3.5 ARABIC (503)

In the year 2018, Arabic was tested in three papers.

Paper 1 (503/1) tested listening comprehension skills and dictation. The paper is divided into two sections, section 1 consisting of five recorded passages and section 2 consisting of a dictation. The paper carries a maximum of 20 marks.

Paper 2 503/2 tested reading comprehension, grammar and both creative and functional writing. The paper has two sections, Section one testing grammar and reading comprehension. Section 2 tested letter writing and essay writing. The paper is marked out of 60 marks.

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

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

3.5.1 CANDIDATES' GENERAL PERFORMANCE

The table 16: below shows the performance of candidates in Arabic (503) 2014 - 2018

Year	paper	Candidature	Max. Score	Mean Score	Standard Deviation
2014	1		20	10.48	4.95
	2		60	28.93	11.40
	3		20	13.43	3.88
	Overall	4056	100	52.75	17.97
2015	1		20	7.69	4.58
	2		60	28.10	10.78
	3		20	14.83	3.47
	Overall	5220	100	50.53	16.74
2016	1		20	8.86	5.2
	2		60	22.81	11.6
	3		20	13.63	4.04
	Overall	5871	100	44.95	19.01
2017	1		20	5.34	4.11
	2		60	27.26	11.06
	3		20	14.87	4.01
	Overall	6224	100	48.25	16.99
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

The following observations can be made from the above table:

i)   The overall subject mean for the year 2018 is 47.13. This is a slight drop from the year 2017 where the mean stood at 48.25. However, the standard deviation for the year 2018 has increased from 16.99 to 18.44.

ii)   The candidature has been rising steadily from 2014.

iii) Whereas Paper 503/1 and 503/2 registered a slight improvement, 503/3 registered a drop in performance.

ANALYSIS PER PAPER

3.5.2   Arabic Paper 1 (503/1)

Listening comprehension and dictation.

The paper registered a slight improvement compared to the performance in 2017. The mean of the paper is still below average and this could be attributed to the fact that learners are not exposed to listening comprehension exercises.

Requirement

Candidates were required to listen to five recorded comprehension passages and then answer three questions on each passage on the answer booklet provided. In addition, they were to listen to a dictation and then write it on the same booklet.

Weaknesses

It was observed that:

- Some candidates were not able to comprehend the passages. They were answering some questions based on their understanding rather than using the passage to give correct responses.

- Many candidate s could not infer meanings of words from the passage.

- Many candidates performed poorly in the dictation. They did not abide by the principles of Arabic writings. Some candidates overlooked the special signs and dots that come with some alphabets such as, ء on top of ١ (أ), ثـ ـفـ ـنـ يـ.

Advice to teachers

Teachers should give learners extra practice on listening comprehension questions as well as testing their speed in answering questions from recorded materials. Exercises in dictation should also be given to learners. Vocabulary should be enriched to enable the learners write Arabic words correctly.

Expected responses for questions on recorded passages.

أَسْئِلَةٌ عَلَى النَّصِّ الْأَوَّل

1- مَا لَقَبُ مَدِينَةِ نَيْرُوبِي؟

"الْمَدِينَةِ الْخَضْرَاءِ تَحْتَ الشَّمْسِ"

2- كَيْفَ أَصْبَحَتْ نَيْرُوبِي مَرْكَزًا لِلْأَعْمَالِ التِّجَارِيَّةِ؟

يُوجَدُ فِيهَا أَكْثَرُ مِنْ مِائَةِ شَرِكَةٍ وَمُنَظَّمَةٍ دُوَلِيَّةٍ رَئِيسِيَّةٍ

3- أُذْكُرْ وَاحِدَةً مِنَ الْمُنَظَّمَاتِ الدُّوَلِيَّةِ الْمَوْجُودَةِ فِي نَيْرُوبِي.

بَرْنَامِج مُنَظَّمَةِ الْأُمَمِ الْمُتَّحِدَةِ لِلْبِيئَةِ/مَكْتَبِ الْأُمَمِ الْمُتَّحِدَةِ فِي نَيْرُوبِي.

أَسْئِلَةٌ عَلَى النَّصِّ الثَّانِي

1- لِمَاذَا تُعْتَبَرُ الصِّحَّةُ نِعْمَةً كَبِيرَةً عَلَى الْإِنْسَانِ؟

لِأَنَّ الْإِنْسَانَ السَّلِيمَ مِنَ الْأَمْرَاضِ قَادِرٌ عَلَى مُوَاجَهَةِ مَشَاكِلِ الْحَيَاةِ.

2- لِمَاذَا يَجِبُ عَلَى الْإِنْسَانِ أَنْ يُمَارِسَ التَّمَارِينَ الرِّيَاضِيَّةَ؟

لِأَنَّ الرِّيَاضَةَ عُنْصُرٌ مُهِمٌّ لِصِحَّةِ الْجِسْمِ.

3- مَا الْعَلَاقَةُ بَيْنَ النَّظَافَةِ وَالصِّحَّةِ؟

النَّظَافَةُ سَبَبٌ أَسَاسِيٌّ لِصِحَّةِ الْجِسْمِ وَسَلَامَتِهِ مِنَ الْكَثِيرِ مِنَ الْأَمْرَاضِ.

أَسْئِلَةٌ عَلَى النَّصِّ الثَّالِثِ

1- لِمَاذَا يَحْتَاجُ الْإِنْسَانُ إِلَى مَهَارَةِ الْوَصْفِ؟

يَحْتَاجُ إِلَيْهَا الْإِنْسَانُ لِلتَّعْبِيرِ وَالْبَيَانِ.

2- أَذْكُرِ الْحَوَاسَ الْخَمْسَ.

الذَّوْقُ وَالشَّمُّ وَاللَّمْسُ وَالسَّمْعُ وَالْبَصَرُ.

3- بِمَ يَلْمِسُ الْإِنْسَانُ؟

بِالْأَصَابِعِ يَلْمِسُ الْإِنْسَانُ

أَسْئِلَةٌ عَلَى النَّصِّ الرَّابِعِ

1- لِمَاذَا يُعَدُّ الْمَاءُ سِرًّا لِلْحَيَاةِ؟

لِأَنَّهُ يُمَثِّلُ جُزْءًا كَبِيرًا مِنْ أَجْسَامِ الْكَائِنَاتِ الْحَيَّةِ.

2- مُنْذُ مَتَى تَبْدَأُ قِصَّةُ الْمَاءِ مَعَ الْإِنْسَانِ؟

قِصَّةُ الْمَاءِ مَعَ الْإِنْسَانِ تَسِيرُ مَعَهُ مُنْذُ نَشْأَتِهِ حَتَّى مَمَاتِهِ.

3- مَاذَا يَجِبُ عَلَى الْإِنْسَانِ نَحْوَ الْمَاءِ؟

الْمَاءُ نِعْمَةٌ كَبِيرَةٌ مِنْ نِعَمِ اللهِ عَلَى الْإِنْسَانِ يَجِبُ الْحِفَاظُ عَلَيْهِ.

3.5.3 Arabic Paper 2 (503/2)

Section 1

Part 1: Grammar

In this Part, candidates were required to exhibit their competence in basic Arabic grammar. Question 2 of the grammar part was performed poorly.

Requirement

- Candidates were required to use specific numerals to construct sentences in Arabic.

هَاتِ الْمَعْدُودَ مِنْ عِنْدِكَ لِلْأَعْدَادِ الْآتِيَةِ ثُمَّ كَوِّنْ بِهَا جُمَلاً صَحِيحَةً.

Weaknesses

- Candidates could not apply the principles of writing Arabic numerals in this question.

Advice to teachers

Students should be exposed to exercises that involve the usage of Arabic numerals in sentence formation.

Expected responses

أ-	خَمْسَةَ عَشَرَ	رأيت خمسة عشر طالبا.
ب-	أَرْبَعُ	جاء أربع تلميذات.
ج-	إِثْنَتَا عَشْرَة	اشترى الولد اثنتا عشرة كراسة.
د-	تِسْعَةٌ وَعِشْرُونَ	حضر تسعة وعشرون بتا

Part 2: Comprehension

Requirement

Candidates were required to read the comprehension and answer the questions.
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 be given practice 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 written 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 interference.
- [ ] In the general questions, many candidates could not use the gender cases correctly particularly for dual and plural forms

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

Generally, the chief examiner's reports of the three papers indicated that the papers were balanced in terms of skills tested.