



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



CANDIDATES' ITEMS RESPONSE ANALYSIS REPORT FOR GRADE A TEACHERS CERTIFICATE EXAMINATION (GATCE) MAY 2020

123 FRENCH LANGUAGE



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**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT FOR THE ADVANCED CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION (ACSEE)
2020**

123 FRENCH LANGUAGE

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FOREWORD

The National Examinations Council of Tanzania (NECTA) is contented to issue this Candidates' Item Response Analysis report of the Advanced Certificate of Secondary Education Examination (ACSEE) 2020 for French Language subject. This report has been prepared in order to provide feedback to teachers, parents, students, policy makers, school quality assurers and other educational stakeholders on the candidates' performance in the subject.

The analysis presented in this report is intended to contribute towards the understanding of possible reasons behind the candidates' performance in French Language subject. It highlights the factors that made the candidates to either perform well or to fail to score high marks in the questions. The factors that enabled the candidates to perform well are their ability to answer the questions according to the requirements as well as their sufficient knowledge on the concepts and principles related to the subject. However, those who did not perform well failed to comprehend the requirements of the questions, lacked knowledge of principles and rules related to the use of the French Language and lacked knowledge and skills on the topics tested.

The feedback provided in this report will enable the school managers, teachers, students, education administrators and other education stakeholders to design appropriate measures to be taken in order to improve the teaching and learning in secondary schools with a view to improve the candidates' performance in future examinations administered by the Council.

Finally, the Council would like to thank the Examiners and all those who participated in processing and analysing the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

The 123 French Language report is based on the performance of the Advanced Certificate of Secondary Education Examination (ACSEE) which was conducted in July, 2020. The Examination was set according to the 2010 syllabus and the 2019 examination format.

The French Language examination consisted of two papers, namely 123/1 French Language 1 and 123/2 French Language 2. The 123/1 French Language Paper 1 comprised of 10 short answer questions and each carried 10 marks making a total of 100 marks. The 123/2 French Language paper 2 had two sections; section A had 2 questions and the candidates were required to answer all questions, each of which was worth 10 marks, thereby making a total of 20 marks. Section B had 5 essay writing questions and the candidates were required to answer 4 questions, each of which was worth 20 marks, thereby making a total of 80 marks.

The report offers the analysis of each question on what the candidates were required to do, the general performance and the reasons for their performance. Sample extracts of candidates' correct and incorrect responses have been used in order to demonstrate how the candidates responded to each item.

The candidates' performance was categorized into three (3) groups; namely good, average and weak based on the average percentage of candidates' score. A topic was considered weakly performed if the percentage of the candidates' scores ranged from 0 to 34 marks, and it was considered averagely performed if the scores ranged from 35 to 59 marks. Finally, the performance was considered good, if the students' scores ranged from 60 to 100 marks. The candidates' performance in each topic is summarised in the Appendix.

The analysis of the candidates' response shows that candidates had the following grades: A - 2 candidates, B - 8 candidates, C – 33 candidates, D – 62 candidates, E - 50 candidates and S - 13 candidates. However, 22 candidates failed the examination by obtaining grade F. This shows that the general performance of the candidates in this subject was good, as 88.42% passed the examination. In addition, the 2020 performance has decreased by 5.26% compared to the 2019 performance where 178 (93.68%) candidates passed.

It is envisaged that, the report presented will enable teachers to identify areas of weakness and devise the mechanisms for improving the teaching and learning of the French Language in secondary schools in order to increase future candidates' performance in the subject.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION FOR 123/1 FRENCH LANGUAGE 1

2.1 Question 1: Reported Speech

In this question, the candidates were given five sentences and were required to transform them from direct speech into indirect speech. The question tested the candidates' ability to report various events. The question was:

1. Transformez les phrases suivantes comme dans l'exemple.

Exemple: Les fils de monsieur Mpendakazi disent: "Nous sommes fatigués."

Les fils de monsieur Mpendakazi disent qu'ils sont fatigués.

(a) Mon amie de Kigoma a annoncé: "Je viens de retrouver mon sac chez ma cousine."

(b) Le professeur de français a dit à ses étudiants: "Ecrivez une composition sur vos familles dans vos cahiers."

(c) Ma tante Anita m'a dit: "Ma voiture est vieille, je vais en acheter une autre."

(d) Kidawa m'avait écrit: "Je viendrai déjeuner chez toi lundi prochain" mais elle n'est pas venue.

(e) Mon frère qui habite à Iringa m'a dit: "Il faut que tu viennes avec moi demain matin."

The question was attempted by 189 (99.5%) candidates, of which 63 (33.3%) scored from 6.0 to 10 marks, 63 (33.4%) scored from 3.5 to 5.5 marks and 63 (33.3%) scored from 0 to 3.0 marks. The general performance in this question was good, since 126 (66.7%) candidates scored 35 percent and above. Figure 1 is an illustration of this performance.

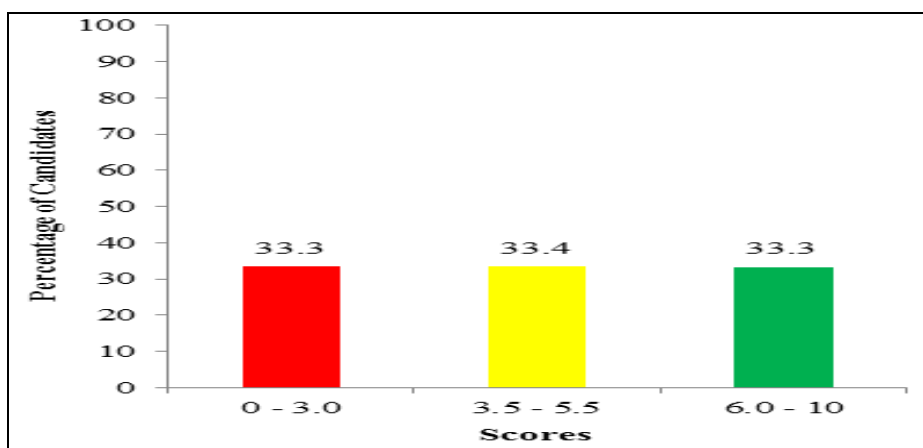


Figure 1: *The Candidates' Performance in Question 1.*

The analysis shows that 63 (33.3%) candidates scored high marks in this question. These candidates were able to transform the sentences from direct speech into indirect speech. They had sufficient knowledge on rules and principles of transforming sentences from direct speech into indirect speech. They transformed tenses, personal pronouns, possessive adjectives and adverbs correctly. For example, in item (a), one of them wrote *Mon amie de Kigoma a annoncé qu'elle venait de trouver son sac chez sa cousine* meaning (my friend from Kigoma said that she had just found her bag at her cousin's home).

In item (b), the candidates transformed correctly the imperative. These candidates noticed that the introductory sentence was in the past and the other part of the sentence was imperative. The imperative verb *écrivez* had to be changed into infinitive form *écrire* preceded by preposition *de*. They also, changed the possessive adjective *vos* into the *leurs*. They wrote the correct response *Le professeur de français a dit à ses étudiants d'écrire une composition sur leurs familles* (The french teacher told his students to write a composition about their families).

Furthermore, in item (c), the candidates identified the introductory sentence which was in the past tense and they had to transform it into the imperfect tense. They also, managed to change the possessive adjective *ma* into *sa*. They wrote the correct answer, *Ma tante Anita m'a dit que sa voiture était vieille et qu'elle allait en acheter une autre* (My aunt Anita said that her car was old and she was going to buy another one).

Moreover, in item (d), the candidates understood that the verb in the introductory sentence was past and that the verb in the subordinate clause was in future *viendrai* and that they had to transform it into conditional present *viendrait*. They also noticed that the pronoun *toi* had to change into *moi* and the adverb of time *prochain* into *suivant*. Hence they wrote the correct response *Kidawa m'avait écrit qu'elle viendrait déjeuner chez-moi lundi suivant* (Kidawa wrote that she would come to have lunch at my home the following Monday).

Finally, in item (e), the candidates noticed that the introductory sentence was in the past perfect and they had to change the following sentence into past continuous tense *fallait*. They also changed the pronoun *moi* into *lui* and they changed the adverb *demain* into *le lendemain* as they wrote the correct response *Mon frère qui habite à Iringa m'a dit qu'il fallait que je vienne avec lui le lendemain* (My brother who lives in Iringa said that I was supposed to go with him the next day). Extract 1.1 shows an example of a candidates' good response.

1.	a) Mon amie de Kigoma a annoncé qu'elle venait de retrouver son sac chez sa cousine.	
	b) Le professeur de français a dit à ses étudiants d'écrire une composition sur leurs familles dans leurs cahiers.	
	c) Ma tante Anita m'a dit que sa voiture était vieille, et qu'elle allait en acheter une autre.	
	d) Kidawa m'avait écrit qu'elle viendrait déjeuner chez moi lundi suivant mais elle n'était pas venue.	
	e) Mon frère qui habite à Iringa m'a dit qu'il fallait que je vienne avec lui le lendemain matin.	

In extract 1.1: A sample of good response in question 1.

The analysis shows that 63 (33.4%) candidates scored average marks in this question. These candidates had partial knowledge of the rules and principles governing transformation of sentences from direct speech into indirect speech as they were able to transform correctly only some elements of the sentences. For example, most of candidates were able to respond correctly in items (a), (c) and (d) and failed in the rest of the items due to their inability to change the verbs, pronouns and adverbs

correctly. Extract 1.2 is an example of candidate who performed averagely in this question.

1.	(a) Mon amie de Kigoma a annoncé qu'elle venais de retrouver son sac chez sa cuisine.	
	!	
	(b) Le professeur de français a dit à ses étudiants d'écrire une composition sur leurs familles dans leurs cahiers.	
	(c) Ma tante Anita m'a dit que sa voiture était vieille, et qu'elle allait en acheter une autre.	
	(d) Kidawa m'avait écrit qu'elle viendrait déjeuner chez moi lundi suivant, mais elle n'était pas venue.	
	(e) Mon frère qui habite à Ininga m'a dit qu'il fallait que je sois venu avec lui le lendemain le lendemain matin.	

Extract 1.2: A sample of responses from a candidate who managed to write correct answers in items (c) and (d) but failed in items (a), (b) and (e).

Further analysis indicates that 63 (33.3%) candidates performed poorly in this question due to the fact that, they failed to apply the rules and principles of transforming sentences from direct speech into indirect speech. Most of the candidates failed to change tense, pronouns and adjectives. For example, in item (a), some of candidates failed to transform the verb *viens* into *venait* instead they transformed it into other tenses. One of them changed it into present tense *vient*. Others confused the verb *viens* with the verb *aller* as one among them wrote *Mon amie de Kigoma a annoncé qu'elle va de trouver mon sac chez ma cousine*.

In item (b), the candidates could not realise that the imperative verb *écrivez* had to be transformed into infinitive form *écrire* preceded by the preposition *de* and that the possessive adjective had to be transform from *vos* into *leurs*. This indicates that they did not master well the principles governing the changing of verbs, pronouns and adjectives, as

one of them wrote *Le professeur de français a dit à ses étudiants écrivez une composition sur vos familles.*

Further analysis shows that in item (c), the candidates who scored zero mark failed to change the possessive adjective *ma* into *sa* and the verb *est* into *était*. For example, one candidate wrote *Ma tante Anita m'a dit que ma voiture est vieille et qu'elle va en acheter une autre.* In item (d), some candidates failed to transform the pronoun *toi* into *moi* and the adverb of time *prochain* into *suivant*, and the verb *viendrai* into conditional present *viendrait*. This shows that the candidates were not able to change the verb and adverbs, as one of them wrote *Kidawa m'avait écrit que je viendrai déjeuner chez-moi lundi prochain.*

In item (e), the candidates who scored zero mark failed to change the verb *faut* into past continuous *fallait*, the pronoun *moi* into *lui* and the adverb *demain* into *le lendemain*. This indicates that the candidates did not master well the topic and necessary changes to be made on certain elements when transforming sentences, as one candidate wrote *mon frère qui habite à Iringa m'a dit qu'il faut que je vais avec lui demain matin* which was wrong. The analysis of candidates' item indicates that the candidates who failed this question did not master well the topic on reported speech. Extract 1.3 is an example of a candidate's poor response in question 1.

1.	a. Mon amie de Kigoma a annoncé il venait de retrouver mon sac chez ma cousine.	
	b. Le professeur de français a dit à ses - étudiants qu'il écrivait une composition sur nos familles dans nos cahiers.	
	c. Ma tante Anita m'a dit qu'elle voiture était vieille, elle allait en acheter une autre.	
	d. Kidawa m'avait écrit qu'elle viendrai déjeuner chez moi lundi prochain mais elle n'est pas venue.	
	e. Mon frère qui habite à Iringa m'a dit qu'il ferait que je viennes avec moi demain matin.	

Extract 1.3: A sample of poor response in question 1.

2.2 Question 2: Expressing wishes

This question had five (5) sentences, the candidates were required to rewrite them by using the expression *il faut que* which means it is important that/it is necessary that by omitting some words or expressions. The question tested the candidates' ability to use the French Language to express wishes in daily life. The question was as follows:

2. Réécrivez les phrases suivantes comme dans l'exemple:

Exemple: Nous devons être à la maison avant minuit.

Il faut que nous soyons à la maison avant minuit.

- (a) Mon directeur doit partir immédiatement pour New York cet après-midi avec son secrétaire.
- (b) Tu dois aller au bureau à pied aujourd'hui parce que la voiture est tombée en panne.
- (c) Nous devons faire une présentation de notre nouveau produit de beauté ce soir.
- (d) Vous devez avoir du courage de terminer les travaux pendant mon absence.
- (e) Mes sœurs et ma mère doivent prendre un 'bajaj' ce soir pour aller à Muhimbili.

The question was attempted by 189 (99.5%) candidates, of which 107 (56.6%) scored from 6.0 to 10 marks, 26 (13.8%) scored 4.0 marks, and 56 (29.6%) scored from 0 to 2.0 marks. The general performance in this question was good, because 133 (70.4%) candidates scored 35% and above. Figure 2 is an illustration of this performance.

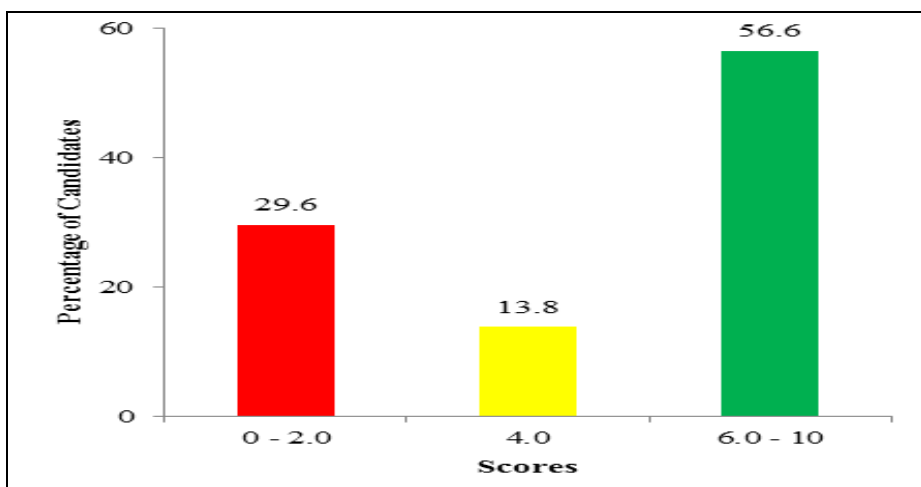


Figure 2: The Candidates' Performance in Question 2.

The analysis shows that 107 (56.6%) candidates scored high marks in this question. These candidates had enough knowledge and skills in this topic. They rewrote correctly the sentences by using the expression *il faut que*. They made all the necessary changes, such as omission of some words/expressions and changed the verbs into subjunctive mood. For example, in item (a), the candidates changed correctly the verb *partir* (infinitive) into *parte* (subjunctive mode) as one of them wrote *Il faut que mon directeur/il faut qu'il parte immédiatement pour new York cet après-midi avec son secrétaire* (It is necessary that my director travels immediately to New York this afternoon with his secretary).

Furthermore, in item (b), the candidates changed the infinitive verb *aller* into subjunctive verb *ailles*. They replaced the words *tu doit* by the expression *il faut que* as they wrote the correct response *Il faut que tu ailles au bureau à pied aujourd'hui parce que la voiture est tombée en panne* (It is necessary that you go on foot to the office because the car broke down).

Moreover, in item (c), the analysis indicates that the candidates who scored full marks in this item changed the infinitive verb *faire* into subjunctive mood *fassions*. They replaced the words *nous devons* by the expression *il faut que* as they wrote the correct answer *Il faut que nous fassions une présentation de notre nouveau produit de beauté ce soir* (It is necessary that we introduce the beauty of our new product this evening).

They also wrote the correct answer in item (d), which was *il faut que vous ayez du courage de terminer les travaux pendant mon absence* due to the fact that, they managed to change the infinitive verb *avoir* into subjunctive mood *ayez*.

In item (e), the candidates were required to transform the infinitive verb *prendre* into subjunctive mood *prennent* and to remove the verb *doivent*. The correct response was *Il faut que mes sœurs et ma mère/elles prennent un 'bajaj' ce soir pour aller à Muhimbili*. These candidates provided the correct response because they were aware of all the necessary changes to be made in the sentence. This indicates that these candidates mastered well the topic on Expressing wishes. Extract 2.1 is sample of a candidates' good response.

2-	a) Il faut que mon directeur parte immédiatement pour New York cet après-midi avec son secrétaire.	
	b) Il faut que tu ailles au bureau à pied aujourd'hui parce que la voiture est tombée en panne.	
	c) Il faut que nous fassions une présentation de notre nouveau produit de beauté ce soir.	
	d) Il faut que vous ayez du courage de terminer les travaux pendant mon absence.	
	e) Il faut que mes sœurs et ma mère prennent un 'bajaj' ce soir pour aller à Muhimbili.	

Extract 2.1: A sample of a candidate's good response in question 2.

The candidates with average scores in this question were 26 (13.8%) These candidates had partial knowledge on the rules and principles of transforming verbs into subjunctive mood as they were able to transform correctly only some of the sentences. For example, some candidates were able to respond correctly in items (b), (c) and (e) but failed (a) and (d). The analysis indicates that these candidates had partial knowledge on rules governing the changing of the verbs into subjunctive mood. Extract 2.2 is a sample of the candidate's average performance.

2	a) Il faut que mon directeur parte immédiatement pour New York cet après-midi avec son secrétaire.	
	b) Il faut que tu ailles au bureau à pied aujourd'hui parce que la voiture est tombée en panne.	
	c) Il faut que nous faisons une présentation de notre nouveau produit de beauté ce soir.	
	d) Il faut que vous avez du courage de terminer les travaux pendant mon absence.	
	e) Il faut que mes sœurs et ma mère prennent un "bajaj" ce soir pour aller à Muhimbili.	

Extract 2.2: A sample of responses from a candidate who performed averagely in question 2. He/she was able to rewrite the sentence correctly in items (a) and (b) but failed in items (c), (d) and (e).

On the contrary, 56 (29.6%) candidates scored low marks in this question because they had insufficient knowledge and skills in this topic. They failed to rewrite correctly the sentences by using the expression *il faut que*. They did not know the necessary changes like omission of some words/expressions and changing the verbs into subjunctive mood in the sentences. For example, in item (a), the candidates failed to change correctly the verb *partir* (infinitive) into *parte* (subjunctive mode), instead they changed it into other tenses. For instance, one of them wrote *Il faut que mon directeur/il faut qu'il pars immédiatement pour new York cet après-midi avec son secrétaire*.

In item (b), the candidates failed to change the infinitive verb *aller* into subjunctive mood *ailles*. One of them wrote that *Il faut que tu va au bureau à pied aujourd'hui parce que la voiture est tombée en panne*. Moreover, in item (c), the candidates were not able to transform the verb *faire* into subjunctive mood *fassions*, as one of them wrote *Il faut que nous font une présentation de notre nouveau produit de beauté ce soir*.

Further analysis indicates that in item (d), the candidates wrote incorrect responses. Some of them failed to change the infinitive verb *avoir* into subjunctive mood *ayez* instead they changed it into other tenses. For example, one of them wrote *il faut que vous avez du courage de terminer les travaux pendant mon absence* he/she changed the verb into present which was incorrect. In item (e), the candidates were required to transform the infinitive verb *prendre* to subjunctive mood *prennent* and to remove the verb *doivent*. These candidates changed the verb into present indicative mood instead of subjunctive, as one of them wrote *Il faut que mes sœurs et ma mère doivent prend un 'bajaj' ce soir pour aller à Muhimbili* which was an incorrect answer. This implies that these candidates did not master well the topic of expressing wishes, especially the transformation of verbs into subjunctive mood. Extract 2.3 displays the candidates' poor response in this question.

2.	a) <u>Il faut que mon directeur</u> <u>doive</u> <u>partir</u> <u>immédiatement pour New York</u> <u>cet après</u> <u>-midi avec son secrétaire</u>	
	b) <u>Il faut que tu</u> <u>doives</u> <u>aller</u> <u>au</u> <u>bureau à pied</u> <u>aujourd'hui</u> <u>parce que la</u> <u>voiture est tombée en panne</u>	
	c) <u>Il faut que nous</u> <u>devions</u> <u>faire</u> <u>une</u> <u>présentation de notre nouveau produit</u> <u>de beauté</u> <u>ce soir</u>	
	d) <u>Il faut que vous</u> <u>deviez</u> <u>avoir du courage de terminer les travaux</u> <u>pendant mon absence</u>	
	e) <u>Il faut que mes sœurs et ma mère</u> <u>doivent</u> <u>prendre un taxi</u> <u>ce soir</u> <u>pour</u> <u>aller à Muhimbili</u>	

Extract 2.3: A sample of the candidate's poor responses in question 2.

2.3 Question 3: Talking about different experiences (past, present and future)

In this question, the candidates were given verbs in the brackets and they were required to change them into the correct form. This question tested the candidates' ability to use the French Language to express themselves in different situations by using different tenses, such as past, present and future. The question was:

3. Mettez les verbes entre parenthèses à la forme correcte.
- (a) Demain, nous (voir) un docteur; depuis deux jours, ma mère (ne pas se sentir) bien. Hier, elle (dormir) tout le soir et elle (ne rien manger). Elle (dire) qu'elle avait mal au ventre.
 - (b) Autrefois, ma mère faisait souvent des beignets. Hier, elle en (faire) pour ses petits-enfants.
 - (c) Il y a deux ans, Mapinduzi (aller) tous les mercredis après-midi à la piscine, mais l'an dernier il (choisir) le tennis.
 - (d) Avant, nos cousins (prendre) leurs vacances au mois d'août, mais il y avait un grand nombre de personnes.
 - (e) Quand il était enfant, Sikitu (aimer) lire beaucoup de contes de fées, de légendes et de bandes dessinées.

The question was attempted by 190 (100%) candidates, of which 57 (30.0%) scored from 6.0 to 10 marks, 63 (33.2%) scored from 4.0 to 5.5 marks, and 70 (36.8%) scored from 0 to 3.0 marks. The general performance in this question was good since 120 (63.2%) candidates scored 35 percent and above. Figure 3 is an illustration of this performance.

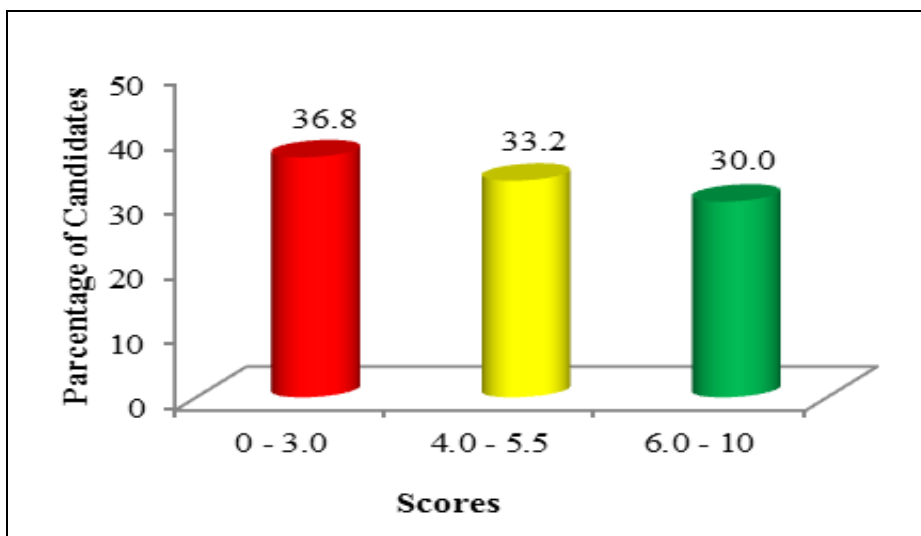


Figure 3: The Candidates' Performance in Question 3.

The analysis shows that 57 (30.0%) candidates performed well in this question. The analysis of the candidates' responses reveals that most of them managed to transform the verbs into the respective tenses. These candidates had sufficient knowledge on rules and principles governing the transformation of verbs according to the tense. In each sentence, there was an indicator of time which guided the candidates to determine the correct tense of the verb. They identified the indicators and that enabled them to provide correct responses.

The analysis indicates that in item (a), the candidates were able to change the verbs *voir*, *ne pas se sentir*, *dormir* and *ne rien manger* into their respective tenses. They identified the word *demain*, which is an adverb of time meaning tomorrow and which was used as an indicator. This helped them to put the verb *voir* into simple future tense. Likewise, they managed to change the verb *dormir* into simple past tense due to the presence of the word *hier* which means yesterday as one candidate wrote the correct response *Demain, nous verrons un docteur; depuis deux jours, ma mère ne se sent pas bien. Hier, elle a*

dormi tout le soir et elle n'a rien mangé. Elle a dit qu'elle avait mal au ventre (Tomorrow we will see the doctor; for two days, my mother is not feeling well. Yesterday she slept the whole evening and she ate nothing. She said she had stomach ache.)

Moreover, in item (b), the candidates identified the adverb *hier* (yesterday) which indicated that the verb was supposed to be in the past tense as one of the candidates wrote the correct answer *Autrefois, ma mère faisait souvent des beignets, Hier, elle en a fait pour ses petits-enfants* (In the past, my mother was making burns, yesterday, she cooked them for her grand-children).

Furthermore, in item (c), the candidates were able to put the verb *aller* in the past continuous tense and the verb *choisir* into the past tense. This was due to the presence of the expression *il y a deux ans* (it is two years) and *l'an dernier* (last year). These candidates wrote a correct response *Il y a deux ans, Mapinduzi allait tous les mercredis-après-midi à la piscine, mais l'an dernier il a choisi le tennis* (Two years ago, Mapinduzi used to go to the swimming pool every Wednesday afternoon, but last year he opted for table tennis).

Further analysis indicates that in item (d), the candidates managed to transform the verb *prendre* into the past continuous tense due to the presence of an adverb of time *avant* (before) as an indicator and the verb *avait* in the second phrase. This guided the candidates to write correct responses *Avant, nos cousins prenaient leurs vacances au mois d'août, mais il y avait un grand nombre de personnes* (Before, our cousins were going for holidays in August, but there was a huge number of people).

In item (e), the candidates transformed the verb *aimer* (to like) into past continuous tense. They noticed that an expression *quand il était* which was used as an indicator gave candidates the clue that the verb within the brackets was to be changed into past continuous tense. The correct response was *Quand il était enfant, Sikitu aimait lire beaucoup de contes de fées, de légendes et des bandes dessinées* (When he was young, Sikitu liked reading a lot of magic stories, legend stories and cartoons). This implies that these candidates had sufficient knowledge on the topic. Extract 3.1 illustrates the candidate's good response.

3a	Demain nous verrons un docteur, depuis deux jours ma mère ne se sent pas bien. Hier, elle a dormi tout le soir et elle n'a rien mangé. Elle a dit qu'elle avait mal au ventre.	
b	Autrefois, ma mère faisait souvent des beignets. Hier, elle en a fait pour ses petits enfants.	
c	Il y a deux ans, Mapinduzi allait tout les mercredi après-midi à la piscine, mais l'an dernier, il a choisi le tennis.	
d	Avant, nos cousins prenaient leurs vacances au mois d'août, mais il y avait un grand nombre de personnes.	
e	Quand il était enfant, Sibusiso aimait lire beaucoup de contes de fées, de légendes et de laides desinées.	

Extract 3.1: A sample of the good response in question 3.

Also, 63 (33.2%) candidates scored average marks in this question. These candidates had partial knowledge of the rules and principles governing the transformation of verbs into their correct tenses. Some of the indicators seemed familiar to them but others were difficult to them to understand due to their partial knowledge of the topic. For example, some candidates were able to respond correctly some items while failing in other items. This indicates that these candidates understood the question but lacked the skills required in the transformation of verbs into their respective tense. Extract 3.2 is an example that displays the candidate's averagely performed response in this question.

3.	(a) Demain, nous verrons un docteur depuis deux jours, ma mère ne se sentira pas bien. Hier, elle ont dormi tout le soir et elle ne n'a rien mangé. Elle a dit qu'elle avait mal au ventre.
	(b) Autre fois, ma mère faisait souvent des beignets. Hier, elle en a fait pour ses petits enfants.
	(c) Il y a deux ans, Mapinduzi est allé tous les mercredi après-midi à la piscine, mais l'an dernier il a choisi le tennis.
	(d) Avant, nous cousins a pris leur vacances au mois d'août, mais il y avait grand nombre de personnes.
	(e) Quand il était enfant, Sitaty a aimé lire beaucoup de contes de fées, de légendes et de bandes dessinées.

Extract 3.2: A sample of responses from a candidate who performed averagely in question 3. He/she managed to change the only four verbs correctly (*verrons, a dit, a fait and a choisi*) and failed the others.

However, the analysis indicates that 70 (36.8%) candidates scored low marks in this question. These candidates had poor knowledge and skills in transforming the verbs into their correct tenses. For example, in item (a), the candidates failed to change the verbs *voir, ne pas se sentir, dormir* and *ne rien manger* into their respective tenses. They did not understand that the word *demain* which means tomorrow required them to change the verb *voir* into simple future tense. Likewise, the verb *dormir* was supposed to be in a simple past tense due to the presence of the word *hier* (yesterday). Therefore, some candidates wrote *Demain, nous voirons un docteur; depuis deux jours, ma mère ne se sente pas bien. Hier, elle dormait tout le soir et elle n'a rien mangé. Elle dit qu'elle avait mal au ventre.*

Moreover, in item (b), the candidates failed to identify the adverb *hier* (yesterday) which indicated that the verb was supposed to be in a simple past tense. Some candidates wrote *Autrefois, ma mère faisait souvent des beignets, Hier, elle en fait pour ses petits-enfants* which was wrong.

Further analysis indicates that, in item (c), the candidates failed to change the verb *aller* into the past continuous tense and the verb *choisir* into the simple past tense. They did not realise that there were

expressions *il y a deux ans* (it is two years) and *l'an dernier* (last year) in the sentences. This implies that these candidates were not aware of the indicators, hence one of them wrote incorrect response *Il y a deux ans, Mapinduzi vont tous les mercredis-après-midi à la piscine, mais l'an dernier il choisit le tennis.*

Also, in item (d), the candidates were required to transform the verb *prendre* into past continuous. The candidates who scored zero in this item failed to notice that *avant* (before/at first) and the verb *avait* in the second phrase could be used as clues for changing the verbs in the brackets. This resulted to incorrect response, one candidate wrote *Avant, nos cousins prenaient leurs vacances au mois d'août, mais il y avait un grand nombre de personnes.*

In item (e), the candidates were required to transform the verb *aimer* (to like) into past continuous tense. The presence of the expression *quand il était* was an indicator that the verb was supposed to be in the past continuous tense. The candidates provided incorrect responses because they lacked knowledge on the changes of the verbs, as one of them wrote *Quand il était enfant, Sikitu a aimé lire beaucoup de contes de fées, de légendes et des bandes dessinées.* This indicates that these candidates had insufficient knowledge on the topic. Extract 3.3 is a sample of the candidate's poor responses.

3	a) Demain, nous verrons un docteur; depuis deux jours, ma mère ne <u>pas</u> se sentira bien. Hier, elle <u>ai</u> dormi tout le soir et elle <u>a</u> ne rien mange. Elle dirait qu'elle avait mal au ventre.
	b) Autrefois, ma mère <u>faicant</u> souvent des beignets. Hier, elle <u>en</u> fait pour ses petits enfants.
	c) Il y a deux ans, Mapinduzi <u>allait</u> tous les mercredis, après-midi à la piscine, mais l'an dernier
	d) Avant, nos cousins <u>sont</u> prendu leurs vacances au mois d'août, mais il y avait un grand nombre de personnes.
	e) Quand il <u>était</u> enfant, Sikitu <u>aimer</u> -ai lire beaucoup de contes de fées, de légendes et de bandes dessinées.

Extract 3.3: A sample of the candidate's poor response in question 3.

2.4 Question 4: Translation and Interpretation

In this question, the candidates were given a dialogue in the French Language and were required to translate it in the English Language. The dialogue was about Juma and Salome who were talking about joining the University of Dar es salaam. This question tested the candidates' ability to translate texts. The question was:

4. Traduisez le dialogue suivant en Anglais.

Juma: Qu'est que tu écris dans ton 'SMS'?

Salome: Je ne sais pas, je n'ai pas d'idées!

Juma: Allez on commence, cher Onesmo.

Salome: L'université la rentrée c'est en Octobre. J'espère que je vais réussir à mes examens de sixième année. Je préfère aller à l'université de Dar es salaam. Mais j'ai entendu parler que à Dar es salaam il fait très chaud. Et toi tu préfères aller à quelle université?

Juma: Tu as bien écrire ton 'SMS'!

Salome: Merci mais c'est toi qui m'a aidé!

The question was attempted by 190 (100%) candidates, of which 42 (22.1%) scored from 6.0 to 10 marks, 68 (35.8%) scored from 3.5 to 5.5 marks, and 80 (42.1 %) scored from 0 to 3.0 marks. The general performance in this question was average since, 110 (57.9%) candidates scored 35 percent and above. Figure 4 is an illustration of this performance.

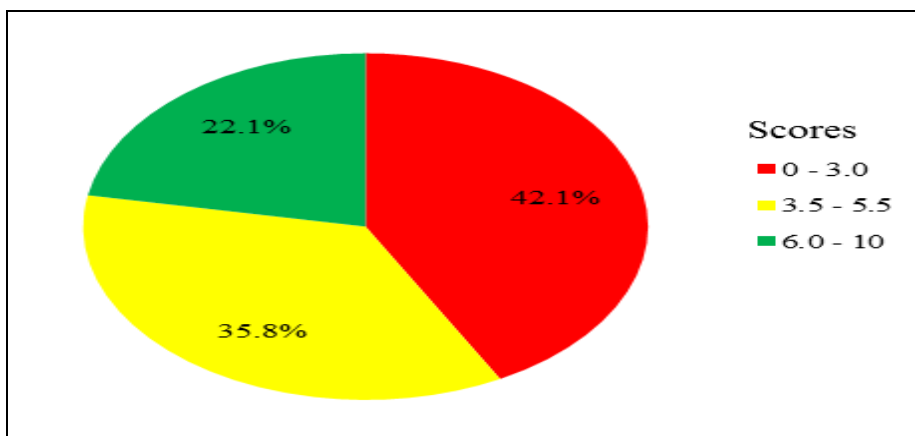


Figure 4: The Candidates' Performance in Question 4.

The analysis reveals that 68 (35.8%) candidates had average performance. These candidates had partial knowledge on comprehension skills and insufficient vocabulary. They were able to translate some sentences but failed to do so in others as a result they performed averagely.

Further analysis shows that 80 (42.1 %) candidates scored low marks in this question. They failed to comprehend the source dialogue. The analysis shows that some of the candidates misinterpreted the question. For example, one of the candidates translated the text in Kiswahili Language instead of English Language. Others did not understand the requirement of the question. While others translated few words from the source text, this distorted the message of the targeted language. These candidates lacked the principles of translation, and they had insufficient vocabulary and lacked comprehension skills. Extract 4.1 is a sample of the candidate's poor response.

04.	Juma: Ua What did you write in the SMS?	
	Salome: Ha No i dont say, i dont have idea!	
	Juma: Ua go to Continier, friend onesmo	
	salome: he will start University on october	
	I think that i goes resit my	
	exams of form six. I prefer to	
	go in Dar-es-salaam. but i attend	
	to talk that in Dar-es - salaam	
	she should good chaul' and he prefer	
	to go in that University?	
	Juma: they have good write to sms!	
	salome: good by but God will	
	be with you.	

Extract 4.1: A sample of the candidate's poor response in question 4.

Furthermore, 42 (22.1%) candidates had good performance in this question. These candidates managed to translate the text in English Language. They applied the rules and principles of translation. The analysis shows that these candidates had sufficient knowledge on comprehension skills and sufficient vocabulary which enabled them to comprehend the French Language dialogue and translate into English Language. Extract 4.2 is a sample of the candidate's good response.

4.	Juma: What are you writing in your 'sms'?	
	Salome: I don't know, I have no idea.	
	Juma: Start with, dear Onesmo.	
	Salome: The university entry is in October. I hope that you I will I am going to pass my form six examinations. I prefer going to the university of Dar es salaam. But I heard talks that in Dar es salaam it is very hot. And you, what university do you prefer to go to?	
	Juma: You have written your 'sms' well!	
	Salome: Thanks but it's you who helped me!	

Extract 4.2: A sample of the candidate's good response in question 4.

2.5 Question 5: Talking about different experiences (past, present and future)

The candidates were given five sentences in active voice and were instructed to transform them into passive voice. The question tested the candidates' ability to use active and passive voices in their daily life in the French Language.

5. Transformez les phrases suivantes comme dans l'exemple.

Exemple: Tous les passants regardaient beaucoup Rose.

Rose était regardée par tous les passants.

- (a) Mes parents ont invité les deux filles de monsieur Maridadi à dîner chez nous hier soir.
- (b) Les députés au parlement vont voter cette loi à la fin de cette semaine.
- (c) Mon mari vient d'acheter ce livre dans cette librairie en face de la banque.
- (d) Demain, Jamilla écrira une lettre à son frère pour demander de l'argent pour s'acheter un dictionnaire de français.
- (e) Ce petit garçon assemble toutes les pièces du puzzle dans une demi-heure.

The question was attempted by 190 (100%) candidates, of which 123 (64.7%) scored from 6.0 to 10 marks, 34 (17.9%) scored from 3.5 to 5.5 marks, and 33 (17.4%) scored from 0 to 3.0 marks. The general performance in this question was good since, 157 (82.6%) candidates scored 35 percent and above. Figure 5 is an illustration of this performance.

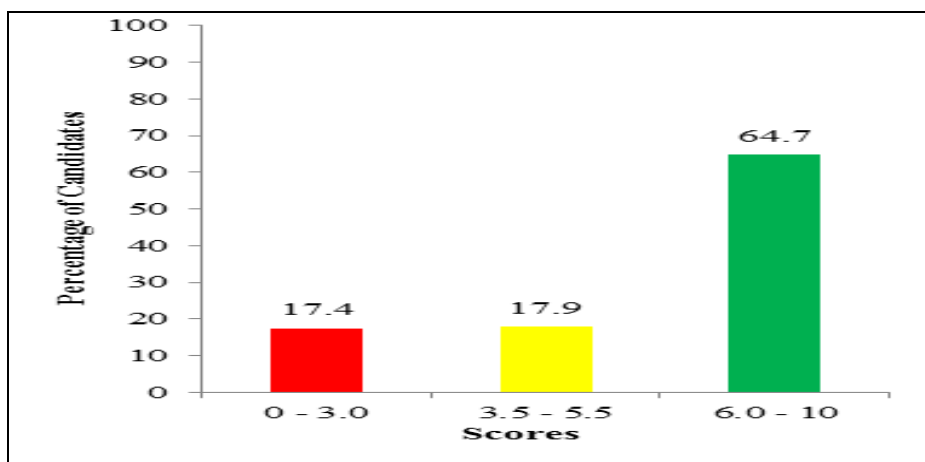


Figure 5: *The Candidates' Performance in Question 5.*

The candidates who scored the marks ranging from 6 to 10 in this question were 123 (64.7%). These candidates were able to change the sentences into passive voice. They followed all the procedures involved in the transformation of sentences and managed to recognise the subjects, tenses of the main verbs, objects, gender of the objects and numbers. They also managed to arrange them into their proper positions. For example, in item (a), the candidates transformed the sentence and made all the necessary changes. One of them wrote the correct response *Les deux filles de monsieur Maridadi ont été invitées par mes parents à dîner chez nous hier soir* (The two daughters of Mr. Maridadi were invited by my parents to have dinner at our home yesterday evening).

Also, in item (b), the candidates wrote the correct response because they were aware that the object was in singular form and changed the auxiliary verb into third person singular. In addition they made an agreement by adding an *e* at the main verb to mark feminine gender of the subject. The correct response was *Cette loi va être votée par les*

députés au parlement à la fin de cette semaine (This act will be voted by the members of parliament at the end of this week).

Furthermore, in item (c), the candidates also wrote the correct response, as they identified that the main verb was in recent past (*passé récent*), and changed the auxiliary verb *être* into infinitive form. This enabled them to write the correct response, as one among them wrote *Ce livre vient d'être acheté par mon mari dans cette librairie en face de la banque*. (This book has just been bought by my husband in this bookshop in front of the bank).

Additionally, in item (d), the candidates identified the verb that was in simple future tense. They changed the auxiliary verb into simple future tense and the main verb in the past participle. The candidates observed all the necessary changes, as one of them wrote the correct answer *Une lettre sera écrite demain par Jamila à son frère pour demander de l'argent afin d'acheter un dictionnaire de français* (A letter will be written by Jamila to his brother to ask some money for buying a French dictionary).

In item (e), the candidates who scored full mark transformed the main verb into the past participle and made the agreement of gender and number. Hence, they provided the correct response as one of the candidates wrote *Toutes les pièces du puzzle sont assemblées par ce petit garçon dans une demi-heure* (All the pieces of puzzle have been assembled by a little boy in half an hour). This implies that these candidates mastered well the topic. Extract 5.1 is a sample of the candidate's good response.

5.	a) les deux filles de monsieur Maridadi ont été invitées par mes parents à dîner chez nous hier soir	
	b) Cette loi va être votée par les députés au parlement à la fin de cette semaine.	
	c) ce livre vient d'être acheté par mon mari dans cette librairie en face de la banque	
	d) Demain, Une lettre sera écrite par Jamila à son frère pour demander de l'argent pour s'acheter un dictionnaire de français	
	e) toutes les pièces du puzzle sont assemblées par ce petit garçon dans une demi-heure	

Extract 5.1: A sample of the candidate's good response in question 5.

Further analysis shows that 34 (17.9%) candidates who scored average marks in this question had partial knowledge on the principles governing the changing of the sentences from active voice into passive voice. They managed to answer correctly few items and failed in others. The analysis shows that these candidates did not master well the topic on the changes of tenses and they did not master well the gender and number agreements. This led them to score averagely in this question. Extract 5.2 is a sample of the response from the candidate who scored averagely in this question.

5	les deux filles de monsieur Mandadi ont été invitées par mes parents à dîner chez nous hier soir	
	b) Cette loi à la fin va être votée par les députés au parlement de cette semaine	
	c) Le livre dans cette librairie vient d'être acheté par mon mari en face de la banque	
	d) Une lettre sera écrite par Jamilla demain à son frère pour demander de l'argent pour s'acheter un dictionnaire de français.	
	e) Toutes les pièces du puzzle sont ensemble par ce petit garçon dans une demi-heure	

Extract 5.2: A sample of response from a candidate who scored averagely in question 5. He/she managed to write correct responses in items (a) and (e) but failed in items (b), (c) and (d).

The analysis indicates that 33 (17.4%) candidates who scored low marks in this question lacked knowledge on how to transform sentences from active voice into passive voice. These candidates failed to mark

the agreement of the subject both on numbers and gender, and this resulted into writing wrong answers. For example, in item (a), the candidates were not aware of the auxiliary verb *avoir* that was supposed to remain as *ont*. They also failed to mark gender agreement with the subject, as one candidate wrote *Les deux filles de monsieur Maridadi sont invités par mes parents à dîner chez nous hier soir*.

In item (b), the candidates who scored zero in this item failed to identify the tense of the main verb which was in the near future (*Future proche*). Others failed to identify the gender of a noun which was feminine. This resulted into wrong answers as one of them wrote *Cette loi est votée par les députés au parlement à la fin de cette semaine*.

In addition, in item (c), the candidates were not able to notice that the main verb was in past recent (*passé récent*), and failed to change the auxiliary *être* into infinitive form, as a result they wrote incorrect response. For instance, one of the candidates wrote *Ce livre est achetée par mon mari dans cette librairie en face de la banque* which was a wrong answer.

Furthermore, in item (d), the candidates who scored zero in this item failed to recognize the tense of the main verb which was in simple future tense. Some of them failed to change the auxiliary verb into simple future tense and others used the auxiliary *avoir* instead of using the auxiliary *être*. This led them to produce incorrect responses, as one among them wrote *Une lettre est écrit demain par Jamila à son frère pour demander de l'argent afin d'acheter un dictionnaire de français*

In item (e), the candidates who scored zero, failed to transform the main verb into past participle while others did not insert the auxiliary. Hence, they gave incorrect responses, as one of them wrote *Toutes les pièces du puzzle sont assembles par ce petit garçon dans une demi-heure*. This implies that these candidates had partial knowledge on the rules governing the transformation of sentences from active voice into the passive voice. Extract 5.3 is a sample of the candidate's poor response.

3.	Mes parents ont invité les deux filles de monsieur Maridadi à dîner chez nous hier soir.	
	- Les deux filles de monsieur Maridadi ont invité par ses parents à dîner chez nous hier soir.	
	b) Les députés au parlement vont voter cette loi à la fin de cette semaine.	
	Cette loi vont voter par les députés au parlement à la fin de cette semaine.	
	c) Mon mari vient d'acheter le livre dans cette librairie en face de la banque.	
	Ce livre vient d'acheter par son mari dans cette librairie en face de la banque.	
	d) Demain, Jamilla écrira une lettre à son frère pour demande de l'argent pour s'acheter un dictionnaire de français.	
	Une lettre sera écrit par demain Jamilla à son frère pour demande de l'argent pour m'acheter un dictionnaire de français.	
	e) Ce petit garçon assemble toutes les pièces du puzzle dans une demi-heure.	
	Toutes les pièces du puzzle sont assemble par ce petit garçon.	

In Extract 5.3:A candidate could not change all the given verbs.

2.6 Question 6: Phonology

In this question, the candidates were given homophone, words which are similar in pronunciation but different in meaning to fill in blanks. The question tested the candidates' ability to differentiate the words' orthography and pronunciation. The question was:

6. Complétez avec les homophones suivantes: ces, c'est, ses, s'est.
- mon père qui travaille au champ, il récolte récoltes.
 - Elle a perdu parents pendant la guerre. Actuellement, elle vit chez amies.
 - Il réveillé très tôt le matin, il a commencé le voyage pour aller visiter camarades.
 - ton stylo, cahiers sont les tiens aussi.
 - Ma sœur peignée cheveux.

The question was attempted by 190 (100%) candidates, of which 171 (90.0%) scored from 6.0 to 10 marks, 16 (8.4%) scored from 3.5 to 5.5 marks, and 3 (1.6%) scored from 0 to 3.0 marks. The general performance in this question was good since, 187 (98.4%) candidates scored 35 percent and above. Figure 6 is an illustration of this performance.

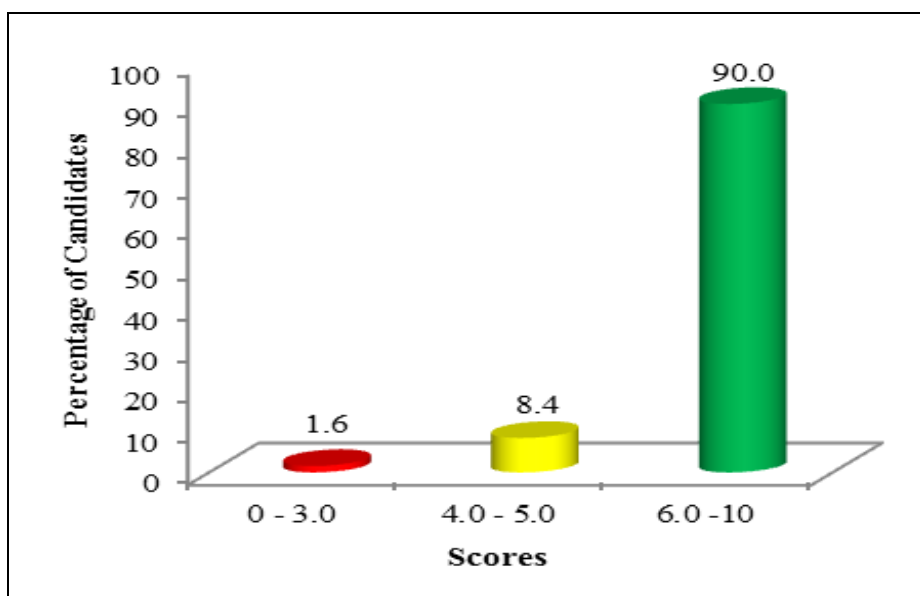


Figure 6: *The Candidates' Performance in Question 6.*

The analysis shows that 171 (90.0%) candidates scored high marks in this question. They had sufficient knowledge on vocabulary which helped them to identify the correct answers. They understood the meaning of the sentences and were able to differentiate between verbs and adjectives. For example, in item (a), the candidates wrote the correct response *C'est mon père qui travaille au champ, il récolte ses récoltes* (It is my farther who works at the farm, he is harvesting his crops). They wrote *C'est* in the first blank because it was the only word among the four which is used to introduce someone and *ses* in the second blank because it is a possessive adjective.

In item (b), the candidates knew the meaning of the sentence which helped them to easily identify the correct answer that was possessive adjective *ses* in all the two blanks. The correct response was *Elle a perdu ses parents pendant la guerre. Actuellement, elle vit chez ses amies* (She lost her parents during the war. Currently, she is living with her friends.)

In item (c), the candidates were able to identify the verb *réveiller* as pronominal verb (verbe *pronominal*) which goes with *se* in itself or its auxiliary verb. They also recognized the possessive adjective *ses* as the correct response of the second blank space. Thus, the candidates wrote the correct response *Il s'est réveillé très tôt le matin, il a commencé le*

voyage pour aller visiter ses camarades. (He woke up early in the morning, he started his journey to visit his friends).

In item (d), the candidates who scored full marks understood the meaning of the word *C'est* (this/that is) as it is used to introduce someone or something. Also they were aware that demonstrative adjective *ces* is used to point out someone or something. They provided the correct answer *C'est ton stylo, ces stylos sont les tiens aussi* (It is your pen, those pens are yours).

The candidates who scored full marks in item (e) understood the meaning of the sentence as well as the meaning of the words which were supposed to be filled in the blank spaces. They knew that the verb *peigner* was a pronominal verb that goes with *se* and that *ses* was the correct answer for the second blank space because it is a possessive adjective. The correct response in this item was *Ma sœur s'est peignée ses cheveux* (My sister combed her hairs). This analysis shows that these candidates mastered well the topic. Extract 6.1 is a sample of the candidates' good response in this question.

6	a) c'est mon père qui travaille au champ, il recolte ses	
	recolter	
	b) Elle a perdu ses parents pendant la guerre. Actuellement	
	elle vit chez ses amies	
	c) il s'est réveillé très tôt le matin, il a commence	
	le voyage pour aller visiter ses camarades	
	d) c'est ton stylo ces cahiers sont les tiens aussi	
	e) Ma sœur s'est peignée ses cheveux	

Extract 6.1: A sample of good response from a candidate who performed well in question 6.

Further analysis shows that, 16 (8.4%) candidates who scored average marks in this question had partial knowledge on vocabulary. They understood the meaning of some of the vocabulary and how they are used. They were able to fill in few blanks correctly while failing to

provide correct responses in some blanks. Extract 6.2 is a sample of a response from a candidate who performed averagely in this question.

6(a)	C'est mon père qui travaille au champ, il récolte ses récoltes	
(b)	Elle a perdu ses parents pendant la guerre. Actuellement, elle vit chez ses amies	
(c)	Il ses réveille très tôt le matin, il a commencé le voyage pour aller visiter ses camarades	
(d)	S'est ton style, ses cahiers sont les tiens aussi.	
(e)	Ma sœur ses peignée ces cheveux	

Extract 6.2: A sample of response from a candidate who performed averagely in question 6. He/she filled in the blanks with the correct answers in items (a) and (b) but failed in items (c), (d) and (e).

There were also 3 (1.6%) candidates who scored low marks in this question. The analysis shows that these candidates had poor knowledge on vocabulary. They failed to differentiate between verb and adjective and they also did not understand the meaning of the sentences. They picked the words randomly and wrote as answers, and thus resulted to wrong answers. For example, in item (a), one of the candidates wrote the incorrect response *s'est mon père qui travaille au champ, il récolte ces récoltes*.

In item (b), the candidates did not know the meaning of the sentence which could help them to identify easily the correct answer. They failed to differentiate the given words, as a result they picked any word and wrote them as answers. For example, one candidate wrote *Elle a perdu ces parents pendant la guerre. Actuellement, elle vit chez ces amies* which was wrong.

In item (c), the candidates were not able to identify the verb *réveiller* as pronominal verb (*verbe pronominal*) which goes with *se*. They also failed to identify the possessive adjective *ses* as the correct response for the second blank space. For example, one of the candidates wrote *Il*

c'est réveillé très tôt le matin, il a commencé le voyage pour aller visiter ces camarades.

The candidates who scored zero mark in item (d) did not understand the meaning of the word *C'est* (this/that is) that is used to introduce someone or something. Also they were not aware that the demonstrative adjective *ces* is used to point out someone or something. Some of the candidates provided the incorrect answer *s'est ton stylo, ses stylo sont les tiens aussi*.

The candidates who failed in item (e), were not aware of the meaning of the sentence as well as that of the words which were supposed to be filled in the blank spaces. They did not know that verb *peigner* was a pronominal verb that goes with *se*. Moreover, they also did not understand that *ses* was the correct answer for the second blank space because it is a possessive adjective. Some candidates wrote *Ma sœur c'est peignée ces cheveux*. Extract 6.3 is a sample that illustrates the candidates' poor response in this question.

6.a)	<i>S'est mon père qui travaille au champs il récolte Ces récoltes.</i>	
b)	<i>Elle a perdu Ces parents pendant la guerre Actuellement, elle vit chez Ces amies.</i>	
c)	<i>Il s'est réveillé très tôt le matin, il a com encé le voyage pour aller visiter Ces camarades</i>	
d)	<i>S'est ton stylo, Ses cahiers sont les tiens au</i>	
e)	<i>Ma sœur Ses peignée Ces cheveux.</i>	

Extract 6.3: A sample of response from a candidate who performed poorly in this question 6.

2.7 Question 7: Translation

In this question, the candidates were given a text about Bernard Joinet who thinks about an African family and were required to translate it from French Language into Kiswahili Language. The question tested the candidates' ability to translate texts.

7. Traduisez ce texte en Kiswahili.

Voici ce que pense un français, Bernard Joinet, de la famille africaine. La famille africaine est plus grande, plus étendue que la famille française. Quand je rends visite à des amis tanzaniens, médecins, enseignants ou fonctionnaires, je vois chez eux toute une famille: des neveux et nièces qui étudient dans une école secondaire, la grand-mère venue voir le dernier petit, une cousine qui travaille dans une banque ou une belle-sœur en traitement à l'hôpital. Sans parler des cinq ou six enfants du maître de maison et tout cela le plus naturellement du monde.

The question was attempted by 186 (97.5%) candidates, of which 16 (8.6%) scored from 6.0 to 10 marks, 40 (21.5 %) scored from 3.5 to 5.5 marks and 130 (69.9%) scored from 0 to 3.0 marks. The general performance in this question was poor since, (30.1%) candidates scored 35 percent and above. Figure 7 is an illustration of this performance.

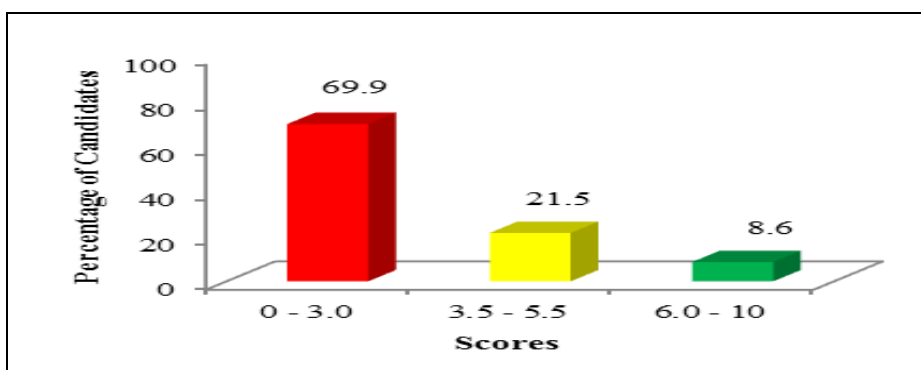


Figure 7: *The Candidates' Performance in Question 7.*

The analysis indicates that 130 (69.9%) candidates scored low marks in this question. These candidates failed to understand the source text. The analysis reveals that they translated the text by picking few words such as *la famille africaine* (African family), *grand mère* (grandmother), *visite* (visit), *des amis tanzaniens* (Tanzanian friends), *les enseignants* (teachers) and *cousins* (cousins) and used them to write their translation. In addition, they lacked knowledge on the principles of translation. This implies that these candidates did not master well the topic on translation, they also lacked vocabulary to use in the process of translating the text. Extract 7.1 is a sample of a candidates' poor response in question 7.

7.	Mimi Bernard Joinet naishi upuransa lakini natokea katika familia ya Kiafrika. Familia za Kiafrika ni kubwa sana ukilinganisha na familia za Kifaransa. Wakati nawatembelea marafiki zangu wakitanzezia, madaktari, walimu au wanajeshi, niliona familia moja: mpira wa kike na wa kume ambao wanasoma sekondari, Bibi alinikaribisha mtoto wa jioni kumuona binamu ambaye anafanya kazi katika duka au wafi ambaye anafanya kazi hospitalini. Hakuwa watoto watano au sita nyumbani na ni uhalisia kabisa.	
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Extract 7.1: A sample of the candidate's poor response in question 7.

The 40 (21.5 %) candidates had average performance in this question. The analysis indicates that these candidates were able to translate few sentences of the text which made them to score averagely. They failed to translate other sentences because they lacked vocabulary. This implies that these candidates had insufficient vocabulary.

Further analysis indicates that 16 (8.6%) candidates scored high marks in this topic. These candidates mastered well the topic. They managed to follow the principles of translation. They had sufficient vocabulary which enabled them to understand the source text and translated it into Kiswahili. The proposed response was:

Hivi ndivyo anavyowaza/anavyofikiria Mfaransa mmoja aitwaye Bernard Joinet kuhusu familia ya Kiafrika. Familia ya Kiafrika ni kubwa na imepanuka sana kuliko familia ya Kifaransa. Wakati ninapotembelea marafiki wa Kitanzania wawe ni madaktari, walimu au wafanyakazi, ninakuta watu wengi kwenye nyumba zao: wapwa wanaosoma katika shule ya sekondari, bibi aliyekuja kumuona mtoto wake wa mwisho, binamu anayefanya kazi katika benki au wafi ambaye yupo kwa ajili ya matibabu hospitalini. Bila kuwataja watoto watano au sita wa baba mwenye nyumba na hayo yote ni jambo la kawaida kwao.

Extract 7.2 illustrates the candidate's good response in this question.

7.	Hili ni wazoa la mfaransa Bernard Joinet kwa familia ya	
	Kiافrika. Familia ya Kiافrika ni kubwa na iliyojaa zaidi	
	Kuliko familia ya Kifaransa. Kila nitakumbuka marafiki zangu	
	Watanzania, madaktari, walimu au wastaafu, ninawaona waki-	
	wa na familia; wapwa wa kike na wa kume wanaosoma shule za	
	sekondari, bibi aliyekuya kumona mtoto wa murisho, binamu anaefa-	
	nya kazi benki au wafi anayetibiwa hospitalini. Bilo kua-	
	ngelika wafoto wafano au sifa wa baba mwenye nyumba na jo-	
	te hawa ni kawaida kwa wote.	

Extract 7.2: A sample of response from a candidate who performed well in question 7.

2.8 Question 8: Phonology

The candidates were supposed to transcribe the underlined words in the five given sentences. The question tested the candidates' ability to transcribe words (to show how the words are pronounced) in the French Language.

8. Transcrivez les mots soulignés comme dans l'exemple.

Exemple: C'est faux [fo].

- (a) A l'école il y a plus de filles que les garçons.
- (b) Maman prépare de la bouille très tôt le matin tous les jours.
- (c) Le père travaille au champ.
- (d) Venez voir sa mère.
- (e) Il faut faire la cuisine.

The question was attempted by 189 (99.5%) candidates, of which 82 (43.4 %) scored from 6.0 to 10 marks, 43 (22.8%) scored from 3.5 to 5.5 marks and 64 (33.9%) scored from 0 to 3.0 marks. The general performance in this question was good since 125 (66.1%) candidates scored 35 percent or above. Figure 8 is an illustration of this performance.

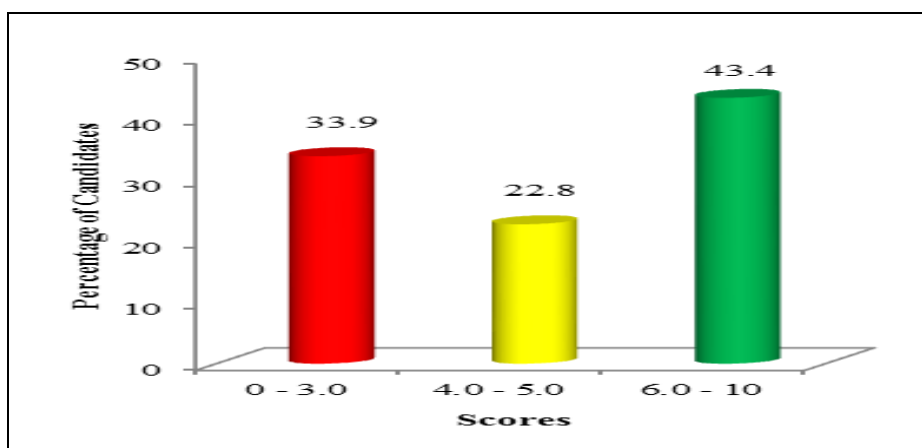


Figure 8: *The Candidates' Performance in Question 8.*

The analysis shows that 82 (43.4 %) candidates scored high marks in this question. These candidates had enough knowledge and skills on how to transcribe words. They were able to differentiate sounds as a result they wrote correct answers. For example, in item (a), they transcribed correctly the word fille [fij] and the word garçons [garsɔ̃]. They also wrote correct answer in item (b), which was bouille [buj] and matin [matɛ̃]. In item (c), they wrote the correct transcription of the words père [pɛʀ] and travaille [travaj] respectively.

In item (d), the candidates were able to transcribe the words phonetically. The two words were Venez [vəne] and mère [mɛʀ]. In item (e), the candidates who scored full marks managed to transcribe the words faut [fo] faire [fɛʀ] by using correct phonetics symbols. This indicates that these candidates mastered well the topic. Extract 8.1 is a sample of a candidates' good response.

8. a.	fil	le	[fij]	gar	çons	[garsɔ̃]	
b.	bou	ille	[buj]	ma	tin	[matɛ̃]	
c.	pè	re	[pɛʀ]	travai	lle	[travaj]	
d.	Venez		[vəne]	mè	re	[mɛʀ]	
e.	faut		[fo]	faire		[fɛʀ]	

Extract 8.1: A sample of the candidate's correct response in question 8.

Moreover, the candidates with average performance had partial knowledge on transcription skills which made them to transcribe correctly some words while failing in others. For example, some candidates were able to transcribe some sounds in a word while leaving others untranscribed and this resulted to an average performance. Extract 8.2 is a sample that illustrates the response of a candidate who performed averagely in this question.

8 a)	A l'école il y a plus de fille [fi:] que les les garçons [garsɔ].	
b)	Maman prépare de la bouille [buy] très tôt le matin [maty].	
c)	le père [peR] travail [trave] au champ	
d)	venez [ven] voir sa mère [meR].	
e)	Il faut [fo] faire [feR] la cuisine.	

Extract 8.2: A sample of response from a candidate who performed averagely in question 8. He/she transcribed correctly words in items (a) and (e) but failed in items (b), (c) and (d).

On the other hand, the analysis shows that the candidates who scored low marks in this question had poor knowledge and skills pertaining to word transcription. For example, in item (a), the candidates failed to transcribe the word *filles* as some of them wrote [fil] and others [fiy]. As for the word *garçons*, some of the candidates transcribed it as [gaso]. They were not able to differentiate the sounds [o, ɔ and ɔ̃]. This implies that these candidates did not master well the topic.

In item (b), the candidates who scored zero wrote the incorrect transcription of the words given. Some candidates wrote [bwile] whereas others wrote [bwi:] and [matɛ] all which were wrong transcriptions. They could not differentiate the sounds [w and u, j and y] and sound [ɛ and ɛ̃]. In item (c), the candidates who scored zero did not master well the sounds [e and ɛ] and [y and j] as a result they transcribed the words wrongly. One of them transcribed the words *père* and *travaille* as [peR] and [travay] respectively.

In item (d), most of the candidates transcribed the given words as follows; Venez [vene] and [mer] which was wrong. They could not distinguish between sounds [e] and [ə] and [e] and [ɛ] respectively. In item (e), most of candidates failed to transcribe the given word due to the fact that they were not able to differentiate sounds [ɔ] from [o] and sounds [e] from [ɛ]. This resulted to incorrect transcription as one among them wrote *faut* [fɔ] and *faire* [fer] which was wrong transcription. This implies that the candidates did not master well the topic. Extract 8.3 illustrates the candidates' poor response in this question.

8 a) A l'école il y a plus de fille [fyɛ] que les garçons [garɔ]	
b) Nouran prépare de la bouille [bule] très tôt le matin [matɛ] tous les jours.	
c) Le père [pɛɛ] travail [trame] au champ.	
d) Venez [vene] voir sa mère [mɛɛ]	
e) Il faut [fɔ] faire [fɛɛ] la cuisine.	

Extract 8.3: A sample of poor response in question 8.

2.9 Question 9: Locating Places

In this question, the candidates were given a text and were required to fill in the blanks with the given prepositions. The question tested the candidates' ability to locate a place or give direction by using the appropriate prepositions. The question was as follows:

9. Complétez les vides par les mots suivants **à gauche, à la, pour, tout droit, jusqu'au, devant, en, à, par, du.**

Ana est centre-ville la Bibliothèque National. Elle voudrait aller Poste. Elle demande quelqu'un le chemin y aller. «Pardon monsieur, la ville c'est bien là?» Monsieur réponde, «Ah non, ma petite ce n'est pas tout là! Il faut tourner et puis allez..... Ensuite, allez feu rouge, là-bas il y a un bâtiment très haut en arrière ce bâtiment c'est une grand ville.

The question was attempted by 190 (100%) candidates of which 30 (15.7%) scored from 6.0 to 10 marks, 34 (17.9%) scored from 3.5 to 5.5 marks and 126 (66.3 %) scored from 0 to 3.0 marks. The general performance in this question was poor since 64 (33.7%) candidates scored 35 percent and above. Figure 10 is an illustration of this performance.

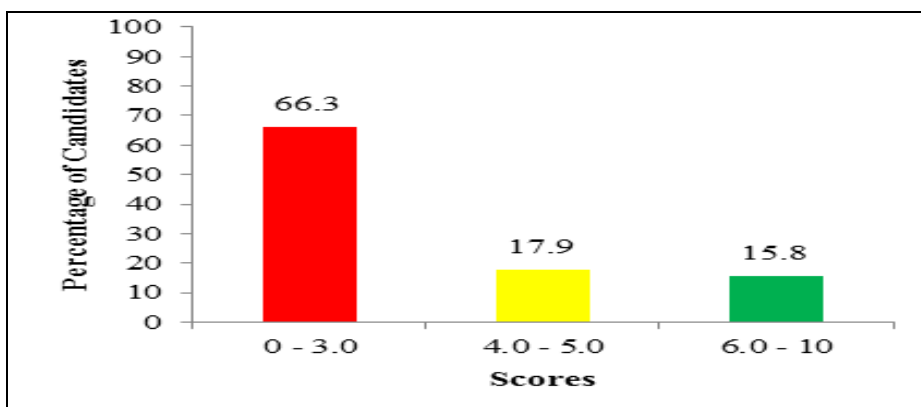


Figure 9: The Candidates' Performance in Question 9.

The 126 (66.3 %) candidates who scored low marks in this question had poor knowledge on preposition because they were unable to fill the blank spaces with the correct prepositions. This shows that the candidates had insufficient knowledge on the use of the given prepositions. For example, in the first blank space some candidates wrote the incorrect preposition *en* (in) because they were filling the gaps by guessing. Also, in the second blank space, some candidates who scored zero used wrong preposition *à la* (at/to). Some candidates filled the third blank space with the incorrect preposition *jusqu'au* (up to) which was wrong because this preposition is used to show direction when the place concerned is masculine as opposed to the feminine noun

poste. Also, in the fourth blank space, many candidates who scored zero filled the preposition *au* (to) which was in the wrong position.

Furthermore, in the fifth blank space, it was observed that most of candidates wrote the preposition *à gauche* (right side). In the sixth blank space, they also wrote incorrect preposition *jusqu'au* because they were not aware of the meaning and the use of this preposition. Furthermore, in the seventh blank space the candidates were unable to write the correct preposition. For instance, some of the candidates wrote *devant* which was wrong. Likewise, in the eighth blank space the candidates who scored zero wrote the incorrect preposition as many of them wrote *tout droit* because they were simply guessing the answers. Also, in the ninth blank space, the candidates provided the wrong preposition as some of them wrote *à gauche*. In the tenth blank space, they wrote different responses which were wrong, as one of them wrote *devant*. This shows that these candidates had poor knowledge of the topic of locating places by using prepositions. Extract 9.1 is a sample of a poor response in this question.

09.	Ana est devant Centre - ville à la	
	Bibliothèque National. Elle voudrait aller	
	Du poste. Elle demande à la	
	quelqu'un le chemin en y allez. "Pardonnez	
	monsieur, la ville c'est bien jusqu'au là?"	
	Monsieur répond, "Ah non, ma petite ce	
	n'est pas à gauche tout là! Il faut tourner	
	tout droit et puis allez pour Ensuite,	
	allez par feu rouge, là-bas il y a	
	un bâtiment très haut en arrière ce	
	bâtiment c'est une grande ville.	

Extract 9.1: A sample of the candidate's poor response in question 9.

Further analysis shows that 34 (17.9%) candidates who scored average marks in this question had partial knowledge on prepositions. They managed to fill in some blanks correctly, but failed in others because they did not know how to use the given prepositions. This indicates that they had insufficient knowledge on the topic of locating places by using

prepositions. Extract 9.2 is a sample of a response from a candidate who scored average marks in this question.

9.	Ana est <u>au</u> Centre-ville <u>devant</u> la	
	Bibliothèque nationale. Elle voudrait aller	
	<u>tout</u> droit <u>poste</u> . Elle demande <u>à</u>	
	quelqu'un le chemin <u>pour</u> y aller.	
	« Pardon monsieur, la ville c'est bien	
	<u>à</u> la <u>là</u> ? » Monsieur répond,	
	« Ah non, ma petite ce n'est pas	
	<u>jusqu'</u> au <u>tout</u> là ! Il faut tourner	
	<u>à</u> gauche et puis aller <u>à</u> ensuite,	
	aller <u>à</u> la feu rouge, là-bas il y a	
	un bâtiment très haut en arrière	
	Ce bâtiment c'est une grande ville.	

Extract 9.2: A sample of response from a candidate who performed averagely in this question. he/she was able to use only 4 preposition (*au, a, devant* and *pour*). He or she failed to use the other prepositions.

The candidates who scored high marks in this question were able to fill the blank spaces with correct prepositions. These candidates had sufficient knowledge on the topic of giving direction by using prepositions. For example, they filled in the first blank space by using a correct preposition *au* (to) because they knew that this preposition is used to show direction of a town or village. The correct response for the second blank space was *devant* (in front of); this was because the preposition is used to show a place which is in the front side.

The third blank space was filled with the correct preposition *à la* because this preposition is used to show direction associated with a feminine place. Also, in the fourth blank space the candidates filled the blank with the preposition *à* (to) because it is used to show direction to someone. In the fifth blank space, the candidates wrote the preposition *pour* (in order to) because they knew that it is used to show the destination. In the sixth blank space, the candidates wrote the correct preposition *par* (by/through) because they were aware that this preposition is used to mean across/through. Furthermore, in the seventh

blank space the candidates were able to write the correct preposition *du* which is used with *tout* to mean (at all).

Likewise, in the eighth blank spaces, the candidates who scored full mark wrote the correct preposition *à gauche* (left side) because they knew that this preposition is used to indicate that the person is changing the direction (turn to the left side). Also, in the ninth blank space, the candidates provided the correct preposition *tout droit* (direct direction). They knew that this preposition is used to indicate direct direction of a place without turning to any side. In the tenth blank space, the candidates were able to fill in the blanks with a correct preposition *jusqu'au* (up to) which is used to indicate the destination. Extract 9.3 is a sample of the candidate's good response in this question.

9.	Anna est au Centre-ville devant La	
	Bibliothèque National. Elle voudrait aller à La	
	poste. Elle demande à quelqu'un le chemin	
	pour y aller. « pardon Monsieur, La ville	
	c'est bien par là? » Monsieur répond,	
	« Ah non, Ma petite ce n'est pas du	
	tout là! Il faut tourner à gauche et puis aller	
	tout droit. Ensuite, allez jusqu'au feu rouge,	
	Là-bas il y a un bâtiment très haut en	
	arrière ce bâtiment c'est une grande ville.	

Extract 9.3: A sample of the candidate's good response in question 9.

2.10 Question 10: Phonology

In this question, the candidates were required to read the passage and answer the questions that followed. The question tested the candidates' ability to read, comprehend a passage and answer the questions.

Lisez le texte suivant et répondez à toutes les questions.

Depuis 2007, plus de 50 albinos sont morts et des dizaines d'autres ont été mutilés. La source de ces injustices: des croyances. Leurs membres sont utilisés pour la préparation de "potions" par des sorciers.

Déjà victimes de cancer de la peau et malvoyants en raison du faible taux en mélanine contenu dans leurs peau, les 150.000 albinos de Tanzanie se retrouvent marginalisés. Leur maladie, l'albinisme, est une anomalie génétique caractérisée par une absence de pigmentation de la peau, des poils, des cheveux et des yeux.

Les agressions dont ils sont victimes surviennent principalement dans les zones isolées entourant le lac Victoria, dans la partie ouest de la Tanzanie.

En effet, selon des témoignages, des pêcheurs du lac et des mineurs des bassins d'or de la région utiliseraient leur sang pour s'attirer la chance. Les sorciers s'achètent les services de tueurs, des individus facilement manipulables, à la recherche d'argent. Tuer un albinos, ça rapporte; on parle d'environ 2,000 dollars pour un bras.

En Tanzanie, il y a déjà un certain temps qu'on a pris le problème au sérieux. Le gouvernement a établi un inventaire des albinos et a mis en place un service policier qui escorte les enfants lorsqu'ils se rendent à l'école. En cas d'attaque, certains ont été équipés de téléphones portables afin de prévenir rapidement la police.

Les hommes politiques ne sont pas en reste. Un jour, lors d'une session à l'assemblée nationale sur le problème des albinos, l'ancien Premier ministre Honorable Mizengo Pinda, a fondu en larmes. "Les albinos sont des êtres humains. Ils ont autant de droit de vivre que vous et moi", déclarait-il avant de marquer un long silence, accompagné de larmes.

Les tueurs risquent désormais la pendaison.

L'ancien Premier ministre Honorable Mizengo Pinda ne jouait pas la comédie. Dans la foulée de cette déclaration, il a annoncé l'instauration de la pendaison à mort pour les assassins. En juin 2009, la cour de Shinyanga (dans l'Ouest de la Tanzanie) a d'ailleurs appliqué la sentence à sept meurtriers.

Plus récemment, le premier février 2010, le même jugement a été retenu pour quatre tueurs par une autre cour du pays.

Dans ses vœux à la nation, au début de l'année, l'ancien président tanzanien Son excellence Dr. Jakaya Mrisho Kikwete a appelé à l'arrêt des assassinats. "Malgré notre campagne nationale, il y a encore trop d'attaques. Pas un seul albinos ne doit mourir pour sa couleur de peau", a-t-il déclaré.

Si 2009 a été moins meurtrier avec sept albinos tués contre 27 en 2008, les attaques, elles, ne faiblissent pas. Plus de 30 ont ainsi été répertoriées au cours de l'année passée. Sans doute en raison de la peine de mort, la tendance des agresseurs est de ne plus tuer systématiquement mais de s'enfuir en laissant sur place le corps qu'ils ont amputé.

Questions:

- (a) Donnez un titre convenable au texte.
- (b) Listez quatre (4) mots avec les accents circonflexes qui se trouvent dans le texte.
- (c) Quels sont les points de vue de ces deux hommes politiques concernant les mesures à prendre pour arrêter le meurtrier des albinos? Donnez deux points de vue.

The question was attempted by 189 (99.5%) candidates of which 81 (42.9%) scored from 6.0 to 10 marks, 43 (22.8%) scored from 3.5 to 5.5 marks, and 65 (34.4%) scored from 0 to 3.0 marks. The general performance in this question was good since 124 (65.7%) candidates scored 35 percent and above. Figure 10 is an illustration of this performance.

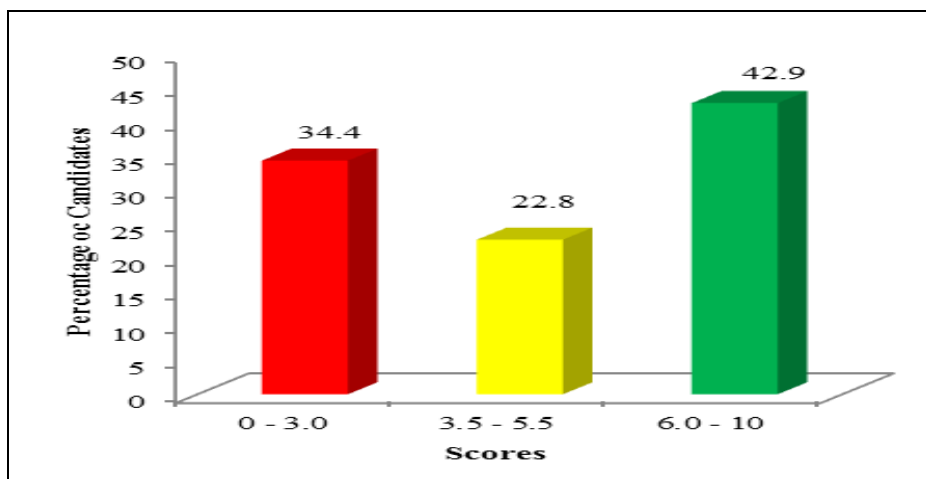


Figure 10: *The Candidates' Performance in Question 10.*

The analysis reveals that 81 (42.9%) candidates scored high marks in this question. They understood the passage because they had enough knowledge and skills in reading for comprehension. For example, in item (a), the candidates were required to write the title of the passage. They wrote correctly the title of the passage, as one of them wrote *Les meurtres des albinos en Tanzanie* (The murders of albinos in Tanzania) and other wrote *Le cas des albinos en Tanzanie* (The situation of albinos in Tanzania).

In item (b), the candidates were asked to list words with a circumflex accent. The candidates who scored full marks in this item had enough knowledge on French orthography. They were able to differentiate between circumflex accent from other accents like *accent aigu* and *accent grave*. They listed correctly the words; *pêcheur*, *êtres*, *même*, and *arrêt*.

In item (c), the candidates were asked to mention two measures to stop the killings of albinos. The candidates who scored full marks in this item had good mastery of the French Language. They understood well

the passage and they had enough vocabulary. They provided the correct response as one of the candidates wrote, *Ces deux hommes politiques parlent de la situation de droits de l'homme et proposent les mesures pour lutter contre le problème des morts des albinos* (The two politicians are talking about the human rights and propose measures to be taken in order to fight against the problem of killing albinos):

- (i) *Honorable Mizengo Pinda a proposé l'instauration de la pendaison à mort pour les assassins/tueurs des albinos; c'est-à-dire qu'il faut tuer les tueurs.* (The honorable Mizengo Pinda proposed a penalty to death to the killers of the albinos; that is to say the murderers must be killed).
- (ii) *Son excellence Dr. Jakaya Mrisho Kikwete, lui, il a annoncé à l'arrêt des assassinats* (His excellence Dr. Jakaya Mrisho kikwete, announced the arrest of the murderers. This implies that these candidates mastered well the topic. Extract 10. 1 is a sample of a candidate's good response.

10.	a) Titre Convenable au texte.	
	- <u>LE MEURTRIER DES ALBINS.</u>	
	b) Les mots avec les accents circonflexes.	
	→ même.	
	→ l'arrête.	
	→ êtres.	
	→ Pêcheurs.	
	2) Les points concernant les mesures à prendre pour arrêter le meurtrier des albins sont:	
	i/ Honorable Mizengo Pinda a annoncé l'instauration de la pendaison à mort pour les assassins.	
	ii/ L'ancien président tanzanien Son excellence Dr. Jakaya Mrisho Kikwete a appelé à l'arrêt des assassinats.	

Extract 10.1: A sample of the candidate's candidate good response in question 10.

The candidates who scored average marks in this question were 43 (22.8%). Most of the candidates managed to give the title and wrote correctly some words with circumflex accent. This indicates that these candidates had partial knowledge on accents. They failed in item (b)

because they did not understand the requirement of the question. The analysis shows that, they lacked vocabulary which hindered them from comprehending the passage and questions. This implies that, they had partial knowledge on reading for comprehension. Extract 10. 2 is a sample of a response from a candidate who performed averagely in this question.

a)	Les albinos	
b)	1) pêcheurs	
	ii) être	
	iii) même	
	iv) l'arrêt	
c)	1) le gouvernement a établi un inventaire des albinos pour arrêter le meurtrier des albinos.	
	ii) le gouvernement a mis en place un service policier qui escorte les enfants lorsqu'ils se rendent à l'école.	

Extract 10.2: A sample of response from a candidate with average performance in question 10.

On the other hand, 65 (34.4%) candidates who scored low marks in this question did not understand the passage. These candidates lacked knowledge and skills on comprehension and accents. For example, in item (a), the candidates were asked to write the title of the passage but some of them wrote the word the albinos as the title of the passage. A simple word was not enough to carry the message. Other candidates left the question unanswered.

The candidates who failed in item (b) were guessing, since they listed any word with an accent regardless of whether the accent contained in those words was a circumflex or not. For example, some candidates wrote; *isolée*, *déjà*, *problème* and *génétique*. The two words *déjà* and *problème* had *accent aigu* and *accent grave* while *génétique* and *isolée* had *accent aigu*. This indicates that these candidates were just picking words from the passage by guessing.

In item (c), the candidates were required to mention two measures proposed by two political figures in view of stopping the killings of albinos. The candidates who scored low marks in this item had poor mastery of French Language; they did not understand well the passage

and they lacked vocabulary. Most of the candidates copied sentences from the passage and wrote them as answers. Others did not understand the requirement of the question as they gave their ideals about albinism and their sentences were grammatically incorrect. This resulted to poor performance in this item. Extract 10.3 is a sample of a candidate's poor response.

10	a) <u>LE MORTS DES GENS</u>	
	b) Quatre mots avec les accent circo reflexes qui se trouvent dans le texte	
	i) Honorable	
	ii) Déclaration	
	iii) Cancer	
	iv) Government	
	c) Mesure à prendre pour arrêter le meurtre des albinos	
	- Mise en place un service policier qui escorte des enfants lorsqu'ils se rendent à l'école	
	- Le gouvernement a établi un inventaire des albinos	

Extract 10. 3: A sample of the candidate's poor response in question 10.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION IN 123/2 FRENCH LANGUAGE 2

3.1 SECTION A: Short answer questions

This section had two (2) short answer questions which were 1 and 2. Each question carried 10 marks, thus making a total of 20 marks. The candidates were required to answer all the questions.

3.1.1 Question 1: Talking about the causes and consequences of natural catastrophes

In this question, the candidates were required to write one paragraph of five sentences to advise the villagers on how to control flood by giving two reasons. The question tested the candidates' ability to give an advice to the people on how to control floods. The question was as follows:

1. Vous venez de terminez les études de sixième année. En arrivant chez votre village vous trouvez qu'il y a des inondations. Beaucoup de maisons sont détruites. Les villageois ont perdu leur habitants. Conseillez-les comment on peut éviter les inondations, en donnant deux raisons dans un paragraphe de 5 phrases.

The question was attempted by 187 (98.4%) candidates, of which 7 (3.2%) scored from 6.0 to 10 marks, 33 (18.2%) scored from 3.5 to 5.5 marks and 147 (78.6 %) scored from 0 to 3.0 marks. The general performance in this question was poor since, 40 (21.4%) candidates scored 35 percent and above. Figure 11 is an illustration of this performance.

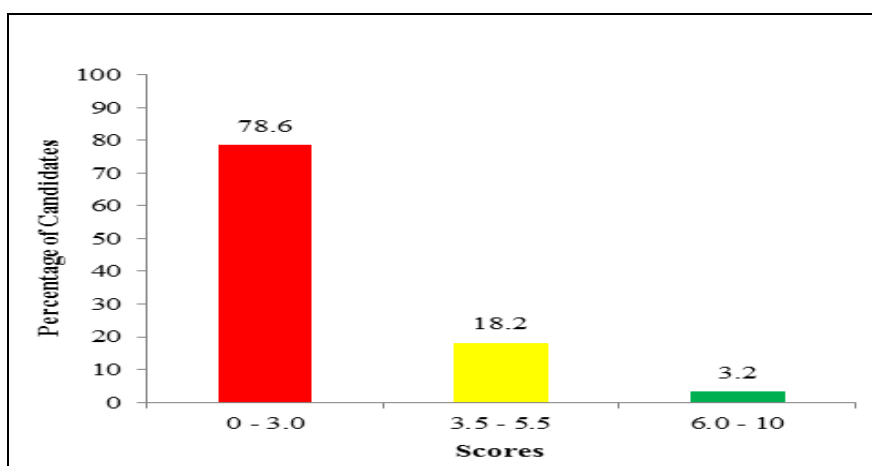


Figure 11: *The Candidates' Performance in Question 11.*

The analysis shows that 147 (78.6 %) candidates scored low marks in this question as they did not master well the topic. Some of them misinterpreted the question, they wrote an essay instead of one paragraph. Others wrote their advices by listing, while others lacked appropriate vocabulary to express their ideas. Few of them wrote ungrammatical and incomprehensible sentences. This shows that these candidates had poor mastery of the topic. Extract 11.1 is a sample of candidates' poor response.

1.	Nous venons de terminer les études de sixième année. En arrivant chez nous village nous trouvons des inondations suivantes. Il faut différents activités comme comme celles, Aider mes parents les activités agricoles Aider du professeur dans différents assigne- ment avec élèves	
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Extract 11.1: A sample of the candidate's poor response in question 1.

The candidates with high scores in this question were 7 (3.2%). These candidates understood the requirements of the question. They used appropriate vocabulary and their ideas were logically arranged. They wrote correctly two advices in a paragraph of five sentences as required. However, they could not score full marks because of few grammatical errors. Extract 11.2 is a sample of a candidates' good response in this question.

1.	L'inondation est une situation ^{qui existe} quand il ya beaucoup d'eau à cause de la pluie. L'inondation peut être évité en utilisant cette voies; Premièrement; il ne faut pas construire dans les lieux bas, le gens doivent construire ses maisons dans les lieux haut pour éviter l'inondation. Deuxièmement; il faut construire le bon système de drainage et les ponts. Le construit des ponts et les système de drainage qui sont dans le ^{niveau} mieux guidé pour l'eau loin d'habitants des gens.	
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Extract 11.2: A sample of the candidate's good response in question 1.

3.1.2 Question 2: Making the public aware of certain calamities (e.g. HIV)

In this question, the candidates were given a passage and they were asked to read and summarise it in five sentences. The question tested the candidates' ability to make the people aware about diseases. The question was as follows:

2. Lisez le texte suivant et puis écrivez le résumé d'un paragraphe de 5 phrases en utilisant vos mots.

Je suis étudiant de sixième année. Cette année je termine mes études. Je travaille très fort pour réussir à mes examens. Après avoir fini mes examens je voudrais aller au village chez mon grand-père pour avoir une occasion d'apprendre les médicaments traditionnelles. Plus tard, je voudrais devenir chercheur en médecine pour guérir les maladies graves comme le Cancer ou le SIDA. Alors, l'année prochaine, je vais entrer à l'Université pour étudier la médecine. Avec d'autres étudiants, nous allons observer des microbes pour trouver des nouveaux médicaments. Je devrai étudier long temps, mais je suis prêt à beaucoup travailler et mes parents m'encouragent. Ils sont d'accord pour payer mes études. Amina, 16 ans.

The question was attempted by 187 (98.9%) candidates, of which 39 (20.7%) scored from 6.0 to 10 marks, 81 (43.1%) scored from 3.5 to 5.5 marks and 68 (36.2%) scored from 0 to 3.0 marks. The general performance in this question was good since, 120 (63.8%) candidates scored 35 marks and above. Figure 12 is an illustration of this performance.

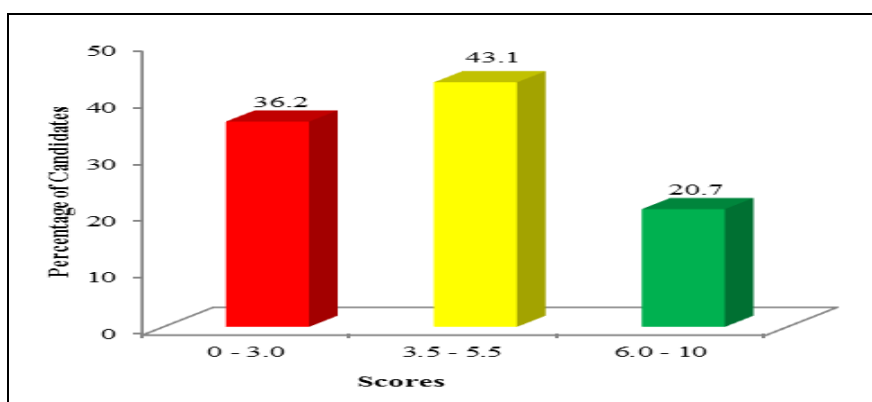


Figure 12: *The Candidates' Performance in Question 12.*

The analysis shows that 39 (20.7%) candidates who scored high marks in this question had good mastery of the topic. They summarised the passage by writing correct sentences. This shows that these candidates were competent enough in the French Language and they understood the passage as they summarised properly. Extract 12.1 is a sample of the candidates' good response.

2.	<p> Moi, je m'appelle Ammina avec 16 ans. Je suis étudiant de sixième année. Cette année, je termine mes études et je travaille très fort pour réussir à mes examens. Après avoir fini mes examens, j'irai apprendre les médicaments traditionnelles chez mon grand-père parce que je voudrais devenir chercheur en médecine pour guérir les maladies grave comme le Cancer ou le SIDA. Alors, l'année prochaine, je vais entrer à l'université pour étudier la médecine avec d'autres étudiants et mes parents deviennent encourageant. </p>
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Extract 12.1: A sample of the candidate's good response in question 2.

Also, there were 68 (36.2%) candidates who scored low marks in this question. These candidates lacked knowledge on how to summarise the passage. They had poor mastery of the topic, as they failed to pick out the key ideas which were found in the passage and express them briefly. Some of them copied the text instead of summarising it. Others wrote incomprehensible sentences, while others wrote their ideas which were not related to the passage. The analysis indicates that the candidates lacked vocabulary which hindered them from grasping the key ideas and write the summary. Extract 12.2 is a sample of the candidates' poor response in this question.

2.	<p> J'a complété ma vie de lycée. J'alle a village ou mon grand-père. qui denir est mal maladie est Cancer et SIDA. L'moins prochaine entrer est universite de DCDMA. pour etudie en medecines qui medecament de nouveaux. </p>
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Extract 12.2: A sample of the candidate's poor response in question 2.

3.2 SECTION B: Essay Writing

This section had five essay questions. The candidates were required to answer four questions. These questions tested the candidates' competence in expressing themselves in the French Language through writing.

3.2.1 Question 3: Writing essays on various contemporary issues

This question was derived from the topic of contemporary issues. In this question, the candidates were asked to give an advice to the Tanzanian government on how to solve the problem of unemployment which face youth who graduate from different universities. This question tested the candidates' ability to think and give advice on how to eradicate the problem of unemployment.

3. En tant que jeunes Tanzaniens, qu'est-ce que vous conseilleriez le gouvernement Tanzanien pour résoudre le problème de chômage auquel les jeunes sortants des universités font face? Donnez quatre (4) conseils. (Pas plus 400 mots)

The question was attempted by 168 (88.4%) candidates, of which 30 (17.9%) scored from 0 to 6.5 marks, 87 (51.8%) scored from 7.0 to 11.5 marks and 51 (30.4%) scored from 12.0 to 20 marks. The general performance in this question was good, since 117 (69.6%) candidates scored 35 marks and above. Figure 13 is an illustration of this performance.

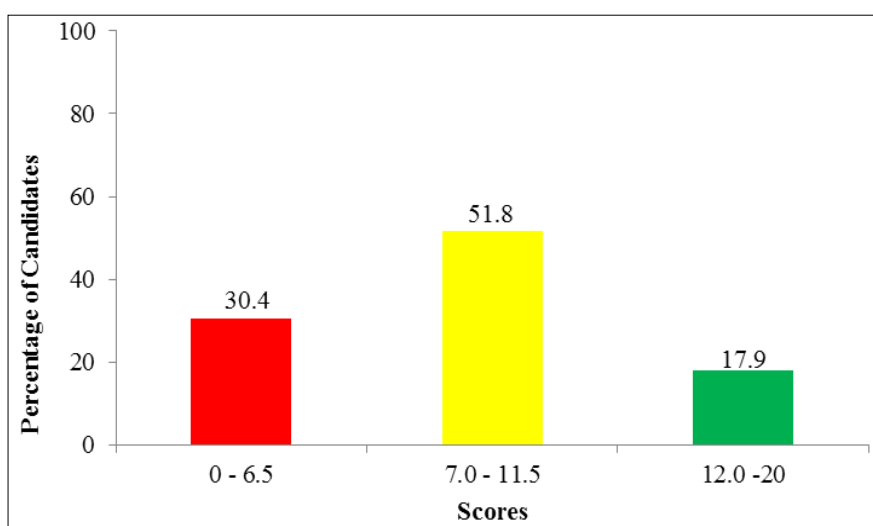


Figure 13: *The Candidates' Performance in Question 13.*

The candidates who scored high marks in this question were 30 (17.9%). They gave advice to the government on how to solve the problem of unemployment. They wrote a well organised essay with an introductory part. In this part, they wrote the meaning and the cause of unemployment and the prevailing situation of unemployment in Tanzania. In the main body, the candidates presented the advice to the government on how to create job opportunities. They also wrote a conclusion by giving their opinion. This analysis indicates that the candidates mastered well the topic. Extract 13.1 is a sample of the candidate's good response in this question.

3.	Le chômage est une situation de manquer un emploi. En Tanzanie beaucoup de jeunes sortants des universités sont chômeurs. Le gouvernement tanzanien doit faire les suivants pour résoudre le problème de chômage spécialement aux jeunes sortant des universités.	
	<p>Primo, la fourniture de l'éducation; les jeunes qui terminent leurs études universitaires doivent être éduqués pour qu'ils puissent utiliser la connaissance qu'ils ont obtenu pour combattre le chômage pour eux-mêmes. Par exemple il faut les éduquer sur comment ils peuvent établir quelques projets de l'agriculture après avoir terminé leurs études universitaires. Ça aiderait de résoudre le problème de chômage aux jeunes qui terminent leurs études universitaires.</p> <p>Secundo, la fourniture des prêts après les études; le gouvernement doit donner les prêts aux jeunes pour qu'ils puissent les utiliser pour établir les projets différents dans leur vie. Les prêts aideront les jeunes sortant des universités d'établir les projets par exemple la vente des marchandises aux marchés et de s'engager dans l'agriculture moderne.</p> <p>En sus, le gouvernement doit établir des industries; les industries</p>	

<p> 7. Sont les importantes pour résoudre le problème de chômage en Tanzanie faire que beaucoup de jeunes peuvent obtenir des emplois dans les industries d'après leur capacité et leurs facultés. Ça aideront de résoudre le problème de chômage en Tanzanie surtout aux jeunes sortants des universités. </p> <p> En plus, le gouvernement Tanzanien doit employer les jeunes Tanzaniens dans les activités différentes au lieu d'employer beaucoup les étrangers. Les jeunes Tanzaniens surtout ceux qui sortent des universités doivent être considérés beaucoup quand les emplois sont donnés par exemple pendant la construction des routes, construction des écoles et les hôpitaux. Les étrangers peuvent être employé seulement pour les activités difficiles ou qui sont très techniques. </p> <p> Pour achever, le chômage aux jeunes sortants des universités en Tanzanie peut être combattu en suivant ces conseils. Le gouvernement Tanzanien doit employer les jeunes Tanzaniens dans les activités différentes au lieu d'employer beaucoup les étrangers. </p>
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Extract 13.1: A sample of the candidate's good response in question 3.

Further analysis indicates that 87 (51.8%) candidates scored low marks in this question. They wrote essays with full grammatical and structural errors. There were no logical arrangements of ideas in their paragraphs. Few of them misinterpreted the question, for example, one of them instead of giving advice to the government he/she wrote opinion concerning the situation of an employment in Tanzania. The analysis indicates that these candidates lacked vocabulary to express their ideas which resulted them scoring low marks. Extract 33.2 is a sample candidate's poor response.

3.	Les jeunes dans universités face beaucoup problème, et gouvernement le Tansanié aussi, la majorité rencontre le problème, c'est	
	Le gouvernement conseille que garder région universités; mon conseil par gouvernement que obtenir ou donner les élèves religion universités, comme l'autre universités dans Morogoro, aussi et garder l'autre universités.	
	Le gouvernement conseille que continuer beaucoup universités; aussi beaucoup universités dans Tansanié a près résoudre la problème par les élèves dans universités; car dans région, c'est situation causée et pas éviter accommodation dans universités et réduire des criminal activities, et l'autre problème car disease.	
	Le gouvernement conseille que garder beaucoup gens scholar dans l'autre pays; c'est situation causée résoudre la et et obtenir les élèves lisant et dire, scholar dans différents pays ou l'autre, causée gouvernement éviter la problème dans le pays.	
	Le gouvernement conseille que doivent travailler fort dans les activités; aussi doivent le gouvernement travailler fort dans pays et l'autre pays, c'est situation causée résoudre le problème de chômage; car obtenir beaucoup professeurs dans universités.	
	Les gens. Finalement, le gouvernement doivent au courant les élèves, et pour comprendre ont problème font face.	

Extract 13.2: A sample of response from a candidate who performed poorly in question 3.

3.2.2 Question 4: Writing essays on various contemporary issues

In this question, the candidates were required to create the story which ends with the statement “.....that is why many people disliked to meet with this man in their lives”. This question tested the candidate’s creativity. The question was:

4. Rédigez une histoire ou un événement qui se termine par: " ... C'est pourquoi beaucoup de gens détestent de rencontrer cet homme dans leur vie." (Pas plus 400 mots)

The question was attempted by 57 (30.0%) candidates of which, 11 (19.3%) scored from 12.0 to 20 marks, 15 (26.3%) scored from 7.0 to 11.5 marks and 31 (54.4%) scored from 0 to 6.5 marks. The general performance in this question was average since, 26 (45.6%) candidates scored 35 marks and above. Figure 14 is an illustration of this performance.

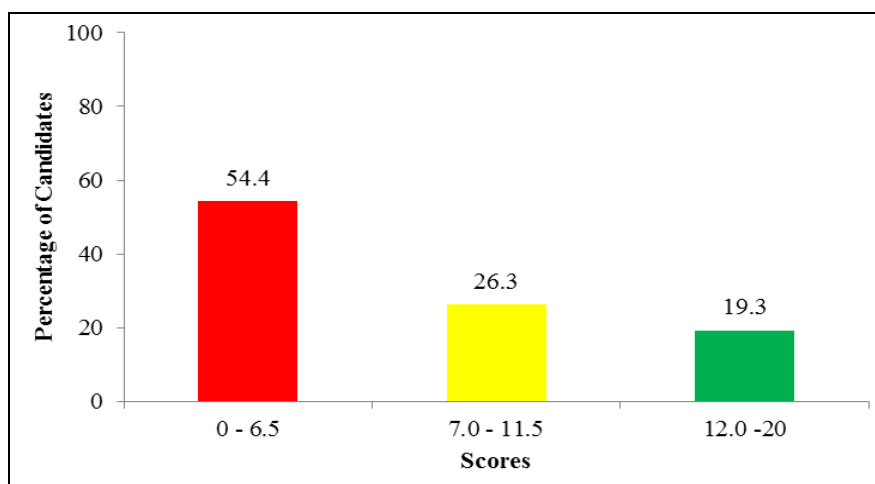


Figure 14: *The Candidates' Performance in Question 14.*

The analysis shows that 15 (26.3%) candidates who scored average marks in this question had partial knowledge in story writing. Their stories contained some grammatical errors. They narrated their stories partially due to insufficient vocabulary. This resulted to score average marks.

Furthermore, 31 (54.4%) candidates scored low marks in this question. They lacked knowledge on story writing. They revealed poor command of the French Language. They mixed some English vocabulary in their essays. They failed to follow the principles of story writing, like starting with the title, main body and ending. Some candidates misinterpreted the question, as one of the candidates wrote about the importance of tourism in Tanzania. Others wrote their interested stories without following the instruction that required their stories had to end with the expression “.....that is why many people hate to meet this man in their lives”. This shows that the candidates failed to understand the requirement of the question and others lacked vocabulary. Extract 14.1 is the sample of a candidates’ poor response.

04:	L'HISTOIRE VERS MA VIE A L'ECOLE...	
	Je m'appelle Restuta Mathias, j'ai	
	avec 20 ans, je suis Tanzanienne, aussi	
	elle ya content à écrire vers ma vie	
	l'école, depuis commence la première année	
	éducation, où ma première éducation	
	gagne à l'école s'appelle Kabwazi qui	
	trouve en Geita, où dans mes	
	études face problème différent	
	que marque à sentir mal, et je j'ai	
	face choses différent qui sont punir	
	par professeurs, j'ai commence en 2007	
	devenir 2013 j'ai complètement mes	
	études de première année, après	
	ma première éducation j'ai gagné	
	avec "B" grade que marque ma à	
	continue avec mes études de	
	secondaire.	
	A St, clare filles, l'école secondaire	
	que trouve à Biharamulo, où cette	
	l'école commence en 2014 la première	
	année et j'ai complètement 2017	
	à quatrième année, où les élèves problème.	

Extract 14.1: A sample of the candidate's poor response in question 4.

The candidates who scored high marks in this question were 11 (19.3%). These candidates narrated the story while observing the rules and principles of writing a story. They gave the title of the

story. They wrote grammatical sentences including logical connectors. Their ideas were well organised and comprehensible. This shows that they had sufficient vocabulary and skills in creative writing. Extract 14.2 is a sample of the candidates' good response in this question.

4.	<p>UN HOMME fou</p> <p>Il était une fois dans un pays lointain un homme qui s'appelait monsieur Ruholi. Cet homme vivait avec sa femme qui s'appelait madame Jeanne et deux enfants. Il avait un bon comportement dans la famille et il faisait chaque rôle dans sa famille. Sa femme l'aimait beaucoup pour sa responsabilité.</p> <p>Un jour, Monsieur Ruholi a décidé d'aller au bar pour acheter de la bière et les autres boissons. Il a bu beaucoup de bière. Après avoir bu de la bière, il a commencé de séduire des femmes qui étaient au bar pour faire la relation sexuelle avec une de ces femmes. Une femme a accepté de faire la relation sexuelle avec lui mais monsieur Ruholi a changé de faire le rapport sexuel et il a décidé d'aller chez lui.</p> <p>Après être arrivé chez lui, il a trouvé seulement ses enfants mais sa femme qui était madame Jeanne n'était présente. Il a demandé aux enfants pour savoir où sa femme était mais il n'a pas obtenu la réponse convenable. Sa femme a été prise par un autre homme qui était le mari de la femme que monsieur Ruholi avait séduit quand il était au bar.</p> <p>Malheureusement, Monsieur Ruholi a commencé de fumer des cigarettes et les autres drogues en espérant que c'était la solution de ce problème. Il a continué à fumer des drogues y compris les cigarettes car sa femme n'était pas présente. Il buvait en espérant que c'était une solution pour résoudre ce problème. Eventuellement, il est devenu fou à cause des drogues. Les drogues ont détruit son cerveau parce qu'il les a fumées beaucoup sans savoir les effets de ces drogues. Il a commencé à courir dans les routes en parlant beaucoup de mots. Ça signifie qu'il était fou et que son cerveau avait le problème. Il a aussi commencé à battre des gens quand il a rencontré avec eux quelque part.</p> <p>Depuis ce temps-là beaucoup de gens qui vivaient près de sa maison ont décidé de quitter parce qu'ils ont pensé qu'un jour il les tuerait. Jusqu'au moment des gens n'aiment pas de le voir. Alors c'est pourquoi beaucoup de gens détestent de rencontrer cet homme dans leur vie.</p>
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Extract 14.2: A sample of the candidate's good response in question 4.

3.2.3 Question 5: Analysis of literary works of art

In this question, the candidates were required to write two roles played by two characters from the novel they have read. This question tested the candidates' ability to analyse literary works.

5. Dans un roman, les personnages transmettent le message à la société surtout dans la vie quotidienne. Expliquez deux rôles joués par chacun de deux personnages de votre choix dans un roman de français que vous avez étudié au lycée. (Pas plus 400 mots)

The question was attempted by 188 (98.9%) candidates, of which 73 (38.8%) scored from 12.0 to 20 marks, 88 (46.8%) scored from 7.0 to 11.5 marks and 27 (14.4%) scored from 0 to 6.5 marks. The general performance in this question was good since 161 (85.5%) candidates scored 35 marks and above. Figure 15 is an illustration of this performance.

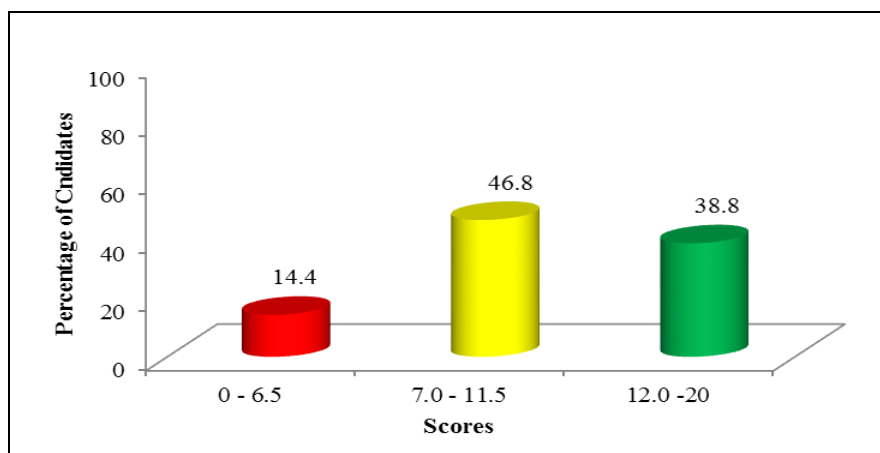


Figure 15: *The Candidates' Performance in Question 15.*

The 73 (38.8%) candidates who scored high marks in this question were able to explain the roles played by each of the two characters. They were able to express the message carried by each character to the society. These candidates followed the rules and principles of analysing the book. For example, in the introductory part, they gave the title of the book, the name of the author as well as the year of publication. Their points were well organised and well elaborated using proper vocabulary. This indicates that they understood the requirements of the question. However, the candidates could not

score full marks due to some few grammatical errors. Extract 15.1 is a sample of the candidates' good response.

02.	<p>Dans un roman LES FRASQUELES D'EBINTO d'Amadou Kone qui a été publié en 1980 par Hatier à côté d'Ivoire, il y a deux personnages qui ont Monique et Ebinto transmettent le message à la société surtout dans la vie quotidienne.</p> <p>Je commence par Monique, elle transmet les messages à la société surtout dans la vie quotidienne comme suit :</p> <p>Tout d'abord, l'amour véritable est très importante dans le mariage. L'auteur nous montre que Monique avait l'amour véritable à Ebinto, il l'aime beaucoup malgré son état de pauvreté, mais elle le respectait souvent pour maintenir leur amoureux. Donc dans notre société aussi les femmes ont l'amour véritable aux ces hommes.</p> <p>En plus, Tolérance est très importante dans la vie. L'auteur nous montre Monique comme une femme qui est tolérante. Elle tolère l'humiliation qu'elle a reçue à Ebinto à Axame pendant toute période de grossesse. Elle maltraite par Ebinto mais elle contraindre l'aime et l'apprent avec soin. Par exemple quand Ebinto tombe la malade de DJAKOMAJO.</p> <p>Aussi l'autre personnage est Ebinto, il transmet le message dans la société comme suit :</p> <p>Tout d'abord, l'humiliation n'est pas bonne chose aux femmes dans la société. L'écrivain nous montre comment Ebinto maltraite son femme Monique. Il la humilie toute période de grossesse, en résultant elle a décidé d'accoucher un enfant mort-né. Aussi il la trahit car Ebinto avait les autres femmes comme Muriel. donc, dans notre société les hommes humilie les femmes mais les femmes tolèrent ces mauvaises situations.</p> <p>En plus, Les hommes n'ont pas l'amour véritable aux leurs femmes. L'écrivain nous montre que grands nombres des hommes n'ont pas l'amour véritable. Ebinto est un homme de ce type il n'aime pas Monique, il la maltraite et il ne pas confiant car il avait les autres amoureux. Donc, les hommes doivent aimer leurs femmes dans notre société.</p> <p>Pour sonner le glas, Dans ce roman il y a aussi les autres personnages qui transmettent le message par exemple Muriel, M. Dramane, la mère d'Ebinto, Koula, Bazie, Moussa et Pt Prop. M.L. donc les personnages ont très importante pour transmettent le message.</p>
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Extract 15.1: A sample of a response from a candidate who performed better in question 5.

On the other hand, 27 (14.4%) candidates who scored low marks failed to explain the roles played by two characters from the novel. Some of the candidates misinterpreted the question; they explained themes of the novel instead of roles played by the characters. Others wrote a summary of the book with grammatical errors. Few of them tried to write the roles of the character but failed because they lacked vocabulary. The analysis indicates that some candidates did not understand the requirement of the question. Extract 15.2 is a sample of a candidate's poor response.

5.	Un Roman les personnages transmette le message à la société surtout dans la vie quotidienne. rôle joué par chacun de deux personnages de votre choix dans un roman de français que vous avez étudié au lycée. By using FRASQUE D'EBINIO des shows du statement.
	Responsabilité les situation les personne les attende il elle responsable les frisque d'ebinto here we have Abinto les amie de Monique des banne ne farmer.
	portions des womanine ; personnage transmette les Message à la société dans la vie portionel des womanine les frisque d'ebinto les Monique les care family les fille les Abinto
	Education ; personnage transmette les Message through Education Abinto ou Monique they where Educated people in Collegious. since there where in primary school Ecole.
	Betrayale ; personnage transmette le message à la société des betrayal it happens by Abinto Abinto betrayal Monique becaup fle nous von par ye Monique
	True Love ; personnage transmette le message à la société les frisque d'ebinto Abinto ou Monique les true love with their family
	Aux personnage un roman transmette le Message à la société surtout dans la vie quotidienne

Extract 15.2: A sample of the candidate's poor response in this question.

3.2.4 Question 6: Writing essays on various contemporary issues

In this question, the candidates were asked to give two problems which they faced during their study of French Language subject and advice the ministry of Education in order to get them solved. The question tested the candidates' ability to identify the social current problems and give suggestions on how to solve them.

6. Il est évident que pendant deux ans de votre apprentissage du français au lycée vous avez rencontré beaucoup de problèmes. Quels sont ces problèmes (citez-les deux) et qu'est-ce que vous conseilleriez au ministre de l'éducation afin de les résoudre? (donnez deux conseils). (Pas plus 400 mots)

The question was attempted by 160 (84.2%) candidates, of which 64 (40.0%) scored from 12.0 to 20 marks, 69 (43.1%) scored from 7.0 to 11.5 marks and 27 (16.9%) scored from 0 to 6.5 marks. The general performance in this question was good since 133 (83.1%) candidates scored 35 marks and above. Figure 16 is an illustration of this performance.

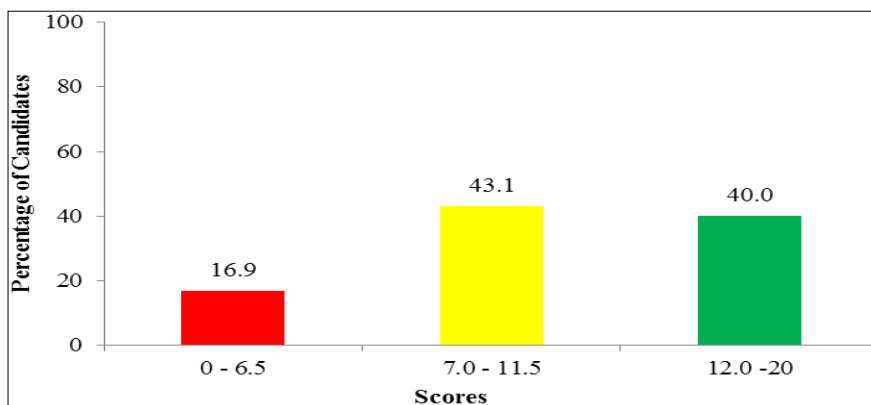


Figure 16: *The Candidates' Performance in Question 16.*

A total of 64 (40.0%) candidates scored high marks in this question. These candidates were able to mention and explain the problems and their solutions. They observed the rules and principles of essay writing. The candidates had sufficient vocabulary and writing skills which helped them to write good essays which containing an introduction, a main body and conclusion. In the introduction, they wrote briefly the problems which they faced while studying different subjects. In the main body they wrote in details the

problems and measures that the ministry of Education should take to solve such problems. Finally, in the conclusion these candidates gave the suggestion on how to solve those problems. This implies that the candidates had sufficient knowledge and skills on social current issues. Extract 16.1 is a candidates' good response.

6. Le français est une langue étrangère qui est enseignée en Tanzanie, spécialement aux écoles secondaires. L'origine de cette langue c'est en France. Pendant deux ans de mon apprentissage du français au lycée j'ai rencontré beaucoup de problèmes. Les suivants sont ces problèmes que j'ai rencontrés dans mon apprentissage du français.

Le manque des livres; Des livres sont très importants dans l'apprentissage de chaque cours à l'école parce qu'ils aident des apprenants de lire des notes sur le cours. Dans mon apprentissage du français au lycée j'ai rencontré un problème de manque des livres littéraires et les autres livres qui sont utilisés dans l'apprentissage des langues. Aussi il y a un problème des dictionnaires français au lycée.

Le manque de la salle informatique; La salle informatique est très importante dans l'apprentissage des langues spécialement les langues étrangères. La salle informatique aide les apprenants d'apprendre bien leur cours parce qu'ils peuvent écouter la prononciation de quelques mots français à travers la télévision par exemple la télévision cinq (5) qui donne ses annonces en français. Au lycée où j'ai étudié il n'y a pas de salle informatique.

Ainsi pour résoudre ces problèmes, le ministre de l'éducation en Tanzanie doit faire les suivants;

Primo, la fourniture des livres français aux écoles; Le ministre de l'éducation doit fournir des livres suffisants pour résoudre le problème du manque des livres français. Par exemple le ministre doit assurer qu'il y a assez de dictionnaires de français aux écoles et aussi il doit assurer qu'il y a des livres pour l'enseignement en classe. Ça aiderait les apprenants du français d'apprendre bien cette langue.

Secundo, le ministre doit fournir des outils informatiques; Des outils informatiques par exemple la télévision et des ordinateurs doivent être fournis aux écoles pour aider les apprenants

de français de l'apprendre très bien.
Des outils informatiques aident les apprenants d'apprendre la langue en pratiquant parce qu'ils peuvent écouter des annonces qui sont données en français.
Pour mettre terme à mes propos, le français est une langue qui doit être aimée par des étudiants en Tanzanie parce que c'est une langue étrangère qui peut les aider quand ils font le tourisme aux pays francophones. Les pays francophones sont comme le Burundi, le Cameroun et le Congo.

Extract 16.1: A sample of a candidate's good response in question 6.

Also, there were 27 (16.9%) candidates who scored low marks in this question. They wrote sentences with a lot of grammatical errors. The analysis indicates that these candidates failed to give the problems which they faced while learning French Language instead some of them wrote the challenges which they face at their schools. Others were not able to express themselves because they were not competent enough in the French Language. This indicates that the candidates lacked knowledge and skills in writing. Extract 6.2 is a sample of the candidates' poor response in this question.

6 Les problèmes que j'ai rencontrés beaucoup sont au lycée sont.
La première problème est échouer l'examen.
Dans la scolaire beaucoup d'élèves échouent à cause de la langue qui est utilisée pour apprendre les questions, exemple en canaan, beaucoup de scolaires pour leurs études et étudiants parlent la langue de swahili et les sujets sont utilisés la langue de fr d'anglais, il mène échouer pour les étudiants scolaires.
Les élèves ne font pas la révision: Si ces élèves ne font pas la révision de leur sujets par tous les jour il y a beaucoup de possibilité chez les élèves échouent leur études parce que les faire les révises aident les élève de lycée font bien dans leurs études.
Finalement je conseillerai au ministère de l'éducation à fin de les résoudre comme suit:
Les étudiants de lycée doivent faire la révision tout le temps parce que c'est la cause de réussir chez leur.
Aussi on doit mettre l'extra classes pour les lycées parce que l'extra classe va aider les élèves qui ne sont pas finir le syllabus de tous les leçons. tout peut aider les élèves parce que partager avec les parents de l'élève c'est la cause de réussir à tous élèves dans lycée.

Extract 16.2: A sample of the candidate's poor response in question 6.

3.2.5 Question 7: Writing essays on various contemporary issues

In this question, the candidates were asked to write a friendly letter. They were required to write a letter to their parents to inform them about their wish to join nursing school at KCMC. In this question, the candidates were tested on their ability to think critically about what they want to do in their future and give reasons about their decisions.

7. Après avoir terminé vos études secondaires, vous voulez suivre les études d'infirmiers à KCMC. Ecrivez une lettre à vos parents pour leur informer de votre décision en indiquant quatre raisons. (Pas plus 400 mots)

The question was attempted by 182 (95.8%) candidates of which 62 (34.1%) scored from 12.0 to 20 marks, 67 (36.8%) scored from 7.0 to 11.5 marks and 53 (29.1%) scored from 0 to 6.5 marks. The general performance in this question was good since 129 (70.9%) candidates scored 35 marks and above. Figure 17 is an illustration of this performance.

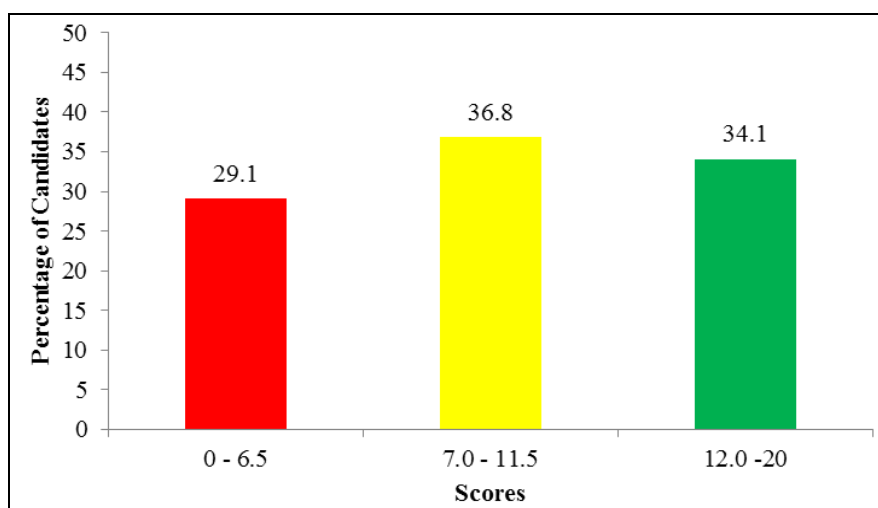


Figure 17: *The Candidates' Performance in Question 17.*

The analysis shows that 62 (34.1%) candidates with high marks in this question observed the format of friendly letters. These candidates managed to write the friendly letter by starting with the name of place of the writer and the date. Moreover, their ideas were

well organised. At the end they finished their letters with the name of the writer. However, these candidates did not score all marks because of few spelling mistakes and grammatical errors. This implies that these candidates mastered well the topic. Extract 17.1 is a sample of the candidate's good response.

7. Tabora, le 06 Août 2020

Chers parents,

Bonjour mes parents ! j'espère que vous allez bien et vous continuez avec vos activités quotidiennes à la maison. Aussi je vais très bien et je continue bien avec mes études au lycée de Milambo. Je voudrais vous informer de ma décision de suivre les études d'infirmiers à KMC après avoir terminées mes études secondaires à savoir;

Primo, j'aime beaucoup être un infirmier. Dans ma vie quotidienne j'aime beaucoup être un infirmier pour que je puisse aider des malades aux hôpitaux et pour aider les mères pendant l'accouchement.

Secundo, Pour obtenir beaucoup d'argent ; Les infirmiers obtiennent beaucoup d'argent quand ils font leurs activités aux hôpitaux. Leur salaire est très haute. Donc je voudrais être un infirmier dans ma vie pour que je puisse obtenir beaucoup d'argent.

Tertio, Je comprends bien les études scientifiques ; Je veux suivre les études d'infirmiers à KMC parce que je comprends beaucoup les études scientifiques qui sont enseignées à l'école. Ces cours sont tels que la biologie, les physiques et la chimie.

En sus, Je veux suivre les études d'infirmiers parce que c'est plus facile d'obtenir l'emploi que les autres sections. Dans notre pays il y a encore un peu d'infirmiers aux hôpitaux et aux dispensaires. Alors c'est très facile d'obtenir l'emploi.

Bien cordialement,

N. January
Nduhimbura Jamali January

Extract 17.1: A sample of the candidate's good response in question 7.

Further analysis indicates that 53 (29.1%) candidates who scored low marks in this question lacked knowledge on writing friendly letters. Some of the candidates lacked vocabulary while others did not know the format of a friendly letter. They wrote sentences with grammatical errors. Few of them used English vocabulary while writing their letters. This shows that the candidates had poor mastery of the topic on letter writing. Extract 17.2 below is the sample of a candidate's poor response.

7.	
	Le 6/7/2020,
	Kasulu, Kigoma.
	Cher mes parents;
	Bonjour mes parents! vous Comment-allez vous?
	Mai même je me bien et je vas bien, ainsi je
	considèrèrai bien dans mes activités.
	Mes parent (mon père et ma mère) je voudrai
	parler a' vas que j'aime je vas aime, parce que
	vous m'encouragent dans et chose différent. Je
	vous ecris cette lettre a' pour informer de mes
	decision que après avoir termine mes études secondaires
	je voudrai aller a' l'université pour étudier a' près de
	Tounisme parce que de raisons différent. les suivants.
	Premier; Le sen de tourisme C'est manement des
	gens de un place a' l'autre place pour étudier
	ou. réfléchir. Ainsi le premier raison qui m'interoute est
	il y a différent les avantage de Tounisme dans
	la société. Premier est source de la International revenue.
	International revenu c'est parmi de l'avantage de
	Tounisme.
	A Dexieme; Tounisme est source de d'emploi.
	je voudrai étudier Tounisme quand je j'irai
	a' Université parce que il est le source d'emploi.
	i dans la société. Ainsi quand je étudierai a'
	près de Tounisme des a' l'université il est sera le
	l'avantage parce que je obtiendrai d'emploi.
	Troisieme; Tounisme est source d'augment-
	ation de international relations bon . Quand
	persone ira de un place ou un pay a' l'autre
	pay totalement il peut cause bon relations parmi
	cette pays. Ainsi je voudrai a a' obtenir le

Extract 17.2: A sample of poor response from a candidate who performed poorly in question 7.

4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' responses shows that 10 topics were tested in French Language Subject. The general performance was good. The good performance was noted in the topics of *Analysis of Various Literary works* (85.5%), *Phonology* (76.7%), *Talking about different experiences (past, present and future)* (72.9%), *Expressing wishes* (70.4%), *Writing for various contemporary topics* (67.3%), *Reported speech* (66.7%) and *Making the public aware of certain calamities (e.g. HIV)/Giving an argument (debate)* (63.8%). The analysis indicates that the good performance was contributed by the candidates' ability to understand the requirements of the questions and their sufficient knowledge and skills on the topics tested.

Furthermore, there were candidates who performed averagely in the topics of *Translation* (44.0%) and *Talking about the causes and consequences of natural catastrophes* (40.4%). These candidates had partial knowledge on the topics; some of them had insufficient vocabulary to express themselves.

Moreover, there were few candidates who performed poorly in the topics of *Locating places* (33.7%). The analysis indicates that the poor performance in this topic was attributed to lack of vocabulary and inability to differentiate the use of different prepositions in locating places.

The candidates' performance in each topic is summarised in the Appendix where green colour denotes good performance, yellow colour denotes average performance and red colour denotes poor performance, (see Appendix:).

5.0 CONCLUSION

The analysis of the questions shows that the general candidates' performance in the French Language subject in ACSEE was good since 88.42% percent of the candidates passed. Further analysis shows that there were candidates who performed averagely and poorly. These candidates had insufficient vocabulary which hindered them from expressing themselves in the French Language. They also had insufficient knowledge and skills on the topics tested. In addition, they were unable to apply the grammatical rules and principles governing the transformations of sentences.

6.0 RECOMMENDATIONS

On the basis of the Candidates Item Response Analysis (CIRA), the following recommendations are given aiming to improve the candidates' performance in French Language subject.

- 6.1 Teachers should guide the students to read more books or short stories in order to enrich their vocabulary that will in turn enable them to express themselves and write good essays.
- 6.2 Teachers should make more effort in teaching the topic of Translation, Talking about the causes and consequences of natural catastrophes and Locating places by using images, photos and study tours so as to increase the students Vocabulary.
- 6.3 Teachers should give students different texts to translate and write summary in order to improve on translation and summary writing.

Appendix

The Candidates' Performance in Each Topic ACSEE 2020

S/N	Topic	2020	
		Percentage of Candidates who Scored an Average of 35 Per cent or Above	Remarks
1	Analysis of Various Literary works	85.5	Good
2.	Phonology	76.7	Good
3.	Talking about different experiences (past, present and future)	72.9	Good
4.	Expressing wishes	70.4	Good
5.	Writing for various contemporary topics	67.3	Good
6.	Reported speech	66.7	Good
7	Making the public aware of certain calamities (e.g. HIV)/Giving an argument (debate)	63.8	Average
8	Translation	44.0	Average
9	Talking about the causes and consequences of natural catastrophes	40.4	Average
10	Locating places	33.7	Poor

