

3.5 ARABIC (503)

The following papers comprised the KCSE Arabic examination of 2012:

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

3.5.1 : CANDIDATES' GENERAL PERFORMANCE

Table 14: Performance of Candidates in Arabic (503) in 2011 and 2012

Year	paper	Candidature	Max.Scre	Mean Score	Standard Deviation
2011	1		20	11.61	5.78
	2		60	33.36	12.49
	3		20	15.87	3.17
	Overall	862	100	60.84	21.44
2012	1		20	7.30	5.31
	2		60	25.09	12.91
	3		20	14.30	3.79
	Overall	3692	100	46.52	19.92

The following observations can be made from the above table:

- i) Paper 1 and 2 have experienced a significant drop in both the means and standard deviations.
- 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 dropped from **60.84** in 2011 to **46.52** in 2012. 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:

- Opposites and antonyms,
- Correct usage of words in context,
- Correct usage of the Arabic Particle.

Weaknesses

Many candidates failed to answer correctly on all tasks.

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. Majority of the 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 select one other composition from options given.

Weaknesses

Some candidates had challenges in writing a friendly letter.

Advice to teachers

Teachers should train students on all types of functional writing.

3.5.3 Arabic Paper 3 (503/3)

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

Weaknesses

Some candidates were not able to answer correctly.
Some candidates did not understand the questions, hence they gave incorrect responses.

Advice to teachers

Teachers should put more emphasis on the teaching of the following language skills:

- Speaking/Oral skills,
- Reading,
- Pronunciation,
- Writing.