimal classroom practice, weak reading and writing skills in Arabic script. These students depended heavily on memorization without understanding the underlying morphological rules, which prevented them from demonstrating the required competence. Extract 9.1 shows a sample of weak responses from one of the students in this question.

9- غَيِّرِ الْأَفْعَالَ الْمَاضِيَةَ الْآتِيَةَ إِلَى أَفْعَالِ الْأَمْرِ:

(1ر) حَرَصَ: صَرَصَ

(2ر) قَدَّمَ: قَلَّمَ

(3ر) وَصَفَ: وَصَفَ

(4ر) دَخَلَ: دَخَلَ

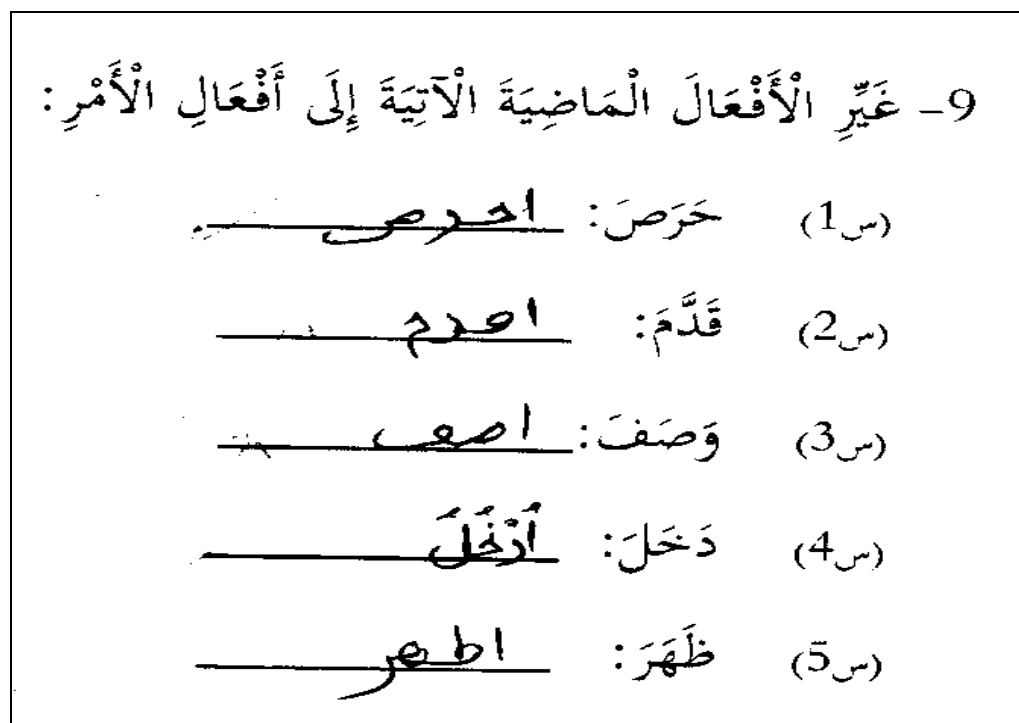
(5ر) ظَهَرَ: ظَهَرَ

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

Extract 9.1 shows a sample of responses from one of the students who provided incorrect answers in question 9.

Students with average performance demonstrated partial competence. They managed to change some verbs, but most of these verbs that they changed involved minor errors. Their work showed that they understood the general idea of giving commands but lacked consistency in applying specific rules. The reasons for average performance included limited practice with imperative forms, weak recall of vowel patterns, insufficient mastery of verb forms. Some

students also rushed their work or lacked confidence, leading to avoidable mistakes. Extract 9.2 shows a sample of average responses from one of the students in this question.



Extract 9.2: A Sample of the Students' Responses Reflecting Average Performance in Question 9

The extract 9.2 shows a sample of responses from a student who had average performance. The student provided answers with some minor errors.

2.3 SECTION C: Composition

This section had one (1) question, which carried fifteen (15) marks.

2.3.1 Question 10: Writing

The question was about functional Arabic writing in a real-life educational context. It focused on an announcement from *يَعْتَزُّ مَعْهَدُ اللُّغَةِ الْعَرَبِيَّةِ بِمُوزُونُورُو* planning to conduct *دَوْرَةَ تَعْلِيمِيَّةِ اللُّغَةِ الْعَرَبِيَّةِ*. The question asked students to write an invitation card, inviting Arabic language teachers to attend the planned training course. The question tested student's ability in guided composition,

basic vocabulary usage, sentence construction and functional writing in Arabic. The question was:

10- يَعْتَرِمْ مَعَهْدُ اللُّغَةِ الْعَرَبِيَّةِ بِمُؤَرَّرٍ أَنْ يَقُومَ بِدَوْرَةِ تَعْلِيمِيَّةٍ لِلُّغَةِ الْعَرَبِيَّةِ، اُكْتُبْ بِطَاقَةِ الدُّعْوَةِ تَدْعُو فِيهَا مُعَلِّمِي اللُّغَةِ الْعَرَبِيَّةِ لِلْحُضُورِ فِي هَذِهِ الدَّوْرَةِ التَّعْلِيمِيَّةِ.

This question was attempted by 24 (100.00%) of the students. The data shows that, this question had a weak performance in general, as 2 (8.33%) students scored from 5.5 to 10.5 marks. Further data analysis shows that, 22 (91.66%) students scored from 0.0 to 3.0 marks, which is a weak performance, 1 (4.17%) students scored 5.5 marks, which is an average performance and 1 (4.17%) students scored 10.5 marks, which is a good performance. The performance in the question is summarised in Figure 10.

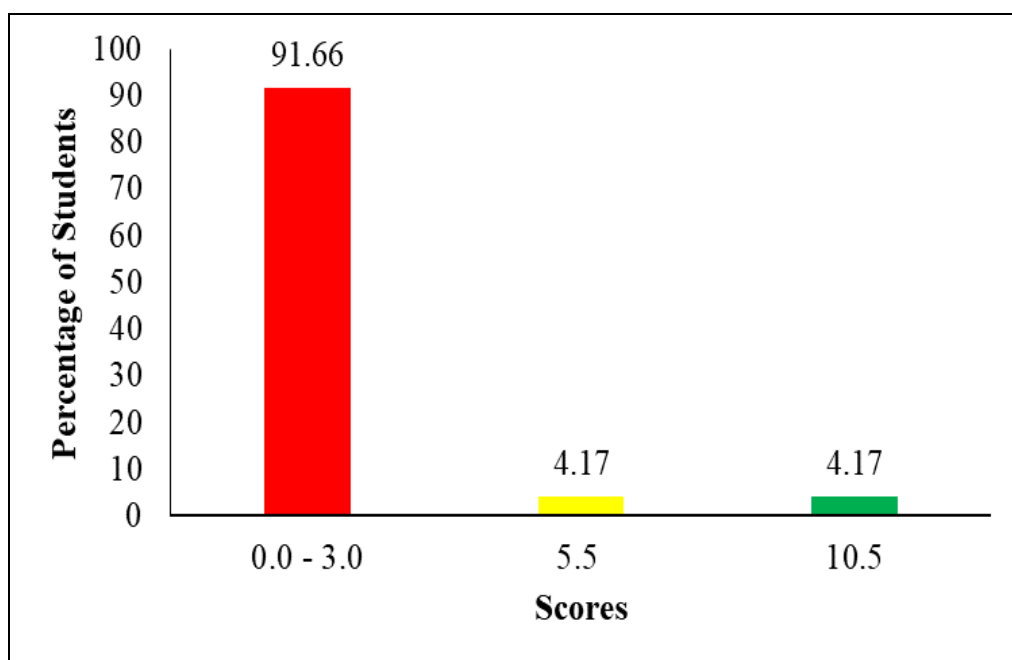
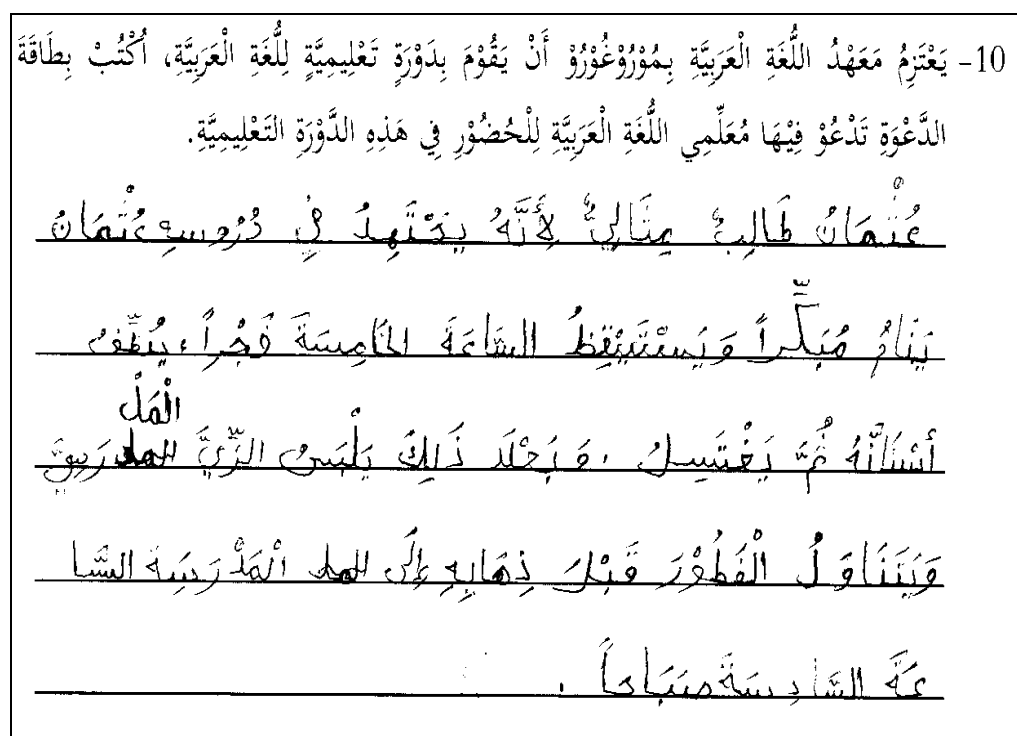


Figure 10: *Students' Performance in Question 10*

Students with weak performance struggled significantly with the task in many ways. Some failed to understand the instruction in Arabic and therefore wrote irrelevant content. Others only copied words from this paper and used them as answers. However, some students left the question unanswered. Many wrote expression that were not required, showing inability to express ideas in Arabic.

Weak performance was caused by many factors such as weak foundation in Arabic reading skills, very limited vocabulary, lack of exposure to functional writing, poor handwriting that made answers unclear, misunderstanding the concept of an invitation card. In addition, some students did not manage time well and left the question incomplete, while others showed confusion between *بطاقة دعوة* and other types of writing. Extract 10.1 shows a sample of incorrect responses from one of the students.



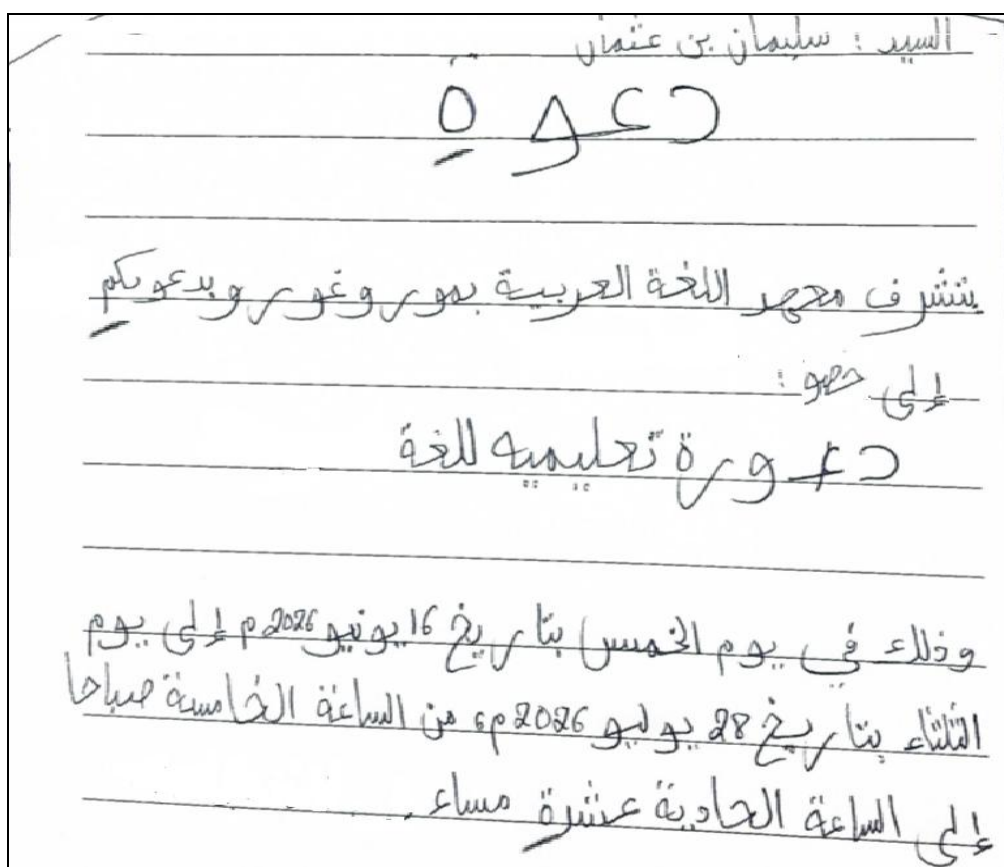
Extract 10.1: A Sample of the Students' Incorrect Responses to Question 10

Extract 10.1 shows a sample of responses from a student who provided incorrect responses. The student copied the short story from question 7 and used it as the answer for this question.

Students with average performance managed to write something relevant but with several weaknesses. The student often understood the general idea of inviting teachers but omitted important details such as the place or purpose of the course. The student failed to use correct vocabulary also arranged words in incorrect order. His/ her sentences were sometimes incomplete and had grammar errors such as wrong verb forms. Reasons for average performance included limited vocabulary, partial understanding of the question, inadequate

practice in writing invitations, low confidence in sentence construction and over-reliance on memorized phrases without understanding how to connect them.

The student with good performance were able to understand the instruction fully and translate the idea into correct Arabic sentences. The student used familiar vocabulary correctly and applied polite invitation language. He/ she showed confidence in writing and avoided mixing languages. Although, the student had a good performance, his/her responses had few spelling mistakes grammatical errors and some weaknesses such as omitting some important information. Extract 10.2 shows a sample of a good response.



Extract 10.2: A Sample of the good Response to Question 10

Extract 10.2 shows a sample of good responses from one of the students who managed to write an invitation card, inviting Arabic language teachers to attend the planned training course.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH SPECIFIC COMPETENCE

The analysis of students' performance on each competence for the Arabic Language assessment in 2025 indicates that had good performance on the following specific competences, which were tested in question one (1); *Developing listening skills in the Arabic Language, Acquiring Vocabulary from Conversations and Writings and Developing the Ability of Listening and Understanding Information Presented Orally* (75.00%).

Furthermore, the students had average performance on *Developing the Ability of Listening and Understanding Information Presented Orally* (64.58%), which was tested in question two (2). In addition, had average performance on *Acquiring Vocabulary from Conversations and Writings* (58.33%), which was tested in questions (5) and seven (7).

On the other hand, the data show that three (03) specific competences had weak performance. Those competences were *Delivering Eloquent Short Verbal Messages by Using Correct Pronunciation* (14.58%), which was tested in questions 3 and 8, *Creating Eloquent Writings in Various Contexts* (14.58%), which was tested in question 10 and *Developing the Ability to Read and Understand the Various Writings* (12.50%), which was tested in questions four (4), six (6) and nine (9).

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The 2025 Arabic Language assessment results show that students generally did not perform well. This suggests that students lacked enough skills for the competences tested. The skills assessed included grammatical accuracy, vocabulary knowledge, sentence construction, comprehension and basic functional writing. The analysis showed that while a few students had mastered these skills, a large number had only partially achieved them and many were still struggling seriously. This indicated gaps in foundational Arabic skills at lower secondary level, especially in grammar application and written expression.

4.2 Recommendations

Based on the analysis, it is recommended that:

- (a) Teachers strengthen foundational grammar teaching using more examples and practice activities.
- (b) Vocabulary development should be emphasized through regular reading and word exercises.
- (c) More guided writing tasks such as short invitations, notices and simple paragraphs should be practiced frequently.
- (d) Remedial support should be provided to weak students, focusing on reading Arabic script and basic sentence patterns.
- (e) Teachers were also encouraged to use learner-centered methods, drills and continuous assessment to identify difficulties early.
- (f) Students should be motivated to practice Arabic both in and outside the classroom to improve confidence and overall competence.

APPENDIX: Summary of Students' Performance for the Form Two National Assessment (FTNA) in the Arabic Language Subject in 2025

S/N	Specific Competences	Question Number	Percentage of Students who Scored an Average of 30% of Marks and Above	Remarks
1.	<i>Developing listening skills in the Arabic Language, Acquiring vocabulary from conversations and writings and Developing the ability of listening and understanding information presented orally.</i>	1	(75.00%)	Good
2.	<i>Developing the ability of listening and understanding information presented orally.</i>	5	(64.58%)	Average
		7		
3.	<i>Acquiring vocabulary from conversations and writings</i>	2	(58.33%)	Average
4.	<i>Delivering eloquent short verbal messages by using correct pronunciation</i>	3	(14.58%)	Weak
		8		
5.	<i>Developing the ability to read and understand the various writings.</i>	4	(12.50%)	Weak
		6		
		9		
6.	<i>Creating eloquent writings in various contexts.</i>	10	(14.58%)	Weak

