



THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT ON THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2025**

**FRENCH LANGUAGE**



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*Published by:*

The National Examinations Council of Tanzania,  
P.O. Box 2624,  
Dar es Salaam, Tanzania.

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## **FOREWORD**

This Candidates' Item Response Analysis (CIRA) report on the performance on the French Language subject in the 2025 Certificate of Secondary Education Examination (CSEE) has been prepared to provide constructive feedback to educational administrators, teachers, parents, students, policy makers, school quality assurers and other educational stakeholders. The report aims to enhance understanding of the factors that contributed to candidates' success or underperformance in responding to examination questions.

The analysis indicates that candidates who attained high scores demonstrated a clear understanding of the requirements of the questions. These candidates showed competence across various tested topics, a strong command of the French language, adequate knowledge of grammatical rules and sufficient vocabulary to communicate in different contexts. In addition, they displayed well-developed skills relevant to the assessed areas.

Conversely, the report identifies several factors that contributed to lower performance among some candidates. These include insufficient knowledge of French grammatical rules, limited vocabulary, inability to accurately interpret question requirements, inadequate mastery of the tested topics and challenges in expressing ideas clearly and correctly in simple French.

The National Examination Council of Tanzania (NECTA) anticipates that the feedback provided in this report will assist school managers, teachers, students, educational administrators and other educational stakeholders in improving the teaching and learning strategies for French Language. It is expected that these efforts will contribute to enhanced performance in future examinations administered by the Council.

Finally, the National Examination Council of Tanzania extends its appreciation to individuals who participated in the preparation and analysis of the data used in this report.



Prof. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents an analysis of the performance of candidates who sat for the Certificate of Secondary Education Examination (CSEE) in the French Language subject in November 2025. The Examination was set in accordance with the 2023-revised syllabus under the Competence- Based Curriculum and followed the 2022 examination format.

The report examines candidates' performance in each question by identifying their strengths and weaknesses. It outlines the specific requirements of each question, presents the expected responses, analyses how candidates responded to the questions and evaluates the quality of their responses. Particular attention is given to the distribution of performance across three categories: high, average and low scores. Selected extracts from candidates' scripts are included to illustrate common response patterns and to provide a clearer understanding of how candidates interpreted and addressed the questions in relation to the set requirement.

The French Language paper comprised three sections: A, B and C, with a total of 11 questions. Candidates were required to answer 10 questions, carrying 100 marks. Section A consisted two questions: Question 1 (Grammar), worth 10 marks and Question 2 (Vocabulary), worth 6 marks, making a total of 16 marks. Section B comprised six questions drawn from *Comprehension, Language Pattern and Language Use*. Each question carried 9 marks, amounting to a total of 54 marks. Section C contained three questions on *Written Expressions*, each worth 15 marks, making a total of 30 marks. Candidates were required to answer any two questions from this section.

Candidates' performance in each question is categorised into three levels: good, average and weak. Performance ranging from 65% to 100% is classified as good, from 30% to 64% as average; and 0% to 29% as weak. For ease interpretation, colours have been used to represent these categories: green indicates good performance, yellow for average performance and red for weak performance. A summary of candidates' performance by topic is presented in the Appendix.

The French Language examination in 2025 showed that, 2,284 (82.90%) candidates passed, compared to 1,754 (75.93%) candidates who passed in 2024. This represents an improvement in overall performance, increased by 6.97 percentage points compared to the previous year.

## **2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION**

### **2.1 SECTION A: MULTIPLE CHOICE AND MATCHING ITEM QUESTIONS**

This section comprises two questions: question 1 and question 2. Question 1 carried ten (10) marks while question 2 carried six (6) marks, totalling sixteen (16) marks. Candidates were required to attempt both questions.

#### **2.1.1 Question 1: Multiple Choice Items (Grammar)**

In this question, candidates were required to answer ten multiple-choice items (i) – (x). Each item had five alternative responses, from which candidates were expected to choose the correct answer. The items tested candidates' competence in applying French grammatical rules, particularly in the areas of verb tenses, adjective agreement, possessive adjectives, negation, prepositions and vocabulary usage.

This question was attempted by 2761 (100%) candidates, out of whom 1,180 (42.70%) scored between 0.0 and 2.0 marks, indicating weak performance, 1,346 (48.80%) candidates scored between 3.0 to 6.0 marks, reflecting average performance, while 235 (8.50%) candidates scored between 7.0 and 10.0 marks, indicating good performance. Overall, the candidates' performance in this question was average, as 1,581 (57.30%) of the candidates scored between 3.0 to 10.0 marks. Figure 1 presents a summary of the candidates' performance in this question.

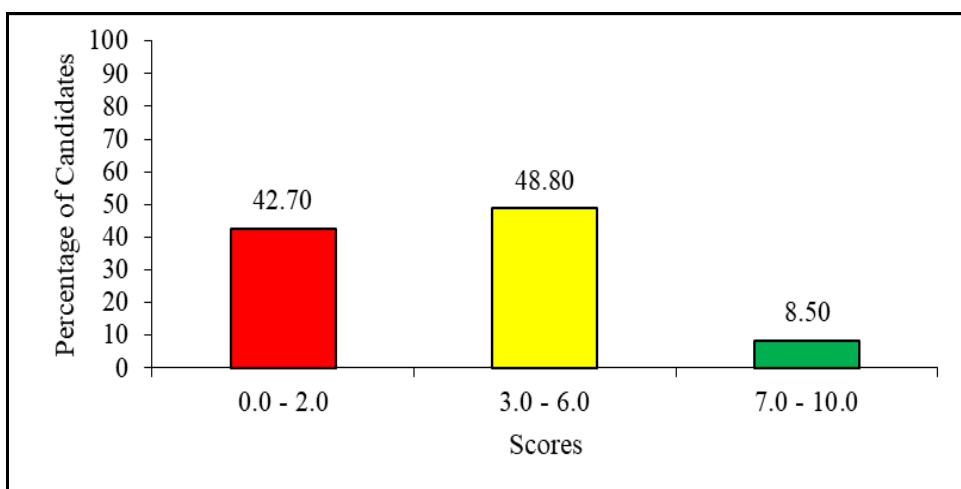


**Figure 1:** *Candidates' Performance in Question 1*

In item (i), candidates were required to choose the correct form of the verb *écrire* (to write) from the given alternative responses. The question tested candidates' ability to use the correct form of the past continuous tense of the verb *écrire*. The item was as follows:

I. Choisissez une bonne réponse dans les questions suivantes :

- (i) Mon frère \_\_\_\_\_ toujours des lettres quand il était à l'école.  
 A est écrit      B écrira      C écrivait  
 D écrit      E a écrit

The correct answer was C *écrivait* (was writing/used to write). The candidates' responses analysis indicates that those who got this item right demonstrated an understanding that contextual indicators such as *toujours* and *était* required the use of *imparfait*. Those who selected incorrect alternatives showed limited mastery of past tenses distinctions.

In item (ii), candidates were required to choose the correct past participle form of the verb *venir* (to come) from the given alternative responses. The item assessed candidates' ability to apply agreement rules of the past participle by considering number and gender of the subject. The item was set as follows:

- (ii) Vos enseignantes de l'école primaire de Mtakuja sont toutes \_\_\_\_\_.  
A venues                      B viendront                      C venus  
D vient                      E viennent

The correct answer was A. *venues* (came). The candidates who got this item right, correctly understood that the action occurred in the past and that the past participle must agree in gender and number with the feminine plural noun *enseignantes*. Therefore, they appropriately added -es to the base form *venu* to form *venues*.

In addition, analysis of candidates' responses indicates that some candidates selected incorrect alternatives. For example, those who chose alternative B. *viendront* (will come) failed to recognize that the sentence required the past participle rather than a future tense form. Candidates who chose alternative C *venus* (came) did not apply the rule of gender agreement, as this form corresponds to masculine plural instead of feminine plural.

Similarly, alternative D *vient* (is coming) and E *viennent* (are coming) were incorrect because they are present tense forms, whereas the context required a past participle agreeing with a feminine plural subject. These responses suggest that some candidates experienced difficulties in distinguishing between verb tenses and applying agreement rules correctly.

In item (iii), candidates were required to choose the correct prepositional form from five given alternatives. The item assessed candidates' ability to use appropriate prepositions with the verb *venir* to indicate origin on the uses of prepositions. The item was set as follows:

- (iii) Les tanzaniens sont fiers parce que Mwana Samatta vient \_\_\_\_\_.  
A du Tanzanie                      B de Tanzanie                      C en Tanzanie  
D au Tanzanie                      E de la Tanzanie

The candidates who performed well selected the correct response, B. *de Tanzanie* (from Tanzania). They understood that the verb *venir* (to come from) requires the preposition *de* to express origin. This knowledge enabled them to choose the appropriate structure *de Tanzanie* (from Tanzania).

The candidates who chose other alternatives demonstrated misunderstanding of prepositional usage and gender agreement. For example, A *du Tanzanie* (of the Tanzania) was incorrect because *Tanzanie* is feminine and *du* is used with masculine singular nouns. Those who chose C. *en Tanzanie* (in Tanzania) confused the preposition commonly used with *aller*. Similarly, D *au Tanzanie* (to the Tanzania) was incorrect because *au* (to the) is used with masculine nouns, while *Tanzanie* is feminine. Alternative E. *de la* (from the) was also inappropriate, as the definite article inserted between the preposition and the country name makes the structure grammatically incorrect in this context. These responses indicate limited mastery of prepositions used with country names.

In item (iv), candidates were required to choose the correct adjective qualifying the noun given in the sentence. The item tested their ability to apply rules of adjectives agreement. The item was set as follows:

|                                                        |         |   |           |   |          |
|--------------------------------------------------------|---------|---|-----------|---|----------|
| (iv) Mon amie Helene habite dans un _____ appartement. |         |   |           |   |          |
| A                                                      | nouveau | B | nouvelle  | C | nouveaux |
| D                                                      | nouvel  | E | nouvelles | F |          |

The candidates' item responses analysis shows that candidates who chose the correct alternative D *nouvel* (new) understood that *appartement* (apartment) is a masculine singular noun beginning with a vowel sound; therefore, the adjective form *nouvel* is required. They demonstrated the knowledge that *nouvel* is used before masculine singular nouns starting with a vowel or silent *h*. This understanding enabled those students to choose the correct response D *nouvel* (new).

Alternatives A *nouveau* (new) and B *nouvelle* (new) were incorrect because *nouveau* is used before masculine singular nouns starting with a consonant, whereas *nouvelle* agrees with feminine singular nouns. The candidates'

responses analysis indicates that the candidates chose incorrect alternative responses due to insufficient knowledge of French adjectives. Other candidates opted for alternatives C *nouveaux*, (new) and E *nouvelles* (new) which were both incorrect responses as they are plural forms. Therefore, candidates who selected these distractors showed difficulty in applying adjective agreement rules according to gender and number. In item (v), candidates were required to complete the sentence by selecting the appropriate indefinite adjective. The item intended to test the candidates' ability to use indefinite adjectives correctly in negative constructions. The item was as follows:

|     |                                                             |   |       |   |        |
|-----|-------------------------------------------------------------|---|-------|---|--------|
| (v) | Excusez-moi monsieur, je n'ai lu _____ roman de cet auteur. |   |       |   |        |
| A   | autre                                                       | B | toute | C | chaque |
| D   | plusieurs                                                   | E | aucun |   |        |

The correct response was E *aucun* (any) because the French indefinite adjective *aucun* (any) usually agrees with a masculine singular noun in a negative form. The candidates who opted for alternative response E knew that the adjective *aucun* had a negative meaning as the sentence itself. The candidates who chose other alternatives such as A *autre* (other/another), B *toute* (all), C *chaque* (each) and D *plusieurs* (many/a lot of) did not recognize the negative context of the sentence and therefore failed to apply the appropriate indefinite adjective. In item (vi), candidates were required to fill in the blank by selecting the most appropriate preposition indicating origin from a country. The item tested candidates' ability to apply prepositions in context as follows:

|      |                                                        |   |       |   |       |
|------|--------------------------------------------------------|---|-------|---|-------|
| (vi) | Ma sœur Fatuma est rentrée hier soir _____ États-Unis. |   |       |   |       |
| A    | de                                                     | B | des   | C | de l' |
| D    | du                                                     | E | de la |   |       |

The correct response was B *des* (from), because the noun *États-Unis* is plural. The candidates who selected this response demonstrated an understanding that origin from a plural country requires the preposition *des*.

On the other hand, some candidates chose incorrect alternatives. Those who selected A. *de* (from) did not recognize that this form is generally used before singular feminine country names without an article. Alternative response C *de l'* (from the) is used before singular nouns beginning with a vowel sound, while D *du* (from) is used with masculine singular nouns. Similarly, E *de la* (from) is used with feminine singular nouns starting with a consonant. Therefore, the selection of these incorrect responses suggests that some candidates experienced difficulties in applying rules governing the use of prepositions with country names.

(vii) Joti, est-ce que tu manges du riz ?

- A Non, tu ne manges pas.    B Non, il ne mange pas.    C Non, elle ne mangeons pas  
D Non, nous ne mange pas.    E Non, je ne mange pas.

The item intended to assess candidates' ability to respond negatively to a positive question. The candidates who performed well selected the correct response E. *Non, je ne mange pas* (No, I am not eating) demonstrating adequate knowledge of negation and appropriate subject-verb agreement. They understood that although the question was asked using the second-person singular pronoun *Tu* (you), the response required a change to the first-person singular pronoun *Je* (I). Candidates who selected incorrect alternatives such as A. *Non, tu ne manges pas* (No, you don't eat), B. *Non, il ne mange pas* (Non, he does not eat), C. *Non, elle ne mangeons pas* (Non, she do not eat) and D. *Non, nous ne mange pas* (No, we does not eat) failed to apply the necessary change in subject pronoun and, in some cases, demonstrated incorrect verb conjugation. These responses suggest difficulties in pronoun transformation and verb agreement in negative constructions. In item (viii), the candidates were required to select the correct response to a positive question. This item aimed to assess the candidates' ability to provide affirmative response in context.

(viii) Est-ce qu'elle prépare de la banane en ce moment ?

- A Oui, elle prépare    B Oui, elle a préparé    C Oui, elle aura préparé  
D Oui, elle va préparer    E Oui, elle avait préparé

The correct response was A *oui, elle prepare* (Yes she is preparing) because the expression *en ce moment* (at the moment) indicates an action is taking place in the present. Candidates who got the item right demonstrated an understanding of time expressions and their relationship with verb tenses.

Conversely, some candidates selected incorrect alternatives. For instance, B. *oui, elle a préparé* (Yes, she prepared) indicates completed action in the past, while C. *oui, elle aura prepare* (Yes, she will have prepare) refers to the future perfect action. The remaining distractors D and E were also incorrect alternatives due to grammatical inaccuracies. These responses suggest that some candidates experienced difficulties in identifying temporal markers and applying the appropriate tense.

In item (ix), candidates were required to choose the correct possessive adjective. The item tested the candidate's ability to apply rules governing possessive adjective agreement. The question was:

|      |                               |          |          |
|------|-------------------------------|----------|----------|
| (ix) | Zena n'a rien dans _____ sac. |          |          |
|      | A    sa                       | B    ta  | C    son |
|      | D    mon                      | E    ton |          |

The candidates who answered this item correctly chose alternative response C *son* (her). These candidates understood that the possessive adjective *son* agrees with masculine singular nouns or feminine singular nouns beginning with a vowel sound or silent *h*, when the possessor is third person singular. Analysis of responses further indicates that some candidates failed to choose the correct response. For example, those who chose alternative A. *sa* (her) did not recognize that *sa* is used with feminine singular nouns beginning with a consonant. Candidates who selected B. *ta* (your) overlooked that this form is used for second person singular possession. Similarly, alternatives D. *mon* (my) and E. *ton* (your) were incorrect because they refer to first and second person singular possessors respectively. These incorrect selections suggest that some candidates had difficulties in applying the rules governing possessive adjectives.

|     |                                                  |   |     |   |    |
|-----|--------------------------------------------------|---|-----|---|----|
| (x) | Elle prépare le petit déjeuner _____ six heures. |   |     |   |    |
| A   | à                                                | B | le  | C | la |
| D   | au                                               | E | les |   |    |

In item (x), candidates who got this item right managed to choose the correct response A *à* (at) because they understood that the preposition *à* is used to indicate time expressions such as *à six heures* (six o'clock). Their responses reflected familiarity with French prepositions of time. Extract 1.1 is a sample of the candidate's correct responses to question 1.

|   |    |     |    |   |    |     |      |    |   |   |
|---|----|-----|----|---|----|-----|------|----|---|---|
| I | II | III | IV | V | VI | VII | VIII | IX | X |   |
|   | C  | A   | B  | D | E  | B   | E    | A  | C | A |

**Extract 1.1:** A Sample of Correct Responses to Question 1

Extract 1.1 presents a sample of a candidate who selected correct responses in most items but failed in item (iii). The analysis shows that candidates who chose incorrect responses had insufficient knowledge of the topics tested from item (i) to (x). In addition, their incorrect selections were due to inadequate vocabulary skills and a poor command of the French language. Some candidates were also unable to understand the requirements of each item. Consequently, they ended up guessing the answers and scored poorly in this question. Extract 1.2 presents a sample of incorrect responses to Question 1.

|    |   |    |     |    |   |    |     |      |    |   |
|----|---|----|-----|----|---|----|-----|------|----|---|
| 01 | I | II | III | IV | V | VI | VII | VIII | IX | X |
|    | A | E  | C   | A  | D | BC | B   | E    | F  | D |

**Extract 1.2:** A Sample of Incorrect Responses to Question 1

Extract 1.2 shows a candidate who selected mostly incorrect alternatives

Generally, the analysis reveals that 1,346 (48.79%) candidates demonstrated average performance, scoring between 3.0 and 6.0 marks. This suggests that these candidates possessed partial knowledge of the grammatical structures and language use tested in Question 1. Candidates

who selected incorrect responses appeared to experience difficulties in applying grammatical rules accurately, distinguishing between related forms and interpreting item requirements effectively.

### 2.1.2 Question 2: Matching Items (Vocabulary)

This question consisted two columns: List A and List B. List A contained descriptions of clothes, while List B provided the corresponding names of those clothes. Candidates were required to match each description in List A with the correct item from list B. The question aimed to test the candidates' ability to understand vocabulary related to clothing and to match descriptions accurately with appropriate terms. The question was presented as follows:

2. Associez les descriptions des vêtements de la **Liste A** avec leurs noms correspondants de la **Liste B** en écrivant la lettre de la réponse correcte dans votre livret. Exemple : vii - I

| Liste A                                                                                              | Liste B     |
|------------------------------------------------------------------------------------------------------|-------------|
| (i) Vêtements masculins sans manches portés sous le veston et par-dessous de la chemise.             | A Pantalons |
| (ii) Vêtements surtout masculins, de tissu léger qui couvre le torse.                                | B Pyjamas   |
| (iii) Vêtements féminines qui partent de la taille et couvre plus ou moins les jambes selon la mode. | C Vestes    |
| (iv) Vêtements de nuit ou d'intérieur composés d'une veste et d'un pantalon.                         | D Chemises  |
| (v) Culottes longue qui descendent jusqu'aux pieds.                                                  | E Jupes     |
| (vi) Vêtements surtout masculins, portés par les males couvrant les hautes parties du corps.         | F Robes     |
| (vii) Vêtements masculin porté sur les chemises et qui entourent le cou.                             | G Tricots   |
|                                                                                                      | H Chemises  |
|                                                                                                      | I Cravate   |

A total of 2,761 (100%) candidates attempted this question. Among them, 1,368 (49.50%) scored between 0.0 and 1.5 marks, indicating weak performance; 1,236 (44.80%) scored between 2.0 and 4.0 marks, indicating average performance; and 157 (5.70%) scored between 4.5 and 6.0 marks, indicating good performance. The overall performance was average, as

1393 (50.50%) candidates scored between 3.0 and 6.0 marks. Figure 2 illustrates the distribution of candidates' performance in this question.

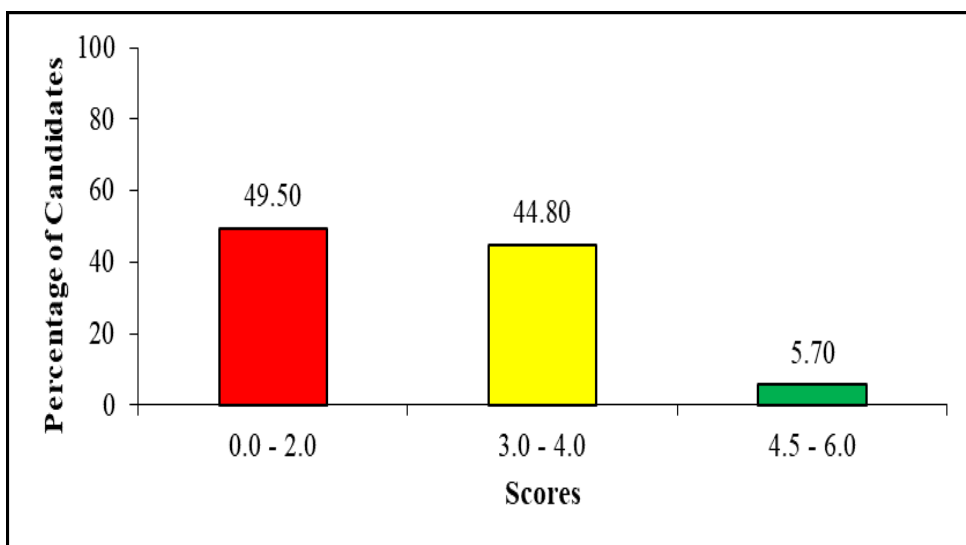


**Figure 2:** Candidates' Performance in Question 2

The analysis of the candidates' responses indicates that 157 (5.70%) candidates performed well, scoring between 4 and 6 marks. These candidates were able to correctly match most or all of the items, demonstrating sufficient knowledge of the tested vocabulary and good command of the French Language. In item (i), the candidates were required to match the description: *Vêtements masculins sans manches portés sous le veston et par-dessous de la chemise* of 'sleeveless male clothes worn before wearing a shirt' with its corresponding name. The correct answer was C *Vestes* (Vests). Successful candidates correctly interpreted the phrase *par-dessous* (underneath), which was key to identifying the correct response.

In item (ii), candidates were asked to identify: *Vêtements surtout masculins, de tissu léger qui couvre le torse* 'the male clothes that cover the upper part of the human body'. The item was. The correct response was D *chemises* (shirts). Those who answered correctly understood both the gender marker *surtout masculins* and the description referring to clothing that covers the torso. In item (iii), candidates were required to match: *Vêtements féminins qui partent de la taille et couvre plus ou moins les jambes selon la mode*

‘female clothes that cover from the abdomen/waist to the legs depending on the style’, which are somehow long or short depending on the fashion. The correct answer was E *jupes* (skirts). Candidates who selected the correct response demonstrated understanding of clothing vocabulary and gender distinction in French. In item (iv), the description was: “*Vêtements de nuit ou d’intérieur composés d’une veste et d’un pantalon.*” The correct answer was B – **pyjamas (pyjamas)**. Successful candidates recognized the key expressions *vêtements de nuit* and *composé d’une veste et d’un pantalon*.

In item (v), the candidates were required to give the name of the long clothes that reach the toes. The item was *Culottes longue qui descendent jusq’aux pieds*. The correct answer for this item was A *pantalons* (trousers). The candidates who chose the right alternative understood that the description referred to long lower-body clothing. In item (vi), the description read: *Vêtements surtout masculins, porté par les hommes couvrant les hautes parties du corps* (Male clothes which cover the upper parts of the body). The correct response was H *chemises* (shirts). The candidates who chose the correct response demonstrated understanding of upper-body male garments. Extract 2.1 is a sample of correct responses to question 2.

|   |   |    |     |    |   |    |     |
|---|---|----|-----|----|---|----|-----|
| 2 | i | ii | iii | iv | v | vi | vii |
|   | C | D  | E   | B  | A | G  | H   |

**Extract 2.1:** A Sample of Correct Responses to Question 2

Extract 2.1 presents a sample of correct responses. It shows the work of a candidate who correctly matched nearly all descriptions with their corresponding vocabulary items.

Further analysis indicates that 1,398 (49.50%) candidates demonstrated weak performance, scoring between 0.0 and 1.5 marks out of 6 marks allocated to this question. These candidates showed limited knowledge of the vocabulary tested and inadequate mastery of French Language, which hindered their ability to interpret the description accurately.

In item (i), the candidates were required to match the description of sleeveless male clothing worn under a jacket and beneath a shirt with the corresponding vocabulary item. The item read : *Vêtements masculins sans manches portés sous le veston et par-dessous de la chemise*. The correct answer was C, *Vestes* (Vests). Some candidates chose incorrect responses such as B *pyjamas* (pyjamas) and D, *chemises* (shirts), because the two nouns were familiar to them. Their choices suggest that they did not fully understand the adverbial expression *par-dessous* (underneath). Other candidates chose alternative A, *pantalons* (trousers), which was also incorrect.

In item (ii), candidates were required to choose the name of the male clothes that cover the upper part of the body. The item read : *Vêtements surtout masculins, de tissu léger qui couvre le torse*. The correct response was D, *chemises* (shirts). However, some candidates chose F, *robes* (gowns) and E *jupes* (skirts), which were incorrect because these garments are traditionally associated with women. The selection of these incorrect responses suggests that some candidates did not fully understand the description provided.

In item (iii), the candidates were required to identify the name of female garments that cover the waist to the legs and may vary in length depending on fashion. The item read : *Vêtements féminines qui partent de la taille et couvre plus ou moins les jambes selon la mode*. Candidates who answered correctly chose E, *jupes* (skirts), demonstrating their ability to match the description in List A with the appropriate term in List B. However, some candidates selected G, *tricots* (T-shirts), C *vestes* (vests) and F, *robes* (gowns), all of which were incorrect responses. These errors indicate limited vocabulary knowledge related to clothing and insufficient comprehension of the descriptions provided. In item (iv), the candidates were required to identify the name of clothing worn at night while sleeping, for both men and women and which resembles trousers. The description was : *Vêtements de nuit ou d'intérieur composé d'une veste et d'un pantalon*. The correct answer was B *pyjamas* (pyjamas). Some candidates chose the correct response because they understood the description and were familiar with the noun *pyjamas*, which is also commonly referred to as *pajama* in Swahili.

However, some other candidates failed to choose the correct answer and chose I *cravate* (necktie), while a few of them chose F *robes* (gowns), E *jupes* (skirts), or A *pantalons* (trousers). Those who chose A *pantalons* may have been influenced by the word *pantalon* mentioned in the description. The analysis suggests that candidates who chose other alternatives did not fully understand the vocabulary items in list B and therefore resorted to guessing.

In item (v), the candidates were required to identify the name of the long clothes that reach the toes. The item was: *Culottes longue qui descendent jusqu'aux pieds*. The correct answer was A *pantalons* (trousers). The candidates who chose the correct response understood that the description did not specify whether the clothing was for men or women. Some candidates chose D *chemises* (shirts) and G *tricots* (t-shirts), which were incorrect because these garments cover only the upper part of the body. Others chose different alternatives, likely due to a misunderstanding of the description or guessing.

In item (vi), candidates were required to match the description with the correct answer from List B. against its corresponding answer from list B. The description was: *Vêtements surtout masculins, porté par les hommes couvrant les hautes parties du corps* (Male clothes which cover the upper parts of the body). The correct response was H *chemises* (shirts). Candidates who chose this response demonstrated a clear understanding of the description. However, some candidates chose incorrect responses such as F *robes* (gowns) and E *jupes* (skirts) which are traditionally associated with women's clothing. Extract 2.2 presents a sample of incorrect responses to Question 2.

|    |  |         |   |   |    |    |   |    |    |
|----|--|---------|---|---|----|----|---|----|----|
| Q2 |  | liste A | i | n | in | tu | v | vi | vn |
|    |  | liste B | D | C | E  | B  | F | H  | I  |

**Extract 2.2:** A Sample of Incorrect Responses to Question 2

Extract 2.2 is an extract of responses from one of the candidates who failed to correctly match the descriptions of the clothes against the vocabulary items given.

The analysis further shows that 1,236 (44.80%) candidates achieved average performance, scoring between 3.0 and 4.0 marks. These candidates were able to match some descriptions correctly but not all. Their scores suggest partial understanding of French vocabulary and moderate command of the language. While they demonstrated some familiarity with clothing terms, gaps in vocabulary knowledge and comprehension affected their overall performance.

## **2.2 SECTION B: SHORT ANSWER QUESTIONS**

This section comprises six short-answer questions (Questions 3 – 8), each worth nine (09) marks, giving a total of 54 marks.

### **2.2.1 Question 3: Comprehension**

In this question, the candidates were required to read a short text and respond to the questions that followed. The question tested the candidates' ability to comprehend the information from the text. The following was the text provided:

3. Lisez le texte suivant et répondez aux questions.

Un jour, Abdul est allé couper du bois pour sa mère mais il a rencontré un lion qui avait faim. Le jeune garçon a couru vers un grand arbre et il est monté dans l'arbre. Il est resté là toute la journée. Le soir, tout était calme, il a voulu rentrer à la maison mais il n'a pas vu la route. Abdul était courageux, il est parti et il marchait longtemps, longtemps. Il n'était pas assez fort pour continuer. Alors, il a allumé un feu et il a dormi.

Le matin, il a ouvert l'œil et n'a pas compris ce qu'il faisait là, loin de la maison. Puis, il a entendu un bruit, il a regardé avec des grands yeux une vieille femme qui arrivait avec un gros chien. Celui-ci a discuté avec la vieille. Abdul a cru rêver mais il a appelé la femme:

-Bonjour, grand-mère. J'ai marché depuis hier et je ne suis pas arrivé au village. Pouvez-vous m'aider ?

-Petit, aide-moi le premier et porte ce seau d'eau.

Un peu plus tard, ils sont arrivés chez elle. La vieille habitait seule avec son chien dans une petite maison. Il n'y avait pas de voisin, seulement des arbres et des grandes herbes. La vieille lui a préparé quelque chose à manger, lui a donné du lait à boire et lui a dit.

-Prends ces calebasses et pars maintenant.

-Quand tu vas voir un serpent, laisse-le passer.

-Quand tu vas rencontrer un caméléon, attends.

-Si l'animal est vert, casse cette calebasse-ci.

-Si l'animal est jeune, casse celle-là.

-C'est lui qui va t'emmener chez ton père.

Abdul a dit merci et au revoir à la vieille mais c'était le chien qui a répondu. L'enfant a quitté la maison et a pris la route. Il a fait ce qu'il a dû faire.

Une heure après, Abdul était au village et a expliqué son aventure à la famille qui a préparé une grande fête pour lui.

### Questions

- (a) Proposez un titre convenable à ce texte (six mots au maximum).
- (b) Pourquoi Abdul s'est perdu?
- (c) Comment Abdul est-il arrivé dans son village?
- (d) Expliquez deux leçons que vous pouvez apprendre de ce texte.
- (e) Imaginez que vous êtes la mère d'Abdul et ça fait deux jours que vous n'avez pas vu votre fils. Expliquez ce que vous allez faire.
- (f) Comment était la famille d'Abdul après avoir retourné chez eux?

This question was attempted by 2,761 (100%) candidates. Of these 2,156 (78.10%) scored between 0 and 2.5 marks, indicating weak performance; 463 (16.80%) scored between 3.0 and 6.0 marks, indicating average performance and 142 (5.10 %) scored between 6.5 and 9.0 marks, indicating good performance. The general performance in this question was weak, as 605 (21.90 %) candidates scored between 3.0 and 9.0 marks. Figure 3 illustrates the candidates' performance in this question.

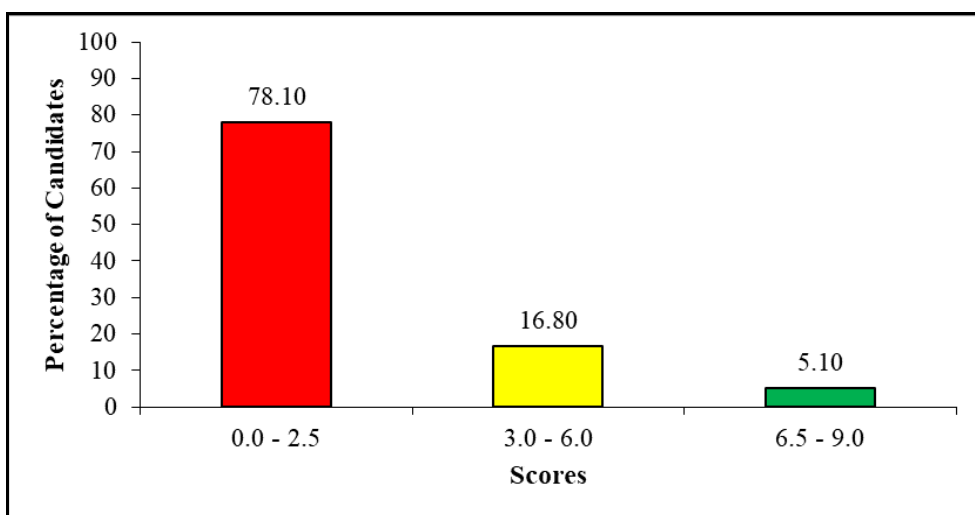


**Figure 3:** *Candidates' Performance in Question 3*

The analysis of the candidates' responses indicates that 142 (5.10%) candidates performed well, as they managed to score high marks on this question. These candidates understood the requirement of each item and provided between four and five correct responses. The performance suggests that they had sufficient comprehension skills and a good command of the French Language, which enabled them to understand the given passage. Extract 3.1 presents a sample of the correct responses to Question 3.

|     |                                                                                                                                                                                                                                                                                                                                                                                              |  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Q3. | (a)<br># Un titre convenable à ce texte c'est "L'AVENTURE D'ABDUL."                                                                                                                                                                                                                                                                                                                          |  |
|     | (b)<br># Abdul s'est perdu en parcourant de s'échapper d'un lion qui avait faim. En ce parcours, qu'il a couru vers un arbre et il l'a monté. Il restait là toute la journée mais quand il a eu l'envie de rentrer chez lui, il n'a pas vu la route.                                                                                                                                         |  |
|     | (c)<br># Abdul est <del>arrivé</del> arrivé dans son village, avec l'aide d'une vieille qui lui a donné une calèche en voyant un animal jeune comme le texte nous dit, et finalement, il est rentré chez lui.                                                                                                                                                                                |  |
|     | (d)<br># Les leçons que j'ai apprises provenant de ce texte, ce sont:<br>(a) On doit toujours être courageux peu importe les circonstances. Qu'importe les larmes, la peine, les défis et le découragement, peu importe tout ça, il y a toujours le chemin de survivre.<br><br>(b) On doit toujours suivre les consignes qu'on est toujours donné pour notre bien, comme Abdul l'a dû faire. |  |
| Q3. | (e) Si je suis la mère d'Abdul, et ça fait deux jours que je ne vois plus mon fils;<br>(i) Je donnerai les informations sur la perte de mon fils à la police.                                                                                                                                                                                                                                |  |

|              |                                                                                                                           |  |
|--------------|---------------------------------------------------------------------------------------------------------------------------|--|
| Q3. (e) (ii) | Je dirai tout le monde pour qu'on aide lui chercher.                                                                      |  |
|              |                                                                                                                           |  |
|              |                                                                                                                           |  |
| (f)          | Après la retourne d' Abdul chez eux, la famille d' Abdul<br>était heureuse et elle préparait une grande fête pour<br>lui. |  |

**Extract 3.1:** A Sample of Correct Responses to Question 3

Extract 3.1 is a response from one of the candidates who responded correctly to the questions based on the passage.

The analysis of candidates' responses shows that 78.10 per cent of candidates demonstrated weak performance, scoring between 0.0 and 2.5 out of 9 marks. The following are samples of incorrect responses to this question:

In item (a), the candidates were required to suggest a suitable title for the passage. One candidate wrote *allumé un feu et a dormi* instead of appropriate titles such as *Abdul et le lion*, *Abdul et une vieille dame*, *Abdul à la forêt* or *la perte d'Abdul*.

In item (b), the candidates were required to explain why Abdul got lost. One of the candidates wrote *il a voulu rentrer à la maison* and added *il n'a pas vu la route*, instead of clearly stating the reasons for Abdul's misfortune, such as *Abdul s'est perdu parce qu'il a vu un lion qui avait faim, donc il a décidé de courir* (Abdul got lost because he saw a hungry lion and decided to run away to escape from it). In item (c), candidates were required to explain how Abdul reached his village. One of the candidates copied sentences direct from the passage : *Abdul est arrivé dans une petite maison* instead of *Abdul est arrivé dans son village à l'aide de la vieille femme /une grande mère. La vieille femme lui a dit qu'il fallait casser une de deux calebasses quand il allait voir un jeune animal. Enfin, elle lui a dit que c'était le jeune animal qu'aillait l'emmener chez son père.* In item (d), candidates were required to explain two lessons they had learnt from the text. However, one of the candidates wrote: *petite aide-moi le premier et porte ce seau d'eau* and *un peu plus tard, ils sont arrivés chez-*

*elles* instead of providing lessons such as *il faut être courageux ; si vous avez un problème, il faut demander de l'aide* or *il faut aider nos parents et les autres gens quand ils nous demandent de faire quelque chose*. These responses indicate that the candidate copied sentences directly from the passage rather than identifying and explaining the moral lessons derived from the text.

In item (e), candidates were required to imagine that they were Abdul's mother whose son had been missing for two days and to explain measures they would take. Instead of responding appropriately, one candidate wrote ; *la vieille lui a préparé quelque chose à manger. Lui a donné du lait à boire et lui a dit* instead of *si je suis la mère d'Abdul, je vais informer son père que j'ai demandé Abdul d'aller à la forêt pour chercher du bois mais ça fait deux jours qu'il n'est pas encore rentré. Et puis, je vais demander à son père, ses frères et les autres voisins d'aller à la forêt pour le chercher. L'autre possibilité est d'aller informer les agents de police de la perte de mon enfant*, which merely reproduces part of the narrative. A relevant response would have been structured in the first person, as in « *Si je suis la mère d'Abdul, je vais informer son père que j'ai demandé à Abdul d'aller à la forêt chercher du bois, mais cela fait deux jours qu'il n'est pas encore rentré. Ensuite, je vais demander à son père, à ses frères et aux voisins d'aller à la forêt pour le chercher. Une autre possibilité serait d'informer la police de la disparition de mon enfant.* »

The incorrect responses show that some candidates relied on copying sentences from the passage instead of answering the questions as instructed. This suggests inadequate reading comprehension skills and insufficient mastery of written French. Extract 3.2 presents a sample of these incorrect responses to Question 3.

|    |                                                                                                |
|----|------------------------------------------------------------------------------------------------|
| 03 | a) Vc ABDUL LA JOURNÉE                                                                         |
|    | b) Abdul s'est perdu a allumé un feu<br>et il dormi                                            |
|    | c) Il arrivé dans son village la vieille<br>habitait seule son chien dans une petite<br>maison |
|    | d) i) Quand tu vas voir un serpent<br>laisse le passer                                         |
|    | ii) Quand tu vas récontrer un caméléon<br>attends                                              |
|    | e) l'enfant a quitte maison et pris<br>la route                                                |
|    | f) était la famille d'Abdul qui a prepare une grande fête<br>pour lui                          |

**Extract 3.2:** A Sample of Incorrect Responses to Question 3

Extract 3.2 presents a sample response from one of the candidates who failed to respond correctly to the questions asked from the passage.

On the other hand, the analysis of the candidates' responses indicates that 463 (16.80%) candidates demonstrated average performance. These candidates scored between 3.0 and 6.0 out of 9 marks. This suggests that they were able to provide at least three correct responses. Most of the candidates provided correct responses, although a few grammatical errors were observed.

### 2.2.2 Question 4: Language use and Vocabulary

In this question, the candidates were required to complete the dialogue between Amalia and the shopkeeper. The question intended to test the

candidates' ability to engage in a conversation related to shopping. In the dialogue, Amalia goes to a shop to purchase several items as shown below:

4. Pendant le week-end, Amalia est allée faire des courses au marché. Complétez le dialogue (i)-(vi) entre Amalia et le vendeur en écrivant les phrases dans votre livret.

Vendeur: (i) \_\_\_\_\_.

Amalia: J'ai besoin de beaucoup de choses. D'abord, je voudrais du sucre et de la farine.

Vendeur: Combien de Kilos voulez-vous ?

Amalia: (ii) \_\_\_\_\_.

Vendeur: Voilà, mademoiselle, et d'autres choses ?

Amalia:

(iii) \_\_\_\_\_.

Vendeur: Eh non ! Je n'en ai pas. Je n'ai que des avocats.

Amalia:

(iv) \_\_\_\_\_.

Vendeur: Mais, il n'y en a pas aujourd'hui. La boucherie est fermée.

Amalia: D'abord, ça coûte combien ?

Vendeur:

(v) \_\_\_\_\_.

Amalia: Tenez, au revoir.

Vendeur:

(vi) \_\_\_\_\_.

This question was attempted by 2761 (100%) candidates, out of whom 1,223 (44.30%) scored between 0.0 and 2.5 marks, indicating weak performance; 1,259 (45.60%) scored between 3.0 and 6.0 marks, reflecting average performance; and 279 (10.10%) scored between 6.5 and 9.0 marks, demonstrating good performance. Overall, the candidates' performance in this question was average, as 1,538 (55.70%) candidates scored between 3.0 and 9.0 marks. Figure 4 illustrates the candidates' performance in this question.

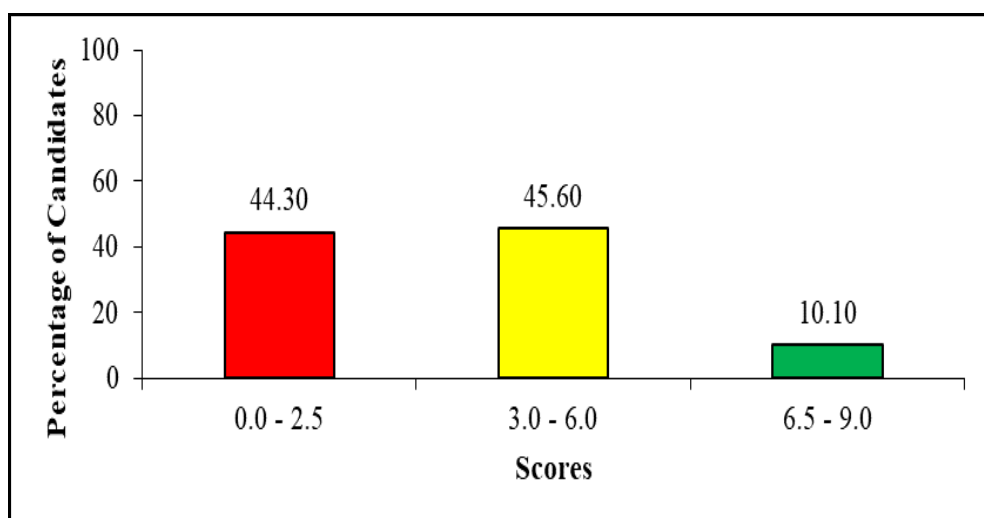


**Figure 4:** *Candidates' Performance in Question 4*

The analysis of the candidates' responses indicates that 280 (10.10%) candidates obtained high marks due to their good command of the French Language, which enabled them to provide correct responses. The following section presents an analysis of their performance. In item (i), the candidates were required to construct a sentence including greeting and welcoming expressions used by the seller in the shop. The high-performing candidates understood that a shopkeeper is expected to welcome customers politely. They produced correct sentences such as: *Bonjour, qu'est-ce que vous désirez?* These candidates were familiar with the conversational context and clearly understood the requirements of the question. In item (ii), the candidates were required to write a sentence in which the customer states what he or she wants at the shop. Candidates who obtained high scores clearly understood the requirements of this item and responded correctly, for example: *deux kilos de sucre et trois kilos de la farine*. This demonstrated the candidates' ability and proficiency in the French language; consequently, they scored higher marks.

In item (iii), the candidates were required to write a sentence responding to the seller's question asking whether Amalia wanted anything else. Some candidates scored full marks because they were able to construct correct sentences reflecting a natural conversation between the seller and the buyer. One of the correct responses was *Est-ce que vous avez des mangues et de la*

*viande* ? These candidates understood that, after the initial purchase, where the buyer (Amalia) requested *deux kilos du sucre et trois kilos de la farine*, the task required an additional request. They provided correct responses because they had adequate knowledge of the French grammar and a good understanding of the context of the conversation. In item (iv), some of the candidates who obtained high marks answered the question correctly because of their good command of the French language and strong reading skills. They provided an appropriate response: *Je voudrais aussi acheter de la viande*, which introduced an additional item to be purchased. Their correct response demonstrates their mastery of vocabulary and their understanding of the dialogue context.

In item (v), some high-performing candidates correctly responded to the question *ça coûte combien ?*, as they understood that they were required to state the total amount of money Amalia had to pay for the purchase. One of the correct responses was: *Voyons ! le sucre et la farine coutent 6,000 shillings*. These candidates were able to link the purchase to the payment, thereby completing the dialogue appropriately. In item (vi), the candidates were required to provide a farewell statement in response to the previous speaker. Those who scored high marks successfully concluded the conversation with an appropriate expression such as: *Merci. Au revoir madame*. This indicates their ability to use suitable conversational formulas in French. Extract 4.1 shows a sample of one candidate's correct responses to Question 4.

|     |                                                         |  |
|-----|---------------------------------------------------------|--|
| 04. | (i) Salut ! Qu'est ce que vous en avez besoin?          |  |
|     |                                                         |  |
|     | (ii) Je voudrais 3 kilos juste.                         |  |
|     |                                                         |  |
|     | (iii) Est-ce que tu as des ananas?                      |  |
|     |                                                         |  |
|     | (iv) Pas de problème. Que j'aille acheter de la viande. |  |
|     |                                                         |  |
|     | (v) Ça coûte 7.500 shillings.                           |  |
|     |                                                         |  |
|     | (vi) Merci, Approchez encore!                           |  |

**Extract 4.1:** A Sample of Correct Responses to Question 4

Extract 4.1 presents a sample of responses from one of the candidates who answered the question correctly, with only few minor errors.

The analysis of the candidates' response shows that 1,223 (44.30%) candidates demonstrated weak performance in this question, scoring between 0. and 3.0 out of 10 marks. Below are the samples of incorrect sentences provided by some of the candidates. In item (i), the candidates were required to provide appropriate sentences reflecting the real situation of the conversation between Amalia and the shopkeeper, based on the given responses in the dialogue. Some candidates wrote incorrect sentences such as : *Bonjour ! Vous avez beaucoup de choses besoins* instead of *Bonjour ! qu'est-ce que vous désirez ?* These candidates failed to provide the correct sentence due to poor command of the French language, limited vocabulary and insufficient understanding of the context of conversation.

In item (ii), the candidates were required to respond to the seller's question by indicating how many kilograms Amalia wished to buy. Some candidates with weak performance failed to give an appropriate response. For example, one candidate wrote *je suis trentre kilos* instead of *deux kilos du*

*sucre et trois kilos de la farine, s'il vous plait.* This implies a lack of mastery of basic sentence structure and vocabulary. In item (iii), some candidates failed to link the conversation logically. One incorrect response was *vous avez de la farine* instead of *Est-ce que vous avez des mangues et des bananes ?* These candidates were unable to maintain the coherence of the dialogue due to limited vocabulary and weak grammatical skills.

In item (iv), some low-performing candidates failed to mention additional items to be purchased and wrote incorrect sentences such as *Vous avez demandé de la farine, d'autre à kilo riz avocats, Est-ce qu'elle préparé ?* instead of suitable response such as *Je voudrais aussi acheter de la viande.* This demonstrates difficulty in constructing meaningful and grammatically correct sentences. In item (v), some candidates failed to respond appropriately to the question *...ça coûte combien ?*, which required them to state the total price of the goods purchased. Incorrect responses included sentences *c'est à vous y aujourd'hui, coûte deux shillings* instead of *voyons ! le sucre et de la farine coûtent 6,000 shillings.* This suggests a misunderstanding of the question and poor grammatical control. In item (vi), some candidates failed to provide an appropriate farewell statement to conclude the conversation. Instead they copied words from the dialogue, such as *tenez madame* or wrote meaningless expressions like *Moi tenez orevoir madame* and *merci boukum.* Overall, the analysis shows that many candidates lacked vocabulary and grammatical competence in French, which hindered their ability to complete the dialogue between Amalia and the shopkeeper appropriately. Extract 4.2 provides a sample of incorrect responses from one candidate in Question 4.

|     |                                                                                           |  |
|-----|-------------------------------------------------------------------------------------------|--|
| 04. | Vendeur : (i) Qu'est fait des courses au marche ?                                         |  |
|     | Amalia : J'ai besoin de beaucoup de choses. D'abord, je voudrais du sucre et de la farine |  |
|     | Vendeur : Combien de kilos voulez-vous ?                                                  |  |
|     | Amalia (ii) <u>vous vous quatre kilos</u>                                                 |  |
|     | Vendeur : Voilà, mademoiselle, et d'autre-choses ?                                        |  |
|     | Amalia : (iii) <u>Mais, d'autre choses des avocats, tu es mange ?</u>                     |  |
|     | Vendeur : Eh non ! Je n'en ai pas. J'ai que des avocats.                                  |  |
|     | Amalia : (iv) <u>J'ai besoin de sucre et de la farine. J'ai pas que avocats.</u>          |  |
|     | Vendeur : Mais, il n'y en a pas aujourd'hui. La boucherie est fermée.                     |  |
|     | Amalia : D'abord, ça coûte combien ?                                                      |  |
|     | Vendeur : (v) <u>Ce combien tsh 200.000 ça coûte.</u>                                     |  |
|     | Amalia : Tenez, au revoir                                                                 |  |
|     | vendeur (vi) <u>Au revoir</u>                                                             |  |

**Extract 4.2:** A Sample of Incorrect Responses to Question 4

Extract 4.2 presents a sample of responses from a candidate who provided incorrect answers when completing the dialogue between the buyer and the seller.

Further analysis indicates that 1,258 (45.60 %) candidates demonstrated average performance in this question. These candidates were able to complete the dialogue with two to three correct sentences out of six, despite making minor grammatical errors. As a result, they achieved average scores on this item.

### 2.2.3 Question 5: Jumbled Sentences

In this question, the candidates were given six sentences (a-f) arranged in an illogical order. They were required to rearrange them into a logical sequence to form a coherent and meaningful text using numbers from 1 to 6. The question tested the candidates' ability to organize simple texts in the French Language. The following were the jumbled sentences provided to the candidates.

Some candidates managed to arrange only three sentences correctly; as a result, they scored average marks.

5. Mettez en ordre les phrases (a)–(f) du dialogue téléphonique entre Mpoki et Madame Massanja en écrivant 1 - 6 dans votre livret.
- (a) Excusez-moi de vous déranger mais je voudrais parler à Joti.
  - (b) Joti vient de sortir. Pouvez-vous le rappeler un peu plus tard.
  - (c) D'accord, merci Madame, saluez vos voisins.
  - (d) Allô, Madame Masanja, Bonsoir c'est Mpoki.
  - (e) Merci, je les saluerai.
  - (f) Bonsoir Mpoki.

This question was attempted by 2,760 (100%) candidates. Of these, 331 (12.00%) scored between 0.0 and 2.5 marks; 731 (26.50%) scored between 3.0 and 6.0 marks and 1697 (61.50%) scored between 7.5 and 9.0 marks. The overall performance in this question was good, as 2,429 (88.00%) of the candidates scored between 3.0 and 9.0 marks. Figure 5 illustrates the candidates' performance in this question.

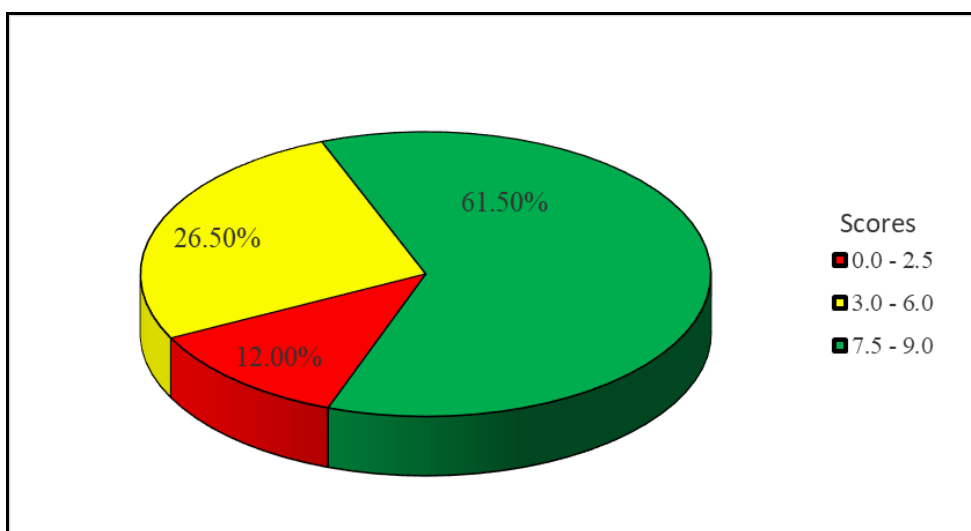


**Figure 5:** Candidates' Performance in Question 5

The analysis of the candidates' responses indicates that 1,697 (61.50%) candidates demonstrated good performance, as they correctly arranged the sentences. These candidates performed well due to their strong organizational skills and excellent command of the French language. Their responses were structured as follows:

In the first sentence, the candidates correctly identified sentence (d) *Allô, Madame Masanja, Bonsoir c'est Mpoki*. This sentence contains greetings and self-introduction. (Hallow, Madam Masanja, good evening, it's Mpoki). In the second sentence, the candidates who got the item right understood that the appropriate response from Madame Masanja to Mpoki, was sentence (f) *Bonsoir Mpoki*. In the third sentence, the candidates with high scores recognized that sentence (a) *Excusez –moi de vous déranger mais je voudrais parler à Joti* (Excuse me for disturbing you; I would like to talk to Joti), logically follows the greetings and introduction, thereby maintaining coherence in the dialogue. In the fourth sentence, the candidates with high scores correctly selected sentence (b): *Joti vient de sortir, Pouvez-vous le rappeler un peu plus tard* (Joti has just gone out. Can you call him again later?) as it represents Madam Masanja's to Mpoki's polite response. In the fifth sentence, the candidates who got the item right chose sentence (c) *D'accord, merci Madame, saluez vos voisins*. (Ok, thank

you, madam. Greet your neighbours). This sentence appropriately signals the closing of the conversation from Mpoki. Finally, in the sixth sentence, candidates who got it right selected sentence (e) *Merci, je les saluerai* (Thank you; I will greet them). This response effectively concludes the dialogue from Madam Masanja. Therefore, the candidates with high scores demonstrated mastery of French grammatical structures and an understanding of conversational sequencing. Extract 5.1 presents a sample of the correct responses provided by one of the candidates in Question 5.

|     |    |    |
|-----|----|----|
| 05. | a. | 3. |
|     | b. | 4. |
|     | c. | 5. |
|     | d. | 1. |
|     | e. | 6. |
|     | f. | 2. |

**Extract 5.1:** A Sample of the Correct Responses to Question 5

Extract 5.1 presents a sample response from a candidate who correctly rearranged the given sentences into a simple logical order.

The candidates' responses analysis shows that 330 (12.00%) candidates demonstrated weak performance because they provided incorrect arrangements. These candidates failed to rearrange the jumbled sentences logically due to poor mastery of vocabulary, weak organizational skills and insufficient understanding of the sentences. As a result, they produced illogical conversations. Extract 5.2 presents a sample of incorrect responses provided by one of the candidates in this question.

|     |                                                              |
|-----|--------------------------------------------------------------|
| 5a) | Excusez-moi de vous déranger mais je voudrais parler à Joti. |
| b)  | Joti tu de sortir, pouvez-vous le rappeler un peu plus tard. |
| c)  | D'accord, merci Madame, saluez vos voisins.                  |
| d)  | Allô, madame mwanja, Bonsoir ça m'oké.                       |
| e)  | Merci je le saurais.                                         |
| f)  | Bonsoir M'poki.                                              |

**Extract 5.2:** A Sample of an Incorrect Response to Question 5

Extract 5.2 presents a sample of responses from a candidate who failed to rearrange the given sentences into a logical order.

Further analysis indicates that 26.50 per cent of the candidates demonstrated average performance in this question. These candidates were able to correctly rearrange 2 to 3 sentences out of the 6 given sentences. For example, one candidate arranged item (d) as the first sentence, followed by (f) as the second sentence, (c) as the third sentence, (a) as the fourth, (b) as the fifth and (e) as the final sentence of the conversation. Some of these candidates correctly rearranged sentences 1, 4 and 6, thereby scoring 4.5 out of 9 marks. Their average performance may be attributed to a partial command of the French Language and a moderate understanding of the given sentences.

#### 2.2.4 Question 6: Language Use and Vocabulary

The question consisted of two incomplete dialogues: (a) and (b), in which candidates were required to fill in the blanks. In dialogue (a), the candidates were required to complete the conversation between the Doctor and Kingo

by choosing the correct conjugated verbs from a given list. In dialogue (b), candidates were required to choose appropriate words from the list to complete a conversation between two friends. The question aimed to test the candidates' ability to construct and sustain conversations in various contexts. The first dialogue was as follows:

6. (a) Complétez ce dialogue entre le docteur et Kingo en utilisant les mots corrects de la liste ci-dessous. Ecrivez la réponse dans votre livret. Les mots à choisir sont : es, va, ai, vais, pense, as, vas, et me sens.

Docteur : Bonjour. Comment ça va ?

Kingo : Ça ne (i) \_\_\_\_\_ pas très bien docteur.

Docteur : Le pauvre ! Tu es malade, toi ?

Kingo : Oui, je (ii) \_\_\_\_\_ un peu malade !

Docteur : Qu'est-ce que tu as ?

Kingo : Je (iii) \_\_\_\_\_ que j'ai de la fièvre.

Docteur : Et tu n'as pas mal au ventre ?

Kingo : Non, mais j' (iv) \_\_\_\_\_ mal à la tête depuis hier soir.

Docteur : Bon, mets-toi sur le lit.

Kingo : Mais, qu'est-ce que tu vas faire ?

Docteur : Eh bien ! Je vais t'examiner.

This question was attempted by 2,761 (100%) candidates, out of whom 621 (22.50%) scored between 0.0 and 2.5 marks, indicating weak performance; 1,789 (64.80%) scored between 3.0 and 6.0 marks, indicating average performance and 351 (12.70%) scored between 7.0 and 9.0 marks, indicating good performance. The general performance was good, as 2,140 (77.50%) candidates scored between 3.0 and 9.0. Figure 6 illustrates the candidates' performance in this question.

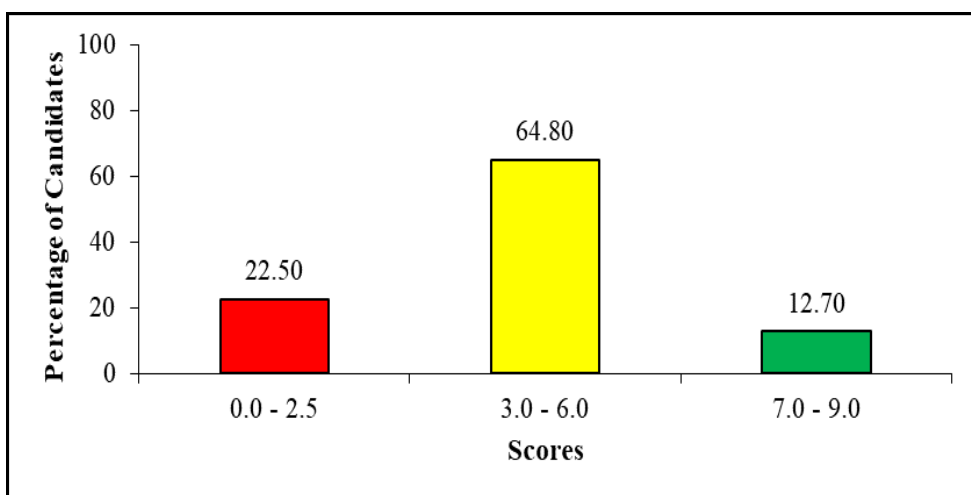


**Figure 6:** Candidates' Performance in Question 6

The analysis of candidates' responses to this question indicates that those who demonstrated good performance scored between 6.5 and 9.0 marks due to their good mastery of the French vocabulary. These candidates understood the context of the given dialogues. They were able to fill in the blanks by selecting the correct verb forms from the list provided, thereby making the dialogue meaningful, as illustrated.

In item (i), candidates chose *va* and wrote *Ca ne va pas tres bien docteur* (It's not ok doctor), because they understood that the sentence was a response to the greeting *Comment ça va?* (How is it?). In item (ii), candidates selected *me sens* and wrote: *Oui, je me sens un peu malade* (I feel a little bit sick), they understood that the doctor was asking about the patient condition, for example: .... *tu es malade, toi?* (...are you sick?). Therefore, Kingo expressed his feelings to the doctor.

In item (iii), candidates who answered correctly selected *pense* and wrote *Je pense que j'ai de la fièvre* (I think I have a fever), demonstrating that they understood the doctor's question: *Qu'est-ce que tu as?* (What is wrong with you?). They chose the correct verb because they recognized that Kingo had visited the doctor due to symptoms of fever and believed he might be suffering from it. In item (iv), the candidates with high marks wrote correctly *ai* as the correct form of the verb to be used in the item

because they understood that Kingo was still explaining his feelings before the doctor, therefore, he was telling what he suffers from. Extract 6.1(a) presents a sample of the correct responses provided by a candidate to Question 6.

|   |                     |  |
|---|---------------------|--|
| 6 | (a) (i) <u>va</u>   |  |
|   |                     |  |
|   | (ii) <u>me sens</u> |  |
|   |                     |  |
|   | (iii) <u>pense</u>  |  |
|   |                     |  |
| 6 | (a) (iv) <u>ai</u>  |  |
|   |                     |  |

**Extract 6.1 (a):** A Sample of the Correct Response to Question 6

Extract 6.1 (a) presents the responses from a candidate who correctly selected the appropriate verb forms and filled in the blank spaces. Further analysis of the candidates' responses shows that 620 (22.50%) candidates demonstrated weak performance because they selected incorrect verb forms to complete the dialogue. As a result, they scored low marks. The following are samples of incorrect responses provided by some of the candidates who performed poorly in Question 6 (a): In item (i), some candidates wrote *es* and others *ai* because they failed to recognize that the subject *ça* is a third person singular pronoun singular. Consequently, they chose verb forms that do not agree with third person singular subject.

In item (ii), some candidates incorrectly chose *vais* (am going) and *pense* (think), which agree with the subject *je* (I), the first person singular pronoun. These incorrect selections indicate a weak mastery of French verb conjugation. In item (iii), some candidates chose *vas*, which was incorrect because the conjugated verb in the sentence required agreement with the first person singular subject. They wrote *vas* instead of *vais*, which correctly agrees with the first person singular pronoun *Je* (I). In item (iv), the candidates with low marks wrote *es*, which was incorrect. They did not recognize that when expressing a physical state such as illness, the verb

*avoir* is used. Therefore, the correct answer should have been *ai*. Additionally, they failed to notice that *es* is a second person singular form, while the subject in the sentence was *Je* (first-person singular). These incorrect responses demonstrate insufficient knowledge of verb conjugation and a weak command of the French language. Extract 6.2 (a) presents a sample of incorrect responses provided by one of the candidates for Question 6 (a).

|     |       |
|-----|-------|
| 6   | ai va |
|     |       |
| ii  | ai    |
|     |       |
| iii | vais  |
|     |       |
| iv  | vas   |
|     |       |

**Extract 6.2 (a):** A Sample of Incorrect Responses to Question 6

Extract 6.2(a) presents responses from a candidate who selected incorrect verb forms to fill in the blanks in dialogue 6 (a).

The analysis of candidates' responses to this question indicates that 1,790 (64.80%) candidates demonstrated average performance. These candidates were able to provide correct responses for only 1 or 2 items. Most candidates answered items (ii) or (iv) correctly but failed in the remaining items due to partial mastery of French verb conjugation and limited understanding of the context of the dialogue.

The analysis of candidates' responses in part (b) of Question 6 indicates that the performance was good. The part consisted of five (5) items in which candidates were required to fill in the blanks using the given articles to complete a conversation between two friends.

(b) Choisissez un mot correct dans la case pour compléter ce dialogue entre deux copains en écrivant la réponse dans votre livret. Les mots à choisir sont : le, la, l', les, un, une et des.

Une copine : Alors mon chéri, tu as passé (i) \_\_\_\_\_ bon week-end ?

Un copain : Pas vraiment, j'ai eu (ii) \_\_\_\_\_ problèmes avec le professeur de français.

Une copine : (iii) \_\_\_\_\_ problèmes graves ?

Un copain : En fait, j'ai eu (iv) \_\_\_\_\_ très mauvaise note ; 4 sur 10.

Une copine : Oh la ! la ! Tu as raison. C'est (v) \_\_\_\_\_ dernière note d'aller à la mention passable.

Some candidates responded correctly because they understood the context of the given conversation. The following are examples of correct responses provided by candidates who obtained high marks. In item (i), the candidates wrote the correct response *un* because they knew the noun phrase *bon week-end* takes the indefinite article *un*, which is a masculine singular. They answered correctly because they recognized that *week-end* is masculine noun and was mentioned for the first time; therefore, the appropriate article was *un*. In item (ii), candidates answered correctly because they understood that *problèmes* is a plural noun mentioned for the first time. Therefore, it requires the plural indefinite article *des*. In item (iii), the candidates selected the definite article *les* because the noun *problèmes* had already been mentioned earlier in the conversation. Therefore, the correct response was the plural definite article *les*, which agrees with *problèmes*.

In item (iv), such candidates answered correctly because they understood that the noun phrase *mauvaise note* (poor score) is feminine singular and was mentioned for the first time. Thus, the correct article was *une*. In item (v), candidates with high marks selected the definite article *la* because the noun *note* had already been mentioned previously in the conversation

Extract 6.1 (b) presents a sample of correct responses provided by a candidate in question 6.

|         |     |  |
|---------|-----|--|
| (b) (i) | un  |  |
| (ii)    | des |  |
| (iii)   | les |  |
| (iv)    | une |  |
| (v)     | la  |  |

**Extract 6.1 (b):** A Sample of the Correct Responses to Question 6

Extract 6.1 (b) presents the responses from a candidate who selected the correct articles to fill in the blank spaces.

Further analysis of the candidates' response shows that many candidates had weak performance because they selected incorrect articles to complete the dialogues. The following are samples of incorrect responses provided by some candidates who performed poorly in Question 6 (b). In item (i), some candidates wrote incorrect responses such as *une* because they did not know that the noun phrase *bon weekend* is masculine. They failed to recognize that *bon weekend* is masculine singular, despite the presence of the masculine adjective *bon*. Others chose the definite article *le*, thinking that the term *bon weekend* referred to something specific or already known to both interlocutors, which made them to score low marks. In item (ii), some candidates with low marks did not answer correctly because they did not understand that *problèmes* is a masculine plural noun and therefore does not agree with singular articles such as *un*, *une*, *la*, or *le*. These incorrect answers indicate poor mastery of French grammatical agreement.

In item (iii), some candidates chose the indefinite article *des*, which is used with plural indefinite nouns. However, they too, understood that indefinite articles *un*, *une* and *des* are not used when referring to something that has already been mentioned. As a result, they did not score marks for this item. In item (iv), some candidates provided incorrect responses because they did not know that the noun phrase *mauvaise note* (poor score) was feminine singular. They chose the plural article *des*, which does not agree with a

singular noun. Others chose the definite article *la*, assuming that the noun referred to something specific or known to both interlocutors. These errors reflect insufficient grammatical competence.

In item (v), some candidates with low marks chose the indefinite article *une*, which is used with feminine singular nouns. However, they did not realize that the noun *note* (grade) had already been mentioned earlier in the dialogue. Therefore, the definite article *la* was required. Such incorrect responses demonstrate limited understanding of article usage in context. Extract 6. 2(b) presents a sample of incorrect responses provided by one of the candidates in question 6.2 (b).

|      |          |
|------|----------|
| 6 b) | iy Le    |
|      | ii'      |
|      | iiy Lec  |
|      |          |
|      | iiiy Lec |
|      |          |
|      | ivy La   |
|      |          |
|      | vy L'    |

**Extract 6.2 (b):** A Sample of Incorrect Response to Question 6

Extract 6.2(b) presents the responses from a candidate who selected incorrect articles to fill in the given blanks, hence producing sentences with grammatical errors.

### 2.2.5 Question 7: Simple Past Tenses

This question required the candidates to change the verbs in brackets into the correct tense. It tested their ability to use verbs in present perfect tense/simple past tense (*passé composé*). The question was as follows:

7. La boîte ci-dessous contient plusieurs verbes. Remplissez les vides en utilisant les verbes convénables et mettez-les à la forme correcte comme dans l'exemple.

se casser, partir, lire, apprendre, réussir, regarder, finir, écouter, conduire, aller, perdre

Par exemple : Nous \_\_\_\_\_ des chansons de Mpoto.

Réponse : Nous **avons écouté** des chansons de Mpoto.

(a) Il \_\_\_\_\_ la télévision qui est dans sa maison.

(b) Le père de notre médecin \_\_\_\_\_ le journal de Mtanzania.

(c) Ces chauffeurs \_\_\_\_\_ les voitures à une grande vitesse.

(d) Je \_\_\_\_\_ mon travail du cours de français.

(e) Paul \_\_\_\_\_ le bras en jouant au football.

(f) Félicitation ! vous \_\_\_\_\_ à votre examen.

(g) Ma mère \_\_\_\_\_ au marché pour acheter du riz.

(h) Neema \_\_\_\_\_ pour les vacances.

(i) Nous \_\_\_\_\_ beaucoup ~~de~~ vocabulaire pendant le cours d'anglais.

This question was attempted by 2,761 (100%) candidates, of whom 1,640 (59.40%) scored between 0.0 and 2.5 marks, indicating weak performance. Furthermore, 790 (28.60%) scored between 3.0 and 6.0 marks, reflecting average performance, while 331 (12.00%) candidates scored between 6.5 and 9.0 marks, indicating good performance. Overall, the candidates' performance in this question was average, as 1,121 (40.60%) candidates scored between 3.0 and 9.0 marks. Figure 7 illustrates the candidates' performance in this question. Figure 7 shows the candidates' performance in this question.

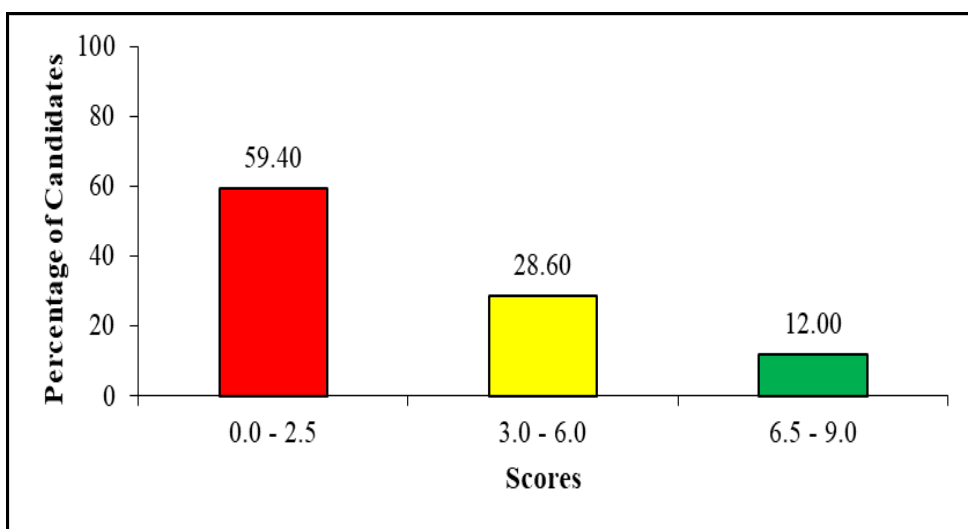


**Figure 7:** *Candidates' Performance in Question 7*

The analysis of the candidates' responses shows that 332 (12.00%) of the candidates had good performance because they managed to write the given verbs in their correct forms. These candidates provided correct answers, with only minor errors, such as forgetting to add *e* to mark agreement with feminine subjects or *s* for plural subjects when forming the past tense using the auxiliary verb *être*. Their responses were as follows: (a) *a regardé* (b) *a lu* (c) *ont conduit* (d) *J'ai fini* (e) *s'est cassé* (f) *avez réussi* (g) *est allé* instead of *est allée* (h) *est parti* instead of *est partie* (i) *avez perdu*. Such responses from the candidates imply that these candidates had a sufficient understanding of the simple past tense. Therefore, they demonstrated good understanding of how to conjugate regular and irregular verbs in the past tense. Extract 7.1 presents a sample of correct responses to question 7.

|    |                                                                |
|----|----------------------------------------------------------------|
| 7. | a) Il <u>a regardé</u> la télévision qui est dans la maison    |
|    |                                                                |
|    | b) Le père de notre médecin <u>a lu</u> le journal de          |
|    | Mtanzania                                                      |
|    |                                                                |
|    | c) Ces chauffeurs <u>ont conduit</u> les voitures à une grande |
|    | vitesse                                                        |
|    |                                                                |
|    | d) J' <u>ai fini</u> mon travail du cours de français          |
|    |                                                                |
|    | e) Paul <u>s'est cassé</u> le bras en jouant au football       |
|    | <u>avez réussi</u>                                             |
|    | f) Félicitations! vous <del>avez réussi</del> à votre examen   |
|    |                                                                |
|    | g) ma mère <u>est allée</u> au marché pour acheter du riz      |
|    |                                                                |
|    | h) Neema <u>est partie</u> pour les vacances                   |
|    |                                                                |
|    | i) Nous <u>avons appris</u> beaucoup du vocabulaire pendant le |
|    | cours d'anglais                                                |

**Extract 7.1:** A Sample of Correct Responses to Question 7

Extract 7.1 presents responses from a candidate who correctly transformed the verbs into the appropriate simple past tense forms.

However, the analysis shows that 1,639 (59.40%) candidates demonstrated weak performance in Question 7. These candidates were unable to change the verbs given in brackets into the correct simple past tense forms. For example, one candidate copied the infinitive forms of the verbs from the brackets and wrote them as answers without converting them into the appropriate tense. On the other hand, some candidates managed to use the correct auxiliary verbs but failed to provide the correct past participle forms

of the main verbs, as follows: (a) *est regardé* instead of *a regardé* (b) *a lit* instead of *a lu* and (c) *ont conduis* instead of *ont conduit*. Extract 7.2 presents a sample of incorrect responses to Question 7.

|   |                  |
|---|------------------|
| 7 | a) a regarder    |
|   | b) aller         |
|   | c) finies        |
|   | d) partir        |
|   | e) conduire      |
|   | f) avons réussir |
|   | g) se couter     |
|   | h) apprendre     |
|   | i) avons écouter |

**Extract 7.2:** A Sample of Incorrect Responses to Question 7

Extract 7.2 presents a sample of incorrect responses from a candidate who failed to change the verbs into the past tense due to poor mastery of the French grammar.

Further analysis shows that 790 (28.60%) candidates had an average performance, as they were able to correctly change 2 to 4 infinitive verbs into the correct simple past tense. These responses indicate that the candidates had partial knowledge of the simple past tense (*Passé Composé*); as a result, they obtained average marks in this question.

### 2.2.6 Question 8: Comprehension and Summary

In this question, candidates were required to summarize the given text in 70 to 80 words. This question tested their ability to comprehend and summarize information from a written text. The question was as follows:

8. Résumez le texte suivant en 70 - 80 mots.

L'internet est un grand réseau qui relie des millions d'ordinateurs du monde entier. La principale composante de l'internet s'appelle « le web ».

Le service le plus utilisé sur internet est le courrier électronique ou l'Email. Aujourd'hui, c'est facile de communiquer par l'Email. On n'a qu'à taper l'adresse de son correspondant et écrit un message. On peut aussi afficher des photos, des documents scannés, préparés et sauvés sur un disque compact ou une disquette. L'internet joue un grand rôle à l'éducation. Les étudiants peuvent facilement télécharger des documents scolaires.

On peut aussi lire des journaux en ligne ou des livres. On peut voir des photos des endroits, des musées et on peut donner ses commentaires ou discuter avec les autres internautes, grâce aux différents réseaux sociaux comme Facebook et d'autres sites. En même temps, on peut faire des amis. On peut aussi faire une demande d'emploi ou une réservation à l'hôtel.

This question was attempted by 2,761 (100%) candidates. Of these, 188 (6.80%) scored between 0.0 and 2.5 marks, indicating weak performance; 1,996 (72.30%) scored between 3.0 and 6.0 marks, indicating average performance; and 577 (20.90%) scored between 6.5 and 9.0 marks, indicating good performance. The candidates' general performance in this question was good, since 2,573 (93.20%) of the candidates scored between 3.0 and 9.0 marks. Figure 8 illustrates the candidates' performance in this question.

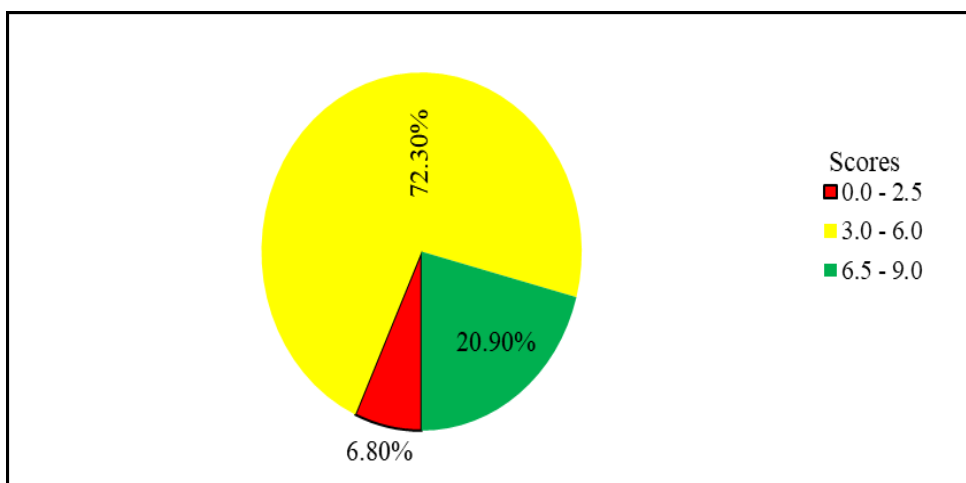


**Figure 8:** Candidates' Performance in Question 8

The analysis of candidates' responses shows that 578 (20.90%) candidates had good performance, as they produced a comprehensive summary with only a few grammatical errors. They also included the key ideas from the original text. For example, one of the candidates wrote the following summarized text:

*“Dans ce texte on voit que l'internet est un grand réseau qui relie des millions d'ordinateurs du monde entier. Le service le plus utilisé sur l'internet est le courriel électronique ou l'email. L'internet joue un grand rôle à l'éducation, les étudiants peuvent facilement télécharger des documents scolaires. Aussi lire des journaux ou des livres. Ils peuvent donner leurs commentaires ou discuter avec les autres, grâce aux réseaux sociaux différents comme Facebook et autre sites aussi faire une demande d'emploi et une réservation à l'hôtel.”* Such a well written summary provided by the candidate indicates that some candidates had sufficient vocabulary, comprehension skills and knowledge of French grammatical rules. Extract 8.1 presents a sample of correct responses to question 8.

|   |                                                                     |  |
|---|---------------------------------------------------------------------|--|
| 8 | LE RÉSUMÉ                                                           |  |
|   | Dans ce texte on voit l'internet. L'internet est un grand           |  |
|   | réseau qui relie des millions d'ordinateurs du monde entier. Il s'a |  |
|   | pelle le web. Le service le plus utilisé sur internet est le        |  |
|   | courriel électronique ou l'email.                                   |  |
|   | L'internet joue un grand rôle à l'éducation, les étudiants          |  |
|   | peuvent facilement télécharger des documents scolaires. Aussi       |  |
|   | lire des journaux en ligne ou des livres. Il peut donner            |  |
|   | ses commentaires ou discuter avec les autres internautes.           |  |
|   | Grâce aux différents réseaux sociaux comme Facebook                 |  |
|   | et d'autres sites. Aussi faire une demande d'emploi ou une          |  |
|   | réservation à l'hôtel.                                              |  |

**Extract 8.1:** A Sample of Correct Responses to Question 8

Extract 8.1 illustrates a response from a candidate who wrote a good summary of a comprehension text with few grammatical errors; moreover, the key points of the original text remained intact.

On the other hand, the analysis of the candidates' responses indicates that 189 (6.80%) candidates demonstrated weak performance in this question. These candidates failed to understand the meaning of the text and lacked summarizing skills. Their summaries lacked cohesion and omitted the main ideas from the original text, while some exceeded the required word limit. In some cases, candidates reproduced almost the entire text instead of summarizing it.

The responses of candidates who obtained low marks indicate that they lacked the necessary skills and ability to summarize effectively, mainly due to poor mastery of the French Language. Extract 8.2 presents a sample of incorrect responses to question 8.

|    |                                           |  |
|----|-------------------------------------------|--|
| 08 | L' internet est un grand réseau qui       |  |
|    | relie des millions d'ordinateurs du monde |  |
|    | et entrer, le l'internet s'appelle        |  |
|    | « le web » ; Le service le plus utilisé   |  |
|    | sur internet est le courrier électronique |  |
|    | ou l'Email. Il joue un grand              |  |
|    | rôle à l'éducation. On peut               |  |
|    | aussi lire des journaux ou des livres     |  |
|    | en ligne. En même temps on peut           |  |
|    | faire des amis. On peut aussi             |  |
|    | faire une demande d'emploi                |  |
|    | ou une réservation à l'hôtel              |  |
|    |                                           |  |

**Extract 8.2:** A Sample of Incorrect Responses to Question 8

Extract 8.2 is a sample response from a candidate who copied the words directly from the original text without summarizing them.

Furthermore, the analysis of the candidates' responses shows that 1994 (72.30 %) of the candidates had average performance in this question. These candidates demonstrated partial understanding of the text and limited ability to summarize it, mainly due to insufficient proficiency in the French language. Although they managed to summarize a few key points from the original text, their responses contained several grammatical errors. As a result, they scored average marks.

## **2.3 SECTION C: COMPOSITION**

This section contained three essay questions. Candidates were required to answer two of the questions. Questions 9 and 10 were on writing compositions and question 11 was on writing a letter. Each question carried 15 marks, totalling 30 marks for the section.

This section aimed to assess candidates' ability to express ideas logically and meaningfully in French, apply correct grammar patterns and use vocabulary appropriately within the context of composition writing.

### **2.3.1 Question 9: Composition Writing**

The question required candidates to write a composition explaining the importance of using an aeroplane rather than other means of transport. It tested the candidates' ability to write a composition in the French language. The question was as follows:

9. Imaginez que vous habitez à Arusha et votre ami (e) qui habite à Dar es Salaam voudrait vous rendre visite au mois de décembre. À l'aide de quatre raisons, rédigez une composition pour lui conseiller l'importance d'utiliser l'avion au lieu des autres moyens de transport.

This question was attempted by 2,253 (81.66%) of the candidates. Of these, 1,787 (79.30%) scored between 0.0 and 4.0 marks, indicating weak performance; a total of 410 (18.20%) candidates scored between 4.5 and 9.5 marks, reflecting average performance, while 56 (2.50%) candidates

scored between 10.0 and 14.0 marks, indicating good performance. The candidates' general performance in this question was weak, since only 466 (20.70%) of the candidates scored between 4.5 and 14.0 marks. Figure 9 illustrates the candidates' performance in this question.

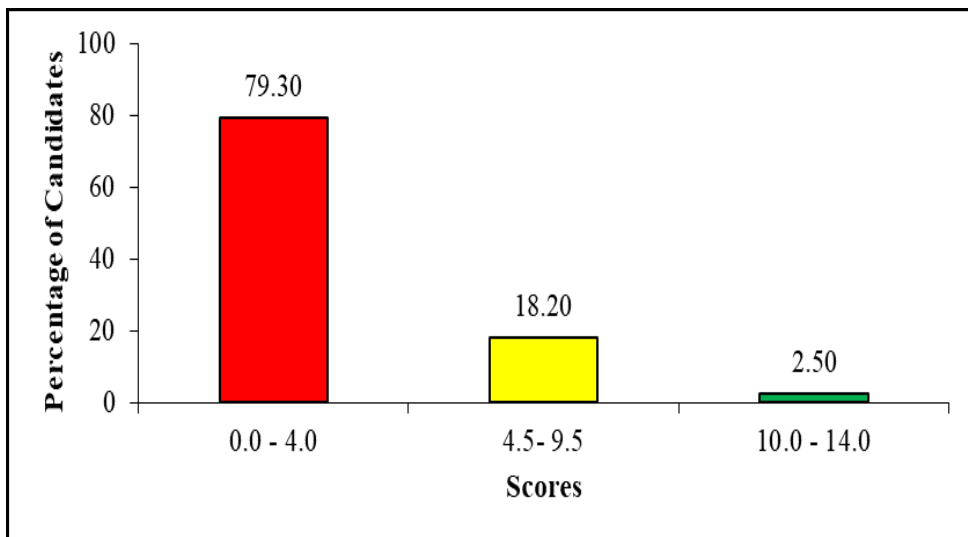


**Figure 9:** *Candidates' Performance in Question 9*

The analysis of the candidates' responses shows that 56 (2.50%) of the candidates performed well, as they wrote compositions that contained all the essential parts: an introduction, a main body and a conclusion. In the introduction, they defined air transport and stated the main ideas of the essay. In the main body, they explained the importance of air transport compared to other means of transport. Finally, in the conclusion, they provided a summary of the essay. In addition, their compositions were clear and coherent, as they used appropriate vocabulary, although they made a few grammatical errors. Extract 9.1 presents a sample of correct responses to question 9.

|   |                                                                                                                                                                                                                                                                                                                                               |  |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 9 | L'IMPORTANCE D'UTILISER L'AVION.                                                                                                                                                                                                                                                                                                              |  |
|   | Je commence par expliquer sur l'avion. L'avion est l'un des moyens de transport qui est utilisé par les personnes pour la transportation. L'avion vole toujours sur le ciel. Lors que il prend plusieurs personnes à autres places. Les suivants sont les importance d'utiliser l'avion au les lieu des autres moyens de transport qui sont:- |  |
|   | L'avion est le plus rapide; Il vole toujours en long distance par prendre plusieurs personnes à autres pays tels que cote d'ivoire, Togo, Ghana et du Kenya pour visiter avec autres personnes qui vivent dans ces pays.                                                                                                                      |  |
|   | Il est convenable pour prendre les produits périssable; Il ya plusieurs produits périssable tels que tomates, Lait, oignons et autres légumes comme le chou. L'avion est convenable pour prendre les produits périssable parce que il arrive rapidement à la certaine place pour acheter et vendre par les personnes                          |  |
|   | Il n'y a pas l'emballage; L'avion ne prend pas l'emballage comme des autres moyens de transport parce que il vole sur le ciel où il n'y a pas l'autre moyen de transport qui peut voler comme l'avion.                                                                                                                                        |  |
|   | Il voyage en long distance; L'avion voyage en long distance par voyage à différentes pays dans le monde que il fait les personnes à atteindre à autres pays.                                                                                                                                                                                  |  |
|   | Finalement, ci-dessus sont les importance d'utiliser l'avion. Donc, nous devons utiliser l'avion comme le moyen de transport                                                                                                                                                                                                                  |  |

**Extract 9.1:** A Sample of Correct Responses to Question 9

Extract 9.1 presents a sample of responses from a candidate who wrote a good composition, although it contained a few grammatical errors.

However, the analysis further indicates that 1,787 (79.30%) candidates demonstrated weak performance. They wrote compositions without adhering to the main structural components of a composition, namely

introduction, main body and conclusion. The candidates who scored between 0.5 and 4.0 marks attempted to include these components, however, their compositions lacked cohesion and appropriate word choice. Some candidates engaged in code mixing by inserting English words, which resulted in meaningless sentences. Their compositions also showed inadequate vocabulary usage, poor application of grammatical rules and incorrect punctuation. Extract 9.2 presents a sample of incorrect responses to Question 9.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9. | <p>L'avion est moyen de transport conduire dans atmosphere. Ce moyen de transport attire beaucoup de peuple entourer le monde. L'avion travaille par technologie et science. Les peuples prennent different evenements. Les suivantes sont l'importance d'utiliser l'avion au lieu des autres moyens de transport.</p> <p>Premier lieu, L'avion cause augmenter des devises étrangères. Les visiteurs utilisent l'avion as moyen de transport. Les visiteurs paient beaucoup d'argent en suite developpement de pay.</p> <p>Deuxieme lieu, L'avion est source des revenus en pay. Le pay de Tanzanie<sup>a</sup> beaucoup d'attire endroits exemple les lacs, les parc nationaux, les rivières et ressources naturelles. Toute peuple preferé l'avion moyen de transport.</p> <p>Troisieme lieu, L'avion cause creation d'emploi en pay. Moyens de transports sont trop de dans pay. Exemple. le pied, camion, bus, l'avion. L'avion est très fort et connection different pays.</p> <p>Quatrieme lieu, L'avion augmenter developpement d'autres moyens de transport. Par l'avion, les aussi complete destination dans voyager. Peuple utilise l'avion parce bon cher et care. Les moyen de transport aide transporter dans pay.</p> <p>Enalement, L'avion est bon et mieux moyen de transport presque toutes. La meme action create changer dans finir de projets. Le bus, camion, pied et autres a trop de l'avantages dans societe et pay à grande.</p> |
|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Extract 9.2: A Sample of Incorrect Responses to Question 10

Extract 9.2 indicates a sample of responses from a candidate who wrote a composition by introducing himself/herself; however, he/she failed to present his/her ideas logically and grammatically.

Moreover, 410 (18.20%) candidates had average performance, as they produced compositions that partially adhered to the structure of a composition, namely introduction, main body and conclusion. These candidates had limited proficiency in the French language; as a result, they obtained average marks in this question.

### 2.3.2 Question 10: Composition Writing

The question required candidates to write a composition explaining four events that take place in traditional marriages in Tanzania. It aimed to assess the candidates' ability to organize, develop and present their ideas in a coherent and logically structured composition. The question was as follows:

10. Rédigez une composition de 150 - 200 mots pour présenter quatre événements sur ce qui se passe dans le mariage traditionnel en Tanzanie.

This question was attempted by 616 (22.33%) candidates, of whom 400 (64.90 %) scored from 0.0 to 4.0 marks, indicating weak performance; 158 (25.70%) candidates scored from 4.5 to 9.0 marks, indicating average performance; and 58 (9.40%) candidates scored from 10.0 to 14.0 marks, indicating good performance. The candidates' overall performance in this question was average, since 216 (35.10%) of the candidates scored between 4.5 and 14.0 marks. Figure 10 shows the candidates' performance in this question.

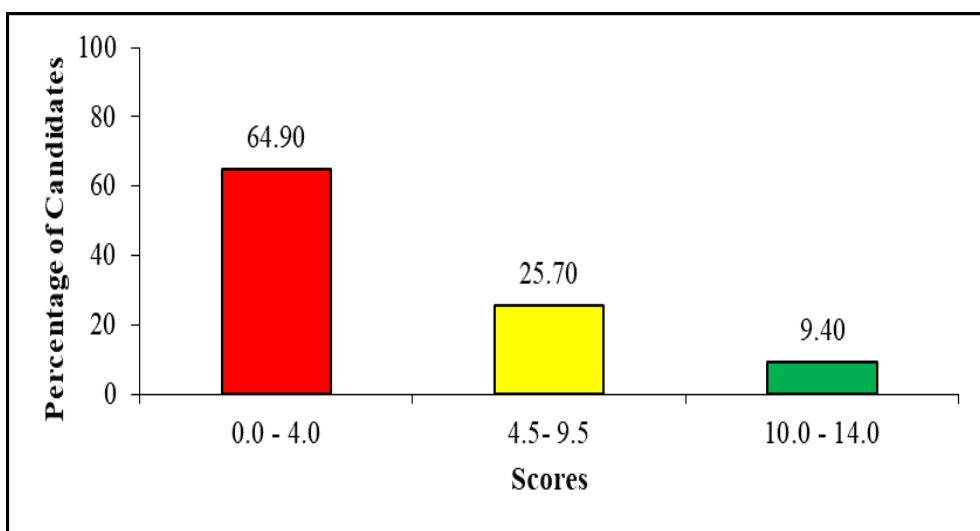


**Figure 10:** *Candidates' Performance in Question 10*

The analysis of the candidates' responses reveals that 58 (9.40%) of the candidates demonstrated good performance, as they wrote compositions adhering to the required structure: introduction, main body and conclusion. In the introduction, they defined the concept of marriage. In the main body, they explained what happens in marriage, including the issue of dowry. Finally, in the conclusion, they summarized the main points of the essay. Moreover, their compositions were clear and well organized. They used appropriate vocabulary, although their sentences contained a few grammatical errors. Extract 10.1 is a sample of correct responses to question 10.

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. | <p>le mariage traditionnel est l'union d'un homme avec une femme établi sur les fondations traditionnelles. Ce type de mariage est toujours reliés aux façons culturelles. Néanmoins il y a autre type de mariage. Le mariage traditionnel en Tanzanie est trop pratiqué. Les suivants sont des événements qui se passent pendant les mariages traditionnels en Tanzanie.</p> <p>D'abord, au mariage traditionnel, on mange et on boit; En Tanzanie, les mariages traditionnels au moment où ils se passent, les gens mangent et boivent en joie. exemple; les gens mangent du riz, de la viande, la salade et d'autres nourritures, même aussi, les gens boivent de la bière traditionnelle et de la bière moderne.</p> <p>Et puis, au mariage traditionnel, on danse à la musique; pour célébrer, les gens participant le mariage et sa fête danse à la musique. exemple; Toujours, ils dansent à la musique traditionnelle qui contient les voix de tamtams et des tambours et celles des trompettes la danse au mariage leur active.</p> <p>À l'autre vue; On donne les cadeaux au couple. L'autre chose en se passant au mariage traditionnel en Tanzanie, c'est donner les cadeaux à ceux qui se sont mariés. Le marié &lt; l'époux &gt; et la mariée &lt; l'épouse &gt; sont donnés des cadeaux pour les féliciter pour le mariage. exemple; Les cadeaux sont notamment des tissus et des vaiselles.</p> <p>En plus, au mariage traditionnel, les mariés se s'habillent des bagues; C'est un événement respectueux et honoré que les mariés s'habillent les bagues dans l'un de leur main, leur ongle à gauche. Cet événement signifie que les deux personnes se sont unies officiellement.</p> <p>Finalement; Les mariages traditionnels sont très</p> |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Extract 10.1:** A Sample of Correct Responses to Question 10

Extract 10.1 presents a sample response from a candidate who wrote a well-structured composition, few grammatical errors.

The analysis of the candidates' responses indicates that 400 (64.90%) of the candidates had weak performance. These candidates wrote compositions without adhering to the structure of a composition, namely the introduction, the main body and the conclusion. In addition, some candidates used code-

mixing by incorporating English words due to insufficient vocabulary in French. Extract 10.2 presents a sample of incorrect responses to question 10.

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 | Mariage traditionnel en<br>Tanzanie . le ceremon le enyo<br>enjoyement en famille . pour<br>événement sur ce qui se passe<br>dans le mariage en Tanzanie sont:<br>Manger et boit , en<br>mariage de Tanzanie , il vous en<br>mangez et boit much par<br>exemple pilau , poisson , duriz<br>du vin .<br>Pris photo , le famille<br>a mariage pris (compent) photo<br>avec mon amis y a événement<br>sur ce qui passe dans le<br>mariage traditionnel en Tanzanie<br>Danse la musique , le<br>famille la danser la musique a<br>traditionnel et mordern- par exemp<br>exemple Mariou - tete, Zuchuet<br>Diamond<br>Le introduction aux dela<br>perent , par exipale grand mere<br>et pere , soeur frere tante<br>et oncle , et avec pris le<br>grfte exemple pantalon .<br>Generally , en Tanzanie<br>mariage est important . |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Extract 10.2:** A Sample of Incorrect Responses to Question 10

Extract 10.2 indicates a sample of responses from a candidate who wrote a poor composition.

Moreover, 158 (25.70%) candidates demonstrated average performance, as they wrote compositions that partially adhered to the required structure, namely the introduction, main body and conclusion. However, their compositions lacked clarity and the content was not well developed due to a partial understanding of vocabulary and grammatical rules.

### 2.3.3 Question 11: Letter Writing (Friendly Letter)

The question required the candidates to write a friendly letter explaining four advantages of National Parks found in Tanzania. In addition, they were instructed to use *Katoto Powa* as the sender and a friend from Senegal as the recipient. The question aimed to test the candidates' ability to communicate in French through a friendly letter. The question was as follows:

11. Votre ami sénégalais ne connaît rien sur les parcs nationaux en Tanzanie. Vous vous appelez Katoto Powa. Écrivez une lettre pour lui expliquez quatre avantages des parcs nationaux en Tanzanie.

This question was attempted by 2,654 (96.19 %) of the candidates, of whom 1,055 (39.80%) scored from 0.0 to 4.0 marks, indicating weak performance; 1,377 (52.00%) scored from 4.5 to 9.5 marks, indicating average performance and 222 (8.40 %) scored from 10.0 to 14.5 marks, indicating good performance. The overall performance of the candidates in this question was average, since 1,599 (60.40) candidates scored between 4.5 and 14.5 marks. Figure 11 shows the candidates' performance in this question.

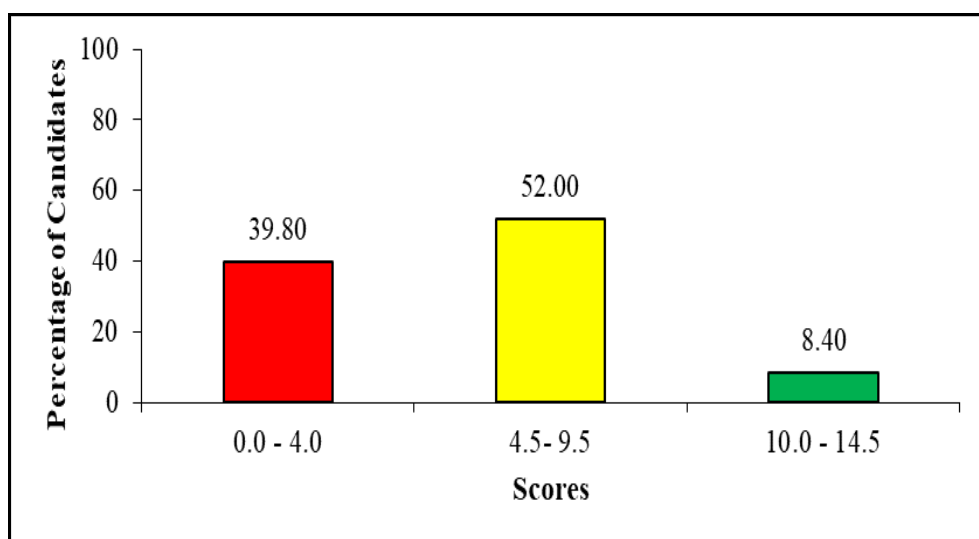


**Figure 11:** Percentages of the Candidates' Performance in Question 11

The analysis of the candidates' responses indicates that 222 (8.40) candidates demonstrated good performance. These candidates carefully observed all the requirements of French letter writing. They included the date, the name of the recipient, an introduction, a well-developed main body with coherent ideas, a conclusion and the name of the sender. Extract 11.1 presents a sample of good responses to question 11.

|     |                                                                                                                                                                                                                                                                                                                                                                                  |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | Tabora, le 2 décembre, 2025.                                                                                                                                                                                                                                                                                                                                                     |
|     | Cher ami,                                                                                                                                                                                                                                                                                                                                                                        |
|     | Est ce que ça va? Ça fait longtemps sans parler ou bien écrire une lettre à toi. Pour moi, je suis très bien et je continue bien avec mes études.                                                                                                                                                                                                                                |
|     | Le but de cette lettre, c'est de vous expliquer quatre avantages de parcs nationaux en Tanzanie. La Tanzanie est bénie avec beaucoup des parcs nationaux. <del>est</del> Les suivantes sont des avantages des parcs nationaux en Tanzanie.                                                                                                                                       |
|     | Les sources d'emploi; la présence des parcs nationaux en Tanzanie fait la plus grande partie pour créer les opportunités d'emploi notamment aux jeunes. L'emploi que quelqu'un peut trouver grâce aux parcs nationaux peut être un interpréteur, le guide touristique et aussi étant le coordinateur touristique. Grâce à tout ça, le chômage en Tanzanie est réduit.            |
|     | Et puis, L'argent étrangère; Les parcs nationaux nous donne L'argent étrangère provenant des touristes qu'on accueille dans notre pays. exemple; Chaque année, la Tanzanie reçoit des touristes provenant de la France, la Chine, L'Allemagne et d'autres pays étranger, grâce à tout ça, on accueille et on profite des Francs de con français et d'autres monnaies étrangères. |
|     | Encore, Les parcs nationaux améliorent les infrastructures; Grâce aux parcs nationaux, ici en Tanzanie, on profite de L'amélioration des infrastructures qui permettent les mouvements des touristes vers quelques endroits touristiques. exemple; On y améliore des routes, des systèmes marines et d'autres infrastructures grâce aux parcs nationaux.                         |
|     | D'ailleurs, les parcs nationaux sont des lieux pour L'apprentissage; En Tanzanie, on utilise les parcs                                                                                                                                                                                                                                                                           |

**Extract 11.1:** A Sample of Correct Response to Question 11

Extract 11.1 shows a sample response from a candidate who correctly wrote a well-structured letter that adhered to the principles of letter writing, although it contained a few grammatical errors.

On the other hand, the analysis of the candidates' responses indicates that 39.80 per cent of the candidates had weak performance, as they scored between 0 and 4.0 marks. These candidates obtained low marks because they wrote letters that lacked important elements such as the date, introduction, main body and conclusion. As a result, their letters lacked clarity and coherence. Moreover, their ideas were not well organized due to their limited proficiency in the French language. For example, some candidates began the letter by introducing themselves inappropriately in the introductory part. Extract 11.2 shows a sample of an incorrect response to question 11.

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|     | Mbagala, le 2 Decembre 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     | Cher ami,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|     | Je te salue en le nom seigneur Jesus. Que l'esperance tu es bon en vante, academique et la vie en generale.                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|     | Pour, je suis bon avec études et ma famille faisant comme jours passe, tu es votre priere.                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|     | L'objectif d'écrivant la lettre est informer pour les parcs nationaux en Tanzanie depuis tu ne connais rien sur les parcs nationaux en Tanzanie. Premiere lieu, il est Serengeti parc national, a le bon animaux suivant comment zebre, ligue et arbre. Deuxieme lieu, Ngorongoro parc national en Arusha avec beaucoup des animaux. Troisième lieu, Manyara parc national en Nord Tanzanie avec beaucoup des animaux <del>et d'autres</del> et quatrieme lieu, Mbiruni parc national avec beaucoup de d'animaux des animaux en le parc pour le pays. |
|     | Ma famille donne beaucoup de salut a toi de Tanzanie a Jeddah. Derant les vacances, j'espere ce tu viendrai comme avoir un fete comme amis.                                                                                                                                                                                                                                                                                                                                                                                                           |
|     | Bien a vous,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|     | Karoto Pawa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**Extract 11.2:** A Sample of Incorrect Responses to Question 11

Extract 11.2 presents a sample response from a candidate who wrote a letter but did not adhere to principles of letter writing. Further analysis of the candidates' responses indicate that 1,377 (52.00%) candidates demonstrated average performance, as they only partially adhered to the principles of letter writing, such as including the date, introduction, main body and conclusion. Their letters lacked clarity due to limited proficiency in the French language.

### **3.0 CANDIDATES' PERFORMANCE ON EACH TOPIC**

The analysis of the candidates' performance indicates that four (04) topics were tested in the following areas; *Language use*, *Comprehension*, *Language Pattern/Structure* and *Essay/Composition Writing (Written Expression)*.

The percentages of candidates' performance in each topic were as follows: *Language use* (53.90%), *Comprehension* (21.90%), *Language Pattern/Structure* (71.00%) and *Essay/Composition Writing* (38.73%). The performance in each topic is also presented in Appendix A (page 61) of this report.

Performance in *Comprehension* was 45.00 percent in 2024, compared to 21.90 percent in 2025, showing a decrease of 23.10 percentage points.

Furthermore, performance in *Written Expression* was 36.20 percent in 2024, whereas in 2025 it increased to 38.73 percent, reflecting an improvement of 2.53 percentage points.

Performance in *Language Use* improved from 50.00 percent in 2024 to 53.90 percent in 2025, representing an increase of 3.90 percentage points. Further analysis indicates that performance in *Language Pattern/Structure* increased significantly from 46.60 percent in 2024 to 71.00 percent in 2025, showing an increase of 24.40 percentage points.

Overall, the results show an improvement in three of the four topics, as indicated in appendix B.

### **4.0 CONCLUSION**

Generally, the candidates' performance in this subject was good, as 82.90% of the 2,759 (100%) candidates passed the examination. However, further analysis of the candidates' responses indicates that many candidates demonstrated average performance due to partial knowledge and skills in reading comprehension and insufficient vocabulary. This resulted in responses containing grammatical, lexical and typographical errors.

The Candidates also lacked adequate knowledge of key concepts related to the topics covered in the examination. Some of them had a poor command of the French Language, which led them to use inappropriate vocabulary and prevented them from expressing their ideas clearly in their responses.

## **5.0 RECOMMENDATIONS**

Based on the analysis of the candidates' responses and the conclusions drawn from their performance in this subject, it is recommended that:

- 5.1 Both teachers and students should devote more time to topics that appear to be more difficult for the candidates (e.g. Comprehension, the present continuous tense and the simple past tense). These challenging topics should be addressed using more effective and varied teaching and learning methodologies.
- 5.2 Teachers should encourage students to read short story books and other educational French materials in order to expand their vocabulary. This will enable them to express themselves more fluently in French, particularly in composition writing and when answering comprehension questions.
- 5.3 French is a foreign language; therefore, teachers should be encouraged to use a variety of interactive methods (communicative methods) which will motivate students to learn the language. For example, teaching of French language can be done through role-play, group work, imitation, discussion and study tours to different places.
- 5.4 French Language subject clubs should be encouraged to assist students to practice spoken language.

## Appendix A: Summary of Candidates' Performance on Each Topic

| S/N | Topics                          | Question Number | Percentages of Candidates who Scored 30% or Above | Average Performance by Topic (%) | Remarks |
|-----|---------------------------------|-----------------|---------------------------------------------------|----------------------------------|---------|
| 1.  | Language Patterns/Structure     | 4               | 55.70                                             | 71.00                            | Good    |
|     |                                 | 5               | 88.00                                             |                                  |         |
|     |                                 | 6               | 77.50                                             |                                  |         |
|     |                                 | 7               | 40.60                                             |                                  |         |
|     |                                 | 8               | 93.20                                             |                                  |         |
| 2.  | Language use                    | 1               | 57.30                                             | 53.90                            | Average |
|     |                                 | 2               | 50.50                                             |                                  |         |
| 3.  | Written Expression/ Composition | 9               | 20.70                                             | 38.73                            | Average |
|     |                                 | 10              | 35.10                                             |                                  |         |
|     |                                 | 11              | 60.40                                             |                                  |         |
| 4.  | Comprehension                   | 3               | 21.90                                             | 21.90                            | Weak    |

**Appendix B: Comparison of Candidates’ Performance on Each Topic between the CSEE 2025 and 2024**

