

3.5 ARABIC (503)

The Arabic paper (503) for the year 2019 was tested in three papers:

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 paper carries a maximum of 20 marks.

Paper 2, (503/2) tested reading comprehension, grammar and writing skills. The writing skills were tested in both creative and functional writing. The paper has two sections:

Section 1: tested 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 with 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 below shows the performance of candidates in Arabic (503) 2015 - 2019.

Table 15 Candidates overall performance in Arabic for the last five years

Year	Paper	Candidature	Max. Score	Mean Score	Standard Deviation
2015	1	5220	20	7.69	4.58
	2		60	28.10	10.78
	3		20	14.83	3.47
	Overall		100	50.53	16.74
2016	1	5871	20	8.86	5.2
	2		60	22.81	11.6
	3		20	13.63	4.04
	Overall		100	44.95	19.01
2017	1	6224	20	5.34	4.11
	2		60	27.26	11.06
	3		20	14.87	4.01
	Overall		100	48.25	16.99
2018	1	6792	20	5.91	4.56
	2		60	28.96	11.43
	3		20	12.5	4.5
	Overall		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

The following observations can be made from the above table:

- i) The overall subject mean for the year 2019 is 43.77. This is a slight drop from the year 2018 where the mean stood at 47.13. However, the standard deviation for the year 2019 has increased from 18.44 to 19.19.
- ii) The candidature has been rising steadily from 2015.
- iii) Whereas Paper 503/1 and 503/3 registered a slight improvement, 503/2 registered a drop in performance.

The following is a summary analysis per paper.

3.5.2 Arabic Paper 1 (503/1)

Listening comprehension and dictation.

The paper registered an improvement compared to the performance in 2018. The performance is drawing closer to the ideal mean, though still below the average mean. Most learners in this paper 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. In addition, they were tested on writing skills through a recorded dictation.

Weaknesses

Some candidates were not able to comprehend the passages as they were answering some questions based on their understanding rather than using the passage to give correct responses. Vocabulary used in the passages was also a challenge.

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 **ـَـ** on top of **ا (أ)**, **ـِـ**, **ـُـ**, **ـِـ**, **ـُـ**.

Questions on recorded passages have posed a very big challenge to the candidates. This could be attributed to that fact that learners are not given enough exposure to exercises on recorded materials.

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 the dictation part:

الإملاء

- 1- ظَهَرَتْ نَتِيجَةُ الْإِمْتِحَانِ أَمْسٍ.
- 2- نَحْنُ الْآنَ فِي الْخَامِسِ عَشَرَ مِنْ شَهْرِ أَوْغُسْطُسْ.
- 3- فَحَصَ الطَّبِيبُ الْمَرِيضَ السَّاعَةَ الْخَامِسَةَ.
- 4- بَدَأَتْ الْمُحَاضِرَةُ قَبْلَ سَاعَتَيْنِ.
- 5- تُحِيطُ الْأُمُّ الثِّيَابَ.
- 6- يَقْطَعُ الْأَبُ الْفَاكِهَةَ لِأَبْنَائِهِ.
- 7- تَقِفُ الْبِنْتُ عَلَى السَّجَّادَةِ.
- 8- جَهَّزَتْ الْوَالِدَةُ الْمَائِدَةَ لِلْغَدَاءِ.
- 9- تَسِيرُ الْحَافِلَاتُ فِي الْمَسَاءِ.
- 10- يَتَنَاوَلُ الْمَرِيضُ الدَّوَاءَ.

3.5.3 Arabic Paper 2 (503/2)

Section 1

Part 1: Grammar

In this Part, candidates were required to exhibit their competencies in Arabic grammar. Question 4 of the grammar part was poorly performed.

Requirement

Candidates were required to rewrite the sentences, changing the word in brackets to plural. This meant that a number of aspects of Arabic language had to change in the sentences. It required an exhibition of how the candidates applied the skills taught in class. Many candidates did not score anything in this question because they were used to the direct questions on Arabic grammar that tested the lower level skills.

أَعِدْ كِتَابَةَ الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ مَا بَيْنَ الْقَوْسَيْنِ فِي صُورَةِ (الْجُمْعِ) الصَّحِيحَةِ:

Weaknesses

- Some candidates could not get the plural of the word in question.
- Application of the rule of possession in plurals in Arabic grammar was a challenge to the candidates.

Advice to teachers

Students should be exposed to exercises that involve application of more than one language aspect in Arabic. i.e. plurals and possessives.

Expected responses

س4- أَعِدْ كِتَابَةَ الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ مَا بَيْنَ الْقَوْسَيْنِ فِي صُورَةِ الْجُمُعِ الصَّحِيحَةِ:

أ- يَحْضُرُ (مُسَاعِدُ) الْوَزِيرِ الْإِجْتِمَاعَ.

يَحْضُرُ مُسَاعِدُو الْوَزِيرِ الْإِجْتِمَاعَ.

ب- دَعَا الْمُدِيرُ (مُدْرِسَ) الْفَصْلِ إِلَى مَكْتَبِهِ.

دَعَا الْمُدِيرُ مُدْرِسِي الْفَصْلِ إِلَى مَكْتَبِهِ.

ج- يَهْتَمُّ (دَارِسُ) اللُّغَةِ الْعَرَبِيَّةِ بِالشِّعْرِ.

يَهْتَمُّ دَارِسُو اللُّغَةِ الْعَرَبِيَّةِ بِالشِّعْرِ.

د- قَابَلْتُ (مُشَاهِدَ) الْمُبَارَاةِ فِي الْخَارِجِ.

قَابَلْتُ مُشَاهِدِي الْمُبَارَاةِ فِي الْخَارِجِ.

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 influence.
- In the conversation, many candidates had difficulties in the formation of simple sentences in Arabic and also the phrases they used in answering the questions were wrong grammatically.

Advice to teachers

Teachers should put more emphasis on the following language skills:

- Speaking/Oral skills
- Reading, especially extensive reading
- Pronunciation
- Sentence formation

Generally, the papers were very appropriate to the level as per the Chief examiner's report. The overall mean of the paper dropped slightly and this could be attributed to the drop in Paper 2, which is considered to be the main paper as it carries 60 marks out of a total of 100.