

3.5 ARABIC (503)

The following papers comprised the KCSE Arabic examination of 2013:

- 503/1: Listening Comprehension and Dictation
- 503/2: Grammar, Comprehension and Composition
- 503/3: Orals

3.5.1 CANDIDATES' GENERAL PERFORMANCE

Table 14: Performance of candidates in Arabic(503) for the last three years

Year	paper	Candidature	Max. Score	Mean Score	Standard Deviation
2011	1	862	20	11.61	5.78
	2		60	33.36	12.49
	3		20	15.87	3.17
	Overall		100	60.84	21.44
2012	1	3692	20	7.30	5.31
	2		60	25.09	12.91
	3		20	14.30	3.79
	Overall		100	46.52	19.92
2013	1	3495	20	9.50	5.11
	2		60	31.23	10.94
	3		20	14.73	3.63
	Overall		100	55.37	17.66

The following observations can be made from the above table:

- i) Paper 1 and 2 have registered some improvement.
- ii) Paper 1 and 3 failed to discriminate between the candidates with high facility and those with low facility in the language. This is evidenced by the low standard deviation realized in the two papers. Perhaps this can be attributed to subjectivity, especially in paper 3
- iii) The overall subject' mean has improved from **46.52** in 2012 to **55.37** in 2013 .The following is a summary of analysis per paper.

3.5.2 Arabic Paper 1 (503/1)

The paper demanded that the candidates listen to recorded comprehension and dictation passages then answer questions.

Weaknesses

It was observed that:

- Some of the candidates were not able to comprehend the passage.

- Many candidates did not understand the English synonyms for Arabic words.

Advice to teachers

There is need for students to be given more practice in listening comprehension and dictation.

3.5.3 Arabic Paper 2 (503/2)

Grammar

In this section candidates were required to exhibit their competence in basic Arabic grammar. The following areas were tested: adverbs of time, vocabulary, word order and prepositions.

Weaknesses

Many candidates failed to answer correctly.

Advice to teachers

Students should be exposed to more practice through structured exercises.

Comprehension

Candidates were required to read the comprehension and answer the questions. Many candidates understood the questions and answered correctly.

Advice to teachers

Teachers to enhance reading and comprehension skills through exposing candidates to different types of passages

Composition

Candidates were expected to write one functional composition and one other.

Weaknesses

Some candidates still had challenges in writing a official letter.

Advice to teachers

Teachers should train students on all types of functional writing..

3.5.4 Arabic paper 3 (503/3)

The paper required the candidates to read passages loudly and answer questions.

Weaknesses

Some candidates were not able to answer correctly.

Some candidates did not understand the question, hence they gave incorrect responses.

Many candidates have problems with pronunciation due to mother tongue interference.

Advice to teachers

Teachers should put more emphasis on the following language skills:

- Speaking/Oral skills
- Reading
- Pronunciation
- Writing