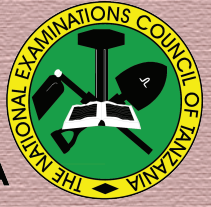




THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEMS RESPONSE ANALYSIS  
REPORT ON THE ADVANCED CERTIFICATE OF  
SECONDARY EDUCATION EXAMINATION  
(ACSEE) 2025**

**FRENCH LANGUAGE**



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**123 FRENCH LANGUAGE**

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## FOREWORD

The Candidates' Item Response Analysis (CIRA) report focuses on the Advanced Certificate of Secondary Education Examination (ACSEE) in the French Language subject conducted in May 2025. The National Examinations Council of Tanzania (NECTA) is pleased to issue this report to provide feedback to all education stakeholders on candidates' performance in the subject.

The overall performance of candidates who sat for the French Language examination in 2025 was good, with 99.31 per cent passing the examination. The good performance was attributed to the candidates' ability to answer questions according to the requirements and their competence in the tested topics in the French Language.

However, the candidates who scored low marks faced challenges in answering the examination questions. These challenges include misinterpretation of questions and inadequate knowledge of French grammar rules.

The report provides a detailed analysis of the factors that contributed to the candidates' good performance. It also examines the reasons why some candidates underperformed in specific questions. The report aims to enable education administrators, school managers, teachers, students and other education stakeholders to take action to improve teaching and learning of the French language subject. Consequently, it is expected to enhance candidates' performance in the future French Language examination administered by the Council.

The National Examinations Council wishes to acknowledge the ACSEE examiners and all those who contributed to the preparation of this report.



Prof. Said Ally Mohamed  
**EXECUTIVE SECRETARY**

## 1.0 INTRODUCTION

This report presents the candidates' performance in the French Language subject in the Advanced Certificate of Secondary Education Examination (ACSEE), which was conducted in May 2025. The questions were set in accordance with the 2010 syllabus, adhering to the 2019 examination format.

The French Language examination had two papers, namely 123/1 French Language 1 and 123/2 French Language 2. The 123/1 French Language Paper 1 consisted of 10 short-answer questions. Each question was worth 10 marks, making a total of 100 marks, while the 123/2 French Language paper 2 had two sections: A and B. Section A contained two (2) compulsory questions, each carrying 10 marks, totalling 20 marks. Section B comprised five (5) essay questions, out of which candidates were required to answer any four (4). Each question was worth 20 marks, making an 80-mark total.

Data analysis reveals that 289 (100%) candidates sat for the examination. The general performance of the candidates in the 2025 ACSEE French Language Examination was good, with 99.31 per cent passing the examination. The performance increased by 0.44 per cent compared to the 2024 performance, when 98.87 per cent of candidates passed the examination. In the 2025 ACSEE French Language examination, candidates obtained the following grades: A 04 candidates, B 66 candidates, C 113 candidates, D 78 candidates, E 24 candidates and S 02 candidates. It should be noted that 02 candidates failed the examination by obtaining an F grade.

This report presents an analysis of the candidates' performance on each question. It outlines what candidates were required to do, the overall performance, and the reasons behind that performance. Sample extracts of candidates' responses are included to illustrate how candidates answered questions in relation to the requirements of each question.

The performance of the candidates was categorised into three groups, namely good, average, and weak. Performance is considered as good if a candidate scored between 60 to 100 marks. Scores ranging from 35 to 59 marks indicate average performance. The candidates' performance is perceived as weak if a candidate scored marks ranging from 0 to 34. Three colours used to represent the candidates' performance. Green denotes good performance, yellow represents average performance and red indicates weak performance. A summary of the candidates' performance by topic provided in the Appendix section.

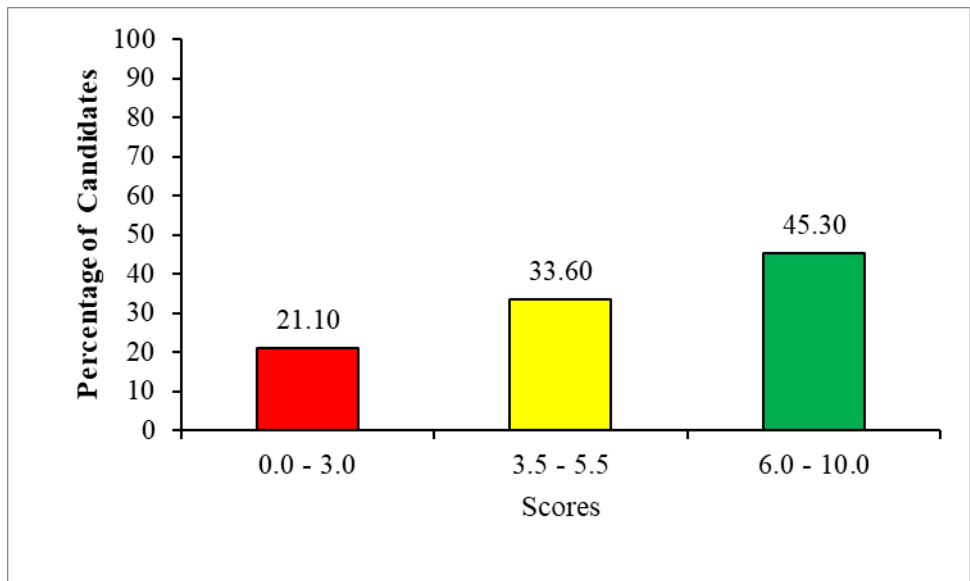
## 2.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION - FRENCH LANGUAGE 1

### 2.1 Question 1: Active Voice and Passive Voice

This question tested the candidates' ability to transform five sentences from the active voice to the passive voice. It also assessed their ability to use the correct form of the verbs and time-related adverbs. Additionally, candidates were required to identify subjects and objects in active voice sentences. In passive construction, subjects and objects of active sentences switch roles: the object becomes the subject and the subject becomes the agent. Each passive sentence must include the appropriate form of the verb *être* (to be), followed by the past participle of the verb used in active voice. The verb *être* (to be) is conjugated according to the tense used in the original active sentence. Typically, in French passive voice, the agent (doer of the action) is introduced by the preposition *par* (by) or *sometimes de* (by), depending on the verb used. The question was as follows:

1. Transformez les phrases suivantes comme dans l'exemple.  
**Exemple :** Les pompiers ont éteint l'incendie en quelques minutes.  
L'incendie a été éteint en quelques minutes par les pompiers.
- (a) En 2015, les Tanzaniens ont élu John Pombe Magufuli le Président de la République Unie de Tanzanie.
  - (b) Le comité d'entreprise organise tous les voyages domestiques et internationaux chaque année.
  - (c) Le président de la République Unie de la Tanzanie licenciera tous les fonctionnaires corrompus et paresseux.
  - (d) Les élèves des écoles secondaires avaient organisé des manifestations pour lutter contre l'humiliation dans les daladala.
  - (e) Le Premier ministre de la République Unie de Tanzanie va prendre une décision dure contre les hommes d'affaires qui échappent au paiement des impôts. **(10 points)**

The question was attempted by 289 (100%) of candidates. Of these, 21.10 per cent scored from 0.0 to 3.0 marks, 33.60 per cent scored from 3.5 to 5.5 marks and 45.30 per cent scored from 6.0 to 10.0 marks. The general performance was good since 78.90 per cent of the candidates scored between 3.5 to 10.0 marks. An illustration of the candidates' performance as shown in Figure 1.



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

The analysis shows that 131 (45.30%) candidates performed well, scoring between 6.0 and 10.0 marks. These candidates seemed to have adequate skills in applying grammatical rules to transform active voice sentences into passive voice. They correctly used verb forms and other grammatical elements in correct forms.

In item (a), the candidates who scored highly were able to change the singular noun “*John Pombe Magufuli*”, which was the object in an active voice sentence, into the subject of the passive voice sentence. They correctly used the past tense of the verb *être*, as the verb in the active sentence was in the past tense. They also correctly formed the past participle of the verb *élire* (*élu*) and inserted the preposition *par* before the noun *les Tanzaniens*. As a result, the candidates successfully transformed the sentence into *En 2025, John Pombe Magufuli a été élu le président de la République de Tanzanie par les Tanzaniens*.

In item (b), the candidates who scored highly managed to firstly change the plural noun, *tous les voyageurs domestiques et internationaux* into the subject of the passive voice sentence, followed by present tense of the verb *être*. This is because the tense used in the active voice sentence was in the present tense. They also correctly used the form of the past participle of the verb *organiser* (*organisés*) ‘organised’. Moreover, these candidates correctly inserted the preposition *par* (by) before the singular noun *le comité d’entreprise*. Therefore, the correct transformation was: *Tous les voyages domestiques et internationaux sont organisés par le comité d’entreprise*.

In item (c), the candidates who scored highly were able to correctly transform the object of the active sentence, which was the plural noun *tous les fonctionnaires corrompus et paresseux* into the subject of the passive voice. They also successfully converted the simple future tense of the active voice *licenciera* into its corresponding passive voice form. Specifically, they used verb *être* in the simple future tense, followed by the past participle *licenciés*, ensuring agreement with the subject of the passive sentence. Furthermore, these candidates correctly transformed the subject of the active voice, which was the singular noun *le président de la république*, into the agent of the passive voice, appropriately introduced by the preposition *par*.

In item (d), the candidates who scored highly correctly transformed the object of the active voice sentence, which was the plural noun *des manifestations pour lutter contre l'humiliation dans les daladala* into the subject of the passive voice sentence. They also successfully changed the verb tense from the active to the appropriate voice form by inserting the auxiliary verb *être* (to be) and the corresponding past participle. Additionally, they accurately identified the subject of the active voice sentence and repositioned it in the passive construction, preceded by the preposition *par* (by) as shown in the following example: *Des manifestations pour lutter contre l'humiliation dans les daladala avaient été organisées par les élèves des écoles secondaires.*

In item (e), the candidates who scored highly were able to change the singular noun, *une décision dure contre les hommes d'affaires qui échappent au paiement des impôts*, which was the object of the active voice sentence, into the subject of the passive voice sentence. They also successfully transformed the near future tense of the active voice into its corresponding form in the passive voice. Furthermore, these candidates were able to identify and convert the subject of the active voice into the agent of the passive voice, correctly placing the preposition *par* before it. The past participle was also correctly matched in gender with the subject of the passive voice. Extract 1.1 shows a sample of a candidate's correct response to question 1.

1 a.	En 2015, John Pombe Magufuli a été élu le président de la République Unie de Tanzanie par les Tanzaniens.	
b.	Tous les voyages domestiques et internationaux sont organisés par le comité d'entreprise chaque année.	
c.	Tous les fonctionnaires corrompus et paresseux seront licenciés par le président de la République Unie de la Tanzanie.	
d.	Des manifestations pour lutter contre l'humiliation dans les daladala avaient été organisées par les élèves des écoles secondaires.	
e.	Une décision dure contre les hommes d'affaires qui échappent au paiement des impôts va être prise par le premier ministre de la République Unie de Tanzanie.	

**Extract 1.1:** A Sample of a Candidate's Correct Responses to Question 1

Extract 1.1 shows responses from the candidate who correctly transformed sentences from active to passive forms, and as a result, they scored high marks. The verbs were written with their correct gender and numbers.

The analysis also indicates that 61 (21.10%) candidates scored from 0.0 to 3.0 marks, which indicates a weak performance. This reveals that these candidates were not aware of the principles pertaining to transforming sentences from active voice into passive voice.

In item (a), some candidates failed to place the past participle of the infinitive verb *élire* after the verb *être* (to be) of the passive voice. Consequently, these candidates scored low marks. The incorrect sentence provided by one of the candidates was *John Pombe Magufuli, le président de la République Unie de Tanzanie a été par les Tanzaniens, en 2025*. In the same item, one of the candidates did not place the subject of the passive voice at its proper position as shown in this example: *En 2025, le président de la République Unie de Tanzanie a été John Pombe Magufuli par les Tanzaniens*.

In item (b), some candidates failed to correctly transform the auxiliary verb *être* (to be) into its plural present form and did not adjust the past participle of the verb *organiser* (organise) appropriately. For example, in

the sentence *les voyages domestiques et internationaux chaque année est d'entreprises organisée par le comité*, the verb *est* should have been *sont*, and the phrase *d'entreprises* should have come after *le comité*. Another candidate did not recognize that *organiser* was the main verb, which should have been changed to *organisée* to agree in number and gender. Instead, the candidate incorrectly used the noun *entreprise* as the main verb. The resulting incorrect sentence was *Tous les voyages domestiques et internationaux sont d'entreprises par le comité chaque année*.

In item (c), some candidates identified *licenciés* as the main verb in the sentence but failed to change the auxiliary verb (*être*) to its correct future plural form *seront*. As a result, various incorrect structures were produced, including *Tous les fonctionnaires corrompus et paresseux seront licenciés par le Président de la République Unie de la Tanzanie*. Another candidate changed neither the subject nor the object of the active voice sentence to his / her appropriate positions in passive voice. In addition, he/she failed to change the auxiliary verb *être* correctly. The incorrect sentence written was *Le Président de la République Unie de la Tanzanie aura licencié tous les fonctionnaires corrompus et paresseux*.

In item (d), some candidates correctly identified the subject and object of the passive voice sentence but failed to conjugate the verbs appropriately into their correct passive voice forms. For example, *Des manifestations étaient organisées par les élèves des écoles secondaires pour lutter contre l'humiliation dans les daladala*. However, another candidate did not understand that, in transforming a sentence into the passive voice, the subject and object switch positions. As a result, the candidate wrote an incorrect sentence such as: *élèves des écoles secondaires a été organisé des manifestations les pour lutter contre l'humiliation dans les daladala*. This response demonstrates a weak understanding of the transformation between active and passive, which led to the candidate scoring poorly.

Lastly, in item (e), some candidates failed to identify the subject of passive voice in the given sentence. This led them to conjugate incorrectly the auxiliary verb *aller*. In the example below, a candidate mistakenly used the noun phrase *les hommes d'affaires* as a subject instead of *une décision dure*. Additionally, the candidate conjugated the auxiliary *va* in the plural form rather than the correct singular form. The incorrect response provided by the candidate with a weak score was *les hommes d'affaire vont être pris une décision dure contre par le premier ministre de la République Unie de Tanzanie qui échappent au paiement des impôts*. Extract 1.2 shows a sample of candidates' incorrect responses to question 1.

01.	a) En 2015, John pombe Magufuli a été élu les Tanzaniens le président de la République unie de Tanzanie	
	b) Tous les voyages domestiques et internationaux ont organisés les le comité d'entreprise chaque année	
	c) Tous les fonctionnaires corrompus et paresseux seront licenciés le président de la République unie de la Tanzanie.	
	d) Des manifestations avaient été organisés les élèves des écoles secondaires pour lutter contre l'humiliation dans les daladala.	
	e) Une décision va être prise le premier ministre de la République unie de Tanzanie dure contre les hommes d'affaires qui échappent au paiement des impôts.	

**Extract 1.2:** A Sample of a Candidate's Incorrect Response to Question 1

Extract 1.2 shows responses from a candidate who conjugated several verbs incorrectly. Some verbs were not written with appropriate gender and number agreement. In addition, the candidate failed to place the subject and object of the passive voice in their correct positions.

The analysis further indicates that 97 (33.60%) candidates obtained average scores, Ranging from 0.0 to 3.0 marks. These candidates demonstrated a partial understanding of the topic of active and passive voice. They managed to answer correctly two to three items, which resulted in an average score in this question.

## 2.2 Question 2: Transformation with the Past Infinitive

This question assessed the candidates' ability to transform coordinated sentences with repeated subjects into a more concise form using the past infinitive. Specifically, it required converting a verb in the *passé composé* into the past infinitive (*infinitif passé*) while ensuring the subject is not repeated unnecessarily. An example of a sentence was given to guide candidates in this transformation. The question was as follows:

2. Réformez les phrases suivantes comme dans l'exemple.

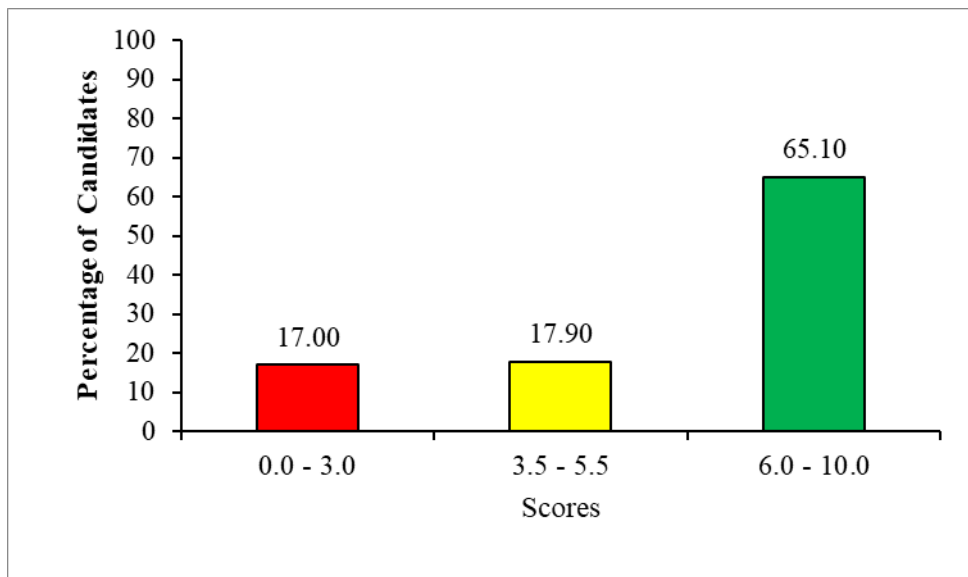
**Exemple:** Je vous ai dérangés et je vous demande pardon.

Je vous demande pardon de vous avoir dérangés.

- (a) Vous nous avez invités chez vous et nous vous remercions beaucoup.
- (b) Nous avons pris l'avion à destination de Nairobi et nous en regrettons beaucoup.
- (c) Mes frères ont bien réussi à leur examen final et ils sont très contents.
- (d) Elles sont allées faire les courses dans le supermarché samedi dernier et elles regrettent beaucoup.
- (e) La sœur de Mziwanda a perdu son sac à dos qui avait ses documents et elle est toujours triste.

**(10 points)**

The question was attempted by all 289 (100%) of candidates. Among them, 17.00 per cent scored between 0.0 and 3.0 marks, 17.90 per cent scored between 3.5 and 5.5 marks, and 65.10 per cent scored between 6.0 and 10.0 marks. The overall performance on this question was good, as 83.00 per cent of the candidates scored between 3.5 and 10.0 marks of the allocated marks to this question. An illustration of the candidates' performance presented in Figure 2.



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

The analysis shows that 188 (65.10%) candidates performed well, scoring between 6.0 and 10.0 marks. These candidates demonstrated sufficient knowledge of transforming conjugated verbs into appropriate past infinitive based on the context. Moreover, they avoided repeating the subjects of the sentences.

In item (a), candidates who scored high marks were able to change the second part of the original sentence into the first part of the sentence. They also successfully transformed the tense of the verb *avez invités* into the past infinitive *avoir invités* as in the sentence *Nous vous remercions beaucoup de nous avoir invités chez vous.*

In item (b), candidates who performed well managed to place the second part of the original sentence at the beginning of the new sentence. They also correctly transformed the verb *avons pris* into the past infinitive *avoir pris*. Additionally, they avoided repeating the subject *nous* in the second part of the sentence. Therefore, the correct transformation was *Nous regrettons beaucoup d'avoir pris l'avion à destination Nairobi.*

In item (c), candidates who scored high marks correctly transformed the second part of the original sentence into the first part of the new sentence. Moreover, they omitted the subject and changed the conjugated verb in the first part of the sentence into past infinitive, as in: *Mes frères sont très contents d'avoir bien réussi à leur examen.*

In item (d), candidates who scored high marks managed to place the second part of the original sentence at the beginning of their response. They also managed to conjugate the verb *sont allées* into the past infinitive form *être allées*. Additionally, they avoided repeating the subject, as in the sentence *Elles regrettent beaucoup d'être allées faire les courses dans le supermarché samedi dernier.*

In item (e), candidates who performed well managed to position the second part of the original sentence at the beginning of the second sentence. They were also able to change the verb *a perdu*, which is in the present perfect tense into the past infinitive *avoir perdu*, as in *La sœur de Mziwanda est toujours triste d'avoir perdu son sac à dos qui avait ses documents.* Extract 2.1 shows a sample of a correct response provided by the candidates for question 2.

02.	a, Nous vous remercions beaucoup d'avoir invité chez vous. de nous avoir invité chez vous.	
	b, Nous en regrettons beaucoup d'avoir pris l'avion à destination de Nairobi.	
	c, Ils sont très contents d'avoir bien réussi à leur examen final	
	d, Elles regrettent beaucoup d'avoir été allées faire les courses dans le supermarché dernier. e)	
	e, Elle est toujours triste d'avoir perdu son sac à dos qui avait ces documents.	

**Extract 2.1:** A Sample of a Candidate's Correct Response to Question 2

On the other side, 49 (17.00%) candidates had a weak performance, scoring between 0.0 and 3.0 marks. These candidates lacked adequate knowledge and skills in transforming verbs from various conjugated forms into the past infinitive mood. Their responses contained numerous grammatical errors, which distorted the meaning of the sentences.

In item (a), some candidates failed to use the reflexive pronoun “vous” before the verb. Instead, they incorrectly used the auxiliary verb *avoir* as in *Nous avons remercions beaucoup de nous avoir invités*. Other candidates failed to use the subject pronoun *nous* as the subject of the sentence. Instead, they incorrectly used the reflexive pronoun *vous* as the subject of the sentence. For example, one of the candidates wrote an incorrect sentence such as *Vous nous remercions beaucoup de vous avoir invitées* instead of the correct sentence *Nous vous remercions beaucoup de nous avoir invités chez vous*.

In item (b), some candidates did not score full marks because they failed to recognize that the pronoun *en* is normally used in the second sentence to replace a previously mentioned idea. They incorrectly placed it in the first sentence instead of omitting it altogether. For example, one candidate wrote an incorrect sentence such as *Nous en regrettons beaucoup d'avons pris l'avion à destination Nairobi*.

Additionally, some candidates were unaware of the tense used in the original sentence, leading them to include unnecessary grammatical elements that distorted the meaning. For example, *Nous avons regrettons beaucoup de nous avoir pris l'avion à destinations*. In this sentence, the candidate wrongly added both the auxiliary verb *avons* and the pronoun *nous*, which altered and destroyed the intended meaning of the sentence.

In item (c), some candidates wrote the auxiliary verb *avoir* in a conjugated form rather than in its required infinitive form. For example, the sentence *Mes frères sont très contents ont bien réussi à leur examen* is incorrect because it lacked proper structure and coordination of verbs.

In item (d), some candidates failed to place the infinitive form of the conjugated auxiliary verb *être* immediately after the preposition 'de', and consequently scored low marks. For example, one candidate wrote *Elles regrettent beaucoup de sont allées faire les courses dans le supermarché Samedi dernier*. Similarly, some candidates forgot to place the main verb 'faire' after the past participle 'allées'. As a result, the meaning of the sentence was distorted. A typical example is *Elles regrettent beaucoup d'être allées course dans la supermarché samedi dernier*.

In item (e), some candidates failed to score high marks because they did not correctly transform the verb *avoir* after the preposition *de*, resulting in an incorrect sentence. For example, *Elle est toujours triste de la sœur de Mziwanda avoir perdu son sac à dos qui avait ses documents*. Extract 2.2 is a sample of the candidates' incorrect response in question 2.

2) a) nous vous remercions beaucoup de nous invitions chez vous.	
b) nous en regrettons beaucoup de avons prendre l'avions à destination bon de Nairobi	
c) Il sont très contents de avoir bien réussi à leur examen final	
d) Elles regrettent beaucoup de sont allées faire les courses dans le supermarché samedi dernier.	
e) Elle est toujours de perdu son sac à dos qui avait ses documents	

**Extract 2.2:** A Sample of a Candidate's Incorrect Response to Question 2

In Extract 2.2, the candidate incorrectly transformed several verbs into the past infinitive moods and used verbs that did not appear in the original text. This indicates insufficient knowledge and skills in forming past infinitive.

On the other hand, 52 (17.90%) candidates had an average performance on this question, scoring between 3.5 and 5.5 marks. These candidates correctly transformed only a few verbs into past infinitive mood but failed to do so for others.

### 2.3 Question 3: Translation

The candidates were required to translate the given passage about ‘the importance of elders in our society’ into Swahili language. The question tested the candidates’ ability to extract and transfer the meaning of the overall message from the source language into the target language. The question was as follows:

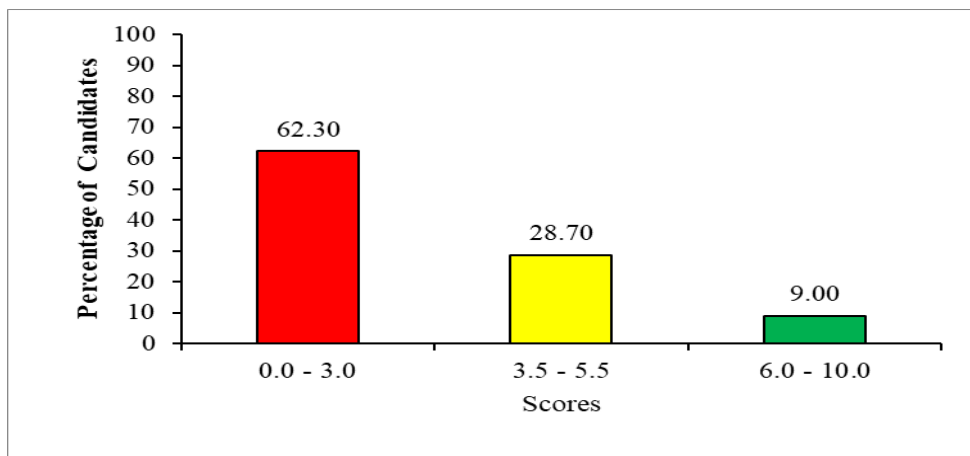
3. Traduisez ce texte en Kiswahili.

Le grand-père est enfin celui qui connaît la tradition, qui la transmet et qui la garde. Il est le sage. Ses forces diminuent mais sa sagesse augmente avec l'âge. Il produit de moins en moins, mais il enseigne de plus en plus. C'est pourquoi les groupes étaient dirigés par le conseil des anciens qui résoudre les conflits selon la coutume.

Je crois que le vieillard a la vie belle. Il n'est plus obligé de travailler ; ses enfants s'occupent de lui, il est honoré et profite des pleins pouvoirs dans sa famille ; il boit de la bière avec les autres grands-pères, il participe aux débats du conseil des anciens, et profite de la présence de ses petits-enfants qu'il forme avec patience et amour en leur racontant des histoires.

**(10 points)**

The question was attempted by 289 (100%) of candidates. Of these, 62.30 per cent scored between 0.0 and 3.0 marks, 28.70 per cent scored between 3.5 and 5.5 marks, and 9.00 per cent scored between 6.0 and 10.0 marks. The overall performance on the question was average, as 37.70 per cent of the candidates scored between 3.5 and 10.0 marks allocated to the question. Figure 3 illustrates the analysis of candidates’ performance in question 3.



**Figure 3:** Candidates’ Performance on Question 3

The analysis shows that 26 (9.00%) candidates scored between 6.0 and 10.0 marks, which indicates good performance. These candidates correctly translated the passage from French into Swahili, demonstrating proficiency in both languages. They showed a good mastery of translation rules, successfully conveying the intended meaning of the source text without distortion. Extract 3.1 presents a sample of the candidates' correct responses to question 3.

3	Traduisez le text en KSwahili.	use only
	<p>Babu ndeye anayefahamu mila anayezilisisha na kuzitunza ni mwenye hekima. Nguvu zake zinapungua lakini hadini umri unavasozea hekima huzidi kuongezeka. huongezeka kila mwezi. Lakini anaendelea kufundisha zaidi na zaidi. Ndio maana, makundi yalikuwa yanaongozwa kwa ushauri wa wazee ambao walikuwa wana kutua migogoro kula kuzingatia kama duni.</p>	
	<p>Namini kwamba uzeeni kuna maisha mazuri. haitakuwa kufanya kazi. klatoto wame wangukuwa bize kwa ajiri yake. Ana furaha na ana faidha kuwa mkuu katika familia yake. Anakunywa big akiwa na wazee wengine. Hushiriki katika mdahalo wa ushauri wa <del>Udazee</del> na kufaidika na uwepo wa wafukuu ambao anawafanya wawe na uti na upendo kwa kuwasimulia hadithi.</p>	

**Extract 3.1:** A Sample of a Candidate's Correct Response to Question 3

In Extract 3.1, the candidate correctly translated the passage from French into Swahili with few errors.

On the contrary, 83 (28.70%) candidates had an average performance on this question, scoring between 3.5 and 5.5 marks. These candidates translated only a few sentences correctly but failed to translate the rest, which resulted in average scores.

Furthermore, 180 (62.30%) candidates performed poorly, scoring between 0.0 and 3.0 marks. These candidates demonstrated inadequate knowledge and skills in translating texts from French to Swahili. Their translation contained many semantic errors, which distorted the meaning of the

original text. Some candidates lacked an understanding of French vocabulary and, as a result, produced incomprehensible sentences. For example, some failed to translate certain sentences correctly due to limited vocabulary. One such example is a candidate who translated *Il est le sage* as *Yeye ni mzee* instead of *Yeye ni mwenye busara*.

Additionally, some candidates directly repeated French words in their Swahili translations, such as in the sentence *naamini vieillard ana Maisha mazuri*. This reflects a poor grasp of translation skills. Moreover, some candidates did not translate the entire text, which contributed to their low scores marks. Extract 3.2 is a sample of a candidates' incorrect response to question 3.

3.	<p>Mababau babu tayari ni mtu ambaye arae lewa utamaduni, kwa kuweneza na kumtenda au kufunga kumtura. Yeye ni mzee, Ngumu rake zimefungua pindi, tami anavyoendelea kukubaliana na umri. Anazalisha kutoka mweri ba di mweri pindi anafundisha tena na tena. Ndiyo maana ni kwani au ndiyo sababu mautundi yali kuwa yanajengwa kwa ushauri wa watu wa zamani (waree) hivyo kuondoa na kuondoa migogoro katika (miungoni) jamii.</p> <p>Natambua kwamba, Watu wa zamani, waree au zamani maisha yalikuwa marwi. Hauakusahau kazi, watoto wao walijifunza kwao. Ni heshima na faida kwa kuwera kuishi na familia yake. Alikuwa atingwa uji pamoja na babu rake wote. Alishiriki, anashiriki midahalo ya ushauri kipi-ndi cha zamani. Alishiriki katika baraza la ushauri la zamani na umuhimu wa kuwepo kwa watoto wake wadogo ambao aliwapata kwa uvumilivu na upendo ndani ya usimulizi wake au wao wa historia.</p>
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**Extract 3.2:** A sample of a Candidate's Incorrect Response to Question 3

In Extract 3.2, the candidate mistranslated the passage by using words that did not appear in the original text. The candidate's responses indicate a lack of knowledge and skills in translating from French to Swahili.

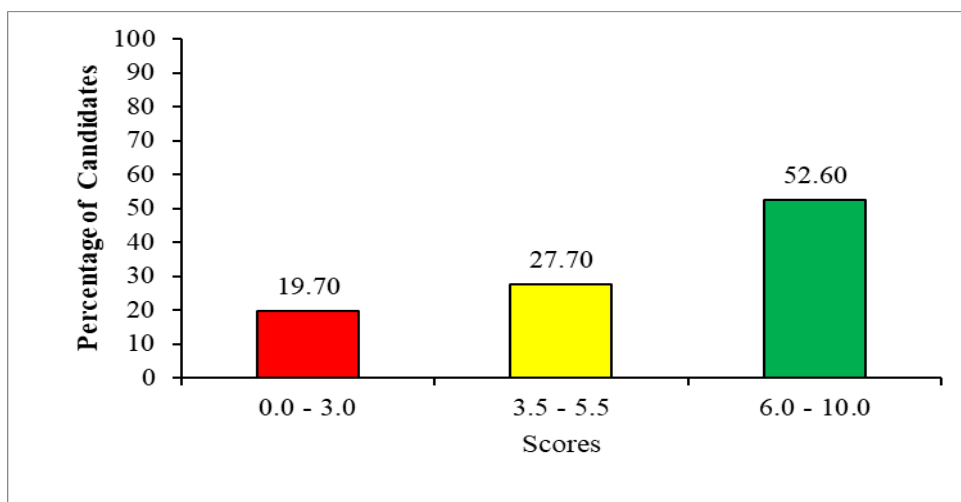
## 2.4 Question 4: Phonology

In this question, candidates were required to transcribe phonetically two words that contain in the given five sentences. The question tested the candidates' ability to apply their phonetic knowledge by transcribing various French words into their appropriate forms using the International Phonetic Alphabet (IPA). The question was as follows:

4. Faites comme dans l'exemple.  
Exemple : J'aime beaucoup ma mère.  
J'aime [boku] ma mère.

(a) Moi, j'adore la musique! J'aime les chansons nigérianes.  
(b) Bon, tu travailles bien à l'école, tu aides ta maman à la maison.  
(c) Attention mes amis, le départ est à douze heures juste. Il faut partir de bonne heure.  
(d) Cette jeune fille doit faire des courses avec sa mère cet après-midi à Ilala.  
(e) Au petit déjeuner, ma sœur a pris seulement du café. (10 points)

The question was attempted by 289 (100%) of candidates. Of these, 19.70 per cent scored between 0.0 and 3.0 marks, 27.70 per cent scored between 3.5 and 5.5 marks, and 52.60 per cent scored between 6.0 and 10.0 marks. The overall performance on this question was good, as 80.30 per cent of the candidates scored between 3.5 and 10.0 marks. Figure 4 illustrates the candidates' performance.



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

The analysis shows that 152 (52.60 %) candidates performed well, scoring between 6.0 and 10.0 marks. These candidates demonstrated sufficient knowledge of transcribing various French words.

The candidates who scored full marks correctly transcribed all the underlined words. This indicates that they had mastered the rules of transcribing various French words using appropriate phonetic symbols. In addition, they clearly understood the requirement of the question and were aware of the formation of nasal sounds, which occur when vowels combine with a nasal consonant as in *an* [ã] in the word *chansons* [ʃãsõ], which appeared in the first item. Additionally, the candidates realised that the letter *r* is transcribed as [ʀ] (or [R]) instead of [r], as seen in several words such as [adõR/ ʀ]/ [tʀ/ ʀ avaj], [mɛR/ ʀ] and the like. Extract 4.1 shows a sample of a candidate's correct response to question 4.

4	a/ Moi, j' <u>adore</u> la musique! J'aime les <u>chansons</u> nigérianes	use only
	b/ Bon, tu <u>travaille</u> bien à l'école, tu <u>écoutes</u> ta maman à la maison	
	c/ Attention mes amis, le <u>départ</u> est à douze heures juste. Il <u>fallait</u> partir de bonne heure	
	d/ <u>Cette</u> jeune fille doit faire des courses avec sa <del>mère</del> <u>mère</u> cet après-midi à 14h.	
	e/ Au <u>pâtis</u> déjeuner, ma <u>sœur</u> a pris seulement du café.	

**Extract 4.1:** A Sample of a Candidate's Correct Response to Question 4

In Extract 4.1, the candidate identified the underlined words transcribed phonetically and transcribed them accurately.

On the contrary, 80 (27.70 %) candidates had an average performance in this question, scoring between 3.5 and 5.5 marks. These candidates correctly transcribed only a few underlined words but failed with others. For example, some of them failed to transcribe correctly the nasal sound [õ], which appears in item (a). They also incorrectly transcribed the uvular [R]/ [ʀ] as [r] in some of items. Such errors reflect the candidate's partial knowledge of French phonetics.

On the other hand, the analysis indicates that 57 (19.70%) candidates performed poorly, scoring between 0.0 and 3.0 marks. These candidates demonstrated insufficient knowledge of phonology, as they incorrectly transcribed the given words. The errors made in each item described as follows.

In item (a), some low-scoring candidates failed to understand that certain phonetic symbols are written using capital letters rather than lowercase ones. For example, the word *adore* was wrongly transcribed as [ador]. Similarly, some of the candidates were unaware of how nasal sounds such as [ã] and [õ], found in *an* and *on*, are formed. They incorrectly transcribed the word '*chansons*' as [ʃansõ]. Moreover, some candidates added extra sounds that altered the original pronunciation. For instance, the transcription [ʃãnsõ] includes an unnecessary [n], which distorts the nasal vowel.

In item (b), some of the candidates who scored low marks wrongly transcribed the word *travaillés* as [tRaveje], [tRavele], or [tRavjə], and the word *aides* as [ɛdə] or [ɛde]. In these examples, some candidates added other sounds, which were not supposed to be included, while others omitted required sounds. This indicates that the candidates lacked a proper understanding on the rules for transcribing various French sound structures.

In item (c), some low-performing candidates failed to understand that the letter combination *au* corresponds to the sound [o]. Consequently, they transcribed the word *faut* as [fɔ] or [fø], among other incorrect forms. Similarly, for the word *depart*, some candidates omitted the sound [R] while others incorrectly added the sound [t], resulting in wrong transcriptions such as [depa], [depart]. Additionally, some candidates used the lowercase letter [r] instead of uppercase [R] as in [depar], which was also incorrect.

In item (d), some of the candidates with low scores failed to include the sounds [s] and [ɛ] in the word *set* [sɛt], and instead transcribed it as [set], [sɛt], or [cɛt]. Moreover, some candidates used the sound [r] instead of [R] in the transcription of the word *mère* as [mɛr], writing [mɛr], which was incorrect. Others failed to recognize that the letter *è* is a short vowel sound and not a long one. As a result, they transcribed *mère* as [mɛR] instead of the correct [mɛR].

In item (e), some of the candidates who scored low marks incorrectly transcribed the word *petit* as [peti], [pet], or [pati] and the word *sœur* as [swaR], [swa], or [sɛR]. In these cases, some added extra sounds while others omitted necessary ones. The correct transcriptions for *petit* and *sœur*

are [pəti]/[pti] and [sœR], respectively. These errors, further demonstrate that some candidates had not mastered the transcription rules for French sound structures, which contributed to their poor performance. Extract 4.2 shows a sample of one incorrect response to question 4

4. a) Moi, j'adore la musique! J'aime les <u>chansons</u> nigérianes.
- Moi, j [adɔR] la musique! J'aime les [ʃasɔ̃]
b) Bon, tu <u>travailles</u> bien à l'école, tu <u>aides</u> ta maman à la maison.
- Bon, tu [tRavaje] bien à l'école, tu [ɛde] ta maman à la maison.
c) Attention mes amis le <u>départ</u> est à douze heures juste. Il faut <u>partir</u> de bonne heure.
- Attention mes amis, le [dɛpart] est à douze heure. juste. Il [fo] partir de bonne heure.
4. d) <u>Cette</u> jeune fille doit faire des courses avec sa <u>mère</u> cet après-midi à Ilaq.
- [set] jeune fille doit faire des courses avec sa [mɛR] cet après-midi à Ilaq.
e) Au <u>petit déjeuner</u> , ma <u>sœur</u> a pris seulement du café.
- Au [peti] déjeuner, ma [sœR]

Extract 4.2: A Sample of a Candidate's Incorrect Response to Question 4

In Extract 4.2, the candidate failed to transcribe correctly most of the underlined words in various sentences, resulting in weak performance.

## 2.5 Question 5: Direct and Indirect Speech

The question consisted of five (5) items, i.e (a)–(e), accompanied by an example to guide candidates on what they were expected to do. The example illustrated how to transform a sentence from indirect to direct

speech. The question tested the candidates' ability to convert given sentences from indirect to direct speech. The question was as follows.

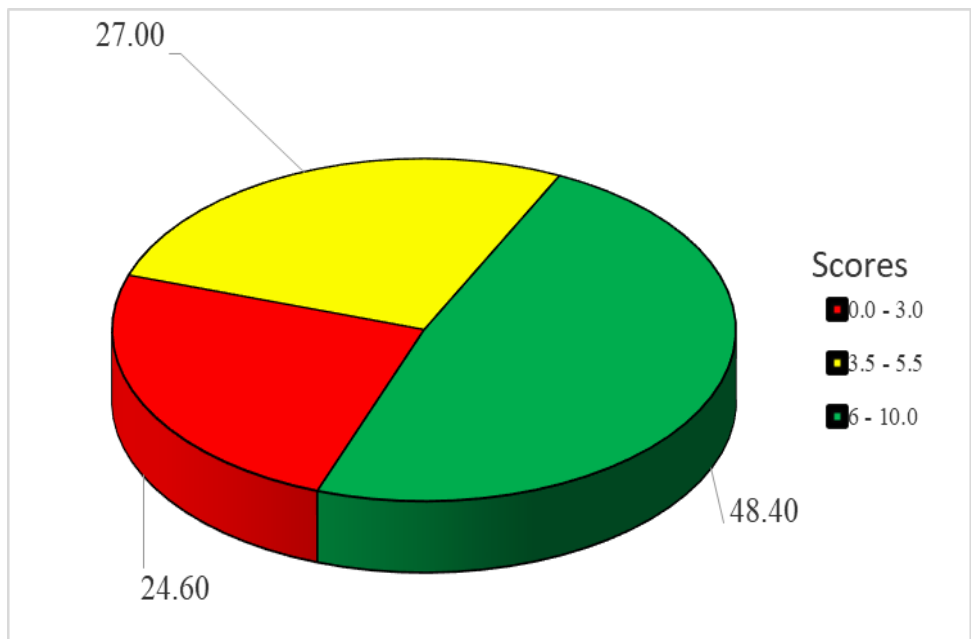
5. Transformez les phrases comme dans l'exemple

**Exemple:** Il m'a dit que sa voiture était trop vieille et qu'il allait en acheter une autre  
Il m'a dit: «ma voiture est trop vieille et je vais en acheter une autre.»

- (a) Il dit qu'il se sent très fatigué et qu'il va prendre quelques jours de vacances.
- (b) Ma mère me conseille toujours en me disant d'aller à l'école et de ne pas jouer avec des garçons.
- (c) Il a demandé s'il pouvait ouvrir la fenêtre qui était près de son bureau.
- (d) Elle m'a écrit qu'elle venait de déménager et qu'elle m'inviterait quand elle aurait fini de s'installer.
- (e) Ils m'ont dit qu'il fallait que j'aille à la poste pour signaler le changement de mon adresse le lendemain matin.

**(10 points)**

The question was attempted by 289 (100%) of candidates. Among them, 27.00 per cent scored between 0.0 and 3.0 marks, 24.60 per cent scored between 3.5 and 5.5 marks, and 48.40 scored between 6.0 and 10.0 marks. The overall performance on the question was good, as 73.00 per cent of the candidates scored between 3.5 to 10.0 marks. Figure 5 illustrates the candidates' performance in question 5.



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

The analysis indicates that 140 (48.40%) candidates performed well, scoring between 6.0 and 10.0 marks. The candidates with high scores successfully adhered to some of the grammar rules, sentence structure, and the correct use of punctuation marks such as the colon (:), and French quotation marks (« »). Consequently, they were able to transform correctly the given sentences from indirect to direct speech.

For example, in item (a), the candidates who correctly transformed the given sentences understood that, when the introductory part uses the third person singular pronoun *il* followed by the verb in the simple present tense *dit*, no change is made to the tense. However, the independent clause *il se sent très fatigué et il va prendre quelque jours de vacances* requires adjustments: the pronoun *il* is replaced with *je*, while the tenses (the simple present and the near future) remain unchanged but must agree with the new subject. Additionally, the conjunction *que* replaced by a colon (:). The correct transformation was *Il dit: « Je me sens très fatigué et je vais prendre quelque jours de vacances »*.

In item (b), the candidates who correctly transformed the sentence were able to identify that the verb tense in the introductory part was in the simple present (e.g. *ma mère me conseille toujours en me disant*) while in the reported speech part, the verb was in the infinitive form preceded by preposition *de* (e.g., *d'aller*). As such, in the corresponding direct speech, the introductory part in the simple present tense remains unchanged (*ma mère me conseille toujours en me disant*), while the subordinate clause changes from infinitive to the imperative form (*va à l'école et ne joue pas avec des garçons*). Therefore, the correct sentence was *Ma mère me conseille toujours en me disant: « Va à l'école et ne joue pas avec des garçons »*.

The candidates who managed to correctly transform the sentence in item (c) understood that when an introductory part is in the simple past tense (*Il a demandé*), and the reported speech contains the past continuous tense (*il pouvait ouvrir la fenêtre qui était près de son bureau*), the tenses in the direct speech change accordingly. Specifically, the past continuous tense transformed into the simple present tense. With this understanding, the candidates were able to correctly rewrite the indirect speech into direct speech as follows: *Il a demandé: « Est-ce que je peux ouvrir la fenêtre qui est près de mon bureau? »*

In item (d), the candidates who got it right understood that the verb *a écrit* indicated the past tense in the introductory part, while the reported speech (*elle venait de déménager et qu'elle m'inviterait quand elle aurait fini de s'installer*) included the past continuous tense (*venait*), the conditional tense (*inviterait*) and the past conditional (*aurait fini*). Candidates with high scores correctly changed the past continuous tense (*venait*) to the simple present tense (*vient*), and both conditional tenses (*inviterait* and *aurait fini*) to the future tense (*inviterai* and *aurai fini*). As a result, they successfully transformed the indirect speech into the following direct speech: *Elle m'a écrit: « Je viens de déménager et je t'inviterai quand j'aurai fini de installer ».*

The candidates who correctly transformed the sentence in item (e) understood that when the introductory part is in the simple past tense (*Il m'ont dit*) and the reported speech uses past subjunctive (*il fallait que j'aille à la poste pour signaler le changement de mon adresse le lendemain matin*), certain changes are required to convert it into direct speech. Specifically, the verb *fallait* changes to the present subjunctive form *faut*, the personal pronoun *je* changes to *tu*, and the adverb *le lendemain* becomes *demain* specifically, the verb (*fallait*) changes to the present subjunctive form *faut*, the personal pronoun *je* changes to *tu*, and the adverb *le lendemain* becomes *demain*. Therefore, the correct transformation into direct speech was (*Il m'ont dit: « il faut que tu ailles à la poste pour signaler le changement de ton adresse demain matin »*) Extract 5.1 shows a sample of a candidate's correct response to question 5.

5	a/ Il dit: « je me sens très fatigué et je vais prendre quelques jours de vacances. »
	b/ Ma mère me conseille toujours en me disant: « allez à l'école et ne jouez pas avec des garçons. »
	c/ Il a demandé: « Est-ce que tu peux ouvrir la fenêtre qui était est près de ton bureau? »
	d/ Elle m'a écrit: « je viens de déménager et je t'inviterai quand j'aurai fini de s'installer. »
	e/ Ils <del>me</del> m'ont dit: « Il faut que tu ailles à la poste pour signaler le changement de ton <del>adresse</del> adresse demain matin. »

**Extract 5.1:** A Sample of a Candidate's Correct Response to Question 5

Extract 5.1 shows responses from a candidate who managed to transform the sentences from indirect speech to direct speech. The candidate was aware of all the necessary changes of tenses, pronouns, and adverbs.

The analysis shows that 71 (24.60%) candidates had an average performance, scoring between 3.5 and 5.5 marks. Most candidates in this category failed to transform correctly a few elements in some items, which led them to score average marks. The analysis also demonstrates that 78 candidates (27.00%) had a weak performance, scoring between 0.0 and 3.0 marks. These candidates were unable to transform all the given sentences into direct speech. They failed to change some elements according to the grammatical rules.

For instance, in item (a), the candidates who failed to transform the given sentences did not understand that if the introductory part uses the third person singular pronoun *il*, followed by the verb in the simple present tense *dit* no tense change is required. However, the dependent clause (*il se sent très fatigué et il va prendre quelque jours de vacances*) requires a few adjustments: the pronoun *il* changes to *je*; the verb tenses (present and near future) remain the same but must agree with the new pronoun and the

conjunction (*que*) is replaced by a colon (:) and quotation marks. As a result, some candidates incorrectly changed elements that were not supposed to be changed. The correct transformation should be: *Il dit: « je me sent très fatigué et je vais prendre quelque jours de vacances ».*

In item (b), the candidates who failed to transform correctly the sentence showed poor understanding of how to identify and apply the correct tense. The introductory part is in the simple present tense (*ma mère me conseille toujours en me disant*), and in the reported speech, the verb appears in the infinitive form preceded by preposition *de* (*d'aller*). Therefore, in the corresponding direct speech, the introductory part in the simple present tense remains unchanged (*ma mère me conseille toujours en me disant*), while the independent clause changes from the infinitive to imperative form (*va à l'école et ne joue pas avec des garçons*). However, some candidates failed to use preposition *de*, which required to maintain the infinitive form of the main verb in the reported speech as a result, they incorrectly transformed the sentence. An example of an incorrect response from one candidate was *ma mère me conseille toujours en me disant: « va à l'école de ne pas jouer avec des garçons ».* In this response, the candidate failed to conjugate correctly the verb *jouer* in the intended speech context.

The candidates who failed to transform correctly the given sentence in item (c) lacked adequate knowledge of how to transform sentences from direct into indirect speech. In this case, the introductory part was in the simple past tense (*Il a demandé*), followed by *si*, and the reported speech was in the past continuous tense (*il pouvait ouvrir la fenêtre qui était près de son bureau*). The transformation required a change from past continuous tense in indirect speech to simple present tense in direct speech. However, the candidates failed to make this shift correctly and thus were unable to transform the sentence appropriately.

In item (d), some candidates failed to change elements such as pronouns or verb forms or tonic pronouns to agree with the subject in the respective sentence. They did not understand that the verb *a écrit* indicated past tense in the introductory part, while the reported speech *elle venait de déménager et qu'elle m'inviterait quand elle aurait fini de s'installer* included the past continuous tense *venait*, the conditional tense *inviterait* and the past conditional *aurait fini*. These tenses needed to be transformed into the simple present tense (*vient*), future simple *m'invitera*, and future

perfect *aura fini*, respectively, when converting to direct speech. Because of failing to apply these changes, these candidates were unable to transform correctly the sentence and scored low marks.

Many candidates incorrectly transformed almost all elements of the given sentence in item (e). They failed to apply the correct use of the subjunctive mood when the introductory part is in the simple past tense *Il m'ont dit* and the reported speech requires the present subjunctive, especially when an adverb is involved. An example of an incorrect response from one candidate is : *Il m'ont dit: « je t'allais et j'aillie à la poste pour signaler le changement de mon adresse dormir matin »*. This sentence is completely meaningless. Extract 5.2 provides a sample of a candidate's incorrect response to question 5.

05	(a) il dit qu' il se sent très fatigué et qu' il va prendre quel ques jours de vacances.	
	⇒ il dit: «me sent très fatigué et je vais prendre quel ques jours de vacances»	
	(b) Ma mère me conseille toujours en me disant d' aller à l'école et de ne pas jouer avec des garçons	
	⇒ Ma mère me conseille toujours en me disant: « aller à l'école et ne pas jouer avec des garçons ».	
	(c) Il a demande s'il pouvait ouvrir la fenêtre qui était près de son bureau.	
	⇒ Il a demandé: « me peut ouvrir la fenêtre qui est près de son bureau »	

5	<p>(a) Elle m'a écrit qu'elle venait de déménager et qu'elle m'inviterait quand elle aurait fini de s'installer.</p> <p>→ Elle m'a écrit: « Je viens de déménager et la invitera quand aura fini de <del>me</del> installer ».</p>
	<p>(b) Il m'ont dit qu'il fallait que j'aille à la poste pour signaler le changement de mon adresse le lendemain matin.</p> <p>→ Il m'ont dit: « il faut que j'aille à la poste pour signaler le changement de mon adresse demain matin ».</p>

**Extract 5.2:** A Sample of a Candidate's Incorrect Response to Question 5

In Extract 5.2, the candidate failed to respond correctly due to an inadequate understanding of the topic, a poor command of the French language, and an inadequate grasp of the French grammar.

## 2.6 Question 6: Orthography

The question consisted of five (5) items. Candidates were required to imitate the changes made to the response provided as an example. The question tested their ability to apply French orthographic signs to various letters in the French language. The question was as follows:

6. Faites comme dans l'exemple.

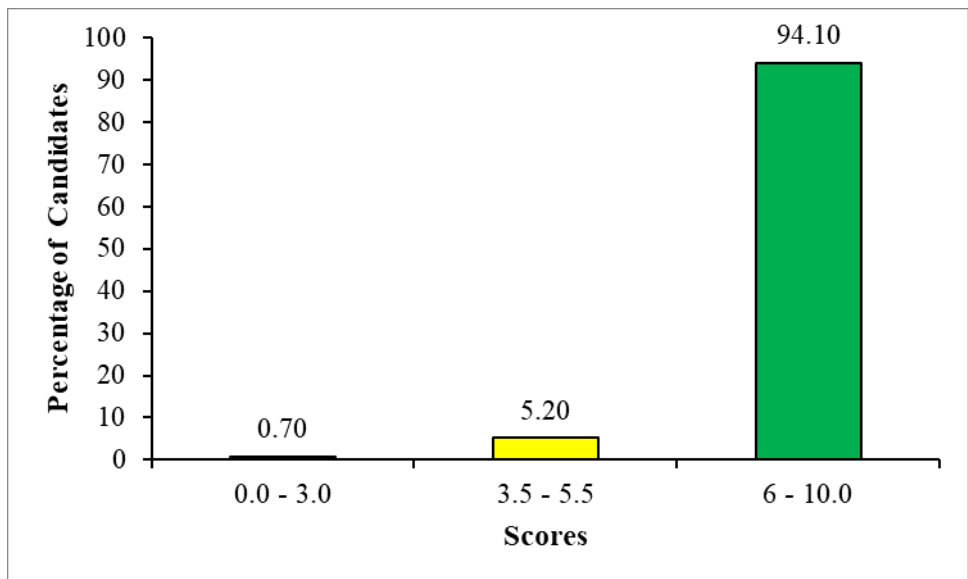
**Exemple:** Elle aime aller au supermarche.

Elle aime aller au supermarché.

- (a) Samedi prochaine, c'est la fete, on prend de la creme.
- (b) Chaque matin elle prepare le petit dejeuner pour la famille.
- (c) En generale l'apres-midi, elle fait les courses au marché d'Ilala.
- (d) Cette petite terre francaise offre la diversite d'un continent. C'est une île montagneuse et volcanique.
- (e) Decouvrir la reunion en hélicoptère, c'est inoubliable!

(10 points)

The question was attempted by 289 (100%) of candidates. Of these, 0.70 per cent scored between 0.0 and 3.0 marks, 5.20 per cent scored between 3.5 and 5.5 marks, and 94.10 per cent scored between 6.0 and 10.0 marks. The overall performance on this question was good, as 99.30 per cent of the candidates scored between 3.5 and 10.0 marks allocated to the question. Figure 6 illustrates the candidates' performance in this question.



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

The analysis indicates that 272 (94.10%) candidates scored between 6.0 and 10.0 marks, which reflects good performance. These candidates correctly applied appropriate French orthographic signs, namely the grave accent (̀), the acute accent (́), the circumflex accent (̂), and the cedilla (ç) to rewrite accurately French words in the given sentences.

In item (a), the candidates who performed well-applied correct French orthographic signs to the underlined words such as *fete*, and *crème*, rewriting them correctly as *fête* and *crème*, respectively.

Furthermore, in item (b), the candidates correctly transformed *prepare* and *dejeuner* into *prépare* and *déjeuner*, respectively.

In item (c), the candidates correctly changed *generale* and *apres* to *générale* and *après*, respectively.

Similarly, in item (d), the high-scoring candidates were able to identify the letters that needed to be corrected, changing *français* and *diversite* to *français* and *diversité* respectively.

Lastly, in item (e), many candidates recognized that the words *decouvrir* and *reunion* lacked the appropriate French diacritical marks. They correctly rewrote them as *découvrir* and *réunion*.

This indicates that the candidates had sufficient knowledge and skills regarding the use of accents in French orthography. It also suggests that they had developed good reading habits, as frequent reading is one of the effective ways to master the use of accents. Extract 6.1 shows a sample of a candidate's correct response to question 6.

6	Reponses	
	a) Samedi prochaine, c'est la fête, on prend de la crème	
	b) Chaque matin elle prépare le petit déjeuner pour la famille	
	c) En générale l'après-midi, elle fait les courses au marche' d'Ilala.	
	d) Cette petite terre française offre la diversité d'un continent. C'est une île montagneuse et volcanique.	
	e) Découvrir la réunion en hélicoptère, c'est inoubliable!	

**Extract 6.1:** A Sample of a Candidate's Correct Response to Question 6

In Extract 6.1, the candidate successfully applied the correct French orthographic signs to letters of various underlined words.

Further analysis shows that 15 (5.20%) candidates had an average performance, scoring between 3.5 and 5.5 marks. These candidates demonstrated a moderate understanding of how to mark accents on different French words. Most of them correctly applied accents on some appropriate letters, but failed to do so on others.

On the other hand, the analysis reveals that 02 (0.70%) candidates had a weak performance, scoring between 0.0 and 3.0 marks. These candidates were unable to identify and apply at least five (5) correct accents that were required for the given words.

In item (a), the candidates with weak performance incorrectly placed a circumflex accent on the first letter *e* in the word *creme*, writing it as *crême*. In item (b), the candidate who scored low marks failed to recognize that the verb *prepare* was in the simple present tense. As a result, they rewrote it in the past participle form as *préparé*. Additionally, in the word *dejeuner*, some candidates applied two different accent signs, producing forms like *déjêuner*. These errors show that the candidates placed the wrong accents and on the incorrect letters. A similar issue occurred in item (c), where the candidate placed the accent incorrectly on the letter *e* in the word *apres*, writing it as *après*.

In item (d), the candidates scored low marks despite applying the correct French accent to the familiar words *francais* as *français*. However, they misapplied the accent in the word *diversite*. Finally, in item (e), the words *decouvrir* and *reunion* were written incorrectly. For example, one candidate wrote *decoûvrir* and *réunion*, showing a misplacement of accents. These examples indicate that the candidates had limited skills and knowledge in the correct placement of French orthographic signs and demonstrated poor reading habits of French texts. Extract 6.2 presents a sample of a candidate's incorrect response to question 6.

6	(a) Samedi prochaine, l'est la fête, on prend de la <u>crême</u> <u>crémé</u>	
	(b) Chaque matin elle <u>préparé</u> le petit <u>déjêuner</u>	
	(c) En généralé l'après-midi, elle fait les courses au marché d'ilala.	
	(d) Cette petite terre <u>francaisé</u> offre la <u>diversité</u> d'une continent. C'est une île montagneuse et volcanique.	
	(e) <u>Décoûvrir</u> la <u>réunion</u> en hélicoptère c'est inoubliable!	

**Extract 6.2:** A sample of a Candidate's Incorrect Response to Question 6

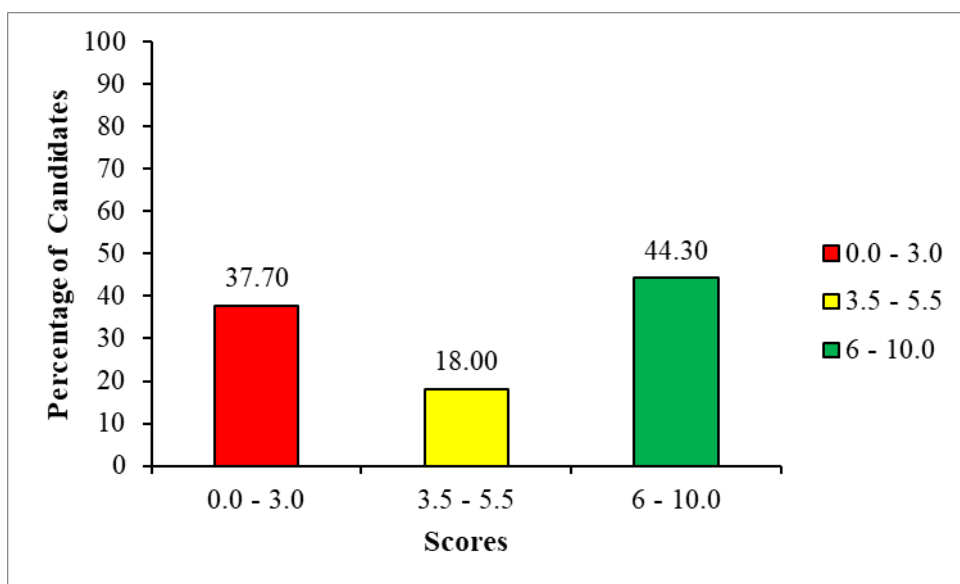
In Extract 6.2, the candidate failed to apply the correct accents to the letters of various underlined words, writing incorrect accents, except in items (d) and (e), where he/she correctly applied a few accents.

## 2.7 Question 7: Short Answer (Language Use)

In this question, the candidates were required to make a reservation for one room for three days during the holidays. The scenario involved two characters in the conversation: the candidate, represented by the personal pronoun *vous*, and *l'employée*, meaning “the employee.” The candidates were required to respond to the questions by filling in the blanks within a dialogue. The objective of the question was to assess the candidates’ ability to communicate and engage effectively in a conversation in various contexts. The question was as follows:

7. Pendant les vacances vous voulez visiter le Park National de Mikumi. Vous faites la demande de réservation de chambre pour 3 jours. Répondez aux questions suivantes.	
Vous :	Est-ce que vous avez de la place pour samedi prochain?
L'employée :	..... Vous voulez rester combien de temps?
Vous :	..... Quel est le prix par personne?
L'employée :	.....
Vous :	Est-ce que le petit déjeuner est inclus dans le prix?
L'employée :	Oui .....
Vous :	Est-ce qu'il y a une salle de bains dans la chambre?
L'employée :	..... Vous avez la carte d'adhérent?
Vous :	Oui, je l'ai. <span style="float: right;"><b>(10 points)</b></span>

The data analysis indicates that all 289 (100%) candidates attempted the question. Among them, 37.70 per cent scored between 0.0 and 3.0 marks, 18.00 per cent scored between 3.5 and 5.5 marks, and 44.30 per cent scored between 6.0 and 10.0 marks. The overall performance on this question was good, as 62.30 per cent of the candidates scored between 3.5 and 10.0 out of 10 marks allocated to question 7. Figure 7 provides an illustration of the candidates’ performance on question 7.



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

The candidates' response analysis indicates that 128 (44.30%) candidates scored high marks, ranging from 6.0 to 10 out of the 10 marks allocated for this question. These candidates performed well because they had a good command of the French language, possessed adequate vocabulary, and understood the context of the conversation.

The first conversation included a guided question using the personal pronoun *vous*: *Est-ce que vous avez de la place pour Samedi prochain?* Meaning 'Do you have space for next Saturday?'. The candidates with strong language skills and contextual knowledge responded correctly with: *Oui, on en a*. They recognized that the interrogative phrase *est-ce que* in French typically requires a *Oui* or *Non* response, meaning (Yes/No). Therefore, their answers were appropriate. Some candidates wrote: *Oui, il y en a*, while others made a minor error by omitting the pronoun "en", which refers to "de la place". However, their responses were still considered correct.

The next question, *vous voulez rester combien de temps?* Meaning 'How long do you wish to stay?' required candidates to indicate the number of days they intended to stay. Candidates who understood the scenario described in the instructions were to provide the correct response: *On veut rester pour 3 jours*, meaning (we wish to stay for 3 days). As the conversation continued, the next question was *Quel est le prix par personne?* Meaning (how much for one person?). The candidates who

understood the requirement of this question were able to respond correctly by calculating the total amount of money to be paid for a three-day stay in the room. These candidates succeeded because they had a good command of the French language and an adequate vocabulary.

The next conversation included a guided question: *Est-ce que le petit déjeuner est inclus dans le prix?* Meaning (Does the cost include breakfast?). Candidates who scored high marks responded correctly with: *Oui, le petit déjeuner est inclus dans le prix*, meaning (Yes, the cost includes breakfast), which was the correct answer. These candidates gave the correct response because they were provided with an incomplete sentence beginning with *Oui*, prompting them to complete it affirmatively.

The last question in the dialogue was *Est-ce qu'il y a une salle de bains dans la chambre?* Meaning (Is there a bathroom in the room?). Most candidates responded correctly and with: *Oui, il y en a*, meaning (Yes, there is). This was the correct answer, as they understood that the noun *une salle de bains* should be replaced by the pronoun *en* in French to avoid repetition and make the conversation sound more natural. Additionally, they recognized that a question beginning with *est-ce que* typically requires a *Oui* or *Non*, meaning (Yes/No) response. However, some candidates responded with *Oui, il y a une salle de bains dans la chambre*, meaning (Yes, there a bathroom in the room). Despite the absence of the pronoun “*en*”, this was still considered a correct response. Extract 7.1 presents a sample of a candidate’s correct response to question 7.

7	Vous: Est-ce que vous avez de la place pour samedi prochain?	
	L'employée: Ben sûr! oui, il ya beaucoup de chambre <del>pour</del> dans notre appartement. Vous voulez rester combien de temps?	
	Vous: Je ne suis pas sûr, mais je prévois de rester ici <del>pendant</del> pour trois jours. Quel est le prix par personne?	
	L'employée: Le prix! c'est 100 dollars pour chaque personne.	
	Vous: Est-ce que le petit déjeuner est inclus dans le prix?	
	L'employée: Oui, le prix comprend toutes les <u>nécessités</u> et le petit déjeuner.	
	Vous: Est-ce qu'il y a une salle de bains dans la chambre?	
	L'employée: oui, il ya une salle de bain dans la chambre. Vous voulez la carte d'adhérent?	
	Vous: oui, je l'ai.	

**Extract 7.1:** A sample of a Candidate's Correct Response to Question 7

In Extract 7.1, the candidate engaged with the task and correctly responded to the dialogue questions, demonstrating a good command of the French language.

Nevertheless, the analysis of the candidates' responses indicates that 52 (18.00 %) candidates had an average performance in this question, scoring between 3.5 and 5.5 marks out of the 10 allocated marks. This suggests that these candidates had a moderate command of the French language, a limited vocabulary and only partial familiarity with the context of the conversation. For example, their partial knowledge and limited skills in understanding the flow of the dialogue contributed to their average scores.

Apart from the candidates who had average scores, 109 (37.70%) candidates demonstrated weak performance in this question, scoring between 0.0 and 3.0 marks. These candidates demonstrated a very poor

command of the French language and were unfamiliar with the context of the dialogue. Generally, their responses contained numerous grammatical and syntactical errors. For example, in the first the conversation the question was: *Est-ce que vous avez de la place pour Samedi prochain?* One candidate with a low score responded by repeating: *Est-ce que*, which was incorrect. The appropriate response should have been *Oui, on en a*. Another candidate made a similar mistake in this question: *vous voulez rester combien de temps?* The candidate responded with *combien*, which was incorrect response. The correct response was *Je veux rester pendant trois jours*.

The following question: *Est-ce que le petit déjeuner est inclus dans le prix?*, meaning (does the cost include breakfast?), another candidate with a weak score answered : *Oui, il y a douze mille shillings*, which was also incorrect. The correct response was *Oui, le petit déjeuner est inclus dans le prix*. These errors indicate that the candidates lacked sufficient vocabulary and were unfamiliar to the context of the conversation. As a result, they produced responses that were not only grammatically incorrect but also irrelevant and sometimes meaningless. Extract 7.2 shows a sample of a candidate's incorrect response to question 7.

07.	Vous: Est-ce que vous avez de la place pour samedi prochain?	
	L'employée: Est-ce que vous voulez rester combien de temps?	
	Vous: Où quel est le prix par personne?	
	Employée: <u>Oui, je suis le prix par personne je l'ai</u>	
	Vous: Est-ce que le petit déjeuner est inclus dans le prix?	
	L'employée: <u>Oui, je vois le petit déjeuner est inclus dans le prix je l'ai</u>	
	Vous: Est-ce qu'il a une salle de bains dans la chambre?	
	L'employée: Est-ce que vous avez la carte d'adhésion?	
	Vous: Oui, je l'ai.	

**Extract 7.2:** A sample of a Candidate's Incorrect Response to Question 7

Extract 7.2 shows the responses from the candidate who incorrectly responded to the question in the dialogue due to a poor command of the French language, an inadequate vocabulary, and being unfamiliar with the context presented.

## 2.8 Question 8: Translation

The candidates were required to translate the given a text from French into English Language. This question aimed to test the candidates' ability to convey accurately the same message from the source language to the target language without altering its intended message. The question was as follows:

8. Traduisez le texte suivant en anglais.

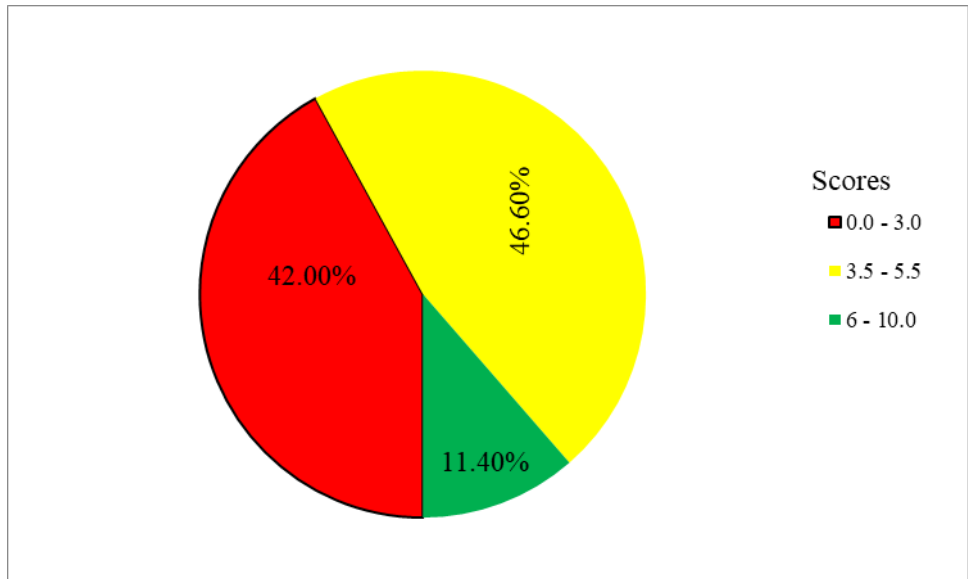
Pour être en bonne santé, il est indispensable que vous mangiez moins de calories que vous n'en brûlez. Cela signifie que vous devez choisir des aliments à faible teneur en calories, soit augmenter votre activité physique. Une alimentation équilibré doit contenir chaque jour des aliments appartenant à chacun de groupes suivants: pain, céréales, pâtes/pommes de terre, petits pois, légumes verts, viandes, volailles, poissons/lait, yaourt, fromage, maigre/fruits crus. Vous devez également manger suffisamment de glucides et de fibres, faire attention au sel et consommer modérément les boissons alcoolisées. Par ailleurs, il faut que vous réduisiez la consommation de tabac et que vous fassiez régulièrement de l'exercice.

(10 points)

The given text advised on how one could remain in a good health. It stated that it is important to eat food with fewer calories or to engage in more exercises that are physical to burn calories. A balanced diet should include all types of nutrients from the following food groups: bread, cereals, potatoes, peas, green vegetables, meat, chicken, fish, milk, yoghurt, cheese, and fruits. The text further emphasized the importance of consuming enough carbohydrates and fibre-rich foods, while salt and alcoholic beverages should be consumed in small quantities. It also advised reducing tobacco consumption and regularly engaging in physical exercise.

The data analysis indicates that 289 (100%) candidates attempted the question. Among them, 42.00 per cent scored between 0.0 and 3.0 marks, 46.60 per cent scored between 3.5 and 5.5 marks, and 11.40 per cent scored between 6.0 and 10.0 marks. The general performance on this question was average, as 58.00 per cent of the candidates scored between

3.5 and 5.5 out of the 10 marks allocated to question 8. Figure 8 illustrates the candidates' performance in this question.



**Figure 8:** *Candidates' Performance on Question 8.*

The analysis of the candidates' responses indicates that 33 (11.40%) candidates scored between 6.0 and 10 marks, which is a good performance. These candidates correctly translated the text from French into English. This suggests that they were proficient in both languages and conversant with the rules of translation, enabling them to transfer the message from the source language to the targeted language without distorting its intended meaning. Furthermore, these candidates appeared to possess not only adequate knowledge of the subject matter but also a good command of the French language and a rich vocabulary. Extract 8.1 presents a sample of the candidate's correct response to question 8.

08.	In order to be in good health. It is indispensable that you were eating less of calories that you are not burning. This signifying that you must choose the food at less teners in calories. be to increase your physical activities. balance diet must contain each day of the foods seems to each group of the following
	bread, sweet potatoes, meat, vegetables, meats, livers, fishes or milk, raw fruits. you must equally to eat enough food contain fibres. be attention to salt and eat moderately alcoholic drinks. further more, It must to you were reducing the uses of tobacco and that you do the exercises regularly.

**Extract 8.1:** A sample of a Candidate's Correct Response to Question 8

In Extract 8.1, the candidates correctly translated the given text from French into English. His/her response indicates that the candidate was capable of using appropriate translation techniques.

Moreover, 132 (46.60%) candidates had an average performance, scoring between 3.5 and 5.5 marks. This indicates that they had partial knowledge and skills in translation. They were able to translate correctly some sentences or parts of sentences from the source language into the targeted language. However, they struggled with others due to their moderate translation skills, limited vocabulary mastery, and average understanding of the structural differences between the two languages.

On the contrary, 124 (42.00 %) candidates had a weak performance, scoring between 0.0 and 3.0 marks. These candidates demonstrated inadequate knowledge and skills in translation process. As a result, their

translations contained errors, which led to distortion of the intended message. This was largely due to poor understanding of the linguistic differences between the two languages, indicating grammatical rules, language usage, and cultural aspects. In addition, some candidates showed limited knowledge of French vocabulary, resulting in incomprehensible sentences. Extract 8.2 presents a sample of an incorrect response provided by one of the candidates in question 8.

8.	<p>For being very fine, it is indispensable which you are month of calories which is signified that you must choose the aliments to ten on calories, to increase your physical activities. An alimentation equilibre must contain every day. To avoid the following groups; <del>pain</del>, breads, meats, <del>yaourt</del> you-ghurt, fruits. You must also eat carbon hydrate; to do</p>	
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**Extract 8.2:** A sample of a Candidate’s Incorrect Response to Question 8

In Extract 8.2, the candidate wrongly translated the text due to insufficient knowledge and skills in translating from French into English. This candidate had a poor understanding of the French vocabulary used in the source text, and as a result, the intended message distorted.

### 2.9 Question 9: Talking about Different Experiences

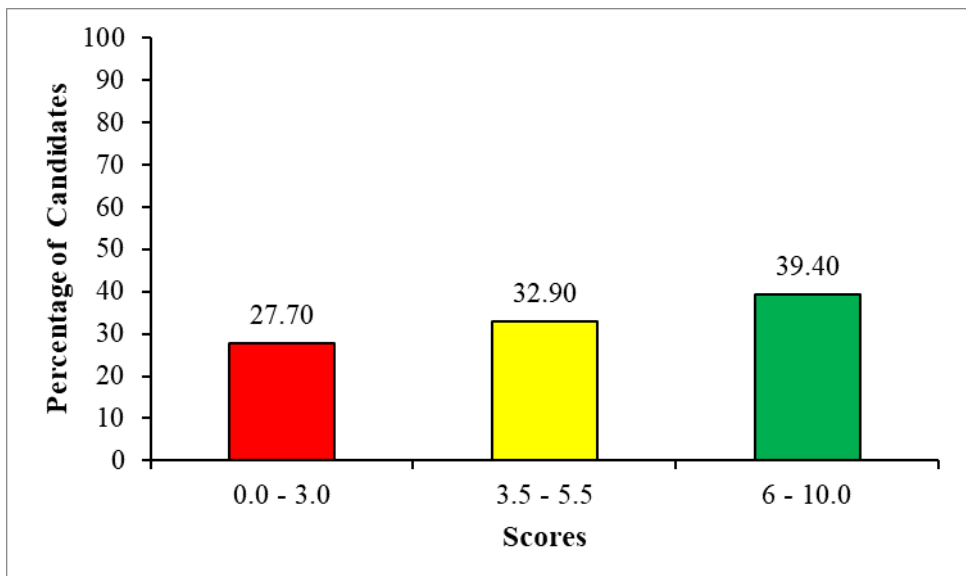
In this question, candidates were required to give a passage of a single paragraph containing ten (10) items with infinitive verbs in the brackets. They were required to transform those infinitives into correct modes and tenses. The question tested the candidates’ ability to express themselves in various various situations. The question was as follows.

9. Mettez les verbes entre parenthèses au temps convenable.

- Bonjour Madame, je m'appelle Fatma, je (venir) pour visiter votre appartement.
- Entrez, je vous en prie. Excuse- moi, je suis en train de repeindre la cuisine. Un instant, je (s'essuyer) les mains. Alors, voici la cuisine. Elle fait huit mètres carrés.
- Elle (sembler) sombre.
- Le matin, oui ; mais vous avez le soleil l'après-midi. Nous (passer) à présent dans la salle à manger. La superficie est de vingt-cinq mètre carrés. Comme vous le voyez, il y a une cheminée.
- Est-ce que je (pouvoir) regarder par la fenêtre ?
- Oui, Ça donne sur la rue. La chambre est petite mais on y (dormir) au calme. Les placards sont à droite. Dernière chose : la salle de bains, baignoire, bidet W- C, voilà.
- Bien, Je crois que je le (prendre).
- Qu'est-ce que vous faites dans la vie ?
- Je suis informaticienne.
- Bon, vous connaissez mon adresse et mon numéro de téléphone. Nous (se contacter) la semaine prochaine et nous (prendre) un nouveau rendez-vous. Ça vous va ?
- Parfait. Il (falloir) que je parte. Au revoir, madame.

(10 points)

The data analysis indicates that all 289 (100%) candidates attempted the question. Among them, 27.70 per cent of the candidates scored between 0.0 and 3.0 marks, 32.90 per cent scored between 3.5 and 5.5 marks, and 39.40 per cent scored between 6.0 and 10.0 marks. The overall performance on the question was good, as 72.30 per cent of the candidates scored between 3.5 and 10.0 out of the 10 marks allocated for the question.



*Figure 9: Candidates' Performance on Question 9.*

The analysis indicates that 114 (39.40%) candidates performed well, scoring between 6.0 and 10 marks. These candidates with high performance had a good mastery of verb structures in different tenses. These candidates demonstrated a good mastery of verb structures in various structures in various tenses. They successfully transformed the given infinitive verbs into their correct forms, and as a result, performed well.

In the first sentence, the candidates recognized that the infinitive verb *venir* had to be transformed into the past tense form *suis venue*, due to the presence of the following verb *pour visiter* and the absence of *de*, which typically follows *venir* in other contexts. Candidates with high scores understood that *venir*, as a verb of motion, uses *être* as an auxiliary in compound tense.

In the second sentence, some candidates correctly transformed the verb *s'essuyer into* into the present tense form *m'essuie*, recognizing that the rest of the sentence was in the present tense. The presence of time indicators such as *instant* signaled that the action occurred in the present moment.

In the third and the fourth sentences, the verbs *sembler*, and *passer* were correctly transformed into present tense forms. Candidates recognized that the sentences described current situations, justifying the use of the present tense.

In the fifth sentence, candidates with high scores correctly identified the modal verb *pouvoir* and transformed it into *peux* in the present tense, as it is used as a helping verb before *regarder* (to watch). The correct sentence was *Est-ce que je peux regarder par la fenêtre?*

In the sixth sentence, the candidates correctly transformed the verb *dormir* into the present tense “... *on y dort au calme.*” understanding that it commonly appears in the present in such contexts.

In the seventh sentence, candidates with high scores correctly conjugated the verb *prendre* in the present tense, recognizing that when a sentence begins with *je crois que...*, the following verb is usually in the present tense. Thus, they got the item correct.

In the eight and ninth items, the verbs *se contacter* and *prendre* were correctly transformed into the future tense forms *nous contacterons* and *prendrons* respectively. In the tenth sentence, candidates correctly conjugated the impersonal verb  *falloir* into the present tense *il faut*, maintaining the intended meaning of expressing a necessity or wish. Extract 9.1 shows a sample of a candidate's correct response to question 9.

09.	Bonjour Madame, Je m'appelle Fatma, Je viens	
	viens - - - -	
	> ... Un instant, Je m'essuie les mains - - - -	
	> elle <del>semble sombre</del> semble sombre	
	> - - - Nous passons - - - -	
	> Est-ce que Je peux regarder par la fenêtre?	
	> - - - la chambre est petite mais on y dort au calme - - -	
	> Bien Je crois que Je le prends	
	> Qu'est-ce que vous faites dans la vie?	
	> Je suis informaticienne.	
	> - - - Nous nous contacterons la semaine	
	Prochaine et nous prendrons un nouveau - - -	
	> Parfait. il faut que Je parte. Au revoir, madame	

**Extract 9.1:** A Sample of a Candidate's Correct Response to Question 9.

In Extract 9.1, the candidates correctly changed verbs into the appropriate moods and tenses.

Further analysis indicates that 95 (32.90%) candidates scored average marks, ranging from 3.5 to 5.5. This suggests that these candidates had partial knowledge and skills in changing verbs from infinitive form to the appropriate mood and tense. They were able to conjugate some verbs correctly but failed with others.

In contrast, 80 (27.70%) candidates performed poorly, scoring between 0.0 and 3.0 marks. These candidates demonstrated insufficient knowledge and skills in transforming infinitive verbs into their correct forms, which contributed to their weak performance.

For example, in the first item, a low-performing candidate failed to correctly conjugate the verb *venir* into its appropriate simple past tense form *suis venu*. This mistake stemmed from a failure to grasp the sense of

the action in the sentence. Instead, they provided incorrect forms of the verb *venir* such as *viens*, *vient*, *veux*, *ai venu* and similar variations.

Additionally, some candidates wrote the past tense form *suis venu* but did not apply the feminine agreement by adding the suffix *-e*, as in *suis venue*, when required. In the second, third and fourth sentences, candidates with low scores did not realize that the infinitive verbs *s'essuyer*, *sembler* and *passer* had to be transformed into the simple present tense. Some candidates failed to notice contextual indicators suggesting the actions were taking place at the moment of the dialogue. There was a sequence of sentences in the present tense, which directly corresponded to these items. As a result, they provided incorrect responses such as *m'essuye*, *s'essuyera* *s'essuyer*, among others. Similarly, incorrect forms of the verb *sembler* as *samble* were written such as *semblé*, *semblera* instead of the correct simple present form. Regarding the verb *passer*, some candidates wrote incorrect forms like *passer*, *passait*, *passe* and similar variations, which contributed to their low performance.

In the fifth item, some candidates with low scores failed to conjugate the verb *pouvoir* correctly, giving responses like *pouvons*, *pourra*, *pouve*, which are all incorrect in the given context. A similar challenge appeared in the sixth item where candidates had to conjugate the verb *dormir*. Incorrect answers included *a dormi*, *dormer*, and *a dormit*. Many candidates did not recognize the continuity between the sixth sentence and the preceding ones, which required the verb to be in the present tense. Consequently, these candidates failed to identify the correct tense and verb form and scored poorly.

In the seventh item, candidates with low marks were unaware that the expression *je crois que....* is generally followed by the simple present tense. They provided incorrect verb forms and tenses such as *prendrons*, *pranorons*, *prandas*, *prenne* and *prend*, leading to poor performance.

In the eighth and ninth items, some candidates failed to conjugate correctly the verbs *se contacter* and *prendre*. Responses such as *nous contacté* and *se contacterons* were incorrect because the candidates did not recognize that the answers required the future tense and that the reflexive pronoun had to follow the subject pronoun. Similarly, *prendre* was wrongly written as *prenne*, *prendis*, *prendi* etc. These candidates failed to identify the link

between the first verb which, was in the future tense, and the second verb, which should have matched it

Lastly, in item nine, some candidates did not recognize that the verb *falloir* had to be written in the present form *faut*. Instead, they wrote incorrect forms such as *feut*, *falloit*, *fallout* and so forth. Extract 9.2 provides a sample of one candidate's incorrect response to question 9.

Q9.	→ Bonjour madame, je m'appelle Fatima, je - viens pour visiter votre appartement. → je m'essuie les mains.
	→ Elle semble sombre
	→ nous sommes passé
	→ nous passons à présent dans le hall à manger. → je pouvois regarder par la fenêtre.
	→ On y a droit au calme. → bien je crois que je le prendis
	→ nous nous contacte la semaine prochaine et nous prendrons un nouveau rendez-vous.
	→ parait. Il falloit que je parte, au revoir, ma dame.

**Extract 9.2:** A Sample of a Candidate's Incorrect Response to Question 9

In Extract 9.2, the candidate failed to transform the given infinitive verbs into the correct moods and tenses based on the passage provided.

Further analysis shows that some candidates performed at an average level. They had partial knowledge of French grammar rules and were able to transform some of the infinitives into the appropriate moods and tenses. Overall, they scored averegly on this question.

## 2.10 Question 10: Comprehension and Phonology

In this question, the candidates were equired to read the passage and answer the questions that followed using information from the text. In item (a), the candidates were required to propose a suitable title of the text. In the second item (b), the candidates had to explain two effects of corruption

as was described in the passage. In item (c), the candidates were required to identify the institution or system responsible for combatting corruption in South Africa. In item (d), the candidates were required to identify words with different types of French accents based on their pronunciation. The question divided as follows:

- (i) Two French words from the passage with acute accent *accent aigu* (´).
- (ii) A French word from the passage with a grave accent *accent grave* (`).
- (iii) A French word with a circumflex accent *accent circumflexe* (^) in the given passage.

The question was as follows:

10. Lisez le texte et répondez à toutes les questions.

La corruption, définie comme "abus de pouvoir public," a toujours existé en Afrique. Actuellement, le vent du libéralisme économique a amplifié le mal. Certaines élites expliquent que la corruption est la version africaine de la solidarité. Si on prend connaissance des chiffres de détournements publics, on se rend compte que la corruption creuse le fossé entre riches et pauvres. Le capitalisme sauvage engendre une corruption africaine qui comporte deux visages : la grandeur (les fortunes des dictateurs africains sont immenses) et l'évasion (ces mêmes fortunes reposent dans des banques suisses).

Un fatalisme s'est installé dans les populations africaines, selon lequel la corruption ne peut pas être vaincue puisqu'elle fait partie de la culture. Cela s'explique par le fait qu'il n'existe pas toujours en Afrique des mécanismes de prévention et de lutte contre la corruption. Quels sont les moyens de lutte? Très peu de pays africains possèdent des législations claires qui peuvent condamner le corrompu et le corrupteur, mais ils existent cependant. Citons-en quelques-uns:

Au Burundi en 1987, une cour des comptes avait été mise en place pour décourager la pratique de la corruption mais surtout empêcher les détournements des fonds publics. Malheureusement, quelques années plus tard, la cour des comptes est tombée aux oubliettes. En Afrique du sud, le parlement sud-africain a créé une commission de lutte contre la corruption. Les députés sont obligés de déclarer leurs transactions financières personnelles qui sont enregistrées dans un registre présenté au public. Le but de l'opération est de limiter les occasions de corruption et de trafic d'influence.

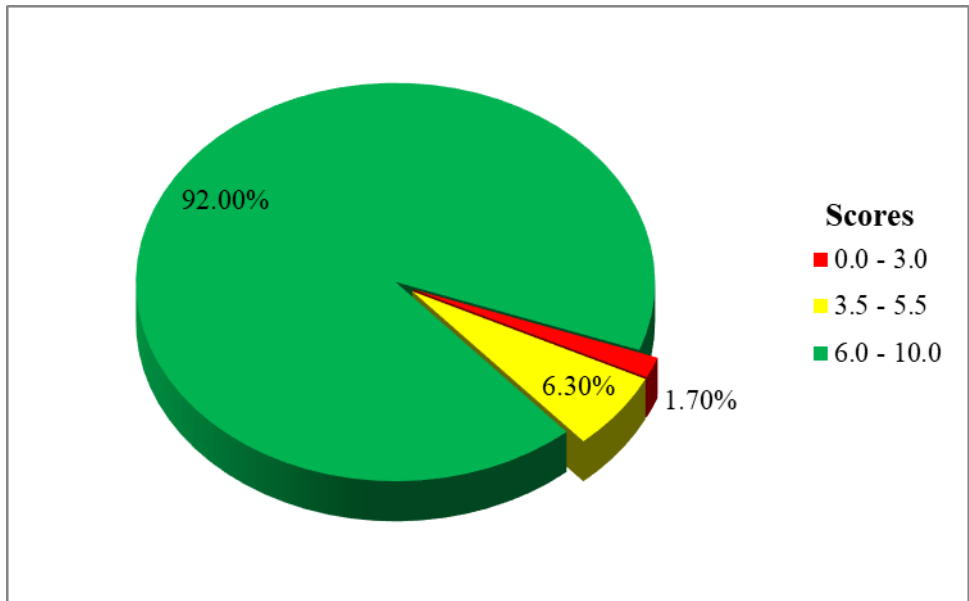
La Tanzanie s'inscrit dans ce sillage en prenant pour modèle le système sud-africain. Il est vrai que les déclarations ne font pas l'objet d'une enquête, mais c'est un signe de volonté politique pour encourager une attitude responsable chez les élites africaines.

Au-delà de ces exemples de lutte contre la corruption, l'Afrique doit parvenir à mettre en place des outils de répression de la criminalité économique, la mise en place de lois permettant la saisie des richesses acquises illégalement, puisque l'évasion fiscale est l'une des caractéristiques de la corruption en Afrique. Il est également important de mettre en place des mécanismes pour l'obtention. Des marchés afin d'éviter les pots-de-vin. En même temps, il faut faire prendre conscience aux populations des effets dévastateurs de la corruption et de son caractère nullement inévitable. Le rôle de la société civile et celui des médias sont également importants pour dénoncer les actes de corruption.

#### Questions

- (a) Donnez un titre convenable à ce texte. (02 points)
- (b) Expliquez deux effets de la corruption cités dans le texte.
- (c) Selon le texte, quel est le système mise en place pour lutter contre la corruption en Afrique du sud? (02 points)
- (d) Identifiez des mots avec les accents suivants dans le texte.
  - (i) L'accent aigu (deux mots)
  - (ii) L'accent grave (un mot)
  - (iii) L'accent circonflexe (un mot) (04 points)

A total of 289 (100%) candidates attempted the question. Among them, 1.70 per cent of the candidates scored between 0.0 and 3.0 marks, 6.30 per cent scored between 3.5 and 5.5 marks, and 92.00 per cent scored between 6.0 and 10.0 marks. The overall performance on the question was good, as 98.30 per cent of the candidates scored between 3.5 and 10.0 out of the 10 marks allocated for the question. Figure 10 presents an illustration of the candidates' performance analysis in question 10.



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

The analysis shows that 229 (92.00%) candidates scored between 6 and 10 marks, revealing good performance. These candidates comprehended the passage and answered the question well. For example, in item (a), the candidates were required to propose a suitable title relating to the given passage, and they proposed various titles such as *La Corruption en Afrique / La Corruption dans les Pays Africains*, and *Corruption in Africa/ The Corruption in African Countries*.

In item (b), the candidates described two effects of corruption as discussed in the passage. They wrote *détournement des fonds publics* and *elle cruese le fossé entre les riches et les pauvres*.

In item (c), the candidates were required to identify words with various accents as pronounced in the French language. In item c (i), for example, the candidates who answered correctly identified words from the passage with an acute accent (*accent aigu* (')) such as *définie*, *existe*, *libéralisme*, *installé économique*, *amplifié*, *élites* etc. In item c (ii), the candidates

identified words with a grave accent (*accent grave* (˘)) as in *possèdent*, *système financières* and *modèle*. In item c (iii), the candidates who answered correctly recognized French words with a circumflex accent (*accents circumflexe* (^)), such as *empêcher*, *rôle*, *être*, and *même*. Extract 10.1 shows a sample of correct responses to this question.

10. @ Un titre convenable à ce texte est LA CORRUPTION.	
ⓑ i) la corruption creuse le fossé entre riches et pauvres. ii) la version africaine de la solidarité.	
Ⓒ le parlement sud-africain a créé une commission de lutte contre la corruption.	
Ⓐ i) l'accent aigu (deux mots) ⓐ économique. ⓑ libéralisme.	
ii) l'accent grave (un mot) ⓐ système.	
iii) l'accent circonflexe (un mot) ⓐ empê. ⓑ empêcher.	

**Extract 10.1:** A sample of a Candidate's Correct Responses to Question 10

In Extract 10.1, the candidate demonstrated a good understanding of the passage and managed to answer the questions correctly.

Moreover, the analysis shows that 05 candidates (1.70%) scored between 0.0 and 3.0 marks, which indicates a weak performance. Most of these candidates failed to propose a suitable title of the passage, explain two effects of corruption on African states, and identify the organ responsible for combatting corruption in South Africa. Others were even unable to identify French words with different accents as pronounced in the passage. Extract 10.2 presents a sample of a candidate's incorrect response to question 10.

10: le titre CORRUPTION
b) faut faire prendre conscience aux populations in son caractère nullement inévitable
a) il est également, puisque l'évasion fiscale est l'une des caractéristiques de la corruption en Afr ique.
d) a) p'existe b) p'présent;
j) a) obligé b) d'expliquer
j) a) l'opération b)

**Extract 10.2:** A sample of the Candidates' Incorrect Response to Question 10

In Extract 10.2, the candidate did not understand the passage well. As a result, he/she failed to provide the correct responses, which were available in the passage.

Finally, 18 candidates (6.30%) had an average performance, scoring between 3.5 and 5.5 marks. These candidates answered some items correctly, which enabled them to achieve average scores as illustrated in figure 9. For instance, some candidates responded correctly to items (a), (b), and (c); others to items (b) and (d); or items (c) and (d); or items, which together accounted for a total of six marks equivalent to an average performance.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH QUESTION IN FRENCH LANGUAGE 2

This report presents an analysis of sections A and B, focusing on candidates' performance in each question of the French Language 2 examination. It examines the number and per centage of candidates who attempted each question, as well as how they responded. The analysis also describes candidates' performance based on the marks scored. In section A, each question was allocated 10 marks: candidates who scored between 6.0 and 10 marks were classified as having good performance, those who

scored between 3.5 and 5.5 marks as average, and those who scored between 0 to 3.0 marks as weak. In section B, each question carried 20 marks. Scores between 12.0 and 20 considered as good, between 7 and 11.5 as average, and between 0 and 6.5 as weak.

### **3.1 SECTION A: Short Answer Questions**

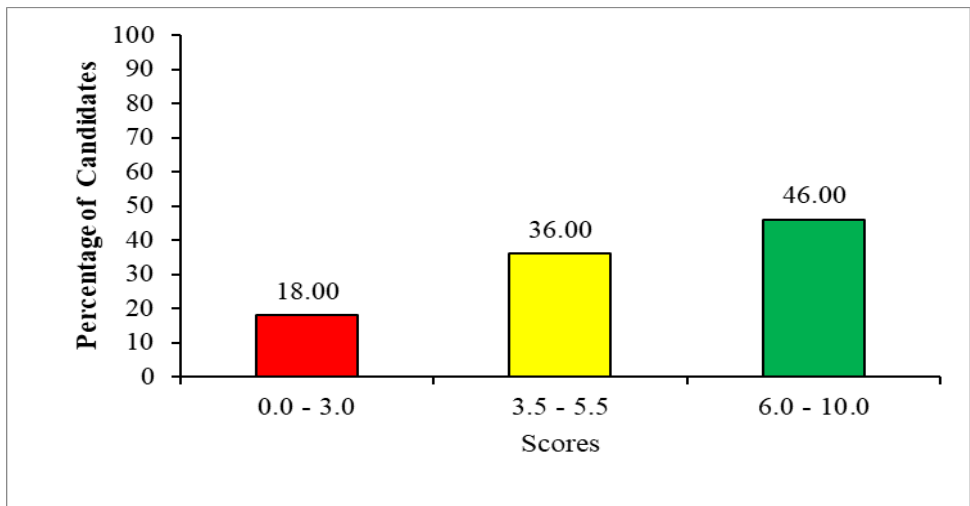
This section had two questions, namely question 1 and 2. Each question carried 10 marks; making a total weight of 20 allocated to whole section. Candidates were required to attempt all the questions in this section.

#### **3.1.1 Question 1: Talking about the Causes of Drought and its Prevention**

The question focused on candidates' experiences with natural calamities, specifically droughts. It required them to briefly describe two causes of drought and suggest possible measures to prevent or mitigate its effects. The question required candidates to present their responses in a single paragraph consisting of five sentences. The aim was to test their ability to write a short composition on the causes and possible preventive measures for drought. The question was as follows:

1. En Tanzanie il y a quelques régions qui sont affectées par la sécheresse. D'après vous, qu'est-ce qu'il faut faire pour éviter ce problème. Donnez deux raisons en écrivant dans un paragraphe de 5 phrases.
---

This question was attempted by 289 (100%) of candidates. Of these, 18.00 per cent scored between 0.0 and 3.0 marks, 36.00 per cent scored between 3.5 and 5.5 marks, and 46.00 per cent scored between 6.0 and 10.0 marks. The general performance on this question was good, as 82.00 per cent of the candidates scored between 3.5 and 10.0 marks allocated for the question. Figure 11 indicates the candidates' performance in question 1.



**Figure 11:** *Candidates' Performance on Question 1*

The analysis of the candidates' response indicates that 133 (46.00%) candidates performed well on this question. This suggests that they had adequate knowledge of the topic of drought. They successfully explained the causes and proposed possible solutions to mitigate drought in Tanzania, as required, in a single paragraph of five sentences. Some candidates appropriately used the vocabulary relevant to the topic, although their responses contained a few grammatical errors. Extract 11.1 presents a sample of a candidate's correct response to question 1.

1.	La sécheresse c'est une situation de manquer de l'eau. Ce problème est causé par les activités humaines tels que déboisement qui est causé par le manque de la pluie. La sécheresse a été évitée par la réduction des activités humaines tels que le déboisement. Aussi, ce problème a été évité par la plantation des arbres qui aident à attraper la pluie. Pour finir, le gouvernement doit donner l'éducation sur l'impact de ce problème à la société.
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**Extract 11.1:** A Sample of the candidates' Correct Response to Question 1

Extract 11.1 presents a sample of a response from a candidate who correctly wrote the causes and possible measures to be taken to overcome drought regardless of some grammatical errors contained in his/her responses.

Furthermore, the analysis shows that 52 (18.00%) candidates performed poorly, scoring between 0 and 3 marks. These candidates demonstrated inadequate knowledge of the topic of drought, as they failed to provide the causes of drought and propose possible measures to overcome it, as required by the question. Some candidates also responded using incomplete sentences, with some lacking verbs necessary to convey a complete message.

Additionally, several candidates did not adhere to the question's instructions, which required them to write a single paragraph of five sentences explaining the causes of drought and possible ways to combat it. Instead, they wrote general compositions about drought without following the given instructions, resulting in low scores. Extract 11.2 presents a sample of a candidate's incorrect response to question 1.

1	La sécheresse c'est situation tel que par surface chaque différent à travers la région de pays comme singida, Tabora shinyanga qui sont affectées par la sécheresse : la mort de peuple et des animaux comme l'éléphants et d'autres. Séparation familiale comme besoins nécessaires	
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**Extract 11.2:** A sample of the candidates' Incorrect Response to Question 1

Extract 11.2 presents a response from a candidate who failed to answer the question appropriately. The candidate assembled irrelevant words that did not address the requirements of the question, and the response contained numerous grammatical errors.

On the other hand, the analysis shows that candidates 104 (36.00%) demonstrated an average performance by scoring between 3.5 and 5.5 marks. These candidates showed moderate proficiency in both writing and language use. They responded correctly to some parts of the question, which enabled them to attain average scores.

### 3.1.2 Question 2: Crosscutting Issues (Pollution)

In this question, candidates were required to read a two-paragraph passage and summarize it into a single paragraph of five sentences. The passage explained how pollution occurred in the past, highlighting fire

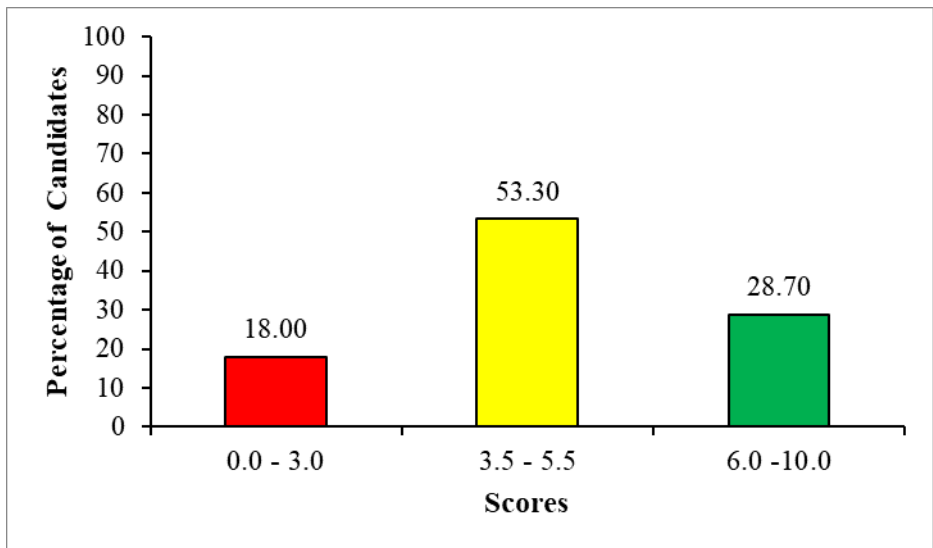
produced by humans as the main source. It also described current sources of pollution, such as smokes emitted from industries and vehicles, certain agricultural practises, and the use of gases that negatively affect human health by causing heart disease, cancer, and potentially leading to premature death. The question tested the candidates' ability to comprehend the text and summarise the key ideas in their own words without distorting the intended message. 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.

Dès les débuts de la civilisation, les feux étaient la seule source de pollution d'origine humaine. Récemment, la pollution d'origine humaine est émise par la combustion des énergies fossiles dans les centrales électriques, les systèmes de chauffage individuels et collectifs, le trafic automobile, mais aussi par l'industrie et l'agriculture. Il faut aussi noter que dans plusieurs grandes villes, le chauffage au bois est une source très importante de cette pollution. Les gaz et les particules peuvent être transportés par le vent loin de leur point d'émission. Ce type de pollution a des conséquences locales et planétaires. Les substances dangereuses sont transportées par le vent et se moquent des frontières : c'est pourquoi des coopérations internationales sont nécessaires pour arriver à limiter cette pollution.

Les effets planétaires qui peuvent avoir les polluants peuvent être l'augmentation de l'effet de serre ou la création du trou d'ozone. Les effets locaux peuvent être les pluies acides. Cette pollution est néfaste pour la santé. La pollution a des impacts négatifs sur notre santé. Elle est, entre autres, à l'origine de nombreux décès prématurés, de l'apparition de plusieurs maladies respiratoires, cardiovasculaires et de cancers.

The question was attempted by 289 (100%) candidates. Among them, 18.00 per cent scored between 0.0 and 3.0 marks, 53.30 per cent scored between 3.5 and 5.5 marks, and 28.70 per cent scored between 6.0 and 10 marks. The general performance on this question was good, as 82.00 per cent of the candidates scored between 3.5 and 10.0 marks. Figures 12 presents an illustration of the candidates' performance in the question 2.



**Figure 12:** *Candidates' Performance on Question 12*

The analysis indicates that 83 (28.00%) candidates had a good performance, scoring between 6.0 and 10.0 marks. These candidates were sufficiently familiar enough with the contemporary issues related to pollution. They successfully summarised the passage in a single five-sentence paragraph using their own words. Despite a few grammatical errors and their summaries were comprehensive as shown in Extract 12.1. They included all the key ideas from the original passage, demonstrating a clear understanding of the question's requirements.

The candidates who scored high marks read the passage carefully. They summarized it using correct and varied French sentence structures. Due to their knowledge and skills, these candidates performed well and obtained high scores in this question. Extract 12.1 presents a sample of a correct response to question 2.

2.	Le texte parle sur les effets de pollution.
	Le majeur source de pollution est les activités humaines tels que l'industrie et les activités agricole. En plus, la pollution peut être les décès de gens à cause de plusieurs maladies respiratoires. Aussi, la pollution peut être de l'air peut être le réchauffement climatique. Pour finir, il faut éviter les activités qui est causé la pollution dans la communauté.

**Extract 12.1:** A sample of the Candidate's Correct Response to Question 2.

In Extract 12.1, the candidate appropriately summarized the passage by using both his/her own words and some expressions from the original text.

Furthermore, the analysis reveals that 43 (18.00%) candidates had a weak performance, scoring between 0.0 and 3.0 marks. These candidates demonstrated insufficient vocabulary knowledge, weak summarizing skills, and poor command of the French grammar.

For instance, some candidates wrote sentences containing numerous grammatical errors, which resulted in meaningless phrases. For example, one candidate wrote “*pollution il paet utilisant utilisant dans les grandes villes et est source de developement dans la societe*”. Another wrote “*D’abord la secheresse c’est un situation de rare pluie ou vegetation couvre dans lieu*” as observed in one the candidates’ responses. Such incoherent responses contributed to their low scores.

In addition, some candidates who scored low marks numbered their sentences in a list format, contrary to the requirements of the question. Others provided irrelevant responses to the passage, using connectors such as “*primo, secondo, troisièmement, quatrième, and cinquième,*” that were not required in the answer, which also contributed to their poor performance.

Moreover, a few candidates copied sentences directly from the passage without making any modification and presented them as their own responses. For example, one candidate wrote “*Des les buts de la civilization, les feux étaient la seule source de pollution d’origine humaine.*” Such responses indicate a lack of ability to construct original arguments, which ultimately led to low scores.

Further analysis reveals that some candidates lacked sufficient vocabulary to the extent that they simply picked sentences or parts of phrases from the passage and joined them using coordinating conjunctions such as ‘*et*’ and ‘*aussi*’ also’, *mais* ‘*but*’ etc, as a result, they ended up scoring low marks. Extract 12.2 presents a sample of a candidate’s incorrect response to question 2.

2.	Ce texte parle de les effets de la pollution
	c'est a causée <del>par</del> / en existant l'activite de hum
	aines comme l'activite agricole et l'activites
	industriels. Donc les effets <sup>causes</sup> est l'augmentation
	de l'effet de serre ou la création du trou d'ozone
	aussi les pluies acides et la pollution a des
	impacts négatifs qui est nombreux décès prém
	aturés augmente, l'existe de maladies respirato
	ires et cancers dans l'humaine.

**Extract 12.2:** A sample of an Incorrect Response to Question 2

Extract 12.2 shows a response from a candidate who incorrectly summarized the main idea of Question 2 and made numerous grammatical errors.

Furthermore, the analysis of the candidates' responses indicates that 151 (53.3%) candidates scored average marks on this question. These candidates demonstrated a basic understanding of how to summarize texts. They were able to extract some key ideas from the original text; however, their summaries contained grammatical errors and lacked proper organization as a result, they achieved average performance.

### 3.2 SECTION B: Written Expression Questions

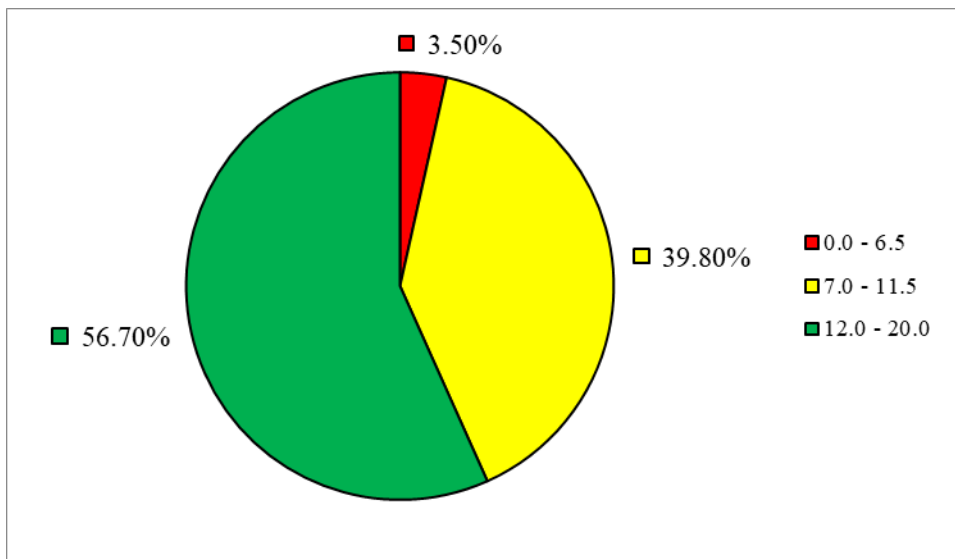
This section had five questions, namely question 3, 4, 5, 6, and 7. Each question carried 20 marks making a total of 80 marks allocated to section B. Candidates were required to answer only four questions of their choice in this section.

#### 3.2.1 Question 3: Debating /Making Argument

Candidates were required to agree or disagree that the role of new technology in contemporary life as compared to past ways of living. The question intended to test the candidates' ability to construct an argument and support their opinions with relevant justifications. The question was as follows:

3. A l'époque la télévision n'existait pas dans beaucoup de pays africains mais aujourd'hui tout le monde possède la télévision et aime la regarder. D'après-vous, est-ce que cela est la perte de temps ? Donnez quatre (4) raisons. (Pas plus de 400 mots)

This question was attempted by 141 (41.80%) candidates. Among them, 3.50 per cent scored between 0.0 and 6.5 marks, 39.80 per cent scored between 7.0 and 11.5 marks, and 56.70 per cent scored between 12.0 and 20.0 marks. The overall performance on this question was good, as 96.50 per cent of the candidates scored between 7.0 and 20.0 marks allocated for the question. Figure 13 presents the candidates' performance on question 3.



**Figure 13:** *Candidates' Performance on Question 3*

The performance analysis shows that 80 (56.70%) candidates had good performance in this question, scoring between 12.0 and 20.0 out of the 20 marks allocated. Their good performance was attributed to their sufficient knowledge of the impact of television usage, both positive and negative. Candidates who discussed the positive impacts mentioned key points such as delivering news, raising societal awareness, educating the public, and providing employment. On the negative side, they identified issues like watching programs that go against cultural norms and customs, and the adoption of inappropriate behaviors.

These candidates were also able to organize their arguments in essay format, including an introduction, main body, and a conclusion. Furthermore, they demonstrated appropriate use of vocabulary and linking words, which contributed to a logical flow of ideas in their essays. Extract 13.1 presents a sample of the candidates' correct response to question 3.

03	<p>La télévision: C'est une source de média du masse, elle est utilisée par beaucoup de gens en ce moment à cause de la développement de la science et technologie la télévision est très important dans notre vie et ce n'est pas la perte de temps les suivantes sont les importantes de la télévision dans notre vie.</p>	
	<p>La télévision nous aide pour obtenir les informations différents; on peut obtenir beaucoup des informations à travers la télévision par exemple les informations nationale et les informations internationale, les Jansoniens peuvent obtenir les informations de paris en ce moment à travers la télévision en regardant les modèles différents comme ITV pour obtenir les informations internationale, aussi -TVE, TBC, donc les gens aiment regarder la télévision parcequ'elle est très important dans la vie.</p>	
	<p>La télévision est source d'amusement; aussi beaucoup de gens aiment regarder la télévision pour s'amuser, par exemple à l'école il ya la télévision pour s'amuser les étudiant après le temps de les cours, on s'amuse en regardant les modèles différents dans la télévision par exemple le modèle de "cinema zetu; choka plus, Warafi TV et Azam Two" tous ces modèles montre les amusement différents donc les gens les regardent pour s'amuser seul.</p>	

03.	<p>La télévision est source d'emploi; aussi la télévision aide beaucoup de gens pour obtenir l'emploi, par exemple l'emploi d'être annonçant, les annonçants annoncent des informations différents aux gens à travers la télévision, donc on peut avoir le développement à travers regarder la télévision, donc la télévision sont très important dans notre vie.</p> <p>La télévision améliore la langue compétence; aussi à travers regarder la télévision on peut améliorer la compétence et la habileté par exemple la compétence d'entendre, dire, et les autres habiletés quand les gens regarde la télévision il ou elle doit améliorer la compétence et faire parler les langues différents en écoutant les gens qui parlent cette langue, quelque personne doit savoir les cultures différents en regardant la télévision, et les gens peuvent savoir beaucoup de langues en regardant la télévision par exemple la langue français, le Kiswahili et la langue anglais.</p> <p>Généralement, la télévision est très important dans notre vie, aussi elle est source de relation amicalment au international, aussi en regardant la télévision les gens peuvent obtenir l'emploi, amusements aussi les gens savent les coutumes différents en regardant la télévision par exemple la culture de Sukuma.</p>
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**Extract 13.1:** A sample of the Candidates' Correct Response to Question 3

Extract 13.1 shows a sample response from a candidate who explained the correct responses and defended their impacts on the society. The flow of ideas was good, though the language used contained a few grammatical mistakes. The candidates were also able to use relevant vocabulary appropriately.

The analysis further indicates that 56 (39.80%) candidates had an average performance in this question, scoring between 7.0 and 11.5 out of 20 marks. These candidates attempted to defend some of positive impacts of television and managed to mention at least one. However, their responses contained errors in sentence structure, and some of them copied part of the question as their answer.

For example, one candidate wrote *television source de donner l'information. A 'époque la television n'existait pas dans beaucoup de pays africains mais aujourd'hui le monde possède la télévision. Cause de la télévision par tout information par peuple en societe et tout probleme continue*. This candidate mentioned a positive impact of the television but failed to substantiate it. The response showed only an average understanding of the subject matter and included sentences copied directly from the question. Overall, candidates with average performance demonstrated a moderate understanding of the topic, an average command of the French language and a limited vocabulary.

On the other hand, 05 (3.50%) candidates who attempted this question failed to substantiate their arguments due to poor understanding of the topic, scoring between 0.0 and 6.5 out of 20 marks, which is classified as weak performance. For example, one candidate wrote meaningless sentences such as: *le television c'est montre touriste dans park nationaux apres ca regarge le television tout le monde possede le television voila par exemple Serengeti national park et mikumi national park*. This shows that the candidate failed to understand the requirements of the question due to poor command of the French language.

Similarly, some candidates in this category wrote incomprehensible sentences. For instance, one candidate wrote: *le personne regarder et edtudie anotre beahviour il a négatifs per exemple corruption, des ont raisons de le monde possède la television et aime la regarder*. Again, another candidate in this category mixed French and English vocabulary and wrote: *La television elle cause Immoralité a la jeune fille et garçons. Jeune fille et garçons leurs autres cultural qui cause presence d'immoralité une société par-exemple le probleme de pregnancy par female avant marie*. These responses show poor mastery of French vocabulary, as the candidate inserted the English word *pregnancy* and *cultural* instead of the French word *la grossesse* and *culturel* respectively.

Therefore, the analysis shows that candidates in this category lacked knowledge of the tested topic, had insufficient vocabulary, and demonstrated a poor understanding of French grammar. Extract 13.2 presents a sample of the candidates' incorrect responses to question 3.

03.	Regarder. C'est la situation de chose où environnement à changement par une stage à autre stage. Les suivants est raisons de la télévision et aime la regarder	
-	La télévision aider à forme internationale relationship; dans la télévision different national leur forme relationship parce que leur dire travailleur de autre peuple par autre national. elle cause La télévision obtenir immoralité à la jeune fille et garçons. jeune fille et garçons leurs leçons autre cultural qui cause presence d' immoralité une société par-exemple La probleme de pregnancy par female avant marie.	
	La télévision <del>ob</del> aider société à obtenir bonne service sociaux; dans la télévision société elle obtenir bonne service sociaux par-exemple moyen de transporter, hôpital, école et l'eau service.	
	finalement; par un côté la télévision est important et par autre côté la télévision est ne pas important par-exemple la télévision il cause immoralité à la jeune fille et garçons mais important de la télévision il cause développement une société.	

**Extract 13.2** A sample of the candidates' Incorrect Response to Question 3

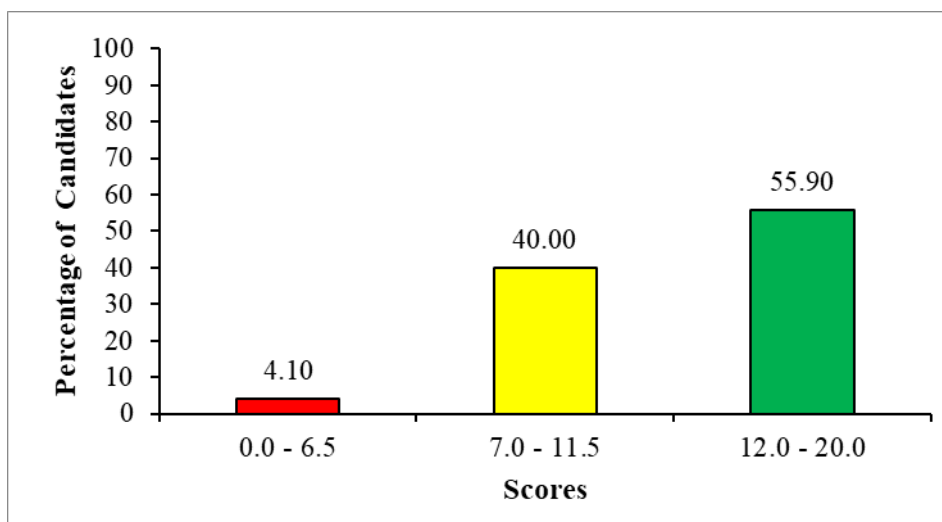
Extract 13.2 shows responses from a candidate who code-mixed the languages, he/she incorrectly used English words.

### 3.2.2 Question 4: Making the Public Aware of Diseases

In this question, candidates were required to assess the quoted statement about “Malaria is unacceptable in Tanzania” and propose four ways of fighting against Malaria. The question aimed to examine the candidates’ ability to express themselves using French Language. The question was as follows:

4. "Le paludisme est inacceptable en Tanzanie" Discutez cette affirmation en donnant quatre (4) moyens de contrôler cette maladie. (Pas plus de 400 mots)

This question was attempted by 270 (93.40%) of candidates. Among them, 4.10 per cent scored between 0.0 and 6.5 marks, 40.00 per cent scored between 7.0 and 11.5 marks, and 55.90 per cent scored between 12.0 and 20.0 marks. The overall performance on this question was good, as 95.90 per cent of the candidates scored between 7.0 and 20.0 marks allocated to the question.



**Figure 14:** *Candidates’ Performance on Question 4*

The analysis shows that 151 (55.90%) candidates performed well, scoring between 12.0 and 20.0 out of 20 marks. These candidates demonstrated adequate knowledge of ways to combat malaria in society. They also organized their ideas logically and according to the required structure of an essay. Furthermore, they used appropriate connecting words, which made their essays coherent. Extract 14.1 is a sample of the candidates’ correct response to question 4.

4 Le paludisme, c'est une maladie qui est causée par la moustique femelle qui s'appelle Anophelis. Ce maladie peut effet la santé de gens. Il ya beaucoup de choses qui peut causer la paludisme comme les marigots et les autres. Voici les moyens de contrôler cette maladie dans la notre pays.

Tout d'abord, nous devons couper les herbes qui se trouve en droite de la maisons. Les moustique existe dans l'environnement qui a beaucoup de herbes parce que, les habitats de moustique est dans les herbes et les autres lieu. Donc, quand les gens coupent les herbes ils évitent cette maladie dans la notre pays en Tanzanie.

Ensuite, nous devons couvrir les marigots. Les marigots sont lieu qui est causer l'augmentation de dangereux animaux comme les moustiques. Dans la lieu qui avoir les marigots, il faut couvrir parce que beaucoup de moustiques produisent en <sup>une</sup> grande nombre. Les marigots aussi est la habitat de une moustique. Donc, les gens doivent couvrir les marigots.

Non-seulement cela mais aussi, nous devons utiliser les moustique filet pour.

4 éviter cette maladie, Beaucoup de gens n'utilisent pas les moustiqués pendant la nuit. Un filet est très important pour éviter cette problème dans la notre pays. les gens ne néglige pas l'utilisation de moustiqués avant le dormir. Et sont-ils devraient être traités par insecticide ou médicament de moustique.

En plus, le gouvernement devrait donner l'éducation au les gens sur les effets ou les conséquences des paludisme. Beaucoup de gens dans la notre pays manquent l'éducation sur la maladie de paludisme comme les décès de nombreux de gens aussi. Le paludisme cause l'augmentation de pauvreté dans la notre pays, parce que, le gouvernement utilise beaucoup d'argent pour acheter médicament pour éviter les décès de gens. Donc, quand les gens savent les conséquences de cette maladie, il peut aider à réduire cette maladie dans la Tanzanie.

Totalement, Le paludisme est très dangereux maladie dans la notre pays, tellement, les gens devraient faire attention pour éviter cette maladie parce que, le paludisme peut causer la pauvreté dans la notre pays de Tanzanie et- mais aussi le paludisme cause réduction d'économie dans la notre pays.

**Extract 14.1:** A Sample of the Candidates' Correct Response to Question 4

Extract 14.1 shows a response from a candidate who correctly wrote four ways of fighting malaria in society.

Furthermore, the analysis points out that 108 candidates (40.00%) managed to score average marks in this question. They provided good points but failed to describe them with relevant explanations. For instance, one of the candidates had a valid point but did not defend it

adequately, as shown in the following example: *donner l' education: le société des donner l'education de symptoms previnier, moyens de contrôler cette malade en tanzanie. Des avoide la beaucoup nombreux des vies de la société. Des la moyen de contrôler cette malade en tanzanie.* However, the candidate's response contained many grammatical errors. As a result, he/she ended up scoring average marks.

On the other hand, 11 candidates (4.10%) performed poorly because they failed to understand the requirements of the question. For instance, one candidates wrote an irrelevant introduction as follows: *Affirmation; il y a une paludisme qui fait le gens ne pas fait vous activités en Tanzania. Alors, avec cette maladie est inacceptable en Tanzania il y a une moyens de contrôler cette maladie qui suivants.* This candidate failed to provide a proper introduction due to poor understanding of the subject matter and weak command of the French language. Consequently, the candidate scored low marks. He/she had limited knowledge and lacked the appropriate vocabulary to defend his/her points on ways of fighting malaria in society. Extract 14.2 is a sample of the candidates' incorrect response to question 4.

4.	<p>le paludisme est inacceptable en tanzanie parceque ils cause different effet avec pauvre dans la societe parceque pasme le moyens de contrôler cette maladie.</p> <p>Donne éducation, pour éiter au contro ler cette maladie de paludisme éducation par donne d'éducation au different peuple dans la société pour contrôler de cette maladie dans la société</p> <p>Utilisation de moustique net, pour contrôler et éiter malade le parasite dans la société il y a utilisant de moustique net pour éiter de xophere se remele anqere moustique cause de Maladie dans la société</p> <p>Utilisation de moustique spray: H lorsque le utilisation de moustique spray il contrôle et le paludisme dans la société parceque moustique spray il éiter moustique dans la maison.</p>
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**Extract 14.2:** A Sample of the Candidates' Incorrect Response to Question 4

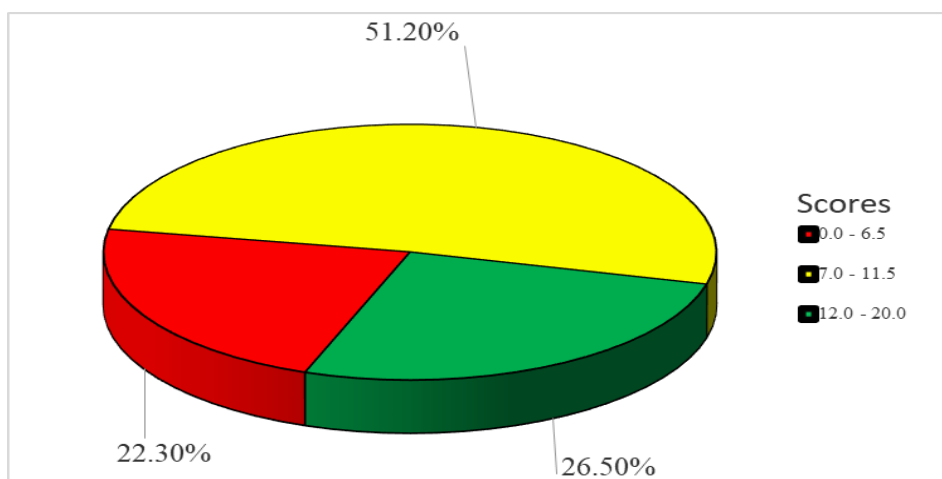
In Extract 14.2, the candidate provided incorrect responses due to insufficient knowledge.

### 3.2.3 Question 5: Letter Writing

The question required candidates to write a formal letter to the Headmaster of Juhudi Secondary School in Njombe, requesting permission to be absent from school for three days because a bridge had been destroyed by floods. The question was as follows:

5. Vous êtes Makapu Chini, B. Postale 203 Tabora et vous étudiez à l'école secondaire de Juhudi de Njombe. Écrivez une lettre à votre directeur de l'école pour lui dire que le pont est cassé par les inondations et que vous serez absent pendant 3 (trois) jours. (Pas plus de 400 mots)

The majority of 238 (82.40%) candidates attempted the question. Among them 22.30 per cent scored between 0.0 and 6.5 marks, 51.20 per cent scored between 7.0 and 11.5 marks, and 26.50 per cent scored between 12.0 and 20.0 marks. The overall performance in the question was good, as 77.70 per cent of the candidates scored between 7.0 and 20.0 out of the total marks allocated to the question. An illustration of the candidates' performance as shown in figure 15.



**Figure 15:** *Candidates' Performance on Question 5*

The performance analysis shows that 63 candidates (26.50%) scored high marks because they had sufficient knowledge of official letter writing. They correctly organized their letters into an introduction, main body, and conclusion. The introduction of a formal letter included the sender's address on the left side, the recipient's address on the right side, and the place and date at the top or below the recipient's address. This was followed by the title of the letter and a salutation. In the main body, high-performing candidates clearly elaborated the reasons of being absent for three days. Additionally, they included with appropriate formal closing

for French official letter, followed by signature and full name of the sender. Extract 15.1 presents a sample of the candidates' correct response to question 5.

S.	Tabora, le 12 <sup>ème</sup> mars 2025.
	Makapu Chini, Boite postale 203, Tabora. 06172334808.
	Monsieur le directeur, Ecole Secondaire de Tuhudi, Boite postale 103, Njombe.
	OBJET: LA PERMISSION DE NE PAS ÊTRE À L'ÉCOLE POUR TROIS JOURS PARCE QUE LE PONT EST CASSE.
	Mon cher directeur,
	Réferez à la lettre donnée. Je suis Makapu Chini un des étudiants de l'école Secondaire de Tuhudi, je suis l'étudiant de quatrième année dans l'école Secondaire de Tuhudi.
	Le but de vous écrire cette lettre mon directeur c'est pour vous informer que le pont est cassé. Les causes de ce problème ce sont des inondations qui ont été causées par des pluies très fortes. Les inondations ont détruit le pont où il ya le moyen de passer pour aller à l'école.
	Donc, je vous demande de me donner trois jours sans venir à l'école parce qu'il n'y a pas la capacité d'arriver-là. Cette situation est causée par le pont qui est déjà cassé. après les trois jours j'espère que le pont sera reconstruit et il sera le moyen pour passer quand je viendrai à l'école.
S.	pour vous remercier, je crois que vous accepterez ma salutation distinguée Monsieur, et je vous souhaite les bons travaux à n'importe où vous êtes monsieur. Sincèrement M. Chini Chini Makapu (l'étudiant).

Extract 15.1: A sample of the Candidates' Correct Response to Question 5

Extract 15.1 shows a sample response from a candidate who correctly wrote a French official letter about requesting permission of not attending the school for three days due to the breakage of the bridge. The flow of ideas was good, though the language used had few grammatical errors. The candidate also used cohesive words to connect well between one idea and another.

Further analysis reveals that 122 candidates (51.20%) who performed averagely failed to structure their letters effectively. Some of these candidates could not clearly state the request for permission; others lacked the vocabulary to develop their ideas, repeating the same points in different words or by repetitively expressing the same ideas in different words, leading to a loss of marks. As a result, they obtained average scores.

On the other hand, 53 candidates (22.30%) with low performance did not meet the requirement of the question despite understanding the question. For instance, some candidates wrote a friendly letter instead of a formal letter. Some of them omitted essential parts such as the title, or began with the formal structure but switched to an essay style in the main body. Others ended with informal closings like *amicalement* instead of appropriate formal expressions such as *veuillez agréer monsieur, l'expression de mes sentiments distingués*, and/or *Dans l'attente de votre réponse, je vous prie d'agréer monsieur, mes salutations distinguées ou veuillez d'accepter l'expression de mes sentiments distingués*. This shows that the candidates had lacked knowledge on writing formal letters in French Language. Extract 15.2 is a sample of the candidates' incorrect responses to question 5.

5

Tabora, le 12 mai 2025,

MAKAPU CHINI,  
B. POSTALE 203,  
TABORA.

DIRECTEUR DE L'ÉCOLE,  
B. POSTALE 203,  
TABORA,

OBJET: LE CASÉ PAR LES INONDATIONS

le monsieur directeur,

J'ai votre annonce parue dans daily news paper "du  
mai 2025" par le casé de paludisme.

Je m'appelle Makapu chini, Je suis tanzanien  
ne, J'ai vingt ans et Je ma parle Nylamba langue

Tous d'abord, Je votre étudier qu'Je étu  
dier dans votre école de Juhudi de Mjomba.

J'ai explique le casé de Inondation dans notre  
environnement.

Premièrement, le Inondation casé peut  
entraîner la mort de vivant organismes, mais si  
le mal choses qui sont entraîner par Inondati  
on, IL entraînent beaucoup de l'gens à faire bon  
e choses qui entraînent à développement dans notre  
environnement.

Deuxièmement, le Inondation casse' IL  
entraîner quelques maladies comme cholera qui est  
dangereux dans notre environnement et faut de le  
mal choses dans notre environnement doivent éviter  
pour à faire beaucoup à faire bonne choses  
qui donne bonne choses.

Troisièmement, le casé de Inondation  
doivent éviter par Construire bonne système de  
drainage, envers cette, IL peut aider facile.

5	éviter le mal choses qui sont transmission par inondation et tout de le mal choses dans not re vie doivent abolier Je vous prie d'agrec "Monsieur le direc teur" mes consideration distingues M. Chini Makapu Chini	use only
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**Extract 15.2** A sample of the candidates' Incorrect Response to Question 5

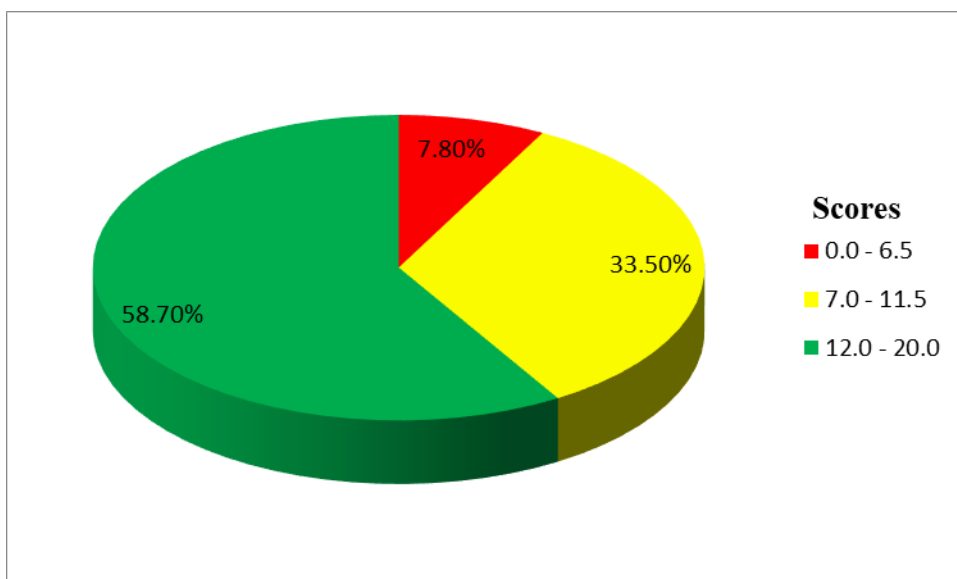
Extract 15.2 shows a sample of responses from a candidate who did not understand the requirements of the question. He/she wrote a letter similar to one written when applying for a post, instead of requesting permission to be absent from the head teacher of the school mentioned in the question.

### 3.2.4 Question 6: Book Analysis

In this question, candidates were required to explain four lessons learned from a French novel, as portrayed by the author and support their points with concrete examples from the book. The question tested the candidates' ability to analyse a French literary work. The question was as follows:

6. En utilisant les exemples concrètes tirés d'un roman de français que vous avez lu pendant vos études, rendez comptes des quatre leçons qui sont montrées par l'auteur. (Pas plus de 400 mots)

The question was attempted by 283 (97.90%) of candidates. Among them, 7.80 per cent scored between 0.0 and 6.5 marks, 33.50 per cent scored between 7.0 and 11.5 marks, and 58.70 per cent scored between 12.0 and 20.0 marks. The overall performance in this question was good, with 92.20 per cent of the candidates scoring between 7.0 and 20.0 marks allocated to the question. An illustration of the candidates' performance as shown in figure 16.



**Figure 16:** *Candidates' Performance on Question 6*

The analysis of the candidates' response shows that 166 (58.70%) candidates performed well because they understood the requirement of the question. In their introduction, they included the title of the book, author's name, and the year of publication.

In the main body, they explained four lessons portrayed by the author, such as education is a key to life, unity fosters development, love and compassion are essential, and corruption hinders development in the society. They successfully linked these lessons to specific characters in the book, organised their work in well-structured paragraphs, and used connectors such as to start with, then, in addition, also etc, effectively. Their conclusions included relevant suggestions and reflections, demonstrating their proficiency in analysing literary works. Extract 16.1 presents a sample of the candidates' correct responses to question 6.

6 Les leçons sont les messages ou les morales que nous obtenons dans l'œuvre littéraire après avoir étudié. En utilisant le roman de François qui s'appelle "LES FRÈRES D'EBINTO" qui écrit par AMADOU KONÉ le livre a été publié par Hatier en 1980. L'auteur donne les leçons comme suivant

Premièrement, l'auteur nous montre la leçon que nous avons étudié dur pour réussir; Dans le livre, Amadou Koné donne la leçon aux gens qu'ils font d'étudier dur pour réussir en utilisant le personnage Ebinto. Ebinto est un personnage qui étudie dur à l'école, Grand Bassam. Il a obtenu le bon prix. Aussi Muriel étudie dur et elle est allée en France poursuivre l'étude. Aussi dans notre société nous avons insisté par différents gens d'étudier dur comme nos parents nous insistent que l'éducation est la clé de la vie.

Deuxièmement, Amadou Koné donne la leçon que les étudiants ne doivent pas faire l'amour lorsqu'ils finissent leur études; Le romancier nous dit que faire l'amour à l'école ou pendant nous avons étudié a

6 les mauvaises conséquences. L'auteur utilise les personnages Ebinto et Monique qui qu'ils décident de faire l'amour. Monique a obtenu la grossesse et Ebinto est quitté au collège. Donc l'auteur nous dit faire l'amour lorsque nous étudions est très dangereux parcequ'il cause le conflit comme le conflit entre Monique et son père et Monique et Ebinto. Aussi dans notre société nous avons insisté par nos professeurs et nos parents envers de faire l'amour à l'école et leur conséquences.

Troisièmement, l'auteur nous révèle la leçon que nous avons accepté les conseils; Amadou Koné aussi nous montre la leçon que nous avons accepté les bons conseils dans nos <sup>les</sup> vies. L'auteur nous donne cette leçon en utilisant le personnage Ebinto qui accepte les conseils. Muriel conseille Ebinto qu'il faut étudier dur pour réussir et de ne pas penser à l'amour. Ebinto est accepté. Aussi la mère d'Ebinto conseille Ebinto qu'il marie Monique et Ebinto est marié Monique. Aussi dans notre société nos parents quelques fois donnent les conseils aux nous et nous acceptons les conseils.

Quatrièmement, le romanoser donne la leçon que nous avons donner la pardonner. Aussi, l'auteur nous insiste que nous avons donner la pardonner. La pardonner est

6 très important dans nos vie. Amadou Kourel nous donne cette leçon en utilisant le perso nage Monique. Malgré les humiliations qu Ebinto fait à Monique mais Monique de cide de donne la pardonne à Ebinto et vivra ensemble heurausement. L'auteur aussi nous dit que la pardonne est très necessai re pour notre sante. Il faut vivre en paix sans rancune. Aussi dans notre sociétés nous avons insister par différents gens comme les voisins, les professeurs et les parents que la pardonne est très important.

Pour conclure ; ce roman et l'auteur nous éduquent les différents choses dans les sociétés. Donc, lire de livres est très im portant pour éduquer différents choses paragne les choses nous l'isons دهند à la société. Il faut utiliser les leçons pour obtenir les croissances.

**Extract 16.1:** A Sample of the Candidates' Correct Response to Question 6

Extract 16.1 shows a sample response from a candidate who correctly wrote four lessons portrayed by the author through characters in the book. This candidate has also used linking words that made his/her work coherent. The ideas were well organised, though there were a few inevitable grammatical errors.

In addition, 95 (33.50%) candidates performed averagely on the question, scoring between 7.0 and 11.5 marks. These candidates demonstrated partial skills in book analysis. For example, they identified some lessons but gave unclear explanations or failed to provide specific examples from the book. Consequently, they obtained average scores.

Furthermore, 22 (7.80%) candidates had weak performance because of misunderstanding the requirements of the question. For example, some of these candidates failed to clearly introduce the question about literary work. For instance, one candidate listed the name of the book, name of the author and the year of publication separately instead of integrating all the three mentioned elements into a single paragraph. Others described themes found in the book instead of lessons, or wrote meaningless or grammatically incorrect sentences. For example, one candidate wrote an incorrect sentence such as « *l'auteur Amadou kone doit Monique comme la fille qui amie Ebinto, elle le plus temps vrai amour a Ebinto* » Another example is « *Ebinto a vrai sentiments de contente parcequ'il aime Muriel (une fille de gouvernemnet), il suffre mais il ne pense pas* »

Moreover, some candidates mixed French with English words in their course of explaining the lesson found in the book of art. For example, one candidate wrote, “*la marriage forced a course conflit dans la family*”. Other candidates gave general statements without citing specific examples from the book. In those responses, the candidate claimed that the main character uses his education in life and failed to mention any example from the book to show the way education used to solve the problem of such a character. This shows that the candidate did not master well the literary work. Extract 16.2 illustrates a sample of the candidates’ incorrect response to question 6.

06. Thèmes: C'est situation sont montrées par dans l'auteur. concrètes liés d'un roman de français que vous avez lu pendant vos études rendez compte des quatre leçons qui sont montrées par l'auteur le vivre il ya LES FRANÇAISE A'EBINIO par Amadou Kane il ya montrer pour il ya :

Pauvreté: Dans la Amadou Kane montrer dans pauvreté dans famille Ebinto il ya montre pauvreté dans manque de nourriture dans société donner famille Ebinto manque d'argent Amadou Kane donner famille manque d'argent ma mère d'Ebinto il ya obtenir nourriture montre dans famille Ebinto il ya pauvreté.

L'humiliation: Dans notre vous montre dans l'humiliation dans collègue Ebinto en voyage il ya pour Basie et Koula il ya humilié de Ebinto. il ya société pour obtenir dans Ebinto il ya humilié dans peuple dans société et ya source chômage en société.

Les morts: Dans notre vous Amadou Kane en voir des morts Monique enfants et Monique dans problème sociaux services en société par exemple Monique en voyage de Akonghe il ya la mort de Monique et enfant Amadou montre les morts il ya source développement en société pour obtenir pendant vos études.

Irresponsabilité: Dans notre dans Amadou Kane montre A'Ebinto il ya irresponsabilité il ya voyage de grand Bassam il ya irresponsabilité donner la peuple il ya obtenir peut l'amour dans collègue pour obtenir dans peuple il ya études dans Ebinto pour obtenir l'humiliation parce que par irresponsabilité donner ma mère donner études dans Amadou Kane il ya montre des irresponsabilité en société.

		use only
06.	Donc; Concerne tirés d'un roman de français - que vous avez lu pendant vos études, rendez compte d es quatre leçons qui sont montrées par l'auteur il ya messages donner lire il ya irresponsabilité est source problème en société.	

**Extract 16.2:** A Sample of the Candidates' Incorrect Response to Question 6

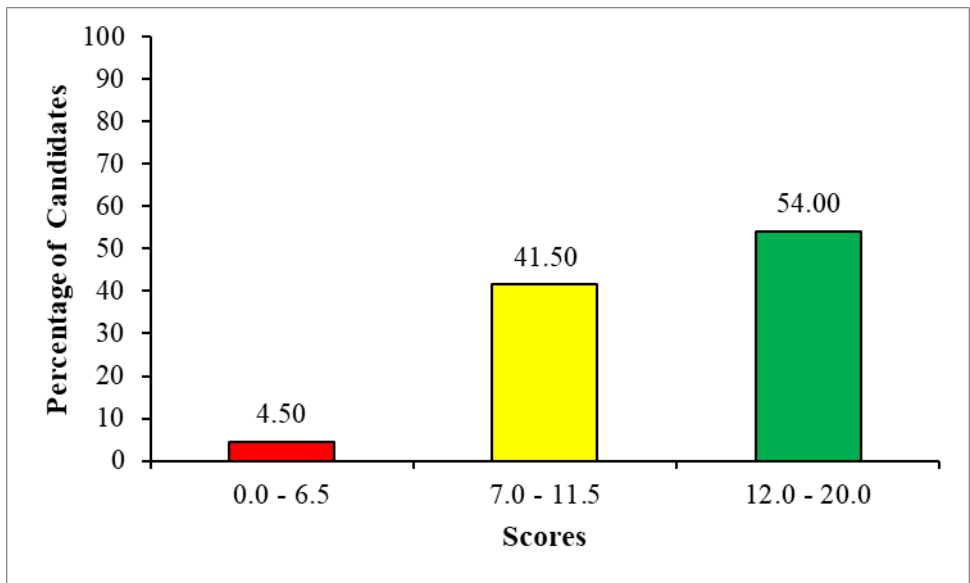
Extract 16.2 shows a response from a candidate who incorrectly answered question 6. The candidate failed to include all the elements required in the introductory part of the question, such as keyword from the question, the title of the book, the author's name, and its respective year of publication. In addition, he/she described themes instead of lessons found in the book.

### 3.2.5 Question 7: Making an Argument

In this question, candidates were required to state critically any four ways in which education used to solve life challenges, as said that education is the key to life. The question was as follows:

7. On dit que l'éducation est la clé de la vie. Comment peut-on utiliser l'éducation pour combattre les difficultés de la vie ? Donnez quatre raisons. (Pas plus de 400 mots)

This question was attempted by 224 (77.50%) of candidates. Of these, 4.5 per cent scored between 0.0 and 6.5 marks, 41.5 per cent scored between 7.0 and 11.5 marks, and 54.00 per cent scored between 12.0 and 20.0 marks. The overall performance in this question was good, as 95.50 per cent of the candidates scored between 7.0 and 20.0 marks allocated to the question.



**Figure 17:** *Candidates' Performance on Question 7*

The 21 (54.00%) candidates who scored high marks demonstrated sufficient knowledge in presenting their argumentations on the the proper use of education in solving various life challenges. They logically organized their ideas into three parts, namely introduction, main body and conclusion. They used connectors effectively to develop coherent paragraphs, such as *firstly (premièrement)*, *also (aussi)*, and *finally (finalement)*.

They analysed the use of education in addressing life difficulties in the social, economic, and political spheres. In particular, they discussed the significant contribution of education in solving health problems, political issues and unemployment. This is because education connects society to global competition, thereby opening doors to numerous job and defended opportunities. For example, one of the candidates presented a strong point and defended it as follows : « ...*l'éducation aide obtenir d'emploi; tels que les enseignants et les mdecins à cause de cette empolie, il aide obtent d'argent pour obtenir les besoins nécessaires comme les vêtements, la nourriture et l'habitat.* ». It means that education helps somebody get employment, such as teaching or medicine, and through such employment, people earn money to meet their basic needs like clothing, food and shelter. Extract 17.1 is a sample of the candidates' correct response to question 7.

7. L'éducation, c'est un processus d'apprendre et d'avoir la connaissance sur quelque chose. On peut dire que l'éducation est la clé de la vie parce que l'éducation aide les gens pour avoir l'emploi, le développement, les besoins nécessaires y compris les nourritures, les vêtements et d'autres. Donc les suivantes raisons c'est ce sont comment on peut utiliser l'éducation pour combattre les difficultés de la vie.

Premièrement, On peut utiliser l'éducation pour diminuer l'ignorance, comment? L'éducation c'est le processus d'apprendre et avoir la connaissance sur beaucoup de choses dans le monde. Donc quand les gens n'ont pas la connaissance sur les choses différents dans le monde c'est l'ignorance donc quand les gens obtiennent l'éducation on peut combattre les difficultés de la vie y compris l'ignorance parce que l'ignorance peut causer les effets comme la mort, la pauvreté et parmi ces effets ce sont les difficultés de la vie donc l'éducation est la clé de la vie quand on peut utiliser l'éducation pour diminuer l'ignorance comme les difficultés dans la vie.

Deuxièmement, On peut utiliser l'éducation pour diminuer les maladies, comment? L'éducation aider beaucoup de gens d'avoir l'opportunité d'emploi comme les docteurs. Les docteurs utilisent leurs connaissances à travers l'éducation pour combattre les maladies comme le paludisme, le choléra, la dysenterie et d'autres parce qu'ils ou elles donnent

Number	SUBJECT NAME	Date
7	<p>les médicaments aux gens aussi l'éducation aident les gens pour protéger leur environnement parce que beaucoup de maladies nous les obtenons à cause de l'environnement quand il est très sale. Alors on peut utiliser l'éducation pour combattre les maladies</p> <p>Troisièmement, On peut utiliser l'éducation pour diminuer la pauvreté. Comment? C'est parce que à travers l'éducation les gens peuvent travailler dur et diminuer la pauvreté parce que à travers le travail les gens obtiennent d'argent pour acheter les besoins nécessaires comme les nourritures aussi les vêtements autres laisser leurs enfants à l'école pour éduquer aussi les gens appliquent l'éducation dans les activités économiques y compris les commerciaux, l'agriculture, pêcheur et d'autres pour diminuer la pauvreté</p> <p>Quatrièmement, On peut utiliser l'éducation pour conseiller les gens qui rencontrent les difficultés de la vie. Aussi pour diminuer l'accident et même la mort comme suivantes Beaucoup de gens commettent suicide à cause des difficultés comme malades, échouer l'examen et d'autres donc on peut utiliser l'éducation pour conseiller et résoudre les problèmes qui existent dans notre vie. Aussi on peut utiliser l'éducation pour éduquer les chauffeurs et les gens qui utilisent les routes sur d'utiliser des routes et les lois de passer les routes et de diminuer la vitesse dans la route pour diminuer l'accident</p>	

7.	la mort et la destruction de propriétés comm
	e les infrastructure comme les routes et daut
	res dans la vie.
	Pour finaliser, C'est vrai que l'éducation
	est la clé de la vie parce que les gens après
	avoir obtenir l'éducation peuvent appliquer
	dans la vie pour combattre les difficultés
	de la vie comme les maladies, la mort,
	les catastrophes naturelles qui sont causés par
	les hommes, l'accident routier et d'autres
	donc l'éducation est très important dans
	notre vie quand elle aide les gens pour
	avoir bonheur, les besoins nécessaires et
	pour vivre bien sans problème

**Extract 17.1:** A sample of the Candidates' Correct Response to Question 7

Extract 17.1 shows a response from a candidate who correctly explained how education helps in solving some life difficulties, such as acquiring basic needs by reducing illiteracy, poverty, and diseases. However, the candidates' response contained some grammatical errors.

Similarly, 93 (41.50%) candidates scored average marks in this question. They presented relevant points but failed to explain them effectively. For example, one candidate provided a brief summary of few points. Although the candidate organised ideas well and presented clear arguments, the defence of the topic how education is the key of solving various life difficulties was moderate rather than thorough.

Further analysis shows that 10 (4.50%) candidates performed poorly due their wrong interpretation of the question, poor organization of ideas, lack of adequate knowledge to meet the requirements of the question. For example, some candidates lacked the vocabulary needed to respond appropriately. Others listed points instead of writing in essay form, while a few of them completely failed to meet the requirements of the question. For instance, one such candidate wrote about the

government's responsibilities in providing education and ensuring employment in public sectors, which was contrary to the requirements of the question. Extract 17.2 is a sample of the candidates' incorrect response to question 7.

7	<p>Les difficultés de la vie :</p> <p>C'est la situation qui cause tous les problèmes dans le monde pour manquer d'argent. "On dit que l'éducation est la clé de la vie". Je utilise l'éducation pour combattre les difficultés de la vie.</p> <p><u>tout d'abord :</u> Les gens il faut travailler dur. Dans le monde différent personnes dit la vie et difficultés parce-que ils ne travaillent pas, quand personnes travaille pour faire différent activités dans le monde par exemple pour sale chaussures, pantalons, jupes. il obtenir d'argent pour sauver la vie. Donc tous personnes suppose pour travailler beaucoup pour combattre les difficultés de la vie.</p> <p><u>Ensuite :</u> Le gouvernement suppose pour obtenir différent emplois. Quand le gouvernement avoir emplois en les gens il ne pas au personnes dit il y'a les difficultés de la vie. Il y'a beaucoup personnes dans le monde il y'a grand éducation mais il y'a ne pas activités pour faire parce-que les gouvernement ne pas obtenir emplois. Aussi il y'a personnes dans le monde il chercher activités pour faire mais le gouvernement ne pas obtenir source pour commencer en faire différent activités en société.</p>	use only
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7.	<p>Puis : Le gens ne pas faire pas corruption. Corruption c'est grand problème dans la monde que caus les difficultés de la vie parce que quand personne il recare corruption est source pour cause pauvreté dans la monde et il cause humiliaton et quand personnes il ne pas choisés pour faire corruption il ne recara pas solutions en les problème.</p> <p>Le gouvernement il suppose pour donner l'éducation en les gens comment bien moyens pour ommité les difficultés de la vie. Quand le gouvernement donner l'éducation en tous personnes dans la monde bien moyens sans morts autres personnes il y'a importante parce-que autres personnes ils ne connaient pas comment pour il fait pour combatre les difficultés de la vie. Parce-que autre persone il ne travail dur par parce-que il obtenir éducati on qui aider pour travaille dur pour combatre les difficultés de la vie.</p> <p>En generale : Tous personnes en société suppose pour travail dur en faire différent activite qui aider pour obtenir d'argent et il y'a obtenir bien vie. Et bien vie ils viennent en personnes qui il travaille dur en faire différent activite.</p>	
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**Extract 17.2:** A Sample of the Candidates' Incorrect Response to Question 7

Extract 17.2 indicates a response from a candidate who answered question 7 incorrectly by presenting incoherent and illogical flow of ideas, with numerous grammatical and structural errors.

#### **4.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC**

The French Language subject assessed candidates in 10 topics. The general performance was good, as 99.31 per cent of the candidates passed. The topics with good performance were: *Comprehension* (98.30%), *Making the Public aware of Certain Calamities (e.g., HIV, Malaria)/Making an argument (debate)* (95.70%), *Talking about the causes and consequences of natural catastrophes* (82.00 %), *Analysis of Various Literary works* (92.20%), *Direct and Indirect Speech* (73.00%), *Active and passive Voices* (78.90%), *Crosscutting Issues* (82.00%) and *Phonology* (80.30%).

Analysis shows that this good performance attributed to the candidates' ability to understand the requirements of the questions and their sufficient knowledge and skills in the tested topics.

Further analysis shows that the candidates performed averagely in the topics Translation (47.90%) and Language Use (62.30%). This implies that the candidates had partial knowledge of the topics and insufficient vocabulary. There were no topics with low performance.

The performance of the candidates in the tested topics is summarised in the Appendix section, where green colour represents the well-performed topics, yellow colour represents the averagely performed topics, and red colour represents the poorly performed topics.

#### **5.0 CONCLUSION**

The candidates' performance in the French Language subject in the 2025 ACSEE was generally good, considering that 99.31 per cent of the candidates who sat for the examination passed. These candidates understood the requirements of the questions and had sufficient knowledge of the subject matter from which the questions were derived. Likewise, they applied French grammatical rules and principles to answer correctly the questions. Further analysis of their responses indicates that some of the candidates performed averagely and poorly. Such candidates lacked skills in using the French Language grammatical rules, while others failed to understand the requirement of the questions; consequently, they provided irrelevant responses.

## 6.0 RECOMMENDATIONS

Based on the analysis of the candidates' item responses, the following recommendations for the future improvement of candidates' performance on the French Language subject:

- (a) Teachers should put more effort into teaching the topics of *Language Use* and *Translation* by using passages, photos, videos, and updated translation techniques and methods.
- (b) Teachers should guide students to read more books to increase their vocabulary, enabling them to express themselves effectively and write good essays.
- (c) Teachers should give students different texts and require them to read and write summaries in order to improve their summary-writing skills.

## The Candidates' Performance in Each Topic, ACSEE 2025

S/N	Topic	2025		
		Number of questions	Per centage of Candidates who Scored an average of 35 per cent or above	Remarks
1	Talking about different experiences (past, present and future)	2	72.30	Good
2	Making the public aware of certain calamities (e.g., Drought)/Making an argument (debate)	2	95.70	Good
3	Talking about the causes and consequences of natural catastrophes	1	82.00	Good
4	Writing for various Crosscutting Issues	3	82.00	Good
5	Analysis of Various Literary works	1	92.20	Good
6	Tenses (Infinitive & Participle of the verbs)	1	83.00	Good
7	Phonology	2	80.30	Good
8	Reported speech	1	73.00	Good
9	Languauge Use	2	62.30	Average
10	Translation	2	47.90	Average

