

### 3.5 ARABIC (503)

In the year 2022, Arabic (503) 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 Score 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 1;** tested grammar and reading comprehension

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

**Paper 3, (503/3)** tested oral skills of the candidates. The paper has two parts: 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

The table below shows the performance of candidates in Arabic (503) 2019 - 2022.

**Table 16: Candidates overall performance in Arabic for the last four years**

Year	paper	Candidature	Max. Score	Mean Score	Standard Deviation
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
	<b>Overall</b>	<b>7,859</b>	<b>100</b>	<b>43.77</b>	<b>19.19</b>
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
	<b>Overall</b>	<b>8,136</b>	<b>100</b>	<b>53.75</b>	<b>18.93</b>
2021	1	9272	20	9.79	4.55
	2	9275	60	29.06	11.59
	3	9160	20	15.02	3.63
	<b>Overall</b>	<b>9291</b>	<b>100</b>	<b>53.59</b>	<b>17.51</b>
2022	1	11003	20	10.18	4.23
	2	11008	60	30.68	12.01
	3	10963	20	13.98	4.15
	<b>Overall</b>	<b>11033</b>	<b>100</b>	<b>54.66</b>	<b>17.97</b>

The following observations can be made from the above table:

- i) The overall subject mean for the year 2022 is **54.66**. This is a slight improvement compared to the year 2021 where the mean was **53.59**. The standard deviation for the year 2022 is comparable to that of 2021 at **17.97** and **17.51** respectively.
- ii) Worth noting is the steady increase in the candidature from 2019. In the year 2022, **11,033** candidates sat for the Arabic paper. This is the highest number of candidates recorded since the year 2019.

## ANALYSIS PER PAPER

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

#### Listening comprehension and dictation.

The paper had a slight improvement in performance from **9.79** in 2021 to **10.18** in 2022.

#### Requirement

Candidates were required to listen to five recorded passages and then answer three questions on each passage. In the dictation part, they were 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.

Candidates were not able to distinguish between *Hamzatul qat'i* (إ) and *Hamzatul wasl* (إ).

#### Advice to teachers

Teachers should give learners more practice in dictation. More practice on the writing of the two types of *Hamza* is required. They should also practise the application of the different *Taas* (*Taa marbutwa* and *Taa Maftuha*) in Arabic writings.

### Expected responses for the dictation part:

1. حَيَوَانُ أَلِيفٍ
2. مَدْرَسَةٌ إِبْتِدَائِيَّةٌ
3. أَلْيَدُ الْيُمْنَى.
4. تِكْنُولُوجِيَا مَعْلُومَاتٍ
5. قِطَارٌ سَرِيعٌ

### 3.5.3 Arabic Paper 2 (503/2)

#### Section 1

#### Part 1: Grammar

In this Part, candidates were required to exhibit their competency 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. The question that candidates' performance was relatively poor in the year 2022 KCSE Arabic Paper 2 (503/2) examination was:

#### Question 2

س2- حَوِّلِ الْأَفْعَالَ الْإِلْزَمَةَ إِلَى مُتَعَدِّيَةٍ مُسْتَعِينًا بِمَا بَيْنَ الْقَوْسَيْنِ مَعَ تَغْيِيرِ مَا يَلْزَمُ تَغْيِيرُهُ:

#### Requirement

Candidates were required to change intransitive verbs to transitive verbs in given sentences.

#### Weaknesses

It was observed that:

Most of the candidates could only change the verb without changing the other parts of the sentence as applicable in the principles of Transitive and Intransitive verbs in Arabic.

**Advice to teachers**

Teachers should give learners extra practice on the use of transitive and intransitive verbs.

**Expected responses for Question 2:**

- |  |                                       |
|--|---------------------------------------|
| أ- كَمَّلَ الْمَشْرُوعُ                | أكمل المدير المشروع (المدير).         |
| ب- خَرَجَتْ الْبَنَاتُ مِنَ الْبَيْتِ. | أخرجت الأم البنات من البيت (الأم).    |
| ج- دَخَلَ الْمُسْلِمُونَ الْمَسْجِدَ.  | أدخل الإمام المسلمين المسجد (الإمام). |
| د- عَلِمَ الْإِنْسَانُ الْحَقَّ.       | أعلم الله الإنسان الحق (الله).        |

**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.