## 3.5    ARABIC (503)

The Arabic paper (503) for the year 2021 was tested in three papers namely;
503/1, 503/2 and 503/3

**Paper 1 (503/1)** tested listening comprehension skills and dictation. The paper has two sections:

**Section 1;** comprised five recorded passages and three listening comprehension questions for each passage. The section carries 15 marks.

**Section 2;** comprised a dictation with a total of 5 marks.

The maximum mark for the paper is 20.

**Paper 2, (503/2)** tested Grammar, Reading Comprehension and Writing skills. The Writing skills were tested in both creative and functional writing. The paper has two sections:

**Section one;** tested grammar and reading comprehension

**Section 2;** tested Functional and Creative writing. The paper is marked out of 60.

**Paper 3, (503/3)** tested the oral skills of the candidates. Part 1 is a Reading aloud passage with questions orally answered, whereas part 2 is an oral conversation drawn from selected topical issues. The maximum mark for the paper is 20.

The cumulative score for the three Arabic papers is 100 marks.

### 3.5.1    Candidates' General Performance

**Table 14: performance of candidates in Arabic (503) 2018 - 2021**

| Year | paper | Candidature | Max. Score | Mean Score | Standard Deviation |
|---|---|---|---|---|---|
| 2018 | 1 | | 20 | 5.91 | 4.56 |
| | 2 | | 60 | 28.96 | 11.43 |
| | 3 | | 20 | 12.5 | 4.5 |
| | Overall | 6792 | 100 | 47.13 | 18.44 |
| 2019 | 1 | 7,834 | 20 | 7.53 | 5.193 |
| | 2 | 7,836 | 60 | 23.67 | 11.558 |
| | 3 | 7,833 | 20 | 12.87 | 4.528 |
| | Overall | 7,859 | 100 | 43.77 | 19.19 |
| 2020 | 1 | 8,069 | 20 | 9.57 | 5.09 |
| | 2 | 8,119 | 60 | 31.65 | 11.97 |
| | 3 | 7,898 | 20 | 13.66 | 4.47 |
| | Overall | 8,136 | 100 | 53.75 | 18.93 |
| 2021 | 1 | 9272 | 20 | 9.79 | 4.55 |
| | 2 | 9275 | 60 | 29.06 | 11.59 |
| | 3 | 9160 | 20 | 15.02 | 3.63 |
| | Overall | 9291 | 100 | 53.59 | 17.51 |

The following observations can be made from the above table:

i) The overall subject mean for the year 2021 is 53.59. This is comparable to the year 2020 where the mean was 53.75. The standard deviation for the year 2021 was 17.51, a slight drop from the previous year (2020) where the SD stood at 18.93.

ii) Worth noting is the steady increase in the candidature from 2018. In the year 2020, 8136 candidates sat for the Arabic paper. This is the highest number of candidates recorded since the year 2018.

iii) Papers 503/1 and 503/3 registered slight improvements of 0.22 and 1.36 respectively whereas paper 2 registered a slight drop of 0.16.

## ANALYSIS PER PAPER.

### 3.5.2    Arabic Paper 1 (503/1)

**Listening comprehension and dictation.**
The performance of the paper is comparable to that of the year 2020. The mean of the paper is average, and this could be attributed to the fact that learners are being exposed to listening comprehension passages.

**Requirement**
Candidates were required to listen to five recorded passages and then answer three questions on each passage. They were also supposed to listen to some recorded phrases in Arabic and then write their responses in the answer booklet.

**Weaknesses**
- The dictation part is still a matter of concern as many candidates performed poorly in this section. Most candidates overlooked the diacritical marks in Arabic writing. Some candidates could not abide by the principles of writing the two *Taas*. For instance some candidates applied Taa marbutwa (ة) and the open Taa maftuha (ت) interchangeably without considering the rule of where each is applicable.

**Advice to teachers**
Teachers should give learners more practice in dictation. They should also practice the application of the different *Taas* ( *Taa marbutwa and Taa Maftuha* ) in Arabic writings.

**Expected responses for the dictation part:**

<div dir="rtl">

1- محمد ذكي

2- العلم النافع

3- بستان جميل

4- قطار سريع

5- ورقة بيضاء

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## Section 1

### Part 1: Grammar

In this Part, candidates were required to exhibit their competencies in basic Arabic Grammar. Most of the candidates performed well in grammar. However, more practice is required in some specific aspects of grammar like changing words from singular form to dual form in sentences.

### Requirement

س5- حَوِّلِ الْجُمَلَ الْآتِيَةَ إِلَى الْمُثَنَّى:

Candidates were required to change singular words to dual words in sentences.

### Weaknesses
It was observed that:
Most of the candidates could only change the singular words to dual and fail to change the subsequent verbs which were also supposed to take the dual form.

### Advice to teachers
Teachers should give learners extra practice on singular dual and plural forms of both nouns and verbs.

### Expected responses for Question 3 of Section 1:

س5- حَوِّلِ الْجُمَلَ الْآتِيَةَ إِلَى الْمُثَنَّى:

أ- طَالِبٌ كِينِيٌّ وَصَلَ أَمْسِ.

طَالِبانِ كِينِيّانِ وَصَلا أَمْسِ.

ب- الطَّبِيبُ الْمَشْهُورُ حَضَرَ إِلَى الْمُسْتَشْفَى.

الطَّبِيبانِ الْمَشْهُورانِ حَضَرا إِلَى الْمُسْتَشْفَى.

ج- هَذِهِ مُدَرِّسَةٌ مَاهِرَةٌ.

هاتانِ مدرستانِ ماهرتانِ.

د- مَنْدُوبٌ مِصْرِيٌّ سَافَرَ إِلَى تَنْزَانِيَا.

مَنْدُوبانِ مِصْرِيانِ سافَرا إِلَى تنْزَانِيَا.

**Part 2: Comprehension**
**Requirement**
Candidates were required to read a comprehension passage and respond to questions on the passage. Most of the candidates were able to give the correct responses to the comprehension questions.

**Advice to teachers**
Teachers to enhance reading and comprehension skills through exposing candidates to different types of passages.

**Section 2**
**Letter writing and composition**

**Requirement**
Candidates were expected to write an official letter and a composition.

**Weaknesses**
- Some candidates could not write the letter as per the guidelines for letter writing in Arabic.
- Many candidates lacked the correct vocabulary to use in writing the composition.
- Use of punctuation marks in Arabic is still a challenge to most of the candidates.

**Advice to teachers**
- Teachers should train students in both creative and functional writing.
- Arabic vocabulary and sentence formation should be enhanced.
- Learners should practice more on punctuation.

**3.5.4   Arabic Paper 3 (503/3)**

**Oral examination**
This is an oral paper where the candidate is required to:
- Read a passage loudly.
- Answer questions from the given passage orally.
- Answer general questions orally.

**Weaknesses**
- Some candidates were not conversant with the topics tested, hence were unable to give correct responses.
- Some candidates did not understand the questions hence they gave incorrect responses.
- Many candidates have problems with pronunciation due to mother tongue influence.

**Advice to teachers**
Teachers should put more emphasis on the following language skills:
- Speaking//Oral skills
- Reading, especially extensive reading
- Pronunciation
- Writing

Generally, the papers were balanced in terms of the skills tested as per the chief examiner's report.