



*Let the mind manage the body
Que l'esprit gère le corps*

**MAURITIUS
EXAMINATIONS
SYNDICATE**

NCE 2025
GRADE 9
ARABIC

Subject code: N660

EXAMINERS' REPORT

April 2026

Key Messages

- A majority of candidates demonstrated satisfactory control of basic vocabulary and fundamental grammatical structures.
- Greater emphasis is required on accurate application of grammatical rules, particularly in areas involving transformation of sentence structures and agreement.
- Candidates are encouraged to read instructions carefully and ensure that they fully understand the grammatical terminology used in the questions.
- Regular exposure to structured reading activities is essential to develop higher-order comprehension skills such as inference and contextual interpretation.
- In extended responses, candidates should prioritise grammatical accuracy, clarity of expression and logical coherence.
- Educators are advised to reinforce systematic grammar practice and encourage active language use rather than reliance on memorisation.

General Comments

The 2025 NCE Arabic Assessment aimed to evaluate candidates' proficiency across core linguistic domains, including grammar, vocabulary, reading comprehension, writing and language usage. Overall performance indicates that many candidates possess a foundational understanding of basic language structures and everyday vocabulary.

Performance was generally stronger in tasks requiring recognition or selection of correct answers than in tasks requiring transformation, restructuring or independent production. This suggests that while receptive skills are developing steadily, productive grammatical control remains inconsistent for a significant number of candidates.

In reading comprehension, candidates performed more confidently when retrieving explicit information. However, tasks requiring interpretation, inference or contextual understanding proved more demanding.

With regard to grammar, candidates showed reasonable familiarity with isolated rules but encountered difficulty when required to apply them within structured transformations. This indicates a need for deeper conceptual understanding rather than procedural familiarity.

Performance in writing revealed a clear distinction between candidates with sustained grammatical control and those who struggle with agreement, tense consistency and syntactic accuracy. Stronger candidates demonstrated coherence and appropriate vocabulary use, whereas weaker responses reflected limited structural control.

Overall, the 2025 session reflects gradual improvement in foundational skills, though continued emphasis on grammatical precision and structured language practice remains essential

Comments on Specific Questions

Question 1 – Basic Grammar

Question 1 assessed candidates' understanding of fundamental grammatical structures in Arabic. The question consisted of nine multiple-choice items followed by six open-ended items. The areas tested included personal pronouns, prepositions, demonstrative pronouns, verb tense recognition, conjunctions, relative pronouns, predicate agreement, interrogative particles, declension of nouns, plural formation, transformation of verbal sentences into nominal sentences, forming the comparative (اسم التفضيل), future tense formation, the use of كان and its grammatical effect, and negation in verbal sentences.

Overall, performance was satisfactory in the multiple-choice section, where many candidates demonstrated sound recognition skills. However, the open-ended section revealed weaknesses in grammatical transformation, sentence structure control, and application of rules rather than recognition of them.

Item 1 – Personal Pronoun (Dual Agreement)

This item assessed candidates' understanding of dual pronoun agreement. The sentence required the correct pronoun referring to two masculine subjects (زيد وعادل). A good number of candidates correctly selected هما. However, weaker candidates selected plural forms such as هم, indicating confusion between dual and plural agreement.

Educators are advised to reinforce the distinction between singular, dual, and plural forms through structured comparison tables and regular oral drills. Emphasis should be placed on identifying the number of subjects before selecting pronouns. Classroom activities such as substitution drills (هو → هما → هم) and sentence transformation exercises can help learners internalise agreement patterns. Educators are encouraged to dedicate specific lessons to dual forms, as these are often neglected in practice but frequently examined.

Item 2 – Prepositions (حروف الجر)

This item tested knowledge of appropriate preposition use in context (الكأس على الطاولة). Most candidates answered correctly. A minority confused common prepositions such as في and على.

It is recommended that prepositions be taught contextually rather than in isolation. Visual aid (placing objects on, in, under tables) can reinforce meaning. Sentence-building exercises and short dialogue practice help learners associate verbs and nouns with correct prepositions. Regular gap-fill exercises focussing on frequently wrongly used prepositions (في/على/إلى/من) are strongly recommended.

Item 3 – Demonstrative Pronoun (اسم الإشارة)

This item assessed the correct feminine singular demonstrative (هذه). Many candidates performed well. Some, however, selected dual form (هذان/هاتان), indicating uncertainty regarding gender agreement.

Educators should systematically teach demonstratives according to gender and number using charts and matching exercises. Classroom object identification activities (هذه طاولة – هذا كتاب) can reinforce agreement. Repetition and contrastive exercises between هذا / هذه / هذان / هاتان are essential to avoid confusion.

Item 4 – Past Tense Recognition

Candidates were required to identify the correct past tense form (استقبل). Most candidates performed well. A few selected present tense form (يستقبل), demonstrating confusion in tense recognition.

Tense markers and context clues (في الأسبوع الماضي) should be emphasised in class. Timelines and contrast exercises between past and present forms should be practised regularly. Students should be trained to underline time indicators in sentences before choosing verb forms.

Item 5 – Conjunction Usage

This item tested understanding of conjunction meaning in context. Most candidates correctly selected لكني. Some mistook it for conditional (إذا) or purpose particles (لكي).

Conjunctions need to be taught through sentence contrast activities. Learners should practise identifying relationships between clauses (contrast, cause, condition). Short paragraph completion exercises can strengthen understanding of connectors in context.

Item 6 – Relative Pronoun

This item assessed correct selection of a relative pronoun agreeing with a masculine singular noun (الذي). Performance was generally satisfactory, though some candidates chose plural forms unnecessarily (الذين).

Agreement rules in relative pronouns need to be emphasised and clarity is required on how grammatical number differs from semantic number. Structured sentence-completion tasks and error-correction exercises are effective in consolidating this concept.

Item 7 – Predicate Agreement (Sound Masculine Plural)

This item required correct predicate agreement with a masculine plural subject (الطلاب مجتهدون). While many candidates answered correctly, weaker candidates confused masculine and feminine plural endings (مجتهدات).

It is advisable that sound masculine and feminine plural patterns using comparative charts are reinforced. Regular agreement drills (subject + predicate matching) and oral practice can improve accuracy. Exercises focussing specifically on plural endings (ون/ات) should be incorporated frequently.

Item 8 – Interrogative Particles

Candidates were required to select the correct interrogative particle (من). Most candidates answered correctly. Confusion occurred between ماذا and من.

Interrogative particles in communicative activities need to be practised further. Role-play questioning exercises and WH-question transformation tasks can help learners distinguish between persons (من) and things (ماذا).

Item 9 – Case declension (الجر بعد حرف الجر)

This item assessed candidates' understanding of case declension, specifically the genitive case (المجرور) after a preposition. In the sentence:

تذهب زينب إلى.....

Candidates were required to select the correctly declined form السوق, as nouns following a preposition must take the genitive case.

While a good number of candidates selected the correct answer, a noticeable proportion chose incorrect forms such as:

- السوق (nominative),
- السوق (accusative),
- or plural forms like الأسواق without considering grammatical agreement.

These responses indicate that some candidates rely on recognition of vocabulary rather than grammatical analysis of sentence structure.

The rule that all nouns following prepositions (حروف الجر) must be in the genitive case (مجرور) needs to be reiterated in classrooms. Rather than teaching case endings theoretically. Educators are encouraged to adopt a pattern-based approach:

- provide structured drills where students underline the preposition and identify the grammatical case of the following noun.
- use colour coding (e.g., prepositions in blue, majrūr nouns in green) to visually reinforce the relationship.
- practise transformation exercises:
 - ذهب زيد إلى المدرسة
 - رجّع من البيت
 - جلس في الصف

Candidates are also advised to read the full sentence carefully and identify grammatical triggers (such as بـ، على، من، في، إلى) before selecting an answer. Regular parsing (إعراب) exercises at sentence level will significantly improve accuracy.

Open-Ended Section

Performance in this section revealed greater difficulty, particularly in grammatical transformation tasks.

Item 10 – Forming the Plural

Candidates were required to form the plural of (تفاحة: تفاحات). Performance was mixed. Some candidates incorrectly produced collective nouns (تفاح) or wrongly transformed the word (تفاحتون).

Candidates are advised to categorise plural patterns (sound feminine, sound masculine, broken plurals) and practise them regularly. Word grouping and plural formation drills are highly recommended. Students should memorise common plural patterns and practise writing them frequently.

Item 11 – Transforming Verbal Sentence into Nominal Sentence

Candidates had to transform قرأ الأطفال القصة into a nominal sentence. The correct answer was: الأطفال قرأوا القصة. This item proved challenging. Many candidates either copied the sentence unchanged or altered the verb tense incorrectly. For instance, among the wrong answers: الأطفال قرأون القصة/ الأطفال قرأ/ يقرأ الطفل.

The difference between nominal and verbal sentences should be explicitly taught and transformation exercises systematically should be practised. Students should practise identifying subject and predicate before restructuring the sentence. Regular sentence conversion drills are essential.

Item 12 – Forming the Comparative (اسم التفضيل)

Candidates were required to transform واسع into أوسع. Performance was moderate. Some candidates formed the superlative (الأوسع) or incorrect structures (أواسع).

The structure of اسم التفضيل should be taught explicitly in order to differentiate between comparative and superlative forms. Pattern drills and adjective transformation exercises should be practised regularly. It should be ensured that students understand terminology such as اسم التفضيل.

Item 13 – Future Tense Formation

Candidates had to transform كتب into سيكتب / سوف يكتب. Many candidates struggled with writing present tense forms without future markers. Among the wrong answers were: كتبت.

Educators should clearly teach the use of سوف and سي with present tense verbs. Tense transformation exercises and timeline visual aids can reinforce understanding. Students should practise converting verbs across all three main tenses consistently.

Item 14 – Inserting كان and Making Necessary Changes

This item required grammatical adjustment after inserting كان. Many candidates failed to maintain correct agreement or tense structure. For instance, كان الطريق مزدحم was a wrong answer.

Educators must emphasise the grammatical effect of كان on nominal sentences. Structured exercises inserting كان into different sentence types will improve mastery. Frequent guided practice is necessary for weaker learners.

Item 15 – Transforming into the Negative

Candidates were required to negate the sentence properly. Many produced incorrect syntax or changed sentence type entirely. For example, ليس سافر / أين سافر / سيسافر were among the wrong answers.

Educators need systematically to teach negation particles (ما، لم، لا، ليس) and their grammatical impact. Contrast exercises showing correct vs incorrect negation forms are strongly recommended. Students should practise negating both nominal and verbal sentences.

Question 2 – Basic Vocabulary

This question assessed candidates' knowledge of basic everyday vocabulary within contextualised sentences. Candidates were required to select the correct lexical item that best completed each sentence. Overall performance on this question was satisfactory. A significant number of candidates demonstrated familiarity with common vocabulary related to daily life situations. However, some responses revealed weaknesses in contextual understanding rather than pure vocabulary recognition.

Item 1 – النهر عميق جداً. لا نستطيع أن هناك.

This item assessed candidates' ability to select the appropriate verb according to context. The correct answer required understanding that a deep river prevents swimming.

Most candidates correctly selected نسيح, demonstrating awareness of contextual clues. However, some weaker candidates chose unrelated verbs such as نسكن or نكتب, indicating superficial reading of the sentence.

Educators should train students to read the full sentence carefully and identify contextual clues before selecting vocabulary. It is advisable to teach verbs in meaningful situational contexts rather than in isolation. Classroom activities such as sentence completion, picture-based discussions (e.g., river, sea, school, hospital scenes), and role-play exercises can help students associate verbs with realistic situations. Emphasis should be placed on understanding meaning rather than memorising vocabulary lists.

Item 2 – وقعت حادثة في الطريق. علينا أن نتصل ب.....

This item assessed knowledge of appropriate vocabulary in real-life situations. The correct answer required understanding that in case of an accident, one contacts الشرطة.

While a good number of candidates answered correctly, some selected options such as **الفلاح** or **ساعي البريد**, suggesting limited comprehension of situational vocabulary.

Educators are encouraged to incorporate situational vocabulary related to public services (police, hospital, post office, fire brigade) into thematic lessons. Practical dialogues and scenario-based exercises should be used (e.g., “ماذا تفعل إذا...؟”). Encouraging students to create short dialogues involving emergencies will reinforce both vocabulary and functional communication skills.

Item 3 – لا أعرف معنى هذه الكلمة. يجب علي أن أنظر في

This item assessed knowledge of vocabulary related to learning tools. The correct response was **القاموس**.

The majority of candidates answered correctly. However, a small number chose unrelated household vocabulary such as **الحقيبة** or **المطبخ**, indicating inattentive reading.

Educators should explicitly teach vocabulary connected to school and learning environments (قلم، دفتر، مكتبة، سبورة، قلم). Additionally, students should be trained in dictionary skills and encouraged to use Arabic–Arabic dictionaries where possible. Short classroom tasks requiring students to “look up” words and explain meanings can build both vocabulary and autonomy in learning.

Item 4 – أنت للمدرسة. أسرع!

This item assessed knowledge of descriptive adjectives. The correct answer required understanding that the person is **متأخر**.

Most candidates selected the correct answer. However, weaker candidates confused emotional adjectives such as **جائع** or **حزين**, indicating limited mastery of adjective meaning.

Educators should focus on teaching adjectives in thematic clusters (feelings, physical states, time-related states). Comparative exercises contrasting similar adjectives (حزين / جائع / متعب / متأخر) can clarify distinctions. Pair work dialogues and daily routine descriptions (e.g., arriving late to school) will reinforce contextual usage. Educators are advised to practise adjective agreement regularly in sentences.

Item 5 – هنا استعملها لتمسح بها يديك.

This item assessed vocabulary related to everyday objects. The correct answer was **منشفة**.

The majority of candidates performed well. A few candidates selected distractors such as **ساعة** or **قلم**, demonstrating limited contextual interpretation.

Vocabulary related to household items should be taught through visual aid and real objects where possible. Educators are encouraged to use labelled classroom environments and picture-based identification activities. Encouraging students to describe objects and their functions (نستعملها لـ...) helps reinforce semantic understanding. Repeated exposure to functional expressions such as “...أستعملها لـ” strengthens both vocabulary and sentence structure.

Question 2 demonstrated that candidates generally possess a reasonable command of basic vocabulary. However, weaker responses indicate that vocabulary is often memorised without sufficient contextual understanding.

Educators are strongly encouraged to:

- teach vocabulary in context rather than in isolation.
- reinforce thematic vocabulary (home, school, emergencies, daily routines).
- integrate vocabulary practice with speaking and writing tasks.
- encourage extensive reading to widen lexical exposure.
- regularly assess vocabulary through short contextualised quizzes rather than word lists.

Consistent exposure to meaningful language use will significantly enhance candidates' performance in vocabulary-based questions.

Question 3 – Basic Reading Comprehension

Question 3 assessed candidates' ability to locate and extract specific information from short written texts. Candidates were required to read two short texts: a job advertisement for a childcare position and an event poster entitled *World Book Day*. Overall performance on this question was positive, indicating that even lower-performing candidates have largely acquired the fundamental skill of literal reading comprehension.

Although most items were answered satisfactorily, certain items proved more challenging, as outlined below:

Part A:

Item 1: من كتب هذا الإعلان؟

Some candidates lost marks by providing an incorrect response such as «هللو». This error suggests that these candidates failed to identify the name of the advertiser correctly and may have relied on visual familiarity rather than careful reading of the text. This indicates that learners may focus on prominent or familiar words rather than processing the meaning of the question in relation to the text.

Educators are encouraged to draw learners' attention to the importance of identifying the function of names and headings in functional texts, and to practise distinguishing between greetings, titles and actual sources of information.

Item 5: كم روية ستأخذ السيدة لعمل يوم واحد؟

This item was poorly answered by a noticeable number of candidates. Many candidates incorrectly wrote the telephone number (٥٤٨٧٤٧٠٠) instead of the daily salary. This confusion appears to stem from candidates answering mechanically, as in previous examination sessions the final item in this section often related to contact details. Candidates therefore responded without sufficient attention to the wording of the question.

This highlights the need for educators to discourage pattern-based answering and to train learners to re-read questions carefully, particularly when dealing with numerical information such as prices, times and contact details.

Part B:

Item 1 & 2: ١. بأي شيء يحتفل؟ & ٢. من ينظم هذا الاحتفال؟

A significant number of candidates assumed that answers followed a strict sequential order within the text, believing that Item 1 corresponded to line 1 and Item 2 to line 2. This assumption proved misleading, as the structure of this year's text differed from previous formats. In this instance, the answer to Item 1 appeared in line 2, while the answer to Item 2 appeared in line 1.

Candidates must therefore be discouraged from adopting a mechanical approach to reading comprehension. Instead, they should be trained to read the entire text carefully, understand its content holistically, and identify answers based on meaning rather than position.

Item 4: في أي وقت سيبدأ الاحتفال؟

A few candidates lifted both the starting and finishing times, which was incorrect. The question explicitly asked for the starting time only, namely (١٠:٣٠). This error reflects insufficient attention to the specific requirement of the question.

Educators are strongly advised to emphasise careful reading of both the questions and the source text, with particular focus on identifying exactly what information is being requested. Classroom practice should include regular exposure to short functional texts such as advertisements and posters, with guided questioning that trains learners to distinguish between similar pieces of information (for example, time, place and contact details). Educators should also discourage guessing based on familiar examination patterns and instead promote meaning-based reading strategies.

Question 4 – Word Formation

Question 4 assessed candidates' ability to apply Arabic word-formation rules accurately within a short-contextualised passage. Candidates were required to transform words provided in brackets so that they fitted both grammatically and semantically into the text.

Overall performance on this question was weaker than expected. While some candidates successfully identified the correct transformation, marks were frequently lost due to grammatical inaccuracies, incorrect case endings, or spelling errors. These mistakes indicate limited technical control despite partial conceptual understanding of word-formation rules.

The following items were particularly problematic:

Item2: ويشاهد (الصيد) يرجعون من الصيد

Candidates were required to produce the sound masculine plural in the accusative case. Many candidates incorrectly used the nominative form (الصيدان) instead of the correct

accusative form (الصيادين). This error suggests weak control of noun cases, particularly when nouns function as objects within a sentence rather than as subjects.

Educators are encouraged to reinforce explicit practice on identifying grammatical function within sentences before applying inflectional endings. Classroom activities should require learners to explain *why* a noun takes a particular case, rather than relying solely on memorisation of endings.

Item 4: ثم يخرج لـ..... (زار) القرية.

This item tested candidates' ability to transform the past tense verb (زار) into either the verbal noun (زيارة) or the subjunctive present tense (ينزور). Several candidates produced incorrect forms such as (ينزير) or (ينزار), reflecting faulty morphological manipulation and confusion between verb patterns and passive forms.

This indicates that some learners recognise the root but struggle to apply correct patterns in context. Educators are advised to place greater emphasis on systematic revision of verb patterns and verbal nouns, with regular opportunities for learners to practise transforming verbs across tenses and forms within meaningful sentences.

Educators are reminded that successful word formation requires both an understanding of grammatical rules and accurate execution. Regular, focused practice on morphological transformations within context is therefore essential. Educators are encouraged to revise noun patterns, verb forms and case endings explicitly, and to provide short, frequent exercises where learners justify why a particular form is required in context.

Question 5 – Error Hunt

This question assessed candidates' ability to identify and correct grammatical and orthographic errors in a continuous passage. Overall performance was satisfactory, with many candidates able to recognise and amend common errors.

Nevertheless, Items 4 and 5 posed notable challenges:

Item 4: وقال: "لا، لا، لن (أذهب) إليه.

This item tested candidates' knowledge of the subjunctive particle (لن). Many candidates failed to apply the correct vowel change, while others mistakenly applied the rule of the jussive particle (لم), changing the verb to (أذهب) instead of the correct (أذهب). This confusion indicates uncertainty in distinguishing between particles that affect verb mood in different ways.

Educators are encouraged to reinforce explicit comparison between particles such as (لن) and (لم), focusing on both meaning and grammatical effect. Learners would benefit from targeted practice that requires them to identify the governing particle before applying the appropriate verb ending.

Item 5: هو طبيبٌ (ماهرة)

Candidates were required to adjust the adjective (ماهرة) to agree with the noun (طبيب) in gender only. Many candidates unnecessarily altered the grammatical case, which resulted in loss of marks. This suggests that candidates recognised the need for agreement but lacked precision in applying the specific grammatical rule required.

Educators are advised to emphasise adjective–noun agreement by isolating gender, number and case as separate grammatical features. Classroom exercises should encourage learners to focus on the specific agreement required rather than changing multiple elements simultaneously.

Only a small number of candidates achieved full marks in Questions 4 and 5. Persistent weaknesses in spelling, grammatical accuracy and sentence structure were evident. These exercises, which assess linguistic precision, often became disorganised attempts when candidates lacked technical control. Teachers are advised to integrate systematic error-analysis activities into lessons, allowing learners to identify, correct and explain errors, rather than correcting them mechanically.

Question 6 – Cloze Text

Question 6 is a cloze text, which is a higher-order reading task that assesses candidates' overall knowledge of language, including grammar, syntax, and vocabulary. The task requires candidates to use contextual clues and draw on their linguistic knowledge to make informed choices for the missing words. In this session, the passage centered on the theme of going to school on a rainy day.

In **Part A**, candidates were required to fill the gaps with appropriate words from a given list. Overall performance in this part was fair, with the vast majority of candidates scoring 3 marks or close.

Educators are advised to draw candidates' attention to the fact that **one extra word is provided** in the list, and that careful elimination is therefore required.

Best-attempted items included:

Item 2: كانت السماء مملوءة بالسحب السوداء.

Item 4: وبسرعة بحث عن مطريته.

Item 5: ثم استعد وانطلق إلى المدرسة.

These items were generally well answered as the required words were strongly supported by contextual and grammatical cues.

More challenging items included:

Item 1: نظر إلى خارج النافذة.

Several candidates erroneously selected (السماء) for the first gap, whereas the correct response was (خارج). A closer analysis of the sentence structure would have shown that the former choice does not maintain the intended meaning. This indicates that some candidates relied on topic-based guessing rather than syntactic analysis.

Educators are encouraged to train learners to read the whole sentence carefully and to test whether a chosen word fits grammatically and semantically before finalising their answer.

Item 3: كان خائفاً أنه قد يكون مبلولاً قبل أن يصل إلى المدرسة.

A number of candidates left this gap blank, while others provided incorrect answers. These errors appear to be linked to limited familiarity with the word (مبلولاً), which proved

challenging for some candidates. This suggests gaps in vocabulary knowledge related to everyday situations.

Part B

This section assesses integrated language skills by requiring candidates to apply their knowledge of syntax and morphology within a broader context. Beyond simple identification, **Part B** demands that candidates utilize 'cloze' techniques—drawing on surrounding semantic cues to deduce the linguistically accurate term for each gap.

A small cohort of candidates struggled with word retrieval, often lacking the specific vocabulary necessary to satisfy the semantic requirements of the gaps. In some instances, provided answers failed to align with the passage's overall context. Nevertheless, the year-on-year data reveals an unanticipated upward trend in proficiency, with candidates performing significantly better than in prior assessment cycles.

Item 1: ولا يستطيع كوشل أن يدرس في الفصل/فصله/المدرسة/الحصة

This item was generally well attempted, as the sentence context clearly guided candidates toward the appropriate choice.

Item 2: وجيمي تحدث/يتحدث/تكلم مع المدرسة عن كوشل.

This was the most problematic item. Many candidates failed to provide a correct answer, indicating uncertainty in verb selection and correct verb forms.

Educators are advised to reinforce the distinction between correct verb forms and to practise commonly used reporting verbs in meaningful contexts.

Item 3: وقررت المدرسة أن تعاون/تساعد هـ.

A remarkable number of candidates answered correctly, demonstrating sound understanding of verb meaning and agreement.

Item 4: فذهبت إلى مكتب/غرفة/صاله الناظر،

This item was well answered by the majority of candidates. A common incorrect response was (بيت), which was clearly out of context, suggesting guessing rather than contextual reasoning.

Item 5: وبعد ذلك/قليل/ساعة/أن جاء والد كوشل وأخذه إلى البيت.

This item was also generally well attempted. Common incorrect answers included (يوم/مساء/مدرسة), which did not fit the meaning of the sentence.

Candidates who were unable to fill the blanks with appropriate or meaningful words demonstrated limited understanding of context, reflecting gaps in vocabulary knowledge and weak reading comprehension. Educators are encouraged to strengthen candidates' ability to infer meaning from context and to reinforce sentence structure through regular cloze practice, guided reading, and targeted vocabulary development.

Question 7 – Functional Writing

Question 7 is the basic writing task, with candidates required to write a short text of 50 to 60 words on a functional task. Candidates are essentially assessed on their ability to write using accurate G/S/P (grammar, spelling and punctuation) and to show good awareness

of audience and purpose. Given the word limit, candidates are not expected to elaborate on the given points but simply to address them clearly and appropriately.

In this session, candidates were asked to send an invitation to their friend for their birthday party. As birthday invitations are very familiar to candidates, most were able to produce a good piece of writing.

A successful answer had to address the following prompts:

- When will the party take place?
- Where will the party be held?
- At what time will the party start?
- Who will be invited to the party?
- What are the games and activities which will take place?

For Bullet point 1, candidates were asked when the birthday party would take place. This was achieved by most candidates, who were able to mention a specific day or date of the event. This indicates a sound understanding of how to express basic time references in functional writing.

For Bullet point 2, candidates were asked to mention the place where the birthday party would be held. This point was also well answered by the majority, with most candidates providing an appropriate location.

For Bullet point 3, candidates were required to write about the starting time of the birthday party. Some candidates omitted this point. This suggests that candidates did not always distinguish clearly between what was required and what was optional.

For Bullet point 4, candidates had to mention the guests who would be present at the event. The majority provided an appropriate response, while a few candidates did not attempt this part at all, which affected the completeness of their answers.

For Bullet point 5, candidates were expected to mention the activities and games that would take place. Most candidates answered this point successfully, often using familiar and relevant vocabulary.

Candidates' performance on this question was consistently strong, with even below-average candidates meeting the required benchmarks. It should be noted that the assessment does not demand the use of sophisticated vocabulary or complex syntactical structures. Instead, candidates are evaluated on their ability to fulfil task requirements through clear, concise Arabic, supported by accurate grammar and orthography.

The linguistic challenges that remain are:

- coherence and consistency of tenses;
- subject-verb agreement;
- spelling and punctuation;
- use of attached pronouns, verbs and adjectives;
- application of the definite article with idhafa phrases;
- use of incorrect prepositions after verbs.

Educators are encouraged to strengthen performance further by modelling short invitation formats explicitly, training learners to use the bullet points as a checklist, and allocating time for quick proofreading to correct agreement, tense, spelling and punctuation.

Functional Writing 1

صديقي العزيز هدية

أنا مسرور إلى يذهب حفلة الميلاد. أنا أذهب مع أمي وأبي وأج، أقنتي.

محبك

It is clear from this writing that it is irrelevant and meaningless. There is neither clear awareness of audience nor purpose nor development of ideas. Therefore, this piece of writing could not score any marks and remains in Band 5.

Functional Writing 2

صديقي العزيز أحمد

انا انظر الحفلة الميلاد في اليوم السبت إلى الساعة سابعة. الحفلة الميلاد في البيتي. في الحفلة هناك الاصدقاء. هناك لعب الكرة القدم والكرة الطائرة.

محبك

While the response maintains relevance and attempts to address the required points, its brevity and significant linguistic deficiencies limit its effectiveness. The work is characterised by pervasive grammatical errors, particularly in inconsistent verb conjugation. Consequently, these linguistic limitations restrict the marks to the lower end of the Band 4 range.

Functional Writing 3

صديقي العزيز نواز

كيف هالك؟ في يوم السبت الأخر، invite إلى حفلة الميلاد. ستقام حفلة الميلاد في بيتي. ستبدأ في الساعة عاشر. هناك كان كثيرة من النشاطات مثل الكرة القدم وأبي bring فرصة جميلة في يوم الميلادي. في الغداء، ستكون البرياني السمك لذيذ.

أحمد

محبك

In this piece of writing most of the points have been addressed. The linguistic aspects are sufficiently accurate, but errors are noticeable. Vocabulary is generally accurate but simple. Some coherence is noted in the flow of ideas. This writing, despite the effort to remain relevant, can only stay in Band 3.

Functional Writing 4

صديقي العزيز وريشة _____

كيف حالك يا وريشة؟ أتمنى أنك وعائلتك بخير. أما أن وأسرتي، فنحن بخير. أكتب إليك لتخبرك عن عيد ميلادي. ستقام عيد ميلادي في يوم السبت ٢١:٥٥-٨:٣٥ في الحديقة القطة، كل ناس في فصلي سيأتي والمدرسات. سنلعب كرة القدم، كرة السماء وكثرا من النشاطات. إني أضع قلبي، أتمنى أن أراك في عيد ميلادي.

أحبك، ماحم

محبك

Functional writing 4 is a good piece of writing. The candidate showed awareness of audience and purpose. Most of the points were addressed. The linguistic aspects were essentially accurate, but occasional slips are apparent. As far as the vocabulary is concerned, it is accurate. This piece of writing is organised but lacks the overall fluency of a Band 1 script and did not deserve the highest marks.

Functional Writing 5

صديقي العزيز ربيع _____

تحية طيبة أرسلها إليك متمنياً أنك تلبسين لباس الصحة والعافية. أما أنا، فالحمد لله، أنا في أحسن حال. أردت أن أكتب لك لأدعوك لحضور حفلة عيد ميلاد في اليوم الخميس القادم.

ستقام الحفلة في حديقة داري وستبدأ في الساعة التاسعة صباحاً إلى وقت الظهر في يوم الخميس ١٤ من أكتوبر، وإنني متحمس للغاية. دعوت محمد وعمر وبعض الزملاء الآخرين أيضاً وأنا متأكد بأننا سنستمتع معاً. سنلعب ألعاباً متنوعة مثل البحث عن الكنز وكرة الطائرة والجري وأرجو أننا سنقضي وقتاً رائعاً.

في الأخير، بَلِّغْ سلامي إلى أسرتك. أتمنى أن أراك في حفلة عيد ميلادي. في أمان الله وإلى اللقاء.

محبك

خالد

This functional writing sample achieved a distinguished result, placing it firmly within Band 1. From the outset, the candidate demonstrates a nuanced command of tone, reflecting a keen awareness of both audience and purpose. Each required point is thoroughly developed with substantive detail, contributing to a highly organised and coherent response. Furthermore, the script is characterised by a high degree of technical precision, with accurate grammar, orthography, and contextually appropriate vocabulary.

Question 8 – Extended Reading Comprehension

Question 8 assessed candidates' proficiency in reading comprehension through the interpretation of a continuous Arabic text. The question targeted a range of reading competencies, including the ability to retrieve explicitly stated information, draw logical inferences, and demonstrate knowledge of vocabulary in context.

The passage was about a boy named Khalid and his little sister Hibah. Being orphans, Khalid had to look after his sister while pursuing his studies. Having ranked first at HSC, Khalid was expecting a scholarship for higher studies abroad. He would therefore have to leave his sister under the care of his neighbour.

Cases where candidates failed to achieve a comprehensive understanding of the passage were rare, and overall performance remained consistently strong. While the majority of candidates successfully answered questions requiring the retrieval of explicitly stated information, a significant portion encountered difficulties with tasks demanding higher-order cognitive skills. It was observed that only candidates with higher ability who consistently demonstrated the capacity to draw logical inferences, interpret nuanced meanings, and define vocabulary accurately within its specific linguistic context.

It is encouraging to note down that many candidates were able to identify the relevant answers, as the questions clearly indicated from which paragraph the information could be found. This supported candidates' ability to navigate the text effectively when retrieving information.

Candidates are reminded of the following:

- lifting is acceptable if the question does not ask candidates to answer in their own words, but must not contain excess information.
- excess information in an otherwise correct answer is not given credit.
- grammatical and spelling mistakes are not penalised if evidence of understanding is clearly shown.

Educators are encouraged to make these assessment principles explicit during classroom practice so that learners understand how marks are awarded and how relevance is prioritised over quantity.

Certain aspects of candidates' performance deserve specific mention:

Item 5: ما الخبر السعيد الذي سمعه خالد في يوم النتائج؟

Expected answer(s): كان الأول في الامتحانات / ولم يصدق ما سمعه في الإعلان: أنه أول في الامتحانات والآن يستطيع أن يحصل على منحة دراسية ليدرس في الخارج.

Common wrong answer(s): يستطيع أن يحصل على منحة دراسية

This item proved challenging for many candidates, who copied indiscriminately due to incomplete understanding of the passage content. Many responses omitted the key idea of Khalid's success in the examinations and focused only on the scholarship. This indicates difficulty in identifying the central element of the information required.

Educators are advised to train learners to distinguish between main ideas and supporting details and to practise selecting complete answers that fully address the question focus.

Item 6: لماذا كان خالد يخاف أن يذهب إلى الخارج؟

Expected answer(s): من سيقوم برعاية هبة.

Common wrong answer(s): كان خالد في قلق.

This response was not plausible and therefore could not be awarded credit, as it merely restated an emotional state without explaining the reason behind it. This reflects weak inferential reading skills.

Educators are encouraged to strengthen inferential comprehension by guiding learners to explain *why* characters feel or act in a certain way, using explicit evidence from the text to support their answers.

Item 8: بماذا وعد خالد أخته هبة قبل السفر إلى الخارج؟

Expected answer(s): سيرجع ويقوم برعايتها.

Common wrong answer(s): لقد وعدتني السيدة سلمى أنها تقوم برعايتي خلال غيابك.

The verb (وعد) confused some candidates, leading to indiscriminate copying from the passage. In several cases, candidates failed to distinguish between Khalid's promise and statements made by other characters.

Educators are advised to reinforce careful reading of question focus words and to practise exercises where learners identify the subject of an action before selecting or lifting an answer.

Item 10

Despite the fact that this was a new format of vocabulary testing, only a few candidates found it challenging to identify the meaning of vocabulary in context. This suggests growing familiarity with contextual vocabulary strategies.

Educators are encouraged to continue developing vocabulary-in-context skills through guided reading, targeted practice on synonyms and meanings within sentences, and regular exposure to short narrative and informational texts.

Question 9 – Translation

Part A

This question was designed to evaluate the candidates' proficiency in translating standard English vocabulary into Arabic. Overall performance in this section was highly satisfactory, with the majority of candidates demonstrating a sound grasp of the required linguistic equivalents.

Among the best-attempted items were:

Item 1 Water

Item 2 Sky

Candidates, however, encountered difficulties with the following items:

Item 3 Slowly

Among the incorrect responses were (بسرعة / سلحفاة). These answers indicate confusion between manner and speed, as well as misunderstanding of the lexical meaning of the word.

Educators are encouraged to reinforce the teaching of adverbs of manner and to ensure that learners distinguish clearly between descriptive vocabulary and figurative or unrelated terms.

Item 4 But

This item was poorly answered. Although it is a common particle, many candidates were unable to provide its correct Arabic equivalent. The answer (و) was frequently given but was not awarded credit. This suggests limited awareness of contrastive conjunctions and their functions in Arabic.

Educators should therefore draw learners' attention to common conjunctions expressing contrast and opposition, and practise their use in short contextualised sentences.

Item 5 To Sleep

It was disappointing to note that many candidates failed to provide the correct translation of the verb *to sleep*. Incorrect responses included (نوم / استيقظ / يستيقظ). These errors reflect confusion between verb meaning, causative forms, and opposite actions.

The attention of educators is drawn to the fact that spelling mistakes are penalised. For instance, incorrect spelling of words such as (بتى / بيت / ما) resulted in loss of marks. Educators are advised to reinforce accurate spelling of high-frequency vocabulary as part of regular translation practice.

Part B

This part assessed candidates' ability to translate a short paragraph from English into Arabic. The majority of candidates were able to attempt this section fairly well, demonstrating general understanding of the content.

Item 1 Yesterday, I went to the market with my mother.

A number of candidates incorrectly translated (I went). Instead of ذهبُ answers such as ذهب/ذهب were provided. This indicates weak control of past tense verb forms.

Educators are encouraged to revise verb tenses systematically and to practise translating sentences that contrast present and past actions.

Item 2 There were many people there.

Many candidates failed to provide a correct translation. Among the incorrect responses was هنا إنسان كثير.

Item 3 They were buying different things.

Some candidates partially omitted this item, while others produced incorrect translations such as:

- *They were buying* translated as يبيعون / يشتري / يشتريون
- *Different* translated as ملونة
- *Things* translated as شيء

Item 4 We bought vegetables and fruits.

This item was generally well attempted by most candidates. Errors were mainly related to verb tense, where (we bought) was incorrectly translated as *نشترى*.

Item 5 *We returned home after three hours.*

The following incorrect translations were noted:

- *We returned translated as* *خرجنا / نرجع / وصل / نعود*
- *Three translated as* *ثالث*
- *Hours translated as* *ساعات*

It is recommended that educators place greater emphasis on the systematic application of grammatical rules and the reinforcement of correct spelling in translation tasks. Particular attention should also be given to verb tense consistency in order to ensure linguistic accuracy in candidates' responses.

Question 10 – Extended Writing

This question evaluated candidates' ability to produce approximately 150 words of continuous writing, thereby evaluating higher-order linguistic and compositional skills. Candidates were required to demonstrate their writing competencies by selecting one task from a narrative or descriptive option.

This year, candidates were given the choice either to *describe the scene or weather at the beach on a sunny day, including what they see and hear, the people present, the environment and the weather* or to *write a story containing the following sentence: "he was very happy when he saw his dear friend running towards him..."*.

Compared to the previous examination session, candidates demonstrated a noticeable improvement in overall performance on this task. However, the ability to produce coherent, accurate and sustained written Arabic remains a complex skill that many candidates have yet to fully master. Proficiency in extended writing is essential, as it forms a critical foundation for successful progression to upper secondary education.

On the whole, performance on this question was satisfactory. Only very few candidates did not attempt the question while most candidates attempted to write a response. A small number of candidates, including some from the higher-ability groups opted for descriptive essay, however, their content was partly irrelevant to the task requirements.

The following general advice may be helpful to candidates:

- candidates should identify the key words in the essay titles in order to satisfy the requirements of the question.
- candidates are advised to stay within the prescribed word limit and to check their work thoroughly.
- the use of appropriate and varied vocabulary is encouraged.
- candidates should be precise in their use of grammar, spelling and punctuation.
- varied sentence structures should be used.
- candidates are encouraged to write in a logical and coherent manner.

The following samples illustrate the range of responses obtained this year. They are provided to give educators an insight into examiners' expectations and the standards required at each band. Each script is accompanied by comments highlighting its strengths and weaknesses.

Descriptive Writing

The descriptive essay, **Describe the scene or weather at the beach on a sunny day** was attempted by a number of candidates. Most candidates failed to make effective use of the five senses, which are essential for vivid and engaging description. Many responses relied on basic and repetitive adjectives, resulting in writing that lack originality and depth.

Some candidates attempted to reproduce memorised model essays, though only a few were able to do so successfully. Others produced irrelevant or incoherent content. A frequent weakness was the inclusion of narration rather than description, which limited the effectiveness of the task.

Educators are encouraged to train learners explicitly in descriptive techniques, focusing on sensory detail, precise vocabulary and the distinction between narration and description.

The following responses illustrate examiners' expectations in descriptive writing:

Descriptive Essay 1

الجو جميل الحديقة طيب لا ستك ببير لا تبقي ولا تذر لواحاة للبشر عليه تسعت عشر لا تبقي ولا تذر. قلبي بلمدينة وجبسه كنا محمد نبينا مما كتهيب نوراً سقاط المخينة

This essay is totally irrelevant and meaningless to the given topic. Consequently, the candidate was awarded no marks.

Descriptive Essay 2

كان اليوم السبت والجو جميل جدا، قررنا أن نذهب إلى ساطئ البحر. تجهز أمي الطعام اللذيذ ونذهب إلى الساطئ البحر بعد ساعتين.

كان وصلنا إلى البحر، لبس أنا وأخي ملابس السباحة للعبنا على الرمل أسفر وناغم. أولاً، جمعنا كثيراً من الصدف ملونة ومختلف. بعد ذلك، قررنا أن نلعب كرة القدم مع والدنا ووالدتنا. كان مسرورون لأن الشاطئ لم مزدحم. بعد أن نلعب على الرمال حار، نذهب لسباح في البحر زرقاء مع كثيراً من الأسماك والحيوانات ماء.

بعد كثيراً، رجعنا إلى الرمل الدء مع أسرتي. كان نأكل كثيراً من الطعام اللذيذ ونشاد الصياد إلى الصيد والحوت من بعيد. كان غربت الشمس، نفعل الوضوء ونصلي صلاة المغرب على الرمل ورجعنا إلى البيت مسرورون.

This essay contains more narration than description. Numerous serious errors obscure meaning, and the candidate relies on simple vocabulary that is often inaccurate. Sentence structures are predominantly simple. As a result, this script scores very low marks and remains in Band 5.

Descriptive Essay 3

كان يوم سبت والجو مشمس. أذهب إلى شاطئ البحر. وبعد ساعة من السير، وصل على الشاطئ. أشهد الطير وسمعت إليه، الأشجار طويل، وأشاهد الزهره وهن جميل. أشاهد سيارتون كل مكان.
أسمع الأطفال يلعبون مسررون وتمتعون. أشعر الرمال تحت الرجل وأراه السائحون. هما في الماء وفي الشاطئ، على المال، هما ينمون الآن الشمس. هما يحبون موريشوس لأن البحرها.
الناس يلعبون في شطى مع الأسرتها. أشهد والدة تلعب مع الطفلها. أراه الصياد وسمك في سلة. في البحر، أراخ السمك مل لون وأشهد الناس يشتررون الحلوى والعصير. الماء بريد جدا!
إن الجو جميل ومسرور!

In this essay, the description lacks sufficient details. Although grammar, spelling and syntax errors are frequent, the overall meaning remains generally clear. Vocabulary is basic and not always accurate. Consequently, this essay remains in Band 4.

Descriptive Essay 4

كان الجو جميلا ومشمسا. كان السماء زرقا والغيوم بيضاء والشمس ترسل خيوطها الذهبية على البحر. المنظر هي جميلا كأنه رسم. أستمع إلى صوت البحر والعصافير على الأشجار "فيلاوا".
الرمال نعيم. الهوى نهوة وأستمع إلى لأطفال الذي يلعبون على الشاطئ. بعض الصياد يرجعون من الصيد مع أسماك ملونة ومختلفة. رأى الناس ينام تحت مظلتهم وأطفال يسبحون في الماء البارد. الأطفال يلعبون كرة القدم، badminton، كرة السلة. بعض الصياد يجلسون على سفينتهم ويصيد الأسماك. كان السائحون يستريح وهم فريجون. الشاطئ البحر مكان أين كل الناس فرح.

In essay 4, the candidate attempts to write relevant content; however, descriptions remain superficial. Errors in grammar, spelling and syntax occur when complexity is attempted. Sentence structures are mostly simple, and vocabulary is limited. This essay therefore remains in **Band 3**.

Descriptive Essay 5

شاطئ البحر هو مكان أحب أن أزور. عندما أخرج قدمي من السيارة، أشعر حار الشمس على جسمي وصوت العصافير على الأشجار. أنها تهمس كصلاة هادئة، ناعم كنسيم البحر يحمل بين طياتها حمسات القصائد. ذهبية كدفء الأيدي العتيقة، تسكب نورها على الأرض والماء وتتسلق برفق واعدة، يزهر في الأفق. السماء بلا حدود، تتلون بدرجات الأزرق، بينما ينظر القمر بصبر.

وعندما أمشي على الرمال الأصفر، أشعر كيف كان ناعم. والماء هادئ بدرجة الأزرق. وبعيدا أراى الصيادون في قاربهم. وعلى الشاطئ هناك كثيرا من الناس، بعضهم يستريحون وبعضهم يلعبون بكرة الطائرة. وفي نفس الوقت، هناك بعض الأطفال يلعبون على الرمال تحت خيوط الذهبية وبينوا قصر كبير. أسمع الناس يتكلمون ويضحكون وعلى وجوههم ابتسام واسع وجميل.

شاطئ البحر مكان مليء بالسعادة والضحك وهذا سبب بماذا أحب أن أذهب إليه.

This essay is among the strongest descriptive responses this year. Descriptions contain sufficient detail, and there is some variation in sentence structures. Nevertheless, a number of syntactic errors are evident. As a result, the script falls within **Band 2**, achieving a mid-range mark.

Educators are encouraged to emphasise the importance of sensory detail, appropriate descriptive vocabulary, and clear distinction between narration and description when preparing candidates for this task.

Narrative Writing

Overall performance in the narrative task was good. Candidates were required to write a story incorporating the sentence: *“He was very happy when he saw his dear friend running towards him ...”*

Numerous grammatical, spelling and punctuation errors were observed across scripts. Some narratives were underdeveloped, consisting of loosely connected events with limited structure or emotional impact. Only a small number of candidates demonstrated effective use of narrative techniques, including clear sequencing and development of ideas.

A common weakness was the inability to integrate the given sentence meaningfully into the narrative, despite candidates generally understanding its meaning.

The following candidate responses illustrate examiners' expectations in narrative writing:

Narrative Essay 1

كان سعيد جداً عندما رأى صديقه الحميم يجري نحوه عمر وأحمد وسارى وفتح. عليك أن تصف ما تراه وما تسمعه والناس والبيئة والجو.

في صباح يوم الاثنين عندما إستيقظ جيمي أحمد وعمر أن يدرس في المدرسة وحيمي أحمد يذهب إلى البيت. وقيم، سارى وعمر ألى السك. في أحلمد بألام شديدة عند خذه الايمن. بدأ أحامد متبكر وينادي أمه بصوت عالٍ. هو طبيب ماهر.

"كان سعيدا جدا عندما رأى صديقه الحميم يجري نحوه.

وأحمد، عمر و فيم وسارى إلى البيت ومشمس وحارى جدا.

This essay is completely irrelevant and meaningless. It therefore, it deserves to be in Band 6.

Narrative Essay 2

في يوم السبت، ذهب أخ إلى البحر! استيقظ مبكرا في الصباح وسما صلاة الفجر. بعد ذلك، ذهب لاشترى الخبز. بعد ذلك، تناول الخبز واشرب الشاي. بعد ذلك، لبس ملابس السباحة وركب السيارة.

بعد نصف ساعة، وصل إلى البحر وسبحنا! أخي كان سعيدا جدا عندما رأى صديقة الحميم يجري نحوه معا.

This narrative is sketchy and contains little relevant content. Numerous errors in grammar, spelling, punctuation and syntax are evident. Sentence structures are mostly simple. This script remains in a low band.

Narrative Essay 3

في يوم الرياضة الماضية، كات الجو جميل والشمس مشمس في السماء الزرقاء. أستيقظت مبكرا وجهزت نفسي وذهبت إلى المدرسة. في المدرسة شاهدت كثيرة من الحافلة. دخلت فصلي وهنا شاهدت صديقي محمد.

بعد أن تحدثنا عن الرياضة الذي مارسنا، قال محمد لي "يا أحمد لم أجري نحوه معك". فأجبت "ماذا؟ ولماذا؟" فقال محمد "لا سبب"، فحزني كثير أما أجابت "حسنا". وبعد ذلك دق الجرس لركبنا الحافلا لذهاب إلى المكان الذي قام الرياضة.

بعد نصف ساعة وصلنا إلى ملعب كبير جدا. جهز كل التلاميذ وتكلم المدير معنا. بعد بدأ التلاميذ يلعبون الكرة القدم، ثم الكرة السلة وكثير من اللعب. بعد ذلك هناك محوه الذي مارست.

قبل بداية النحوه، فجأة شاهدت محمد على الملعب. كنت سعيدا جدا عندما رأى صديقي الحميم يجري نحوه وجريت ومحمد بسرعة. وفي النهاية أنا ومحمد أول في النحوه.

فريحنا كثير جدا وذهبنا إلى البيت متعب لآكن سعيد.

Although the candidate addresses the task with relevant content, the narrative lacks depth and progression. Linguistic weaknesses are prominent, including inaccurate vocabulary,

inconsistent verb tense, weak subject–verb agreement and poor punctuation. Consequently, despite some relevance, the script is restricted to **Band 4**.

Narrative Essay 4

في الشهر الماضي، سافر أحمد إلى سعدي لعمرة. وفي "السعدي" زار أحمد مكان كثيرا في مكة مثل زار جبل النور وجبل الثور والكعبة الذي بيت الله والحرم. وكان القدوقه جميل ونظيف. وبعد أسبوع في مكة، ذهب أحمد إلى المدينة هناك زار أحمد مسجد النبوي الي المسجد الرسول الله صلى الله على وسلم. ومسجد القوية ومسجد القبليتين وجبل أوهد الذي يقاتل أصحاب والرسول في سبيل الله. وبدر الذي يقاتل الصحاب والرسول لأول مره. وبعد أيام في المدينة، كان أحمد في المسجد النبوي بعد صلاة الظهر ورجع إلى فندقه، رأى أحمد صديقه هاشيم. قال أحمد "يا هاشيم". وكان سعيدا جدا عندما رأى صديقه الحميم يجري نحوه. وبعد ذلك قرر أحمد وهاشيم لذهب إلى المطعم لتناول الغشاء. وهناك تكلم أحمد وهاشيم على سافرههم. وبعد ثلاثة أيام رجع أحمد إلى موريشيوس بعد الحفل ممتيعا وحسنا. قال أحمد لنفسه "لن أنسى هذه سافر إلى السعدي".

This narrative consists mainly of a series of events with limited impact. While grammar, spelling and syntax are generally accurate, errors occur when complexity is attempted. Vocabulary is satisfactory, but sentence structures remain simple. This response remains in **Band 3**.

Narrative Essay 5

كان حامد الطالب الجديد في الفصل. كان ولد طيبا وذكيا، ولكن مألجه الأولاد الآخرون وسخروا عليه لعدة أيام. ولكن تغير كل شيء عندما قابل حامد ولدا اسمه بلال. كان بلال طالبا جديدا أيضا ولكنه مختلف من حامد. كان الولد كسلانا وغنيا ولكن عنده أصدقاؤا كثيرين. فذات يوم، كان حامد يأكل الكعك في وقت الاستراحة وكان الآخرون يسخرون عليه كالعادة. وفجأة جاء بلال وتوقف الأولاد المشاكسون لأنه ظن عن وقت حيث كان أولاد يسخرون عليه أيضا بسبب أخلاقه. فحزن لحامد وساعده. بعد ذلك، بدأ الولدان يتحدثان وصارا صديقان حميمين. فأصبح كل شيء بخير: توقف الأولاد أن يسخروا على حامد وعنده صديقا أمينا. ولكن ذات صباح، ما جاء بلال إلى المدرسة، ففكر حامد في أنه كان مريضا. وفي اليوم التالي، ما جاء مرة أخرى. ثم ما جاء بلال لأسبوعين فقلق حامد. فحاول أن يتصل بصديقه ولكن ما استطاع أن يتكلم معه. أما الطلاب الآخرون في المدرسة، فبدأوا يسخرون على حامد من جديد. وفي البيت، بكى حامد لعدة أيام. عنده صديقا فقط والآن كان وحيدا وحزينا. وبعد سنتين، كان حامد يمشي في شاطئ البحر في الصباح. وفجأة رأى شكلا غريبا فاقترب منه، وأعجب كثيرا فصاح: "يا بلال! هل أنت فعلا؟" وكان الشكل الغريب بلال فعلا فجرى إلى حامد. كان سعيدا جدا عندما رأى صديقه الحميم يجري نحوه وسقطت الدموع من عينيه.

Essay 5 achieves a high level of proficiency, characterised by a narrative that is both elaborately developed and logically sequenced. The candidate demonstrates a

sophisticated command of syntax through the use of varied sentence structures, supported by a vocabulary that is largely accurate and contextually appropriate. The ease with which the narrative is constructed reflects a clear aptitude for storytelling and thematic progression.

However, despite these strengths, intermittent grammatical inaccuracies persist, which preclude the script from reaching the highest assessment tier. Consequently, while the work is deserving of a high mark for its structural and lexical merits, it remains positioned within Band 2.

Narrative Essay 6

في يوم ربيعي باسم غرّدت فيه الأطيّار وتمايلت فيه أغصان الأشجار وابتسمت فيه أكمام الأزهار، عزم نجيب وأصدقائه سام وأحمد وعمر أن يخرجوا إلى الريف للتنزه.

أخذوا سلات الطعام وركبوا دراجاتهم في رمشة عين. بعد ساعة من السير، وصلوا إلى وجهتهم. كان الريف رائع: الحقول المزركشة بالأزهار تمدد إلى الأفق كأنها زراعي مبنوثة والأنهار تجري كالفضة السائلة والعصافير ترنم أعذب الألحان. شعر الأصدقاء بالبهجة وبدأوا يلعبون ويلهون. أما نجيب، فأراد أن يتجول بمفرده، فترك أصدقائه وذهب بعيدا حتى لفت انتباهه حمار. في تلك البرهو، طارت عليه فكرة. اقترب من الحيوان رويدا رويدا، ثم قفز على ظهر الحمار وشرع ينخسه ليتحرك، فما تحرك، فنخسه من جديد، وفجأة بدأ يركض كالسهم المارق حول الحقل حتى سقط نجيب على الأرض. حاول الولد المشاكس أن يقف، فشرع بوجع حاد في رجله، فصرخ وبدأ يستغيث ويصيح، لكن بدون جدوى.

بقي في تلك الحالة جنّ الليل، فداهمه خوف غامر ووجد نفسه في أعماق اليأس وكان يغوص في بحر من الأفكار. "ماذا لو لا يجدي أحد؟ ماذا لو أموت؟" بدأ يرتجف ارتجاف أوراق الأشجار في مهب الريح ولون وجهه بلون الندم. كان لا يسمع حوله حسا إلا نقيق الضفادع. وكانت القمر في كبد السماء تلقي عليه نورها بغتة، سمع صوت إنسان بالقرب من المكان الذي كان مستلقيا على أديم الأرض، فأخذ يستغيث بأعلى صوته وفي عينيه بصيص من الأمل. كان سعيدا جدا عندما رأى صديقه الحميم يجري نحوه وكانت علامات القلق بادية على وجهه كالقطن ناصع البياض.

تنفس الصعداء وقصّ على سام كل ما حدث له وقال نجيب: "سأفكر مرّتين قبل أن أفعل شيء من الآن!"

This script represents an exemplary response for this level. The candidate demonstrates excellent control of grammar, spelling and punctuation, alongside a wide and precise vocabulary. Sentence structures are varied and used fluently, enhancing coherence and readability. The narrative is imaginative, well structured and fully meets the task requirements. As a result, this essay is awarded a top mark in **Band 1**.

Educators are encouraged to develop candidates' narrative skills by focusing on clear story structure, meaningful integration of the given sentence, and sustained control of language accuracy throughout extended writing.